


# Introduction: Non-Professional Interpreters and Translators in Public Services. Training, Competences and Needs

Carmen Valero-Garcés  
Universidad de Alcalá  

The migrant population continues to grow globally, and part of this population brings unfamiliar languages and cultures that increase communication barriers. The term *Languages of Lesser Diffusion* (LLD) will be used to refer to languages spoken by migrants from regions with uncommon or underserved languages in host countries. These languages are characterised by very limited educational resources, little institutional representation, few or no professional translation or interpreting services, and, in many cases, a small number of speakers in the host country (Vitalaru & Arévalo 2025: 223). Therefore, LLD is defined not only in terms of the number of global speakers, but, more importantly, in terms of its limited dissemination within public services, training, and translation and interpreting in migration contexts.

A significant body of empirical research focuses on three main aspects related to LLD: the challenges posed by the increasing migrant population with LLD (Foulquié & Sánchez-Pedreño 2019, Jiménez-Andrés 2020, Vitalaru 2024); analyses of the quality of communication between the main recipients of migrants (administrations and NGOs) and their users (Tesseur 2018, Policastro & Merino 2023, Vigier & Relinque 2023); and advances in the use of technology with migrant populations (Ricart Vayá & Jordán Enamorado 2022, Rico 2023, Stengers et al. 2024), among others.

The analysis of these studies indicates that institutions still rely on strategies used at the beginning of the 21st century: the use of family members, friends, bilingual volunteers, and non-professional interpreters and translators (NPITs) familiar with LLD; the use of a lingua franca; and some advances in technology. This also reveals a lack of resources, a lack of training available for NPITs—especially in LLD—along with insufficient training for administrative and NGO staff, and the absence of language policies capable of narrowing the gap between theory and practice. All of this points to a pressing need to reassess the importance of linguistic communication and the role of intermediaries in LLD contexts.

Contrary to expectations, globalisation has not been accompanied by the adoption of a single language. NPITs must act in a wide variety of settings and provide different solutions to the diverse situations they encounter. Such variety raises questions concerning the ethics of translation in public services, the acceptance of different forms of professionalism, the importance of culture, and the attitudes of society and its institutions. Studies comparing the roles performed by professional translators and interpreters (Tr&In) and NPITs suggest that, beyond ethical differences (active versus impartial), other factors contribute to the emergence of this NPIT profile. These include distorted definitions of interpreters' competences and performance, conceptual confusion in the literature, and mismatched expectations among users of language services (Pokorn et al. 2020).

This brings us back to the ongoing debate on communication in environments where LLD are involved and the need to redefine the roles of the various communication agents. Expanding its limits, translation and interpreting are not merely the work of “walking dictionaries”; often, in certain settings and under specific conditions, interpreters and translators also act as cultural mediators who must participate actively in the communication process, producing oral or written texts in which forms and words are adapted to foster understanding across cultures. Similarly, NPITs are frequently required to perform interpreting and translation tasks.

There is a recognised need for qualified professionals who are properly trained to avoid pitfalls and potential communicative breakdowns (Floros et al. 2023). However, the diversity of situations and multilingual communicative needs often makes this impossible. In urgent situations, communicative needs may be too urgent or too trivial to call a professional, or a professional may be unaffordable or unavailable for rare language combinations. Consequently, people attempt to bridge communicative gaps daily, despite lacking

formal training, despite the presence of professionals, and sometimes precisely because professionals are unavailable. I agree with Floros (2023: 4) that, in certain circumstances, individuals attempt such mediation with whatever resources they possess—even if this is limited to necessity, the desire to survive, basic knowledge of a foreign language, or the use of technology (subtitling, website localisation, machine translation, ChatGPT, etc.)—especially in contexts where the translation market is less organised and no training is available. Such situations risk producing clumsy translations due to an inability to render cultural references, to post-edit machine translation output, or due to a misguided attempt to save money. These are temporary solutions that bridge communicative gaps with only the most rudimentary means.

NPIT is not merely a form of language transfer, but a form of mediation. Such mediation, although ubiquitous—for example when children translate for migrant parents or friends in hospitals or schools—remains largely unseen and undervalued by professionals, society, and even NPITs themselves. As Floros et al. (2023) note, it is an “unstated” mediation: unsaid, assumed, and unquestioned regarding its motives, agents, or consequences. We rarely consider whether it should be accepted or rejected; we simply take it as the available option without reflecting on what alternatives could or should exist.

