



## Language Access in Educational Design and Delivery

December 11, 2019

### Closed Captioning Transcript

>> Hello and welcome to this seminar, we are going to start right now and just a reminder this is a bilingual, call the interpretation line right now the information is the chapbook and I want you to keep listening to me so you can participate in the language you can understand.

>> Hello and welcome to this webinar is a reminder are not bilingual please call the interpreter line right now the information is at the chapbook and please keep me said to me in your computer so you can participate in the language that your computer so you can participate in the language that you understand, the in interpretation is a key part of the key part of the phone call, so we want to ensure that everyone is where they are supposed to be before we start, interpretation is a key part of this call, we want to make sure that everyone is waiting need everyone is waiting need to be before we get started t period, I will go to Patricia to give us some time to I'm going to go with position out so she can give us can give us some advices to participate

>> Hello everyone and welcome, my name is Patricia I am, I'm helping facilitate today's webinar, before we begin I want to provide you with information and how you can interact with interact with our presenters, in the main room will be in both Spanish and English for people who are not bilingual, will have a simultaneous interpretive and you can dial in with the information in the chat box, the instructions are posted and I will include them right now, if you are called into the interpreter line remember to only listen to only listen to you your c computers you will be able to participate in this letter regardless of the language that you speak, we have our public this letter regardless of the language that you speak, we have our public chat box, so feel free to leave any comments or questions, if you are having any technical issues please let me know in the chat box so I can contact you, thank you again for your attention, I turned it over to our presenter today.

>> Good day everyone, thank you for being here with us at our webinar, and educational my name is Jen White and I am there program director and program design, we are here in the project known as ILED, the Institute of Leadership and Development, I am excited to begin this webinar, which is something I lead on gender-based violence I have been working on for some time, I am going today by my co-

presenter Ana Paula Nomez Mercado from the institute on gender-based violence, Rebecca Del Rossi. And until the language, specifically Tony Macias and Ron Foggarty-Garcia who are the interpreters today. Welcome to everyone again. With the support of the violence against women what we hope to bring to you today is that true collaboration will have a passion for always expanding and improving our organization of work, with the goal of helping survivors of any form of violence, whatever justice looks like for the individual survivors, at this into two we mainly focus on improving educational design and delivery, about a year ago friend and p people and former colleague teachers without my, who is actually participating on this webinar today said hello, he came to me after she had a she had a co conversation with Ana Paula she's been back we need to think more intentionally about we create multilingual pieces, that is really how this webinar be began, how the conversation began and we really are looking at it as the beginning of a conversation and the beginning of our collaboration, from Ana Paula I have learned so much from the myth of the area of language equity has been really for me and I'm sure that you will begin to see things differently to this conversation, before we really plunge into the problem I want to recognize to recognize our partners, we have in particular Rebecca for her work tirelessly to put out every detail of this event, and Ana Paula for her expertise and to Ron and Tony for interpreting on the interpreter line, even more than that, even more than interpreting, I want to recognize how to recognize how much time they had been as partners with us in advance of the supreme things to how to make this pace applicable and comfortable for everyone, thank you for them for that, to in particular to Patricia for hosting and again, taking out lot of time to really collaborate as partners and think through how to set this space up, again, to my good f friend beginning this project, this is a partnership of everyone that I have mentioned anything laboratory, you are partners with us so we really thank you for being here and for helping to exploit this I'm going to give you our objective today in a second, directions for access, again, we would be speaking both in English and Spanish in the main room, and if you are not bilingual you should call to the interpreter line so you can hear the interpretation for whichever language you are not a speaker of. You can always use the chat box to communicate with Ana and Patricia is there are issues with the technology and that as well we are going to be engaging with you directly in your q question at the end of the program, but you can put questions throughout and we will keep track of them and try to get too many to get too many as possible. So, our expected for today are that as the result of these webinar you will be better able to recognize language axis and language equity the critical component of equitable education and training. Identify local and federal laws governing language axis, including the civil rights act. And you will be able to identify tools and practices to engage multilingual, multiracial and multicultural people in response to the variety of I language in in person training program. So now I am going to turn over to Ana Paula and she is going to start our conversation.

