

Multilingual Communication and Court Interpreting in Slovenia

Challenges and Perspectives

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Table of Contents

By the authors.....	1
1 Introduction	5
2 Translaw: objectives, goals, vision	9
2.1 Legal clinics	12
3 How the language rights of people suspected or accused of crimes are guaranteed in Slovenia	15
3.1 Residence permits granted in Slovenia in 2023, 2024 and 2025	15
3.2 International criminal law in the general sense	16
3.3 International criminal law in the strict sense and the International Criminal Court	17
3.4 The role of an interpreter in an international criminal trial	20
3.5 Legislation and language rights of people suspected or accused of crimes in Slovenia	22
3.6 Language and translation rights in Slovenian court proceedings.....	24
3.7 Outline of Slovenian criminal proceedings.....	25
3.8 Preliminary procedure	26
3.8.1 Pre-trial procedure (Chapter XV of ZKP)	26
3.8.2 Investigation (Chapters XVI to XVII of ZKP).....	28
3.8.3 Charges and objections to charges (Chapter XIX of ZKP)	29
3.9 Main hearing and judgement.....	29
3.9.1 Preparations for the main hearing (Chapter XX of ZKP).....	29
3.9.2 Main hearing (Chapter XXI of ZKP)	30
3.9.3 Issuing judgement (Chapter XXII of ZKP)	32
3.9.4 Procedure with legal remedies	33
3.9.4.1 Ordinary legal remedies (Chapter XXIII of ZKP).....	33
3.9.4.2 Extraordinary legal remedies (Chapter XXIV of ZKP)	34
3.10 Preliminary investigation.....	35
3.11 Court hearing	37
3.12 Written communication and service of documents	38
3.13 Proceedings with remedies	39
3.14 Infringement of the right to translation and interpretation.....	40
3.15 Costs of translation and interpretation.....	42

4	Preparation for interviews with legal interpreters, legal professionals and people suspected or accused of a crime	43
4.1	Analyses of the interviews	47
4.2	Discussion and conclusion	48
5	How to improve mutual cooperation between legal interpreters and legal professionals	53
5.1	Methodology	54
5.2	Literature overview: interpreting for public institutions	59
5.3	Discussion: interviews and research results.....	61
5.4	Analysis after three months.....	64
5.4.1	Initial evaluation (Questionnaire 1).....	65
5.4.2	Follow up (Questionnaire 2)	66
5.4.3	Results of the questionnaires.....	67
6	Implementation: Transcultural Law Clinic at the University of Maribor	73
6.1	Law clinics in Slovenia.....	74
6.2	Observation logs: overview of literature	78
6.3	Work methodology	80
6.3.1	Purposes and goals.....	80
6.3.2	Participants	82
6.3.3	Observing court proceedings logs structure for translating/interpreting and law students	83
6.3.4	Active servicing log structure for translating/interpreting students	84
6.3.5	Active servicing observation log structure for law students	84
6.4	Students' responses	86
6.5	Discussion.....	89
7	Conclusion	91
References	93	
Online sources	98	
Annexes	99	
Annex 1: A questionnaire for an interview with a legal professional.....	101	
Annex 2: Declaration of consent to participate in the study	125	
Annex 3: Transcription of an interview with a person accused of a crime.....	129	
Annex 4: Didactic concept for joint training workshops.....	137	
Annex 5: Questionnaire for workshops with legal professionals	143	
Annex 6: Questionnaire for legal interpreters/legal professionals three months later	145	
Annex 7: Evaluation of the workshop after the activity	149	
Annex 8: Observations diaries for students.....	153	
Annex 9: Active observation of the court proceeding in a criminal case and the following discussion.	185	
Annex 10: Court certified interpreters in Slovenia	191	

By the authors

VLASTA KUČIŠ, MIHA ŠEPEC, NATALIA KALOH VID

Contemporary European society is in all respects multilingual and multicultural, including the conduct of criminal proceedings. The European Convention on Human Rights (Article 5/6) guarantees that everybody has the right to a fair trial in a language he/she understands. An increasing number of foreign citizens suspected or accused of criminal offences require court interpreting at all stages of the investigation and judicial proceedings: in the investigation phase, during the trial, and after the conclusion of the proceedings. European Union directives aimed at protecting human rights include Directive 2010/64/EU on the right to interpretation and translation in criminal proceedings.

Court interpreting has recently become an important field in Translation and Interpreting Studies. Court interpreters are experts in multilingual mediation. They act on behalf of the court, as a state institution, and for foreign citizens who are unfamiliar with legislation and do not understand and/or speak the official language. This type of interpreting is necessary in asylum procedures, police interrogations, court hearings, and also for obtaining health care for foreign citizens who do not speak and/or understand the official language. The growing interest in court interpreting as both professional activity and an academic discipline is a direct consequence of increasing economic migration, which requires a strategic language

policy and additional training for court interpreters, especially for languages such as Farsi, Dari, Fulfulde, Wolof, Kurdish, Azerbaijani, Turkmen, and others.

Questions which remain open are: how can academic and university programs contribute to a better, mutual education of future legal interpreters and legal professionals and the development of their competences? How can cooperation between legal interpreters and legal professionals be improved? How do persons accused or suspected of a crime reflect on their experience with legal interpreters, and how can their stories best be listened to?

This study focuses on the possibilities and advantages of establishing and developing intercultural legal interpreting clinics in Slovenia in the form of elective courses at the university level, and we hope to answer these questions to at least some extent.

We particularly focus on legal interpreting in criminal proceedings, which are the state's response to crime and its mechanism for enforcing criminal law against individuals and legal entities on its territory. It encompasses the mechanisms, legal institutions, procedures, investigative measures, powers of state authorities, trials, appeals, and all other procedures that in any way affect the rights of individuals in the context of investigating and proving criminal offences. It also defines the powers of all state authorities in the context of investigating, proving and trying criminal offences, and on the other hand, the rights of individuals who are subjects or objects of state criminal law proceedings. In this context, the role of the interpreter is crucial when persons who do not understand the Slovenian language are involved in criminal proceedings. A special chapter is dedicated to international criminal law, where the emphasis is on proceedings with an international element that do not take place before Slovenian courts.

The authors emphasize the importance of connecting the interpreting profession with the academic community and the mutual education of future court interpreters and lawyers in innovative courses of study. To attain this goal, the Department of Translation Studies at the Faculty of Art accredited the elective course *Multilingual and Intercultural Communication in Criminal Procedures*, which is offered to both translation and interpreting and law students.

We hope that the findings of our research will contribute to the attainment of two primary goals: 1) developing training practices for interpreting and legal

professionals; 2) establishing courses at the university level which enable mutual education of interpreting/translating and law students based on trust, understanding, and respect for both professions.

Satius est pedibus labi quam lingua.

1 Introduction

In today's multicultural and globalized landscape, the importance of high-quality court interpreting services is undeniable. It is essential to achieve linguistic and legal accuracy at police stations and in bilingual courtrooms. A number of books and research articles focus on various aspects of court and police interpreting, taking into consideration language capacities, stress factors, human factors, financial constraints and various other issues. Community interpreting has become an important area within translation studies, as it is an inevitable part of the asylum-seeking process, police questioning, court hearings, healthcare and other social discourses (cf. Hale/Napier 2016, Kadrić 2019, Pöchacker 2019, 2023, Kadrić/Pöllabauer 2021, Kučiš 2021, Saelets). Legal clinics can provide aid to marginalized and underserved parts of the population who do not have access to other forms of legal aid and lack the information to do so.

Yet, some questions still arise. Is it important for legal interpreters to establish professional but also cordial relationships based on mutual trust not only with clients, or suspects, but also with legal professionals such as lawyers, judges, and prosecutors? Also, while many studies focus primarily or exclusively on the experience of legal interpreters, only a few focus on their clients. How would people suspected or accused of a crime evaluate the interpreting services they were offered? What kind of experience do they have with legal interpreters? Finally, is there perhaps any other way to provide supervised interpreting or translating services,

considering the fact that a small country, like Slovenia, does not have an adequate number of court interpreters for some languages? Are there possibilities for students of translating and interpreting, as well as law students, to gain much needed experience, taking part in the service paths of people suspected or accused of crime?

We seek to answer some of these questions, addressing a number of aspects which concern the quality of court interpreting in Slovenia from the point of view of interpreters, legal professionals and, importantly, people suspected or accused of crimes. We will show that the question of quality of court interpreting spreads across a broad spectrum, from language capacities to human factors, to restrictions of legislation, to establishing professional, even friendly, relationships among legal interpreters, legal professionals, and people suspected or accused of crimes, which should be based on mutual trust.

In the introductory chapters, we outline some aspects of interpreting theory as well as the main goals and outcomes of the TransLaw project in the frame of which our research was conducted. In the following chapter, we will present the Slovenian legislation regarding guaranteeing the rights of people suspected or accused of crime who do not speak Slovenian language. The legislation overview is then followed by an analysis of interviews with people suspected and accused of crime who shared their experience with an interpreter in a pre-trial state at the police station. We focus on the pre-trial phase because a person suspected or accused of a crime often faces a language barrier at the police station. This pre-trial stage includes investigations carried out by the police before the matter goes to court. Given the importance and gravity of the work our police forces do, it is important that only qualified interpreters undertake police assignments.

The next chapter focuses on multilevel translating/interpreting services provided for people suspected or accused of a crime at the Maribor court. We present the results of questionnaires conducted in the course of TransLaw, which asked practicing legal interpreters and legal professionals at the Penal department of the Maribor court how they evaluate their work and mutual communication in terms of guaranteeing language rights, efficiency, ethics, fluency, expectations, and positions of power.

The final chapter presents the implementation of a new, innovative form of education for future translators and interpreters, a Transcultural Law Clinic. The clinic is an elective course, entitled *Multilingual and Transcultural Communication in*

Criminal Matters, offered to students of translation and interpreting and law students at the University of Maribor. Law clinics are neither the only kind of clinical legal education nor the only form of *pro bono* student activities. Other non-governmental organisations provide legal aid similar to that provided in law clinics, but lack the aspect of legal training. In our opinion, in today's world, offering professional translating/interpreting services on a regular, organised, and supervised basis is crucial for any legal clinic. There is a need for legal interpreters with knowledge of the complex processes of the legal system, as well as the social skills needed to build trust and rapport, and the respective language combinations required to provide these services. Unfortunately, in Slovenian legal clinics, providing interpreting/translating services for any person who does not speak Slovenian cannot be taken for granted, as in many cases, the people providing *pro bono* interpreting services are bilingual students who lack legal training, interpreter training, or both, which can have detrimental consequences.¹

Implementation of a transcultural translation/interpreting legal clinic at the university level may significantly reduce costs, offer students of translating and interpreting practical experience, and build connections and mutual trust between students and legal professionals and legal interpreters. We define a *transcultural legal clinic* as one that makes *pro bono* legal aid accessible to people of various cultural, ethnic, and linguistic backgrounds, combining elements of legal aid and practical legal and interpreting training.

¹ Despite EU Directive 2010/64/EU on the right to interpretation and translation in criminal proceedings and related directives, interpreting at police interviews and in court is often at a bare minimum level, and may not be available for conversations with the public defender.

2 Translaw: objectives, goals, vision

“TransLaw. Exploring Legal Interpreting Service Paths and Transcultural Law Clinics for Persons Suspected or Accused of a Crime,” received funding from the European Union’s DG JUSTICE programme, JUST-JACC-PROC-AG-2016, which took place from 2018-2020. The partners in the project were Universität Wien, Universita degli Studi di Trieste, Katholieke Universiteit Leuven and Univerza v Mariboru. Austria, Italy, Belgium and Slovenia have traditionally been either transit countries or final destinations for migration.

The project was an innovative and important response to the current refugee crisis, which, since 2015, has increased the demand for legal interpreting in Europe, especially in German-speaking countries and the Alps-Adria region. The main objective of the project was to discover and implement new pathways to secure the rights of persons suspected or accused of a crime quickly and in mutual cooperation with legal professionals in the form of Transcultural Law Clinics as intra- or extra-curricular activities at the university level. Universities have played a vital role in developing the field of training in legal interpreting, but joint intersectoral cooperation between legal professionals and legal interpreters, as well as offering practical experience to students, is still rare.

Considering that the European Union has twenty-four official languages and five hundred fifty-two language combinations, professional interpreting is much needed in all fields of legal services. European multilingualism is a unique aspect of cultural diversity and the basis for freedom of speech and expression, access to information, and equality in criminal proceedings. According to the UN Convention for the Protection of Human Rights and Fundamental Freedoms (Art. 5/6), all persons have the right to a fair trial in a language they understand.

Europe is undergoing a steady progression in the diversity of its (criminal) population and a steady progression of language-requirements in the respective trial phases. Unfortunately, the economic situation puts financial pressure on judicial services in charge of hiring interpreters and an increasing number of persons suspected or accused of crimes undergo very complex processes at the pre-trial, trial, and post-trial phases, which require an interpreter. However, persons suspected or accused of a crime are not usually assigned only one interpreter, but often many interpreters in the pre-trial, trial, and post-trial phase, which makes the process even more complex. An efficient solution for integrating qualified legal interpreters into these complex criminal proceedings is therefore crucial to ensuring judicial efficiency and strengthening the rights of EU citizens suspected or accused of crimes.

The most important long terms goals of the project are: (a) Contributing to protecting the rights of persons suspected or accused of crime in complex service paths; (b) Contributing to the efficiency and cost effectiveness of work of legal professionals and legal interpreters; (c) Contributing to alleviating the daily work of legal professionals and enhancing quick and smooth collaboration between legal professionals and interpreters; and (d) Contributing to the professionalization of legal interpreters. Medium term objectives include, among others: (a) Analyzing the stage of development of Transcultural Legal Clinics, (b) Strengthening universities in providing legal support through Law Clinics, and (d) Meeting current needs of persons suspected or accused of crime in countries with a large number of migrants and refugees: Austria, Belgium, Italy, and Slovenia. The most important short-term objectives focus on: (a) Increased knowledge about service paths of persons suspected or accused of crimes, possibilities and constraints of legal interpreters in this pathway, (b) Increased knowledge about the ability of universities to provide legal support services to persons suspected or accused of crime in Transcultural Law Clinics, and (c) Piloting Transcultural Law Clinics

The project consisted of four work streams, each coordinated by one partner. After each work stream, a report was put together, discussed by all partners, and put online. The first WS (work stream), the preparation phase, was coordinated by the University of Vienna. The main objective of the project was to analyse the current situation with Transcultural legal clinics in each partner country, as well as to set up institutional work groups within the university to ensure successful implementation of a new Transcultural Law Clinic. During the first work stream, three workshops with the stakeholders within each university were organized. At the University of Maribor, we organized workshops with the rector and vice-rectors, as well as with the dean, vice-deans, and colleagues from the Faculty of Arts, University of Maribor. We obtained total support from the university and faculty authorities to implement a new Transcultural Law Clinic in the form of an elective course at the MA level program.

The second work stream, the analytical phase, was coordinated by the University of Leuven and focused on the analysis of service paths of people suspected or accused of crimes in each country. The empirical research was based on conducting interviews with legal professionals, legal interpreters, and people suspected or accused of crimes. The interviews were conducted using detailed questionnaires for each target group, prepared by the Belgian partners. One of the outcomes of the second work stream was a list of recommendations for legal professionals to improve cooperation with legal interpreters.

The third work stream, the joint training phase, was coordinated by the partners from the University of Trieste and was developed in particular to contribute to the improvement of cooperation and communication between legal professionals and legal interpreters. For the the third work stream, the Italian partners prepared a detailed didactic concept which included various forms of organization of awareness workshops and joint training workshops for legal interpreters and legal professionals (judges, prosecutors, lawyers, and police officers). Workshops were evaluated using participant questionnaires and oral feedback. Both groups, legal interpreters and legal professionals, were also asked three months later to fill in the second questionnaire and reflect on whether the workshops had had any impact on their communication with each other.

The final phase, Transcultural Law Clinic/Piloting, was coordinated by The University of Maribor. In this phase, all four universities implemented transcultural law clinics, in most cases as an elective course. In the first phase, which included active servicing by translating legal documents and active observations by observing court hearings with legal interpreters, students of translation and interpreting and law students participated. The students' experience was summarized in special observation and active service log books, developed by us. One of the outcomes of this work stream was lessons learned during the pilot phase. All partners confirmed that after the first phase, new Transcultural Law clinics will be offered at the university level on a regular basis.

2.1 Legal clinics

According to Frank Bloch (2008: 111), “what makes clinical legal education a global phenomenon is the worldwide importance of its ultimate goal: preparing future lawyers for high-quality, ethical law practice grounded in a legal profession dedicated to social justice.” In this process, as Christine (?) Wilson states, the key is not teaching, but learning; the teacher is not the “sage on the stage” but “the guide on the side.” Learning occurs when students are more active than passive and teaching techniques can be arrayed along a spectrum from most passive (lecture and case method) to most active (the live client clinic).

Law clinics generally provide aid to marginalised and underserved parts of the population who do not have the means to seek other forms of legal aid, and often lack the information to do so. According to Clelia Bartoli, the term “clinic” is borrowed from medical training, in which students, along with their teachers, participate in the treatment of patients. Clinical legal education was born in the early twentieth century in the United States during a serious rethink of teaching and curricula of law schools there (2016: 22). The practice of law clinics is still very efficient in the US, where, according to Wilson, clinical legal education is now a mainstay of legal education, with well over 800 in-house programs operating in US law schools and an average of six subjects in each school. Around 600 teachers attend the annual meeting sponsored by the Association of American Law Schools (AALS) and hundreds more attend regional meetings sponsored by the same organization or by the Clinical Legal Education Association (CLEA) (2009: 827). According to a report by the Center for the Study of Applied Legal Education (CSALE) for 2016-17, (187 schools in the Master Survey reported), a total of 1,433

distinct law clinics were offered during the 2016/17 academic year, with clinics offering more than one semester counting as only one class credit, in the United States. All but four schools offered at least one law clinic (Kuehn & Santacroce, 2017: 8).

Since the early 1960s and 1970s, the idea of the law clinic has spread to other countries such as Canada, Australia, and Great Britain, where unions of students, driven by a strong motivation to give concrete solutions in the name of social justice, have started centres for free legal assistance. Today, there is a “global clinical movement,” confirming the success of this legal education methodology. As Bartoli (2016: 22) finds, “the different definitions agree that the legal clinic programs have a dual nature (educational and pro-social) and dual benefits (to the students and clients).”

Law clinics appeared in Central and Eastern Europe in the latter half of the 1990s in the wake of massive changes after the fall of the Iron Curtain, when new societal, governmental, and legal structures were formed. A need existed for a form of hands-on legal education that could support such changes, as well as a high demand for legal aid. Many of these local efforts received financial support from American organisations, such as the Open Society, leading to the creation of legal clinics in the Czech Republic, Hungary and Poland (Romano, 2016: 30f.), as well as in Russia and Ukraine (Rekosh, 2005: 44). Poland, in particular, has developed a strong tradition of clinical legal education, with 26 law clinics in 15 cities (Hannemann & Dietlein, 2016: 49).

Following the adoption of the Bologna Declaration (aimed at the creation of a common European area for higher education), the European integration process, and the growing competition between public and private universities, clinical legal education began to appear in Western Europe (Romano, 2016: 34). In a survey of European law clinics, Romano (2016: 15) found that most clinics in the EU were no more than 15 years old, and many were less than five. The survey encompasses over 100 clinics, but Romano notes that it is not a complete census of all clinical legal programmes. Among the countries with the largest number of clinics are Italy, Poland, Germany and the UK. Most have a very low budget (50% have less than €10,000 a year) and are funded mainly by the universities, but this differs within countries. Poland is the only country with a uniform system. Polish law clinics are

centrally coordinated by a consortium and are a fully recognised part of the country's reform of legal education (Zielinska, 2005: 14).

Currently, two universities in Austria offer legal clinics: the University of Vienna and the University of Graz. The numbers are higher in Germany, where, according to Kilian and Wenzel, sixty-four law clinics are currently operating (2017: 963). There are thirty-four legal clinics in Italy, while in Belgium, only four law clinics are offered as a part of the higher education curriculum.

One of the main problems is that most law clinics in European countries operate with a very low budget: more than 60% of clinics draw their budget from university funds. Twenty-six per cent of clinic budgets are sponsored by foundations and private entities. Only 13% receive funding from local or national government agencies (Bartoli, 2016: 49).

The scope is different as well. In the US, law students may represent their clients in court with a supervising lawyer under the Student Practice Rules¹ (Hannemann & Dietlein, 2016: 46f.), while in Germany, it only became possible to set up law clinics with the 2008 amendment to the Legal Services Act (Rechtsdienstleistungsgesetz), which regulates the provision of legal services by non-lawyers. Such services have to be provided free of charge (Hannemann & Dietlein, 2016: 2) and supervised by a lawyer (*ibid*: 10).

¹ For details, see <http://www.law.georgetown.edu/library/research/guides/studentpractice.cfm> (last accessed 12 January 2019)

3 How the language rights of people suspected or accused of crimes are guaranteed in Slovenia

3.1 Residence permits granted in Slovenia in 2023, 2024 and 2025

According to statistics compiled by the Ministry for Interior Affairs,³ in 2023 Slovenia granted 111,196 residence permits (including permits for temporary and permanent residence), 104,931 to citizens from outside the EU and 6,265 for EU citizens. The highest number of permits was granted to citizens of Bosnia and Herzegovina (41,480), Kosovo (40,139), Serbia (11,186), Northern Macedonia (18,956), Russia (3,070), Ukraine (2,712), China (669), Turkey (1,287) and Montenegro (6,943). As for citizens of European countries, the highest number was granted to citizens of Croatia (1,712), Bulgaria (673) and Italy (527).

Slovenia granted 102,140 residence permits (including permits for temporary and permanent residence) to citizens from outside the EU and 6,329 permits for EU citizens from January 2024 to December 2024. The highest number of permits was granted to citizens from Bosnia and Herzegovina (36,553), followed by Montenegro

³ <https://www.gov.si/podrocja/drzava-in-druzba/priseljevanje-v-slovenijo/>

(694), China (838), Kosovo (12,986), Serbia (11,567), Turkey (1,146), Russia (3,150), Northern Macedonia (7,153), India (2,455); from EU countries, the numbers were Croatia (1,679 – 46%), Bulgaria (642 – 16%) and Italy (529 – 12%).

The number of permits issued from January 2024 to November 2025 is 83,168 to citizens from outside the EU and 7,122 to citizens of Switzerland and EU countries: Bosnia and Herzegovina (29,336), Serbia (11,185), India (2,943), Kosovo (9,735), Nepal (1,836), Russia (2,973), and Northern Macedonia (6,536). The lowest number of permits in 2024 and 2025 was granted to citizens of African countries (Angola, Antigua and Barbuda). No permits in 2024 and 2025 were granted to citizens of African countries (Angola, Antigua and Barbuda and Barbados).

The highest number of appeals for international protection in 2024 (all together 5,634, 5,404 by male and merely 230 by female) were filed by citizens of Morocco (3,548), followed by Syria (198) and Ukraine (123). The situation has not changed, as from January to November 2025 (all together 3,890, 3,787 by male and merely 103 by female) the highest number of appeals for international protection was filed by citizens of Morocco (2,321), followed by Egypt (336) and Algeria (289).

3.2 International criminal law in the general sense

Criminal law is most effective at the national level, because states carry out criminal prosecution of people on their territory. However, crimes committed by individuals can also have international dimensions. These can manifest themselves in the form of the commission of a crime involving several countries (such as the production of an illegal drugs in one country and the illegal sale in another), international war crimes, or in the form of international dimensions that require a response from the international community (such as the commission of genocide or crimes against humanity within a single country, where the population needs external assistance). Crimes that are committed on the territory of several countries therefore have cross-border effects (cross-border crime), and so countries must connect and cooperate. They do this in the form of declaring equivalence of criminal law prosecutions, often through international treaties and conventions, which results in states apprehending and prosecuting perpetrators of the same crimes in a similar manner (such as with United Nations Convention against Illicit Traffic in Narcotic Drugs and Psychotropic Substances, 1988). States also cooperate with each other in the form of international legal assistance, exchanging information and evidence, and

organizing the cooperation of police and investigative bodies for the prosecution of international crimes. The institutions of extradition and surrender have also developed (the latter applies within the European Union, where states hand over their own citizens to other member states). States most actively cooperate in the prosecution of international crimes involving organized crime, human trafficking, arms and migrant smuggling, drug trafficking, money laundering, and terrorism.

The highest level of international cooperation in criminal matters has been achieved by the European Union. Criminal cooperation in the EU is based on mutual recognition, trust, and shared values. The Legal Framework for its cooperation is the Treaty on European Union (Articles 82–89, judicial cooperation in criminal matters, and police cooperation); The Treaty on the Functioning of the European Union sets out EU competencies, and the Charter of Fundamental Rights of the European Union ensures basic rights of individuals in criminal procedure, such as the right to a fair trial, right to due process, and the principle of proportionality. Some of the mechanisms of cooperation at the EU level are the European Arrest Warrant, the European Investigation Order, and Freezing & Confiscation Orders. Their purpose is to facilitate the exchange of information, evidence, investigative actions, and even suspects. The EU has formed its own judicial cooperation bodies, such as Eurojust (EU agency coordinating prosecutions across member states) and the European Public Prosecutor's Office that investigates and prosecutes crimes against the EU's financial interests (including fraud, corruption, and VAT fraud). Police cooperation is directed through Europol (EU's police agency that facilitates intelligence sharing and joint operations against organized crime, terrorism, and cybercrime) and Joint Investigation Teams, which are temporary teams of prosecutors and police from several states for specific cases. Information sharing is conducted through the Schengen Information System and ECRIS (European Criminal Records Information System). Slovenia, as part of the European Union, is a member of all the listed organizations, and the European legal order is fully binding on both the state and its citizens.

3.3 International criminal law in the strict sense and the International Criminal Court

Legal literature defines the term international criminal law in a strict sense that covers the most serious international crimes against humanity and war crimes. The term began to take shape towards the end of the 19th and beginning of the 20th century

with the Hague Humanitarian Conventions and the Geneva Conventions, which included universal rules of warfare and humanitarian law, which apply during international armed conflicts. Another milestone in the development of international criminal law was the creation of international courts for war crimes and crimes against humanity, where direct criminal liability of individuals is established. An important characteristic of international criminal law is that it establishes personal responsibility and criminal liability of those who have ordered military attacks and war crimes. International criminal trials also exclude immunity that otherwise applies in international law for the highest representatives of states (politicians, presidents, etc.). These individuals are no longer exempt from criminal prosecution by the international community. The first such trial took place in 1945 and 1946 before the Nuremberg Tribunal for Nazi crimes after World War II. Later, international criminal tribunals were established for Yugoslavia, Rwanda, Sierra Leone, and Lebanon. The pinnacle of international criminal law is the International Criminal Court, which is based on the Rome Statute, 1998 (the treaty entered into force in 2002). The court has its premises in the Hague (the Netherlands) and has its own judges and prosecutors who prosecute crimes defined in the Rome Statute. The International Criminal Court has great support from most of the world's countries, 137 of which have signed the Rome Statute, including Slovenia. All countries that signed the Rome Statute are obliged to prosecute all four core crimes, and to extradite individuals suspected of these four crimes to the International Criminal Court. From this perspective, the International Criminal Court is the most comprehensive institute of international criminal law for the most serious international crimes. Nonetheless, it has one major drawback: its jurisdiction only covers criminal prosecution against individuals from states that have actually signed the Rome Statute. However, all the major global military powers (including USA, Russia, China, and Israel) did not sign the Rome Statute. Therefore, the International Criminal Court often has its hands tied when it comes to global military powers, and is only effective when international crimes are committed by individuals from militarily weaker states, which are more committed to the international community and to the success of international criminal law. Any physical action against global military powers is impossible, because all of these states possess nuclear weapons. The international community can therefore only respond to these military powers with financial and commercial measures.

The International Criminal Court has jurisdiction over the four most serious crimes: genocide, aggression, war crimes and crimes against humanity. Genocide is an act

committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group. Acts include killing members of the group; causing serious bodily or mental harm to members of the group; deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part; imposing measures intended to prevent births within the group; and forcibly transferring children of the group to another group (Article 6 of the Rome Statute).

Crimes against humanity are acts committed as part of a widespread or systematic attack directed against any civilian population, including murder, extermination, enslavement, deportation, or forcible transfer of population; imprisonment or other severe deprivation of physical liberty in violation of fundamental rules of international law; torture; rape, sexual slavery, enforced prostitution, forced pregnancy, enforced sterilization, or any other form of sexual violence of comparable gravity; persecution against any identifiable group or collectively on political, racial, national, ethnic, cultural, religious, gender, or other grounds that are universally recognized as impermissible under international law; enforced disappearance of persons; the crime of apartheid; and other inhumane acts of a similar character intentionally causing great suffering, or serious injury to bodily or mental or physical health (Article 7 of the Rome Statute).

War crimes are committed as part of a plan or policy or as part of a large-scale commission of such crimes, and include: grave breaches of the Geneva Conventions of 12 August 1949, including any of the following acts against persons or property protected under the provisions of the Geneva Convention; wilful killing; torture or inhumane treatment, including biological experiments; wilfully causing great suffering, or serious injury to body or health; extensive destruction and appropriation of property not justified by military necessity and carried out unlawfully and wantonly; compelling a prisoner of war or other protected person to serve in the forces of a hostile power; wilfully depriving a prisoner of war or other protected person of the rights of fair and regular trial; unlawful deportation or transfer or unlawful confinement; taking of hostages; and other serious violations of the laws and customs applicable in international armed conflict, within the established framework of international law (Article 8 of the Rome Statute).

A crime of aggression is defined as the planning, preparation, initiation or execution, by a person in a position effectively to exercise control over or to direct the political or military action of a State, of an act of aggression which, by its character, gravity,

and scale, constitutes a manifest violation of the Charter of the United Nations. Act of aggression means the use of armed force by a State against the sovereignty, territorial integrity or political independence of another State, or in any other manner inconsistent with the Charter of the United Nations (Article 8bis of the Rome Statute). The most common acts of aggression are: invasion or attack by the armed forces of a State on the territory of another State, or any military occupation, however temporary, resulting from such invasion or attack; bombardment by the armed forces of a State against the territory of another State or the use of any weapons by a State against the territory of another State; the blockade of the ports or coasts of a State by the armed forces of another State; an attack by the armed forces of a State on the land, sea or air forces, or marine and air fleets of another State, and similar acts using the army against the sovereignty of another state (Article 8bis of the Rome Statute).

3.4 The role of an interpreter in an international criminal trial

In an international criminal trial, such as those before the International Criminal Court (ICC), International Criminal Tribunal for the former Yugoslavia, or Rwanda, interpreters play a crucial role in ensuring fairness, accuracy, and accessibility of proceedings. The interpreter's role goes beyond just translating words - they safeguard the right to a fair trial as guaranteed by international law. The interpreter is central to upholding due process, fair trial rights, and the legitimacy of international justice. Without them, many participants would effectively be excluded from the trial (Diana-Domnica Dănișor, 2013).

The main role of an interpreter in such trials is to guarantee the right to be heard and understood. Defendants, witnesses, and victims often speak different languages than the official court languages (English and French at the ICC); therefore, interpreters are tasked to ensure that all participants can understand the charges, evidence, and proceedings in a language they comprehend. By doing so, the interpreter facilitates communication between parties (judges, prosecutors, defence counsel, witnesses, and the accused). This ensures that testimony, cross-examination, and submissions are fully accessible to everyone.

The interpreter must always maintain his or her neutrality. Interpreters must be impartial—faithfully conveying meaning without distortion, additions, or omissions. It is not the role of the interpreter to seek justice, or to help facilitate the defence or

the prosecution. The interpreter's work should not be affected by feelings of pity, remorse or compassion for the victims.

When translating, accuracy is of vital importance, since mistranslations can affect witness credibility, evidence assessment, or even the outcome of a case. Interpreters should try to preserve the integrity of testimony and evidence. Testimonies are often emotional, traumatic, or highly detailed. Interpreters must convey not only the literal meaning but also the tone, nuance, and intent of the words. Misinterpretation could compromise the evidentiary value of statements. Small errors can have huge consequences. A mistranslated date or location can cast doubt on a witness's reliability. An incorrect translation of intent-related words (for example, "I intended to" vs. "I hoped to") can alter the legal interpretation of mental element and guilt. This is why defence teams often seize on interpretation errors to argue a violation of the accused's right to a fair trial.

Interpreters face specific challenges in international criminal trials, which often deal with dozens of languages, complex legal issues, and very sensitive testimony. A major challenge is the number of dialects and regional variations. Many witnesses and accused speak regional dialects rather than standardized languages. The interpreter should be familiar with these in order to provide a credible translation. Another challenge is legal and technical terminology. International criminal law uses highly specialized concepts, such as "command responsibility," "genocide," and "joint criminal enterprise," for which local dialects may lack exact equivalents, forcing interpreters to paraphrase or explain (Hassan Emara, 2020). Trials also rely on simultaneous interpretation (real-time, with headsets), which is cognitively demanding. Therefore, interpreters must listen, process, and speak almost at the same time, without losing accuracy.

All of these factors demonstrate the importance and complexity of the tasks facing interpreters in international criminal trials. A well-known example is the International Criminal Tribunal of the former Yugoslavia in the case of Slobodan Milošević (2002–2006). Milošević often addressed the court in Serbian, while the proceedings were conducted in English and French. The interpreters had to handle highly technical legal arguments, historical references, and emotionally charged political speeches. In some instances, Milošević accused interpreters of mistranslation, trying to undermine the credibility of the court (Michael P. Scharf, 2002). This shows how central interpretation was to the perception of fairness. Many

witnesses testified in Bosnian, Croatian, Albanian, or Macedonian, and gave harrowing testimonies. The interpreters had to accurately capture trauma-filled speeches while maintaining neutrality, which shaped how the judges understood the evidence.

It is safe to say that interpretation in international criminal court trials directly shapes how judges evaluate credibility, intent, and responsibility of witnesses and defendants. Interpreters can affect the outcome of justice: if meaning is lost or misrepresented, a conviction could be appealed or overturned. That is why defence teams often scrutinize interpretation errors to argue violations of the accused's fair trial rights under Article 69 of the Rome Statute.

Interpreters are indispensable in international criminal trials. They safeguard due process, ensure the voices of victims are heard, and maintain the legitimacy of international justice. Without them, international trials would risk excluding participants, undermining both fairness and the historical record.

3.5 Legislation and language rights of people suspected or accused of crimes in Slovenia

For decades, the field of police interpreting has been overshadowed by the more public and more thoroughly-examined specialization of court interpreting (Gamal, 2012: 78). As a specialist area, it “remains widely under-researched in Interpreting and Police studies alike” (Gallai, 2013: 57). Some scholars argue that the role of interpreters is usually seen by service users, especially those in the legal sector, as a mere “conduit” for translating words (Böser, 2013). However, scholars have acknowledged the importance of interpreting and apply the term “interpreter-mediated” when describing the engagement of interpreters in a police interview (Gallai, 2013; Gallez & Maryns, 2014; Nakane, 2009; Salaets & Balogh, 2015). Mulayim, Lai and Norma claim that “within the broader field of legal interpreting, police interpreting is emerging as a highly specialized, distinct application of interpreting. Police interpreting mainly takes place in police–suspect interviews and in obtaining statements from witnesses and victims. Interpreting is increasingly required in multilingual communities as members of ethnic communities come in contact with law enforcement agencies” (2014: xxviii).

Interviewing suspects at a police station is of high importance in police investigations. Yet what needs to be done to secure the rights of suspects who do not speak the language? In Slovenia, the legislation recognises the special importance of language rights in procedures before legal authorities. Not only is the right to use one's own language and script a constitutionally guaranteed right (Constitution of the Republic of Slovenia, 1991, Article 62) but the highest standards provided by EU law (see Directive 2010/64/EU on the right to interpretation and translation in criminal proceedings, 2010) were also diligently transposed into provisions that regulate various legal procedures, including those of the Criminal Procedure Act (2012).

Considering the increasing scholarly interest in police interpreting and the importance of this type of interpreting for guaranteeing language rights of the suspects, we will focus on the right to interpretation and translation of suspects in the pre-trial phase of criminal proceedings at Slovenian police stations.

We conducted interviews with seven male persons suspected and accused of crime who did not speak Slovenian and their experience with the interpreting, both formal and informal, at the police stations. The reason we decided to focus on the pre-trial phase is that a person suspected or accused of crime first faces a language barrier at the police station. This pre-trial stage essentially includes the investigations carried out by the police before the matter goes to court. Given the importance and gravity of the work that police forces do, it is very important that only suitably qualified interpreters undertake police assignments. Fortunately, the belief that any bilingual person can interpret has become a myth, as legal interpreting is a highly demanding professional field of expertise. We will examine the problems and difficulties that suspects encounter, which are classified into the following categories: (a) unavailability of an interpreter, (b) time constraints, (c) lack of interpreters for particular languages, (d) potential cross-cultural and cross-linguistic differences, (e) co-operation between legal interpreters and legal professionals. The interviews were conducted in English as a lingua franca, in which all suspects were sufficiently fluent. In the discussion, conclusions are provided and directions for further research in the field of police interpreting are suggested.

3.6 Language and translation rights in Slovenian court proceedings

Legislation regulating the use of language in all proceedings before Slovenian authorities (courts and other state authorities) reflects two basic, but somewhat conflicting, concepts, both of which are guaranteed by the Slovenian Constitution: the official language and the right to use one's language and script.⁴ They are also reflected in the relevant provisions of *Zakon o kazenskem postopku* (Criminal Procedure Act, hereinafter: ZKP).

According to Article 11 of the Constitution, the official language in Slovenia is Slovene; in municipalities where Italian or Hungarian national communities reside, Italian or Hungarian are also official languages. The implication of this provision is a mandatory requirement for all state and other authorities performing a public function in the Republic of Slovenia to carry out their tasks in the Slovenian language (or Italian or Hungarian in respective municipalities). No such authority may choose to conduct proceedings in another language at their own discretion, regardless of whether their representatives understand the language in question. This applies to criminal proceedings, which are conducted in the official language of the court (Article 6 of ZKP). In general, the requirement to use the official language applies to all phases of criminal proceedings and to all written communication between the court and other participants, with some particularities and limitations.⁵

In order to guarantee the fundamental constitutional principles of equality before the law and effective judicial protection to persons who do not understand the official language, the Constitution balances this requirement with the right to use one's language and script. According to Article 62 of the Constitution, everyone has the right to use his language and script in a manner provided by law in the exercise of his rights and duties and in procedures before state and other authorities performing a public function. This right is especially important in relation to oral procedural acts; a party who does not understand the official language can obtain outside help when preparing written documents, but the inability to understand and participate in proceedings could effectively prevent the party from exercising their

⁴ i.e. in spoken proceedings and in official documents.

