Erasmus+ Programme

Key Action 210: Small-scale Partnerships in Youth

AGREEMENT NUMBER – 2021-2-CY02-KA210-YOU-000049829

MindLand: Mindfulness Intervention for self awareness in youth through serious games

Activity 3: Localisation and translation of intervention's content

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I.   Introduction

The aim of the MindLand project is to develop a digital intervention that focuses on the cultivation of self awareness in youth, through mindfulness and serious games. Mindfulness training and the cultivation of self awareness can be considered a luxury for many young people, as in most European countries it is not offered in public education. More so for youth in refugee and immigrant communities, who would benefit by such as intervention as part of their social integration.

Digital solutions offer the opportunity of making mindfulness accessible to all individuals that have access to a computer or smart device, regardless of ethnicity, socio-economic status and geographical location, religion, abilities or gender.

The purpose of Activity 3 (Localisation and translation of intervention's content) is to make MindLand available in different languages to make it more accessible to youth, especially youth from underprivileged communities that would greatly benefit by using the MindLand intervention.

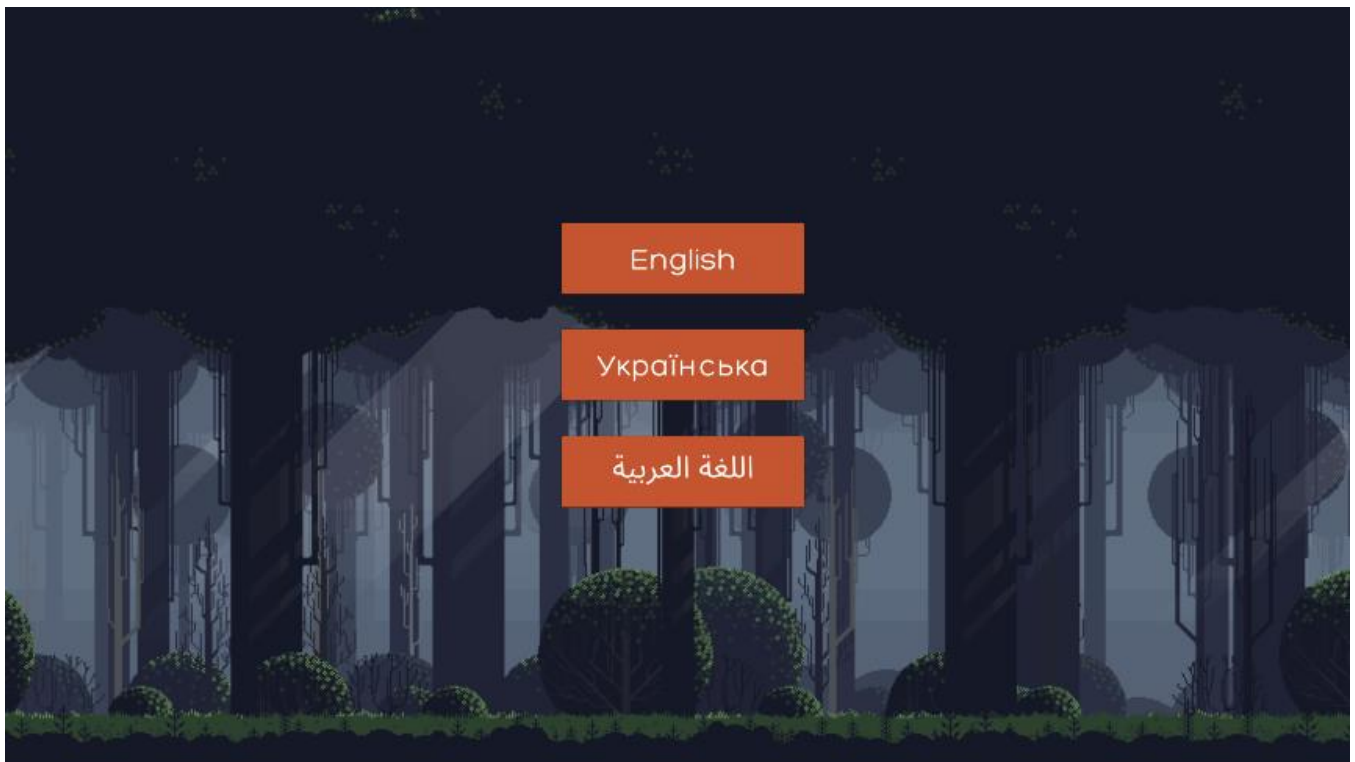Therefore, in this report we will look at the work that was done to localize MindLand.