>> Thank you so much, I am going to continue with the conversation today, and I want to start with some words that we will be using throughout this webinar for your references, I want to highlight some physically, people with limited English domain, it is

very important in this webinar to realize that when we speak about people with a limited domain where speaking about people that usually speak many languages, they just don't have fluency in English, this can not only include your client, but also people from the agency's that you are giving technical assistance to and your collaborator, we very often see the promises for the scales and different language that they state, to whoever you give a service, or the agent is that you work with provide services to and it is very important to understand that many times these women, they often don't have a very high percentage of English speaking, and to facilitate them we should communicate in their mother language, we need to keep the things into account, collaborators, leaders in our community, I want to also say what we know as mother the language, origin language, and often the community language, so with your use in your social environment is not the same as your first language, I want to mention that today we are not going to be covering the subject of access of language of the people, but it is important to say that sign language is something important, there is also a chance of encountering participants in training that are - or have a difficulty hearing, or also have unlimited domain of English, or limited skills in reading English because sign language have a very different syntax from English I want to talk about gender in language also, for those people listening to us are really in Spanish you will notice that we are using the x in Spanish you will notice that we are using the x when writing and we can pronounce it as he instead of using the usual all in masculine or a feminine, this is not a mistake in our pronunciation or interpretation, this is a conscious effort to rest this gender binary and to create an inclusive space for people.

>> I want to see if anyone had any experience with using multilingual training so the question is, do you have experience organizing and facilitating training for multilingual audiences? I'm going to give you just a couple of moments so we can get as much participation as we can. Looks like the majority of people are saying that they do not have any experience during my choosing no we have one person who has online, and in person, some people have experience doing it in person only, so there's a lot of variety of experiences, which is great, we are all coming here from here from different backgrounds and have experienced different things in regards to facilitating language for multilingual audiences.

>> Thank you so much Rebecca for the question, let's go, why are people of the office in need of worrying about participants unlimited domain of English language, as you know, language is a fundamental tool to get services and learning, it is very important to highlight that students of any age, even adults, learn and communicate better at the work if you present information in the main language, this allows them to strengthen the knowledge of their experience, if you pay attention to language what we design and plan educational programs we add element of empathy and understanding between different communities, which helps us advancing our efforts to eradicate domestic violence and promote victims' rights, this is ethical matters for which offices should be worried about the participation of people with unlimited domain of English language, we

won't go into many details about legal issues but this is a very important moment, the agency which benefit they need to know that that if they received government money and are not providing access to different language thing might be discriminating which is prohibited by the law of civil rights, there are diverse legal instruments that regulate the assets to language, you have listened to the civil rights title, the executive order 13136, the law of impaired us citizens, we were going to be focusing to spoken languages when working with people with unlimited domain of English language, article 6 of the seven law and the federal law that prohibits discrimination by agencies and entities that will save money from that government for race discrimination, color discrimination or origin discrimination, you may be wondering, you are not hearing language, it was interpreted by as discrimination of origin, the tender for language axis is the a accident according, everyone who receives a federal founding need to get access to languages, you might be wondering what that is, and includes the fact of providing information and services and also programs with communication that is effective, precise and right, for free to the person who is receiving it, if not meaningful it is restricted . What does that mean, thinking about the quality, a question that I have for you as an agency you as an agency and how the included people that have a limited remain of English in your services and activity programs, including educational programs, and how do you make sure these people with limited English domain can also participate as equals with people who speak English?, this session, even if it online where focusing on in person program which would mean having an interpreter, a qualified interpreter and we are going to be speaking on other basic elements we need to incorporate when facilitating this program, to make them accessible, with a significant and access to communities with limited domain of English language, we are going to be speaking about some principles, which are basic when thinking about education for adults. It's your turn