⁵ The overview of the law system regarding language and translation rights in Slovenian court proceedings was partly published in Vlada Kučiš, Natalia Kaloh Vid, Katja Drnovšek. 2020. *The role of court interpreting in police detention procedures involving foreign citizens suspected of committing a crime in Slovenia : the suspects' perspective*. Revija za kriminalistiko in kriminologijo 71/4: 297-305.

procedural rights. In such cases, the court will generally appoint a professional court interpreter (Article 8 (3) of ZKP). Court interpreters are persons appointed for an unlimited time with the right and duty to interpret at hearings and to interpret documents at the request of the court. They are appointed by the Minister of Justice for the interpretation of spoken discourse and written documents from or to a particular language and for Slovenian sign language (Article 2 (3) and Article 4 of Court Experts, Certified Appraisers and Court Interpreters Act). If no court interpreter is available for a particular language, the court may appoint another person who is fluent in a foreign language for which there are no (or not enough) court interpreters (Article 8 (4) of ZKP). In such a case, the newly-appointed interpreter shall swear to interpret accurately the questions put to the accused and the answers of the accused (Article 233 (3) of ZKP).

Since Italian and Hungarian are already considered official languages in three municipalities with Italian minorities (Koper, Izola and Piran) and five municipalities with Hungarian minorities (Hodoš, Šalovci, Moravske Toplice, Dobrovnik and Lendava), members of those minorities do not need to invoke the right to use their language. Instead, all proceedings, including criminal (Article 6 of ZKP), shall be conducted in the language spoken by such party, in the manner defined by law. Depending on whether all parties speak the same official language or not, the proceedings could be conducted in one official language or bilingually. If there are no judges available at the court who are properly trained to conduct proceedings in Italian or Hungarian,⁶ or if one of the parties does not understand the official language spoken by another party, a court interpreter must be appointed. Any costs arising from such bilingual proceedings are borne by the state (Articles 62–69 of Court Rules). However, in any other municipality, the members of the Italian or Hungarian minorities have the right to use their language in proceedings under the same conditions as any other person who does not understand Slovene.

3.7 Outline of Slovenian criminal proceedings

⁶ There is no regular training for judges that includes Italian or Hungarian language training –prospective judges are already expected to speak the language. They need a university degree in the Italian or Hungarian language, equal qualifications from abroad, publicly valid certificate confirming a good command of the language, or have to be certified as court interpreters for the respective language. In practice, these are usually persons who are members of these minorities themselves or who learned the language because they had been living in those areas for a long time (at least for the Hungarian language).

The conduct of Slovenian criminal proceedings is regulated by ZKP and several executive acts that regulate certain aspects and phases of criminal proceedings in more detail (Rules on criminal records, Instruction on the settlement in criminal cases, Rules on reimbursement of costs related to criminal procedure, and others). The main aim of ZKP is to “determine the rules whereby no innocent person shall be convicted and whereby the perpetrator of a criminal offence shall only be sentenced under the conditions provided by criminal law and within a lawfully conducted procedure.” A defendant’s freedom and rights may only be restricted under the conditions provided by ZKP, before a legally binding court judgement has been issued (Article 1 of ZKP).

ZKP also contains special provisions on summary proceedings, proceedings for the issue of punitive orders, proceedings for the pronouncing of judicial admonition, proceedings involving minors, proceedings for the application of security measures, proceedings for the confiscation of property of unlawful origin, proceedings for the revoking of suspended sentence, proceedings for the cancellation of sentence and cessation of security measures and legal consequences of the sentence, proceedings for international legal aid and the execution of international agreements on matters of penal law, proceedings for the extradition of accused and convicted persons, proceedings for compensation, rehabilitation and the exercise of other rights of unjustifiably convicted or arrested persons, and proceedings for the issuing of wanted notices and public announcements.

3.8 Preliminary procedure

3.8.1 Pre-trial procedure (Chapter XV of ZKP)

Any person may report a criminal offence, which is subject to a mandatory prosecution by a public prosecutor (in some cases, failure to report a crime is itself considered a criminal offence), while all state agencies and organisations having public authority are bound to report criminal offences of which they have been informed or which were brought to their notice in some other way (Articles 145 and 146 of ZKP). Any such crime reports must be submitted to a competent public prosecutor in writing or orally (Article 147 (1) of ZKP).

If grounds exist for suspicion that a criminal offence is subject to a mandatory prosecution, the police are bound to take steps necessary for discovering the perpetrator, ensuring that the perpetrator and/or his accomplice(s) do not go into hiding or flee, detecting and preserving traces of crime or objects of value as evidence, and collecting all information that may be useful for the successful conducting of criminal proceedings. With that goal in mind, the police may seek information from citizens; inspect vehicles, passengers and luggage; restrict movement within a specific area for a specific period of time; perform what is necessary to identify persons and objects; send out a wanted circular for persons and objects; inspect in the presence of the responsible person specific facilities, premises and documentation of enterprises and other legal entities, and undertake other necessary measures. On the basis of collected information, the police shall draw up a crime report, in which they set out evidence discovered in the process of gathering information, and send it to the public prosecutor (Article 148 of ZKP). Under certain conditions, the police may also take and publish a photograph of the person suspected of a criminal offence, their fingerprints and an oral mucous membrane swab; order secret surveillance; order information on communications using electronic communications networks; monitor electronic communications using listening and recording devices; control letters and other parcels; control computer systems of banks or other legal entities which perform financial or other commercial activities; resort to wire-tapping and recording of conversations (Articles 149–151 of ZKP). Most of these measures may only be initiated by means of a written order by an investigating judge following the public prosecutor's written proposal (otherwise, the court may not base its decision on information, messages, recordings or evidence obtained in this manner; Article 154 of ZKP). If it is possible to justifiably conclude that a particular person is involved in certain forms of criminal activities, the public prosecutor may, by written order, permit measures of feigned purchase, feigned acceptance or giving of gifts, or feigned acceptance or giving of bribes or undercover operations carried out by undercover operatives (none of which may incite criminal activities) (Articles 155–156 of ZKP).

If it follows from the crime report that the act reported is not a criminal offence subject to prosecution *ex officio*, if prosecution is barred by statute, or the offence has been amnestied or pardoned, if other circumstances exist which bar prosecution, and if no reasonable suspicion exists that the suspect has committed the indicated criminal offence, the public prosecutor shall dismiss the report (Article 161 ZKP). The public prosecutor may also transfer a crime report or a charge for a criminal

offence punishable by a fine or not more than three years' imprisonment (or, under special circumstances, some other criminal offences) to a settlement procedure or, with the consent of the injured party, suspend prosecution if the suspect is willing to behave as instructed by the public prosecutor and to perform certain actions to allay or remove the harmful consequences of the criminal offence (for example, elimination or compensation of damage) (Articles 161a and 162 of ZKP).

3.8.2 Investigation (Chapters XVI to XVII of ZKP)

The aim of an investigation is to gather evidence and information necessary for deciding whether to bring charges or discontinue proceedings, and to collect evidence that might be needed in the proceedings if this seems warranted by the circumstances of the case (if the evidence might be difficult or impossible to obtain later). Investigation may only be instituted against a specific person when a well-grounded suspicion exists that they have committed a criminal offence. In such case, the public prosecutor submits a request for the opening of an investigation to the investigating judge, who examines the documents and, if they support such a decision, opens the investigation by issuing a decree. The investigation is conducted by the investigating judge of the court with jurisdiction (Articles 167–171 of ZKP).

ZKP regulates the following acts of investigation: house search and personal search (Articles 214–219 of ZKP), seizure of objects (Articles 220–224 of ZKP), treatment of objects of doubtful ownership (Articles 225–226 of ZKP), interrogation of the accused (Articles 227–233 of ZKP), examination of witnesses (Articles 234–244 of ZKP), inspection (Articles 245–247 of ZKP), and expert opinion (Articles 248–267 of ZKP).

If the public prosecutor declares in the course of or upon completion of an investigation that they will refrain from prosecution, the investigating judge shall inform the accused of the investigation, as well as of their right to continue prosecuting. If the prosecutor does not continue prosecution, investigation is suspended. Furthermore, a panel of judges will suspend the investigation by issuing a decree: (1) if they find that the offence the accused is charged with is not a criminal offence; (2) if circumstances exist which exclude criminal responsibility of the accused and there are no grounds for application of security measures; (3) if criminal prosecution is barred by law, or the act is covered by an amnesty or pardon, or other

circumstances exist which exclude prosecution; (4) if evidence that the accused has committed a criminal offence does not exist (Articles 180–181 of ZKP).

When the investigating judge is satisfied that a case has been resolved, he or she shall terminate the investigation and send the file of the case to the public prosecutor. The public prosecutor is required to either propose the supplementing of the investigation, or to file an indictment within thirty days, or to declare that they will refrain from prosecution (Article 184 of ZKP).

3.8.3 Charges and objections to charges (Chapter XIX of ZKP)

After the investigation has been completed, proceedings before court may be conducted only on the basis of an indictment filed by the public prosecutor or by the injured party acting as prosecutor (Article 268 of ZKP). If the accused is in detention, they shall be served the charge sheet within twenty-four hours of being detained; otherwise, they shall be served the charge sheet without delay. If a remand in custody is ordered against the accused, the charge sheet shall be served on them at the time of their arrest, together with the ruling ordering remand in custody (Article 272–273 of ZKP).

The accused has the right to submit an objection to the charge sheet within eight days of it being served. The objection may be submitted by the defence counsel, but not against the will of the accused, who may renounce the right to object to the charge sheet (Article 274 of ZKP). The panel of judges will reject the charge and discontinue proceedings if it finds that (1) the act charged is not a criminal offence; (2) circumstances exist which exclude criminal liability and there are no grounds for application of security measures; (3) the criminal prosecution is barred by law, or the act is covered by an amnesty or pardon, or other circumstances exist which exclude prosecution; (4) there is not enough evidence to suspect with good reason that the accused has committed the act with which they are charged (Article 277 of ZKP).

3.9 Main hearing and judgement

3.9.1 Preparations for the main hearing (Chapter XX of ZKP)

The main hearing shall be scheduled no later than two months after the court has received the charge sheet. The presiding judge will issue a decree determining the day, hour and venue of the main hearing (Articles 286 and 287 of ZKP). The persons

summoned to appear at the main hearing include the defendant, their counsel, the prosecutor, the injured party and their legal representatives and attorneys, the interpreter, witnesses and experts (except those whose presence at the main hearing in the opinion of the presiding judge is not necessary). The defendant will be served with the summons with enough time to prepare his/her defence, which may not be less than eight days between the service and the main hearing. At the request of the defendant, or at the request of the prosecutor agreed to by the defendant, this time period may be shortened. All persons summoned to appear shall be informed in the summons of the consequences of failure to appear at the main hearing (Article 288 of ZKP).

The parties and the injured person may request that new witnesses or new experts be summoned, or new evidence produced, and the presiding judge may even, without the motion of the parties, order that new evidence be produced for the main hearing (Article 289 of ZKP).

The presiding judge may discontinue criminal proceedings if the prosecutor withdraws the charge sheet prior to the opening of the main hearing, if the injured party abandons prosecution, or in instances where, after the indictment or a private charge has taken effect, it is established that some other circumstances exist that would require the rendering of a judgement of rejection in the main hearing (Article 293 of ZKP).

3.9.2 Main hearing (Chapter XXI of ZKP)

The main hearing is held in open court and may be attended by any adult person, unless a reason exists for excluding the public, such as to protect state secrets, personal or family life, interests of minors, etc. The exclusion of the public does not apply to the parties, the injured person, their representatives and counsel (Articles 294–296 ZKP).

The presiding judge generally directs the hearing in the following manner:

1. The presiding judge opens the session and announces the case to be tried at the main hearing and the composition of the panel of judges. They verify if all persons who were summoned have appeared. If they have not, the judge checks if they were served with a summons and if they have excused their failure to

appear in court. If necessary, the presiding judge may order absent participants to be brought to court by force (Articles 305–309 of ZKP).

2. After the presiding judge has established that all persons who were summoned have appeared at the main hearing, or the panel has decided to conduct the main hearing without some of the persons summoned, the presiding judge calls on the defendant and asks them to give their personal data in order to establish their identity, invites the defendant to follow closely the course of the main hearing, and instructs them that they may state their case, address questions to co-defendants, witnesses and experts, and make comments on and give explanations of their statements (Article 318–320 of ZKP).
3. The main hearing proceeds with the reading of the charge sheet or the private charge. The presiding judge shall ask the defendant if he/she has understood the accusation. If the defendant has not understood the accusation, the presiding judge calls on the prosecution to explain the accusation in a way the defendant may understand without difficulty. The defendant and defence counsel have the right to answer the charge and state their position regarding the accusation and the indemnification claim of the injured party. (Articles 323 do 326 ZKP of ZKP).
4. The interrogation of the defendant is followed by the hearing of evidence, which shall include all facts that the court considers material to a correct adjudication. Evidence is taken in the sequence determined by the presiding judge; however, as a rule, evidence proposed by the prosecution is generally heard first, followed by evidence proposed by the defence, and finally the evidence taken by the panel *ex officio* (Article 329 of ZKP).
5. When the presentation of evidence is complete, the presiding judge invites the parties, the injured person and the defence to sum up their arguments. The prosecutor speaks first, then the injured party and counsel, and finally the defendant. In the closing statement, the prosecutor presents their evaluation of evidence taken at the main hearing, explains their conclusions concerning facts material to the adjudication, and puts forward their proposal regarding the criminal responsibility of the defendant, the provisions of the criminal law to be applied, and the extenuating and aggravating circumstances to be taken into consideration in determining the punishment. When presenting arguments for the defence, the defence counsel or the defendant may comment on the allegations of the prosecution and the injured party. The prosecutor and the injured party have the right of reply, and defence counsel or the defendant have

the right of rejoinder. The defendant always has the last word (Articles 346–349 of ZKP).

6. If after the final statements of the parties the panel is not aware of the need for any further evidence, the president of the panel indicates that the main trial has been concluded. The panel then withdraws for consultations and voting on the ruling (Article 352 of ZKP).

3.9.3 Issuing judgement (Chapter XXII of ZKP)

The presiding judge announces the judgement immediately after the court has passed it. If the court is unable to pass judgement on the day the main hearing has been completed, it may postpone the announcement for a maximum of three days (Article 360 of ZKP). After announcing the judgement, the presiding judge instructs the parties entitled to appeal of their right to appeal and the obligation to announce the appeal and warns them that they will be considered to have waived the right to appeal if they fail to announce it within eight days of the day of announcement of the judgement. Where a suspended sentence has been pronounced on the defendant, the presiding judge warns them of the meaning of the sentence and the conditions by which they are bound to abide (Article 362 (1–2) of ZKP). Judgement is drawn up in writing within thirty days of its announcement if the accused is on remand and within thirty days in other instances and is served on the defendant, the private prosecutor and the injured party acting as prosecutor (Article 363 (1, 4) of ZKP).

The court must base its judgement solely on the facts and evidence considered at the main hearing, upon assessing each item of proof separately and in relation to other items of proof and on the basis of such evaluation to reach a conclusion whether or not a particular fact has been proved (free assessment of evidence; Article 355 of ZKP). Judgement determines rejection of the charge, acquittal of the accused, or pronouncement of guilt (Article 356 (1) of ZKP). It has an introductory section, the enacting terms, and a statement of grounds. In the statement of grounds, the court explains reasons for each individual point of the judgement and indicates clearly and exhaustively which facts it considers proved or not proved, as well as the reasons for this; in particular, how it evaluates the credibility of conflicting evidence, reasons for denying certain motions of the parties, key considerations by which it was guided in settling points of law, and in establishing whether a criminal offence and criminal responsibility of the defendant exist, as well as in applying specific provisions of criminal law to the defendant and his/her act. If the defendant has

received a sentence, the statement of grounds shows which circumstances the court took into consideration (especially which reasons were decisive in its decision to impose a sentence more severe than that prescribed, or to reduce or remit the sentence, or to impose a suspended sentence or pronounce a security measure or confiscation of property benefits); whereas, if the defendant is acquitted of the charges, the court indicates the reasons for acquittal. If the court decides to reject the charges, it shall not enter into the evaluation of the principal matter but shall confine itself to presenting the reasons for the rejection of the charges (Article 364 of ZKP).

3.9.4 Procedure with legal remedies

3.9.4.1 Ordinary legal remedies (Chapter XXIII of ZKP)

Appeal against judgement of the court of first instance (Articles 366–397 of ZKP): an appeal may be lodged against judgements passed in the first instance by the parties, defence counsel, the legal representative of the defendant, the injured party, the public prosecutor, and some other persons entitled to judicial review within thirty days of the serving of the copy of the judgement (following the obligatory announcement of appeal no later than within eight days of the date the judgement is passed, or from the day of service of the copy of the operative part of the judgement). A properly filed appeal has the consequence of staying the execution of the judgement. A judgement may be challenged on the following grounds: (1) substantial violation of provisions of the criminal procedure; (2) violation of criminal law; (3) erroneous or incomplete determination of the factual situation; (4) on account of the decision on criminal sanctions, confiscation of property benefits, costs of criminal proceedings, indemnification claims and the announcement of the judgement in the press and on radio or television. The panel of the court of second instance may in its conference or on the basis of the trial dismiss an appeal as belated or inadmissible, or reject an appeal as unfounded and affirm the judgement of the court of first instance, or annul the judgement and return the case to the court of first instance for retrial and decision, or modify the judgement of the court of first instance.

Appeal against judgement of the court of second instance (Article 398 of ZKP): An appeal may be lodged with the Supreme Court in the following instances: (1) if a court of second instance has passed a sentence of thirty years or life imprisonment

or has affirmed the judgement of a court of first instance by which such sentence was pronounced; (2) if the court of second instance, after conducting a hearing, determined the factual situation to be other than that determined by the court of the first instance and based its judgement on such factual determination; (3) if the court of second instance has modified a judgement of acquittal passed by the court of first instance and rendered instead a judgement of conviction. The Supreme Court will consider such an appeal in a conference of a panel of judges, according to provisions applying to the appellate procedure in the second instance. A trial may not be conducted before this court.

Appeal against (procedural) rulings (Articles 399–404 of ZKP): Appeals against rulings of the investigating judge and against other rulings rendered in the first instance may be lodged by the parties and persons whose rights have been violated, unless such an appeal is explicitly excluded by ZKP.

3.9.4.2 Extraordinary legal remedies (Chapter XXIV of ZKP)

Reopening of criminal proceedings (Articles 406–416 of ZKP): Criminal proceedings that ended with a binding judgement may only be reopened in favour of the convicted person. Proceedings may be reopened for the following reasons: (1) if it is proven that the judgement rests on a forged document or the false statement of a witness, expert or interpreter; (2) if the judgement is proven to have ensued from a criminal offence committed by a judge, a lay judge, or the person who carried out acts of investigation; (3) if new facts are discovered or new evidence is produced which may in themselves, or in connection with previous evidence, lead to the acquittal of the convicted person or to a conviction under a less severe provision of criminal law; (4) if a person was tried more than once for the same act or if several persons were convicted of the same act which could have been committed only by a single person or only by some of them; (5) if in case of conviction of a continuing criminal offence, or some other offence which under the law includes several acts of the same kind, new facts are discovered or new evidence is produced which indicate that the convicted person did not commit the act included in the adjudicated criminal offence, whereas that act would have critically influenced the punishment. The reopening of criminal proceedings may be requested by the parties and counsel, even after the death of the convicted person or even after the convicted person has served their sentence and irrespective of the statute of limitations, an amnesty, or a pardon.

Request for protection of legality (Articles 420–428 of ZKP): A request for the protection of legality against a final judicial decision and judicial proceedings which preceded that decision may, after the final conclusion of the criminal procedure, be submitted by the defendant and counsel in the following instances: (1) on grounds of violation of criminal law; (2) on grounds of certain substantial violation of provisions of criminal proceedings; (3) on grounds of other violations of provisions on criminal proceedings if such violations affected the lawfulness of a judicial decision. The public prosecutor may submit a request for the protection of legality in any instance of violation of law and both to the prejudice against and in favour of the defendant. Requests for the protection of legality will be considered by the Supreme Court at its session. If the Supreme Court finds that a request for the protection of legality is well-founded, it shall pass a judgement by which, depending on the nature of the violation, it shall modify a finally binding decision; or annul in whole or in part the decision of both the court of first instance and higher court or the decision of the higher court only, and return the case for a new decision or retrial by the court of first instance or the higher court; or it shall confine itself to establishing the existence of a violation of law.

3.10 Preliminary investigation

The right to use one's language and script has important implications for procedural acts in pre-trial phases of criminal proceedings. In compliance with Article 8 of ZKP, the suspect has the right to use his/her own language and the right to interpretation and translation during all investigative police actions and questioning (see also section 2.4 below). The police have a corresponding duty to inform the suspect of his/her procedural rights. If grounds exist for suspicion that a criminal offence subject to public prosecution has been committed, the police are bound to take steps necessary for discovering the offender, ensuring that the offender and his accomplice(s) do not go into hiding or flee, detecting and preserving traces of crime or objects of value as evidence, and collecting all information that may be useful for the successful conduct of criminal proceedings (Article 148 (1) of ZKP). If, in the course of gathering information, the police find grounds to suspect that a particular person (the suspect) has committed or participated in a criminal offence, they must inform that person (before they start to gather information from them) what criminal offence they are suspected of and the grounds for suspicion, and instruct them that they are not obliged to give any statement or answer questions and that, if they intend to plead their case, they are not obliged to incriminate themselves or

their close relatives or to confess guilt, that they are entitled to have a lawyer of their choosing present at their interrogation, and that anything they say may be used against them in the trial. The police must also inform the suspect that they have the right to use their own language in investigative and other judicial actions and at the main hearing, as well as the right to interpretation or translation if a judicial action or the main hearing is not conducted in their language (Article 148 (4) of ZKP).

In addition to informing a suspect of this right, the police shall provide them with a list of registered court interpreters. If for some reason, this is not possible (for example, in case the postponement of an action would endanger the success of investigation), the investigative action should be postponed until the arrival of the court interpreter, but no longer than two hours. These guidelines are provided in *Dodatne usmeritve ob uveljavitvi ZKP-M* (Additional guidelines on the implementation of ZKP-M), which is an internal document regulating police actions, and is not legally binding.

If the suspect is being deprived of liberty, (incarcerated?) their rights are additionally protected under both Article 19 of the Constitution, which guarantees everyone the right to personal liberty and stipulates that no one may be deprived of his or her liberty except in such cases and pursuant to such procedures as are provided by law, and Article 4 of ZKP. Anyone deprived of their liberty must be immediately informed in their mother tongue, or in a language which they understand, of the reasons for being deprived of their liberty (this provision corresponds with Article 5 (2) of ECHR). Within the shortest possible time thereafter, they must also be informed in writing of why they have been deprived of their liberty. They must be instructed immediately that they are not obliged to make any statement, that they have the right to immediate legal representation of their own free choice and that the competent authority must, on their request, notify their relatives or those close to them of the deprivation of their liberty. They must also be informed of their right to interpretation and translation in writing, in accordance with point C of Appendix 1 to the ZKP, which states that: “If you do not speak or understand the language of the police or other authorities you have the right to an interpreter free of charge. The interpreter may assist you in conversing with your legal counsel and must keep the contents of the conversation confidential. You have the right to translation of at least the relevant passages of essential documents, including any judicial decision on the deprivation of liberty (apprehension and arrest), charges filed, and judgement. In some cases, you may be provided with an oral translation or summary.” The written

notice must be composed in their mother tongue or in a language which they understand. If a written notice in the proper language is not available, then the suspect who is being deprived of liberty must first be informed of their rights orally, in a language which they understand. The written notice must be provided without undue delay (Article 4 (5) of ZKP).

Dodatne usmeritve ob uveljavitvi ZKP-M provide that if the detention lasts for more than six hours, a court interpreter must be provided by the police in 48 hours in order to provide the suspect with an oral translation of all documents related to the decision on detention and relevant for his/her possible appeal on this decision and to assist in communication with the suspect's legal counsel (under Article 157 (6) of ZKP).

3.11 Court hearing

According to Article 8 (1) of ZKP, parties, witnesses, suspects, and other participants in the proceedings shall have the right to use their own languages in investigative and other judicial actions and at the main hearing. If a judicial action or the main hearing is not conducted in the languages of these persons, the oral translation of their statements and of the statements of others, and the translation of documents and other written evidence (for suspects and the accused, the latter include all essential documents, including indictments, summons, decisions on the deprivation of liberty, judgments, decisions on the exclusion of evidence, decisions on the rejection of motions for evidence and decisions on the exclusion of judges), must be provided. Upon a motion filed by the suspect or the accused, the court may decide that, in light of the specific circumstances of the case, interpretation or translation must also be provided in other cases, in order to ensure the exercise of guarantees or rights in pre-trial or criminal proceedings. In exceptional circumstances, the court may decide that only oral translations must be provided of certain parts of the essential documents which are not relevant for the participants to understand their criminal case or for a possible use of legal remedies under ZKP.

The participants in the proceedings shall be advised of their right to translation and interpretation. They may only waive the right to translation or interpretation of certain investigative and other judicial actions, a part of the main hearing, and of certain judicial or other documents, by voluntarily and unequivocally declaring that they understand the language in which the proceedings are conducted. The fact that they have been informed of their right, as well as their statements in this regard,

should be noted in the record (Article 8 (3) of ZKP). In accordance with the general duty of the presiding judge to ensure that the case is elucidated from all aspects, that the truth is discovered and that whatever might protract proceedings without contributing to elucidation of the case be eliminated (Article 299 (2) of ZKP), the judge may determine that interpretation is necessary even if a participant waives this right, but obviously does not understand the language of the proceedings. Such is often the case of citizens of ex-Yugoslavian countries who understand Slovene and consequently waive the right to translation and interpretation, but who do not speak the language well enough to provide precise and clear answers. It is up to the judge to decide whether a court interpreter should be appointed and even to postpone the hearing, if necessary, until a translator can be found.

3.12 Written communication and service of documents

In accordance with the requirement to use the official language in court proceedings, all written communication between the court and the parties shall proceed in the official language (exceptions will be explained below).

Article 7 of ZKP stipulates that charges, complaints and other submissions shall be filed with the court in the Slovenian language. In those areas in which members of the Italian or Hungarian national minority reside, members of these national minorities shall be allowed to file submissions in the Italian or the Hungarian language if these languages are used as official languages of the court. An important exception applies to a foreigner who has been deprived of freedom in any way, such as detention, incarceration, mandatory psychiatric care, etc. Such a person is granted the right to file submissions with the court in their language. In other cases, foreign subjects may file submissions in their languages solely on the condition of reciprocity.⁷

⁷ If a Slovenian citizen would have the right to file submissions with the court in their language in a particular situation (not including deprivation of liberty) in Country X, a citizen of that country who finds him/herself in an equal position in Slovenia also has the right to file submissions with the court in their own language, even if they were not deprived of liberty. Generally, this should only apply to persons who are deprived of liberty, but this provision is intended to “return the favour.” If they accept submissions from Slovenians in our language, we will also do the same for them. It is not intended to restrict this right but to expand it (for those who have more favourable regulations).

If the submissions are not filed in the Slovenian language or do not meet other legally determined requirements, the court shall consider it unintelligible and ask the applicant to correct and supplement it. Should he or she fail to do so within a set time limit, the court shall reject the submission without assessing its contents after informing the applicant of the consequences of failure to comply with the order (Article 76 (3–4) of ZKP).

Just as Article 7 of ZKP imposes an obligation on the parties to use Slovenian language in written communication, Article 9 of ZKP imposes a similar obligation on the court by providing that summonses, orders and other written material shall be served on the parties in the Slovenian language. Those courts in which the Italian or Hungarian languages are in official use shall also serve a summons in the Italian or Hungarian language, while court orders and other written material shall be served in the Italian or Hungarian language only where the procedure is conducted in both official languages (participants in proceedings may waive this right).

A person who has been deprived of freedom shall be served the written material in the language which he uses in the proceedings unless he/she has waived the right to translation. In accordance with Article 8 (3) of ZKP, participants in the proceedings are informed of their right to translation and interpretation, as well as of the possibility to waive this right. However, suspects and the accused may not waive the right to translation of charges or indictments, summonses, decisions on the deprivation of liberty, judgments, court decisions on the exclusion of evidence, on the rejection of motions for evidence and on the exclusion of judges. They may waive the right to translation of other documents, but the judge may nevertheless decide that the translation is necessary and order such documents to be translated (Article 299 (2) of ZKP).

3.13 Proceedings with remedies

Provisions that refer to the right to translation and interpretation in other parts of proceedings also apply to proceedings with ordinary (appeal against a first instance judgement, appeal against a second instance judgement, appeal against a decree) and extraordinary legal remedies (reopening of criminal proceedings, request for protection of legality). Therefore, participants in proceedings have the right to use their own languages in all judicial actions (including at the main hearing, if it takes place). If a procedural action is not conducted in the participant's language, the oral

translation of their statements and of the statements of others, as well as the translation of documents and other written evidence, must be provided (Article 8 of ZKP; see also under section 2.4).

All documents and submissions related to proceedings with ordinary or extraordinary remedies shall be filed with the court in the official language, with the exception of submissions filed by a foreigner who has been deprived of freedom; he or she has the right to file submissions with the court in his or her language (Article 7 of ZKP). Correspondingly, all summonses, orders and other written material shall be served on the parties in the official language, with the exception of a person who has been deprived of freedom; he or she shall be served the written material in the language which he uses in the proceedings, unless he has waived the right to translation (Article 9 of ZKP).

In accordance with Article 8 (3) of ZKP, participants in the proceedings with remedies shall be advised of their right to translation and interpretation, as well as of a possibility to waive this right in regard to certain actions and documents by voluntarily and unequivocally declaring that they understand the language in which the proceedings are conducted (see also under section 2.5).

3.14 Infringement of the right to translation and interpretation

Infringements of the right to translation and interpretation may give rise to the following legal consequences:

1. Participants in the proceedings may file an objection if they consider that the interpretation or translation is or was not appropriate because it does not provide for the implementation of the guarantees or rights in pre-trial or criminal proceedings, or if they consider that interpretation or translation should also be provided in other cases in order to ensure the exercise of these guarantees and rights, given the specific circumstances of the case (Article 8 (2) of ZKP). If the inadequacy of interpretation or translation can be remedied by the replacement of the court interpreter, the judge may decide to do so, but such a decision is at the discretion of the court. There is no immediate remedy against such a decision but it may be challenged before the appellate court in an appeal against the judgement, by claiming that such action represents an infringement of essential procedural requirements (Article 371 of ZKP).

2. Suspects may also file a motion to exclude the appointed court interpreter under conditions stipulated in Article 39 of ZKP: (1) if they themselves have suffered harm through the criminal offence; (2) if they are married to or live in a domestic partnership with the accused, the defence counsel, the prosecutor, the injured party and their legal representatives or attorneys, or if they are related to the aforesaid persons by blood in direct line at any remove or collaterally up to four removes, or related through marriage up to two removes; (3) if their relationship with the accused, the defence counsel, the prosecutor or the injured party is that of a custodian or a ward, adopter or adoptee, foster parent or foster child; (6) if circumstances exist that give rise to doubts over their impartiality. The motion to exclude is decided by the panel of judges, the presiding judge of the panel, or by a judge sitting alone (Article 44 (3) of ZKP).
3. Under Article 18 (2) of ZKP, the court may not base its decision on evidence obtained in violation of human rights and basic freedoms provided by the Constitution, nor on evidence which was obtained in violation of the provisions of criminal procedure and which may not serve as the basis for a court decision, or which were obtained on the basis of such inadmissible evidence. Consequentially, any information (and evidence) obtained by the police before or without informing the suspect of his rights (including the right of interpretation or translation), as provided in Article 148 of ZKP, must be excluded from the file and may not serve as the basis for the court decision. The court must dismiss such information or evidence as illegally obtained. The decision on the exclusion or on the rejection of a motion for the exclusion may be challenged by a special appeal. Once the decision becomes final, the excluded records and other evidence are sealed in a separate envelope and kept apart from other files, where no one is allowed to view them or use them in criminal proceedings (Article 83 of ZKP).
4. If a suspect entered into a plea agreement without being properly informed of their procedural rights, such violation will result in the rejection of the plea agreement (Article 285.č of ZKP).
5. Any judicial action resulting in the defendant, counsel, the injured party as prosecutor or the private prosecutor having been, notwithstanding their request, denied the right to use their own language in the main hearing and to follow the course of the main hearing in their language (as provided under Article 8 of ZKP) is considered an infringement of essential procedural requirements (Article 371 of ZKP), which in turn represents grounds on which a judgment may be challenged before an appellate court (Article 370 of ZKP) and grounds

for a request for the protection of legality against a final judicial decision which may be filed before the Supreme Court (Article 420 of ZKP). In addition to claiming a violation of their constitutionally protected procedural guarantees, participants in the proceedings may also file a complaint with the Constitutional Court.

3.15 Costs of translation and interpretation

Article 92 of ZKP defines the costs of a criminal procedure, which include, *inter alia*, the expenses of interpreters (point 1 of paragraph 2), simply as all the expenses which arise in or due to the criminal procedure. Regardless of general rules on who shall bear the costs of criminal procedure, the costs of translation shall not be charged against an accused person who does not understand or speak the language in which criminal proceedings are conducted, or to persons referred to in Article 8 of ZKP (parties, witnesses, suspects, and other participants in the proceedings). Instead, these costs shall be covered by the State.

Furthermore, the costs of translation into the Slovenian, Italian, or Hungarian language arising in connection with the right of members of the Italian and Hungarian minorities to use their own language shall not be charged against those who would otherwise be obliged to refund the costs of criminal proceedings under the provisions of ZKP (the convicted person is, as a general rule, required to refund the costs of criminal proceedings) (Article 92 (4) of ZKP). Qtd. in Legal and Interpreting Service Paths of Persons Suspected or Accused of Crime: Desctop Research Report by Balogh K, Bambust I, Drnovšek K, Falbo C, Kadric-Scheiber M, Kaloh Vid N, Kučiš V, Rennert S, Salaets H, Viezzi M and Weißenböck C <https://translaw.univie.ac.at/downloads/>.

4 Preparation for interviews with legal interpreters, legal professionals and people suspected or accused of a crime

To collect data from participants in legal proceedings, we used a detailed questionnaire regarding their experiences with the Slovenian legal system. When asking people's opinions about different issues, one must still keep in mind that you cannot ascertain whether what they say is true (Hale & Napier, 2013: 52). The questionnaires were developed and prepared by the TransLaw project team in the second work stream, which was coordinated by Katalin Balogh and Heidi Salaets, and were used by all project partners. Qtd. from Balogh K, Bambust I, Drnovšek K, Falbo C, Kadric M, Kaloh Vid N, Kučiš V, Rennert S, Salaets H, Viezzi M, Weißenböck C. Legal and Interpreting Service Paths of Persons Suspected or Accused of Crime. Interviews <https://translaw.univie.ac.at/downloads/>. The questionnaire was designed to ask people about the gaps, challenges, and needs they experienced, in addition to the usual challenges inherent to interpreting, which were another important stress factor involved.

We needed to distribute the questionnaire personally, as all the interviews were conducted at police stations or in public spaces, and not online. We asked the interviewees' permission to record the interviews, which we later transcribed. Since questionnaire design is extremely important, we followed the methodology for preparing and distributing questionnaires suggested by Salaets and Balogh in their article "*CO-Minor-IN/QUEST: Improving Interpreter-mediated Pre-trial Interviews with Minors*" (2015: 62). We first organised a round table with experts from the two domains involved, legal professionals (police officers, lawyers, and judges), and interpreters (spoken language interpreters only). During the workshop, various challenges and stereotypes were discussed, keeping in mind why they exist and what can be done to prevent them, which helped us to design the most appropriate questionnaire.

The interviews were anonymous. The structure of the questionnaire was: (1) short components for the "before the interview" and "after the interview" sections and (2) a longer "during the interview" section. The first component of the survey, the participant information page (Hale & Napier, 2013: 55), had to contain essential information of importance for our research and the analysis afterwards (Salaets & Balogh, 2015: 8). An introductory text explaining the scope and purpose of the research was prepared in both English and Slovene.

The initial question referred to the interviewee's experience with legal professionals and legal interpreters:

- a) *Please describe your first contact with the police, legal professionals, or legal authorities in Slovenia in relation to your current trial.*
- b) *From your first contact with the legal system and in continuation, how did you communicate with the police, legal professionals, or legal authorities?*

Possible sub-questions:

- *How well did you speak this language?*
- *Can you explain how well you were able to express yourself?*
- *How much did you understand?*

- Who spoke with you? Do you know who that person was? How did he/she introduce himself/ herself? Can you describe the way the person worked?
- When or at what points did this person come in?
- How much time did it take until the person arrived? (minutes/ hours)

The main body of the questionnaire included ten questions and sub-questions:

a) Did someone ask you if you could speak another language that you understand/ speak (such as English)?

Sub-questions:

- Who was that person?
- In which language did this communication take place? How well did you speak this language?
- Can you explain how you were able to express yourself? (choices: fully/ partly/ not at all)
- How much did you understand? (choices: everything/ parts/ nothing)
- Did you perceive any inconveniences, mistakes, or similar problems? Can you give an example?
- Did you have the feeling the interpreter was saying or communicating everything the (other) legal professional(s) said, leaving parts out or including extra information?

b) Now we would like to go a little bit deeper into how communication worked with this person (→ question 2b). Did you know this person was an interpreter?

If yes, why? If no, why not?

- c) Did you observe any sort of dialogue or short briefing between the interpreter and the legal professional? What did you observe? (telephone call, friendly/ unfriendly conversation, etc.)
- d) How well did the person speak your language? How well did you understand the person?
- e) Did the person say things to you directly that were not part of the interpretation (did they address you directly with personal issues or other issues apart from communication/ interpretation)? Like what? Can you provide any examples?

The sub-questions offered the respondent the opportunity to address other issues not mentioned in the main questions. Most issues and challenges regarding the suspect's experience and cooperation with a legal interpreter were tackled in the

“during the interview” section, which seemed logical at that stage of the questionnaire design. Each questionnaire also included a question in which the interviewee was asked to draw a sketch of their most recent experience at the police station that involved a legal interpreter and to draw the position of the suspect, the legal interpreter, and the police officer present. We then asked appropriate questions depending on the map: first, technical questions (distance, ability to hear the proceedings, etc.):

- *Could you/ How well could you see the others in the room?*
- *How were people positioned in relation to each other?*
- *How did you perceive the distances between the people present?*
- *Would you have liked to change your position? Where to? Why?*

Questions did not require Likert scale answers (with a 1 to 5 range, from “I completely disagree” to “I completely agree”) but provided the opportunity for the respondent to give more detailed answers. After a general introductory question about the main challenges in working and interpreting in legal settings, the following questions were structured chronologically and addressed issues arising before, during, and after the interview:

- a) *What was it like to have someone help you with communication? How did that change the communication with the legal professional(s) or authorities for you personally?*
- b) *Did you receive any advice from the interpreter about the legal system in Slovenia and if so, what was it?*
- c) *What rights do you think you have in the legal system? Can you name any rights? Do you know your rights concerning interpretation?*

We used mixed methods to analyse the results: a quantitative method could not be applied, as the questionnaires did not include closed questions that restricted the respondent’s answers (as do Likert scale scores and Yes/No answers). Subsequently, a qualitative method was used to analyse and categorize the answers to the open-ended questions as well as the remarks, comments and observations made by the respondents, for example, in the “other” category.