This “unstated” mediation conceals multiple ethical concerns. When translation and interpreting occur as unacknowledged forms of mediation, NPIT tends to be examined as the opposite of professional practice, often problematised. However, from an ethical perspective, it may also be considered complementary to professional mediation. Such reflections challenge the very concept of professionalism, given that NPIT emerges naturally, much like language itself. Key questions include whether there are boundaries to NPIT, whether certain cases should be avoided, who should perform it and under which circumstances, what professionals and researchers can learn from it, and what support is required when such mediation is necessary.

Exploring the ethical dimensions of NPIT could provide a framework for analysing its forms and effects for all parties involved. This framework may help conceptualise NPIT, its social role, and its impact on mediation and professional identity, as well as foster collaboration between academia and the industry, ultimately contributing to a broader understanding of professionalism in theory and practice. These issues have been central to the NPIT conferences, from the first in Bologna/Forlì in 2012 to NPIT6 in Cyprus. Their contributions highlight how PSIT—and NPIT—norms and research have been heavily influenced by a Western-centric community of practitioners and an individualistic, positivist philosophy. This has produced an emphasis on the detachment, neutrality, and invisibility of professional interpreters while often neglecting service users from culturally and linguistically diverse communities.

The recent emergence of artificial intelligence (AI) represents another major challenge within an already significant linguistic gap. As researchers have pointed out (Atari et al. 2023), data used in AI are predominantly from Western, educated, industrialised, rich and democratic (WEIRD) societies, ignoring cross-cultural diversity in both human and machine translation. This raises numerous scientific and ethical concerns. Bennett (2013) and Bowker (2023) describe this tendency to favour hegemonic languages—especially American English—over commercially less significant languages as “cultural epistemicide”.

The European Council of Languages (ECL), in its paper *AI for Translation and Interpreting: A Roadmap for Users and Policymakers*, highlights that LLM output in languages other than English may be negatively affected not only in terms of quality, but also because it is heavily influenced by linguistic structures and cultural patterns typical of English (Peeters et al. 2025: 14). Thus, AI leads us towards a “multilingual but monocultural” society (Walker Rettberg 2022), producing outputs in multiple languages while reproducing the cultural norms of dominant English. The ECL offers several recommendations relevant to NPIT: involving humanities and social science experts in AI development, strengthening human skills and AI literacy, regulating transparency and accountability, and supporting linguistic equity and training initiatives. Overall, the objective is to promote ethical, people-centred, and accessible AI for all communities.

The boundary between professionalism and non-professionalism is not clear-cut in real situations, especially during crises where NPITs working in LLD are frequently involved. In such contexts, both professionals and non-professionals may participate. Moreover, technology (AI, Google, etc.) increasingly functions as a mediator, challenging existing definitions of professionalism. Professionalism is relational and personal. As Yu & Bartindale (2025) observe, no single participant usually possesses the full set of required skills and knowledge. Additionally, when minority languages are involved, technologies can empower minority communities but may also marginalise them further. Examples from humanitarian emergencies demonstrate that researchers and trainers increasingly accept diverse realities, engage more actively with the research process, and foster relationships with affected communities (O’Brien & Federici 2022).

Humanitarian action is often multilingual, and translation and interpreting can have life-saving implications. Professional interpreters and translators, cultural mediators, local NPITs, and multilingual staff from international, EU, or local organisations play a crucial role in ensuring effective communication. However, research (Valero-Garcés 2024) indicates that official institutions often align more with commercial process management, whereas NGOs align with humanitarian process management. These differing perspectives have consequences and demonstrate that declarations and regulations alone are insufficient when communication is critical in multilingual humanitarian crises.

This again calls for revisiting the roles of Tr&In to reinforce the idea that both are key actors in building fairer, more democratic societies grounded in cosmopolitan ethics (Cortina 2021). Voices from NGOs and international cooperation associations criticise governments’ lack of commitment to addressing communication challenges (Valero-Garcés & Kemp 2024). NPITs are often linked to NGOs, whose work is complex, unpredictable, and people-centred. As non-profit organisations, volunteer roles are flexible, and

professional and non-professional Tr&In members often support people rather than pursue financial gain—once again connecting us to the ongoing debate regarding communication in LLD contexts.