>> Hello, we are going to take to take some time to round us a little, and for a little learning, to what are some of the principles that we want to think about when we think about when we are designing education and then again when we are delivering education, with a particular focus on providing access to education for eve everyone, I am going to be a little bit of the fundamental premises first and then I will turn it back to Ana Paula so she can be just how we can consider the needs of all our learners, including people with multiple languages, when we think about adult learning, we talk about a lot about Malcolm Knowles who is really credited as the visionary on learning and how the needs of adults and learning in different from the needs of children, up until he came on the scene, people really only focus on the education of children, he was the first person to think about and approach and construct an approach that's an honest an attempt on focus on the learner, you notice that we say in learning and not adult teaching, the idea really is the tip the focus from you at the teacher to the audience, or the actual students, so Malcolm Knowles created some principles and some educational experts began to add to the understanding, of how adults really learn and that's how we should think about this educational programs for adults, what they really did was teaching about learning, it made us focus on how we are learning in addition to addition to what we are learning, I'll give you an example, when I first started working for a

national organization I was right out of law school and it was 2002 and then I was three years listening to lectures get that's the structure for education in the united states, particularly in law school is that you listen to lectures, I'm fine for three hours straight, so I came for this organization and we would put on congress is for adult learners, usually lawyers and one person officers, and this conferences would consist of three days of training, who would put on 60 to 90 minute lessons, and sometimes we would have a panel of lecturers and we would think that was really big a thinking outside the box and that we were being really interactive because instead of one person we had a panel, appendages the lecture we treat people, so that's how we put on education at that time, but the information, absolutely, this presentation were really important and useful, but, was that the best to create an environment for people to actually take the information and use it? No, it wasn't, everything and we have evolved, the principles that we now think about to really make it more likely that an adult will be able to actually use the information that we are giving, are the ideas that I am about to share with you right now, I am actually going am about to share with you right now, I am actually going to focus on the third bullet point, the actual meat, the way that we should really come at educational design are at structural design, is to think about the learning of the audience, all of their learning should be based on some kind of, it's really an examination, what the learner needs and wants to know, and what you stakeholders think the learner's needs and should know, stakeholders can be a wide range of individuals, you're from t there, community partners, expert in the field, practitioners, it could be all of these people, but especially representative same examples of the learner, learners should have goals based on that need, we need to but their goal is and what the objective are, the objectives should be defined very carefully, and they should reflect what the actual learner wants and needs learner wants and needs to know. It's very important. As we begin to design a training, that's when we start to that's when we start to think about these other bullet points listed here they really get at the process of deliberate education and intent of the activity that we utilize when delivering education, safety, if you think about it the safety of the idea of creating an environment where the learner feel safe about saying there experiences and conflict of conflict is the way to people to communicate and to fix issues and to think through strategist, we went have that safe environment, we often say, I'm one of the institutes that we put out that what we do any sort of common or ideas that are of those that we are thinking that means that people don't feel safe, while sometimes as we get nervous about healing comments that may be negative, is important to hear those things because that means that you are creating an environment in which people feel that they can share what they are thinking, we cannot really address what they are thinking if they don't put it on the table, so are thinking if they don't put it on the table, so that's important, not directed or learner about choices, it's important that learners have some degree of autonomy, if you went to do I truly your adult learning se seminar or educational event, you actually would not create a base at all, you are directing where you go with your content, since we cannot really do that, on various needs of the house of the training and found in different applications that we had, wandering through the account for it suggests gave some toys within a