All interviews were later transcribed, as in the following example:

I1: #00:03:16# Thank you very much. Who spoke with you? Do you know who that person was? How did he or she introduce himself or herself if this was a man or a woman? Can you describe the way the person worked?

R1: #00:03:32# A lady who introduced herself by a full name as an interpreter. She said she will be translating and asked me to speak slowly. She was very attentive and sometimes makes notes. She was always present when I talked to police, my lawyer, or judge.⁸

4.1 Analyses of the interviews⁹

- a) Relating to (formal) police interrogation, all suspects (apprehended and not apprehended) were informed in a language they understood (English in 5 cases and Croatian in 2 cases) of: (a) their right to access to a lawyer; (b) the nature and the scope of the accusation; (c) their right to interpretation and translation; (d) their right to remain silent (Criminal Procedure Act, 2012, Article 148 (4)).
- b) All suspects exercised their right to interpretation and translation and an interpreter was called.
- c) None of the seven suspects claimed that any questioning or interrogation took place without an interpreter. Police officers mainly informed the suspects of their rights and responded in the language they understood only to serve their most basic needs.
- d) From the point of view of people suspected or accused of a crime, the language assistance was very effective. All of the interviewees stressed that the interpreter was “nice,” “professional,” “friendly,” “arrived quickly,” and that they spoke their language well.
- e) The interpreter always introduced herself/himself and established some kind of personal contact with the suspect. In four cases, the interpreter asked the suspect how he was doing, in 1 case the interpreter also told the suspect not to worry. In two cases, the interpreters did not ask any introductory questions, but their behaviour was described as friendly and professional.
- f) All the interviewees confirmed that the mode of legal interpretation was always consecutive. The interpreters either translated sentence segments or translated sentence by sentence.

⁸ Annex

⁹ A few aspects from the analysis of interviews were published in Vlasta Kučiš, Natalia Kaloh Vid, Katja Drnovšek. 2020. *The role of court interpreting in police detainment procedures involving foreign citizens suspected of committing a crime in Slovenia : the suspects' perspective*. Revija za kriminalistiko in kriminologijo 71/4: 297-305.

- g) All suspects claimed they trusted the interpreters and felt that they were interpreting everything being said.
- h) If the suspect did not understand something, the interpreter asked for clarification. All suspects outlined that the interpreters were very patient and responded in a professional, friendly manner.
- i) From the suspects' point of view, the interpreter always spoke the language perfectly. One of them even said that the interpreter spoke his language like it was her mother tongue. None of them ever had problems understanding the interpreter.
- j) At the police station, the legal interpreter always sat either facing the suspect or next to the suspect. All the interviewees claimed that they could always see and hear the interpreter well enough.
- k) All suspects found the presence of the interpreter extremely reassuring from a psychological point of view. Three of the suspects became emotional during their interviews and claimed they felt frustrated when nobody spoke their language at the police station, though they understood English (and in 2 cases Croatian) well enough.
- l) All suspects said that the communication among police officers and the interpreter outside questioning and interpreting was very basic. The police officers and the interpreter did not get involved in any longer communication that the suspect did not understand.
- m) The suspects noticed that the legal interpreters were always treated with respect by police officers.
- n) None of the people accused of crime used any services other than interpreting at this stage.
- o) Three of the interviewees did not welcome the idea of students being present or offering interpreting services. They seemed to be concerned about the quality of service the students could provide, worrying that if the students could not interpret properly, this would have a direct, possibly negative, effect on their trial.

4.2 Discussion and conclusion

Slovenian legislation regulating the language rights of suspects in criminal procedures appears to be meeting the standards imposed by both EU law (Directive 2010/64/EU on the right to interpretation and translation in criminal proceedings,

2010) and legally binding international acts (the European Court of Human Rights, 1950). The right to use one's own language in judicial proceedings is granted both constitutional protection and extensive statutory protection, especially in the field of criminal law, where the rights of suspects are an especially sensitive topic, given the powerful position of the prosecutor as the representative of the state. Not only are legal guarantees designed with the intention to give suspects the right to successfully pursue their interests in all phases of criminal proceedings and when responding to accusations, but the consequences of violating their language rights are another effective safeguard, with several measures imposed to protect those rights. Thus, under certain conditions, participants in proceedings may file a motion to exclude the appointed court interpreter or file an objection if they consider the interpretation or translation to be inappropriate or insufficient in pursuing their rights in pre-trial or criminal proceedings, or if they feel that interpretation or translation should have been provided in order to ensure the exercise of their rights, but it was not (Criminal Procedure Act, 2012, Article 8 (2)). If the inadequacy of interpretation or translation can be remedied by replacement of the court interpreter, the judge may decide to do so, but such a decision is at the discretion of the court and may be challenged before the appellate court in an appeal against the judgement, by claiming that such action represents an infringement of essential procedural requirements (Criminal Procedure Act, 2012, Article 371). Furthermore, any judicial action resulting in the denial of a participant's right to use and to follow the course of the main hearing in their own language represents another infringement of essential procedural requirements, which, in turn, represents grounds on which a judgment may be challenged before an appellate court or grounds for a request for legal protection against a final judicial decision that may be filed before the Supreme Court (Criminal Procedure Act, 2012, Articles 370 and 420). By claiming a violation of their constitutionally protected procedural guarantees, suspects may file a constitutional complaint with the Constitutional Court and, as a last resort, are entitled to international legal protection before the European Court of Human Rights.

The aim of this study is to examine whether the right to use one's own language is properly exercised and protected in the early phases of criminal procedures, especially during the first contact of a suspect with police officers who are conducting investigative or other actions. In the pre-trial phase, suspects are especially vulnerable, since they usually do not have a legal representative yet, they might not have any social contacts or support in the country, and they might not be

able to communicate in a language the police officers understand. Therefore, their capability to pursue their rights and interests is entirely dependent on how well the legal provisions are implemented in practice and on the conduct of police officers, who are their first contacts.

We realize that our sample of interviews is limited, as it was very difficult to find interviewees. It was not our intention in this study to make general observations about interpreting at police stations as, naturally, there is always the possibility that others suspected or accused of crime have had different, less positive experiences with interpreting services provided at police stations in Slovenia. The conclusions and similar patterns we could draw from our empirical research apply only and exclusively to information received from our interviewees.

All interviewees from our sample had very positive experiences and did not encounter any problems in this regard. In all cases, the police officers provided proper legal instruction under Article 148 (4) of the Criminal Procedure Act (2012) and informed the suspects of their rights, including their right to interpretation and translation. In accordance with Article 8 (3) of the Criminal Procedure Act (2012), a suspect may waive this right for certain investigative and other actions, which has to be done voluntarily and unequivocally, but since all interviewees decided to exercise their right to interpretation and translation, no irregularities with the waiver were detected.

If police officers are able to communicate in any language a suspect understands, they may do so (Police Tasks and Powers Act, 2013, Article 19), but several interviewees reported that communication at the police station was restricted to their most basic needs or providing information about their rights. For this reason, we conclude that the police officers acted properly by waiting for an interpreter and no information was gathered through the questioning of suspects without an interpreter being present. Furthermore, the interviewees all described the language assistance as very effective and saw the interpreters as professional, friendly and having a perfect command of their language. Our conclusion, based on the answers we received, is that no violations of procedural provisions could be identified in our sample regarding the right to interpretation in the pre-trial phase of criminal procedures and that the suspects' constitutional rights to use their own language were sufficiently

protected in practice. As we stated in the introduction, the results of our research apply only to the interviews we conducted.

Slovenian case law demonstrates that some issues with the right to interpretation and translation for suspects in the pre-trial phase of criminal proceedings at police stations nonetheless remain, especially regarding the court's discretion in deciding whether translation or interpretation is necessary, even in cases in which the suspects or the accused waive their right to interpretation. A recent judgement by the European Court of Human Rights in the case Vizgirda v. Slovenia (2018) set high standards that will have to be followed by Slovenian authorities in future cases. Therefore, even though the interviewees in our study were satisfied with their treatment and the quality of interpretation in their cases, this topic is worth further attention. It would be interesting to examine experiences from the other side of the relationship, especially those of police officers working with foreign suspects, which is why we plan to further expand our research by interviewing them as well. Some of the results of this research were published in: Kučiš, V and Kaloh Vid N. 2020. "Community interpreting for public local institutions in Maribor : implementation of a transcultural law clinic" LexLocalis 18 (2), 349-369.

5 How to improve mutual cooperation between legal interpreters and legal professionals

In this chapter, we focus on multilevel translating/interpreting services provided for people suspected or accused of a crime at Maribor court. The empirical section will present the results of questionnaires conducted in the course of TransLaw, which asked practicing legal interpreters and legal professionals at the Penal department of Maribor court how they evaluate their work and mutual communication in terms of guaranteeing language rights, efficiency, ethics, fluency, expectations, and positions of power. On the basis of interviews with 18 public service interpreters working in various language combinations and 11 legal professionals, we identified problems and difficulties they usually encounter, which are classified into the following categories: (a) financial constraints, (b) time constraints, (c) lack of interpreters for particular languages, (d) potential cross-cultural and cross-linguistic differences, and (e) lack of mutual co-operation between legal interpreters and legal professionals. Various ideas on curriculum design and training approaches were suggested and discussed on the basis of this analysis, which resulted in the implementation of a transcultural translating/interpreting law clinic as an elective course at the Faculty of Arts, University of Maribor, which may offer solutions to some of these problems.

The clinic will provide supervised and professional support to legal interpreters and legal professionals at the Penal department of the Maribor court.

The interviews were conducted with 18 interpreters of six different languages (Croatian, German, English, Romanian, Italian, and Farsi) who co-operate with Maribor's court on a regular basis and 11 legal professionals (2 judges, 2 lawyers, 3 law apprentices, 1 prosecutor, and 3 police officers). The work experience of the interpreters interviewed varied from nine to twenty-eight years of working as a legal interpreter. Most have a law degree, some have a linguistic background with the addition of law seminars, and all of them needed to take the state exam to become a legal interpreter. All interpreters spoke two or more languages. Our main goal was to identify the challenges that occur in communication between legal professionals and interpreters in terms of ethics, expectations, and positions of power in the complex process of guaranteeing language rights. We focused on the following issues in particular: (a) how the quality of interpreting may be improved; (b) how cooperation with legal professionals can be improved; (c) what the most important requests of the interpreters are; (d) what is important when booking the interpreter; and (e) co-operation between interpreters and the department for translation studies.

Some interviews were conducted as part of workstream 2 of TransLaw and some were conducted later as part of TransLaw activities, using a slightly modified questionnaire.

5.1 Methodology

To collect the data, we used two types of detailed questionnaires that asked people's opinions about different issues, while keeping in mind that you cannot ascertain whether what they say is true (Hale and Napier, 2013: 52). The questionnaires were developed and prepared by the TransLaw project team in the second workstream, which was coordinated by Katalin Balogh and Heidi Salaets, and were used by all project partners. Qtd from Balogh K, Bambust I, Drnovšek K, Falbo C, Kadric M, Kaloh Vid N, Kučiš V, Rennert S, Salaets H, Viezzi M, Weißenböck C. Legal and Interpreting Service Paths of Persons Suspected or Accused of Crime. Interviews <https://translaw.univie.ac.at/downloads/>. The initial 10 interviews were conducted using these questionnaires as part of workstream 2. After the workshops conducted in the course of workstream 3, we added some questions and conducted another 19

interviews using the modified questionnaire. We also asked the 10 people interviewed in workstream 2 these additional questions retrospectively.

We thought a questionnaire would be the best instrument to ask people about the gaps, challenges, and needs with which they are confronted in a court setting where, in addition to the usual challenges inherent to interpreting, an important stress factor is also involved. Interpreters and legal professionals received a slightly different set of questions, because they operate in different contexts, with different seating arrangements, and are faced with different types of vulnerability.

We decided to distribute the questionnaire personally and not on-line, and asked the interviewees' permission to record the interviews, which we later transcribed. Since questionnaire design is extremely important, we followed the methodology for preparing and distributing questionnaires suggested by Salaets and Balogh in their paper "CO-Minor-IN/QUEST: Improving Interpreter-mediated Pre-trial Interviews with Minors" (2015: 62) and first organized a round table with experts from the two domains involved, legal professionals (police officers, lawyers, or judges), and interpreters (spoken language interpreters only), before developing additional questions for the modified questionnaire. During the workshop, various challenges and stereotypes - why did they exist and what could be done to prevent them? – were discussed, which helped us to design the most appropriate questionnaires. During the workshop, the legal professionals present learned a lot about the way in which interpreters work.

The interviews were anonymous and the actual structure of the questionnaire was (1): short components for the "before the interview" and "after the interview" sections and (2) a longer part for the "during the interview" section. The first component of the survey, the participant information page (Hale and Napier, 2013: 55), had to contain essential information that would end up being of great importance for our research and the analysis afterwards (Salaets and Balogh, 2015: 8). This questionnaire was constructed along similar lines to that given to the accused persons described on page 36.

Most of the questions were from the initial TransLaw questionnaire. Questions added by us in the modified questionnaire are identified as such.

The initial questions referred to the interviewee's experience:

How long have you been working in the legal system? In what function? Please explain

What professional training do you have? (for legal professionals)

How long have you been interpreting in the legal system?

- *How many cases have you interpreted on average in the last two years? (number of cases or average: weekly, monthly...)*
- *What professional training do you have? (for legal interpreters)*

The main body of each questionnaire included ten questions and conclusive sub-questions, including (for legal professionals):

How would you describe your working relationship with legal interpreters?

- *What is their status in the proceedings?*
- *To what degree do you think they understand the legal process?*
- *Do you want them to explain issues to the suspect?*
- *Do you want the interpreter to explain cultural context to you? (or just interpret)?*
- *To what degree do you feel legal interpreters are your colleagues? In what situations do you trust or not trust them?*

Sub-questions offered respondents the opportunity to address issues that were not raised in the previous questions. Most issues and challenges regarding the interpreters' and legal professionals' work and cooperation were tackled in the "during the interview" section, which seemed logical at that stage of the questionnaire design. Each questionnaire also included a question in which the interviewee was asked to draw a sketch of their most recent experience in the court that involved a legal interpreter and to draw the position of the suspect, the legal interpreter, and the legal professional present. We then asked appropriate questions depending on the map: first, technical questions (distance, ability to hear the proceedings, etc.):

- Could you/How well could you see the others in the room?
- How were people positioned in relation to each other?
- Could you/How well could you see the others in the room?
- How did you perceive the distances between the people present?
- Would you have liked to change your position? Where to? Why?

All interviewees received questionnaires in advance (10 of them received it twice, as we added a new set of questions to the interviews later), which turned out to be the best method of delivery. It demonstrated that the most crucial phase is the preparatory phase before the interview, because adequate preparation is of the utmost importance in avoiding misunderstandings or problems during the interview. The questionnaire was not piloted before the beginning of interviews.

Questions did not require Likert scale answers (with a 1 to 5 range, from “I completely disagree” to “I completely agree”), but provided the opportunity for the respondent to provide more detailed answers. After a general introductory question about the main challenges in working and interpreting in legal settings, the following questions were structured chronologically, and addressed issues arising before, during, and after the interview. The questions were adapted to each professional group:

- What do you think of the following aspects of the court interpreting profession in Slovenia? Do you feel that other participants in the court process understand and respect your work?
- Do you think that there is enough public recognition of your profession?
- Can you please comment on a tangible reward? (for legal interpreters)

What are your expectations (as a legal professional) when you conduct an interpreter-mediated interview/hearing?

- What do you expect from an interpreter?
- How would you describe the role of the legal professional in an interpreter-mediated interview/hearing?
- Can you remember any situation in which you asked for a replacement of an interpreter and, if yes, can you elaborate on your reasons?

The modified questionnaire also included a set of “provocative” questions aimed at discovering a variety of unexpected or unpleasant situations; for instance, “The legal professional interrupted you, what would you do?” (for legal interpreters) and “You have a feeling that the legal interpreter is not interpreting everything, is too slow or too fast. How would you react?” (for legal professionals). The purpose of this section was to foster reflection and discussion on good/bad practices. These questions were additions to the original TransLaw design. Mixed methods were used to analyse the results: a quantitative method could not be applied, as the questionnaires did not include closed questions that restricted the respondent’s answers (as do Likert scale scores, Yes/No answers). Therefore, a qualitative method was used to analyse and categorize the answers to the open-ended questions as well as the remarks, comments, and observations made by the respondents, for example, in the “other” category.

In the final section of the questionnaires, we asked the interviewees what they thought about establishing a transcultural law clinic, providing services by students (law students or interpreting students) and if they would cooperate in such a clinic. This section contained a set of sub-questions:

- *Do you have personal experience working in a Law Clinic?*
- *Would you have liked to work in a service like a TLC, if it had been available when you were a student? Under what conditions?*
- *Do you have experience with student interpreters?*
- *What training needs do you have in general?*
- *What joint training with interpreters would you attend? ¹⁰*

All interviews were later transcribed; for example:

I1: #00:02:05# If you are called in for immediate interpreting for non-scheduled police interviews, how much time does it take for you to arrive?

R1: #00:02:19# So, it is different, but usually it can take from thirty minutes to one hour, maybe.

¹⁰ This content was produced in the project TransLaw – Exploring Legal Interpreting Service Paths and Transcultural Law Clinics for persons suspected or accused of crime (Grant Agreement number 760157) with the financial support of the Justice Programme of the European Union.

5.2 Literature overview: interpreting for public institutions

Community interpreting is a fast-growing field of communication in all public institutions. We focused on court interpreting, yet this is only one of various fields of public interpreting. To summarize the most common types of public interpreting:

1. *Community-based interpreting.* Various examples of this type of interpreting are addressed in *Crossing Borders in Community Interpreting: Definitions and Dilemmas*, edited by Carmen Valero-Garcés and Anne Martin (2008), who report that “in many countries, guidelines or models (however limited they may be) do not even exist, as community interpreting is not a recognized activity or such recognition is in a very incipient phase. It just ‘happens’ spontaneously. In these cases, this kind of interpreting is undertaken by volunteers or family members.” (2)
2. *Dialogue interpreting.* This type of interpreter-mediated communication in spontaneous face-to-face interaction is addressed in *Triadic Exchanges: Studies in Dialogue Interpreting*, edited by Ian Mason (2014), who draws the readers’ attention to the disturbing fact that “community interpreting, as it has come to be known, had for far too long been the poor relation /.../ there was relatively little professional organization, training in some countries, and for some professional tasks was virtually non-existent and, as a field of study, this mode of interpreting has suffered from neglect” (i).
3. *Public service interpreting.* Translation, interpreting and other forms of communication support within public sector settings were, among other topics, thoroughly researched in Ann Corsellis’s *Public Service Interpreting: The First Steps*, which outlines the sensibility of the “dangers that come for well-trained, well-meaning practitioners when they come to be associated with flawed performances of untrained suppliers of language services (sometimes doing that under the pressure of ignorant officials who assume that anyone with a basic knowledge of a language is able to act as an interpreter); this framework is of essence to protect interpreters and translators against such situations” (2008: 84). Another valuable study in the field is *Interpreting and Translating in Public Service Settings* by Raquel De Pedro Ricoy, Isabelle Perez, and Christine Wilson (2014). In the “Introduction,” De Pedro Ricoy stresses that “public service settings, be they hospitals, interview rooms, police stations /.../ and personal circumstances of the primary interlocutors warrant specific study” (2014: 1).

4. *Legal interpreting* (Court interpreting). Among the most important works in this field is Mirra Kadrić's (2019) *Gerichts- und Bebördendolmetschen. Prozessrechtliche und translatorische Perspektiven*. Another important study based on empirical data is Monteoliva's *The Last Ten Years of Legal Interpreting Research: A Review of Research in the Field of Legal Interpreting*. Monteoliva "traces the state of the art and the development of legal interpreting research over the past ten years (2008-2017)" (2018: 39), and analyses the trends emerging and the focal points of research activity, "including law-enforcement settings, encounters related to asylum and immigration proceedings, interpreting in courtroom, police and prison settings, as well as studies looking into community settings with an element of legal interpreting" (2018: 39). This work led to the creation of a database in the field, *Interpreting Culture: Dealing with Cross-Cultural Issues in Court Interpreting* by Sandra Hale, who presents "the results of the questions relating to how interpreters deal with cross-cultural issues in courts and tribunals, which formed part of a national survey of interpreters, judges, magistrates and tribunal members in Australia about interpreter practices in these settings" (2013: 321). Jieun Lee's *Conflicting Views on Court Interpreting Examined through Surveys of Legal Professionals and Court Interpreters* is a survey-based study "examining the views of 226 legal professionals and 36 interpreting practitioners in Australia with respect to the role of the court interpreter and the quality of interpreting" (2009: 35). It reveals a statistically significant gap between the perceptions of the two professional groups.
5. *Asylum interpreting*. This very important and fast developing type of interpreting is analyzed in *Interpreting in Asylum Hearings: Issues of Role, Responsibility and Power* by Sonja Pöllabauer, which was based on a discourse analytical study of authentic asylum hearings recorded at the Federal Asylum Office in Graz (Austria), "a field of research thus far largely neglected in Translation Studies" (2004: 143).
6. *Police interpreting*. This type of interpreting is a field that still lacks empirical and scholarly research. General characteristics are presented in *Interpreting for the Police: Issues in Pre-Trial Phases of the Judicial Process* by Susan Berk-Seligson, who relates the disturbing fact that "interpreting for those who do not speak the language of the courts is often carried out either by bilingual police officers and other employees of the police department, or by relatives and friends of suspects or detainees" (2000: 213), and *Police Investigative Interviews and Interpreting Context*,

Challenges and Strategies by Sedat Mulayim, Miranda Lai, and Caroline Norma, who claim that “Within the broader field of legal interpreting, police interpreting is emerging as a highly specialized, distinct application of interpreting. Police interpreting mainly takes place in police–suspect interviews and in obtaining statements from witnesses and victims. Interpreting is increasingly required in multilingual communities as members of ethnic communities come in contact with law enforcement agencies” (2014: xxviii). Among locally-based research studies that focus on this type of interpreting is *Interpreting in Police Settings in Spain: Service Providers’ and Interpreters’ Perspectives* by Juan M. Ortega Herraez and Anna I. Foulque Rubio, which, based on “evidence acquired through questionnaires and interviews... analyses both service providers’ and interpreters’ perspectives on the role of the interpreter, the conflicts that may arise as a result and the limits to their functions, all within the framework of current interpreting service provision practices in Spanish police settings” (2007: 123).

7. *Educational interpreting.* The need for educational interpreting is greater today than ever before, as mainstream public academic placement has become the primary means of educating deaf students. One study that focuses on this issue is *Educational Interpreting: Access and Outcomes* by Marc Marschark, Patricia Sapere, Carol Convertino, and Rosemarie Seewagen, who provide a “better understanding of the complex personal and functional interactions of students, instructors, interpreters and setting which are to be optimally beneficial for deaf students” (2005: 74).

5.3 Discussion: interviews and research results

Here we present our analysis of the respondents’ information. The needs expressed by the interpreters can be summarised as follows:

Analysis of the narratives: legal interpreters

- a) Interpreting in Slovenia in general and at the Maribor court in particular is a fairly non-regulated profession. The interpreters face the same problems as interpreters in other countries do, low payment, time constraints, and lack of cooperation with legal professionals.

- b) One of the key suggestions was to take more time, especially before the interpreting, by having a thorough briefing, since “a thorough briefing improves the interpreting quality.”
- c) Another difficulty is the difference between consecutive and simultaneous interpreting. Slovenian courts and public prosecutors work mainly with consecutive interpreting. Whispered interpreting is used occasionally. There are no booths for simultaneous interpreting. Audio and video recordings of questioning and trials are the exception, making interpretations difficult to assess. Interpreting via technical transmission is rare. Very few resources are available for interpreting in prisons; here, fellow prisoners usually interpret.
- d) The interpreters agreed that, financially, they see more benefit from translating documentation than from interpreting, even though translation requires a lot of time, preparing terminology, and several re-checks are necessary.
- e) The interpreters agreed that sometimes judges, lawyers, and other legal professionals do not know exactly how to cooperate with an interpreter and demonstrate impatience.
- f) In cases of interpreting into/from English, the interviewees said suspects are rarely native English speakers, but often understand and speak English relatively well.
- g) The interpreters stated that they very rarely receive any documents or any information on the case in advance, but that it would be very helpful.

Analysis of the narratives: legal professionals

- a) Quality of language assistance did not seem to be a problem, as the legal professionals stressed that most legal interpreters they worked with at Maribor court were certified¹¹ and had a high language efficiency, were punctual, responsive and professional.
- b) However, it is striking – though not surprising – to see that legal practitioners are much more categorical about what an interpreter should (not) do: *The interpreter must translate literally what I say and ask no questions.* This narrative clearly suggests that the role of the interpreter as well as stress constraints are not always clear to legal practitioners.

¹¹ There are occasional exceptions, as with the case of Eritrean citizen, which will be discussed further, as well as a case of interpreting into Chinese when, due to lack of a certified interpreter, a person without special qualifications was recruited.

- c) Judges, police, and prosecutors in Maribor are often confronted with difficulties when trying to recruit interpreters and translators in certain languages such as Farsi or Chinese. These circumstances and practices lead to serious problems, potentially impacting the correctness and fairness of the investigation process and trials.¹²
- d) Legal professionals expressed concern about the interpretation of the notion “a language one does or does not understand.” It is often thought too quickly that someone speaks a language sufficiently. Section 2.4 of European Directive 2010/64 says that “Member States shall ensure that a procedure or mechanism is in place to ascertain whether suspected or accused persons speak and understand the language of the criminal proceedings and whether they need the assistance of an interpreter.” The problem is that such a concrete procedure or mechanism is not always in place and the assessment of knowledge of the language may be problematic. No instruments have been developed to ascertain whether a person has sufficient command of Slovene or any foreign language. Judges stated that when a foreign person is suspected or accused of a crime, they prefer to appoint an interpreter in order to guarantee his/her right to a defence. The appointment of interpreters, though, is not easy in some phases of the preliminary investigations where stringent deadlines may be a problem when an interpreter for a particular language is difficult to find (Mometti, 2014: 44).
- e) The legal professionals also acknowledged that they sometimes monitor the legal interpreting (in case they speak the language) to make sure everything is interpreted properly. If they do not speak the language, they have no other choice but to trust the legal interpreter.
- f) The legal professionals noticed that sometimes interpreters do not quite understand the meaning of particular legal terms, in which case they always intervene and provide further explanation. They assume it happens because of time constraints, as legal interpreters often do not have time to prepare properly for the case;

¹² The example given was that of a criminal proceeding against a citizen of Eritrea that took place at Maribor court. The judge wanted to find an interpreter for the Tigrinya language, but there was no one on the list. After a while, a person who was not a legal interpreter but claimed to speak the language was appointed. However, the interpreter refused to work on his own and required help. As the case progressed, the interpreter was unresponsive for up to two months. The suspect was detained during that time, although it is crucial that criminal proceedings run smoothly and quickly. The judge reached out to the Ministry of Justice but received a negative response, stating that the interpreter they required did not exist. In the end, the interpreter finally managed to translate the charges. Such situations are unacceptable, concerning the guarantee of language rights, as the suspect was detained for the entire time it took to translate the documentation.

- g) The legal professionals observed that interpreters are not always available when they're needed and it is especially difficult to get a person to do the interpreting, for instance, in a law office. Some legal professionals said that they sometimes need to interpret themselves if they believe they can speak the language the suspect understands well enough.
- h) Legal professionals agreed that the biggest challenge is not the legal framework for language rights, but how to find a way in which those language rights can be successfully exercised.

After analysing the results of the interviews, we identified a practice that may contribute to smoother, quicker and less stressful work by legal interpreters in the Maribor district by implementation of a translating/interpreting legal clinic as an elective course at the Department for translation studies, Faculty of Arts, University of Maribor. Supervised students of translating or/and interpreting can provide *pro bono* services to people suspected and accused of a crime. In this way, the student will be offered valuable practical experience, while existing law clinics (and also various governmental and non-governmental organizations) will be provided with supervised, free interpreting/translating services. Slovene legislation states that students are not allowed to interpret in court, even if supervised, but we see several other options for including students in other forms of translating/interpreting work: (a) providing supervised interpreting services in law offices, in prison, at the police station,¹³ and on the phone; (b) providing help when translating documents for cases. Law students can co-operate with translating/interpreting students and help with legal terminology.

5.4 Analysis after three months

There were 9 legal professionals among the attendees: 2 judges, 1 lawyer, 1 public prosecutor, 2 employees of the criminal justice system, and 3 who marked the option “other” (1 lawyer who is doing a masters in translation and interpreting, 1 teaching assistant at the law faculty, and 1 interpreter who also works as a legal professional). Altogether, 2 separate questionnaires were completed. The first questionnaire was filled in immediately after the Workshop on 12 June 2019. The second questionnaire was sent out in September 2019 and filled out by all 9 participants.

¹³ Despite EU Directive 2010/64/EU on the right to interpretation and translation in criminal proceedings and related directives, interpreting at police interviews and in court is often the bare minimum and may not be available for conversations with a public defender.

5.4.1 Initial evaluation (Questionnaire 1)

All of the attendees considered the workshop to be very good, and most of them considered it to be useful. When asked who they would recommend it to, the commonest answer was “to my colleagues” or “other law practitioners.” The feedback on the workshop was positive, except that some legal interpreters were uneasy at first openly talking about challenges they usually face when working with legal professionals. It was clear in the beginning of the workshop that it was easier for legal professionals to express their views and expectations. It took legal interpreters some time, yet in the second part of workshop they also “took the floor” and then stated in questionnaires that it was a very rare opportunity for them to talk openly about what they expected from legal professionals.

When asked to list something from the workshop that would be useful in the future, most left the field blank, but a few legal professionals stated that they learned more about how demanding and stressful the job of the interpreters is and they would be more patient in the future. All of the attendees stated that they now better understood the needs and demands of each other and that the experience acquired would benefit future working relationships.

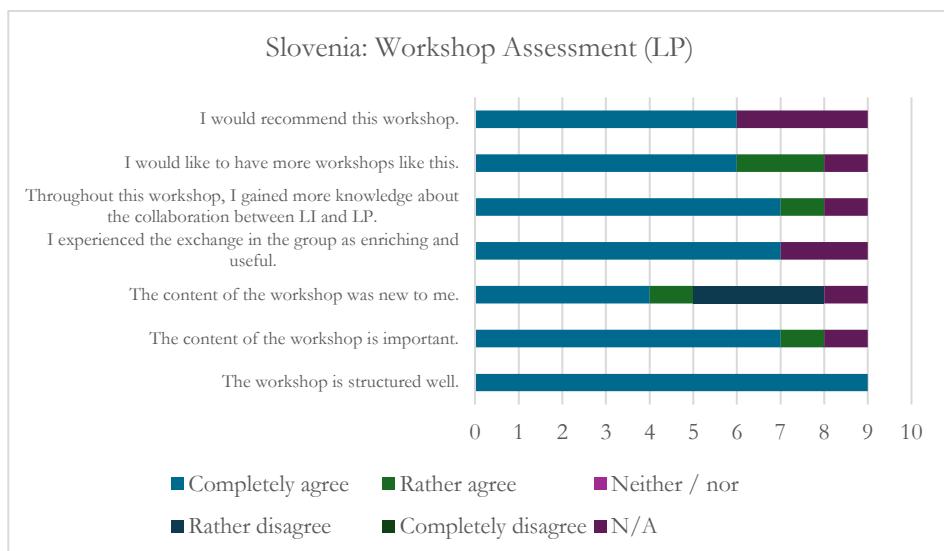


Figure 5.1: Overall assessment of the Workshop by Slovenian legal professionals

In the “praise, criticism, suggestions” section, most emphasized that they found it helpful to hear about expectations and experience from the opposite (and often opposing) side.

Most of the attendees were favourable to another Workshop like this and replied that the Workshop will be “very useful” or “quite useful” for their professional activities. The overall feedback was positive and all of the attendees considered the Workshop well-structured and interesting.

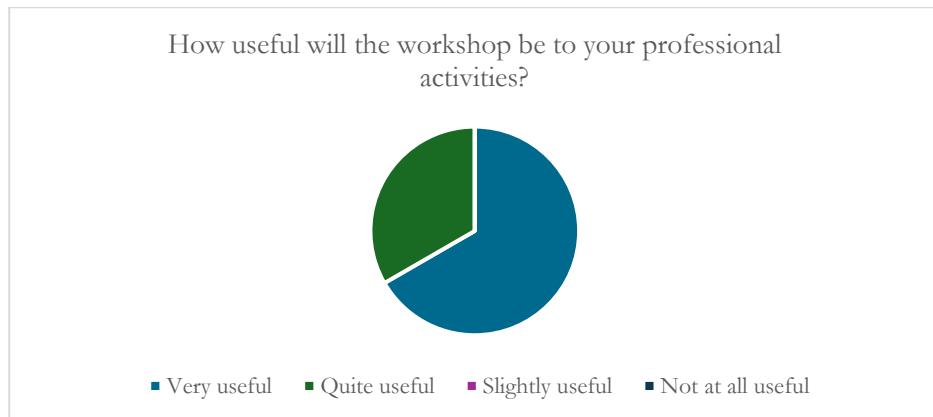


Figure 5.2: Assessment of usefulness for professional life by Slovenian legal professionals

5.4.2 Follow up (Questionnaire 2)

The second questionnaire was completed by 6 participants altogether: 2 judges, 1 judge in training, 1 public prosecutor, 1 lawyer, and 1 “other” (a lawyer who is doing a master’s degree in translation and interpreting). The judges had from 15 to 26 years of experience, with an average of 20.5. The judge in training had 4 years of experience, and the public prosecutor 10. The mean of “other” was 7 years of work experience. Lower participation in the questionnaire was to be expected.

When asked how often they work with interpreters, 1 legal professional answered that they work with interpreters several times a month, 1 that they work with interpreters once a month and 4 (67%) work with interpreters less often than that. 4 completely agreed that they gained more understanding of topics and problems of legal interpreters, and 2 rather agreed. Out of 6, 2 completely agreed that they were

able to improve their collaboration with legal interpreters in their professional life and 4 rather agreed.



Figure 5.3: Retrospective assessment of usefulness by Slovenian legal professionals

5.4.3 Results of the questionnaires

Most of the attendees commented that the Workshop helped them in their work and contributed to a better cooperation between legal professionals and legal interpreters. Some legal professionals said that they now have a better understanding that interpreters need enough time to prepare beforehand and to interpret in court. Overall, there is a sense of improved communication between both sides. There were 12 interpreters among the trainees (1 also works as a legal professional and 1 in the public sector), and 1 police officer who answered the questions for legal interpreters in the survey, so we assumed he/she is working as an interpreter now. 13 questionnaires were filled in (1 legal interpreter who also works as a legal professional filled in both questionnaires) The work experience ranged between 5 and 34 years (median: 14.8). They completed the questionnaire immediately after the Workshop, and the second questionnaire was sent out in September.

The assessment by legal interpreters was positive. They would all recommend the Workshop to their colleagues in the field, and would all like to see more like this one in the future. All agreed that the content of the Workshop was important.

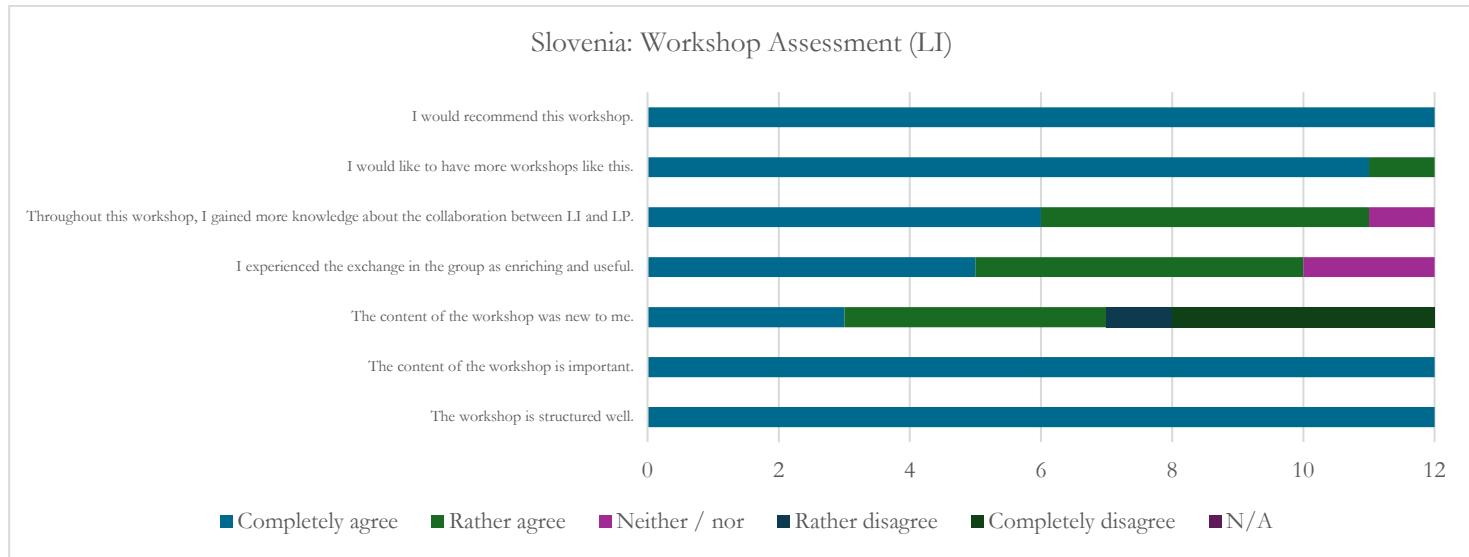


Figure 5.4: Overall assessment of the Workshop by Slovenian legal interpreters

The legal interpreters pointed out that it was very useful to hear expectations of the legal professionals—especially those of judges and lawyers. They gave positive feedback about being encouraged to talk openly about challenges and difficulties they face during trials. Mostly, they emphasized that such communication is rare and they often do not have enough time to prepare for the trial, while the expectations of legal professionals are high. The interpreters also made some comments about the poor financial situation and the necessity to regulate the profession of court interpreter in Slovenia.

Out of 13, 5 (42%) work in a judicial setting several times a week. 1 replied “once a week,” 2 replied “several times a month,” 1 replied “once a month,” and 4 replied that they work in a judicial setting “less frequently.” The views of those who work in a judicial setting more often differ from those who work in a judicial setting less frequently. One interpreter suggested inviting a person suspected or accused of crime for an opinion of “the client” would also be very valuable.

The majority of the attendees answered that they felt the Workshop was useful and helped to improve cooperation with legal professionals. Some noted that the Workshop was not long enough to address all the issues, so we plan to organize more such events in the future and take all remarks and suggestions into consideration.

