

Applying a Language Justice Approach to Participatory & Culturally-Responsive Evaluation

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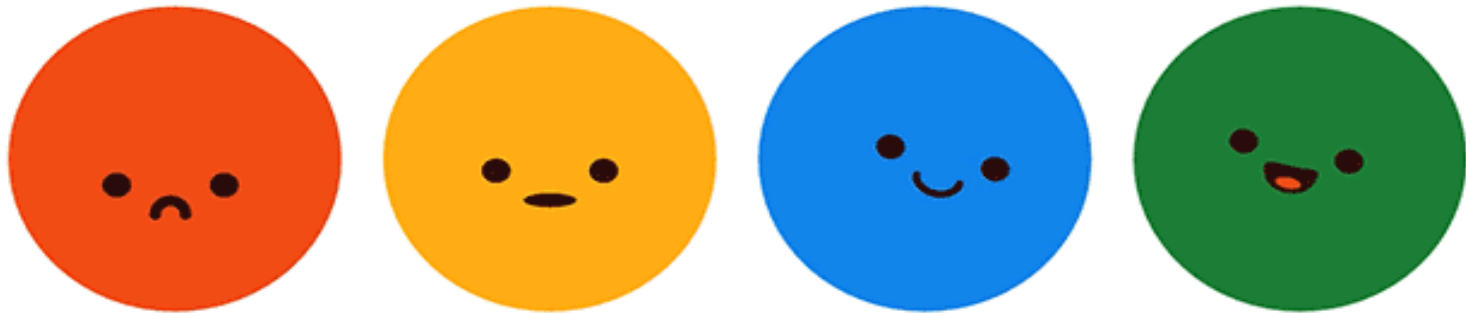


Image Source: Fraser Valley Regional Library https://www.fvrl.bc.ca/world_languages.php

Vignette



Reactions? Thoughts?



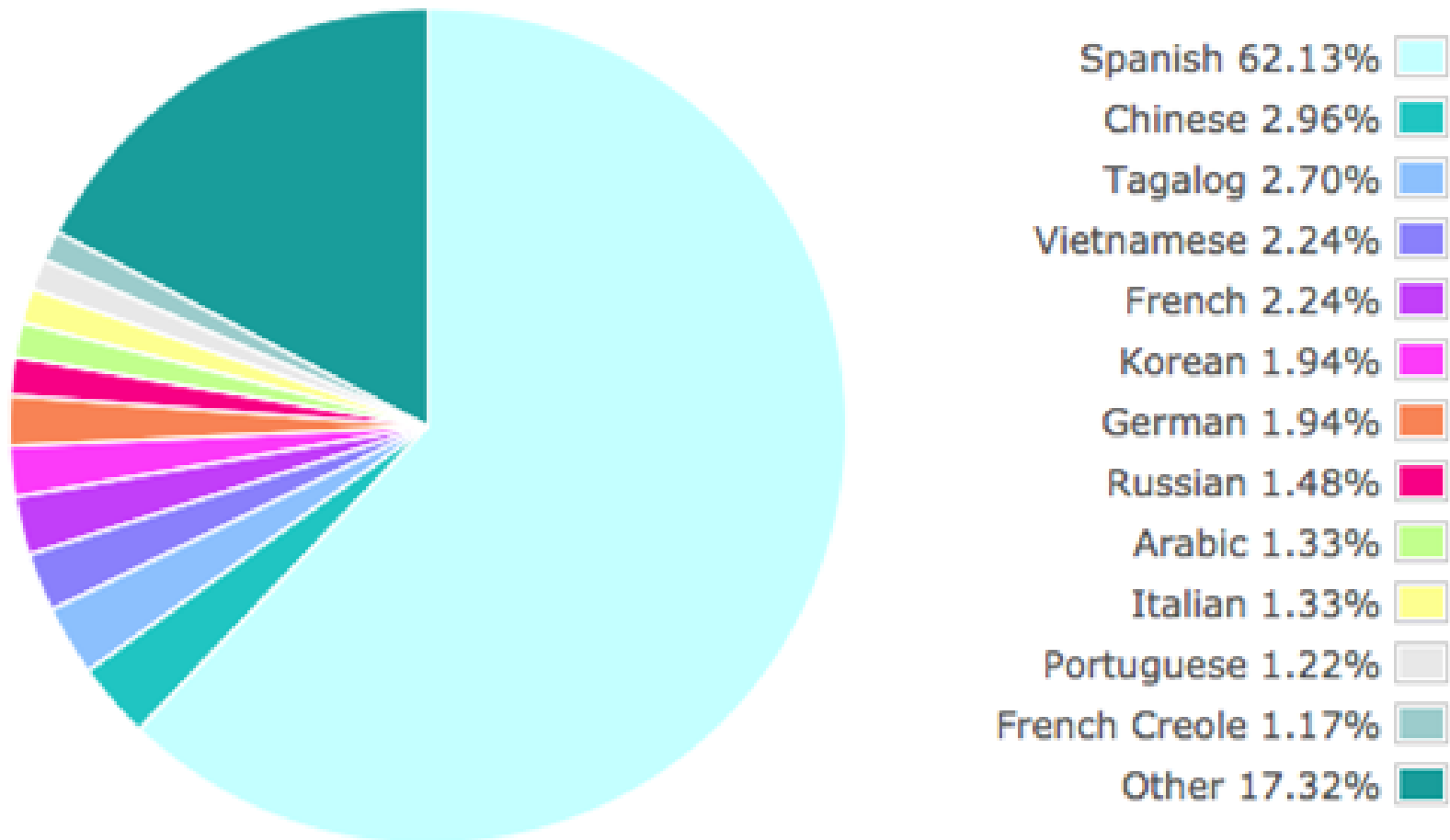
380+ languages | 25M “Limited English Proficient” (LEP)