training, in any way in which you can give the opportunity to pick what they are going to go and the next session, web traffic area you discuss, then ask peace and in social comfort, this does not mean what it usually implies, it's not about socializing, it's about thinking about the learning surrounding, learners get the opportunity to be surrounded by peers so they can learn from each other, part of it is also just comfort of what a learner is, at future as we have our main office in our main office in San Francisco, but if you go to you will see maybe like a decade ago they made it a conference states made out with three site, so you can see outside very well, it overlooks a beautiful scenery, may write, they are set in usually the individual sees each other, in general is very and bright, we haven't told that they really feel that contributed to their experience, it's not just physical, is not just be visually pleasing, you can really engage, with each other, let alone a copy of that sort of thing, so that's always something to think about, if you participated in, the training where there are action, when they really are, and opportunities to really do some self-examination to think about where they are strong and with any improvement, the training is relevant, so we can see that when a training is applicable to where they are currently, it's likely that they are actually going to participate and is less likely that we impart to them, so when we define education we really take this very strongly into account with the process, we do goals, we invite our objectives, we work with multidisciplinary teams through all of the activities, and consider different items such as opportunities for peer engagement, opportunities for the learner to really engage not just with each other but with the facilitator and the content, we think about, we really think very carefully to all of this sort of items, the last piece of it is to really it's a nice expert facilitators, this gets at the delivery, we said ear earlier, my adult teaching, children are conditioned to sort of think of educators as authority figures who has power to tell them what to do and when to do it, by contrast adult kind of expect that even the most expert, so that you are learning in a different way, it's a collaborative journey, the best experience, we have found is a process by which facilitators tempered learners to our curriculum, that has been designed with the principles that we covered, it's your job to leave the learner in a joint effort where they can be comfortable, where they can share their experiences, where they can apply new information, and thereby create knowledge, the last thing i want to say before turning back over, think of made us think through how this design, think more carefully about how we include learners, in this country we tend to create to a narrow of the English materials, so with things and typewriters, we need to translation, that's often the most that we did, today we want to switch that thinking and to recognize that interpretation and translation it's essential and mandatory in a lot of cases but it's the floor, not a ceiling, it's a bare minimum that we should be doing, to really start to think about language activity and language justice throughout the process, one of the things that I want to want to recognize is that for those of us who just speak English and that I used to take courses here in the us, the unusual, to be listening to two different languages and going back and forth and it's difficult, it's difficult, we are kind of, that is a privilege that we hold, because the worry of it, for them to but so many people will go to the just paying listening to multiple languages and meeting interpretation and it's just

not something that many of us are used to, it's important just not something that many of us are used to, it's important to practice and it's something that I am working on and have the wonderful gift of working on the with all of these goals that we are working with today, it's important to practice and to recognize that you are going to make mistakes and that he can mistakes and that he can be hard, I got so nervous at the beginning of this webinar that that I forgot what the name of my project was, I said a just to say, it's a laboratory where we are together and sell that's how we get better, I am going to send it back to Ana to help his think through this.

>> Thank you so much, what we really want to do is to think outside to think outside the box, and we want to start moving forward language equity and justice in winter voices from the community can participate fully, we have a situation that we want to share with you and I'm going to read it out loud, you guys with you and I'm going to read it out loud, you guys have it in your com computer the situation is, several young women from your community have claimed that there's been sexual harassment, most of them heart and make them with a friend the main, your agency or the agency that you're working to, the sites to organize capacities which include personal defense, support it doesn't say but obviously preventing, but in your community the main languages are English and Hmong, the answer question would be how would you plan if I for the kind of how do you plan for adults, when you teach students consider with unlimited learning or capacity, if you could write your idea in your chat box so we can start the activity. I will read, the answer, I would first take on the language of the tiny print, otherwise I would look for a community partner that speaks the language Gary is saying make sure the invitation is delivered in the appropriate language is, rain how you pronounce that company, return verified, certified t translator to create learning material, to present today who were willing to interpretation the material and make sure that translators done have any conflict, thank you for that last piece, some other people are typing in, I want to welcome people who are joining that they can also respond in Spanish. Avicenna's responses as well

>> For the people who are participating in Spanish, you can write in your own language, we can read it out loud.

>> Great point, saying I would ask for the learning dynamic and how our teachers respected, do I need ever respected community member, that's a great point and we'll talk a little bit about inviting presenters to speak in their primary language, and how often that very eye-opening for me, when we first started working on this, that if we had presenters that were bilingual but felt more comfortable speaking in their speaking in their primary language, we often cannot expect him to speak and when we could easily get to speak and when we could easily get an interpreter, so it's something to think about.