Five legal interpreters answered the second questionnaire. The average work experience was 16.8 years, with a range between 4 and 35 years. When asked if they have made any changes to their work routine, most said that they have become more tolerant and it is easier for them to understand the other side, i.e. why legal professionals sometimes interfere with the interpreting. 45% of all those asked said that they still found the Workshop to be very useful in their profession after a couple of months, with 55% saying they found it quite useful.

Regarding their contacts with legal professionals, 2 said they worked with legal professionals several times a week, 2 several times a month, and 1 less frequently. 2 completely agreed that they gained more understanding of topics and problems of legal professionals, and 3 rather agreed. Out of 5, 3 completely agreed that they were able to improve their collaboration with legal professionals in their professional life and 2 neither agreed nor disagreed.

It should be noted that legal professionals were slightly more favourable when asked if they had gained more understanding of topics and problems of legal interpreters than the other way around.

The overall assessment of the Workshop was positive, as most of the attendees stated that they found it very useful or quite useful, and they also completely agreed or rather agreed that they had gained more understanding of topics and problems of legal interpreters or legal professionals and that they had improved their cooperation for the better.

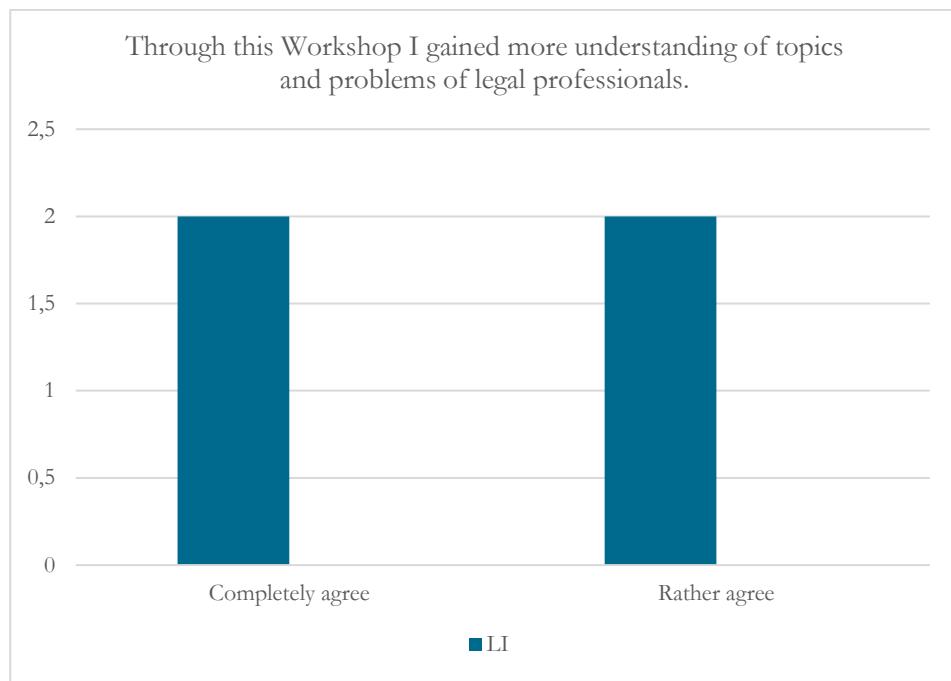


Figure 5.5: Retrospective assessment of usefulness by Slovenian legal interpreters.

The attendees expressed their wish to attend more events like this. Opportunities for legal professionals and legal interpreters to openly discuss such topics are rare, and most such events are organized in Ljubljana.

As the results of the interviews and after-workshop questionnaires conducted clearly demonstrate, there are some difficulties at Maribor District Court faced by both professional groups, such as (a) lack of interpreters for some languages; (b) lack of

time for legal interpreters to prepare for the interpreting and especially when translating documentation; (c) unavailability of interpreters in some settings, such as lawyers' offices; and (d) technical issues

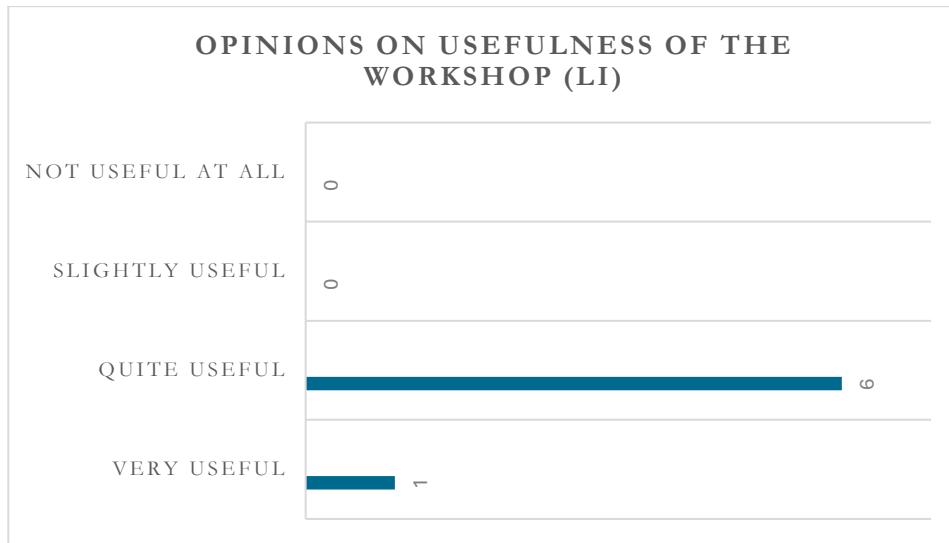


Figure 5.6

The interviewees agreed that the implementation of a new transcultural law clinic as an elective course would contribute to providing smoother and quicker translations and occasionally also interpreting services in public local institutions. We hope it will: (a) reduce costs, (b) contribute to guaranteeing language rights, (c) offer students of translating and interpreting some much needed practical experience, while offering legal interpreters much needed help, especially with translating, (d) students will have a better understanding of the importance, position, and responsibility of the translator and/or interpreter and the lawyer in this particular type of intercultural communication and, (e) the clinic will contribute to professionalization of the legal interpreters' profession. We also plan to establish close cooperation with the Criminal Police and Police Department for provision of interpreting services at police stations.

6 Implementation: Transcultural Law Clinic at the University of Maribor

Community interpreting is a fast-growing field of communication in all public institutions. In our research, we focused on court interpreting, yet this is only one segment of various fields of public interpreting. Based on our findings, we have successfully implemented a new, innovative form of education of future translators and interpreters, a Transcultural Law Clinic. The clinic is an elective course entitled “Multilingual and Transcultural Communication in Criminal Matters,” offered both to students of translation and interpreting and to law students at the University of Maribor.

In this section we focus on an analysis of students’ observation logs which were filled in during the pilot phase of the Transcultural Law Clinic. Based on the results, we suggest ways to incorporate self-reflective and observational techniques into interpreting/translating and law students’ practices in transcultural law clinics, thus introducing new and innovative ways to offer students much needed practical experience.

According to Slovenian legislation, students are not allowed to offer interpreting or translation services in court,¹⁴ so we developed other modules to include practical work in transcultural law clinics, such as observing actual interpreted trials and analysing the individual steps of criminal proceedings, the ethics and methods of interpreting, the significance of interpretation in criminal proceedings for language rights and questioning techniques alike, along with workshops in which translating/interpreting and law students work together; each separate activity is accompanied by individual and guided reflection, analysis and discussion.

6.1 Law clinics in Slovenia

The terms “law clinic” or “legal clinic” do not exist in Slovenian legislation. Therefore, there is no legal basis for the establishment and operation of a law clinic. Even the term “clinic” (imported from the US) should be used carefully, as in the Slovenian legislation it is only applied to the field of healthcare. If a legal clinic is offered as an extra-curricular or inter-curricular activity for students under the supervision of a mentor, all services should be offered *pro bono* and students are not allowed to offer any legal aid or interpreting/translating service in court, even if supervised. This can only be done by lawyers and court interpreters.

As in many other European countries, the tradition of law clinics in Slovenia is relatively new. The Legal Clinic for Migrants and Refugees (*Pravna klinika za begunce in tujce*) was established in 2000, as an extra-curricular activity at the Faculty of Law, University of Ljubljana, in cooperation with PIC (Legal-Informational Centre for NGOs - *Pravno-informacijski center nevladnih organizacij*) as a mentor organisation to strengthen their knowledge and gain practical insights. Additionally, PIC is a partner / mentor organization for two other legal clinics established at the Faculty of Law, University of Ljubljana, the Legal Clinic for Environmental Protection (*Pravna klinika za varstvo okolja*), and Legal Counselling for Protection against Discrimination (*Pravna svetovalnica za varstvo pred diskriminacijo*).

¹⁴ Article 8 (1) of CPA (2012) requires that if an investigation action, a judicial action, or a hearing are not conducted in the languages of the defendant, an oral translation of their statements and of the statements of others, and the translation of documents and other written evidence (for suspects and the accused, all essential documents, including indictments, summons, decisions on the deprivation of liberty, and judgments), must be provided. In such cases, a professional court interpreter is appointed. If no court interpreter is available for a particular language, the court may appoint another person who is fluent in a foreign language for which there are no (or not enough) court interpreters available (CPA, 2012, Article 8 (4)).

The Legal Clinic for Migrants and Refugees instructs law students in the field of international protection procedures. Students participating in the clinic obtain in-depth knowledge of asylum legislation and asylum procedures in Slovenia, and offer legal advice to refugees and foreigners. Each year, approximately 10-15 senior year students take part in the programme, benefiting from introductory seminars held by practitioners in the field and from the opportunity to get involved in the everyday work of one of the partner institutions of the Clinic. All students who are completing their 3rd year at the Faculty of Law can apply. Knowledge of English, at least, and good communication skills, are required. The selection procedure involves both a written application and a personal interview. If more students apply than there are places available, a preliminary selection is made after the interview, taking the following criteria into account: motivation, average grade, foreign language skills, choice of the appropriate study course, possible previous experience, and the candidate's suitability according to his/her personal interview. There is also a law clinic called Law in Sport registered as an extra-curricular activity at the Faculty of Law, University of Ljubljana.

In addition, a course entitled Law Clinic was introduced as part of the curriculum (before the Bologna reform) at the Faculty of Law at the University of Maribor. Supervised students provided *pro bono* legal advice for the PIP Institute (*Pravo, Informacija, Pomoč*),¹⁵ which took full responsibility for the legal advice given. With the Bologna reform and the new accreditation of the study program, the subject Legal Clinic was replaced by Legal Methods, Skills, and Informatics. Law students conduct study-based credit-rated clinical work, which is carried out in cooperation with the Humanitarian Society's The Law for All, organised as an online platform. Hence, the Faculty of Law also offers an opportunity for direct customer services.

When we approached the law clinics in Ljubljana and the Humanitarian Society in Maribor with questions on translating/interpreting services, their response was that translating/interpreting services are usually provided by bilingual students or members of the society who are not professional translators and interpreters. The issue of translating/interpreting is not seen to be crucial, as the emphasis is on providing legal aid. However, legal aid can not be properly provided to people who may not understand even English, not to mention Slovene. It is important to provide quick and professional translating, and especially interpreting services, in cases when

¹⁵ Law, Information, Help.

legal aid is offered to a person who does not speak Slovene, and perhaps not even English.

One possible solution to the problem of interpreting/translating for legal aid is implementing a translating/interpreting legal clinic as a compulsory/elective course at the Department for Translation Studies in Slovenian universities. Supervised students of translating or/and interpreting can provide *pro bono* services to refugees, asylum seekers and migrants. In this way, students can gain valuable practical experience, while law clinics (and various governmental and non-governmental organizations) will be able to provide supervised interpreting/translating services.

A new transcultural law clinic that involves both law students and translating/interpreting students was implemented as an elective subject entitled 'Multilingual and Transcultural Communication in Criminal Matters' in the MA programme of Translation and Interpreting at the Department of Translation Studies at the University of Maribor, in cooperation with the Faculty of Law. The course is thirty hours long and is currently offered in both English and German. The language combination depends on the linguistic programs in which the students are enrolled. The introduction of other languages, such as Russian, Macedonian, Croatian, Serbian, Albanian, Turkish, and Farsi, may be considered later. The course is set up as a 3 ECTS (European Credit Transfer and Accumulation System)¹⁶ course and is taught jointly by professors from the Faculty of Arts (the TransLaw lead researchers) and a professor of criminal law from the Faculty of Law.

The students initially attend a 15-hour introductory seminar that focuses on legal terminology, basics of criminal law, basics of international, European and Slovenian refugee and migrant law, community interpreting, the right to language assistance, and the role of an interpreter.

The seminar is followed by practical work of approximately 2 to 4 hours per week, depending on a schedule agreed upon by the students and their mentors. Since Slovene law does not allow students to provide legal interpreting in court, the transcultural clinic uses the methods of observation of actual interpreted trials at the Criminal department of Maribor District court and at police stations, as well as

¹⁶ ECTS is a standard system for granting academic credits across the EU and other European countries set up to facilitate international studies.

taking part in simulations, analysing the individual steps of criminal proceedings, the ethics and methods of interpreting the significance of interpretation in criminal proceedings for language rights and questioning techniques, and participating in workshops in which translating/interpreting students work together, as well as supervised interpreting/translating activities, where possible, such as at a prison or at lawyers' offices. Students also develop and take part in mock trials, followed by analysis and discussion.

The course develops the following objectives and competencies:

- Learning how to co-operate with law students on the basis of mutual support and successful professional communication;
- Understanding the importance of cooperation between translators and/or interpreters with lawyers;
- Researching and understanding the current situation in the field of translating and/or interpreting for people suspected or accused of a crime (including from the perspective of historical dynamics, ideological, social, and other social discourses);
- Understanding translating and interpreting for non-Slovene speakers who are suspected or accused of a crime as a democratic value of communication and as an important factor in interpreting and translating for the community in the European Union;
- Testing students' translating and interpreting competencies in practice and in real-world environments.

The short-term goals are:

- Students will have a better understanding of the importance, position, and responsibility of the translator and/or interpreter and the lawyer in this area of intercultural communication;
- The clinic will contribute to the professional competency of legal interpreters;
- Students will help translate judicial documentation. This will be helpful for legal interpreters and will contribute to meeting the needs of people suspected or accused of a crime who sometimes remain in detention for an unnecessarily long time because of the lack of legal interpreters and time constraints that legal interpreters need to meet;

- Students will acquire appropriate legal terminology in the field of criminal law and test their translation and interpreting competencies in practice;
- We expect to motivate as many students as possible to choose this elective subject at both the Faculty of Arts and the Faculty of Law;
- Cooperation with the Police Department, provision of interpreting services at police stations.
- Organizing joint workshops with police, courts, and court interpreters.

Before implementation, 21 translating and interpreting students and 25 law students participated in the pilot program and 46 observation logs were completed by both groups of students with: (a) observations of the court process with the legal interpreter involved at the Criminal Department of the District court in Maribor and (b) workshops during which law students and translating and interpreting students translated legal documentation together (appeals of persons suspected of a crime whose language rights were violated).

6.2 Observation logs: overview of literature

Observation logs¹⁷ are a useful and easily applicable didactic tool in the process-oriented training of translators and interpreters.¹⁸ Translation professors often ask students to write a reflective journal or to use other forms of decision reporting (such as think-aloud protocols) in order to answer questions about their thinking and decision-making process, including difficulties encountered, and solutions and options considered. The research in this field develops in two directions.

Some studies compare and present the results of analyses of self-regulated competences of experts and novice interpreters (Hild, 2014; Sowa and McDermid 2018). Adelina Hild emphasises that “The findings revealed differences between the two groups with respect to the following processes: metacognition, emotion regulation, self-observation, and self-judgment” (2014, 129). Stephanie Sowa and Campbell McDermid focus on the importance of self-reflective techniques used by novice and expert sign language interpreters, and expressed concern regarding the consistency of self-assessments, since “neither the novices nor the working

¹⁷There are several terms referring to the same thing: logbooks, reflection logs and observation logs; we will use only “observation logs” for the sake of clarity.

¹⁸ Observation logs are used in other disciplines such as nursing and teacher training.

professional interpreters had a consistent protocol. Perhaps the definition of reflective practice as described in this study and the use of activities such as the TAP will help guide interpreters towards a systematic process" (2018, 27). Other studies confirm that guided reflection over a short period of time may improve the work of a professional interpreter (Dangerfield & Napier, 2016).

Some teachers focus on the use of reflection logs for student training (Fox, 2000; Li, 1998; Gile, 2004; Chen, 2019; Ketola, 2015; Badiu, 2011; Jarvis, 2001, Bergen 2006; Bown 2013). Some do not require any particular reporting format, but "besides reporting all problems, the students must include full references of sources consulted and, preferably, the context in which the target-language terms or expressions that they chose were found (generally, a sentence, sometimes, a whole paragraph)" (Gile, 2004). Others use a translation log that may be structured differently.

They are generally instructed to comment on the communicative situation—the commissioner of the translation, the target audience, and so on—and on the source text itself—its style, text type and subject area. They are also asked to describe the translation process—macro and micro level strategies—and to specify the sources consulted, including dictionaries and parallel texts—texts originally written in the target language with a purpose similar to that of the source text. (Ketola 2015, 18)

Sarah Bown (2013) discusses the issues of reflection, assessment of reflective journals, and scaffolding for reflection extensively. Her research, which is based on training sign language interpreters, demonstrates "that the undertaking of reflective practice during training and placement learning is paramount in establishing reflection as a key part of an interpreter's skill set that enhances employability" (2013, 51). Students enrolled in these courses write reflective journals with the support of scaffolding tools and receive comments and feedback from tutors. Bown also suggests a new approach to assessment that may minimise tension and reduce pressure on students –instead of submitting all journal entries, students are asked to select five entries that "illustrate and reflect diversity in their learning experiences" (2013, 59).

Another innovative approach was suggested by Dean and Pollard (2001), who advocated a form of guided reflection known as demand-control theory. In this approach, interpreters predict challenges they will face in their assignments in terms of logistics (environmental challenges), conflicts with the participants of the event

(interpersonal challenges), language issues (linguistic challenges) and potential inner conflicts (intrapersonal challenges). They are also asked to reflect after the assignment is completed. Dean and Pollard (2001) believe that such a systematic approach could give interpreters a better sense of their ability to make decisions and alleviate stress (qtd. in Sowa and McDermid 2018, 20).

Ya Yun Chen expresses the concern that, “although reflective learning has been integrated into many translator training programs, there is no sufficient empirical research into students’ experience with reflection-promoting approaches. It is also unclear how translation students reflect, how their reflective ability can be assessed and whether reflective learning is conducive to their translation skills and, as a result, the quality of their translation” (2019, 289).

Self-reflection helps to build autonomy in an interpreter, a value identified by Yun-Hyang Lee (2005), who pays close attention to the assessment criteria of the self-reflective practices of students. Lee examined how students in a Korean-English graduate program in translation and interpretation analysed their work while being supervised in a classroom and concluded that students who used self-assessment were better able to successfully recognise their strengths and weaknesses.

6.3 Work methodology

6.3.1 Purposes and goals

To collect the data for our analysis, we used observation logs, which we considered the best method of summarizing the students’ experience. The logs were developed and prepared by the *TransLaw* project team in the fourth work stream, which was coordinated by the University of Maribor. Students were given observation logs in advance and completed them immediately after the activity. When observing court cases, they took notes and completed some parts of the log during the activity. They were given these logs once for each activity, which allowed them to gain a better understanding of the learning and knowledge they acquired during the process (Jarvis, 2001).

The aspect of self-development was not included in this phase, as the students did not have an opportunity to go back and review what they had written over the past few weeks or months in order to see their progress. Once the transcultural law clinic

starts, we will ask students to keep observation logs for the whole semester and for each activity, so they can monitor and review their experience, follow their own progress, and perhaps “find a better approach for the next time they encounter similar issues” (Moon, 1999, 191). This will also allow them to improve their problem-solving skills.

There were three types of structured observation logs. Paul Pinsloo et al suggest that “unstructured, private learning logs *can* also assist students to become more self-aware – and aware of others” (2011, 28); we decided to provide students with a structure for each individual activity: (1) observations of real-life court processes for both law students and translating/interpreting students, (2) active service (translating) for translating/interpreting students, and (3) active service (translating) for law students. Both groups worked together when translating legal documentation, but were asked to complete different observation logs with different sets of questions.

The logs used during the observation of court processes focused on the entirety of interpreter-mediated events in a legal setting: (a) various aspects of the interpreting process and its output (interpreting modes and strategies and the necessary coordinating functions), (b) the interaction dynamics between the parties, (c) body language, gaze, and non-verbal communication, (d) the seating and positioning arrangement in the court room. The logs contained questions requiring descriptive answers as well as room for reactions and comments. The questions were constructed in a way that made students from both fields aware that everything that happens in the court is a linguistic or communicative act that will have a direct impact on someone’s life, reputation, and integrity.

In the active service observation logs, the main questions focused on the interaction between law students and translating and interpreting students, as well as on the challenges they faced in the process and the competences they developed or acquired during their mutual co-operation. There was a special focus on the issues of dignity and professional interpersonal communication.

We structured the logs in a way that meant they were not too descriptive and to ensure that the student did not just recount events or activities but employed critical thinking about the lessons they learned by “focusing on thinking about their practices” as suggested by Hatton and Smith (1995, 35).

Another common problem surrounding the use of logs is related to students' uncertainty and frustration around what to write in the logs or how to use them. In order to avoid this, we distributed the observation logs in advance and presented the students with a way to structure their observations, emphasizing what they should try to focus on. We tried to avoid overloading them with instructions in order to leave space for spontaneous and personal reflection. We asked them to return their logs the same day or the day after the activity.

We did not assess the logs, though in some cases, students' reflective journals are assessed and can influence a student's grades or marks for a particular course, as suggested by Chabon and Lee-Wilkerson (2006); assessment was not a part of the pilot phase. In future, we intend to follow Boud and Knight's (1996) suggestion that instead of giving grades or marks, teachers can evaluate the journals on the basis of "satisfactory/unsatisfactory" to minimise the tension between reflection and assessment. This way, teachers can check whether or not the students have described the event without making any attempt to think about and learn from the experience (qtd. in Lee 2005, 47).

It was also impossible to discover whether some students tried to please us, the teachers, by producing what we believe to be the most appropriate journal, yet we think this one issue, discussed by Boud and Knights (1996), is that students may try to please their teachers by producing a journal full of what they think the teacher wants to hear. In our case, this issue was irrelevant, as the logs were not graded and we believe the learners focused on their experience, their problems and their alternative solutions.

6.3.2 Participants

Forty-six students took part in the pilot phase; twenty-one were students of translating and interpreting, 5 of whom were in their final semester of a 3-year baccalaureate program and 16 of whom were in their first or second year of an MA. Twenty-five were law students in their second or third year of a 3-year baccalaureate program. There were 30 female students and 16 males. All students had Slovene and/or English or German as their language combination. The observation logs were in Slovene and were provided on a voluntary basis for the purpose of this study. They did not contain information about students' personal profiles, such as age, gender, or nationality, but only included their student numbers. Each participant was

given an observation log in advance and was asked to fill it in as soon as possible after the activity. In case of observation activities, students began completing part of the logs during the activity.

6.3.3 Observing court proceedings logs structure for translating/interpreting and law students

- a) Location and type of event
- b) A sketch of the physical space
- c) Taking note of what was unexpected in the context of the event regarding communication between the judge, the lawyer, the police officer, the prosecutor, the suspect/accused, and the court interpreter (students were asked to explain their positive and negative impressions)
- d) Students' personal observations and reactions (for example: What was the first thing you noticed about the interpreter? Did the judge/lawyer/prosecutor/police officer interrupt the legal interpreter? Did the legal interpreter interrupt anyone else? Did you notice any inaccuracies in the process of interpreting?)
- e) General observation form with a focus on the interpreter (such as, The interpreter seemed confident; The interpreter was taking notes; The interpreter included the fillers of suspect/accused ("ands" and "ums") in his/her translations; The interpreter's utterances were much longer than those of the suspect/accused)
- f) Final questions:
 - What aspect(s) of the interpreting was/were most similar to what you expected prior to visiting? What aspect(s) was/were most different?
 - Can you identify any specific interpreting strategies used (such as simpler sentences, explanations?)
 - If a conflict or miscommunication occurred between participants, describe it.
 - Did you feel that the communication worked well? What caused you to feel that way?

6.3.4 Active servicing log structure for translating/interpreting students

- a) A description of the case the students were working on (In which language was the interpreting done? Was it the mother tongue of the suspect/accused? Who was your supervisor? Did you get enough help from him/her? Briefly describe the cooperation with your supervisor; Did you get any information on the case in advance?)
- b) A description of the activity:
 - What type of documents did you translate? In which languages? Was it the first language of the suspect/accused?
 - How much time did you have? Did you feel that you were given enough time?
 - What kind of tools (dictionaries, glossaries, reference books) did you use?
 - Was the situation stressful for you? If yes, describe why.
 - Did you translate on your own or with other students?
 - Who was your supervisor? What sort of feedback did he/she give? Did you get enough help from him/her? Were you encouraged to ask questions? Briefly describe the cooperation with your supervisor.
 - Did you get any specific instructions about the translation?
 - Did you cooperate with law students? If yes, briefly describe this cooperation. Have you learnt anything about interpreting-mediated interaction or translating in the legal context?
- c) Self- assessment (Which competencies do you need to work on: short-term memory skills, note-taking skills, terminology, language and background knowledge? Write down what you think will help you develop better interpreting/translating competences? Would you do anything differently next time?)

6.3.5 Active servicing observation log structure for law students

- a) A description of the case and its preparation phase
- b) Personal observations/reactions with regard to the case and the cooperation with interpreting students. Students were asked to compare their reactions of what they observed to what they anticipated the proceedings would be like. They

were explicitly asked to include only their personal reactions. There were no right or wrong answers. The students were asked to consider the following questions:

- What aspect(s) of the work that you did was/were most similar to what you expected? What aspect(s) was/were most different?
- Did you get enough material about the case?
- Were you under time or any other kind of pressure?
- Were you satisfied with your work when it was completed?
- Summarise briefly the main challenges you faced.
- How would you evaluate your cooperation with interpreting/translating students? Have you learnt anything about interpreting-mediated interaction or translating?
 - Did you discuss the case beforehand?
 - Did you offer any help with legal terminology?
 - Did you interfere in the interpreting/translating process and if yes why?
 - Did you and the interpreter check the translation together?

c) The students were asked to evaluate whether the attitude of the following participants affected them positively or negatively: supervisor, prosecutor/other legal professional, interpreting/translating student, interpreting/translating students' supervisor.

d) Final questions

- Did you learn anything you believe would be useful in your future legal practice? Please explain.
- Would you do anything differently next time?
- Which languages do you speak or understand?

Questions did not require Likert scale answers (with a 1 to 5 range, from “I completely disagree” to “I completely agree”), but provided the opportunity for students to provide more detailed answers. After a general introductory question about the location and the case, the questions that followed were structured chronologically and addressed issues arising during the students’ experience.

Mixed methods were used to analyse the results: a quantitative method could not be applied, as the questionnaires did not include closed questions that restricted the respondent's answers (as do Likert scale scores or Yes/No answers). Subsequently, a qualitative method was used to analyse and categorise the answers to the open-ended questions as well as the remarks, comments and observations made by the respondents, such as those entered in the “other” category.

6.4 Students' responses

Forty-six students took part in the pilot phase, 21 translating and interpreting students and 25 law students.

- (a) Twelve observation logs were completed during and after active observation of five court hearings that involved persons suspected of a crime. The students actively observed court interpreters. This observation was followed by a discussion, attended by all students, between judges, legal interpreters and the head of the Criminal Department.
- (b) Thirty-four observation logs were completing after active servicing, when translating and interpreting students and law students translated juridical documents (such as appeals of persons suspected of a crime whose language rights were violated) followed by a discussion and analysis.

During the preparation phase, before the activities, students were asked if they had any set routine for self-reflection or if they had any experience with reflecting upon active observation of the interpreting or self-assessment of their own translations and translation process. None of the students reported having a formal routine to reflect on their work and none acknowledged having had any experience with guided self-assessment before. Five students mentioned that they would reflect upon their work only when they felt there were numerous errors that had to be addressed. Six students mentioned that they had been asked to observe and comment on each other's interpreting in another course but they felt uncomfortable doing so. The students had never actively observed a professional interpreter. If they had ever been asked to give feedback on their own interpreting or translations before, it had always happened in the form of spontaneous dialogue between a trainer and the students in a classroom.

Some observations from the active listening observation logs are summarised below:

- Students found the preparation phase very important in order to understand what was going to happen in the courtroom, what to expect, and what to focus on (briefing and debriefing). The students were shown around the courtroom before the trial and were provided with court procedures and details of the case in advance in order to assuage any fears or uncertainties they may have had.
- Students emphasised that this was their first time in a court and that they found it inspiring and useful to observe how the legal system works in practice, to see the courtroom, the position of the interpreter, etc. They provided detailed sketches of people in the courtroom and closely observed not only the interpreter, but also the judge, the prosecutor, the suspect, witnesses, and the attorney. It was surprising to discover how much students appreciated being in a practical environment, even if only as observers.
- The law students emphasised that they had little or no knowledge about the interpreting process in court and what they had known in this regard was superficial and limited. They also highlighted their realisation of the importance for legal professionals of cooperating with a legal interpreter.
- Students focused on close observation of the interpreter and were asked to make notes not only on the interpreting, but also on non-verbal communication, such body language. Students found it interesting to observe all aspects of interpreting and suggested that the non-verbal communication of interpreters be discussed in more detail later.
- Some students claimed that it was uncomfortable for them to be in the same room with people accused or suspected of a crime. Though nobody expressed outward fear of the situation, we learned that in the future, we should discuss safety issues with the students beforehand. This was a valuable lesson for the researchers.
- Students appreciated the discussions after the observations. They found it very helpful and encouraging to talk to the judges, attorneys, and legal interpreters.

Such discussions gave them additional confidence and contributed to their further motivation.

Some observations from the translation workshops are summarised below:

- Students were able to analyse their work with regard to the overall goal of the meaning and message rather than just the linguistic aspects.
- Even though we did not suggest it, the students decided to make a direct translation first and then arranged it stylistically. It gave them an opportunity to organise the process themselves, rather than giving them exact instructions.
- For most students, this was the first opportunity to cooperate with students from an entirely different field. The students found the mutual cooperation and teamwork very encouraging. It also helped to improve their ability to contribute to the common effort. Some stated that it was useful in terms of establishing a professional network. The students had never met each other and, after being divided into small groups, they introduced themselves quickly and then divided the tasks and organised their work. Students from both fields emphasised that this dynamic and urgent need to organise themselves and cooperate together was very useful. One law student reflected that “Cooperation with the translators from the Faculty of Arts was excellent. They helped us and corrected our grammar mistakes, while we helped them with legal terminology and showed them on-line sources that could be helpful.”
- Students said that they had tried to think of ways to overcome the challenges they faced during the translating process and to improve their translation rather than fixating on something they missed or translated inaccurately.
- Some students tended to focus on less positive aspects of their work, including time pressure. The translating and interpreting students stressed that they had difficulties with terminology and, in several cases, the law students demonstrated impatience and seemed to be in a hurry.
- All students valued the process of reflecting on their work. As future translators and interpreters and lawyers, they might find it useful to create a

more systematic approach and schedule time to engage in self-reflection or in working with a peer or expert to evaluate their practices.

6.5 Discussion

We found it interesting to analyse reflections upon the workshops during which translating/interpreting students and law students worked together. In this study, both the law students and the translating/interpreting students agreed on the benefits of self-reflection, thus indicating recognition of the practice. It allowed them to acknowledge their successes and gave them access to their own cognitive processes. It also helped them identify problem areas. Overall, and as a summary of our findings, the participants valued observing professional interpreters and examining their work with the goal of improving their own practices. It was surprising that students had never participated in self-reflections before and had no consistent protocol to do so.

The students' responses, summarised in the observation logs, demonstrated a high level of interest, a generally positive attitude towards the organised events, and an interest in taking part in such activities in the future. We believe that the implementation of transcultural law clinics at the university level will give students much needed practical experience, which is generally regarded as important in interpreter training. Many universities require students to participate in an internship or other form of practical training; interpreting at a law clinic offers an opportunity for translating/interpreting students to work in a setting where their work matters. Working on real cases, with real clients, and with law students, allows them to reflect on their role and the ethics and dynamics of such interpreter-mediated interactions, and to acquire a better understanding of law and legal terminology. There are learning opportunities for law students as well. They learn how to work with interpreters when providing services for a person suspected or accused of a crime, such as addressing the client directly rather than asking the interpreter to ask the client something, waiting for the interpretation to be completed before responding, keeping utterances to a manageable length, and providing the interpreter with the material they need to prepare. They learn what they can and cannot expect from an interpreter, how important cultural background, dialect, and nuanced communication can be, and learn to respect the difficulty of the interpreter's task.

Transcultural law clinics address various problems by providing interpreting services by students under the supervision of an interpreting trainer or professional, thus allowing both law and translating/interpreting students to help people suspected or accused of a crime, become sensitised to their needs, and gain empathy and an understanding of the ethics and social responsibility of their respective professions. We conclude that transcultural law clinics are a new and welcome form in educating future interpreters/translators and lawyers.

7 Conclusion

Equality and fairness are key concepts for any official administrative procedure. Only equal communication guarantees a fair procedure in criminal matters, which is a fundamental right of every human being. According to Mira Kadrić, “the right to a fair trial and to proper communication in proceedings is a common challenge for the legal and translation professions” (2019:11). Sociolinguistically oriented translation studies of interpreter-mediated encounters focalize the migrant’s perspective by analyzing difficulty of respecting the migrant’s language rights in institutional and legal communication.

Community interpreting has become an essential research area within translation studies, as it is an inevitable part of the asylum-seeking process, police questioning, court hearings, healthcare and other social discourses (cf. Hale/Napier 2016, Kadrić 2019, Pöchacker 2019, 2023, Kadrić/Pöllabauer 2021, Kučiš 2021, Saelets). Law clinics in general provide aid to marginalized and underserved parts of the population who do not have the means for other forms of legal aid and lack the information to do so. Hence, the question arises how and in which way the clinics guarantee not only legal aid but also translating/interpreting services for various groups of migrants, refugees, and asylum seekers.

Offering professional translating/interpreting services on a regular, organised, and supervised basis is crucial for any local public institution and local government. There is a need for legal interpreters with knowledge of complex processes and the legal system, as well as the social skills needed to build trust and rapport, and the respective language combinations required to provide these services. Thus, we believe that the implementation of a training course for interpreters, translators, lawyers and legal professionals at the university master's level offers students some much needed practical experience, while offering legal interpreters much needed help, especially with translating, and building connections and mutual trust between students, legal professionals and legal interpreters at the local and national levels of professional communication.

Practice in real or realistic situations is generally regarded as important in interpreter training, and many universities require students to participate in an internship or other form of practical training. Interpreting at a law clinic in the form of an elective training course offers an opportunity for interpreting students to work in a setting where their interpretation matters, as opposed to interpreting in mock trials and role-playing exercises at university or observing real trials. Working on real cases, with real clients and law students, allows them to reflect on their role and the ethics and dynamics of such interpreter-mediated interactions, and to acquire a better understanding of law and legal terminology.

Law students participate in the transcultural law clinic as well. They learn how to work with interpreters: addressing the client directly rather than asking the interpreter to ask the client something, waiting for the interpretation to be completed before responding, keeping utterances to a manageable length, providing the interpreter with the material they need to prepare, etc. They also learn what they can and cannot expect from an interpreter, how important cultural background, dialect, and nuanced communication can be, and learn to value the difficulty of the interpreter's task in the global environment: *think global, act local*.

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Annexes

Annex 1: A questionnaire for an interview with a legal professional

Interview guide for Legal Interpreters (LI)

Introduction

Thank you for taking the time and answering a few questions for us. I am ... (name, function, researcher, ...). The project TransLaw is trying to find out how PACs¹⁹, LI and LP perceive interpreting services in different countries in Europe. You would be a great help to us if you could answer our questions. We would like to focus on PACs as a target group of this interview; however, we are aware of the fact that you might also have experience with other target groups in legal interpreting (prisoners, victims, witnesses, etc.). If possible, please think of PACs when answering the questions.

This interview will last for app. 1 hour. I will keep all your answers to myself, I will take notes, but to make my work easier it would be great if I could also audio-tape this conversation. This is only for me, so that I can listen to your answers again. I will not give my notes or the audio file to anybody else. All your answers are confidential. I will use the results in my research, but nobody will be able to link a specific response back to you. I would ask you to sign the informed consent form. It serves as a confirmation for me that I actually conducted this interview. Please take your time reading it.

Do you have any questions before we start?

*

¹⁹ Person accused of crime.

1. For how long have you been interpreting in the legal system? (code: degree of experience and professionalization)

- How many cases did you interpret on average in the last two years? (number of cases or average: weekly, monthly...)
- Which professional training do you have? (code: professional or lay identity)

2. At which point during a PACs contact with the authorities are you usually called in? (code: position in the service path, quantity of LI)

- Do you feel this is the right point or should you have been involved earlier or later?
- Which previous arrangements usually take place between you and the contracting authorities? Do you receive any information in advance?
- If you are called in for immediate interpreting (e.g. for non-scheduled police interviews), how much time does it take for you to arrive?

3. Between which languages do you usually interpret – (A/B/C language – which is your first language, what other languages do you interpret from or into?) (code: LI in the service path) How well and how often does this match with PAC's mother tongues?

How often is it a lingua franca?

- Can you think of a case that stands out in your memory that was different regarding language use?
- Can you say something about the usual mode of interpretation? (consecutive or simultaneous? How long are the segments you usually interpret? If someone speaks for too long, do you interrupt them?)
- Who usually takes the lead in terms of communication? (code: power dimension)

4. What do you think or know about cases with PACs where no legal interpreter is present?

4a. Can you think of cases with PACs in which you were called in too late? What happened and how did you solve this situation?

4b. Can you think of cases with PACs in which you were sent home because the authorities (judge, police officer) decided there was no need for interpreting? What happened and how did you solve this situation?

5. Now we would like to go a little bit deeper into how interpreting works with PACs. (code: complexity of LI in the service path, performance of LI)

- How do you introduce yourself when you first meet the PAC? What do you usually say?
- How do you respond to the PACs' needs?
- How do you establish trust with a PAC?
- What do you do if you feel the PAC is not understanding something? (do you clarify/explain/ask the speaker for clarification?)
- If you are interpreting into a language that is not the PAC's first language (e.g. a lingua franca), do you choose different interpreting strategies? (e.g. simpler sentences, explanations?)
- Do the legal professionals communicate with you before the communication situation and if yes, what exactly are the topics? (telephone call, friendly/unfriendly conversation, briefing)
- Do you think that the time you spend with interpreting for the PAC is too short/just right/too long?

- Do you usually or in which cases do you give advice/information to PACs additional to interpreting? When? Which advice/information, can you name some? (code: position of LI in the system, team work)

6. How do you perceive yourself in comparison to the others?

If you think of the most recent situation in which you interpreted in terms of a square or a room, can you draw your own position, the position of the PAC and the professional present?

