Crisis Translation

Lesson 5: Policies

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About the module

Lesson	Thematic Units	
1	Introduction to Crisis and Crisis Translation	Understanding crisis
2	Crisis Policies & Communication	Understanding stakeholders
3	Language and Translation as a means of communication in Crisis	Understanding language
4	Ethics in Crisis Translation	Project Management in Crisis
5	Greek Crisis Management and Policies	Controlled Language
6	Interpreting and Translation in Crisis	Training resources
7	Translators with or without resources in Crisis	Pre-editing for MT
8	Translation stages in Crisis – Preparedness	Post-editing for MT
9	Access to political and social resources	Translating for Immigration
10	The role of Social Media	Translating for Disability
11	Machine Translation Quality	Translating in Medical contexts
12	Speed and collaboration	Translating Guidelines
	Practical translation topics will be spread within various units	©2021 Patiniotaki

Crisis Scenario I – Translating Covid19 Vaccine info for immigrants

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Previous Task - Topic: Medical

- Task 3 – The scenario
  - In a refugee camp in Syros, members of Doctors Without Borders arrive to help with the vaccination of refugees. They are planning to stay for three days in order to complete the vaccination process. The camp hosts 2,000 refugees. 50% speak Arabic only, 20% speak Dari and English, 30% understand Greek at a basic level.
  - You are members of a translation volunteer community.
  - Many of the refugees refuse to be vaccinated because they were not warned about it and have received no information about the vaccines. The bulletin has not been made available to them. All the information they have is from oral interpreting services within the camp.
  - Your task is to organize a workflow and provide a useful translation of the whole bulletin within a day.

Previous Task - Topic: Medical

- Task 4 - Homework
  - Each member of your team will need to translate part of the bulletin in English.
  - Create a file with the source, the target and a short paragraph of what your role was and what the problems you encountered were.
  - Be ready to discuss the task in class next week.

T&I in Risk communication

Adapted from Minako O' Hagan (The University of Auckland)

and Federico Federici (University College London)

INTERACT
International Network
on Crisis Translation

@CrisisTrans

Remember! What are the Greek equivalents?

Terminology matters. Work in groups to find the best translation for each of the following terms:

Risk	επικινδυνότητα
Hazard	κίνδυνος
Disaster	καταστροφή
Crisis	κρίση
Prevention	πρόληψη
Protection	προστασία
Mitigation	μετριασμός
Response	ανταπόκριση
Recovery	ανάκαμψη, αποκατάσταση

Topic: Defining 'Policy'

- What is a policy?

- What is it intended to achieve?

- Relationship between policy and timely and accurate communication

Topic: Defining 'Policies'

- What are the policies in place for Greece when dealing with a situation like COVID-19?

- **What should a language policy for risk reduction include?**

- **Write a short essay (up to 200 words) and include links to the resources you collected.**

Policy documents

Risk communication and multilingualism

Topic: Policies and risk

- Emergency planning includes policies whose purpose is to enable better communication and reduce risk

- What is a policy? And how can it take into account issues of risk communication?

Topic: Defining 'Policy'

- What is a policy?

- What is it intended to achieve?

- Relationship between policy and timely and accurate communication
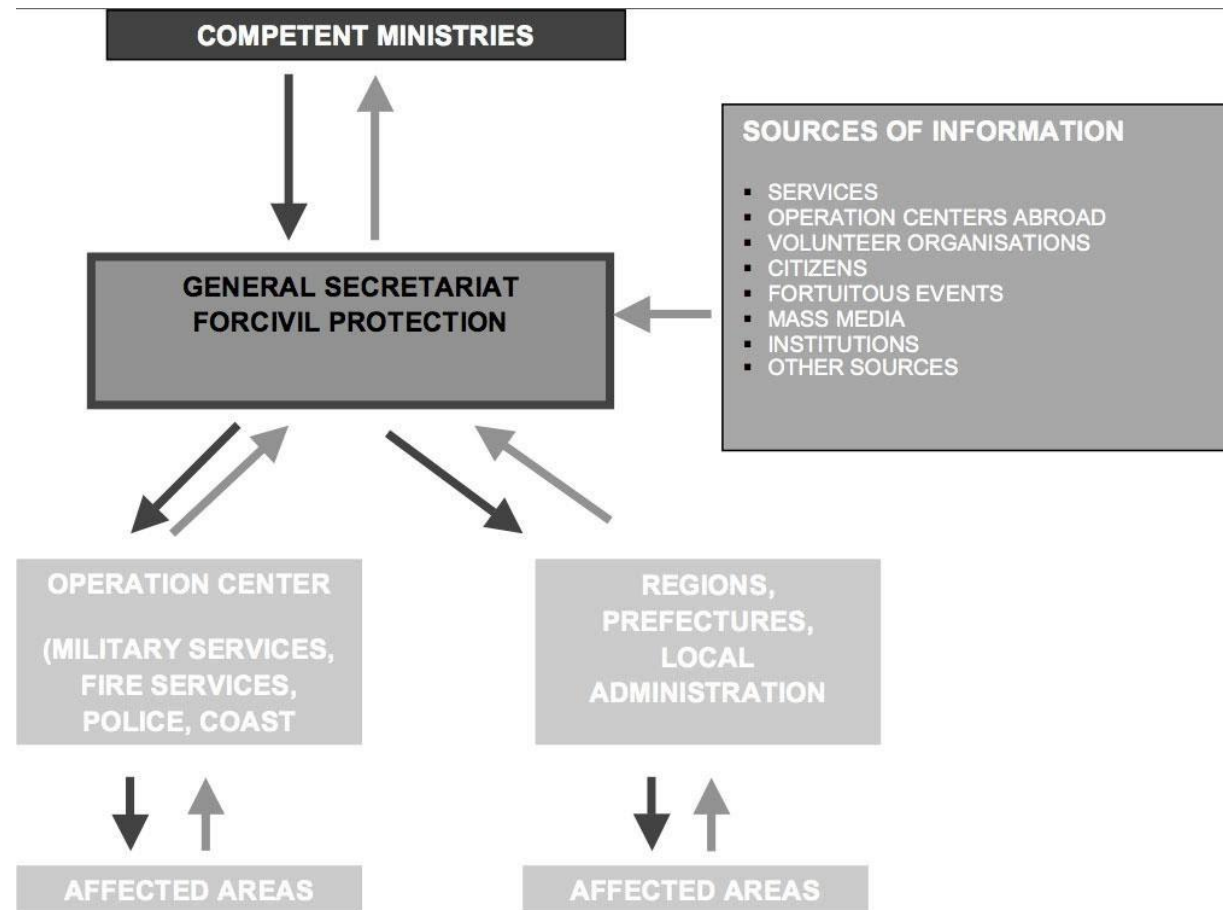
Topic: Defining 'Policies'

