

Importance and Process of Translation

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<https://superfund.arizona.edu/>

Importance and Process of Translation

- ▶ Why is Translation Important
- ▶ Process of Translation
 - Target Audience or Population
 - Technical and Sociocultural Nuances
- ▶ Case Studies
 - 1) Pollution Prevention (P2) through Peer Education Project
 - 2) Promotor Transferable Training Modules on Environmental Science
 - 3) Project Harvest

Why is Translation Important?

- ▶ **Need to communicate and share information**
- ▶ **Information needs to be understood by the target audience or population**
- ▶ **Information needs to be accessible (language - culture - jargon)**

If one of our goals as public health professionals is to create information materials for stakeholders that would allow them to make informed decisions to address environmental health concerns, then we need to make sure these materials are understood by the target audience or population.

Oftentimes, language and cultural barriers prevent access to information and services for people with limited English proficiency (LEP). Accurate language translation of information (e.g. environmental health) can help bridge the gap, meet the needs and provide fluid communication with LEP people.

Process of Translation - Target Audience or Population

- ▶ **Spanish speaking population in the United States**
 - Today, Hispanics represent 17.4% of the total U.S. Population.
 - There are more Spanish-speakers in the United States than speakers of French, German, Italian, Hawaiian and a variety of Chinese and Native American languages combined.
- ▶ **Spanish speaking population in the Arizona**
 - After English, Spanish is the second language spoken in Arizona.
 - As of 2010, more than 20% of Arizona residents age 5 and older spoke Spanish at home as the primary language
 - About 9% of people in Arizona speak ONLY Spanish.



Process of Translation - Technical and Sociocultural Nuances

It is important that the translator not only understands the technical aspects of the language but also he/she needs to be able to recognize the sociocultural nuances of the target population and needs to “adapt” in order to provide the most effective communication possible.

- ▶ Use of Google Translate - does not always makes sense!!
- ▶ Adjusting translation to audience, examples;
 - Water Harvesting - Cosecha de Agua, Captación de Agua, Recolección de Agua
 - Tap Water - Agua del Grifo, Agua de la Llave
 - “Chemical” - noun in English but only an adjective in Spanish
 - Many other examples (e.g., dam, mine tailings, crusher, etc..)

Case Study - completed

Pollution Prevention (P2) Through Peer Education Project

The UA SRP partnered with SERI (Sonoran Environmental Research Institute) to train promotoras (community health advocates) to implement P2 strategies in small and home-based businesses

▶ **Program Activities Included (bilingual- English/Spanish):**

- Educational Materials
- Workshops (11)
- On-site visits (640)

▶ **Target Population:** Small and home-based businesses in a predominately Hispanic area of Tucson, Arizona. Approximately 60% of residents are Hispanic, low-income and vulnerable populations.

▶ **Outcomes (2008-2011)** reached 640 small and home-based businesses *:

- 84 nail salons switched to acetone-free nail polish remover.
- 203 auto repair, paint and body shops covered solvent degreaser containers.
- 1 auto repair shop switched to use of an aqueous degreaser.



*Pollution Prevention through Peer Education: A Community Health Worker and Small and Home-Based Business Initiative on the Arizona-Sonora Border". D Moreno-Ramirez, MD Ramirez-Andreotta, L Veal, R Estrella-Sánchez, AM Wolf, A Kilungo, AH Spitz, EA Betterton. Int J Environ Res Public Health. 2015 Sep; 12(9): 11209-11226.

Case Study - completed

Promotor Transferable Training Modules on Environmental Science

The UA SRP partnered with SERI promotoras to expand their environmental health training efforts.

▶ **Target Populations:** Southern Arizona, northern Mexico and the border region

▶ **Outcomes:**

- Four **bilingual** transferable training modules on environmental health were developed for use by promotoras

- (1) Arsenic
- (2) Pesticides
- (3) Environmental Toxicology
- (4) Risk Assessment

- Modules available on line:

<https://superfund.arizona.edu/learning-modules/promotor-modules>

- **Publication/ Reference:**

Transferable Training Modules: Building Environmental Education Opportunities With and for Mexican Community Health Workers (Promotores de Salud). 2017. D Moreno Ramirez, L Vea, JA Field, PB Baker, AJ Gandolfi, RM Maier. Family and Community Health.

Module Summary
Theme Background
Learning Objectives
PP Presentation
Hands-on Activities
Complementary videos
Learning Assessments
Additional Resources



Case Study - ongoing Project Harvest

A **bilingual (English/Spanish)** citizen science project that will engage community members through promoters about the health of their harvested rainwater, soil, and plants.

▶ **Goals of the project are:**

- Understand the potential pollutants in harvested water
- How these potential pollutants might impact soil, plants and human health
- Enhance participants understanding of environmental health

▶ **Target Audience:** Around 33% of this project's target communities speak **Spanish** only! (South Tucson, Dewey-Humboldt, Hayden-Winkelman and Globe/Miami areas).

▶ **Expected Outcomes:**

Community members will learn :

- How to install a water harvesting system
- How collect harvested water, soil and/or vegetable samples for environmental analysis
- More about their food quality and the environment
- Ways to reduce exposure to pollutants
- Project Harvest Website: <https://projectharvest.arizona.edu/>



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Conclusions

- ▶ Translation is important for the success of projects trying to reach people with limited English proficiency.
- ▶ Information need to be accessible:
 - Language
 - Cultural Nuances
 - Limited Jargon
- ▶ Information need to be understandable to target audience