The LI is asked to draw 3 people (or more) in the situation. Attention! The map can be more complex according to the room the interpreter was in with the PAC and LP: police station, court room, etc. So, we cannot offer a pre-set map, we just let them draw POSITIONS.

The researcher asks appropriate questions depending on the map: first technical questions (distance, hearing well etc.) Then eventually questions about trust.

- How were people positioned to each other?
- Could you/How well could you see the others in the room?
- How did you perceive the distances between the people?
- Did the PAC seem rather close/distant to you, how did that feel?
- Did the LP seem rather close/distant to you, how did that feel?
- Did you hear the PAC well?
- Did you hear the LP well?
- How much did you trust the LP?
- Would you have liked to change your position? Where to? Why?

(code: perception; closeness, distance, position of allies, outsiders or neutral positions

7. How do the people involved cooperate with each other from your point of view?

- How are you as a LI treated by the others involved?
- To what extent you perceive trust and respect when you work in the legal system?
- To what degree do you feel you are an expert?

8. How many interpreters usually work with one case/PAC? (code: complexity of service path, quantity of interpreters)

- Are you recruited in different stages for the same case?
- What do you think about this and how does this influence your work? (once or for the whole case)
- Are there specific rules about this? (background for this?)
- Do you think the change of interpreters has an effect on communication? Which one?

9. Do you inform PACs about their rights in the legal system? Which rights do you name? Why? When do you communicate this? (code: taking personal initiative)

10. If you think back about your student life, do you think you would have liked to interpret already at that stage?

- What is your opinion about students providing interpreting services in controlled conditions?
- We are planning to start a transcultural law clinic at the university. It's a service where law students provide assistance in legal matters or provide information about the law and interpreting students interpret this information into different languages and receive feedback and guidance from professionals and trainers. It is not intended to replace professional interpretation and will not be used in any situations interpreters are usually paid for. Would you have liked to participate in a service like this if it had existed during your student life? For what kind of situations do you think it would be good?
- Do you have any further training needs? Which sort of training courses/workshops would you like to attend? (If no answer or request for clarification: We are planning on holding joint training workshops for legal professionals and interpreters. Is this something you would be interested in, and which topics would you like to see there?)

End of interview:

Thank you for taking time to answer my questions. If you want to, we can inform you about the results of our work (D.2.3 recommendations) and send them to you. What would be the best possible way to send the results to you (e-mail, postal mail, event)? If you don't want to give us your contact details, you can also look up the results on our website translaw.univie.ac.at next year. You can also register for our newsletter there to keep informed about joint training courses and other results of the project. Thank you again. Qtd from Balogh K, Bambust I, Drnovšek K, Falbo C, Kadric M, Kaloh Vid N, Kučiš V, Rennert S, Salaets H, Viezzi M, Weißenböck C. Legal and Interpreting Service Paths of Persons Suspected or Accused of Crime. Interviews <https://translaw.univie.ac.at/downloads/>

Navodila za intervju z delavcem v pravni stroki

Uvod

Hvala, ker ste si vzeli čas, da boste odgovorili na par vprašanj. Sem ... (ime, funkcija, raziskovalec ...). Pri projektu TransLaw želimo izvedeti, kako osebe, osumljene ali obtožene kaznivega dejanja, sodni tolmači in delavci v pravni stroki v različnih evropskih državah dojemajo storitve tolmačenja. Zelo bi nam pomagali, če bi lahko odgovorili na naša vprašanja. Radi bi se osredotočili na osebe, osumljene ali obtožene kaznivega dejanja, kot na ciljno skupino tega intervjuja, zavedamo pa se dejstva, da imate kot delavec/-ka v pravni stroki morda tudi izkušnje z drugimi ciljnimi skupinami (zaporniki, žrtvami, pričami ipd.). Če je le mogoče, pri odgovarjanju na vprašanja, prosim, imejte v mislih osebe, osumljene ali obtožene kaznivega dejanja.

Intervju bo trajal približno eno uro. Vaša vprašanja bom obdržal/-a zase. Delal/-a si bom zapiske, vendar bi mi olajšalo delo, če bi lahko ta pogovor tudi posnel/-a. Posnetek bo le zame, da lahko znova poslušam vaše odgovore. Svojih zapiskov ali posnetka ne bom posredoval/-a nikomur drugemu. Vsi vaši odgovori so zaupni. Rezultate bom uporabil/-a v svoji raziskavi, vendar nihče ne bo mogel določenega odgovora povezati z vami. Prosim, da podpišete izjavo o prostovoljnem soglasju. Vzemite si čas in izjavo preberite.

Imate pred začetkom kakšno vprašanje?

*

1. Kako dolgo že delate v pravnem sistemu? Katero funkcijo opravljate? Prosim, pojasnite. (oznaka: stopnja izkušenj in profesionalizacije)

- Katero strokovno usposabljanje imate? (oznaka: poklicna identiteta)
- Katere jezike govorite? (oznaka: dvojezičen delavec v pravni stroki) Kateri jezik uporabljate pri sporazumevanju z osebami, osumljenimi ali obtoženimi kaznivega dejanja?

2. Kako se sporazumevate z osebami, osumljenimi ali obtoženimi kaznivega dejanja, kadar te ne govorijo ali razumejo vašega jezika?

2a. Na kateri točki v postopku običajno nastopi tolmač? (oznaka: položaj v postopku, obseg sodnega tolmačenja) Kako pride do te odločitve, kdo sprejme to odločitev in pokliče tolmača? Se vam zdi, da je to pravi trenutek ali bi vas morali vključiti prej ali morda pozneje?

2b. Kako se sporazumevate z osebami, osumljenimi ali obtoženimi kaznivega dejanja, preden pride tolmač? Uporabite drug jezik ali poslušate tolmača? Morda kakšna druga možnost?

2c. Kakšne izkušnje imate s tolmači v pravnem sistemu? Prosim, opišite svojo izkušnjo ali podajte nedavni primer.

- Kakšen je postopek naročanja tolmača? Ali tolmač prejme kakšne informacije o zadevi?
- Če potrebujete tolmača takoj, npr. za nenačrtovan intervju, koliko časa potrebuje tolmač, da prispe? _____ minut/ur

- Ali lahko izbirate med poklicnim in nepoklicnim tolmačem? Kako razlikujete med njima? Kako se odločite, katerega boste poklicali? Ali opažate kakšno razliko med poklicnim in nepoklicnim tolmačenjem?
- Kako običajno poteka tolmačenje? Lahko poveste kaj o načinu tolmačenja? (Ali tolmač govori hkrati (šepeta) ali zaporedoma? Kako dolgi so odseki, ki jih tolmači (npr. tolmači vsako poved posebej ali so odseki daljši)? Ali tolmač prekine govorca, če ta predolgo govori?)

3. Zdaj bi morda spregovorila nekaj besed o situacijah, kjer ni bilo tolmača, ali situacijah, ki so potekale malce drugače od običajne situacije. Kaj mislite ali veste o zadevah z osebami, osumljenimi ali obtoženimi kaznivega dejanja, kjer sodni tolmač ni bil prisoten? Kaj se je zgodilo in kako ste rešili situacijo?

- Se morda spomnite primerov, kjer namenoma niste upoštevali tolmačenja?
- V nekaterih primerih – morda »manjših« primerih – lahko delavci v pravni stroki morda nastopijo kar sami, ne da bi poklicali tolmača. Kaj menite o takšnih situacijah? So se vam takšne situacije že pripetile? Če so se, jih lahko opišete?
- Se morda spomnite kakšnega primera, kjer se sporazumevanje ni obneslo (in ste morali zamenjati tolmača)? (kakovost tolmača proti zvestobi tolmača) Kateri so razlogi za zamenjavo tolmača?
- Ste morali kdaj sami tolmačiti?
- Kdaj se poslužite t. i. jezika lingua franca?
- Se morda spomnite zadeve, ki v vašem spominu še posebej izstopa in se razlikuje od drugih (pri kateri ste uporabili drugačno strategijo kot običajno)?
- Kdo običajno prevzame vodilno vlogo pri sporazumevanju? (oznaka: razsežnost moći)

4. Če ob tem preideva na organizacijsko raven, na (vaši policijski postaji, vašem sodišču ...), kateri pogoji, predpisi ali omejitve so pomembni pri vašem delu s sodnimi tolmači?

5. Zdaj bi se morda poglobila v vaše delo z osebami, osumljenimi ali obtoženimi kaznivega dejanja. (oznaka: kompleksnost sodnega tolmačenja, izvedba sodnega tolmačenja)

- Kako se predstavite, ko prvič srečate osebo, osumljeno ali obtoženo kaznivega dejanja? Kaj običajno rečete? V katerem jeziku?
- Kako pričnete s sporazumevanjem? Kdo vodi sporazumevanje? Kakšne so vaše uvodne besede? (Predstavite tolmača ali mu pustite, da se predstavi sam?) Ali osebi, osumljeni ali obtoženi kaznivega dejanja, razložite pravni postopek (stopnje postopka) ali to prepustite tolmaču?
- Kako pogosto je pri eni zadevi ena oseba, osumljena ali obtožena kaznivega dejanja?
- Kako si pridobite zaupanje osebe, osumljene ali obtožene kaznivega dejanja?
- Kakšno podporo nudite osebi, osumljeni ali obtoženi kaznivega dejanja, in kdaj ji jo nudite?
- Kako se odzivate na potrebe osebe, osumljene ali obtožene kaznivega dejanja?

6. Kako gledate nase v primerjavi z drugimi?

Če pomislite na zadnji primer tolmačenja kot na kvadrat ali prostor, lahko narišete svoj položaj, položaj osebe, osumljene ali obtožene kaznivega dejanja, in položaj prisotnega delavca v pravni stroki?

Delavec v pravni stroki naj nariše 3 ljudi (ali več) v določeni situaciji. Pozor! Načrt je lahko zapleten, odvisno od vrste delavca v pravni stroki (policist, sodnik, pravnik ...) in sobe, v kateri se je delavec v pravni stroki skupaj s tolmačem in osebo, osumljeno ali obtoženo kaznivega dejanja, nahajal: policijska postaja, sodna dvorana itd. Tako ne moremo ponuditi vnaprej določenega načrta, temveč mu pustimo, da sam označi POLOŽAJE.

Raziskovalec postavi ustrezna vprašanja, odvisno od narisanega načrta: najprej tehnična vprašanja (razdalja, kako dobro sliši itd.), nato sčasoma vprašanja o zaupanju.

- Ali ste lahko/kako dobro ste videli druge osebe v prostoru?
- Kako so bili ljudje razporejeni med seboj?
- Ali ste lahko/kako dobro ste videli druge osebe v prostoru?
- Kakšne so se vam zdele razdalje med osebami?
- Je bila oseba, osumljena ali obtožena kaznivega dejanja, bliže vam ali je bila bolj oddaljena od vas? Kako se vam je to zdelo?
- Je bil delavec v pravni stroki bliže vam ali je bila bolj oddaljena od vas? Kako se vam je to zdelo?
- Ste dobro slišali osebo, osumljeno ali obtoženo kaznivega dejanja?
- Ste dobro slišali sodnega tolmača?
- Kako močno ste zaupali sodnemu tolmaču?
- Bi raje zamenjali svoj položaj? Kje bi raje bili? Zakaj?

(oznaka: zaznavanje, bližina, oddaljenost, položaj zaveznikov, obstrancev ali nevtralni položaji

7. Kako se vam zdi, da udeleženci med seboj sodelujejo?

- Kako bi opisali svoje delovni odnos s sodnimi tolmači?
- Kakšen je njihov položaj v postopku? (oznake: položaj/hierarhija/moč/strokovni položaj)
- V kolikšni meri se vam zdi, da razumejo sodni postopek?
- Želite, da osebi, osumljeni ali obtoženi kaznivega dejanja, pojasnijo vprašanja?
- Želite, da vam tolmač pojasni kulturno ozadje (ali le tolmači)?
- V kolikšni meri se vam zdi, da so sodni tolmači vaši sodelavci? V katerih situacijah jim zaupate in v katerih ne?

8. Koliko sodnih tolmačev je običajno pri enem primeru/na eno osebo, osumljeno ali obtoženo kaznivega dejanja? (oznaka: kompleksnost storitve, število tolmačev)

- Ali na različnih stopnjah iste zadeve najamete istega tolmača?
- Kaj menite o tem in kako to vpliva na sporazumevanje? (enkrat ali za celotno zadevo)
- Ali za to obstajajo določena pravila? (Ozadje za to?)
- Se vam zdi, da zamenjava tolmača vpliva na sporazumevanje? Kako po vašem vpliva nanj?

9. Ali osebe, osumljene ali obtožene kaznivega dejanja obvestite o njihovih pravicah v pravnem sistemu? Katere pravice jim omenite? Zakaj? Kdaj jih obvestite? Jim omenite pravico do tolmačenja? Zakaj ali zakaj ne? Se vam zdi, da tolmači osebi, osumljeni ali obtoženi kaznivega dejanja, razložijo več, kot ste ji vi povedali? (oznaka: storiti kaj na lastno pobudo)

10. Na univerzi nameravamo odpreti medkulturno pravno kliniko. Gre za storitev, kjer študenti prava nudijo pomoč pri pravnih zadevah ali pravne informacije, študenti tolmačenja pa te informacije tolmačijo v različne jezike ter od strokovnjakov in izvajalcev usposabljanja prejmejo povratne informacije in napotke. Namen medkulturne klinike ni nadomestiti poklicnega tolmačenja. Kaj vi menite o tem, da te storitve nudijo študenti (študenti prava ali študenti tolmačenja)? Prosim, pojasnite.

- Imate izkušnje z delom v pravni kliniki?
- Bi radi delali v storitvi, kot je na primer pravna klinika, če bi ta v vašem študentskem obdobju bila na voljo? Pod katerimi pogoji?
- Ali imate izkušnje s študenti tolmači?
- Kakšne so vase splošne potrebe po usposabljanju?
- Katerih skupnih usposabljanj s tolmači bi se udeležili?
- Ali imate izkušnje s skupnimi usposabljanji z drugimi strokovnimi skupinami (psihologji, sodnimi izvedenci ...)? Kako so vam koristila?

Konec intervjuja:

Hvala, ker ste si vzeli čas in odgovorili na moja vprašanja. Če želite, vas lahko obvestimo o rezultatih našega dela (priporočila D.2.3) in vam jih pošljemo. Kako želite, da vam jih pošljemo (e-pošta, navadna pošta, dogodek)? Če nam ne želite posredovati svojih kontaktnih podatkov, lahko rezultate poiščete tudi naslednje leto na naši spletni strani translaw.univie.ac.at. Prav tako se lahko prijavite na naše novice in tako ostanete obveščeni o tečajih skupnega usposabljanja in ostalih rezultatih projekta. Še enkrat se vam zahvaljujem.

Annex 2: Declaration of consent to participate in the study

DECLARATION OF CONSENT TO PARTICIPATE IN THE STUDY

I agree to participate in the study *Service paths involving legal interpreting for persons suspected or accused of crime*"

Natalia Kaloh Vid (the interviewer) provided me with clear and detailed information about the objectives, significance and scope of the study, as well as about the requirements for my participation in the study. In addition, I have read this information text for participants. The interviewer answered all my questions sufficiently and in a comprehensible manner. I had enough time to decide whether I would like to participate in this study. At the moment, I have no further questions. I am aware of the fact that this research doesn't entail any risk for me: I will participate in an interview. I am aware of the fact that this research can enhance my service path and that of my colleagues.

I will follow the instructions that are necessary for conducting this study. However, I reserve the right to end my voluntary participation at any time, without this being to my disadvantage. If I want to withdraw from the study, I can do so at any time by contacting Natalia Kaloh Vid, either in writing or via telephone.

At the same time, I agree that my data collected in this study are recorded and analysed and used only for academic/research purposes. The results therefore can be published but my name will never be published and anonymity is guaranteed at any time.

I agree that my data are saved electronically in anonymised form for the storage period of 5 years. The data are anonymised and are saved in a form that is only accessible to the project management and are secured according to current standards.

If I want my data to be deleted at a later time, I can arrange for it by contacting Natalia Kaloh Vid, natalia.vid@um.si either in writing or via telephone, and without having to give a reason.

I have read and understood the information for participants. I had the opportunity to ask all the questions I was interested in. My questions were answered fully and in a comprehensible manner.

I have received a copy of this information for participants and declaration of consent. The original remains with the study coordinator.

(Date and signature of the participant)

.....

(Date, name and signature of the interviewer)

IZJAVA O SOGLASJU ZA SODELOVANJE V RAZISKAVI

Strinjam se z udeležbo v raziskavi »*Poklicne poti, ki vključujejo sodno tolmačenje za osebe, osumljene ali obtožene kaznivih dejanj*« (Service paths involving legal interpreting for persons suspected or accused of crime)

Vlasta Kučiš (izpraševalka) mi je podala jasne in podrobne informacije o ciljih, pomenu in obsegu raziskave, vključno s pogoji mojega sodelovanja v raziskavi. Poleg tega sem prebral/-a to informativno besedilo za udeležence. Izpraševalka je na vsa moja vprašanja odgovorila zadovoljivo in razumljivo. Imel/-a sem dovolj časa za odločitev glede sodelovanja v raziskavi. Trenutno nimam drugih vprašanj. Zavedam se dejstva, da raziskava zame ne predstavlja nobenega tveganja: sodeloval/-a bom v razgovoru. Zavedam se dejstva, da lahko raziskava izpopolni mojo poklicno pot in poklicno pot mojih kolegov.

Upošteval/-a bom navodila, potrebna za izvedbo raziskave. Kljub temu si pridržujem pravico, da kadar koli in brez posledic prekinem svoje prostovoljno sodelovanje. Če se želim umakniti iz raziskave, lahko to kadar koli storim tako, da to v pisni obliki ali po telefonu sporočim Vlasti Kučiš.

Obenem se strinjam, da se moji podatki, zbrani v okviru raziskave, zabeležijo in analizirajo ter uporabijo le v akademske/raziskovalne namene. Rezultati so torej lahko objavljeni, a moje ime ne bo nikdar objavljeno in ves čas je zagotovljena anonimnost.

Strinjam se, da se moji podatki v anonimizirani obliki elektronsko hranijo za obdobje shranjevanja, ki znaša 5 let. Podatki so anonimizirani in shranjeni v obliki, ki je dostopna le vodstvu projekta, ter zavarovani v skladu z veljavnimi standardi.

Če želim, da se moji podatki izbrišejo pozneje, lahko to uredim tako, da to Vlasti Kučiš sporočim v pisni obliki na vlasta.kucis@um.si ali po telefonu, ob tem pa mi za to ni treba podati razloga.

Prebral/-a sem in razumem informacije za udeležence. Imel/-a sem priložnost postaviti vsa vprašanja, ki so me zanimala. Na vprašanja sem dobil/-a popolne in razumljive odgovore.

Prejel/-a sem kopijo teh informacij za udeležence in izjave o soglasju. Izvornik hrani koordinator raziskave.

(Datum in podpis udeleženca/-ke)

.....
(Datum, ime in podpis izpraševalke)

Annex 3: Transcription of an interview with a person accused of a crime

I1: #00:00:03# Thank you for taking the time and answering a few questions for us. I am Natalia Kaloh Vid, an associate professor at the Faculty of Arts, University of Maribor, Department of Translation. The project TransLaw is trying to find out how you and others feel about interpreting services in different countries in Europe. You would be a great help to us, if you could answer our questions. This conversation will last for approximately 1 hour, maybe less. I will keep all your answers to myself, I will take notes, but to make my work easier it would be great if I could also audio-tape this conversation. This is only for me, so that I can listen to your answers again. I will not give my notes or the audio file to anybody else. All your answers are confidential. I will use the results in my research, but nobody will be able to link a specific response back to you. I would ask you to sign the informed consent form. It confirms that you understand this and it serves as a confirmation for me that I actually conducted this interview. Please take your time reading it.

I1: #00:00:58# Do you have any questions before we start?

R1: #00:01:01# No.

I1: #00:01:03# Please describe your first contact with the police, legal professionals or legal authorities in (Austria, Belgium, Slovenia, Italy) in your current trial.

R1: #00:01:13# I am in the pre-trial stage now. After I was brought to the police station, the police told me about my rights and also that I have the right to use my language and the right to the interpretation or translation. They did it in English which I said I understand. They also told me I will be detained and the court interpreter arrived next day. She was always present during my talks to my lawyer or to the judge.

I1: #00:01:56# From your first contact with the legal system and after that, how did you communicate with the police, legal professionals or legal authorities? Did you try to express yourself in Slovene?

R1: #00:02:10# No, I do not speak Slovene. I told the police in English that I do not speak it. One of the police officers—he asked if I understood English. I said I do a bit and they talked English to me. They said the interpreter will arrive tomorrow. And it will be easier for me and for everybody.

I1: #00:02:39# Thank you very much. Was there someone who spoke your language? You said that you had an interpreter, so can you tell me about it?

R1: #00:02:48# At the police, the first day nobody spoke my language. They talked in English to me. I was under stress. And I do not speak English good. It was difficult. But the police—they were okay. Repeated things in English to me. Asked me several, yes, asked me if I understand them. And then the legal interpreter came.

I1: #00:03:16# Thank you very much. Who spoke with you? Do you know who that person was? How did he or she, I do not know, introduce himself or herself if this was a man or a woman? Can you describe the way the person worked?

R1: #00:03:32# A lady who introduced herself by a full name as an interpreter. She said she will be translating and asked me to speak slowly. She was very attentive and sometimes makes notes. She was always present when I talked to police, my lawyer or judge.

I1: #00:03:56# When or at which points did this person come in?

R1: #00:04:05# She came next day. Nobody talked to me in my mother tongue before her.

I1: #00:04:12# So, it took her some time, and she arrived the next day, right?

R1: #00:04:17# She arrived next day.

I1: #00:04:18# Thank you very, very much. Now we would like to go a little bit deeper into how communication worked with this person, so you said you had a legal interpreter, she introduced herself, she was there next day. You also said some positive things about her, about her work. So now, let us just go a bit further, did you know this person was an interpreter? If yes, why? If no, why?

R1: #00:04:49# Yes, I did. She introduced herself. Her name and that she is an interpreter. She spoke my language perfect! As if she was from where I am. She gave me hand and greeted me.

I1: #00:05:06# Did you observe some sort of dialogue or short briefing between the interpreter and the legal professional? And if you did, what exactly you observed?

R1: #00:05:23# Well... No, I do not think. She never spoke to anyone. Only when I was talking.

I1: #00:05:32# Okay, great. Thank you very much, I can see that you understand me well. How well did this lady—you said she was a woman—how well did she speak your language? How well did you understand her?

R1: #00:05:46# Oh, she was great! I understood everything.

I1: #00:05:52# Can I ask you the next question, about how the communication actually worked? Can you say something about how she interpreted, were there any interruptions, was the communication fluent? In general, how she was interpreting, what you can say about it.

R1: #00:06:14# I spoke slowly. She asked me to speak slower. She was very friendly and polite. Maybe... Well, she sometimes asked me again. I repeated things. But I really trusted her. She was serious and she, she paid attention. Lawyer and others never asked her to repeat. I think she was very clear.

I1: #00:06:41# If something was not understood well, if somebody did not understand well, was there an invitation to rephrase or repeat or clarify by the interpreter and counterpart?

R1: #00:06:57# Yes, the interpreter, she asked me sometimes to repeat what I said and what I mean.

I1: #00:07:05# Did the person say things to you directly that were not part of the interpretation? I will explain it. Did she address you directly maybe, ask you any personal issues, any issues apart from communication and interpretation? Can you think about anything personal that she maybe asked you?

R1: #00:07:32# Well... let me think. Yes, she told me so that I do not worry. She told me she will say exactly what I say. And that she did it for long. No other personal things.

I1: #00:07:50# What can you tell me about the use of legal terms in the conversation, like trial, sentence. Did you understand these terms well?

R1: #00:08:00# I understood them good. I am Well, I know these terms in my language.

I1: #00:08:09# Thank you very much, we are in the middle now. How well did the interpreter respond to your needs? Was she friendly? Did you have a good feeling?

R1: #00:08:21# Yes, yes. She was really good! She was good. I think she was very friendly and always listened. Listened to me. I felt How to say it? I felt comfortable when she was there with me. She made it easier. I was lucky that she was there. What if there is no interpreter for my language in Slovenia?

I1: #00:08:49# Thank you very much. Now, I would ask you to make a small drawing, a small map, of how you were situated during the interpretation. You can make it a bit later. Now, I will just ask you some questions depending on the map—actually that you already drew. Just some technical questions. How are people positioned to each other?

R1: #00:09:15# The interpreter is next to me.

I1: #00:09:18# Next to you. Yes, you already drew the map, I am sorry, so you already did it, so I am just asking you just to describe it briefly to me. Apologies for repeating. Could you, how well could you see the others in the room?

R1: #00:09:33# I can see them well.

I1: #00:09:37# How did you perceive the distances between the people?

R1: #00:09:42# It was fine.

I1: #00:09:43# Good, I can see it from the drawing. Did this person (the interpreter) seem rather close/distant to you, how did that feel?

R1: #00:09:52# She was close. I felt fine about it.

I1: #00:09:57# Did you hear her well?

R1: #00:09:59# Yes, I did, yes.

I1: #00:10:01# How much did you trust her?

R1: #00:10:03# I trusted her.

R1: #00:10:05# Would you have liked to change your position? Where to? Why?

R1: #00:10:09# No. I do not think so.

I1: #00:10:14# Okay, thank you very much. How did the involved people cooperate with each other from your point of view? How was the interpreter treated by the others involved? So how other people behaved toward her, was she treated nicely, with respect? How did you see the other people treating her?

R1: #00:10:37# Oh... well. My lawyer was very nice to her. The judge sometimes interrupted her. I think he wanted her to be ... More clear? But I am not sure. The judge interrupted her but was not rude.

I1: #00:10:53# How many interpreters did you have during your recent experience in the legal system?

R1: #00:10:59# I have only one. I hope she will remain one!

I1: #00:11:04# What was it like to have someone who helped you with communication? How did that change the communication with the legal professionals or authorities for you personally? So how did you feel when she was involved?

R1: #00:11:23# Oh... it was. It was ... I felt relieved. I speak English but not so good. I was worried. The police spoke English to me. I do not speak Slovene. I trusted the interpreter. She was very... Polite, friendly. She really listened to me. She didn't, she didn't look at me as a criminal. I was person to her. And she helped me a lot.

I1: #00:11:51# Did you receive any advice by the interpreter about the legal system in Slovenia? Any kind of advice about how to act, police work, how to act with authorities?

R1: #00:12:02# No.

I1: #00:12:05# No, okay. What do you think, which rights do you have in the legal system? Can you name any rights? Do you know your rights concerning interpretation? Were you informed about it?

R1: #00:12:18# Yes, I do. I have the right to use my own language in all phases, in investigative and other actions and at the main hearing and in the court. And also, if pleading. My lawyer could ask for another interpreter if this was not good. But she is good and I do not think he asked for a new one.

I1: #00:12:44# Okay, thank you very much. Which other services did you use in the course of your trial?

R1: #00:12:51# I didn't use any.

I1: #00:12:54# What is your opinion about using services provided by students? In which case would you have been okay to be interpreted by advanced students?

R1: #00:13:09# Oh God! Students. I do not know. If they speak my language I think, it is okay but they are just students? Maybe if they have someone to.... You know. To control what they do?

I1: #00:13:25# Yes, I understand, thank you. We are planning to start a transcultural law clinic at the university. It is a service where law students provide assistance in legal matters or provide information about the law. There will also be interpreting students who will interpret this information into different languages. It is not a

replacement for a lawyer, but it could provide extra information or services that a free lawyer doesn't provide. Would you have used a service like this, I mean student's help, if it were there? What kind of information or assistance would you have been interested in?

R1: #00:14:04# I really do not know. If my lawyer tells me it is okay, I think, okay, I will. My interpreter is very good. I think.... It would be good to have extra an information. Well, I think it would be really good if I had someone to interpret in my language right there - when I was at the police station on that first evening. And students, well, I think it is good for them to practice. I will agree but only if they are—if someone is there who is not a student to control them, you know?

I1: #00:14:49# Yes, of course, I understand. Thank you for taking so much time to answer my questions. If you want, we can inform you about the results of our work and send them to you. What would be the best possible way to send the results to you? Would it be okay if we send it to you by e-mail? If you do not want to give us your contact details, you can also look up the results on our website translaw.univie.ac.at next year. Thank you again.

Annex 4: Didactic concept for joint training workshops

Goal. The Joint Training Workshop aims to promote a better understanding of the needs, requirements and expectations of all parties involved in interpreter-mediated events in legal settings. The ultimate goal is to improve language assistance in legal settings through better working conditions and closer cooperation between legal professionals and legal interpreters. The didactic concept was developed by Caterina Falbo and Maurizio Viezzi in the Workstream 3 of the TransLaw project: <https://translaw.univie.ac.at/downloads/>

Participants. It is specifically addressed to legal professionals (judges, judge candidates, lawyers, police and court staff) and legal interpreters and open to interpreting students and law students. No inclusion/exclusion criteria are envisaged for legal professionals or legal interpreters. As regards students, admission is limited to advanced interpreting students and law students specialising in criminal law or criminal procedure. The number of participants in each seminar is 15-20, if possible, with a roughly equal representation of the different groups. All participants are required to register.

Structure. The 2-day Joint Training Workshop consists of modules focusing on different aspects of communication, interaction, and interpreting in legal settings. A series of modules are suggested below. Changes in the contents and number of modules may be made depending on the needs and prior knowledge of the participants.

Module 1: Complete lack of understanding

- *Duration:* 5 minutes
- *Activity:* participants are invited to listen to a 3-minute speech in a language they do not understand. The speech presented is relevant to the Joint Training Workshop
- *Goal:* have participants experience complete lack of understanding

- *Materials*: the speech may be delivered live by a speaker of an “exotic” language; or else a video may be used, either produced specifically for this purpose or downloaded from the Internet

Module 2: Perspectives on language assistance

- *Duration*: 20-30 minutes
- *Activity*: (i) participants are invited to state their priorities and expectations as to language assistance. These are recorded using flipcharts. (ii) discussion
- *Goal*: enable legal professionals and legal interpreters to learn about each other’s attitude towards language assistance; foster mutual understanding
- *Materials*: Flipchart and pen. A series of introductory questions may be asked (cf. Balogh *et al.* 2018: 22), e.g.:
 - Have you experienced an interpreter-mediated communication situation in court that went well? Can you describe what you (as a legal professional or interpreter) and/or the other participants did (or didn’t do) that contributed to its success?
 - Have you experienced an interpreter-mediated communication situation in court that did not go well? What problems did you encounter/observe?
 - What is the most challenging situation you have experienced in an interpreter-mediated communication situation? What did you and the other participant(s) do to address the challenge? Did they succeed?
 - What is the most positive thing you have experienced working with an interpreter/with legal professionals?
 - What are your expectations (as a legal professional) when you conduct an interpreter-mediated interview/hearing?
 - What do you (as an interpreter) expect when you are asked to interpret in a legal setting?
 - How would you describe the role of the legal professional in an interpreter-mediated communication situation? How would you describe the role of the interpreter?

Module 3: Perspectives on controversial issues

- *Duration:* 45 minutes
- *Activity:* (i) participants are invited to express their agreement or disagreement with a series of potentially controversial statements; (ii) discussion. Variant: Instead of verbally agreeing or disagreeing, ask participants to move to one side of the room if they agree and to the other if they disagree.
- *Goal:* enable legal professionals and legal interpreters to learn about each other's opinions; enable legal professionals and legal interpreters to discuss interpreting-related issues; enable legal professionals and legal interpreters to find a common understanding of the nature and practice of language assistance in legal settings
- *Materials:* a list of 10-12 statements to be read out. Here are some examples of statements to be included in the list: 1. if you know two languages, you can work as an interpreter; 2. interpreting means translating word by word; 3. a good interpreter interprets faithfully; 4. interpreting is not just translation, but also explanation; 5. the interpreter should not display emotions/empathy; 6. the interpreters should explain technical terminology; 7. the interpreter should adjust the language to the PAC; 8. the interpreter should put the PAC at ease; 9. the interpreter gives his/her opinion on the case; 10. the interpreter serves the interests of the judicial system (adapted from Balogh *et al.* 2018: 71)

Modules 2 and 3 may be regarded as interchangeable.

Module 4: Examples of legal professionals and legal interpreters acting in legal settings

- *Duration:* 90 minutes
- *Activity:* participants are shown 5 or 6 videos displaying a variety of situations such as (a) the interpreter does not interpret verbal exchanges between legal professionals or only does it sporadically; (b) the interpreter's language is very poor; (c) the interpreter says s/he is not sure s/he has understood what has just been said; (d) the interpreter openly questions the truthfulness of the PAC; (e) the interpreter's utterance is much longer than the PAC's; (f) the interpreter's utterance is much shorter than the PAC's; (g) the interpreter does a relatively long consecutive translation with notes; (h) the interpreter does a simultaneous translation using portable equipment (bidule); (i) the interpreter provides a sight

translation of the judgment while it is being read out; (j) the legal professional speaks for 6-7 minutes and then asks the interpreter (who has not taken notes) to translate; (k) the legal professional stops mid-sentence and asks the interpreter to translate, etc. After each video, participants are invited to comment on what they have just seen

- *Goal:* foster reflection and discussion on good/bad practices
- *Materials:* 5 or 6 videos to be recorded. As an alternative option, the various practices and situations could be presented live with the help of law students and interpreting students

Module 5: Experiencing roles (with methods from theatre pedagogy)

- *Duration:* 90 minutes
- *Activity:* Participants play out a brief scene based on a concrete scenario. The actors can be students or legal professionals and legal interpreters. If possible, professionals should play a role they don't inhabit in their professional life: a judge should play an interpreter, an interpreter should play the defendant, a lawyer should play the judge etc. This exercise can be intra- or interlingual. The actors play out the scene. After the first run-through, there is a brief group discussion: what worked well? What did not? What would people have done differently? Next, repeat the scene with a different participant playing the interpreter, the other roles remain the same. The interpreter can now try out other solutions suggested in the preceding discussion. This process of discussion and repetition of scene with a new interpreter is repeated until all participants are satisfied with the scene. The evaluation should focus on both verbal and non-verbal aspects of the situation, and everyone should be assigned a certain actor or aspect to observe and take notes on
- *Goal:* compare perceptions and points of view, experience different roles. This exercise can be used to address different questions, such as interpreting modes (which is more efficient? Which seems best suited to the courtroom?) or language rights (is the defendant able to follow the proceedings in full? Do they feel like a full participant in the process?)
- *Materials:* a scenario based on a real case, ideally on participants' experiences. The scenario should be brief, have clearly defined roles, and a concrete problem (adapted from Kadric 2017: 6-10)

Module 6: Training specific aspects (with methods from theatre pedagogy)

- *Duration:* 90 minutes
- *Activity:* This is structured similarly to module 5, but the roles of interpreter, judge and defense lawyer are played by people who are in those professions (or are in training). The roles of defendant and witnesses, if applicable, are played by other participants, ideally in another language. Again, a scenario is played out, though it can be longer than in the previous exercise. The evaluation and reflection as well as the repetition of the scene are done as above. The focus of the discussion can be on a specific aspect, such as questioning techniques (Why did the judge ask a question a certain way? Did the interpretation reflect their intention?). Instead of changing the interpreter in each scene, the role of the judge (or a lawyer cross-examining a witness) can be switched until a satisfactory solution is found
- *Goal:* compare perceptions and points of view, explore different topics: Why is a question phrased a certain way? Why does the interpreter prefer to whisper simultaneously? Can a defendant fully follow the proceedings if witness statements are only summarised? How can a legal professional make the best use of an interpreter (clarity of speaking, length of segments, interpreting mode, etc.)
- *Materials:* a scenario and clearly defined roles (see Module 5)

Module 7: Simulation (with methods from theatre pedagogy)

- *Duration:* 90-120 minutes
- *Activity:* A scenario is played out in full. This can be an entire trial or part of it (questioning of a witness, questioning of the defendant). The role(s) of interpreter(s) should be played by interpreters/interpreting students, the roles of legal professionals by legal professionals/law students. The roles of defendant and witnesses, if applicable, are played by other participants, ideally in another language. The entire scenario is played out once. Afterwards, the other participants evaluate the simulation on the levels of verbal communication, non-verbal dimension, legal aspects, and interpreting technique, and everyone should be assigned a specific aspect or role to observe and take notes on

- *Goal:* Building on the experiences gained in the role-playing exercises in module 5, a longer scenario is played out to consolidate the learning outcomes of the previous exercises
- *Materials:* a detailed scenario and clearly defined roles, including any necessary materials such as indictment or expert witness reports

Module 8: Tips

- *Duration:* 30-45 mins
- *Activity:* Participants are asked to split into groups of 3-5 and asked to come up with a list of 3 to 5 top tips for working with interpreters. Each group presents one tip; encourage all groups to add any good tips they hear to their list. Ask participants to compare their lists with the tips handout and see if they want to add any from there. Finish with asking everyone to pick out 1 tip they will use even if they forget all the others.
- *Goal:* Listen to and learn from other professionals, learn from others' viewpoints and best practices. This can be incorporated into the discussion of modules 5 and 6.
- *Materials:* Tips handout (adapted from Balogh *et al.* 2018: 34)

Module 9: Final discussion

- *Duration:* 30-45 minutes
- *Activity:* participants are invited to comment on lessons learned (if any) and the extent to which the Joint Training Workshop has helped them better understand the nature of interpreter-mediated events
- *Goal:* foster an exchange of points of view and get indirect feedback on the Joint Training Workshop. This can be combined with the oral feedback round.
- *Materials:* -

In the end, participants are asked to participate in an oral feedback round and to complete an evaluation questionnaire. Three months after the Joint Training Workshop they will be surveyed again via online survey to find out whether the Joint Training Workshop has had any impact on their work. Qtd. from Didactic Concept for Training Modules: Joint Training Workshops : Didactic concept by Balogh C, Falbo C, Kadric M, Kaloh Vid N, Kučiš V, Rennert S, Salaets H, Viezzi M, Weißenböck C. <https://translaw.univie.ac.at/downloads/>.

Annex 5: Vprašanja za delavnice s pravnimi strokovnjaki

1. Kako na splošno ocenjujete sodelovanje med pravnimi strokovnjaki in sodnimi tolmači na Mariborskem sodišču?
2. S kakšnimi izzivi ste se srečali ali jih opazili v procesu sodelovanje s sodnimi tolmači? S kakšnimi izzivi ste se srečali ali jih opazili v procesu sodelovanje s sodnimi strokovnjaki?
3. Kaj osebno naredite, da medsebojno sodelovanje poteka lažje in v bolj prijetnem vzdušje?
4. Vprašanje za sodne tolmače in za pravne strokovnjake: se morda spomnите kakšne še posebej zahtevne situacije v sodni dvorani? Kako ste se lotili izziva?
5. Kakšna so vaša pričakovanja do sodnega tolmača? Kakšna so vaša pričakovanja do sodnega strokovnjaka?
6. Kako bi opisali svojo vlogo kot sodnega tolmača v sodnem procesu? Kako bi opisali svojo vlogo kot pravnega strokovnjaka?
7. Ali kot pravni strokovnjak odobravate, da sodni tolmač poda dodatne informacije ali karkoli dodatno razлага izven tolmačenja,?
8. Kakšna so vaša pričakovanja (kot pravnega strokovnjaka), ki jih imate do tolmača?
9. Kakšna so vaša pričakovanja (kot tolmača), ki jih imate do pravnega strokovnjaka?
10. Kako bi izboljšali komunikacijo med pravnimi strokovnjaki in sodnimi tolmači?