In line with the evolution towards more inclusive societies in a globalised world, the growing prominence of the so-called *third mission* of universities is noteworthy. Beyond research and teaching, universities now increasingly engage in activities addressing social welfare and public or private economic objectives. Evidence shows that industry-academia-society relations have intensified in the past two decades, partly due to financial constraints and partly due to the increasing role of universities in societal development (Pinheiro et al. 2015, Elena-Pérez 2017, Compagnucci & Spigarelli 2020).

The third mission encompasses activities aimed at transferring academic results into tangible benefits for local and regional communities and promoting entrepreneurship, innovation, social welfare, and human capital in a world increasingly shaped by mobility driven by climate change, conflict, demographic divergence, and inequality. As the World Bank (2023) notes, migration policy debates are often polarised, with public opinion frequently characterised by apprehension, despite evidence showing positive impacts on labour markets, business performance, and health outcomes.

To change public perceptions, communication professionals must be trained adequately, and NPITs must be provided with the resources necessary to professionalise their work as intermediaries between migrants and host societies. This requires new methodologies that bring universities closer to society, focusing on people whose access is restricted by linguistic or cultural barriers. The work of international NGOs (e.g., CLEAR Global/Translators Without Borders, Red Cross, Amnesty International) exemplifies the importance of language specialists work with assisting humanitarian staff and communicating with crisis-affected populations, often speakers of LLD. Their experience underscores the need for language-aware humanitarian programmes and for providing non-language specialist staff with communication-support resources (TWB 2020, Valero-Garcés & Kemp 2024).

Other training innovations include experiential pedagogies, horizontal methodologies, situated learning, cooperative learning, and communities of practice. Rodriguez (2025) illustrates the application of experiential pedagogy in PSIT training. Marianacci (2022), applying horizontal methodologies, demonstrates how such approaches—though sometimes challenging to implement in formal academic settings—facilitate the co-construction of knowledge among Latin American communities in New Zealand while challenging colonial research practices.

A similar approach has been adopted within the FEIMEM project (Valero-Garcés 2025), which promotes joint interventions by social agents, mediators, psychologists and educators working with migrants—mainly African migrant women who are speakers of LLD. The project aims to develop communication strategies for untrained bilinguals who aspire to receive professional training in translation and interpreting. These experiences have empowered and given visibility to highly skilled migrant women, positioning them as community role models and offering pathways into the labour market as interpreters and mediators. FEIMEM also enabled the University of Alcalá, as part of its third mission, to provide NPITs with a platform to share experiences, challenge stereotypes concerning NPIT speakers of LLD, and make visible their role as active communication agents essential for inclusion.

These methodological innovations—combining situated learning, communities of practice, participatory action research, and hybrid engagement models—provide replicable models for inclusive, context-sensitive PSIT research and highlight positive practices for integrating NPIT training. They foster understanding of the “other” without projecting one’s own framework of reference, cultivating empathy and facilitating communication across difference.

Lessons learned so far suggest that the most effective approach involves: (1) developing participatory strategies; (2) strengthening networks between academia and civil society; and (3) expanding collaboration among organisations, researchers, and practitioners working with LLD, including indigenous languages, recognising that language lies at the heart of identity and heritage (Translation Commons).

We cannot conclude without acknowledging the profound impact that technological developments and AI are having on society. As educators and researchers, we recognise that the training of future language professionals must include instruction on integrating AI into learning processes and professional workflows. At the same time, training must reinforce human agency, emphasising effective communication, high-level language proficiency, and idiomatic competence. Education must also foreground “soft skills” such as empathy, creativity, critical reading, and the ethical use of AI (Peeters et al. 2025: 18).

Current training programmes may not fully prepare interpreters to work effectively in certain contexts. Therefore, awareness of the specific requirements of these contexts is essential for designing adequate training. There is also an urgent need for training materials aimed at migrants with bilingual and bicultural competences in less widely spoken languages, to enable them to train as interpreters and translators for public services.

This Special Issue of *Estudios de Traducción* aims to contribute to this perspective on NPIT training. It offers one of the first academic collections dedicated to examining NPIT training and describes the current situation for volunteers and NPITs in EU countries—constant gateways of migration flows into Europe—where, despite formal training opportunities in major Western languages, no equivalent training exists for speakers of LLD who do not study translation and interpreting but urgently require practical instruction for tasks they already perform *de facto*.

To conclude, I would like to highlight three main lessons from research and practice so far:

1. PSIT must be highly contextualised and adaptable to local realities and needs;

2. Sustainable and effective PSIT systems require greater cooperation among institutions, NGOs, academia, and civil society; and
3. Emerging global challenges must be addressed, and PSIT training must be continuously adapted to meet societal needs.