>> Will give you one more minute in order to get some more answers but absolutely, I'm g going to touch and several other subjects, thank you so much Dan for reading the English and s answers, and Samantha is really hitting a very important point, which is

our plan of language access, the focus of our organization is to get technical assistance and training and incorporate, how they are going to carry on the training in order to reach whoever has a limited the native English, I want to make to make an announcement, we are a holistic provider and we can support you in the development of your language access plan, please don't hesitate to communicate with, the for is at the end of your document, we can document, we can give you some sheets about ideation and we can also give you information and help you to understand how to work with interpreters. We are going to talk about google translate in just one second but I want to read some answers, I want to go throughout some basic call and of multilingual education, this is a model of many, I can, what's important is that you are in contact with your community, taking what the needs and desires are, where are they, to be able to develop this course s, the different co components are the objectives that Jen already picked them up and I will I will address briefly, but it, learning objectives, linguistic support, selection of teachers in a cell someone mentioned that you should translate the invitation, the finest structure of vacation, preparation of your team, recommended practices and at the end, you always got a celebrate because they are made make efforts to face multilingual spaces. We're going to have a alt or goals, it's very important, when you that you need to identify what your audience is, if your order is Hmong community, you need to begin, language and sent is not just when you show up, it starts from whenever you get the idea to do this training, you need to consider the on the beginning of your project is essential, as you know, language is a wonderful tool, very powerful, there's a lot of power in language and language invites us to imagine the work that we want to live, when we're talking about preventing and eliminating domestic violence we are working with specific communities, for them, they can't imagine a world without violence in their language, we want to create spaces, multilingual available spaces that you can listen to their location so they can show us their cost motivation cost motivation we need something about the budget, the before training, when we need to do is ever since you write your tires, you need to plan and think about what can it kind of try training you want to have, make sure you can't contact comparison interpreters, I went to make a huge differentiation became translated in interpreting, translation is, interpretation is spoken, it might be simultaneous, are you can be future wife, someone in interpreting, a very important, as of your budget, to understand what the different needs are, there is also sign language, and interpretation to sign language, there are spaces that have, was deaf people who use different kinds of sign language to communicate so how much is it going communicate so how much is it going to cost, how many choices do you have it you have no budget to ensure that you are giving this very important asset, as we mentioned, it's legally monetary to make sure that these activities and programs are accessible for people with limited domain of English, let's talk about needs, these should be included in your language access plan, I wonder if I can do a quick survey, it's enough if you racer your to know how many of you have language as his plan. Some people are saying that that they do, if you don't have it, you need it we can do some revealing, that's our job, to support you at language access plan, we can help you review your needs and validation, my email is at the end, the

evaluation should be included, in the information is useful, but it's also important that you do your own research, I learned things a little communities that are not shown in census, if you get your own data you can understand how to check, and the languages that were on, but you can also collaborate with other local organizations, and you can also do pre-training surveys in the different languages that you know you got in your service areas, to be able to identify those things, they need to be translated, obviously, the objectives formation, but instead highlight it, it's very important to this object is object is to be able to justify why do that, if you just decide what your goals are and what your goals are and what your population is, it will have an impact in your budget for your activities, you know your population there won't be a way to reach your goal. We're going to start forming your team, it's team, it's very important as they said, and taking some of this education, then training should be relevant and applicable for the community that you are talking to and place you're in, let's say you that everything ready, but now, do you need in the table to start developing the training, it's very important that people were experiencing direct violence have a 10 to take leadership in this training as planners of your event, it is important that they have a room to share their experiences many times communities are isolated, for mom, face, it's important to realize and understand that you can create spaces where you can have someone from Latin America sharing with someone who's Vietnam who can communicate in the violence, but how are you working with interpreters, just like weathering that today, we need to address, to address, the community, and to invite them to the interpreters and translators to form part of the team so they can start planning, as we mentioned and is what we are, linguistic support is required, someone cannot feel safe when they are participating in a training each day and have the support that they need, I can tell you that, my first language is Spanish and I feel way more comfortable and confident when I participate in a space that I can see that at least one of the people are one of the facilitators are presented in Spanish, I have the privilege of being bilingual but many times people, wherever they are, in this case, the community of young women who are experiencing sexual violence, they will fail, even if the subject is a traumatic subject, when people are experiencing trauma, would prefer to find information in their own language, it's very important to how your interpreters and translators who are experienced, it was already mentioned, picking up Ron and Tony, they could help you in your in your planning process, if you can contact the interpreters, maybe talk to these will save you have maybe talk to these will save you have recommendations, but just to make sure that these interpreters have the experience that you need, we can also help you with the questions that you might ask your interpreters when you hire them to ensure that the of the right experience to be to ensure that the of the right experience to be able to translate our course with the content of sexual violence, when it comes to education the minor the interpreting directly barbecues were looking for services, it's very important that they so comfortable speaking about body parts or intervention strategies that but the end whether turning will be about, with the support it's very important, you need to talk about, the recommended practices, and actually a standard in the united nations and to always have one interpreter, but for language, the same

