

WP 10 July 2012

Translation RESTART Package

Partner Leading WP4: Associazione NET



Contents

<i>Chapter 1: Background to the Restart project and translation</i>	<i>3</i>
<i>Chapter 2: Quality assurance methodology</i>	<i>4</i>
<i>Chapter 3: Conclusions and recommendations</i>	<i>10</i>

Chapter 1: Background to the Restart project and translation

1.1 Introduction to Restart

The Restart Transfer of Innovation Project is delivered through the EU's Leonardo da Vinci Lifelong Learning Programme. The aim of the project is to transfer the Restart training programme, developed in Northern Ireland to Cyprus, Italy, Norway and Poland.

The Restart Programme offers vocational orientation for unemployed single parents, both mothers and fathers, by combining return to work preparation training with practical work experience, one to one coaching and confidence building. Restart has been designed to empower the lone parents who take part, raising their professional as well as personal competencies, and increase their opportunities in the labour market.

In order to achieve this aim, the translation of all project materials has a key role in the partnership in order to pilot the training course considering the situation and the elements of each country (that is part of the adaptation process too). The translation will influence the successful implementation of Restart programme, adapted for the situation in each country, that is why the quality assurance of it has a great importance in the framework and in the objectives of the project.

The translation with the necessary adaptations is intended to serve as the precise transposition of the original model in each Restart partner country language: Greek, Italian, Norwegian and Polish. The partner organisations contributed information about translators, proofreaders and reviewers (with CVs), methodology used to quality assure the translation and difficulties in the process.

Associazione NET has overseen the translation of all project materials and followed the contracts with translation companies where required. Partners have helped to identify translators and overseen the quality.

Chapter 2: Quality assurance methodology

2.1 Introduction

The starting point of this process was the recognition that the manner in which the project materials will be translated in each national language will play a key role in the piloting of the project, in the accreditation system and the dissemination. Therefore during this phase of the project it was fundamental to guarantee a quality assurance of the translation for each partner to have a reliable translation that could potentially influence the implementation process whilst at the same time identifying any factors that could influence this process in each national context.

The methodology used to compile this research report was to collect all the translated materials from the partners and merge this information into a collaborative report, underlining the quality assurance used by each partner and any difficulties met. It is important to note that all the partners have agreed to have three experts involved in the translations:

1. A professional translator : The translator needs to have significant experience in translating. As well as a good knowledge of the source language, the language into which he/she is translating, i.e. the target language, needs to be his/her mother tongue. He/she needs to have excellent grammar, spelling, punctuation consistency and style. In addition he/she needs to be familiar with all of the terminology used and to guarantee adherence to the reference material, in this instance, the Restart materials.
2. A proof reader: this is the person who checked all of the materials to ensure everything in the translated document matched the source document . spelling, terminology and meaning above all. Within Restart, it was particularly important that the empowering ethos of the training were maintained and that this was reflected in the translation.
3. A reviewer/trainer: the trainer needed to be familiar with the content of the Restart materials and the objectives of the training. This person should check that the translation is comprehensible, well expressed, adapted to the context and culture of the country and appropriate for the learners who will take part in Restart.

To ease this process Associazione NET and Gingerbread NI provided translation guidelines to the partners to have a set of common pattern to be followed by all the Partners (see annex at the end of this report). The guidelines were designed to ensure that the translated materials met the quality standards set by the project and that the final products of the project will be of as high a standard as possible.

We requested a CV as well of the people involved in the translation.

Alexis Alexiou proof reader and reviewer

Magda Zenon proof reader and reviewer

- POLAND . WSINF

Marcin Skrzyński translator

Ei bieta Strzelecka proof reader and reviewer

Anna Ziemecka-Poteraj proof reader and reviewer

2.4 Quality assurance method

As translation was particularly important in terms of the training delivery work package within the project and also in respect of the commercialization, dissemination and valorization objectives the project has set, all Partners have been asked to outline their plans for translation and most have opted to carry it out in-house, with one partner contracting out the task.

A significant issue with translation was the competence of individual translators. Translators need to be reliable, meet deadlines and be available at a moment's notice to take on translation tasks. The translation, review and proofing work is usually an outsourced process, although within the Restart Project all the partners carried out this task themselves in-house.

Now we can have a view of what were the quality assurance methods used, country by country.

2.4.1 Associazione NET – Italy



For the translation of the Restart project material Associazione N.E.T. adopted a methodology normally used when translating material for enterprises and/ other type of organizations that need material to be translated.