Most spoken languages in the entire US in 2010

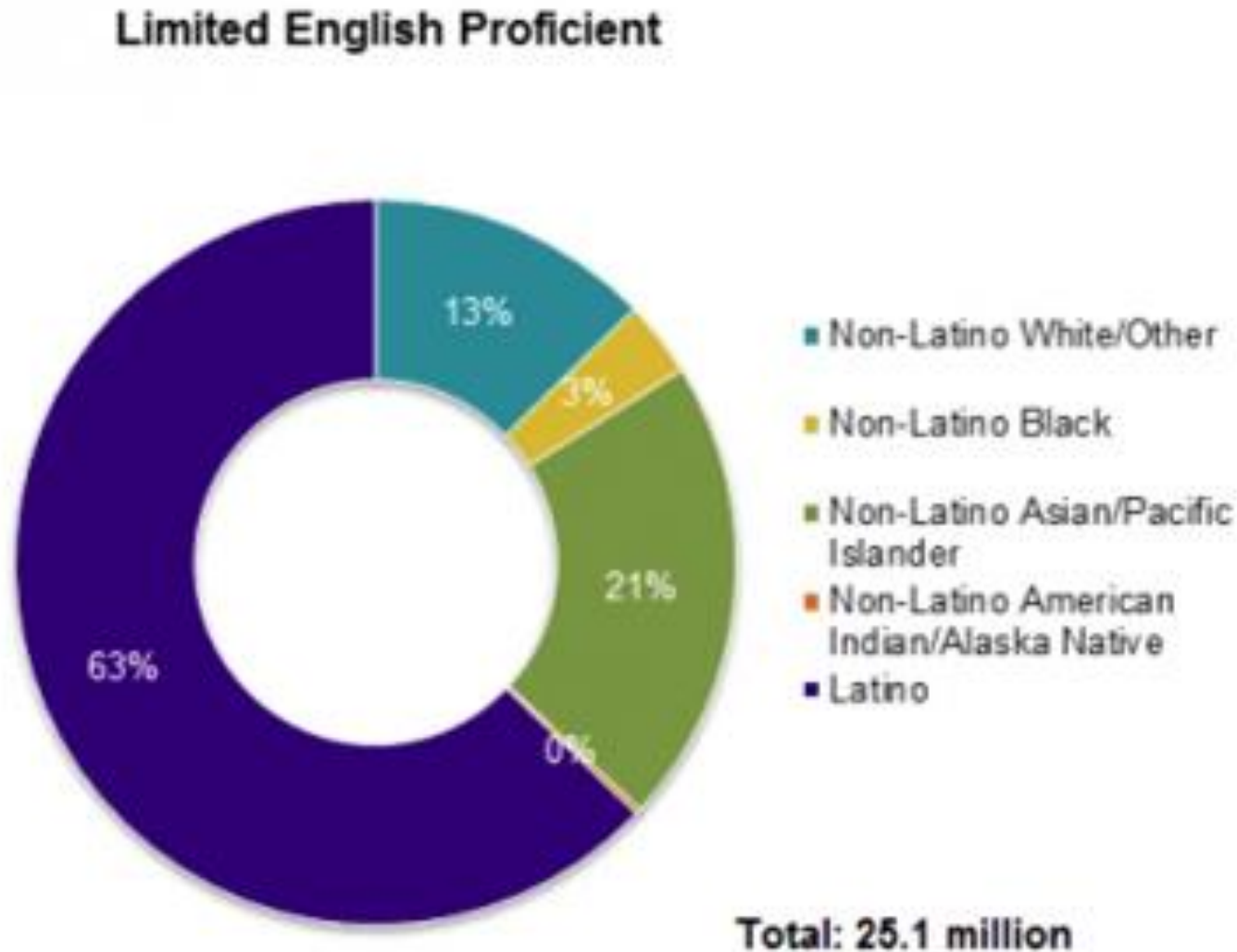
English is spoken by 80.38% of people over 5 years old in the entire US.