This monograph, dedicated to *Training Non-Professional Interpreters and Translators in Public Services*, contains eighteen articles divided into three sections: (1) Training; (2) Competency profile of NPIT, (3) Resources and needs.

## Section 1: Training

**Carmen Pena Díaz**, in “Training non-professional interpreters and translators in public services: DIALOGOS,” presents the Erasmus+ DIALOGOS project and examines the crucial yet under recognized role of non-professional interpreters and translators (NPITs) in public services across Spain, Italy, and Greece, focusing particularly on languages of lesser diffusion (LLDs).

**Candelas Bayón Centinagoya** and **Andrea Sanz de la Rosa**, in “Training legal translators and interpreters: Creation and reception of didactic materials and resources to train non-professional translators and interpreters in languages of lesser diffusion”, following the Erasmus+ project DIALOGOS, focus on the description of the didactic methodologies adopted in the design of materials and PSIT training, with special emphasis on the legal field and its peculiarities, and as a further step to the inclusion of migrant population in the host society and the professionalisation of PSIT.

**Almudena Nevado Llopis**, **Ana Isabe Foulquí Rubio** and **Alina Pelea**, in “‘No professional interpreter at hand!’ Training healthcare professionals on how to work with child language brokers”, following a qualitative study conducted in Spain in 2023, examine how child language brokering (CLB) in healthcare settings impacts the lives of brokers and how they retrospectively view this impact as adults, and offer a some guidelines to help health professionals and patients engage with child brokers in ways that minimise risks for everyone involved.

**María Jiménez Castro** and **Irene Rivera Trigueros**, in “From training to practice: Evaluating the role and training of lesser diffusion languages interpreters and translators in health services from Granada”, explore the crucial role of LLD interpreters and mediators in overcoming linguistic and cultural barriers in healthcare for migrant populations in Granada, Spain through a qualitative case study based on the *Salud Entre Culturas* training program in preparing interpreters for interpreting, cultural mediation, and translation services.

**Leticia Fidalgo González** and **Goretti García Morales**, in “Intérpretes de lenguas africanas e intérpretes en formación en Canarias: el papel de las instituciones de educación superior en la adquisición de competencias específicas” (“African languages interpreters and trainee interpreters in the Canary Islands: the role of higher education institutions in the acquisition of specific competences”), taking as their starting point the significant gap between the languages taught in universities and those required in this context – especially the African languages of lesser diffusion – and the migratory reality of the Canary Islands, present a training initiative carried out at the University of Las Palmas de Gran Canaria, aimed at people with different qualifications who worked as translators and interpreters, mediators or healthcare professionals, either independently or in institutions. They also present the Educational Innovation Project “From the classroom to the neighbourhood for intercultural coexistence”, which seeks to develop skills in university students and migrants to interpret in public services. while promoting social integration.

**Ineke Crezee** in “Training interpreters of languages of lesser diffusion in an Englishmedium, nonlanguagespecific Interpreting classroom”, introduces the term Languages with Less Existing Specialist Terminology (LLESTs) to reflect the difficulty interpreters and translators working with certain languages have in identifying existing equivalent terms for specialist terminology and present an initiative by a New Zealand university in the academic year 2024, while discussing some of the challenges of non-language specific interpreter training together with some of the approaches, including the use of GoReact for interpreting practice, self-reflection and language-peer feedback.

**Gabriel Cabrera Méndez** and **Raquel Lázaro Gutiérrez**, in “El desafío de formar intérpretes telefónicos no profesionales: una propuesta de formación urgente desde la experiencia” (“The challenge of training non-professional telephone interpreters: an urgent training proposal based on experience”), examine the urgent training needs of telephone interpreters within public services in Spain, particularly focusing on untrained individuals from diverse sociocultural and linguistic backgrounds and highlighting the recruitment, screening, and urgent training methodologies developed by Dualia Teletraducciones, leveraging technological tools, artificial intelligence, and collaborative strategies.

## Section 2: Competency Profile for NPIT

**Cristina Alvaro Aranda** and **Raquel Lázaro Gutiérrez**, in “Solidaridad en Traducción e Interpretación en los Servicios Públicos: Análisis exploratorio del perfil del traductor/intérprete voluntario en ONG” (“Solidarity in public service interpreting and translation in public services: Exploratory analysis of the profile of volunteer translators/

interpreters in NGOs)", explore NGOs volunteers training background, their sociodemographic and professional profile, as well as the requirements set by NGOs and activities which these volunteers engage. Based on the data collected, the authors propose training pills collaboratively designed by universities and NGOs.