place I be your expense but I assure you, as a defense or an asset trainer and asset trainer and as an interpreter, it makes a huge difference in the level of precision that you have in your presentation, when the standard is high interpreters should not interpret for no more than half an hour, many thanks. Interpreters doing it for five hours, the level of physician and what the students will be receiving when he comes information will be very limited, they won't have any hatred, the people who speak English and people who communicate in other languages. Gabby is asking the questions it would be to trust your interpreters, I can send you a list that we got, at least that you cannot interpret, right now I'm not going to get into it too much but I can send you after this training, thank you Gabby, we already spoke about your faculty selection but there are two reasons that make this important, one, you need to have people that reflect the community, as an interpreter, I have been in phases that we are interpreting the space but the panel doesn't reflect the community and there's total disconnection, they don't speak English the people who are participating, the people we were presenting might not think that communities language and there's total disconnection, when you are planning these training is important to invite faculty people who know the community and they can present in the language of your target audience, I am very empowered right now because I am taking Spanish, when I am doing it in English I have a hard time, even if I am fully bilingual, after I speak about three hours, my skill diminishes because I need to be changing my info to English and that makes me focus and energy, for me, presenting as I am today makes a huge difference and I will invite you to make question to your personal in which language may feel comfortable or they feel better articulated to present, we can mold the development and participation of marginalized people and people with little domain of English, when we invite, the second is all three, outreach, we usually get question from different entities, they keep asking us, they have training, but it was promoted but only English speaker game, the outbreaks sometimes it is great in the language that you should go to your language access plan, and see what their main languages are in your service area, if you're working with a social agency, you should work with them to identify the request if it's not offered in those languages people will not get there, and you won't be giving significant access, there's a filter on what training is available for people who speak English and people who have limited domain, that may be an important filter so what so what we recommend embedding your material, first of all you need to translate them, number two you need to include the in the same flyer that they will be translated, if we say Spanish interpretation, many times people who want to participate might not show up because they already know that the event will be given in English and that the dominant voice will be in English so they know that they won't feel safe or will be in English so they know that they won't feel comfortable sharing, sorry we say there will be interpretation, you might mention the different languages when you have the objective create a multilingual space, many times the material has a registry and the inscription is only in English, many times it says, if you need interpretation for this