Languages other than English are spoken by 19.62%.

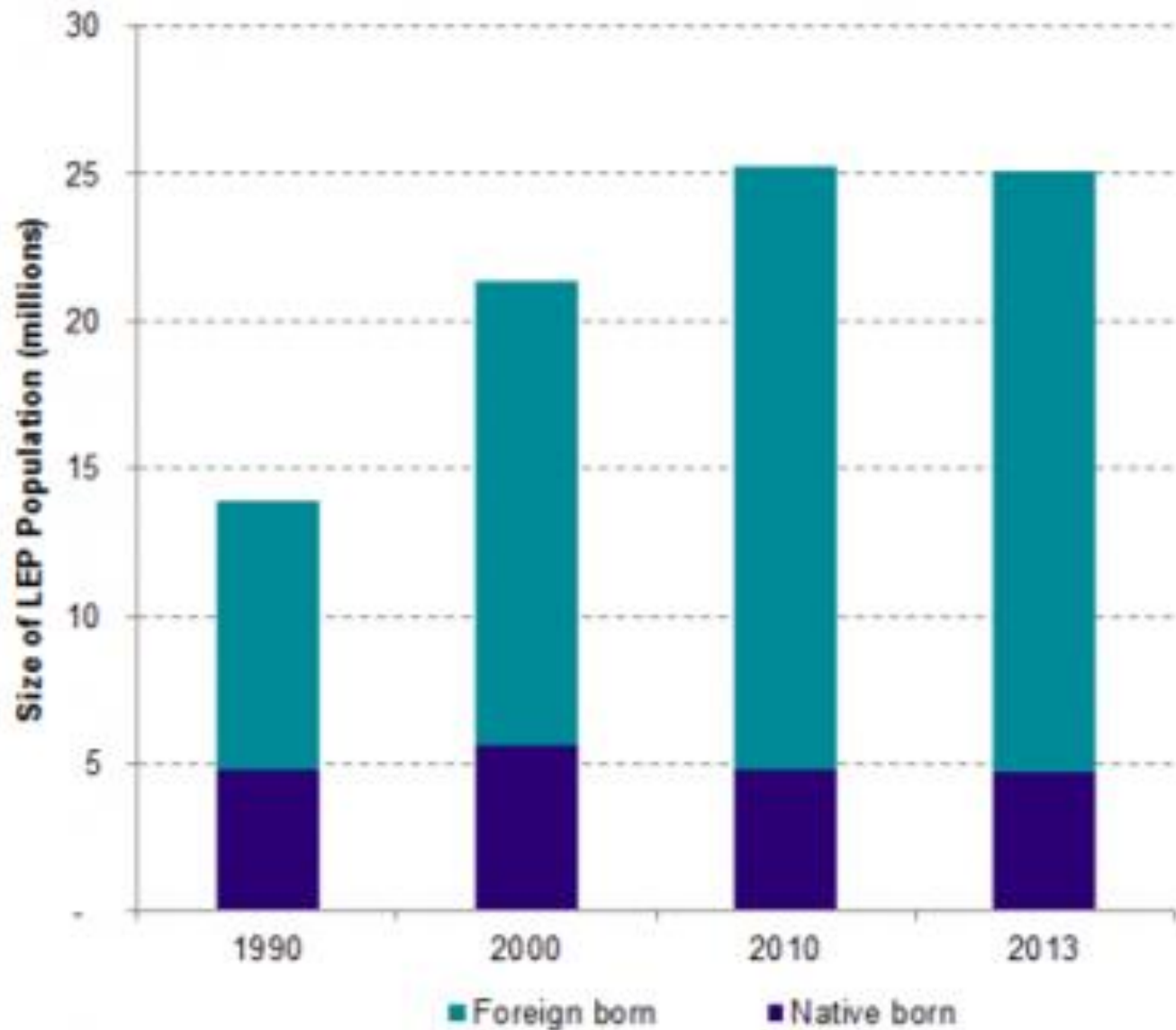
Speakers of languages other than English are divided up as follows.



