



## Translation Guidance Document

### For Language Leads

March, 2024

#### Introduction

The [Comprehensive School Safety \(CSS\) Framework 2022-2030 for Child Rights & Resilience in the Education Sector](#) provides an all-hazards, and policy-driven approach to achieve collective impact ensuring: safer school facilities, school safety and educational continuity management, and risk reduction and resilience education.

GADRRRES is committed to translating the CSS Framework 2022-2030 and its supporting core “high-value” documents. Translation is the starting point for localization and contextualization. Quality, validated translations are important to provide a solid foundation for operationalizing school safety in each country, and to develop shared language to support our global conversation and movement for child rights and resilience in the education sector.

The initial *process* of translating and validating these documents is just as important as the outputs. It is how we achieve ownership and consensus to guide the work to come. Rather than duplicating efforts with hasty translation of GADRRRES core documents, we request national school safety leaders and coordination mechanisms to use this method to achieve best results.

This document provides the necessary steps for each **Language Lead** to coordination with GADRRRES partner, [CLEAR Global](#). Clear Global a unique non-profit specialised in language and language technology in humanitarian and development contexts. CLEAR Global has a global network of translators, Translators without Borders, which includes junior translators, seasoned language professionals and other linguists who all share the common goal of increasing access to knowledge through language and ensuring the voices of the world’s most vulnerable populations are heard.

While using this process for translation, we are investing in our collective impact, contributing to building CLEAR Global’s community volunteers and paid translators, and adding value to the AI tools that will bring down the cost of translation, improve quality, and translate much more, into many more languages to support our global impact!

#### GADRRRES Core Documents for Translation and Validation

GADRRRES recommends starting with the first three core documents, which CLEAR Global will translate as a “set”. These will be provided to the Language Lead for validation at the same time. (The Policy Survey and Reports will usually follow, prior to the survey cycle).



Core Document	Approximate Word Count
1. Term Base (Glossary)	250
2. CSSF	9300
3. Target & Indicators	6900
4. CSS Policy Survey & Report (prior to survey cycle)	5200

## Validation and Translation Process

### Step 1 – Language Lead Induction

Clear Global will provide a group induction for language leads to guide them in using their online system for sharing and tracking documents and their progress from source to final publication.

### Step 2 – Identify Validation Team

For precise translations in specialized areas like school safety and disaster risk and resilience, it's crucial to have bilingual experts review them. These professionals are knowledgeable of the specific terms used in these fields. The Language Lead plays a pivotal role by selecting and managing a team of two other bilingual specialists to ensure the accuracy of translations and terminology. Familiarity with the CSSF is an added advantage.

**The Validation Team should include at least: (please note that the Language Lead is one of these three representatives):**

**One representative from the national education authority (e.g., Ministry of Education)**

**One representative from an international governmental organization, such UNICEF or UNESCO**

By gaining consensus from these three key representatives, we aim to create a consistent terminology and translation that resonates across all initiatives in school safety and disaster risk and resilience. Our goal is to unify everyone's understanding and build ownership of these documents with government and IGO/INGO stakeholders.

### How to identify members of the Validation Team

The Language Lead begin with the national multi-stakeholder school safety coordination platform representatives to identify potential team members. If none exists yet, this can be a first collective activity. Language leads should leverage their professional network to bring these important leaders together. Potential members should be made aware that they would need to dedicate approximately **2-3 days**, to validate the translation of **up to four** core CSSF documents.



Once the Language Lead has identified the members of the Validation Team, their contact details and relevant information should be recorded in the GADDRESS Validation Team Tracker ([Click here](#)). The information to be recorded includes:

	Name
	Email
address	
	Position

### Step 3 – Achieve consensus the multi-lingual Glossary Terms (terminology base)

The glossary, or terminology base, is an important starting point, since all subsequent translations will draw upon this set of 200-250 words.

The use of (at least) 3 bi-lingual subject-matter experts is a method called triangulation. By getting the consensus on the translation of these terms you are setting the stage for the continuing conversation that is so important to operationalizing school safety. This is a step that serves as a model, and can be recommended for use in your country as you continue beyond national language(s) to translate the concepts into many more local languages!!

The Language Lead will share an online document where all members can input their translations of terms simultaneously, in different columns. The Language Lead is tasked with organizing a call to reach consensus should there be any differences. It could be beneficial to organize a call from the outset, enabling all three members to collaboratively discuss and decide on translations in real-time. You may ALSO want to consult with your wider school safety reference group as you go through this process.

As you go on to the other documents and work with the vocabulary in context, you may also find yourselves returning to make some final changes to the glossary. The purpose of the glossary going forward is to ensure that subject-specific, specialized terminology and phrasing are used consistently, and correctly in context.