training please send an email to these mailbox but if I can read English I can't read this message and I'm not going to be able to ask for this message and I'm not going to be able to ask for the support, we have other strategies that we can share with you but it's important that anger formulary you are making the questions about the needs, our recommendation is to translate your application flyer, at least in five main languages of the area, and if you don't have enough budget to translate all of your material, maybe you could translate one line that says, in order to be able to access to different service and please send an email to this address, that's another thing you can use for other events, and other training, it's also important, this has to do with our consciousness on the community that we are working with, I am good at doing direct work with communities, but many times communities do not have access, it's important that your proportion, it's important tool something how people can sign up to if they don't have access to a computer, that's another filter, people may not be able to participate because able to participate because they didn't find out, they don't have a Facebook or social media where you publish them, maybe you should work with calm unitary organizations that can deliver that, I forgot to mention when I was mention that it is also important in radio station, that something that you can recommend to organizations that use board, that they do these announcement, there's a lot of languages that haven't been identified, if you identify leaders that can help you develop these messages is very important, always thinking about equality of educational projects, when we talk about the sign and I have an example right here, there is some websites that allow you to do multilingual surveys, you can translate, you can put it online and you can put the links where people can sign up in their preference language, and we should also give them information about other about other set strategies, let's talk about design instructor of your courses, I already mentioned and I want to know, we need to de design a training in search of a quality, as a provider of technical assistance we really must motivate and allow organizations that we support to know the needs of language other communities in order to develop training that thinking into account, if you're thinking about giving training or of her, who's going to facilitate that, what is usually recommended is that the first person who speak is someone who can take the language, let's take day begins to have someone who is part of the Vietnamese community and that they can start the seminar and they can give you the welcome message in order to allow people to feel welcome, feel like they belong in that space, there were things got heavy translated material, if you do not write, what are you right, you can translate the messages in your papers, were going to do all thing, what are we going to do with them, there's going is, how do we translate these forms, we need to make sure that throughout the entire training people who don't have a good domain of English may of English may be able to access all of the different moments in the training, many times you only have interpreters and you don't get an offer in education for people with limited English to me, we need to make sure as one of the principles that they got the ability to choose, may think there is one training in one other language that is in English and that the only the only one that those people can have access to, there might be different workgroups, and how to make sure that they sure that they are available, developing and

translation, we already mentioned that, google translate are some of those, are not proportionate significant ; , many times you might think you might say some money using one of those what you think about quality and access, we may need to make sure that the content in what we are translating are precise and we need to make sure that that the current that were using make sense in the context in what we are working, many times we the translation to a certified translator that they separated from the context, they might translate adequately with a high registry, depending on what they develop, it's important to develop material in collaboration with partners that use other languages, not that that only developed in English, I get exercise would be to develop material in Spanish and have it translated to English, so he can get the knowledge of these communities that use other la languages to communicate, it's also very important how to use gender, right here for using x or e is something that we invite you to talk to you about your communities, how to present this to the front languages, in order to finish, it's very important to prepare your team, you need to make sure your interpreters feel comfortable with the content of your training, you need to pay attention to the secondhand, there's a lot of interpreters that have secondhand that, because of the contours of sexual violence, that might impede them from giving, maybe their own judgment, or something higher different interpreters that makes a lot of common on the side and making critics of the movement, he was in a qualified interpreter, so we need to make sure that we are evaluating the knowledge of interpreters about your positions up at the end when it comes to profess professionalism, it's important that when you are preparing your team your team you need to put in context to the center so they can note the material with anticipation so they can be prepared and review the content and make questions if they have any doubt, you need to proportion everything that they need, interpreters my asking for a table, you need to make sure if you are able that everyone who's not bilingual will be able to use interpreter thing, right now you are experiencing clinging to out interpreting, it's not easy but it and plant the exercise that will allow you to put yourself in the spoke in the spoke of people who don't speak in English, you can interject it briefly, you can give it some content back and always make sure that the active to language and interpretation is for everyone who is present, not just for people who do not strictly yes, this will allow you to create your to create your quality and a safe environment of work into proportionate some rest, the last one is to evaluate, you need to ask your interpreters if they have any comments about how to they have any comments about how to improve their multilingual space and it also always ask your participant how it works with the interpreter and i will help you then finally you will con higher than interpreters again, and what could have input, this is very fast, some of the components about how to create multilingual and bilingual spaces, and announces so you can contact us in order to give you a better focus content in what you are working, this is the ending of my presentation, I don't know if you have something more to Jan.

>> Thank you, no, i think we had time for some questions and individual chapbooks so we can review questions if anyone has any. The they think us asked us if we will put material available, yes we will, they are available right now, you can download it, and

you can also share other materials you and we will share our email our email addresses for additional specific documents that we have mentioned that you would like, and then also the reporting will be available.