LEPs are predominantly **communities of color**

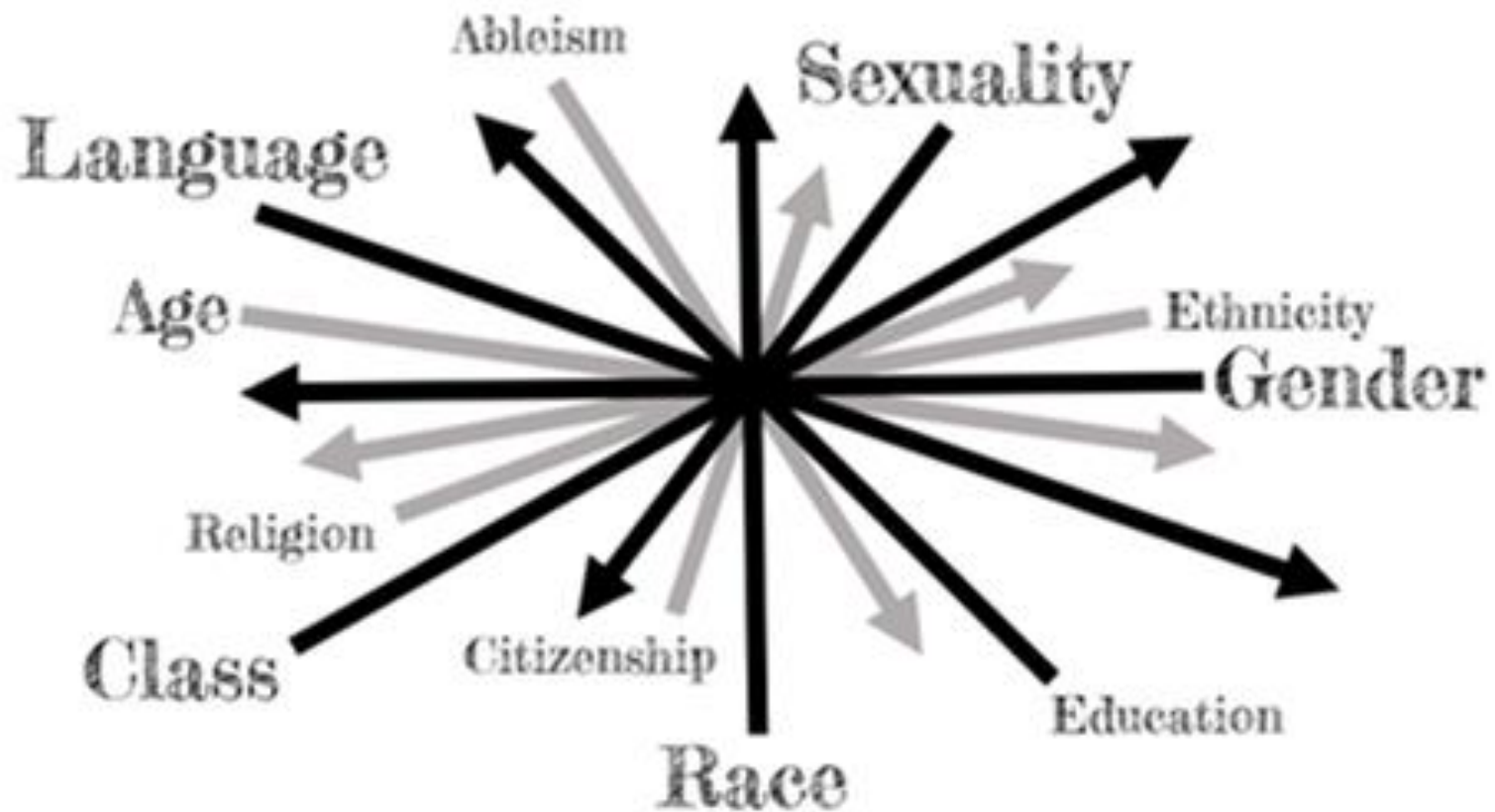


LEPs are predominantly **foreign born**



Source: Migration Policy Institute tabulations from the U.S. Census Bureau's 1990 and 2000 Decennial Censuses and 2010 and 2013 American Community Surveys (ACS). <https://www.migrationpolicy.org/article/limited-english-proficient-population-united-states>

Language **intersects** with other marginalized identities...



... in ways that **compound** marginalization.



Live TV ●

Man to Spanish speakers at New York restaurant: 'My next call is to ICE'

**'Go back to your f----- country': Woman
berates Spanish-speaking group at Virginia
restaurant**

Minnesota Woman Is Brutally Attacked At A Restaurant For Speaking Swahili

Asma Jama has sustained severe cuts on her nose, eyebrow and lower lip. The Muslim immigrant is now too traumatized to leave her house alone.