1. The two project files: NI Restart Handouts and NI Restart tutor session plan were first checked and read by the main translator Angela Maggiolo (whose CV is attached) . Angela was involved from the very beginning of the project so not only she knew terminology but also the contents of the files. The two files were totally and almost literally translated. Tools used for a better translation were, bilingual dictionaries (Italian-English, English-Italian . Il Ragazzini Zanichelli ed) and

monolingual dictionaries (Oxford monolingual dictionary . Oxford Ed.). Internet tools like special web sites: www.wordreference.it , www.proz.com , www.babylon.com. Some glossaries were also used. The main strategies of translation¹ used were:

- Expansion (adding explanatory material especially in the explanations of some activities and the translation of culturally-bound texts)
- Paraphrase (changing of some elements between source language and target language, very common as the structure of English and Italian language is very different)
- Transfer (complete and faithful translation of all the names of games)
- Imitation (intact transposition of the source language for language specific like IT %Internet Protocol Suite+, %World Wide Web+ and personal nouns or nouns of international chains %McDonalds+or %British Airways+)
- Dislocation (use of different linguistic means to maintain the same effect ex. The hours have been written in the Italian time system dates and times: 9.00 . 1.00 = 9.00 . 13.00, D.O.B.= Date Of Birth converted to the Italian Data di nascita without acronym)
- Deletion (actual elimination of part of the text: part about legislation and benefits for lone parents who are not working because the source language made specific reference to the law in Northern Ireland and the benefits provided there and in Italy they do not exist)
- Adaptation (when there is no direct equivalence between the source language and the target language, in this case about the meaning and the content of the source language %part about CV and job announcement+ so we changed the information according to a real Italian example)

2. After the translation of the two files the texts were reviewed by Mirna Fusaro (whose CV is attached). It was not only a proof reading of the Italian translation but also a change of some parts that were too rooted into the NI society and reality. We definitely changed all the section dealing with the job search skills and careers opportunity (Day 20 handout 4 (i) . 4 (x)) since the case was not real for the Italian context. We substitute the ad and also the CVs as well as the presentation letters. Also Acronym were changed by using a WORD with a similar meaning but having a sense in the context in Italian. The most difficult thing during the translation process

¹ Dodds J. M., 1994, *Aspects of Literary Text Analysis and Translation Criticism*, Campanotto, Udine.

Taylor C., 1990, *Aspects of Language and Translation: Contrastive Approaches for Italian/English Translators*, Campanotto, Udine.

Taylor C., 1998, *Language to Language: A Practical and Theoretical Guide for Italian/English Translators*, C. U. P., Cambridge.

Ulrych M., 1992, *Translating Texts*, Cideb, Rapallo.

Ulrych M., 1999, *Focus on the Translator in a Multidisciplinary Perspective*, Unipress, Padova.

was to translate words or terms inside images/graphic added to the document. Normally this type of things are provided in a writable format. What we did was to add a Text box with the translation. Graphically this is not the best choice. No contents were changed after the proof reading/adaptation process.

3. The third and last part of the process was the change and adaptation of the contents. This part was in charge of Sabrina Emilio the coordinator and trainer of the Restart course in Florence (whose CV is attached). Sabrina read the Italian translation through. She kept the course like it was but removed the part concerning the legislation since in Italy there is no law protecting or supporting single parents in finding a job. Other changes were about the number of weeks that has been deleted so that she could use the handout regardless to the weeks of course. During the piloting Sabrina adapted many topics, here below some examples:
 - Day 7 Handout 5 *"Identify what kind of socio-economical support could facilitate your work placement"* In Italy this topic is not valid because there is no support at all for the single parents, while the unemployment benefits are given only if you have worked for long periods and paid contributions, so she eliminated this handout and the following one: there are no standards of specific socio-economical opportunities, such opportunities depend on the place where you live, in Florence for instance you can have free access to nursery schools if you are resident.
 - Day 8 Handout 2 *Barriers – Keep the motivation* this handout was not used because it is really inappropriate in Italy, where the personal finance management is necessary but not in this context but when you have a fixed income.
 - *Evaluation of the nursery school* : she moved this handout from day 8 to day 7 because it is more connected to the topic of socio-economical support.
 - Day 8 Handout 3 *Professional advice*
The sentence %the job advisors use terms that you don't understand, ask them!+is not true because if the person is a foreign the situation is different so she left only the final part of the handout.
 - Day 16 Handout 3
How to organize the job research
The English websites replaced with the Italian ones and Italian places where you can have support and advice in searching for a job :
Internet (www.jobrapido.com, www.motorelavoro.it, www.lavoro.org, etc.)
 - Day 20 Handout 4 *Job announcement* adapted to Italian context
 - Day 25 Handout 3 in the activities considered as manual housework she eliminated washing dishes because some of the participants do it as a job.
She didn't delete the things she didn't use for lack of time because they were valid but she modified what was different from Italy.
Another choice was not to use the evaluation handout everyday but an open discussion among participants.

To know what has been modified and what has been used day by day please see the adaptation report

2.4.2 NOVA – Norway



The quality control was done by Aina and Elisabeth, but concerned content (choice of examples etc.) more than language for obvious reasons. The quality control took the form of discussions between the three of us and between Aina, Margaret and the trainer at NAV.