Figure 1 MindLand language selection

II.   Selected Languages

Initially, in the proposal, it was stated that the intervention would be available in English and translated in French, Arabic and Greek. However, after the kick-off meeting, it was decided by the consortium to:

1. Scale down the number of available languages from four to three in order to have more resources to dedicate to the content's development. This was because it became obvious that for each topic there was more work involved than expected initially. Due to the scale of the project the resources had to be allocated differently to ensure the intervention is multilingual, but also offers a sufficient amount of content to the participants. In addition, there was more work than estimated in providing support for the Arabic language in Unity (the game engine used to develop the intervention), because of right to left writing, the characters being displayed correctly, and the correct order of lines in text.
2. Because My Madeira Island had recently started working with displaced refugee youth from Ukraine, to translate the content to Ukrainian instead of French or Greek.

Since one of the project's purposes was to make MindLand widely available to youth from underprivileged or marginalised communities, Arabic and Ukrainian were the languages that would be more useful to have, since Welcome Home International works with refugee communities and Arabic speaking youth, and My Madeira Island with Ukrainian youths.

The Arabic translation was done by Welcome Home International, the Ukrainian translation by My Madeira Island, and the localisation infrastructure was developed by Technologos Research and Innovation Services.

In addition, after it was decided to have videos and voiceovers as part of the content to make it more engaging, the workload for the organisation Mindfulness For Life increased so it was decided they would not undertake a Greek translation of the content.

In conclusion, it was decided to dedicate more resources in the development of the content, the development of the intervention, and the integration, in order to have a complete and functional intervention, in three languages that are the most useful and effective in reaching the target groups of the project.

I.   Localisation Infrastructure

There were different kinds of content that needed to be translated in order for MindLand to be fully localised:

1. Text content (Figure 2)
2. User Interface elements (buttons, titles etc) (Figure 3)
3. Voiceovers (Audio recordings)
4. Videos (Figure 5): The videos were localised differently for each language: For Ukrainian, Ukrainian subtitles were added to the bottom of the English videos, while for Arabic a voiceover was recorder in Arabic and added on top of videos with nature.
5. Meditations (Audio recordings)