- Take 5 minutes to reflect on the following question and write your thoughts down on a page:

- **What should a language policy for risk reduction include?**

Policy design

Topic: Policy Design

- Task:
  - Divide into small groups: Design a language policy for Greece
  - In 10 minutes, brainstorm and record on a file:
    - Which topical areas should a language policy consider?
    - What type of crisis should a language policy refer to?
    - Who would you like to involve in writing the policy?
    - Who should you consult after the policy is completed?

The line of thought (Patiniotaki, 2021; in print)

Patiniotaki (2021, in print)
Organisational chart of Greek authorities (European Commission, n.d.: online)

The line of thought (Patiniotaki, 2021; in print)

- *Article 14, the European Convention for the Protection of Human Rights and Fundamental Freedoms (ECHR, 1950) establishes strict respect for rights and freedoms, regardless of discrimination based on sex, race, colour, language, religion, political or other opinion, national or social origin, participation in a national minority, property, birth or other status.*

- *Article 21, the Charter of Fundamental Rights of the European Union introduces a ban of "any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation", and "any discrimination on grounds of nationality within the scope of the Treaties and without prejudice to any special pro visions of theirs" (2000: C 364/13).*

The line of thought (Patiniotaki, 2021; in print)

- *Although the Universal Declaration of Human Rights was voted by Greece back in 1948, a National Action Plan on Human Rights was only released in 2014 and implemented in the 4488/2017 Law (FEK A 137/13-03-2017) in 2017*

- *According to the Plan, "detained third - country nationals are informed, shortly after their admission to an institution, in a language they understand, of the rules of living in it, as well as their rights and obligations", while sign language is mentioned in the list of access aids presented under the scope of Content production, enrichment and utilization system (General Secretariat of Transparency and Human Rights, 2014: 277).*

- *In fact, Greek Sign Language was recognised as a formal language of the Greek state, equal to Greek in 2017, yet it does not seem to be considered in the plan neither in its original format nor as a form of amendment.*

- ***Despite the implementation of the National Action Plan in various parts of Greek legislation, language access through interpreting for foreign populations in Greece is not specifically mentioned.***

What you have found for COVID19 & Greece

Education

Organisation for Economic Co-operation and Development (OECD)

European Centre for the Development of Vocational Training

UNHRC

Research/Academia

Organisation for Economic Co-operation and Development (OECD)

"Language Education and Greek Immigrants in Europe" (Christidis, 1997)

"Language Issues & Language Policies in Greece" (Dendrinos, 2007)

INTERACT

What you have found for COVID19 & Greece

State (from the inside and abroad)

National Public Health Organisation

US Embassy and Consulate in Greece

Ministry of Health, General Secretariat for Civil Protection

Language Resources

Komvos Edu

Translators

Panhellenic Association of Translators – Proposal

Translators Without Borders

What you have found for COVID19 & Greece

- Are these policies?
- What does a policy look like?
- What are its strong points?

This is a good example of Language Policy from NHS Scotland

https://www.nubsli.com/wp-content/uploads/2019/03/2018-National-Interpreting-and-Translation-policy-v7-0-JR-LR-19-Jan-003W.pdf

Based on http://www.healthscotland.com/documents/4591.aspx

So, what is a policy?