The translation is based on the Gingerbread's material, downloaded from the net. They have also reviewed original source material, when they have been able to find it. Although they have strived to stay as close to Gingerbread's material as possible, it was necessary to make some cultural adjustments; like not using handwritten examples of job applications (in Norway that is not advisable.).

There were some adaptations that may be called %cultural+, because some of the examples were not suitable for lone migrant mothers with Muslim backgrounds. In such instances they have not translated the section, so that the person presenting these issues could use the organization's own material.

The whole training pack has been translated into Norwegian. The exception being material regarding country specific laws, regulations and benefits e.g. %Day 7 Handout 5+

A few of the illustrations were not editable, therefore there are some deviations from the original, nor do all puns translate well into Norwegian.

Some specific changes:

- **Chaos exercise**- the questions are culturally biased and not quite suitable for the target group in Norway, *Travelled abroad* was deleted: all participants are incoming migrants to Norway, *Owns a dog* A dog's excrements & saliva are unclean in Islam, *Has blue eyes*, the participants are Somali immigrants...., *Can speak another language* all the participants are migrants so they can all speak another language
- **Day 4 handout 3** If the point is to enhance self-confidence - not sure it's productive that they should: have 6 months expenses on an account- (If they receive social assistance they are not allowed to have any assets or savings!)

and family relations- mothers cannot live life totally independent, they cannot eliminate the relationship with the Child(ren)'s father...

- **Day 5 handout 2** 4th point " You won't need a dictionary" it cannot work because very few people speak Somali....Needs to be rewritten with another aspect. Thinking of using the approach that the adviser will understand if their Norwegian isn't really good. Apart from Nav (the Norwegian employment & social security agency), career services cost money- that many won't have.
- **Day 6** The profile chart has a confusing layout-Suggestion- scale 1-16 for each part. Page 64 - Points are missing for the higher scores
- **Day 7 Handout 5** to be adapted to Norwegian benefits & regulation
- **Day 8 Handout 2** to be adapted to Norwegian law
- **Day 8 Handout 4** suggestion to change the title of the section: *Major causes of Work stress* and adjust content accordingly
- **Day 8 Handout 5** Norway has nursery schools enough for all the kids so it's not appropriate
- **Day 9 Activity 7** Changed because they are all migrants so they have been abroad
- **Day 12** Reference to church but because participants were muslims they changed it with House of worship, a neutral form in Norwegian
- **Day 14 Handout 3** Irish names or families naturally had to be changed
- **Day 14 Handout 5** not evident that the participants have family to ask for help so it was eliminated
- **Guide to CV** according to the Norwegian version and layout of cv
- **Other examples of job announcements**
- **Day 16 Handout 3** *How to organize the job research* The English websites replaced with the Norwegian ones

2.4.3 INDEX – Cyprus



All three experts have extensive experience translating between Greek and English.

The translations were pursued internally after informing the main partner of the need to transfer the translation fee to staff costs. The translation of materials and of the tutor's notes are in draft. Both these documents are being finalized during the process of delivery . this is due to the fact that the material is being reviewed during the preparation for the delivery of the individual training sessions. In addition, the adaptation of the material

proceeds on the basis of our experience in delivering the material. The final translation will be submitted after the completion of the training.

The newsletters have not been translated as this was considered unnecessary in the context where the recipients of the newsletter are perfectly fit to read the newsletters in English.

2.4.4 WSINF – Poland



The RESTART training material was ready before the Second Translational Project Meeting in Oslo in 2011, while Newsletters 1&2 along with information for the project website almost within the agreed deadline: 29.02.2012 with slight delay for the beginning of March 2012.

Mr Marcin Skrzyński - M.A. on English Philology at the University of Lodz, was the translator. He was hired according to relevant competencies proved; Polish version was proof read by the trainer and the content-related coordinator of the project in Poland Ms Elbieta Strzelecka (PhD) being acquainted with respective terminology (her CV constitute an integral part of this document . in enclosure)

There is slight delay in translating Newsletters and information for the web page while the training material in Polish version was provided almost one year in advance

Chapter 3: Conclusions and recommendations

Partner organisations have provided narrative evidence to explain the methodology used in their countries for translation.

As a result of the piloting courses direct comparisons between all countries and adaptations in translations we can see that every partner used the same technique of adaptation and deletion of some elements according to the national context.

More than a translation this was an adaptation, that is the reason why, to see the real changes made day by day of all the training materials for instance, you can read the Adaptation report.

For the purposes of the Restart Project, the data contained in this report is enough to highlight the common framework to ensure the quality assurance of translation, allowing for the quality considering the particular importance that translation will have in the further commercialization, dissemination and valorization of Restart products.