**Francisco J. Vigier-Moreno** and **Mariana Relinque Barranca**, in "Diseño de un perfil competencial rector de cursos intensivos para intérpretes no profesionales en el ámbito de la protección internacional", ("Design of a competency profile for intensive courses for non-professional interpreters in the field of international protection"), present a competency profile that includes the fundamental skills, abilities and knowledge required of an interpreter working in the field of international protection.

**Anastasios Ionnidis**, in "Public service interpreting in Greece: Professionalization challenges and candidate profiles for the National Interpreter Registry", presents a project developed by the Greek Ministry of Migration and Asylum, in collaboration with the Department of Foreign Language, Translation and Interpreting at the Ionian University to establish a national registry of accredited public service interpreters and explores the challenges of professionalization in this field, drawing on insights from two questionnaire-based surveys conducted as part of the project.

**Leticia Santamaría Ciordia**, in "A retrospective review of language brokers' coping and emotional responses", presents a study about child language brokering (CLB), and analyse a corpus of semi-structured interviews with child language brokers from different countries, which allows her to reflect on potential stressors that could ultimately help to predict children's emotional responses, coping skills and psychological adaptation to challenging settings.

**Carmen Valero-Garcés**, in "Cartografía preliminar de las lenguas de menor difusión y la Traducción e Interpretación en los Servicios Públicos (TISP) en la UE", ("Preliminary mapping of languages of lesser diffusion and Public Service Interpreting and Translation in the EU"), proposes a brief, non-exhaustive examination of the role of LLDs in the development of language policies and the significance of PSIT in some EU countries, according to a tentative classification in three groups: Nordic countries, Western European countries, and Eastern European countries. The study reveals divergent approaches across the EU in the treatment of LLD, based on the legal framework, available training, and professional recognition.

### Section 3: Resources and Needs

**Belén Llopis-Pérez** and **Carmen Merino Cabellos**, in "Puentes lingüísticos y culturales en el ámbito sanitario: análisis del papel de intérpretes profesionales en contextos de lenguas de menor difusión" ("Linguistic and cultural bridges in healthcare: analysis of the role of professional interpreters in contexts involving languages of lesser diffusion"), analyse the impact of linguistic and intercultural barriers on clinical communication as well as the quality of interaction between healthcare staff and non-Spanish-speaking patients with data based on a semi-structured survey addressed to healthcare interpreters.

**Bianca Vitalaru**, in "Recursos para traductores e intérpretes en los servicios públicos: organización y puesta en valor de su potencial", ("Resources for translators and interpreters in public services: organising and enhancing their potential"), illustrates the variety of resources available for both research and training purposes and emphasises the importance of raising awareness among professionals about the importance of documentation.

**Laura Monguilod Navarro** and **Sofía Antequera Manzano**, in "Portable glossaries: a to-go terminological tool for public service interpreters in training", present the methodology for the creation of open 'portable glossaries' that can be carried around during the interpreting job for native speakers that find themselves acting as *ad hoc* interpreters, as well as public services providers in need.

**Sabah El Herch Mounni**, in "Accesibilidad lingüística de la ciudadanía migrante arabófono a recursos informativos en el ámbito sanitario oncológico Andaluz" ("Linguistic accessibility of Arabic-speaking migrants to information resources in the field of oncology in Andalusia"), studies the management of multilingualism in healthcare settings for migrant populations, with a special emphasis on accessibility and analyses the healthcare needs of the Arabic-speaking migrant population in Andalusia, and in particular women's access to health information related to breast cancer.

**Federici Ceccoli**, in "Mapping the field: a systematic review of non-professional interpreting and translation in Italy", presents a systematic review of the current research literature on non-professional interpreting and translation (NPIT), highlighting the methodologies, contexts, and outcomes of practices across various public service sectors, including healthcare and education. The findings offer insights into the role of NPIT in Italy, highlighting its relevance for public policy and social inclusion strategies. By identifying gaps in current research and practice, this review aims to inform future studies and improve the efficacy of interpreting and translation services in public contexts, ultimately fostering better communication and equity for non-native speakers in society.