Policy *is a law, regulation, procedure, administrative action, incentive, or voluntary practice of governments and other institutions. Policy decisions are frequently reflected in resource allocations. Health can be influenced by policies in many different sectors. For example, transportation policies can encourage physical activity (pedestrian- and bicycle-friendly community design); policies in schools can improve nutritional content of school meals.*

(CDC, Office of the Associate Director for Policy and Strategy)

What is a policy maker?

'Policy maker' is a broad terms that covers all the people resposible for formulating or amending policy. [...] Policy makers tend to be approached by a large number of people hoping to influence their policies, from lobbyists and interest groups, to constitutents or academics. They are often time-poor, and tend to be generalists, but it is important not to underestimate their skills and experience, particularly when it comes to understanding complex issues and assimilating knowledge.

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What does policy making involve?

The policy process is often represented as a cycle. For example, the [Treasury Department's Green Book](#) uses the following stages to understand the policy making cycle:

- *Rationale - a rationale is developed*

- *Objectives - objectives are set*

- *Appraisal - options are appraised*

- *Monitoring - effects are monitored*

- *Evaluation - results are evaluated*

- *Feedback - evaluation results are fed back into the cycle*

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What does policy making involve?

- *However, the [Institute for Government](#) suggests that policy making in the real world tends to operate on a less rational, more opportunistic basis.*

- *Policy doesn't tend to take place in distinct stages as suggested above.*

- *Policy makers are influenced by a range of different factors that are not captured in this simple cycle, including budget restrictions, public opinion, political parties, values and ideology, mass media, interest groups, events, social and economic conditions, and even...research.*

- *The effects of policies are often indirect, diffuse, and take time to appear. Given the complexity of the problems government deals with, it may be unlikely that a policy will produce effects that are measurable and attributable.*

- *So, although it is simplistic to suggest that there are natural 'stages' at which researchers can input evidence into the policy making process, there are some natural entry points, and some useful tips and techniques when working with policy makers.*

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What is policy evaluation?

Policy Evaluation *is the systematic collection and analysis of information to make judgments about contexts, activities, characteristics, or outcomes of one or more domain(s) of the Policy Process. Evaluation may inform and improve policy development, adoption, implementation, and effectiveness, and builds the evidence base for policy interventions.*

(CDC, Office of the Associate Director for Policy and Strategy)

Useful Resources

- Legal policy: https://www.hellenicparliament.gr/Nomothetiko-Ergo/Anazitisi-Nomothetikou-Ergou?law_id=6f81fab1-8f70-478f-9ab6-ab4c00fa5d8a

VS

- Guides: https://www.civilprotection.gr/el/guidelines

An interesting case: XENOCRATES

https://www.civilprotection.gr/sites/default/gscp_uploads/media/ypapofasi12992003xenokrati_el_GR.pdf

Definitions:
https://www.civilprotection.gr/el/%CE%B3%CE%B5%CE%BD%CE%B9%CE%BA%CF%8C-%CF%83%CF%87%CE%AD%CE%B4%CE%B9%CE%BF-%CF%80%CE%BF%CE%BB%CE%B9%CF%84%CE%B9%CE%BA%CE%AE%CF%82-%CF%80%CF%81%CE%BF%CF%83%CF%84%CE%B1%CF%83%CE%AF%CE%B1%CF%82

You may also want to check…

[The General Secretariat for Information & Communication](https://infocrisis.gov.gr/)
https://infocrisis.gov.gr/

Priorities and values

Topic: Policy analysis

- Task: Emergency policy

- Divided into 4 groups, you will seek information about T&I provision in policies from different English-language contexts

- At the end of the search, you will report core information to the class

Topic: Policy analysis

- Task: Emergency policy

- Take 20 minutes to
  - Make notes on important actions to implement good communication
  - Make notes on how people should implement the policy
  - Make notes on language, culture, translation, interpreting references in the document

- Policy A: Birmingham, UK
- Policy B: Christchurch
- Policy C and D: Melbourne

Reporting 1

Time is up!

Topic: Policy analysis

- Task: Emergency policy simulating implementation issues

- Take 5 minutes WITHOUT YOUR NOTES
- Group 1 reports to Group 3 – about policy A
- Group 2 reports to Group 4 – about policy B

- Group 3 and Group 4 take notes

Reporting 2

Time is up!

Topic: Policy analysis

- Task: Emergency policy simulating implementation issues

- Take 3 minutes WITHOUT YOUR NOTES

- Group 3 reports to Group 2 – about policy A

- Group 4 reports to Group 1 – about policy B

Topic: Policy analysis

- Task: Class reporting
  - Group 2 reports to class about Policy A
  - Group 1 reports to class about Policy B

- Class discussion
  - What happens to communication in time-limited conditions?
  - What do you think the activity proved?

Homework a

Pick one of the crises offered during Asynchronous mode:

- The case of Yemen

- The case of Sicily

Look for information on how policies or their lack has affected each case. We will discuss this in class next week.

Homework b

Complete your project draft with your team.