### Step 4 – Review and validate the translated documents

CLEAR Global, will provide the documents that have already undergone community review *and/or* paid translation in DOCX format. This format will present the source text (usually in English) in one column and the translated text in another, as illustrated in the example photo below:



#	Source (en-gb) <i>do not add/modify text here!</i>	Target (tl) <b>REVIEW IN THIS COLUMN</b>	<i>do not add text here!</i>
1	Term	Termino	99
2	Definition	Kahulugan	
3	secondary infection	pangalawang impeksyon	
4	A secondary infection is an infection that takes place either during or following the treatment of an existing infection.	Tumutukoy ang "pangalawang impeksyon" sa impeksyong nangyayari sa panahon o pagkatapos ng panggagamot sa kasalukuyang impeksyon.	
5	Some of the causes of a secondary infection may include changes in the immune system of a person resulting from the first infection, or if the treatment for the first infection led to the secondary infection.	Maaaring kasama sa mga sanhi ng pangalawang impeksyon ang mga pagbabago sa immune system ng tao dahil sa unang impeksyon, o kung dulot ng panggagamot sa unang impeksyon ang pangalawang impeksyon.	
6	virus	virus	99
7	According to the U.S. Centers for Disease Control, a virus is a tiny organism that multiplies within cells and causes disease such as chickenpox, measles, mumps, rubella, pertussis and hepatitis.	Ayon sa US Centers for Disease Control, tumutukoy ang "virus" sa isang maliit na organismong dumarami sa loob ng mga selula at nagsasanhi ng mga sakit gaya ng bulutong, tigdas, baka, tigdas-hangin, ubong-dalahit, at hepatitis.	
8	Viruses are not affected by antibiotics, the drugs used to kill bacteria.	Hindi naapektuhan ang mga virus ng mga antibiotic, na mga gamot na ginagamit para puksain ang mga bakterya.	
9	Viruses are smaller in size than bacteria and require living cells or tissues in order to grow and reproduce.	Mas maliit ang mga virus kaysa sa mga bakterya at kinakailangan ng mga ito ng mga buhay na selula o tissue upang lumaki at dumami.	
10	bacteria	bakterya	100

Each member of the validation team is responsible for reviewing the document. When doing so, they should use the ‘Track Changes’ feature. For broader feedback, questions, or remarks, rely on the ‘Comments’ function. However, be aware that these comments are read-only and won't be recognized by the CLEAR Global system during feedback processing or when importing modifications.

During this phase, the Language Lead will need to address and resolve any discrepancies within the validation team to achieve one version that includes all agreed upon changes. Upon completion of the review and obtaining approval from all three validation team experts, the Language Lead should save two versions of the document: one displaying the “Tracked Changes” and another “clean” version without tracked changes. Both versions should then be emailed to CLEAR Global, ensuring all original email recipients remain in the thread.

In response, CLEAR Global will provide a revised document, incorporating the initial feedback from the validation team. The validation team will then assess these modifications and offer any additional feedback. It's worth noting that the workload for the validation team decreases as the documents progress through the translation and validation stages. Typically, it's anticipated that documents will undergo two feedback cycles before achieving the final, accurate translation in the desired language.

When the Validation Team finds no alterations are needed in the text, then each member can sign off on the document and the Language Lead can notify CLEAR Global of their approval of the current content.

**Step 5 - For CSSF 2022-2030 choose and submit high resolution, context specific photos, and logos**

To contextualize and localize the CSSF document, we highly recommend replacing the cover photo with one representative of children in your region or country. We recommend that you submit up to 10 appropriate high-resolution photos, from which GADRRRES will use as many as meet the criteria and fit the space.

Ideally you will have an appropriate photo for

1. **Cover photo**
2. **Top of each of these pages:**
  - a. **School safety decision-making:** Enabling Systems and Policies.
  - b. **Well-built school building:** Pillar 1 - Safer Learning Facilities.



- c. **School drill:** Pillar 2 - School Safety and Education Continuity Management.
- d. **Teaching/learning:** Pillar 3 - Risk Reduction and Resilience Education.

### Requirements:

- High resolution photos means a resolution of at least 300 dpi (dots per inch). The image should contain at least 1200 x 1200 pixels for a 4x6" image, and 2,500 x 3300 for a full page image.
- Images must be provided by a child-centred agency that provides child-safeguarding and informed consent before sharing any photos of children < 18.
- Include the copyright information, if required, to include on each photo.
- Indicate preference for photo placement of photos, if applicable.

### Selection:

- Respect gender balance( having representation of boys and girls). This is mandatory for cover photo.
- Represent social and disability inclusion
- Prefer group pictures instead of individual ones.
- Not more than 1 with people wearing masks
- No specific organisations logos or merchandise visible

GADRRRES may reject any photos that do not conform to these criteria.

### Logos

The CSSF 2022-2030 can be co-logoed by relevant Ministries of Education and/or national multi-stakeholder platforms for school safety. In case you want that to be added into the design, collect the respective logos and share it with the CLEAR Global team in the same email

Send the photos and logo(s) to GADRRRES ([gadrrres@gmail.com](mailto:gadrrres@gmail.com)) and to CLEAR Global ([polly.harlow@clearglobal.org](mailto:polly.harlow@clearglobal.org)). By submitting these photos you are agreeing that GADRRRES may retain and use these photos in the CSSF and other publications.