11. Ali se kot sodni tolmač/ka strinjate z naslednjimi trditvami:

- Vsak, ki zna tuji jezik lahko tolmači;
- Edino pravilno tolmačenje je dobesedno;
- Tolmačenje ni samo tolmačenje ampak je tudi razlaga;
- Tolmač ne sme pokazati nobenih občutkov ali izraziti empatijo;
- Tolmač mora razlagati pravne pojme;
- Tolmač mora prilagoditi svoj način tolmačenja obtožencu/osumljencu (npr. govoriti počasneje ali uporabiti preprostejše izraze);
- Tolmač lahko komentira sodni postopek;
- Tolmač služi interesom sodnega sistema.

12. Kaj bi kot sodnik storili v sledečih primerih:

- Tolmačeve znanje jezika očitno ni ustrezno;
- Tolmač pove, da ne razume obtoženca/osumljenca najbolje;
- Tolmač odkrito izrazi dvom, da obtoženec/osumljenec govori resnico;
- Očitno je, da tolmač skrajšuje izjave obtoženca/osumljenca, čas tolmačenje je veliko krajši kot čas govora;
- Tolmač ne dela zapiskov;
- Pravni strokovnjak (odvetnik ali tožilec) se ustavi sredi povedi in prosi tolmača, naj stolmači;
- Pravni strokovnjak (odvetnik ali tožilec) odkrito izrazi nezadovoljstvo z delom tolmača, čeprav se vam zdi tolmačenje ustrezno.

13. Za katere jezike v naši regiji primanjkuje sodnih tolmačev?

14. Ali odobravate idejo o pravnih klinikah, v okviru katerih bi ki prevajalske/tolmaške storitve nudili študentje pod vodstvom mentorjev? Študentje sicer ne smejo interpretirati v sodni dvorani, lahko pa sodelujejo na pogovorih s policijo ali odvetnikom.

15. Bi bili pripravljeni sodelovati kot mentorje ali strokovnjaki iz prakse pri takšnih klinikah?

16. Ali menite, da je organizacija takšnih delavnic koristna in lahko prispeva k izboljšanju komunikacije med sodnimi tolmači in pravnimi strokovnjaki?

**Annex 6: Questionnaire for legal interpreters/legal professionals
three months later**

Evaluation: Joint training workshop three months later

Thank you for taking the time to complete this evaluation. The results of this evaluation are of great importance for possible future interdisciplinary workshops as well as the TransLaw research project.

The first part contains questions that apply to all participants. In the last two sections, you will find separate questions for interpreters and legal professionals. Please answer the questions that correspond to your occupation(s). Should you be active in both fields, please answer both.

Please tick the box for the answer that applies to you. Unless otherwise specified, each question can only have one answer.

What is your occupation? (Tick all that apply)	How long have you been working in this occupation?
Judge	_____ years
Lawyer	_____ years
Judge in training	_____ years
Lawyer in training	_____ years
Public prosecutor	_____ years
Interpreter	_____ years
Police officer	_____ years
Employee of penal system	_____ years
Other	_____ years
Other: what?	

	Very much	Quite much	Rather little	Very little
When you think back to the workshop, how much of its content do you remember?				

	Very useful	Quite useful	Slightly useful	Not at all useful
When you think back to the workshop, how useful was it for your professional activities?				

Can you name one (or more) thing from the workshop that was useful for your professional life?

Can you name one (or more) thing you changed in your work because of this workshop?

What else would you like to share: praise, criticism, suggestions on structure/content of the workshop

Questions for legal professionals or legal interpreters

Questions for LEGAL PROFESSIONALS

	Several times a week	Once a week	Several times a month	Once a month	Less frequently
How often do you work with interpreters?					

	Completely agree	Partly agree	Neither/nor	Partly disagree	Completely disagree
Through this workshop, I gained more understanding of topics and problems of legal interpreters					
Through this workshop, I was able to improve collaboration with legal interpreters in my professional life					

Questions for LEGAL INTERPRETERS

	several times a week	Once a week	Several times a month	Once a month	Less frequently
How often do you work in legal/judicial settings?					

	Completely agree	Partly agree	Neither/nor	Partly disagree	Completely disagree
Through this workshop, I gained more understanding of topics and problems legal professionals					
Through this workshop, I was able to improve collaboration with legal professionals in my professional life					

Thank you for the evaluation of this workshop. The questionnaires were developed by Caterina Falbo and Maurizio Viezzi in the Workstream 3 of the TransLaw project. (Qtd in: Evaluation Report (2019) by Katalin Balogh, Isabelle Bambust, Caterina Falbo, Mira Kadric, Natalia Kaloh Vid, Vlasta Kučiš, Sylvi Rennert, Heidi Salaets, Maurizio Viezzi, Christina Weißenböck: <https://translaw.univie.ac.at/downloads/>.

Annex 7: Evaluation of the workshop after the activity

Hvala, da ste si vzeli čas za sodelovanje pri naši anketi. Rezultati tega ocenjevanja so zelo pomembni za bodoče interdisciplinarnе delavnice, pa tudi za raziskovalni projekt *TransLaw*.

Prvi del vprašalnika se nanaša na vse sodelujoče. Na 3. strani boste našli ločena vprašanja za tolmače in pravne strokovnjake. Prosimo, odgovorite na vprašanja, ki se nanašajo na vašo zaposlitev. Če ste zaposleni na obeh področjih, prosimo, odgovorite na vsa vprašanja.

Označite kvadratek pred odgovorom, ki velja za vas. Če ni zapisano drugače, je na vsako vprašanje možen samo en odgovor.

Kateri poklic opravljate?

Označite vse možnosti, ki veljajo za vas.

Kako dolgo ste že zaposleni na tem področju?

Sodnik ____ let

Odvetnik ____ let

Sodnik v usposabljanju ____ let

Odvetnik ^v usposabljanju ____ let

Državni tožilec ____ let

Tolmač ____ let

Policist ____ let

Uslužbenec kazenskega sistema ____ let

Drugo ____ let

Drugo:
Kateri poklic? _____

	Zelo dobra	Dokaj dobra	Niti dobra niti slaba	Dokaj slaba	Zelo slaba
Na splošno se mi zdi delavnica	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Se strinja m	Se delno strinja m	Se niti strinja m niti ne strinja m	Se delno ne strinja m	Se ne strinja m
Delavnica je dobro zasnovana.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vsebina delavnice je pomembna.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vsebina delavnice je bila zame nekaj novega.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informacije, ki sem jih prejel/a od skupine, so bile uporabne.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S pomočjo delavnice sem pridobil/a nova znanja glede sodelovanja med sodnimi tolmači in pravnimi strokovnjaki.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Želim si več takšnih delavnic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To delavnico bi priporočil/a drugim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Če se strinjate:

Komu?

	Zelo uporabna	Dokaj uporabna	Nekoliko uporabna	Popolnoma neuporabna
V kolikšni meri bo delavnica uporabna za delovne aktivnosti na vašem področju?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ali lahko naštejete eno ali več stvari z delavnice, ki vam bodo v bodoče prišle prav?

Bi želeli z nami deliti še kaj? Denimo pohvale, kritike, predloge glede zasnove/vsebine delavnice?

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Vprašanja za pravne strokovnjake ali sodne tolmače

Vprašanja za PRAVNE STROKOVNJAKE

	Nekajkrat na teden	Enkrat na teden	Nekajkrat na mesec	Enkrat na mesec	Manj pogosto
Kako pogosto sodelujete s tolmači?	<input type="radio"/>				

	Se popolnoma strinjam	Se delno strinjam	Se niti strinjam niti ne strinjam	Se delno strinjam	Nikakor se ne strinjam
Uspelo mi je navezati stike s sodnimi tolmači.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

S pomočjo delavnice sem pridobil/a novo razumevanje glede tem in problematik, ki zadevajo sodne tolmače.	<input type="radio"/>				
--	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Menim, da so s pomočjo delavnice sodni tolmači pridobili novo razumevanje glede tem in problematik, ki zadevajo pravne strokovnjake.	<input type="radio"/>				
--	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Zaradi te delavnice bom v prihodnosti na delovnem mestu bolje sodeloval/a s sodnimi tolmači.	<input type="radio"/>				
--	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Vprašanja za sodne tolmače

	Nekajkrat na teden	Enkrat na teden	Nekajkrat na mesec	Enkrat na mesec	Manj pogosto
Kako pogosto delate v pravnem/sodnem okolju?	<input type="radio"/>				

	Se popolno ma strinjam	Se delno strinjam	Se niti strinjam niti ne strinjam	Se delno strinjam	Nikakor se ne strinjam
Uspelo mi je navezati stike s pravnimi strokovnjaki.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S pomočjo delavnice sem pridobil/a novo razumevanje glede tem in problematik, ki zadevajo pravne strokovnjake.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Menim, da so s pomočjo delavnice pravni strokovnjaki pridobili novo razumevanje glede tem in problematik, ki zadevajo sodne tolmače.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zaradi te delavnice bom v prihodnosti na delovnem mestu bolje sodeloval/a s pravnimi strokovnjaki.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Hvala za oceno delavnice!

Annex 8: Observations diaries for students

8.1 PART I - OBSERVATION

Observing and visualizing: multilingual communication and interaction – the role and position of a court interpreter

Student _____ Date/hour _____

The goal of the observation is to collect data on a multilingual communication in the case a court interpreter is involved (in the courtroom, at the police station, in a lawyer's office). Special attention is paid to the court interpreter.

SETTING:

(a) Name the setting and the type of the event

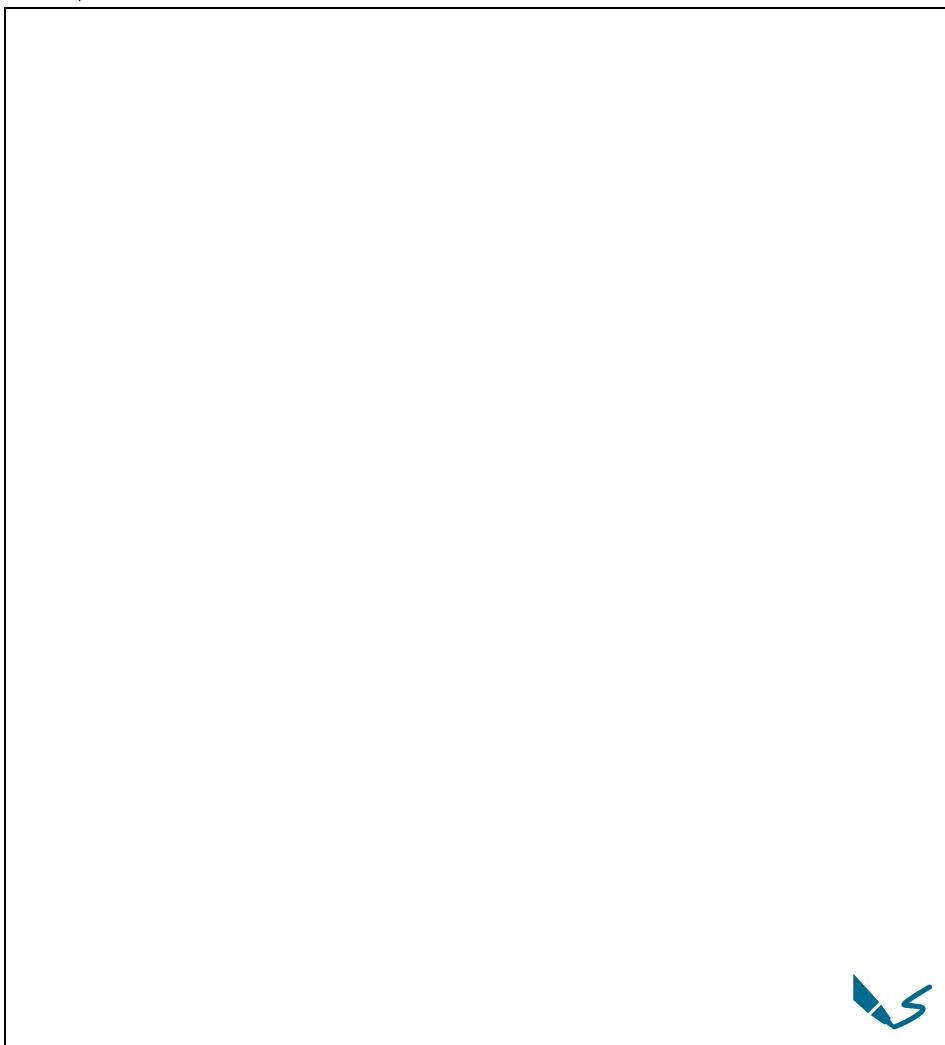
(b) Duration of the event

(c) In which language/s was the interpreting done? Was this lingua franca or the native language of the suspect/accused?

(d) How many people were present (including judge, lawyer, legal interpreter, suspect/defendant, police officer, witnesses)?

SKETCH OF THE PHYSICAL SPACE

Draw a diagram (arrangement of participants) of the room and mark the position of the participants in the event (judge, lawyer, defendant, court interpreter, police officer).



Analyze the drawing afterwards and summarize general findings on communication among participants. Comment on your reaction to the physical setting itself (how were the participants positioned, could they see each other well, could they hear each other well, were they too close to each other?) Did the physical environment of the setting lend itself to the orderly and professional conduct of matters?

Write down what was most unexpected in the context of the event, regarding communication among the judge, the lawyer, the police officer, the prosecutor, the suspect/accused and the court interpreter (please, explain your positive and negative impressions). Describe the mood or any emotions that you detected or witnessed

STUDENT'S OBSERVATIONS/REACTIONS

This part of the report is to include your own personal observations/reactions with regard to the event. Compare your reactions to what you observed in the courtroom to what you anticipated the proceedings would be like. Please include only your personal reactions. There are no right or wrong answers.

Questions to focus on:

- What was the interpreting mode?
- What was the first thing you noticed about the interpreter?
- Did the judge/lawyer/prosecutor/police officer interrupt the legal interpreter?
- Did the legal interpreter interrupt anyone else?
- Did you notice any inaccuracies in the process of interpreting?
- Did legal interpreter and other participants involved communicate to each other outside interpreting?
- Was the suspect/accused addressed directly?
- Did anyone complain that he/she did not understand the legal interpreter?
- Did the interpreter face difficulties due to the speed, accent, or other issues?
- Did the legal interpreter ask anyone additional questions or clarifications?
- Were documents read that legal interpreter did not have at his/her disposal?

Fill in an Interpreter General Observation Form

The interpreter was introduced to the participants.

Controls I observed	Put »X«		
The interpreter seemed confident			
The interpreter was taking notes			
The interpreter kept the fillers of the suspect/accused (“ands” and “ums”)			
The interpreter’s utterances were much longer than those of the suspect/accused;			
The interpreter’s utterances were much shorter than that of the suspect/accused			
The interpreter had difficulties with specific terminology			
The interpreter openly questioned the truthfulness of the suspect/accused			
The interpreter seemed nervous			

FINAL QUESTIONS

(a) What aspect(s) of the interpreting was/were most similar to what you expected prior to visiting? What aspect(s) was/were most different?

(b) Can you identify any specific interpreting strategies used (simpler sentences, explanations?)

(c) If a conflict or miscommunication occurred between participants, describe it.

(d) Did you feel that the communication worked well? What caused you to feel that way?

If there is anything else you'd like to add, please, list it below.

8.2 ACTIVE SERVICING IN INTERPRETING/TRANSLATING

Student _____ Date/hour _____

Supervisor _____

Interpreting active service

(a) Name the event you took part in as interpreter

(b) How long did it last?

(c) In which language was the interpreting done? Was it in the suspect's/accused's mother tongue?

(d) Who was your supervisor? Did you get enough help from him/her? Briefly describe the cooperation with your supervisor.

(e) Did you get any information on the case in advance?

(f) Did you hear everyone well?

(g) If you interpreted between a suspect/accused and a law student, describe your impression of the cooperation with the student?

(h) What did you do if you felt the suspect/accused was not understanding something? (did you clarify/explain/ask the speaker for clarification?)

(i) Did you cooperate with law students? If yes, briefly describe the cooperation. Have you learnt anything about interpreting-mediated interaction or translating in a legal context?

Translating active servicing

(a) What type of documents did you translate? In which languages? Was it the suspect/accused's first language?

(b) How much time did you have? Did you have a feeling that you were given enough time?

(c) What kind of tools, (dictionaries, glossaries, reference books, etc.) were you using?

(d) Was the situation stressful for you? If yes, describe why.

(e) Did you translate on your own or with other students?

(f) Who was your supervisor? What sort of feedback did he/she give? Did you get enough help from him/her? Were you encouraged to ask questions? Briefly describe the cooperation with your supervisor.

(g) Did you get any specific instructions about the translation?

(h) Did you cooperate with law students? If yes, briefly describe this cooperation. Have you learnt anything about interpreting-mediated interaction or translating in legal context?

AFTER THE INTERPRETING/TRANSLATING SELF-ASSESSMENT

Which competencies do you think you need to work on: short-term memory skills, note-taking skills, terminology, language and back-ground knowledge? Write down what in your opinion will help you to develop your interpreting/translating competences? Would you do anything differently next time?

8.3 ACTIVE SERVICING FOR LAW STUDENTS

Student _____ Date/hour _____

Supervisor _____

Location

1. Describe the case you were working on and your role in it. Briefly describe how you prepared for it.

Case and language used:

My role (compiling material, helping with translating/interpreting, preparing documentation, etc.):

Preparation phase:

2. This part of the report is to include your own personal observations/reactions with regard to the case and the cooperation with the interpreting students. Compare your reactions to what you observed to what you anticipated the proceedings would be like. Understand that you are to include only your personal reactions. There are no right or wrong answers. You are to consider the following questions:

(a) What aspect(s) of the work that you did was/were most similar to what you expected prior? What aspect(s) was/were most different?

(b) Did you get enough material about the case?

(c) Were you under time or any other kind of pressure?

(d) Were you satisfied with your work when it was completed?

(e) Summarize briefly the main challenges you faced.

(f) How would you evaluate your cooperation with interpreting/translating students? Have you learnt anything about interpreting-mediated interaction or translating?

- Did you discuss the case before?

- Did you offer any help with legal terminology?

- Did you interfere in the interpreting/translating process and if yes why?

- Did you check the translation together?

Were you affected positively or negatively by the manner or attitude of the following participants?

	Very helpful	Could be more helpful	Not helpful at all	Please explain briefly the motivation behind your choice
Your supervisor				
The lawyer/prosecutor/other legal professional				
The interpreting/translating student				
The interpreting student's supervisor				
Anyone else (define)				

Final questions

(a) Did you learn anything you believe would be useful in your future legal practice?
 Please explain

(b) Would you do anything differently next time?

(c) Which languages do you speak or understand?

The content of observation diaries was developed by Vlasta Kučiš and Natalia Kaloh Vid in the Workstream 4 of the TransLaw project. (Qtd from Piloting Transcultural Law Clinics. 2019 by Kučiš V, Kaloh Vid N, Balogh K, Bambust I, Falbo C, Gialuz M, Grisonich E, Kadric M, Rennert S, Salaets H, Spitaleri F, Della Torre J, and Viezzi M. <https://translaw.univie.ac.at/downloads/>)

8.4 OPAZOVANJE IN VIZUALIZACIJA: VEČJEZIČNA KOMUNIKACIJA IN SPORAZUMEVANJE – VLOGA IN POLOŽAJ SODNEGA TOLMAČA

Študent: _____ Datum in ura: _____

Cilj opazovanja je zbiranje podatkov o večjezični komunikaciji v primeru, ko je vključen sodni tolmač (npr. v sodni dvorani, na policijski postaji, v odvetnikovi pisarni). Še posebej smo osredotočeni na sodnega tolmača.

LOKACIJA:

(e) Navedite lokacijo in vrsto dogodka.

(f) Trajanje dogodka.

(g) V katerih jezikih je potekalo tolmačenje? Je bila to *lingua franca* ali materni jezik osumljjenca?

(h) Koliko ljudi je bilo prisotnih (npr. sodnik, odvetnik, sodni tolmač, osumljenc/obtoženec, policist, priča)?

SKICA PROSTORA

Narišite diagram (razporeditev sodelujočih) prostora in označite položaj sodelujočih pri dogodku (npr. sodnik, odvetnik, obtoženec, sodni tolmač, policist).



Analizirajte skico in povzemite splošna dognanja glede komunikacije med sodelujočimi. Navedite svojo reakcijo na fizično ureditev prostora (v kakšnem položaju so bili sodelujoči; so drug drugega dobro videli in slišali; so si bili preblizu). Sta okolje oz. prostor prispevala k urejeni in profesionalni izvedbi?

Kaj vas je najbolj prenenetilo glede komunikacije med sodnikom, odvetnikom, policistom, tožilcem, osumljencem/obtožencem in sodnim tolmačem (navedite pozitivne ter negativne vtise)? Opisite vzdušje ali čustva, ki ste jim prisostvovali.

OPAŽANJA/REAKCIJE ŠTUDENTA

Ta del poročila je namenjen osebnim opažanjem/reakcijam glede dogodka. Primerjajte svoje reakcije pri opazovanju sojenja s svojimi predhodnimi pričakovanji. Prosimo, da navajate samo svoje osebne reakcije. Pravilni oz. napačni odgovori ne obstajajo.

Vprašanja, na katera se osredotočamo:

- Kako je potekalo tolmačenje?
- Kaj je bila prva stvar, ki ste jo opazili pri tolmaču?
- Je sodnik/odvetnik/tožilec/policist prekinjal sodnega tolmača?
- Je sodni tolmač koga prekinjal?
- Ste opazili kakšne nepravilnosti v procesu tolmačenja?
- Je prišlo med sodnim tolmačem in drugimi udeleženci sodnega postopka do komunikacije, ki ni bila del tolmačenja?
- So osumljenc/a/obtoženega nagovarjali neposredno?
- Se je kdo pritožil, da ni razumel sodnega tolmača?
- Se je sodni tolmač soočil s težavami zaradi hitrosti govora, naglasa ali česa drugega?
- Je sodni tolmač zastavil dodatna vprašanja ali prosil za pojasnilo?
- So med postopkom brali dokumente oz. listine, ki tolmaču niso bili na voljo?

Izpolnite splošni obrazec opazovanja tolmača.

Tolmača so predstavili sodelujočim.

Stvari, ki sem jih opazil/opazila	Označite z »X«		
Tolmač se je zdel samozavesten.			
Tolmač si je delal zapiske.			
Tolmač je ohranil mašila osumljence/obtoženca (»in-e« in »am-ex«)			
Tolmačevi odstavki so bili mnogo daljši kot odstavki osumljence/obtoženca.			
Tolmačevi odstavki so bili mnogo krajevi kot odstavki osumljence/obtoženca			
Tolmač je imel težave s specifično terminologijo.			
Tolmač je odkrito dvomil v iskrenost osumljence/obtoženca.			
Tolmač se je zdel živčen.			

ZAKLJUČNA VPRAŠANJA

(e) Kateri vidiki tolmačenja so bili najbolj podobni temu, kar ste pričakovali pred začetkom? Kateri vidiki so bili drugačni?

(f) Ste prepoznali katero specifično strategijo tolmačenja, ki je bila uporabljena (npr. preproste povedi, razlage?)

(g) Če je med udeleženci prišlo do konflikta ali nerazumevanja, to, prosimo, opišite.

(h) Se vam je zdelo, da je komunikacija potekala tekoče? Zakaj?

Če bi radi še kaj dodali, prosimo, navedite spodaj.

8.5. AKTIVNO SODELOVANJE PRI TOLMAČENJU/PREVAJANJU

Študent: _____ Datum in ura: _____

Nadzornik: _____

Aktivno sodelovanje pri tolmačenju

(j) Navedite dogodek, v katerem ste sodelovali kot tolmač.

(k) Kako dolgo je trajal?

(l) V katerih jezikih je potekalo tolmačenje? Je proces potekal v maternem jeziku osumljjenca?

(m) Kdo je bil vaš nadzornik? Ste od njega/nje prejeli dovolj pomoči? Na kratko opišite sodelovanje z nadzornikom.

(n) Ste pred začetkom dobili kakšne informacije o primeru?

(o) Ste vse dobro slišali?

(p) Če ste tolmačili med obtožencem in študentom prava, opišite svoj vtis o sodelovanju s študentom.

(q) Kaj ste storili, če se vam je zdelo, da obtoženec nečesa ni razumel (ste pojasnili/razložili/prosili govorca za pojasnilo?)

(r) Ste sodelovali s študenti prava? Če ste, opišite sodelovanje. Ste se česa naučili o tolmačenih komunikacijah oz. pravnem prevajanju?

Aktivno sodelovanje pri prevajanju

(i) Kakšne listine ste prevajali? V katerih jezikih? Je bil to materni jezik osumljenca?

(j) Koliko časa ste imeli? Ste imeli občutek, da niste imeli dovolj časa?

(k) Katere pripomočke (npr. slovarje, glosarje, knjige za referenco ipd.) ste uporabljali?

(l) Je bila situacija stresna za vas? Če da, navedite, zakaj.

(m) Ste prevajali sami ali z drugimi študenti?

(n) Kdo je bil vaš nadzornik? Kakšno povratno informacijo ste dobili od nadzornika/nadzornice? Ste od njega/nje prejeli dovolj pomoči? So vas spodbujali k spraševanju? Na kratko opišite sodelovanje z nadzornikom.

(o) Ste glede prevajanja dobili kakšne posebne napotke?

(p) Ste sodelovali s študenti prava? Če ste, na kratko opišite sodelovanje. Ste se česa naučili o tolmačenih komunikacijah oz. pravnem prevajaju?

SAMOOCEŃEVANJE PO TOLMAČENJU/PREVAJANJU

Na katerih kompetencah morate še graditi, npr. kratkoročnem spominu, delanju zapiskov, terminologiji, jeziku in splošnem znanju? Napišite, kaj menite, da vam bo pomagalo razviti tolmaške/prevajalske kompetence? Bi naslednjič naredili kaj drugače?

8.6 AKTIVNO SODELOVANJE ZA ŠTUDENTE PRAVA

Študent: _____ Datum in ura: _____

Nadzornik: _____

Lokacija: _____

1. Opisite primer, ki ste ga obravnavali, in svojo vlogo v njem. Na kratko opisite, kako ste se pripravili na primer.

Primer in uporabljeni jezik:

Moja vloga (nabor gradiva; pomoč pri prevajjanju/tolmačenju; priprava dokumentacije ipd.):

Faza priprav:

2. Ta del poročila je namenjen osebnim opažanjem/reakcijam glede primera in sodelovanja s študenti tolmačenja. Primerjajte svoje reakcije pri opazovanju sojenja s svojimi predhodnimi pričakovanji. Prosimo, da navajate samo svoje osebne reakcije. Pravilni oz. napačni odgovori ne obstajajo. Prosimo, upoštevajte naslednja vprašanja:

(g) Kateri vidiki vašega dela so bili najbolj podobni temu, kar ste pričakovali pred začetkom? Kateri vidiki so bili drugačni?

(h) Ste dobili dovolj gradiva glede primera?

(i) Ste bili pod časovnim ali katerim drugim pritiskom?

(j) Ste bili ob koncu zadovoljni s svojim delom?

(k) Prosimo, povzemite glavne izzive, s katerimi ste se srečali.

(l) Kako bi ocenili svoje sodelovanje s študenti tolmačenja/prevajanja? Ste se česa naučili o tolmačenih komunikacijah oz. prevajanju?

– Ste se predhodno pogovarjali o primeru?

– Ste jim pomagali s pravno terminologijo?

– Ste se vpletli v tolmaški/prevajalski proces in če da, zakaj?

– Ste skupaj pregledali prevod?

Je odnos sledečih sodelujočih na vas vplival pozitivno ali negativno?

	Zelo uporaben	Bi lahko bil bolj uporaben	Neuporaben	Prosimo, da na kratko razložite svojo odločitev
Vaš nadzornik				
Odvetnik/tožilec/drugi pravni strokovnjaki				
Študent prevajanja/tolmačenja				
Nadzornik študentov tolmačenja				
Drugo (navedite)				

ZAKLJUČNA VPRAŠANJA

(d) Ste se naučili kaj, kar vam bo v prihodnje prišlo prav pri opravljanju pravnega poklica? Prosimo, razložite.

(e) Bi drugič naredili kaj drugače?

(f) Katere jezike govorite oz. razumete?

Annex 9: Active observation of the court proceeding in a criminal case and the following discussion.

1. Dejavnost

Število študentov: 8

Organizatorji in prisotni na obravnavi ter poznejši diskusiji: prof. dr. Natalia Kaloh Vid; prof. dr. Vlasta Kučiš; sodnik Boštjan Polegek; vodja Oddelka za kazensko sodstvo mag. Vanja Verdel Kokol in sodni tolmač.

Prva skupina študentov si je ogledala obravnavo kazenskega postopka na okrožnem sodišču v Mariboru. Šlo je za primer tihotapljenja azijskih državljanov čez slovensko mejo. Na obravnavi so bili prisotni trije slovenski osumljenci; trije azijski osumljenci; tožilka; odvetniki; predsednik sodnega senata in člani sodnega senata; sodni zapisnikar in policisti. Študentje so bili med občinstvom. Študentje so opazovali primer tolmačenja iz slovenščine v kitajščino, pri katerem je tolmač uporabil tehniko šepetanja. Ob opazovanju so izpolnjevali obzervacijske dnevниke, ki so povzeti v nadaljevanju.

- Študentje so jezik tolmačenja prepoznali kot *linguo franca*, ki je bila v tem primeru kitajščina. Osumljenci so prihajali s Tajske.
- Večina študentov je opazila, da je razporeditev prostora kljub rahlemu odmevu prispevala k temu, da so se vsi vključeni med seboj dobro slišali, čeprav niso bili preblizu skupaj. Nosili so tudi mikrofone. Kljub temu je nekaj študentov omenilo, da je bilo težje slišati priče, a je lahko to delno tudi zaradi dejstva, da so priče obrnjene proti predsedniku sodnega senata in stran od občinstva.
- Vzdušje v dvorani so vsi prepoznali kot dokaj sproščeno. Videti je bilo, da so osumljenci že seznanjeni s sodnim sistemom in da so tudi v družbi tolmača sproščeni. Občasno je bilo tudi videti, da se je tolmač z osumljenci zapletel v kratek pogovor, a pri tem ni zanemarjal svojih dolžnosti.

- Tolmačenje je potekalo ustno s tehniko šepetanja, zato dejanskega tolmačenja študentje niso slišali. Vseeno je večina opazila, da je tolmač deloval samozavestno in da je obvladal jezik, ki je na tem področju dokaj redek.
- Tolmačenja niso prekinjali niti sodnik oz. odvetnik niti tolmač.
- V procesu tolmačenja študentje niso opazili nobenih nepravilnosti, seveda pa niso slišali dejanskega tolmačenja; tudi če bi ga, ga ne bi razumeli.
- Nihče drug ni bil del komunikacije med osumljenci in tolmačem.
- Tolmač ni imel težav zaradi hitrosti govora, naglasa ali drugih posebnosti. Prav tako se nihče ni pritožil, da ne razume tolmača, ali prosil za pojasnilo.
- Med postopkom so brali kratko izjavo, za katero ni bilo jasno, ali je bila tolmaču predhodno poslana ali ne, pri čemer je šlo za preverjanje verodostojnosti prič.
- »*Na levi strani dvorane so sedeli odvetniki, bilo jih je šest, in v prvi vrsti trije obtoženci iz Slovenije. Na desni strani so sedeli trije obtoženci s Tajske, pred njimi sodni tolmač in za njimi pravosodni policisti. Spremljali smo le komunikacijo med sodnikom, odvetniki in pričama, ki je potekala tekoče.*«
- Večina študentov se je strinjala, da je komunikacija potekala tekoče in brez težav.
- Nekaj študentov je pričakovalo, da bo tolmačenje potekalo konsekutivno, saj bi tako lahko slišali tolmača, vendar je bila obravnava, ki so se je udeležili študentje, namenjena izpraševanju prič, zato je tolmač svoje delo opravljal s tehniko šepetanja. Osumljencev ni nihče ogovoril, tako da je njegova naloga obsegala zgolj tolmačenje iz slovenščine v kitajščino trem tajskim osumljencem.
- Na obravnavi ni prišlo do nobenih konfliktov ali posebnosti.
- Študentje so izrazili željo, da bi v prihodnje poslušali tudi konsekutivno tolmačenje v sodni dvorani. Obravnava je razpisana 16. 1. 2020 in načrtujemo udeležbo v drugem stadiju pilotiranja transkulturne klinike.

2 dejavnost:**Število študentov: 8**

Organizatorji in prisotni na obravnavi ter poznejši diskusiji: prof. dr. Natalia Kaloh Vid; prof. dr. Vlasta Kučiš; sodnik Boštjan Poleg; vodja Oddelka za kazensko sodstvo mag. Vanja Verdel Kokol in sodni tolmač.

- Tolmačenje je potekalo iz slovenščine v hrvaščino. Hrvaščina je bila materni jezik osumljenke.
- Študentje so spremljali le komunikacijo med sodnikom, odvetniki in pričama; ta je potekala tekoče.
- Sporazumevanje je med vsemi udeleženci potekalo dokaj tekoče; le na začetku je druga priča govorila nekoliko pretiho. Sodnica jo je zato opozorila, naj govorí glasnejše, saj je za njo sedel tolmač, ki je šepetano tolmačil obtoženki.

»Drug drugega so sicer dobro videli, vendar so se slabo slišali. Ozvočenje v dvorani je bilo zelo slabo. Tudi mi poslušalci smo slabo slišali priče, saj so bile obrnjene k nam s hrbitom, mikrofoni pa niso delovali. Prav tako nam je tolmač pozneje povedal, da je tudi sam imel težave, saj ni slišal in razumel prič. V pomoč mu je bil narek sodnice, ki je zapisnikarici govorila, kaj mora zapisati. Prostor je bil urejen in na nivoju, le akustika je bila težava.«

- V prostoru bi morda lahko namestili tiko tipkovnico, saj je bilo občasno tipkanje zapisnikarice glasnejše od govora.
- Tudi tukaj je tolmačenje potekalo v tehniki šepetanja, zato ni prišlo do prekinitev ali dodatnih vprašanj. Študentje so opazili, da je bil tolmač zelo profesionalen in je tolmačil na način, ki je bil nemoteč do drugih udeležencev v sodnem procesu.
- Nekateri od študentov so omenili, da jih je presenetila govorica odvetnika, saj je bila izredno pogovorna in se je izrazito slišalo narečje. Takšne stvari so lahko za tolmača včasih težavne.
- Študentje so opazili, da je tolmač deloval samozavestno, več pa niso bili zmožni oceniti zaradi tehnike šepetanja. Ni se jim zdelo, da bi imel tolmač težave, so pa omenili, da se je videlo, da ima dosti izkušenj in je bil na tolmačenje ustrezno pripravljen.
- Tolmača ni nihče prekinjal; sodnica ga je zgolj opozorila, naj govorí tiše, saj ni slišala price.

3. dejavnost: aktivno sodelovanje pri prevajanju sodne dokumentacije

Število študentov: 35

Ta dogodek je potekal drugače, saj študentje niso samo opazovali, temveč aktivno sodelovali pri prevajanju sodne dokumentacije. Te delavnice so se udeležili tako študentje prevajanja kot študentje prava. Sodelovali so pri prevajanju sodbe vrhovnega sodišča, natančneje pri primeru pakistanskega državljana, ki je prestopil mejo brez vizuma in dokumentov, zato je bil obdolžen ter pozneje obsojen kaznivega dejanja. Pozneje je njegov odvetnik vložil pritožbo, saj naj bi bile kršene jezikovne pravice osumljenca. V skupinah so študentje prevajali dele sodbe, pri čemer so drug drugemu pomagali, na voljo pa so jim bile tudi mentorice s področij prevodoslovja in prava. Na koncu sta sledila diskusija in pogovor o najzapletenejših primerih pravne terminologije.

Sodelovalo je 26 študentov prava in 9 študentov prevodoslovja. V skupine so bili razdeljeni po 4 ali 5; od tega eden ali dva študenta prevodoslovja in približno trije študenti prava.

- Tema, ki je prevladovala v dnevnikih študentov, je bilo navdušenje nad skupinskim delom. Posebej so poudarili tekočo medsebojno komunikacijo, prav tako pa tudi pomembnost hitre organizacije in učinkovite razporeditve dela. V medsebojnem procesu prevajanja so uspešno sodelovali. Študentje so še posebej izpostavili, da je tovrstna dejavnost zelo prispevala k razvijanju komunikacijskih veščin, saj po navadi delajo le v parih, in to z osebami, ki jih dobro poznajo.
- Izkušnje z medsebojno komunikacijo in študenti so bile večinoma samo pozitivne.
- Pravniki so povedali, da so se od prevajalcev naučili kar nekaj koristnih stvari o spletnih straneh, ki so v pomoč pri prevajanju.
- Študentje prava so tudi izpostavili, kako presenečeni so bili nad že obstoječim znanjem angleške pravne terminologije pri študentih prevajanja.
- Študentje so omenili določen časovni pritisk, sploh proti koncu, saj so žeeli vse narediti. Na koncu so se osredotočili na kakovost in ne kvantiteto, zato jim to ni predstavljalo težave. Besedilo so času primerno tudi skrajšali. Nekateri študentje so omenili, da je bilo pomanjkanje časa nekoliko stresno.