Finally, the articles that are part of this volume try in some way to respond to or approach the challenges of training Non-Professional Interpreters and Translators in Public Services and to show the great effort and tasks to be carried out in PSIT. The authors are responsible for the content of their contributions, i.e., for the accuracy of the data, proper use of bibliographical references, as well as for the legal rights for the publication of the material submitted.

## References

- Atari, Mohammad; Xue, Mona; Blasi, Damián E.; Henry, Joseph & Park, Peter S. (2023). Which humans? <https://dx.doi.org/10.31234/osf.io/5b26t>.
- Bennett, Karen (2013). English as a Lingua Franca in Academia: Combating Epistemicide through Translator Training. *The Interpreter and Translator Trainer*, 7(2), 169-193.
- Bowker, Lynne (2020). Translation technology and ethics. *The Routledge Handbook of Translation and Ethics* (pp. 262-278). Routledge.
- Compagnucci, Lorenzo & Spigarelli, Francesca (2020). The Third Mission of the university: A systematic literature review on potentials and constraints. *Technological Forecasting and Social Change*, 161, 120284.
- Cortina Adela (2021). *Ética cosmopolita. Una apuesta por la cordura en tiempos de pandemia*. Paidós.
- Elena Pérez, Susana; Arregui Pabollet, Eskarne & Marinelli, Elisabetta (2017). The role of universities in regional development through Smart Specialisation Strategies: Evidence from two Spanish regions (Catalonia and Navarre), *Enonomiaz*, 92, 2.º semester, 43-67.
- FEIMEM. Formación e Investigación con/para mujeres hablantes de LMD. <https://feimem.web.uah.es/>.
- FITISPos. Grupo de Formación e Investigación en Traducción e Interpretación en los Servicios Públicos. <https://fitisposgrupo.web.uah.es/>.
- Floros, Georgios; Kritsis, Konstantinos & Athanasiadi, Rafaella (Eds.) (2024). *'Unstated' mediation. On the ethical aspects of non-professional interpreting and translation*. GNOSIS, Institutional Repository of the University of Cyprus.
- Foulquié-Rubio, Ana Isabel & Sánchez-Pedreño Sánchez, Alba (2019). Impact of the crisis on translation and interpreting services of non-profit organizations in the region of Murcia. *Entre Culturas. Revista de Traducción y Comunicación Intercultural*, 10, 105-117.
- Jiménez-Andrés, María (2020), Linguistic accessibility in user care: a case study on five. *Magazin*, 28, 45-57. <https://dx.doi.org/10.12795/mAGAZin.2020.i28.0.4>
- Jimenez-Andrés, María (2020). Refugee access to information in online and offline environments: results from focus group discussions. *Fitispos International Journal*, 8(1), 79-95.
- Marianacci, Agustina (2022). Horizontal methodologies in community interpreting studies: Conducting research with Latin American service users in Aotearoa New Zealand. *Interpreting and Society: An Interdisciplinary Journal*, 2(2), 1-25. <https://doi.org/10.1177/27523810221110033>
- Molas-Gallart, Jordi (2005). Defining, measuring, and funding the Third Mission: A debate on the future of the university. *Coneixement i Societat*, 7, 6-27.
- O'Brien, Sharon & Federici, Federico M. (Eds.) 2022. *Translating Crises*. Bloomsbury.
- Peeters, Kris; Daems, Joke; Plieseis, Claudia; Rivas Ginel, María Isabel & Şahin, Mehmet (2025). *AI for Translation and Interpreting. A Roadmap for Users and Policy Makers*. Conseil Européen pour les Langues / European Language Council. <https://doi.org/10.5281/zenodo.17531283>.
- Pinheiro, Romulo; Langa, Patricio V. & Pausits, Attila (2015). One and two equals three? The third mission of higher education institutions. *European Journal of Higher Education*, 5(3), 233-249.
- Pokorn, Nike. K. & Mikolič Južnič, Tamara (2020). Community interpreters versus intercultural mediators: Is it really all about ethics? *Translation and Interpreting Studies*, 15(1), 80-107.
- PolICASTRO, Gisella & Merino Cabello, Carmen (2023). Interrogantes y respuestas sobre la ISP a nivel local en la ciudad de Córdoba. In Carmen Valero-Garcés (Ed.), *TISP (Translation and Interpreting in Public Services in Transition. PSIT in Transition)* (pp. 85-93). Universidad de Alcalá. <https://doi.org/10.37536/VISG5657>
- Ricart Vayá, Alicia & Jordán Enamorado, Miguel Ángel (2022). Machine translation and humanitarian crisis: analysis of the effectiveness of Google Translate in communication with Ukrainian refugees in Spain. *Tradumática Journal*, 20, 96-114.
- Rico Pérez, Celia (2023). *Tecnología de la traducción en el ámbito de las migraciones*. Peter Lang.
- Rodríguez, Stephanie A. (2025). *Public Service Interpreter Training: Evaluating the Experiential Learning Approach of the Lives in Translation Internship*. *International Journal of Language, Translation and Intercultural Communication*. [ejournals.epublishing.ekt.gr+1ejournals.epublishing.ekt.gr+1](http://ejournals.epublishing.ekt.gr+1ejournals.epublishing.ekt.gr+1)
- Stengers, Hélène; Lázaro Gutiérrez, Raquel & Kerremans, Koen (2024). Exploring the acceptance of supporting tools in public service interpreting: a questionnaire study. *Onomázein Journal of Linguistics Philology and Translation, (NEXIII)*, 102-128. <https://doi.org/10.7764/onomazein.ne13.06>.
- Tesseur, W. (2018). Researching in translation and interpreting in Non-Governmental Organisations. *Translation Spaces*, 7(1), 1-19. <https://doi.org/10.1075/ts.00001.tes>.
- Translators without Borders (2020). The language factor. Lessons for the 11th Ebola outbreak on adapting to the language needs of communities learned during the 10th Ebola epidemic in the Democratic Republic of Congo. <https://translatorswithoutborders.org/wp-content/uploads/2020/11/The-Language-Factor.pdf>
- Valero Garcés, Carmen (Ed.) (2025). *Estrategias para construir sociedades inclusivas: Universidad y mujeres migrantes*. Universidad de Alcalá. Open access. <https://ebuah.uah.es/dspace/handle/10017/65228>
- Valero-Garcés, Carmen & Kempt, Ellie (2024). Language awareness in Humanitarian responses. In Gary Massey, Maureen Ehrensberger-Dow & Erik Angelone (Eds.), *Handbook of the Language Industry, Contexts, Resources and Profiles* (pp. 431-448). De Gruyter Mouton.