Once translations are finalized you will be provided with final documents for electronic and print use. This includes a Summary Version of the CSSF document. Original editable formats will be retained in Clear Global archive for future use and changes. The intelligence shared will become part of Clear Global's artificial intelligence tools to be used in future translations of a variety of materials in our domain.

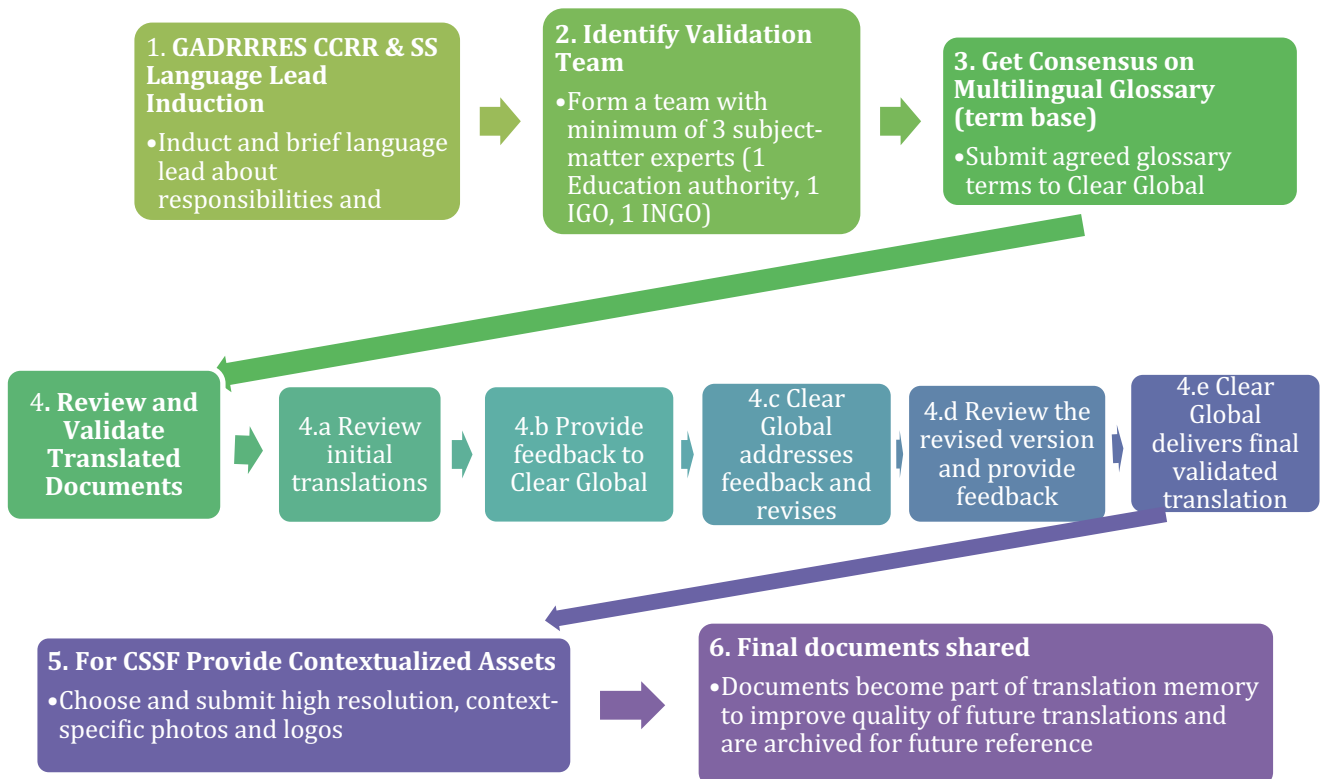
### **OPTIONAL PROJECT EXPANSION**

Your national school stakeholders coordination group, and partners may continue to expand on this work in several ways:



- You can link any experienced community volunteers or professional translators with Clear Global, to learn more about and work with their global network to continue this work.
- You can access voluntary community volunteer translators for initial translations of shorter documents, as well as paid linguists for review of translations.
- You can build funds into your projects for translation of many other GADRRRES publications (Operational Guidance Resources Brochure, Operational Guidance Catalogue, Templates, Case Studies, Best Practices, and Research-into-Action Briefs).
- You can also continue the process of translation validation - which will get easier and easier, as the language memory tools learn more and more about the language of our domain.

### Workflow Summary



### Support from GADRRRES

During this process, you might encounter challenges, including the potential difficulty in identifying subject matter experts for your Validation Team. Should you encounter any such issues, or others, do not hesitate to contact GADRRRES for assistance. We are always ready to support you and can be reached at [GADRRRES@gmail.com](mailto:GADRRRES@gmail.com).