The technical aspects differed for each of the above categories to be translated and imported in the intervention. An example of how translations of UI elements were imported in Unity is shown in Figure 4. For audio recordings Audacity was used to equalise the sound and compress files.
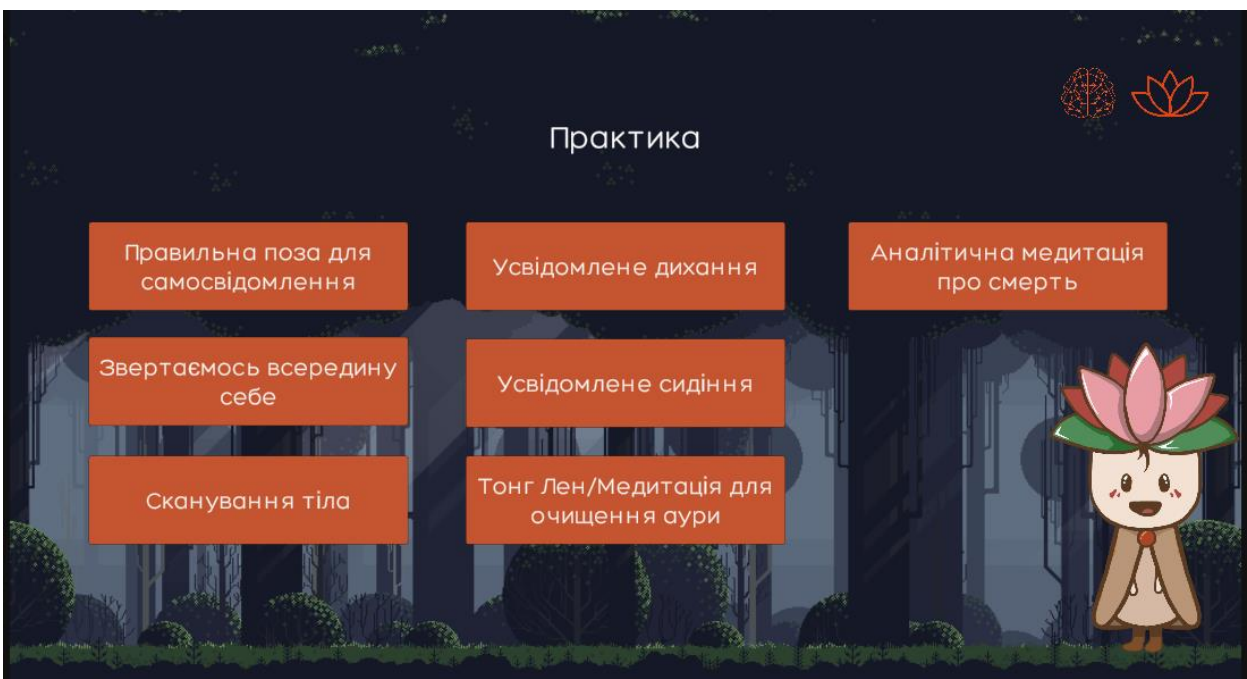
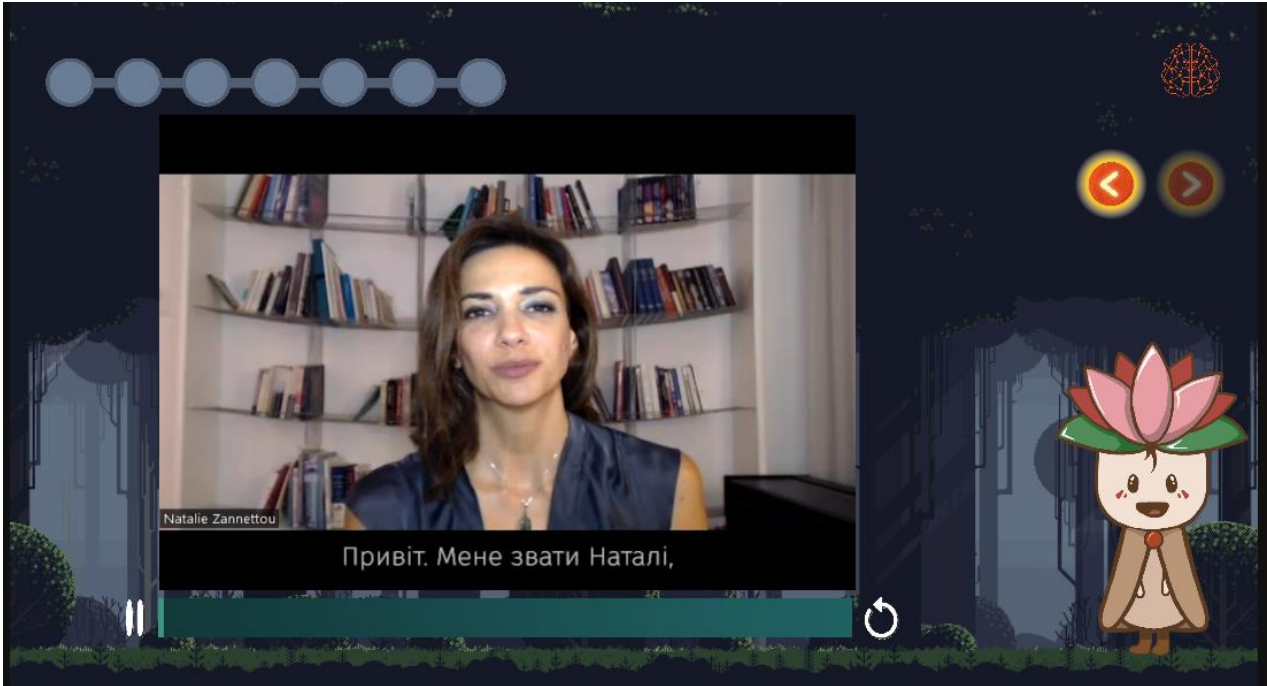*Figure 3 Translated text*