- Valero-Garcés, Carmen (2024). Agents and collaboration in humanitarian interpreting/translation. In Christophe Declercq & Koen Kerremans (Coords), *The Routledge Handbook of Translation, Interpreting and Crisis* (pp. 278-289). Routledge.
- Vigier, Francisco J. & Relinque Barranca, Mariana (2023). Interlinguistic and intercultural mediation in the field of international protection in Andalusia: needs and solutions identified by the entities involved. In Carmen Valero-Garcés (Ed.), *TISP (Translation and Interpreting in Public Services in Transition/ PSIT in Transition)* (pp. 148-157). Universidad de Alcalá. <https://doi.org/10.37536/VISG5657>.
- Vitalaru Bianca (2024). Introduction: TISP and communication, collaboration and inclusion: current needs, challenges and proposals. *FITISPos International Journal*, 11(2), 1-11. <https://doi.org/10.37536/FITIS-Pos-IJ.2024.11.2.421>
- Vitalaru, Bianca & Álvaro Aranda, Cristina (2025). DIALOGOS y traducción e interpretación en los servicios públicos: Actuando para la transferencia de conocimiento a lenguas de menor difusión. In Elena Campo-Montalvo, Alejandra Celi-Maldonado & Virginia Díaz-Barcos (Coords.), *Universidad y Cooperación al Desarrollo: Nuevos escenarios y retos* (pp. 222-232). Universidad de Alcalá.
- Walker Rettberg, Jill (2022, December 6). ChatGPT is multilingual but monocultural, and it's learning your values. <https://jilltxt.net/right-now-chatgpt-is-multilingual-but-monocultural-but-its-learning-your-values/>
- Work Bank Org (2023). Global Migration in the 21st Century: Navigating the Impact of Climate Change, Conflict, and Demographic Shifts. <https://www.worldbank.org/en/news/feature/2023/12/11/global-migration-in-the-21st-century-navigating-the-impact-of-climate-change-conflict-and-demographic-shifts>
- Yu, Chuan & Bartindale, Tom (2025). Intercultural communication in collaborative translation: language, identity, and social inclusion in Hong Kong. *Language and Intercultural Communication*, 25(3), 396-411. <https://doi.org/10.1080/14708477.2025.2524693>