»Sodelovanje s prevajalci filozofske fakultete je bilo odlično. Pomagali so nam in nas opozarjali na slovnično pravilnost angleščine, študentje pravne fakultete pa smo jim na enostaven način pojasnili strokovne pravne termine.«

- Med izzivi, s katerimi so se srečevali študentje, so izpostavili težave pri usklajevanju, drugačno ureditev sistemov – bilo je nemogoče iskati “vodoravne” enakovredne pravne pojme, saj pojem A v angleščini ne obstaja v pravni ureditvi v Sloveniji.
- Študentje prava so omenili, da so se zagotovo naučili kar nekaj novega, se jim je pa zdelo enkratno, da so lahko obnovili znanje, ki so ga pridobili že med študijem.
- Kar nekaj študentov je v svojih dnevnikih omenilo, da so si naloge razdelili. Študentje prava so tako poiskali ustrezničo v angleškem jeziku, medtem ko so študentje prevodoslovja slovnično in smiselno oblikovali besedilo v celoto.
- Večina študentov je tudi zapisala, da so bili s svojim delom ob koncu delavnice zadovoljni, pri čemer so nekateri omenili, da bi lahko besedilo bolje prevedli, če bi imeli več časa.
- Študentje so se veliko naučili drug od drugega.
- Študentje prevodoslovja so izpostavili, kako pomembno je sodelovanje s strokovnjaki, sploh v njihovem poklicu. Veseli so bili dodatnih napotkov in nasvetov študentov prava.
- Omenjeno je bilo, da so bile mentorice na voljo za dodatna vprašanja in pojasnila, kar je bilo študentom všeč in jim je prihranilo veliko časa. Spodbujale so tudi postavljanje vprašanj, zato je bilo vzdušje še bolj sproščeno.
- Študentje prevodoslovja so omenili, da so občutili določeno pomanjkanje znanja glede osnovne pravne terminologije, zaradi česar so za iskanje ustreznic porabili več časa, kot bi ga sicer. Na splošno so tudi omenili, da bi bili veseli, če bi lahko prevajali več takšnih besedil oz. bi v okviru fakultete imeli več takih predmetov.
- Komunikacija med študenti je potekala v sproščenem vzdušju. Kar nekaj študentov je omenilo, da so imeli na začetku pomislike – študentje prava so mislili, da jih bodo študentje prevodoslovja imeli za neumne, če ne bodo poznali kakšnega izraza, študentje prevodoslovja pa seveda podobno. Oboji so priznali, da so bili pomisleni odveč, saj je vzajemno svetovanje potekalo na konstruktiven način.

Annex 10: Court certified interpreters in Slovenia

EVIZ ID	Name	Surname	Address	Post no.	Town	Language and appointment
277860	Špela	Ajdič	Lackova cesta 15	2000	Maribor	ENGLISH, Date of appointment: 20. 01. 2009
277868	Sayyed Youssof	Alenabi	Chengdujska cesta 6	1000	Ljubljana	FARSI, Date of appointment: 25. 04. 2001 DARI, Date of appointment: 05. 10. 2021
277876	Bakhatyar	Aljaf	Cesta zmage 24	1410	Zagorje ob Savi	ARABIC, Date of appointment: 22. 11. 1991 KURDSKI, Date of appointment: 19. 09. 2017
284284	Wasim	Alkhatib		1000	Ljubljana	ARABIC, Date of appointment: 15. 07. 2020
277884	Nada	Altbauer	Trg Dušana Kvedra 2	2000	Maribor	FARSI, Date of appointment: 11. 02. 2020 DARI, Date of appointment: 11. 10. 2021
277886	Samir	Amarin	Archinetova ulica 9	1000	Ljubljana	ARABIC, Date of appointment: 22. 10. 1985
277894	Tatjana	Andolšek	Cesta v Gorce 34C	1000	Ljubljana	ENGLISH, Date of appointment: 25. 04. 2001
277900	Andrej	Andrič	Knezov štrajdon 38	1000	Ljubljana	GERMAN, Date of appointment: 03. 05. 2005
277912	Nina	Antosiewicz Zupan	Stanežiče 26D	1210	Ljubljana - Šentvid	ENGLISH, Date of appointment: 21. 12. 2006
277916	Janko	Arah	Krivec 76	1000	Ljubljana	ENGLISH, Date of appointment: 03. 10. 1989 GERMAN, Date of appointment: 08. 09. 1989
277918	Metka	Arah	Krivec 76	1000	Ljubljana	ENGLISH, Date of appointment: 29. 09. 1995
4600943	Almutasem	Assayed	Trg Franca Kozarja 16 a	1430	Hrastnik	ARABIC, Date of appointment: 11. 02. 2025
284132	Pedja	Ašanin Gole	Cesta v Zgornji log 38D	1000	Ljubljana	SERBIAN, Date of appointment: 20. 03. 2018 BOSNIAN, Date of appointment: 30. 01. 2025
278116	Majda	B. Stegel	Matenja vas 30	6258	Prestranek	GERMAN, Date of appointment: 14. 05. 1996
277964	Svetlana	Babič	Proletarska cesta 2	1000	Ljubljana	SERBIAN, Date of appointment: 14. 09. 2007 BOSNIAN, Date of appointment: 23. 11. 2009 CROATIAN, Date of appointment: 13. 01. 2010 MONTENEGRIN, Date of appointment: 07. 03. 2011
277980	Škelzen	Bajrami	Ulica Antona Skoka 23	1230	Domžale	ALBANIAN, Date of appointment: 09. 05. 1995
284426	Blerta	Bajrami	Ulica Antona Skoka 23	1230		ALBANIAN, Date of appointment: 14. 04. 2023
277984	Danijela	Bakovnik	Visoko 117	4212	Visoko	GERMAN, Date of appointment: 23. 01. 1991
278002	Ivo	Ban	Rodni Vrh 34	2286	Podlehnik	GERMAN, Date of appointment: 29. 09. 1995 CROATIAN, Date of appointment: 22. 01. 1996 ITALIAN, Date of appointment: 01. 03. 2000
278030	Mojca	Bartol Lesar	Požarnice 20A	1351	Brezovica pri Ljubljani	GERMAN, Date of appointment: 15. 10. 2012
278066	Natalija	Bela	Na otoku 7	3000	Celje	ENGLISH, Date of appointment: 04. 04. 1990
278076	Nataša	Belšak	Betnavska cesta 69	2000	Maribor	ENGLISH, Date of appointment: 29. 06. 1994
278080	Gabriela	Bence Utroša	Kranjčeva ulica 8	9220	Lendava - Lendva	HUNGARIAN, Date of appointment: 24. 01. 1992
278096	Fahredin	Beqiri	Ročinj 77	5215	Ročinj	ALBANIAN, Date of appointment: 26. 10. 2007

EVIZ ID	Name	Surname	Address	Post no.	Town	Language and appointment
278100	Mojca	Berce	Ulica Josipa Makuca 27	5250	Solkan	ENGLISH, Date of appointment: 27. 01. 1995
278106	Simona	Berčić	Pod Plevno 32	4220	Škofja Loka	ENGLISH, Date of appointment: 04. 04. 1990
278124	Duška	Berločnik Kisovec	Male Braslovče 87	3314	Braslovče	SLOVENIAN SIGN LANGUAGE, Date of appointment: 22. 04. 2016
278136	Nader	Beshkoucideh	Peruzzijeva ulica 86	1000	Ljubljana	FARSI, Date of appointment: 27. 02. 2020 DARI, Date of appointment: 11. 10. 2021
278148	Marta	Biber	Lepodvorska ulica 2	1000	Ljubljana	ENGLISH, Date of appointment: 17. 12. 1993 CROATIAN, Date of appointment: 05. 02. 2015
278160	Raif	Bilurdagi	Cesta dveh cesarjev 202	1000	Ljubljana	TURKISH, Date of appointment: 10. 05. 1974
278180	Maja	Blaškovič Savle	Ariol 9	6000	Koper - Capodistria	ENGLISH, Date of appointment: 07. 11. 2001
284090	Živa	Blažević	Dunajska cesta 39	1000	Ljubljana	GERMAN, Date of appointment: 19. 09. 2017
278288	Marina	Branc	Pavla vas 23	8295	Tržiče	RUSSIAN, Date of appointment: 04. 12. 2002
278318	Marija	Brcel	Moste 97L	1218	Komenda	ENGLISH, Date of appointment: 17. 04. 2002
278356	Marija	Brežan	Adamičeva ulica 1	1230	Domžale	GERMAN, Date of appointment: 19. 01. 1994 ENGLISH, Date of appointment: 26. 10. 1994
278380	Metka	Brkan	Hrastje 20E	2341	Limbuš	ENGLISH, Date of appointment: 24. 01. 1984 FRENCH, Date of appointment: 22. 03. 1983
283972	Polona	Brumen	Borova vas 5	2000	Maribor	JAPANESE, Date of appointment: 15. 09. 2015
278394	Marko	Brus	Malá vas 23	1000	Ljubljana	GERMAN, Date of appointment: 17. 04. 2002
278416	Petar	Bulat	Prule 23	1000	Ljubljana	CROATIAN, Date of appointment: 03. 03. 2004
278426	Lea	Burjan	Cvetkova ulica 33B	9000	Murska Sobota	GERMAN, Date of appointment: 03. 05. 2005
278454	Ksenija	Car Rijavec	Podvin 106	3310	Zalec	CROATIAN, Date of appointment: 16. 01. 1994
283966	Mojca	Ceferin	Beblerjev trg 13	1000	Ljubljana	ENGLISH, Date of appointment: 15. 09. 2015
284088	Sonja	Cekova Stojanoska	Visoko 18	4212	Visoko	MACEDONIAN, Date of appointment: 19. 09. 2017
278474	Sebastian	Cencic	Ladra 38A	5222	Kobarid	GERMAN, Date of appointment: 17. 06. 2010
278500	Shi Ning	Chen				CHINESE, Date of appointment: 08. 05. 1993
278518	Želja	Cilenšek Bončina	Mestni log 12	1330	Kočevje	ENGLISH, Date of appointment: 21. 12. 2006
278560	Sarah	Cooper	Krška vas 88B	8262	Krška vas	ENGLISH, Date of appointment: 10. 04. 2006
278564	Zlata	Crjenko	Ulica bratov Učákar 136	1000	Ljubljana	SLOVENIAN SIGN LANGUAGE, Date of appointment: 07. 04. 2016
284056	Katja	Cvahite	Cesta XIV. divizije 17	2310	Slovenska Bistrica	ENGLISH, Date of appointment: 21. 02. 2017
278578	Miroslava	Cvar	Stantetova ulica 5	3320	Velenje	FRENCH, Date of appointment: 16. 03. 1981 ENGLISH, Date of appointment: 16. 03. 1981
278584	Slavko	Cvetek	Terčeva ulica 39	2000	Maribor	ENGLISH, Date of appointment: 29. 09. 1995
278608	Ivan	Čakar	Trg izgnancev 2	8250	Brežice	SERBIAN, Date of appointment: 13. 01. 1994 CROATIAN, Date of appointment: 13. 01. 1994
278612	Robert	Čampa	Beim Kapellchen 5, DE 54453 Nittel			GERMAN, Date of appointment: 05. 07. 2000
278616	Peter	Čanji	Kukovčeva ulica 2	3000	Celje	SLOVAK, Date of appointment: 14. 09. 2007
278688	Jana	Černilec	Grabovčeva ulica 26	1000	Ljubljana	ENGLISH, Date of appointment: 29. 03. 1991
278698	Nina	Češarek	Urbanova ulica 14	1310	Ribnica	GERMAN, Date of appointment: 27. 01. 1995 FRENCH, Date of appointment: 27. 01. 1995 ENGLISH, Date of appointment: 27. 01. 1995
278702	Renata	Čišek Pantović	Renkovci 53B	9224	Turnišče	GERMAN, Date of appointment: 17. 06. 2009
284464	Katarina	Črepinšek				ENGLISH, Date of appointment: 06. 02. 2024
284308	Jure	Čuk	Jakčeva ulica 40	1000	Ljubljana	CHINESE, Date of appointment: 08. 03. 2021
278740	Gregor	Danko				GERMAN, Date of appointment: 17. 06. 2009
278756	Šcherezada	Delić	Trg zabora odposlancev 21	1330	Kočevje	CROATIAN, Date of appointment: 25. 03. 2009

EVIZ ID	Name	Surname	Address	Post no.	Town	Language and appointment
						BOSNIAN, Date of appointment: 03. 04. 2009 SERBIAN, Date of appointment: 13. 06. 2009 MONTENEGRIN, Date of appointment: 15. 10. 2012
278758	Vladimiro	Dellore	Ulica ob pečini 1	6310	Izola - Isola	ITALIAN, Date of appointment: 17. 07. 1980
278768	Cilka	Demšar	Finžgarjeva cesta 15	4260	Bled	ENGLISH, Date of appointment: 25. 10. 1993
4548622	Urška	Derganc Petric	Slovenska cesta 55 a	1000	Ljubljana	ENGLISH, Date of appointment: 08. 01. 2025
278774	Tamara	Derman Zadravec	Vogrsko 129	5293	Volčja Draga	GERMAN, Date of appointment: 06. 11. 1996
278780	Helena	Devetak	Ajševica 81	5000	Nova Gorica	GERMAN, Date of appointment: 21. 12. 2006
284458	Miloš	Dimitrijević	Mašera-Spasičeva ulica 7	1000	Ljubljana	CROATIAN, Date of appointment: 06. 02. 2024 SERBIAN, Date of appointment: 08. 07. 2024 MONTENEGRIN, Date of appointment: 25. 03. 2025
278794	Lidija	Dimkovska	Galjeviča 25A	1000	Ljubljana	ROMANIAN, Date of appointment: 13. 03. 2008
278798	Aleksandar	Djordjević	Kudrova ulica 9	1260	Ljubljana - Polje	SERBIAN, Date of appointment: 23. 03. 2010 BOSNIAN, Date of appointment: 19. 06. 2013
278802	Mirjana	Dmitrović	Jagodje 53	6310	Izola - Isola	CROATIAN, Date of appointment: 14. 05. 1996
278820	Nives	Dokl Lavrič	Marice Kovačeve ulica 5	1000	Ljubljana	GERMAN, Date of appointment: 15. 10. 2012
283964	Tanja	Dolar Božič	Gotovlje 77E	3310	Zalec	GERMAN, Date of appointment: 15. 09. 2015
278856	Milena	Domjan	Kidričeva ulica 55	1236	Trzin	ENGLISH, Date of appointment: 09. 05. 1995
278874	Dilva	Dragan				ITALIAN, Date of appointment: 14. 12. 1993
278878	Milorad	Draganić	Ulica Veronike Deseniške 12	1330	Kočevje	CROATIAN, Date of appointment: 25. 03. 2009 SERBIAN, Date of appointment: 27. 05. 2009
284046	Mojca	Drča	Partizanska cesta 7	4000	Kranj	GERMAN, Date of appointment: 21. 02. 2017
278902	Nina	Drnovšek	Ukanc 37	4265	Bohinjsko jezero	ENGLISH, Date of appointment: 10. 07. 1989 CROATIAN, Date of appointment: 05. 05. 1992 BOSNIAN, Date of appointment: 14. 10. 2008
278918	Katarina	Drobnič Sterle	Loško 54A	1380	Cerknica	GERMAN, Date of appointment: 16. 01. 2012
278922	Metka	Dubrovnik	Trg revolucije 4	2000	Maribor	GERMAN, Date of appointment: 25. 11. 2009
278946	Admir	Džuždanović	Ulica Janeza Puharja 3	4000	Kranj	CROATIAN, Date of appointment: 07. 03. 2011
278928	Miloje	Đukanović	Šmartinska cesta 64	1000	Ljubljana	SERBIAN, Date of appointment: 14. 09. 2007 CROATIAN, Date of appointment: 19. 06. 2013
278960	Marija	Erjavec	Trstenik 1C	4204	Golnik	ENGLISH, Date of appointment: 27. 01. 1995
278962	Mojca	Erman	Gasparjeva ulica 17	1000	Ljubljana	ENGLISH, Date of appointment: 25. 03. 2009
278966	Jana	Erzetić	Ziherlova ulica 39	1000	Ljubljana	ENGLISH, Date of appointment: 16. 12. 1997
278976	Luka	Fabiani	Bleiweisova cesta 30	1000	Ljubljana	GERMAN, Date of appointment: 20. 01. 2009
278980	Darja	Fabjančič	Brodarjev trg 2	1000	Ljubljana	ITALIAN, Date of appointment: 03. 11. 1980 FRENCH, Date of appointment: 03. 11. 1980
4108436	Katerina	Fabrizio	Vinišče 7	5292	Renče	CZECH, Date of appointment: 12. 04. 2024
279002	Mladen	Feketić	Selo 14A	9207	Prosenjakovci - Pártosfalva	ENGLISH, Date of appointment: 09. 05. 1995 CROATIAN, Date of appointment: 11. 07. 1995
279022	Alojzij	Ferlini	Ledarska ulica 5B	1000	Ljubljana	SERBIAN, Date of appointment: 19. 12. 1991 CROATIAN, Date of appointment: 30. 07. 1992 BOSNIAN, Date of appointment: 17. 06. 2010
279024	Evelina	Ferrar	Verdijeva ulica 4	6310	Izola - Isola	ENGLISH, Date of appointment: 25. 04. 2001
279038	Anna	Filovski	Tovarniška ulica 16	1000	Ljubljana	RUSSIAN, Date of appointment: 23. 03. 2010
284062	Jakob	Fišer	Na hribu 13	5290	Šempeter pri Gorici	SERBIAN, Date of appointment: 10. 05. 2017

EVIZ ID	Name	Surname	Address	Post no.	Town	Language and appointment
279060	Dušan	Flere	Berglesova ulica 32	2000	Maribor	SERBIAN, Date of appointment: 10. 07. 2014 CROATIAN, Date of appointment: 05. 02. 2015
279062	Pavle	Flere	Hacquetova ulica 5	1000	Ljubljana	SERBIAN, Date of appointment: 25. 03. 2009
279064	Sergej	Flere	Razlagova ulica 7	2000	Maribor	ENGLISH, Date of appointment: 08. 04. 1992 SERBIAN, Date of appointment: 20. 07. 1992 CROATIAN, Date of appointment: 20. 07. 1992
279076	Ignac	Fock	Jurčkova cesta 129A	1000	Ljubljana	SPANISH, Date of appointment: 05. 02. 2014
279082	Aleksander	Forstrner	Zarova cesta 15	3320	Velenje	GERMAN, Date of appointment: 17. 06. 2009
279088	Barbara	Franca				ITALIAN, Date of appointment: 13. 05. 2003
284424	Marko	Frantar	Kuzmičeva ulica 9	1000	Ljubljana	ENGLISH, Date of appointment: 14. 04. 2023
279106	Lydia	Frece	Triglavska ulica 15	1000	Ljubljana	GERMAN, Date of appointment: 13. 11. 2013
279110	Karin	Friedau	Ahaeljeva ulica 7	2000	Maribor	GERMAN, Date of appointment: 22. 03. 1985
279132	Gabriella	Gaal	Salovci 48	9204	Salovci	HUNGARIAN, Date of appointment: 26. 11. 1990
279136	Barbara	Gaber	Koblek 8	3212	Vojnik	ENGLISH, Date of appointment: 26. 10. 2007
279152	Lukerija	Gabrijelčič	Ulica XXX. divizije 5A	5000	Nova Gorica	RUSSIAN, Date of appointment: 07. 03. 1994
279162	Romana	Gajšek	Ulica Staneta Rozmana 12	9000	Murska Sobota	GERMAN, Date of appointment: 02. 06. 1997
279168	Verena	Gale	Aličeva ulica 11	1261	Ljubljana - Dobrunje	ENGLISH, Date of appointment: 06. 12. 1993 GERMAN, Date of appointment: 02. 07. 1993
279174	Stefan	Garkov	Turnerjeva ulica 10	2000	Maribor	BULGARIAN, Date of appointment: 17. 04. 2002
279198	Edita	Gavranović	Litijska ulica 3	1230	Domžale	GERMAN, Date of appointment: 04. 04. 1994
279222	Marija Uršula	Gersák	Srednje Gamelejne 37A	1211	Ljubljana - Šmartno	SPANISH, Date of appointment: 20. 01. 2009
279228	Maja	Glad	Ulica Alojza Kajina 2	1000	Ljubljana	ENGLISH, Date of appointment: 15. 10. 2012
279240	Natalija	Glažar Berčič	Spodnji Rudnik I 17A	1000	Ljubljana	RUSSIAN, Date of appointment: 03. 10. 1991 UKRAINIAN, Date of appointment: 22. 11. 1994
279246	Urška	Gliha Škrjanec	Jerova vas 31	1290	Grosuplje	ENGLISH, Date of appointment: 20. 01. 2009
284004	Primož	Gmeiner	Leskovec 30	2331	Pragersko	ENGLISH, Date of appointment: 24. 02. 2016
281946	Silva	Gomži	Tržaška cesta 6	1000	Ljubljana	ITALIAN, Date of appointment: 29. 09. 1995
279292	Dean	Gončin	Osterčeva ulica 2	1000	Ljubljana	SERBIAN, Date of appointment: 02. 06. 1997
279298	Slavica	Gorenšek	Pod lipami 24	3000	Celje	SERBIAN, Date of appointment: 05. 02. 2014 BOSNIAN, Date of appointment: 22. 11. 2016
279334	Matej	Goršč	Puupilli tee 1/2-12, EE 62207 Tartumaa			FINNISH, Date of appointment: 20. 09. 2010 ESTONIAN, Date of appointment: 19. 10. 2021
279342	Marko	Gospodarić	Mizarska ulica 29	5250	Solkan	GERMAN, Date of appointment: 06. 01. 1988
279350	Janja	Gostisá	Škojfeljska cesta 27	1215	Medvode	SLOVENIAN SIGN LANGUAGE, Date of appointment: 20. 04. 2016
284208	Aleksandra Irena	Gradišnik	Nova ulica 11	2327	Rače	POLISH, Date of appointment: 09. 01. 2019
279388	Metka	Graunar	Zihelrova ulica 41	1000	Ljubljana	ENGLISH, Date of appointment: 26. 03. 1981
284240	Katalin	Grubelnik Biró	Račka cesta 11	2312	Orehova vas	HUNGARIAN, Date of appointment: 28. 06. 2019
279428	Aleksandar	Gruevski	Cviblje 55	8350	Dolenjske Toplice	MACEDONIAN, Date of appointment: 23. 03. 2010
279480	Tadeja	Hafner	Pustričice 8	1217	Vodice	GERMAN, Date of appointment: 17. 05. 1991
279508	Jadwiga	Hajewska Kosi	Cesta v Bevče 15	3320	Velenje	POLISH, Date of appointment: 17. 07. 1980
279486	Ferenc	Hajós	Ulica Sv. Štefana 19	9220	Lendava - Lendva	HUNGARIAN, Date of appointment: 03. 02. 1961
279490	Vera	Haliti	Prešernova ulica 8	3000	Celje	ALBANIAN, Date of appointment: 14. 09. 2007
279502	Sabina	Hasanica-Wahls	Dorfstraße 35, D 29497 Woltersdorf			CROATIAN, Date of appointment: 20. 09. 2010
279504	Dervish	Haskaj	Gerbiceva ulica 33	1000	Ljubljana	ALBANIAN, Date of appointment: 08. 07. 1997
279512	Nataša	Henigman	Brajnikova ulica 11	1000	Ljubljana	ENGLISH, Date of appointment: 29. 06. 1994

EVIZ ID	Name	Surname	Address	Post no.	Town	Language and appointment
279534	Matej	Hočvar	Spodnje Gameljne 2M	1211	Ljubljana - Šmartno	ENGLISH, Date of appointment: 03. 03. 2004
279528	Barbara	Hočvar Balon	Martinova ulica 53	1000	Ljubljana	ENGLISH, Date of appointment: 24. 10. 1984
279538	Izet	Hodžić	Ipavčeva ulica 5	8250	Brežice	SERBIAN, Date of appointment: 24. 01. 1992 CROATIAN, Date of appointment: 24. 01. 1992
4671516	Tomaž	Horvat	Trimlini 53 a	9220	Lendava - Lendva	RUSSIAN, Date of appointment: 25. 03. 2025
284420	Saša	Horvat Šimonka	Prešernova ulica 24	9240	LJUTOMER	ENGLISH, Date of appointment: 14. 04. 2023
279570	Mária Magdolna	Horváth	Einspielerjeva ulica 5A	1000	Ljubljana	HUNGARIAN, Date of appointment: 08. 12. 1988
279572	Anton	Horžen	Cerklej ob Krki 53	8263	Cerklej ob Krki	GERMAN, Date of appointment: 05. 07. 2000
279576	Xhevdet	Hoxha	Ulica 1. maja 18	6230	Postojna	ALBANIAN, Date of appointment: 11. 06. 2008
279584	Jasna	Hrastnik	Peričeva ulica 38	1000	Ljubljana	ENGLISH, Date of appointment: 09. 05. 1995
279586	Silva	Hrastnik	Razgledna ulica 7	2000	Maribor	GERMAN, Date of appointment: 07. 11. 2001
279588	Špela	Hrastnik	Hofbauerjeva ulica 6	3330	Mozirje	FRENCH, Date of appointment: 20. 09. 2010 SPANISH, Date of appointment: 21. 02. 2017
283946	Vesna	Hrdlička Bergelj	Ruska ulica 6	1000	Ljubljana	CROATIAN, Date of appointment: 05. 02. 2015
279604	Aleksandra	Hribar	Kersnikova ulica 32A	3000	Celje	GERMAN, Date of appointment: 02. 02. 1996 ENGLISH, Date of appointment: 02. 02. 1996
279606	Helena	Hribar Marinšek	Peske 8A	1236	Trzin	GERMAN, Date of appointment: 11. 01. 1990
279612	Gašper	Hribarsk	Rašiška ulica 13	1000	Ljubljana	ENGLISH, Date of appointment: 03. 05. 2005
279618	Peter	Hronček		2000	Maribor	GERMAN, Date of appointment: 17. 06. 2009
279636	Diana	Husić Omerović				SERBIAN, Date of appointment: 07. 03. 2011
279640	Amir	Ibrahim	Bonini 5	6000	Koper - Capodistria	ALBANIAN, Date of appointment: 11. 06. 2008
279648	Tomaž	Ilješić	Jurčkova cesta 3B	1000	Ljubljana	ENGLISH, Date of appointment: 01. 03. 2000
279652	Janette	Ilovičná	Močna 53	2231	Pernica	SLOVAK, Date of appointment: 20. 09. 2010
279668	Irena	Ivelja	Vidovdanska cesta 1	1000	Ljubljana	ITALIAN, Date of appointment: 15. 01. 1999
279708	Aljaz	Jambrovič	Terskova ulica 14	2000	Maribor	GERMAN, Date of appointment: 23. 05. 2011
279736	Doris	Jarc	Pod Lazami 130	5290	Šempeter pri Gorici	ITALIAN, Date of appointment: 19. 01. 1994 ENGLISH, Date of appointment: 24. 04. 1995
279772	Aleksandra	Jeme Merc	Maleševa ulica 42	1000	Ljubljana	ENGLISH, Date of appointment: 21. 05. 2007
279776	Greta	Jenček	Kettejeva ulica 24	3000	Celje	GERMAN, Date of appointment: 07. 11. 2001
279814	Valerija	Jerman	Vičava 76	2250	Ptuj	GERMAN, Date of appointment: 29. 06. 1994 ENGLISH, Date of appointment: 04. 04. 1996
283944	Sašo	Jovičić	Rašiška ulica 1	1000	Ljubljana	ENGLISH, Date of appointment: 05. 02. 2015
279876	Petra	Jug Pavlin	Maistrova ulica 30	2000	Maribor	ENGLISH, Date of appointment: 05. 07. 2000
279880	Martin	Jugovec	Kettejeva ulica 28	1230	Domžale	SERBIAN, Date of appointment: 14. 12. 1993
284238	Matjaž	Juhart	Župančičeva ulica 4	1230	Domžale	SLOVENIAN SIGN LANGUAGE, Date of appointment: 18. 06. 2019
279884	Melita	Jurc	Preški Vrh 15	2390	RAVNE NA KOROŠKEM	ENGLISH, Date of appointment: 21. 06. 1991 GERMAN, Date of appointment: 27. 09. 1991
283938	Barbara	Juršič	Ižanska cesta 34B	1000	Ljubljana	PORTUGUESE, Date of appointment: 05. 02. 2015
279902	Jelena	Kabanova	Zbilje 2E	1215	Medvode	RUSSIAN, Date of appointment: 02. 11. 2010
279962	Aleksander	Karakaš	Rancarska ulica 19	2241	Spodnji Duplek	SERBIAN, Date of appointment: 13. 12. 1991 CROATIAN, Date of appointment: 13. 12. 1991
279966	Marjana	Karer	Mokrška ulica 60A	1000	Ljubljana	GERMAN, Date of appointment: 16. 12. 1997 ENGLISH, Date of appointment: 08. 06. 1999
284410	Agnieszka	Karpowicz	Jamova cesta 18	1000	Ljubljana	POLISH, Date of appointment: 01. 02. 2023
279992	Irma	Kavčič	Razvanijska cesta 105	2000	Maribor	GERMAN, Date of appointment: 01. 03. 1990

EVIZ ID	Name	Surname	Address	Post no.	Town	Language and appointment
280000	Breda	Kavčič	Benedičičeva pot 11	4000	Kranj	SERBOCROATIAN, Date of appointment: 26. 08. 1977
280046	Wadie	Kidess	Cesta talcev 7C	3212	Vojnik	ARABIC, Date of appointment: 18. 09. 2013
280048	Marija	Kiefer	Rožna dolina, cesta V 33	1000	Ljubljana	GERMAN, Date of appointment: 10. 07. 1991
280052	Andrej	Kirbiš	Osterčeva ulica 3	2000	Maribor	SERBIAN, Date of appointment: 23. 03. 2010 CROATIAN, Date of appointment: 13. 12. 2010
284212	Ana	Kirn	Tavčarjeva ulica 3A	6250	Ilirska Bistrica	FRENCH, Date of appointment: 09. 01. 2019
280090	Branka	Klemenc	Vodnikova cesta 282C	1000	Ljubljana	ENGLISH, Date of appointment: 02. 02. 1990
280098	Boris	Klemenčič	Jurčkova cesta 129B	1000	Ljubljana	FRENCH, Date of appointment: 03. 03. 2004
283896	Nada	Klemenčič	Kočlejeva ulica 21	9250	Gornja Radgona	GERMAN, Date of appointment: 09. 06. 1993
284362	Magdalena	Klemenček	Škerjančeva ulica 4	1000	Ljubljana	FRENCH, Date of appointment: 02. 03. 2022
280106	Tomaž Rudi	Klenovšek	Ulica heroja Tomšiča 11	2000	Maribor	GERMAN, Date of appointment: 02. 06. 1997
284058	Janja	Klenovšek	Ulica heroja Tomšiča 11	2000	Maribor	CROATIAN, Date of appointment: 21. 02. 2017
280136	Alenka	Kočbek	Izletniška pot 10	6000	Koper - Capodistria	GERMAN, Date of appointment: 27. 01. 1995 ENGLISH, Date of appointment: 22. 03. 1995 ITALIAN, Date of appointment: 26. 05. 1995
280138	Ivana	Kočbek	Vojkova ulica 2	3000	Celje	SERBIAN, Date of appointment: 11. 06. 2008
280152	Tanja	Kočjan	Jerman Vrh 19	8276	Bučka	HUNGARIAN, Date of appointment: 14. 01. 1993
284294	Ančinka	Kočalková	Cesta 13. julija 20	1000	Ljubljana	SLOVAK, Date of appointment: 28. 10. 2020
280178	Nina	Koder	Alpska cesta 54	4248	Lesce	CHINESE, Date of appointment: 25. 11. 2009
280198	Stanislava Zlata	Kokot	Temenica 8	1296	Šentvid pri Stični	BULGARIAN, Date of appointment: 25. 04. 2001
280248	Zvezdana Marija	Kompara	Ježdarska ulica 8B	2000	Maribor	ENGLISH, Date of appointment: 02. 12. 1981
284322	Aleša	Koncut	Scopolijeva ulica 8	1000	Ljubljana	CHINESE, Date of appointment: 08. 03. 2021
280298	Boris	Korenčan	Milčinskega ulica 61	1000	Ljubljana	GERMAN, Date of appointment: 17. 06. 2010
284236	Moja	Korenjak	Predosloj 100a	4000	Kranj	SLOVENIAN SIGN LANGUAGE, Date of appointment: 18. 06. 2019
280318	Peter	Kos	Kozlovičeva ulica 16A	6000	Koper - Capodistria	ENGLISH, Date of appointment: 18. 06. 1999
280328	Maša	Kosem	Rožna dolina, cesta I 8	1000	Ljubljana	GERMAN, Date of appointment: 04. 12. 2002
280336	Jolanta Maria	Kosicka Kosorič	Peričeva ulica 7	1000	Ljubljana	POLISH, Date of appointment: 30. 10. 1984
284060	Bahet	Kouraši	Livarska ulica 5	1241	Kamnik	ARABIC, Date of appointment: 21. 02. 2017
280390	Tanja	Kovač Flisar	Vojkova cesta 77	1000	Ljubljana	ENGLISH, Date of appointment: 27. 01. 1995
280438	Ksenija	Kozar	Ulica Vide Alič 9	2250	Ptuj	GERMAN, Date of appointment: 07. 11. 2001
280444	Rastko Rafael	Kozlevčar	Ulica bratov Učakar 56	1000	Ljubljana	FRENCH, Date of appointment: 15. 01. 199 SPANISH, Date of appointment: 15. 01. 1998
280454	Helena	Koželj	Ljubljanska cesta 25	6230	Postojna	GERMAN, Date of appointment: 03. 05. 2005 ENGLISH, Date of appointment: 11. 06. 2008
280470	Alenka	Krajnc	Fabianičeva ulica 13	1000	Ljubljana	GERMAN, Date of appointment: 14. 05. 1992
280512	Mladen	Kraljčić	Uškoška ulica 48	2204	Miklavž na Dravskem polju	GERMAN, Date of appointment: 04. 12. 2002
280518	Alja	Kramberger Kirbiš	Maistrova ulica 11	2000	Maribor	GERMAN, Date of appointment: 13. 07. 1993
280526	Jerca	Kramberger Skerl	Hudovernikova ulica 7	1000	Ljubljana	FRENCH, Date of appointment: 03. 05. 2005
280530	Aleksandra	Kraner	Pot Šercerjeve brigade 28	2344	Lovrenc na Pohorju	GERMAN, Date of appointment: 25. 04. 2001 FRENCH, Date of appointment: 18. 09. 2002
280546	Samanta	Kravanjá	Šolska ulica 13	6320	Portorož - Portorose	ITALIAN, Date of appointment: 17. 04. 2002
280548	Sandro	Kravanjá	Gregorčičeva ulica 43	6330	Piran - Pirano	ITALIAN, Date of appointment: 22. 11. 1991
280578	Maja	Kričev				GERMAN, Date of appointment: 25. 11. 2009
283948	Nikolina	Krtinić	Linhartova cesta 17	1000	Ljubljana	CROATIAN, Date of appointment: 05. 02. 2015
280610	Elžbieta	Kržičnik	Dolomitska ulica 14	1000	Ljubljana	POLISH, Date of appointment: 03. 05. 2005
280616	Aleksandra	Kuhar	Prušnikova ulica 54	1210	Ljubljana - Šentvid	SERBIAN, Date of appointment: 02. 02. 2024

EVIZ ID	Name	Surname	Address	Post no.	Town	Language and appointment
284320	Ana	Kuntarić	Cankarjeva ulica 3	3310	Zalec	GERMAN, Date of appointment: 08. 03. 2021
280640	Ana	Kunze	Komacova ulica 4	1210	Ljubljana - Šentvid	GERMAN, Date of appointment: 17. 06. 2010
280656	Špela	Kutin	Stara Fužina 69	4265	Bohinjsko jezero	FRENCH, Date of appointment: 21. 05. 1993
284412	Maja	Kutin				HEBREW, Date of appointment: 01. 02. 2023
280662	Aleksandar	Kuzmanovski	Glavni trg 18	3000	Celje	MACEDONIAN, Date of appointment: 07. 11. 2001
280686	Kata	Laković	Cesta v Rošpoh 70	2351	Kamnica	SERBIAN, Date of appointment: 19. 01. 1994 CROATIAN, Date of appointment: 19. 01. 1994
280700	Vera	Lamut	Poljanski nasip 26	1000	Ljubljana	ENGLISH, Date of appointment: 14. 09. 1971 GERMAN, Date of appointment: 14. 06. 1971
283962	Barbara	Lazarova				GERMAN, Date of appointment: 15. 09. 2015 ENGLISH, Date of appointment: 24. 02. 2016
280730	Vlasta	Leban	Kersnikova cesta 31	3320	Velenje	ENGLISH, Date of appointment: 29. 06. 1994
280780	Marija	Leskovec Sindičić	Črtomirova ulica 11	1000	Ljubljana	FRENCH, Date of appointment: 27. 01. 1995 CROATIAN, Date of appointment: 27. 01. 1995 SERBIAN, Date of appointment: 27. 01. 1995 BOSNIAN, Date of appointment: 14. 10. 2008 MONTENEGRIN, Date of appointment: 02. 11. 2010
280800	Sonja	Lešnik	Celjska cesta 38A	3250	Rogaška Slatina	GERMAN, Date of appointment: 02. 06. 1997
280828	Marija	Lindić	Krekova ulica 5	2000	Maribor	GERMAN, Date of appointment: 25. 02. 1993
280866	Brigita	Lovenjak	Serdica 44	9262	Rogašovci	GERMAN, Date of appointment: 25. 03. 2009
280922	Alice	Mačkovsek	Markova pot 8	5290	Šempeter pri Gorici	ITALIAN, Date of appointment: 25. 02. 1993
284246	Tibor	Malinović	Na Hribu 39	5271	Vipava	RUSSIAN, Date of appointment: 28. 06. 2019
280962	Abedin	Mahiqi	Kogojeva ulica 4	1000	Ljubljana	ALBANIAN, Date of appointment: 08. 07. 1997
284318	Nina	Malobabić	Sedejeva ulica 2A	5000	Nova Gorica	FRENCH, Date of appointment: 08. 03. 2021
280982	Ali	Mansoor	Strelščka ulica 1	1000	Ljubljana	PAKISTANI- URDU, PUNJABI, Date of appointment: 13. 05. 2003
281012	Jasmina	Markič	Brilejeva ulica 3	1000	Ljubljana	ENGLISH, Date of appointment: 04. 12. 1980 PORTUGUESE, Date of appointment: 04. 12. 1980 SPANISH, Date of appointment: 04. 12. 1980
281040	Zlatica	Marok	Archinetova ulica 7	1000	Ljubljana	SRBOCROATIAN, Date of appointment: 12. 02. 1981 CROATIAN, Date of appointment: 12. 02. 1981 SERBIAN, Date of appointment: 12. 02. 1981
281044	Staša	Marolt Sevšek	Slovenska cesta 55B	1000	Ljubljana	CROATIAN, Date of appointment: 27. 12. 2007
283958	Viktoriya	Marondini	Nedeljska vas 14	4000	Kranj	RUSSIAN, Date of appointment: 25. 05. 2015
281050	Venera	Martinčić	Stritarjeva ulica 6	8270	Krško	GERMAN, Date of appointment: 08. 02. 1991
281090	Ljiljana	Matošić	Sončna pot 12	6320	Portorož - Portoroze	ITALIAN, Date of appointment: 18. 06. 1999
281094	Branka	Mauhler	Valvasorjeva ulica 3	1000	Ljubljana	GERMAN, Date of appointment: 16. 09. 1992
281096	Edita	Mavčič	Nova vas 23	4205	PREDDVOR	ENGLISH, Date of appointment: 22. 11. 1976 FRENCH, Date of appointment: 24. 11. 1974
281098	Valter	Mavrič	Šlovrenc 9	5212	Dobrovo v Brdih	ITALIAN, Date of appointment: 06. 02. 1992 ENGLISH, Date of appointment: 24. 04. 1995
281108	Darja	Mazi I Leskovar	Betnavska cesta 34	2000	Maribor	ENGLISH, Date of appointment: 01. 10. 1976 FRENCH, Date of appointment: 01. 10. 1976 ITALIAN, Date of appointment: 06. 12. 1981
281126	Blaž	Medvedšek	Zelena pot 11	1000	Ljubljana	SPANISH, Date of appointment: 20. 01. 2009
281128	Matjaž	Medvedšek	Brdnikova ulica 34B	1000	Ljubljana	SPANISH, Date of appointment: 23. 12. 1974