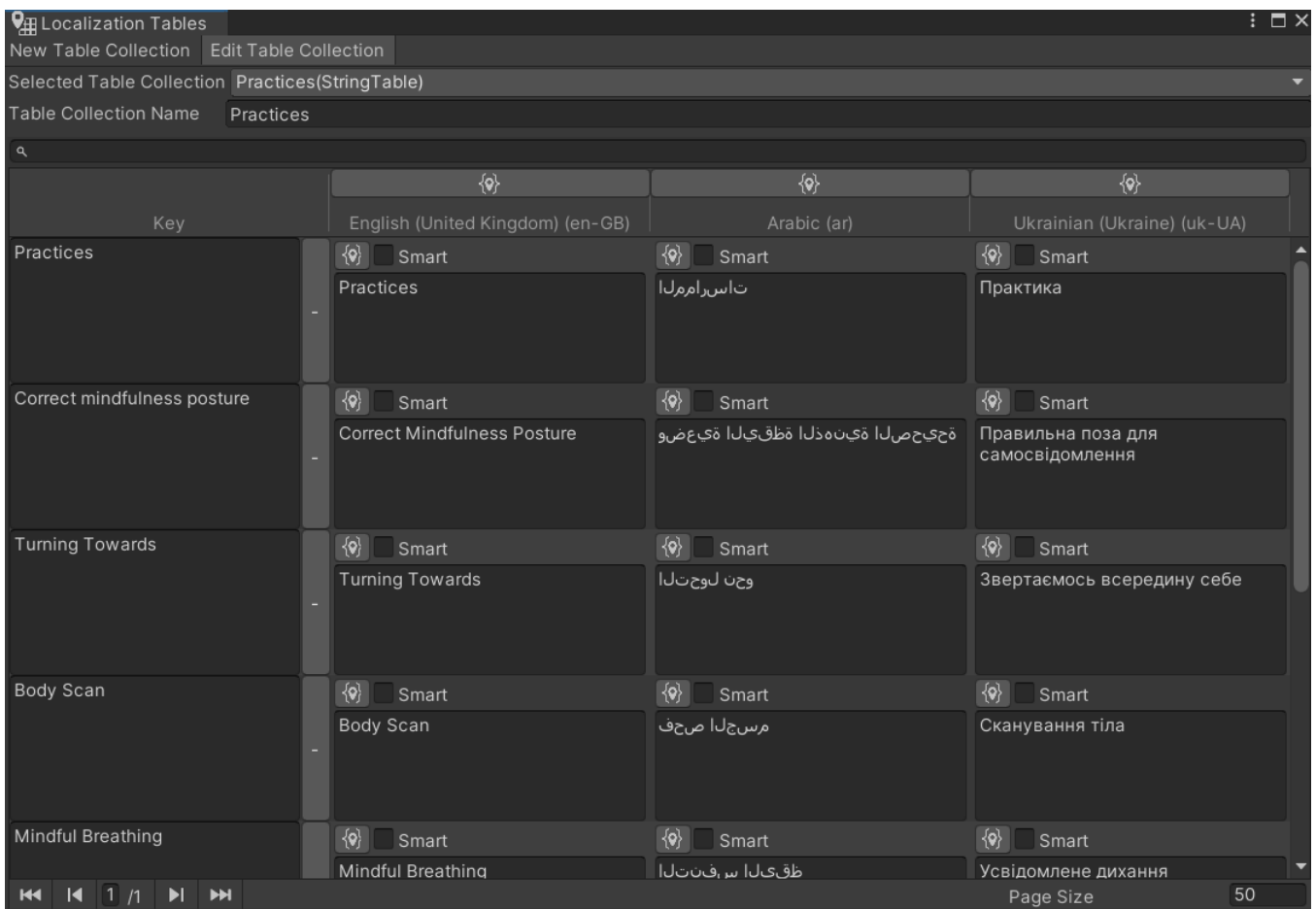*Figure 2 Translated UI elements*

Figure 5 Video with subtitles

Figure 4 UI element localisation in Unity

II. Language support in each topic

According to the resources that each partner had for translation of the content, the language availability for each topic was the following:

	Text	Voiceovers	Videos	Meditations
Health, end of life	EN, AR, UA	EN, AR	EN, AR, UA	EN, AR, UA
Financial Concerns	EN, AR, UA	EN, AR	EN, AR, UA	EN, AR, UA
Relationships	EN	EN	EN, AR, UA	EN, AR, UA
Abuse	EN	EN	EN, AR, UA	EN, AR, UA

EN: English, AR: Arabic, UA: Ukrainian

The intro recording at the beginning of the intervention was translated in both Ukrainian and Arabic.

The topics that were not fully translated in every language can be future work for the project.