>> I am going to go to the q question hard, these are some promising practices in context and how to develop this website interpreters, many times the challenge is that there are now interpreters which are trained in the context, these are some practices, of other organizations that have focused their efforts into proportionate training to interpreters in the context of justice, of domestic violence, sexual violence, and also to work with migrant communities, rural communities, etc. There's some other researchers for your from the justice department, here in the second bullet point there's an evaluation to which is a great resource that you can also have access to, we have more resources here, and he said that there was mentioned previously. And also here is where you can contact me, the institute and Ana Paula, me, and you can fill in this application to ask for technical assistance and training.

>> Ana Paula, I wonder if you might already have some information to respond to, he asked if he is going to be another way vendor for languages where is not available I mean if you already have something like that or if you want to respond to the.

>> Thank you, yes, as a company we're going to, we are hoping to be able to provide a series of training whether it be 2024 2021 we, don't have an objective we haven't gone to the process that we did today but there's plenty of organizations that are constantly doing, if you there's plenty of organizations that are constantly doing, if you would send me your email i can put you in contact with the people that we know that are out there and we can also send you some additional resources. David that is Gabby Garcia is an opinion about money sources for language justice, when it comes to funding is important, in the process of planning, the process in which you write your appliance for funding, you need to include the cost of language access, there's different requirements from different patrons, you can they need to create a language access line, you can justify the expense and of translating and interpreting as a part of your work area, I hope that was useful for you and I can keep in contact with you, that's an important conversation that you need to have with your patrons have that contract and to be able to talk about why it is important for you to be supported with funding, you need to mention is to be is to be able to provide training with people who don't have a good level of a good level of English, for anyone is working directly with big ten cannot participate in the training or webinar, or even online seminars because many give you English, it's very concerning because these are the people who are closest to our vacant, they are the same people were not able to accept this training, this might be a good way to justify your expenses, obviously backed up by your own research about your evaluation of needs.

>> I want to add one thing, allowing for enough time to, it's important to button for language access consideration but also you need to make sure that when you're setting up your registration that you know what they do I give in and you're setting up your

registration that you know what they do I give in and of time to be able to secure their research that you need to provide for that goes for spoken language access, or for American Sign Language interpreters, when you're budgeting of having enough money in that budget for the resources you might need, recently we had a class from individuals, we had put, or card support, which is another support, so there was something we had to work with our monitor, so it's something that you will want to think, our grant application back and to give enough time, as I said when you're having programs, given assigned to the registration claim to the actual event.

>> Just to mention my in the example of the day there were two languages, sometimes you need to do interpreter with more than one translator because that might be another language be another language is present, we need to think, from the perspective of language access

>> We have also put out some information about boulevard training that are coming up, as well as or team email, I have turned and the temples, my personal email, and for individuals who want specific, worksheet that we had, a number of you emailed me already, for those of you who did not see it jade white, and features without violence that all, and Rebecca, would you like to anything

>> I have actually gone to this person, it's been a learning process for me and it is extremely important that everyone has something to learn, I think it's a really wonderful opportunity that everyone is on together like this to really just couldn't say anything for experience to see what this see what this looks like, and I think that's really awesome, I was hoping we could plug the upcoming training that we have and feel free to contact us, the number of their is my and personal number, so please feel free to call about any questions that you may have, please feel evaluation, that's a huge part of what we do.

>> Thank you all again, we said at the beginning that this was a laboratory and what we are practicing expanding our as access and you have been a been a huge part of it today thank you for participating in something that the friend, and think you to everyone for all of the collaboration that we have been engaging in for several months to plan this, I have so much gratitude for you all and I am looking forward to continuing this conversation.

>> Thank you so much Jen for your leadership and to make this possible, it's very exciting to have had this space, please fill out the evaluation, thank you Patricia, Ana, Ron and tony Patricia, Ana, Ron and tony for interpreting and for allowing us to have this activity, thank you so much.