EVIZ ID	Name	Surname	Address	Post no.	Town	Language and appointment
281138	Maja	Meh	Mirje 4	1000	Ljubljana	FRENCH, Date of appointment: 16. 06. 1998
281146	Maja	Menard	Frančiškanski trg 1	1241	Kamnik	CROATIAN, Date of appointment: 16. 01. 2012 FRENCH, Date of appointment: 18. 04. 2013
284370	Polona	Merc				ENGLISH, Date of appointment: 16. 09. 2022
281160	Kamel	Merdjadi	Ulica Rudija Papeža 1	4000	Kranj	FRENCH, Date of appointment: 15. 01. 1986
281178	Roza	Micevska	Cesta na Brdo 71	1000	Ljubljana	MACEDONIAN, Date of appointment: 20. 01. 2009
284040	Maja	Mihalič	Spuhlja 125	2250	Ptuj	GERMAN, Date of appointment: 21. 02. 2017
281198	Liana	Miholič	Postrežnikova ulica 12	9240	Ljutomer	GERMAN, Date of appointment: 11. 03. 1987
284314	Naja	Miklavc	Razlagova ulica 21	2000	Maribor	GERMAN, Date of appointment: 08. 03. 2021
284422	Luka	Milanović	Apilhova ulica 23	1000	Ljubljana	ENGLISH, Date of appointment: 14. 04. 2023
281236	Gorica	Milojević	Slovenska ulica 36	2000	Maribor	SERBIAN, Date of appointment: 09. 05. 1995 BOSNIAN, Date of appointment: 25. 10. 2008
281238	Vesna	Milojević	Ljubljanska cesta 31	3000	Celje	SERBIAN, Date of appointment: 29. 09. 1995 CROATIAN, Date of appointment: 29. 09. 1995 BOSNIAN, Date of appointment: 14. 10. 2008
281244	Alenka	Milovanović	Trnovska ulica 4	1000	Ljubljana	ENGLISH, Date of appointment: 06. 11. 1996
283956	Ernad	Mirah	Preska 22	1290	Grosuplje	ARABIC, Date of appointment: 13. 06. 1984
284064	Miloš	Mitrović	Borštnikova ulica 7	2000	Maribor	SERBIAN, Date of appointment: 10. 05. 2017 BOSNIAN, Date of appointment: 05. 04. 2024
284374	Bojan	Mord	Podpec 95A	1352	Preserje	SLOVENIAN SIGN LANGUAGE, Date of appointment: 16. 09. 2022
281312	Damjan	Možina	Poljanski nasip 28	1000	Ljubljana	GERMAN, Date of appointment: 04. 12. 2002
283980	Jernc	Mravljak	Prvomajska ulica 26	2000	MARIBOR	GERMAN, Date of appointment: 24. 11. 2015
281322	Salinda	Mrkajč	Rozmanova ulica 13	6000	Koper - Capodistria	SERBIAN, Date of appointment: 02. 11. 2010
281326	Vesna	Mršić	Ulica I. tankovske brigade 3	6210	Sežana	ENGLISH, Date of appointment: 15. 06. 1993
284430	Lilija Stojanova	Mrzlilkar	Ulica Slavka Gruma 88	8000	NOVO MESTO	BULGARIAN, Date of appointment: 14. 04. 2023
281350	Sara	Müller	Tavčarjeva ulica 10	1000	Ljubljana	ITALIAN, Date of appointment: 16. 06. 1998
284462	Brina	Murnik Ivančič		1000	Ljubljana	ENGLISH, Date of appointment: 06. 02. 2024
281370	Aleš	Mustar	Galjevica 25A	1000	Ljubljana	ROMANIAN, Date of appointment: 16. 12. 1997
281378	Snježana Bianka	Nappi	Dolinska cesta 38D	6000	Koper - Capodistria	ITALIAN, Date of appointment: 25. 02. 1993 FRENCH, Date of appointment: 08. 01. 1993 CROATIAN, Date of appointment: 06. 10. 2005
281404	Branko	Nastić	Smetanova ulica 38A	2000	Maribor	SERBIAN, Date of appointment: 07. 10. 1992 CROATIAN, Date of appointment: 07. 10. 1992
281412	Breda	Negro Marinič	Peričeva ulica 23	1000	Ljubljana	ENGLISH, Date of appointment: 29. 06. 1994 FRENCH, Date of appointment: 26. 04. 1995
281416	Andrej	Nemec	Veščica 48	9246	Razkrižje	GERMAN, Date of appointment: 05. 02. 2014
281426	Irena	Nikolić	Kersnikova cesta 1	3320	Velenje	CROATIAN, Date of appointment: 02. 06. 1997 ENGLISH, Date of appointment: 01. 03. 2000
281444	Alenka	Novak	Cesta II. grupe odredov 25	1261	Ljubljana - Dobrunje	GERMAN, Date of appointment: 17. 04. 2002
281464	Marko	Novak	Gabreč 52	1360	Vrhnika	ENGLISH, Date of appointment: 18. 06. 1999
284262	Anja	Obreza	Selsček 24	1382	Begunje pri Cerknici	GERMAN, Date of appointment: 23. 01. 2020
281492	Danica	Očko	Cafova ulica 8	2000	Maribor	CROATIAN, Date of appointment: 20. 01. 2009
281498	Marian	Ogrin	Primožičeva ulica 22	1231	Ljubljana - Črnuč	ENGLISH, Date of appointment: 02. 03. 1964 DUTCH, Date of appointment: 02. 04. 1964
284258	Anže	Ogrinc				ENGLISH, Date of appointment: 14. 11. 2019

EVIZ ID	Name	Surname	Address	Post no.	Town	Language and appointment
281504	Baukje Cornelia	Ojdanić	Zgornje Gameljne 78	1211	Ljubljana - Šmartno	ENGLISH, Date of appointment: 22. 09. 1983 GERMAN, Date of appointment: 28. 12. 1983 FLEMISH, Date of appointment: 22. 09. 1983 DUTCH, Date of appointment: 22. 09. 1983
284104	Khalid	Oshish	Partizanska pot 16	1270	Litija	ARABIC, Date of appointment: 07. 02. 2018
281534	Viktorka	Osolnik Kunc	Blečeva vas 51	1370	Logatec	GERMAN, Date of appointment: 18. 06. 1999
281542	Nataša	Ostanek	Vaše 16R	1215	Medvode	FRENCH, Date of appointment: 19. 06. 2013
284216	Igor	Osvald				ENGLISH, Date of appointment: 09. 01. 2019 BOSNIAN, Date of appointment: 25. 11. 2020
281552	Janja	Ovsenik	Ulica Ekvorna 10	1000	Ljubljana	GERMAN, Date of appointment: 25. 04. 2001
281560	Carmen	Pahor	Osp 23	6275	Črni Kal	ITALIAN, Date of appointment: 21. 04. 1992
281568	Helena	Pancur Gajšek	Ulica nadgoriških borcev 13	1231	Ljubljana - Črnuč	GERMAN, Date of appointment: 18. 06. 1999
284214	Janja	Paripović				GERMAN, Date of appointment: 09. 01. 2019
281578	Gani	Pashaj	Blewičeva cesta 6	4000	Kranj	ALBANIAN, Date of appointment: 11. 06. 2008 MACEDONIAN, Date of appointment: 30. 03. 2009
281600	Peter	Pavlin	Celestrina 1D	2229	Malečnik	GERMAN, Date of appointment: 19. 01. 1994
284372	Tjaša	Pavšič Klasinc	Ulica bratov Babnik 95	1000	Ljubljana	RUSSIAN, Date of appointment: 16. 09. 2022
281626	Anita	Peček Stramšak	Tepanjski Vrh 3A	3210	Slovenske Konjice	GERMAN, Date of appointment: 25. 03. 2009
284382	Polona	Pegam	Hrastje pri Cerkljah 24	8263	Cerknje ob Krki	FRENCH, Date of appointment: 16. 09. 2022
284388	Olga	Perić			Celje	UKRAINIAN, Date of appointment: 08. 12. 2022
281656	Ines	Perkavac	Gabrov trg 7	1000	Ljubljana	ITALIAN, Date of appointment: 27. 02. 1981
281672	Danica	Peršč	Zgornji Boč 3	2352	Selnica ob Dravi	GERMAN, Date of appointment: 03. 03. 2004
281680	Mateja	Petač	Cesta maršala Tita 45	4270	Jesenice	ENGLISH, Date of appointment: 10. 11. 1992 GERMAN, Date of appointment: 10. 11. 1992
281694	Bernarda	Petelinšek	Štitova ulica 21	1000	Ljubljana	ENGLISH, Date of appointment: 17. 05. 1991
281732	Andreja	Pignar Tomanič	Brunišnik 68E	2327	Rače	GERMAN, Date of appointment: 19. 12. 2001
283968	Aleksandra Katarzyna	Pintarič Kaczyńska	Pristovškova ulica 18	3212	Vojnik	POLISH, Date of appointment: 15. 09. 2015
281786	Katja	Plaščajner Metelko	Ulica Ivane Kobilce 9	1000	Ljubljana	GERMAN, Date of appointment: 23. 03. 2010
281792	Petra	Plesec	Jamova cesta 53	1000	Ljubljana	GERMAN, Date of appointment: 02. 11. 2010
281806	Milena	Pobežin	Podvin 197	3310	Žalec	GERMAN, Date of appointment: 19. 01. 1994
281808	Abdüjjaziz	Počinka	Pržanska ulica 20	1000	Ljubljana	TURKISH, Date of appointment: 11. 06. 1985
281818	Ljubica	Podboršek	Cesta Čeneta Stuparija 15	1231	Ljubljana - Črnuč	SLOVENIAN SIGN LANGUAGE, Date of appointment: 07. 04. 2016
284206	Tina	Podržaj	Perovo 13B	1290	Grosuplje	POLISH, Date of appointment: 09. 01. 2019
282452	Nataša	Pogorevc	Podnart 9	4244	Podnart	GERMAN, Date of appointment: 11. 06. 2008
281876	Tomaž	Poličar	Gorenjska cesta 8	4240	Radovljica	ENGLISH, Date of appointment: 23. 03. 2010
281886	Martina	Ponikvar Koglot	Ulica 9. septembra 147A	5290	Šempeter pri Gorici	ENGLISH, Date of appointment: 21. 12. 2007
281924	Paula Milena	Povše	Detelova ulica 3	1000	Ljubljana	SPANISH, Date of appointment: 16. 01. 2012
281922	Marinka	Povše Kastrevc	Hrušica 38A	8000	Novo mesto	RUSSIAN, Date of appointment: 06. 10. 1992
281928	Lucia Maria	Poznič Pestotnik	Pot v dolino 27C	1261	Ljubljana - Dobrunje	SPANISH, Date of appointment: 05. 07. 2000
281932	Robert	Požonec	Kranjčeva ulica 38	9220	Lendava - Lendva	HUNGARIAN, Date of appointment: 22. 02. 1993
281958	Barbara	Pregelj	Klanska ulica 17	1215	Medvode	SPANISH, Date of appointment: 20. 01. 2009
284102	Dean	Premec	Prušnikova ulica 8	1210	Ljubljana - Šentvid	CROATIAN, Date of appointment: 07. 02. 2018
281998	Marko	Primožič	Garibaldijeva ulica 5	6320	Portorož - Portoroze	GERMAN, Date of appointment: 14. 05. 1993
282008	Vesna Vanica	Prinčič	Ulica IX. korpusa 44	6330	Piran - Pirano	ENGLISH, Date of appointment: 16. 11. 1993 ITALIAN, Date of appointment: 16. 11. 1993

EVIZ ID	Name	Surname	Address	Post no.	Town	Language and appointment
282012	Nada	Prodan	Ulica Avgusta Černigoja 16	6210	Sežana	ITALIAN, Date of appointment: 10. 07. 2014 FRENCH, Date of appointment: 20. 11. 2014
282018	Bernard	Protner	Majcigerjeva ulica 35	2000	Maribor	GERMAN, Date of appointment: 04. 04. 1989
282054	Veronika	Pušnik	Zgornje Gameljne 132	1211	Ljubljana - Šmartno	ENGLISH, Date of appointment: 02. 06. 1997
282062	Ina	Radončič Županič	Nade Ovčakovе ulica 44	1000	Ljubljana	CZECH, Date of appointment: 27. 10. 1993
282076	Zorka	Rajić	Gradišče pri Materiji 34	6243	Obrov	GERMAN, Date of appointment: 14. 07. 1993 ENGLISH, Date of appointment: 06. 12. 1993
282098	Maja	Ranc	Pichler-Mandorff-Strasse 15, AT-9020 Čelovec / Klagenfurt, Avstrija		GERMAN, Date of appointment: 23. 05. 2011	GERMAN
282114	Aljoša	Ravnikar	Ulica Vide Šinkovčeve 2	4000	Kranj	ENGLISH, Date of appointment: 23. 03. 2010
282116	Mounzer	Rava	Falska cesta 13	2342	Ruše	ARABIC, Date of appointment: 06. 10. 1986
4163644	Iztok	Rebernak	Vinička vas 28	2230	Lenart v Slov. goricah	RUSSIAN, Date of appointment: 20. 05. 2024
282136	Karmen	Rebesco	Jadranska cesta 83	6280	Ankaran - Ancarano	ENGLISH, Date of appointment: 13. 05. 2003
282146	Tadej	Reissner	Viška cesta 69A	1000	Ljubljana	ENGLISH, Date of appointment: 12. 09. 2006
282178	Mojca	Retelj	Zupeča vas 15	8263	Cerknje ob Krki	GERMAN, Date of appointment: 21. 06. 1993
284338	Leon	Ribič	Gabrijelček 23	8296	Krmelj	GERMAN, Date of appointment: 25. 05. 2021
282198	Vesna	Rijavec	Golarjeva ulica 11	2000	Maribor	GERMAN, Date of appointment: 22. 06. 1993
282200	Irena	Rimc Voglar	Pot na Polščo 75	8270	Krško	GERMAN, Date of appointment: 23. 05. 2011
284086	Nikola	Risteski	Antoličičeva ulica 18	2000	Maribor	MACEDONIAN, Date of appointment: 19. 09. 2017
282204	Marjana	Ristovska	Spodnja Hajdina 12	2288	Hajdina	MACEDONIAN, Date of appointment: 12. 09. 2006
282206	Metka	Ritonja	Gorška ulica 1B	2000	Maribor	GERMAN, Date of appointment: 13. 04. 1993
282208	Lydia	Rizner Tertinek	Sovretova ulica 8	1231	Ljubljana - Črnuče	GERMAN, Date of appointment: 11. 06. 2008
282242	Ana	Rostohar	Krška vas 88B	8262	Krška vas	ENGLISH, Date of appointment: 15. 05. 1982 SRBOCROATIAN, Date of appointment: 15. 05. 1982 CROATIAN, Date of appointment: 15. 05. 1982 SERBIAN, Date of appointment: 15. 05. 1982 BOSNIAN, Date of appointment: 14. 10. 2008
282258	Barbara	Rovan	Jamnikarjeva ulica 55	1000	Ljubljana	ENGLISH, Date of appointment: 10. 04. 2006
282268	Janka	Rozman	Kersnikova cesta 1	3320	Velenje	SLOVAK, Date of appointment: 25. 10. 1985 GERMAN, Date of appointment: 25. 10. 1985
284384	Bojana	Rozman	Kanižarica 24	8340	Črnomelj	ROMA, Date of appointment: 16. 09. 2022
282290	Anton	Rupnik	Glinškova ploščad 4	1000	Ljubljana	FRENCH, Date of appointment: 17. 11. 1970 GERMAN, Date of appointment: 17. 11. 1970 RUSSIAN, Date of appointment: 04. 12. 2002
282324	Mitja	Saje	Janežičeva cesta 3	1000	Ljubljana	CHINESE, Date of appointment: 12. 02. 1981
282330	Majed	Saleh	Brodarjev trg 1	1000	Ljubljana	ARABIC, Date of appointment: 17. 06. 2009
282344	Jelka Helena	Samec	Na Šancah 114	2390	Ravne na Koroškem	GERMAN, Date of appointment: 25. 04. 2001
282346	Gorazd	Sancin	Cankarjeva ulica 24	2000	Maribor	CROATIAN, Date of appointment: 23. 05. 1991 SERBIAN, Date of appointment: 23. 05. 1991
282348	Anida	Sarajlić	Slovenska cesta 51	1000	Ljubljana	SERBIAN, Date of appointment: 25. 03. 2009 CROATIAN, Date of appointment: 30. 03. 2009 BOSNIAN, Date of appointment: 27. 05. 2009 MONTENEGRIN, Date of appointment: 03. 06. 2023
4548700	Adnan	Sarajlić	Pipanova pot 6 c	1000	Ljubljana	SERBIAN, Date of appointment: 08. 01. 2025

EVIZ ID	Name	Surname	Address	Post no.	Town	Language and appointment
282354	Alenka	Sarler	Roška cesta 3	1000	Ljubljana	BOSNIAN, Date of appointment: 31. 01. 2025
282364	Laura	Schmidt Rakovič	Stara cesta 95	2311	Hoče	GERMAN, Date of appointment: 29. 06. 1994
283434	Marjeta	Sekirnik	Bohoričeva ulica 5B	1000	Ljubljana	HUNGARIAN, Date of appointment: 03. 02. 1994
282384	Breda	Seničar Leljak	V zatišju 12	2354	Bresternica	CROATIAN, Date of appointment: 13. 12. 2010
282400	Leon	Seničar	Ul. herojev Mašere in Spasiča 8	2000	Maribor	GERMAN, Date of appointment: 22. 06. 1993
282412	Biserka	Sevišek	Ljubljanska cesta 64	3000	Celje	GERMAN, Date of appointment: 25. 04. 2001
282416	Manca	Sevišek Majeršič	Prešernova cesta 7	1000	Ljubljana	CROATIAN, Date of appointment: 20. 01. 2009
282420	Ganimet	Shala	Zakotnikova ulica 9	1000	Ljubljana	ALBANIAN, Date of appointment: 11. 06. 2008
282422	Xhavit	Shaqirri	Besnica 62	1000	Ljubljana	ALBANIAN, Date of appointment: 02. 11. 2010
282426	Chikako	Shigemori Bučar	Podlumbarskega ulica 46	1000	Ljubljana	ALBANIAN, Date of appointment: 09. 05. 1995
282434	Kristina	Šimčič	Calle Sevilla 13, Córdoba, ES 14940 Cabra			JAPANESE, Date of appointment: 05. 07. 2000
282436	Zdenka	Šimčič	Fabianičeva ulica 27	1000	Ljubljana	SPANISH, Date of appointment: 28. 05. 2012
282448	Jadranka	Šimončič	Hrib pri Hinjah 18	8362	Hinje	ENGLISH, Date of appointment: 18. 04. 2013
282450	Lucija Ana	Šimončič	Jurčkova cesta 203	1000	Ljubljana	RUSSIAN, Date of appointment: 18. 02. 1997
284082	Monika	Sirk				GERMAN, Date of appointment: 20. 01. 2009
284444	Andreja	Skarlovnik Zihrl	Drenov Grič 171B	1360	Vrhnika	ITALIAN, Date of appointment: 19. 09. 2017
282464	Remzo	Skenderović	Ulica bratov Učakar 84	1000	Ljubljana	MACEDONIAN, Date of appointment: 11. 02. 1976
282486	Blaž	Slana	Bolehnečiči 4B	9244	Sveti Jurij ob Ščavnici	CROATIAN, Date of appointment: 11. 02. 1976
284460	Doris	Sodja				SERBIAN, Date of appointment: 11. 02. 1976
282544	Jože	Sojer	Litijska cesta 74	1000	Ljubljana	BOSNIAN, Date of appointment: 14. 10. 2008
284418	Marjeta	Sotnikova Štravs	Ulica Janeza Rožiča 27	1211	Ljubljana - Šmartno	GERMAN, Date of appointment: 12. 09. 2011
282560	Petja	Sovilj	Rožna dolina, cesta IX 43	1000	Ljubljana	ENGLISH, Date of appointment: 06. 02. 2024
282562	Simona	Sovinc	Vogljanska cesta 8	1217	Vodice	ENGLISH, Date of appointment: 06. 12. 1993
282572	Darja	Srakar Tomanič	Stare Črnuče 2B	1231	Ljubljana - Črnuče	RUSSIAN, Date of appointment: 14. 04. 2023
282584	Suzana Mary	Stančič	Ljubljanska cesta 4A	1241	Kamnik	UKRAINIAN, Date of appointment: 25. 09. 2024
282594	Polona	Starc	Gradišče pri Vojniku 15	3212	Vojnik	ENGLISH, Date of appointment: 01. 01. 1976
4109506	Tamara	Starč Petrović	Goričica pri Ihanu 19 b	1230	Domžale	ENGLISH, Date of appointment: 26. 06. 1990
284084	Bogdana	Štefanova Žepič	Podlubnik 156	4220	Vojnik	SERBIAN, Date of appointment: 07. 11. 2001
284260	Tina	Steinman Vrabič		1000	Škofja Loka	SERBIAN, Date of appointment: 12. 04. 2024
282620	Liudmila	Stoianova	Križna cesta 16	2311	Hoče	BULGARIAN, Date of appointment: 19. 09. 2017
284356	Cristina	Stoianova	Valvasorjeva ulica 10	2000	Maribor	GERMAN, Date of appointment: 23. 01. 2020
282642	Gregor	Strehovec	Reboljeva ulica 15	1000	Ljubljana	ENGLISH, Date of appointment: 09. 07. 2021
284354	Cristina	Stres	Cesta 15. septembra 1	5000	Nova Gorica	ROMANIAN, Date of appointment: 26. 11. 2021
282660	Liliane	Strmčnik	Bevkova ulica 45	6280	Ankarano - Ancarano	ROMANIAN, Date of appointment: 13. 03. 2008
282670	Vera	Strnišek	Koroška cesta 95	2000	Maribor	FRENCH, Date of appointment: 12. 04. 1990
282676	Anja	Strojnik Štampar	Kumrovška ulica 9	1000	Ljubljana	CZECH, Date of appointment: 07. 10. 1992
282680	Tomislav	Sunarić	Ob Savinji 65	3313	Polzela	ENGLISH, Date of appointment: 21. 05. 2007
						SRBOCROATIAN, Date of appointment: 23. 02. 1983

EVIZ ID	Name	Surname	Address	Post no.	Town	Language and appointment
284210	Andrej	Svetličič	Bratovščeva ploščad 25	1000	Ljubljana	FRENCH, Date of appointment: 09. 01. 2019
282692	Peter	Szabo	Stara Gora 21	5000	Nova Gorica	ENGLISH, Date of appointment: 25. 04. 2001 ITALIAN, Date of appointment: 02. 11. 2010
282706	Igor	Šaranovič	Herbersteinova ulica 14	1000	Ljubljana	SERBIAN, Date of appointment: 12. 09. 2006
282722	Lidija	Šega	Jakčeva ulica 43	1000	Ljubljana	ENGLISH, Date of appointment: 18. 06. 1969 GERMAN, Date of appointment: 18. 06. 1969
282724	Nataša	Šegula	Cunkovci 3	2272	Gorišnica	GERMAN, Date of appointment: 25. 03. 2009
282734	Rosvita	Šengeljaja	Rusjanov trg 8	1000	Ljubljana	GERMAN, Date of appointment: 13. 05. 2003
282748	Dragan	Šibanc	Kratka pot 6	1000	Ljubljana	MACEDONIAN, Date of appointment: 23. 01. 2009
282768	Jindrich	Šima	Neubergerjeva ulica 25	1000	Ljubljana	CZECH, Date of appointment: 21. 04. 1990
282774	Aleksander	Šimon	Andričeva ulica 21	1000	Ljubljana	HUNGARIAN, Date of appointment: 13. 12. 2005
279746	Katja	Šketa Javornik	Ulica Marobovih 1	2000	Maribor	GERMAN, Date of appointment: 03. 05. 2005
282814	Aida	Škoro Babić	Kunaverjeva ulica 14	1000	Ljubljana	BOSNIAN, Date of appointment: 20. 01. 2009
282820	Eva	Škrinjar	Zrkovska cesta 50C	2000	Maribor	GERMAN, Date of appointment: 23. 03. 2010
282824	Davorin	Škrinjarič	Lovska ulica 12B	3250	Rogaška Slatina	CROATIAN, Date of appointment: 29. 09. 1995
282836	Sonja	Škvarč	Lavričeva cesta 39	5270	Ajdovščina	ENGLISH, Date of appointment: 25. 10. 1990
282862	Jože	Šomen	Kocjančičeva ulica 36	6280	Ankarano - Ancarano	ITALIAN, Date of appointment: 29. 03. 1991 SRBOCROATIAN, Date of appointment: 22. 11. 1991 SERBIAN, Date of appointment: 17. 01. 1994 CROATIAN, Date of appointment: 17. 01. 1994
282868	Mojca	Šoštarko	Jakčeva ulica 13	1000	Ljubljana	ENGLISH, Date of appointment: 12. 04. 1990
282888	Eva	Šprager	Kurirska pot 7	4281	Mojstrana	BULGARIAN, Date of appointment: 04. 12. 2002
282892	Zdenka	Šraj	Ulica Mihe Židanška 9	2341	Limbuš	GERMAN, Date of appointment: 23. 06. 1994
282906	Jelka	Štemberger	Gestrinova ulica 1	1000	Ljubljana	ENGLISH, Date of appointment: 11. 03. 1976 FRENCH, Date of appointment: 11. 03. 1976 GERMAN, Date of appointment: 12. 05. 1992 ITALIAN, Date of appointment: 23. 04. 1985
282932	Marharyta	Štoviček	Dobrava 36	6320	Portorož - Portorose	RUSSIAN, Date of appointment: 18. 04. 2013
284234	Laura	Teodorovič Oliveira	Koleševa ulica 13	1000	Ljubljana	CHINESE, Date of appointment: 18. 06. 2019
283052	Branka	Terzić	Erbežnščica ulica 31	1000	Ljubljana	SERBIAN, Date of appointment: 07. 03. 2011
284130	Mihailo	Terzić	Masarykova cesta 10	1000	Ljubljana	SERBIAN, Date of appointment: 20. 03. 2018
283062	Mirko Silvo	Tischler	Plašišče / Plaschischen 46, AT 9074 Hodisše / Keutschach			GERMAN, Date of appointment: 07. 11. 1990
283960	Maja	Tomašević	Srebrniceva ulica 8	6000	Koper - Capodistria	SERBIAN, Date of appointment: 25. 05. 2015
284316	Dejan	Tomšč	Kozarska cesta 21	1000	Ljubljana	FRENCH, Date of appointment: 08. 03. 2021
283142	Ivana	Trajković	Kregarjeva ulica 49	8250	Brežice	CROATIAN, Date of appointment: 03. 05. 2005 SERBIAN, Date of appointment: 03. 05. 2005
283144	Angelina	Trajkovski	Rožna dolina, cesta VIII 28	1000	Ljubljana	RUSSIAN, Date of appointment: 02. 06. 1997
283168	Tamara	Trebec	Škoflj 17	6217	Vremski Britof	ITALIAN, Date of appointment: 18. 09. 2013
283916	Žiga	Tršar	Vurnikova ulica 9	1000	Ljubljana	CHINESE, Date of appointment: 20. 11. 2014
283186	Pavlina	Tsigarida	Kamnik pod Krimom 152	1352	Presečje	GREEK, Date of appointment: 12. 09. 2006
283188	Vasilija	Tsigaridas	Gradnikova ulica 3	4000	Kranj	GREEK, Date of appointment: 11. 11. 1995
284364	Nataša	Turk				FRENCH, Date of appointment: 02. 03. 2022
283240	Andrej Jan	Urank	Cankarjeva cesta 16	1000	Ljubljana	GERMAN, Date of appointment: 13. 03. 2008
283246	Jožef	Urbanič	Slovenski trg 7	2352	Selnica ob Dravi	GERMAN, Date of appointment: 27. 01. 1995
4164004	Primož	Urh	Stara Fužina 134	4265	Bohinjsko jezero	RUSSIAN, Date of appointment: 20. 05. 2024

EVIZ ID	Name	Surname	Address	Post no.	Town	Language and appointment
279462	Deana	Urih	Slomškova ulica 4	2250	Ptuj	CROATIAN, Date of appointment: 17. 06. 2009 SERBIAN, Date of appointment: 25. 05. 2015
283256	Jasna	Ursič	Srednje Bitnje 5C	4209	Zabnica	ENGLISH, Date of appointment: 10. 07. 2014
283276	Jan	Valena	Majde Šilčeve ulica 5	1000	Ljubljana	GERMAN, Date of appointment: 23. 05. 2011
4549522	Tünde - Gabriella	Vanger	Vrtnarija 1 d	1360	Vrhnika	ROMANIAN, Date of appointment: 08. 01. 2025
283292	Luigi	Varanelli	Strossmayerjeva ulica 8	1000	Ljubljana	ITALIAN, Date of appointment: 25. 04. 2001
283298	Eva	Varl Jerala				GERMAN, Date of appointment: 25. 05. 2010
283312	Jana	Veber	Trinkova ulica 70	1000	Ljubljana	GERMAN, Date of appointment: 25. 11. 2009
283314	Andrej	Veble	Prežihova ulica 21	2000	Maribor	GERMAN, Date of appointment: 25. 04. 2001
283326	Patricija	Vejnović	Osredek pri Trški Gori 6C	8270	Krško	GERMAN, Date of appointment: 25. 03. 2009
283328	Danica	Veleska Miljavec	Ulica bratov Hvalič 80	5000	Nova Gorica	SERBIAN, Date of appointment: 11. 03. 1996 MACEDONIAN, Date of appointment: 15. 01. 1999
283332	Aleš	Velkaverh	Fizine 1	6320	Portorož - Pörtorose	ENGLISH, Date of appointment: 17. 06. 2009
283334	Gregor	Velkaverh	Zgornje Škofije 3G	6281	Škofije	ENGLISH, Date of appointment: 26. 12. 1977 CROATIAN, Date of appointment: 19. 01. 1994
283370	Igor	Vertuš	Ulica Milana Majcna 3	8000	Novo mesto	CROATIAN, Date of appointment: 11. 06. 2008
283422	Marinka	Vimpolšek	Zagrebška cesta 28	8250	Brežice	GERMAN, Date of appointment: 03. 03. 2004
283424	Valter	Vindis	Sardinje 33	2274	Velika Nedelja	CROATIAN, Date of appointment: 14. 05. 1996
283432	Maja	Vitežnik	Ulica Gradnikove brigade 27	5000	Nova Gorica	ENGLISH, Date of appointment: 05. 07. 2000
283438	Vanja	Vitošević	Kvedrova cesta 8	6000	Koper - Capodistria	ITALIAN, Date of appointment: 31. 03. 1978 SRBOCROATIAN, Date of appointment: 31. 03. 1978 SERBIAN, Date of appointment: 16. 01. 1994 CROATIAN, Date of appointment: 16. 01. 1994
283442	Miroslava	Vizjak	Ješovec pri Šmarju 1A	3240	Šmarje pri Jelšah	ENGLISH, Date of appointment: 16. 12. 1997 GERMAN, Date of appointment: 16. 06. 1998
283452	Tadej	Vodičar	Marinovševa cesta 3	1000	Ljubljana	GERMAN, Date of appointment: 23. 05. 2011
283466	David	Vogrinec	Subadole 37G	1218	Komenda	GERMAN, Date of appointment: 20. 09. 2010
283476	Kristina	Vorbach	Ulica Koroškega bataljona 5	1231	Ljubljana - Črnivec	GERMAN, Date of appointment: 18. 04. 2013
283478	Katarina	Vošinek Ulčnik	Škrbina 5	6223	Komen	ITALIAN, Date of appointment: 06. 02. 1992
283504	Gordana	Vran	Goričane 8D	1215	Medvode	CROATIAN, Date of appointment: 18. 02. 1997 BOSNIAN, Date of appointment: 14. 10. 2008
283510	Marija	Vražič Tisaj	Senožeti 94A	1262	Dol pri Ljubljani	CROATIAN, Date of appointment: 15. 01. 1999 RUSSIAN, Date of appointment: 25. 05. 1994 SERBIAN, Date of appointment: 12. 09. 2006
284054	Helena	Vreča	Šalek 99	3320	Velenje	ENGLISH, Date of appointment: 21. 02. 2017
283526	Irena	Vrečko Toplak	Zlatek 53	1000	Ljubljana	GERMAN, Date of appointment: 19. 01. 1994
283528	Vanda	Vremščak Richter	Gerbičeva ulica 11	1000	Ljubljana	GERMAN, Date of appointment: 12. 10. 1983
283542	Ksenija	Vuk Kostanjevec	Zabovci 84A	2281	Markovci	CROATIAN, Date of appointment: 13. 11. 2013
283546	Marija	Vukašinović Mikuž	Razlagova ulica 1	2000	Maribor	SERBIAN, Date of appointment: 20. 07. 1992 GERMAN, Date of appointment: 20. 07. 1992 CROATIAN, Date of appointment: 16. 09. 1992
4257195	Bogdan	Vukosavljević	Prušnikova ulica 59	1000	LJUBLJANA	SERBIAN, Date of appointment: 17. 07. 2024
283560	Bojana	Weiss Hatić	Puša 30	2344	Lovrenc na Pohorju	GERMAN, Date of appointment: 23. 02. 1979 CROATIAN, Date of appointment: 16. 01. 1994 SERBIAN, Date of appointment: 16. 01. 1994

EVIZ ID	Name	Surname	Address	Post no.	Town	Language and appointment
283584	Katja	Zadnik				ITALIAN, Date of appointment: 16. 01. 2012
283600	Magdalena	Zagode Babič	Ziherlova ulica 8	1000	Ljubljana	ENGLISH, Date of appointment: 14. 01. 1993 GERMAN, Date of appointment: 13. 11. 1992
4164148	Elena	Zakharchuk	Radmožanci 89	9223	Dobrovnik - Dobronak	RUSSIAN, Date of appointment: 20. 05. 2024
283660	Aslan	Zečir	Kmečka ulica 53	9231	Beltinci	ALBANIAN, Date of appointment: 14. 05. 1996
283666	Daniel	Zelenik	Šolska pot 11	2312	Orechova vas	GERMAN, Date of appointment: 25. 03. 2009
283712	Ivana	Zorman Žižak	Polančičeva ulica 12	2000	Maribor	CROATIAN, Date of appointment: 02. 11. 2010
283714	Pero	Zovko	Pot pomorščakov 5	6320	Portorož - Portorose	CROATIAN, Date of appointment: 17. 01. 1995 SERBIAN, Date of appointment: 17. 01. 1995 BOSNIAN, Date of appointment: 14. 10. 2008
283746	Igor	Zupančič	Gospodovska cesta 36	2000	Maribor	GERMAN, Date of appointment: 19. 12. 2001
284442	Helena	Zver	Trimlini 59C	9220		HUNGARIAN, Date of appointment: 22. 06. 2023
283786	Irena	Žakej Cerovšek	Cesta Staneta Žagarja 30A	4000	Kranj	ENGLISH, Date of appointment: 05. 07. 2000 GERMAN, Date of appointment: 17. 02. 2003
284428	Marko	Železnik	Ob Borovniščici 27	1353	BOROVNICA	ENGLISH, Date of appointment: 14. 04. 2023
4231858	Maša	Žura	Ulica Slavka Gruma 58	8000	NOVO MESTO	CROATIAN, Date of appointment: 01. 07. 2024 BOSNIAN, Date of appointment: 30. 01. 2025
283906	Milena	Žuran	K Mitreju 3	2250	Ptuj	ENGLISH, Date of appointment: 05. 07. 2000
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MULTILINGUAL COMMUNICATION AND COURT INTERPRETING IN SLOVENIA: CHALLENGES AND PERSPECTIVES

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This book focuses on court interpreting, an interesting and upgrowing area of research in translation studies as a relatively young interdisciplinary science. Court intepreting is compulsory in asylum proceedings, police interrogations, court hearings, and healthcare when foreign citizens are involved who do not speak or understand Slovenian as the official language. This increased interest stems from the fact that recently many countries which previously had limited experience with foreign citizens are now facing increasing economic migration, which poses certain challenges and requires appropriate language policies and additional training for court interpreters. Court interpreters are experts and specialists in multilingual mediation who act as intermediaries between the court as a state institution and foreign citizens who are unfamiliar with legal and regulatory procedures and do not understand or speak the language of the judiciary, which is in our case Slovenian. This interdisciplinary book seeks ways and means to improve cooperation between court interpreters and legal experts. The discussion focuses on the establishment and development of intercultural legal interpreting clinics, which enable training and education of future interpreters and lawyers, and the results of research in the light of the international TRANSLaw project.

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VEČJEZIČNA KOMUNIKACIJA IN SODNO TOLMAČENJE V SLOVENIJI: IZZIVI IN POGLEDI

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Ključne besede:
sodno tolmačenje,
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medkulturna pravna klinika,
mednarodno kazensko
pravo,
sodelovanje med pravnimi
strokovnjaki in sodnimi
tolmači,
Konvencija o varstvu
človekovih pravic,
Direktiva 2010/64/EU,
pravica do uporabe svojega
jezika

Pričujoča monografija se posveča področju sodnega tolmačenja, ki postaja zanimivo raziskovalno področje prevodoslovja kot mlade interdisciplinarne znanstvene vede, saj je neizogibno pri azilnem postopku, policijskih zaslišanjih, narokih na sodiščih in na področju zdravstvene oskrbe, ko govorimo o tujih državljanih, ki ne govorijo in razumejo slovenščine kot uradnega jezika. Ta povečan interes je gotovo posledica dejstva, da se v zadnjih letih številne države, ki prej niso imele veliko izkušenj s tujimi državljenimi, soočajo z vedno številčnejšo ekonomsko migracijo, ki povzroča določene izzive in zahteva ustrezno jezikovno politiko ter dodatno izobraževanje za sodne tolmače. Sodni tolmači so strokovnjaki in izvedenci za večjezično posredovanje, ki nastopajo v vlogi sodišča kot državne institucije in tujega državljan, ki ne pozna pravnih in zakonskih predpisov ter ne razume in ne govoriti jezika sodstva, v našem primeru slovenščine. Gre za interdisciplinarno zasnovano monografijo, ki išče poti in načine izboljšanja sodelovanja med sodnimi tolmači in pravnimi strokovnjaki. V ospredju razprave je vzpostavitev in razvoj medkulturnih pravnotolmaških klinik, ki omogočajo usposabljanje in izobraževanje bodočih tolmačev in pravnikov ter izsledki raziskav v luči mednarodnega projekta TRANSLaw.



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