Starbucks Customer Demands Asian Student Stop Speaking Korean

A video shows the woman saying, "... Oriental. I hate it."

**Dunkin' employee calls
police on student
speaking Somali with her
family**

Muslim student 'kicked off flight for speaking Arabic' sues Southwest Airlines for racial discrimination

American passenger 'singled out, publicly humiliated and interrogated for hours' after saying 'inshallah' to uncle over phone

Why speaking Spanish is becoming dangerous in America

Reports of people being berated or attacked while communicating in the world's second most spoken language are on the rise

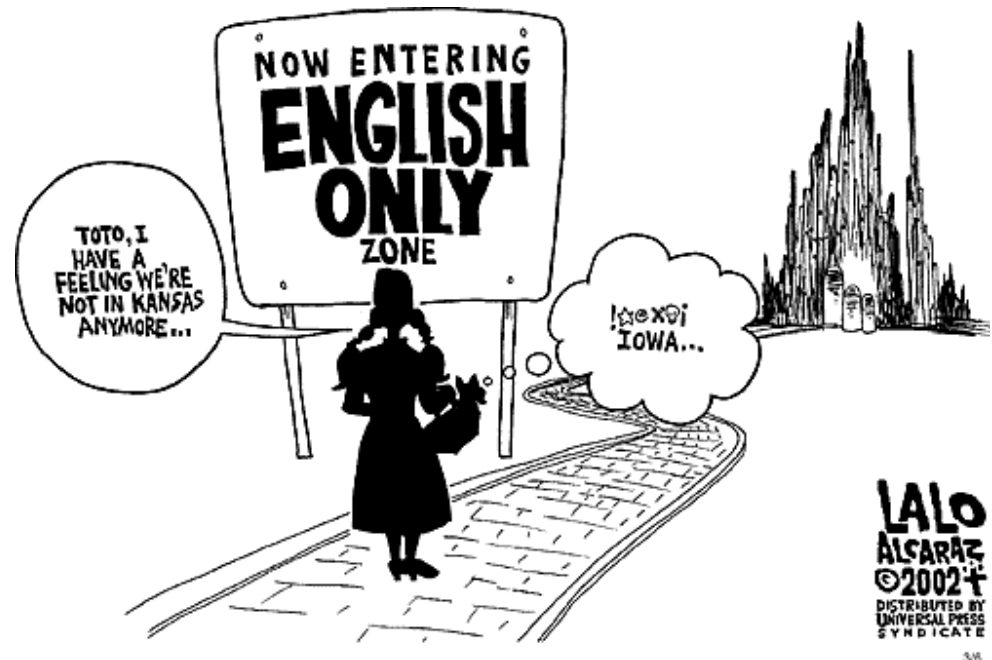
**Two Students Were
Assaulted on a Train for
Speaking Mandarin in
Possible Hate Crime**

Israeli diplomat kicked out of Uber after speaking Hebrew: 'Can't believe this is happening in America'

Border Patrol agent detains US citizens for speaking Spanish

Linguicism

*Ideologies, structures and practices which are used to legitimate, effectuate, regulate and reproduce an **unequal division of power** and resources (both material and immaterial) between groups which are defined on the basis of **language***



Language access

Title VI of Civil Rights Act - 1964

Lau v. Nichols Supreme Court Decision - 1974

Executive Order 13166 - 2000

- *Prohibits discrimination against people based on national origin, including those with LEP, in programs or activities that receive federal money.*
- *Requires federal agencies to ensure meaningful access to services.*
- *Compliance vs. equity*

Language justice

The right everyone has to communicate in the language in which one feels most comfortable.



Language justice

Language justice is rooted in a history of *resistance* by communities and peoples whose voices and cultures have been suppressed for generations. Language justice is an *alternative* to that historical pattern of disenfranchisement and *oppression*. It affirms the fundamental *rights* of individuals and communities to language, culture, *self expression*, and equal participation.

Language justice is about **equity**



Photo by Allison Corbett, unknown artist. Barrio Meridiano V, La Plata, Argentina. Found at www.acorbett.com/interpretation/

Principles of Language Justice

Principle 1:

Language Justice Is Social Justice

Principle 2:

Language is a Tool for Transforming Thinking and Empowering Action

Principle 3:

Multilingual Spaces are Open to Every Voice. No Language is Dominant.

Why should
evaluators care
about language
justice?

Evaluation & Language Justice

- **AEA Statement on Cultural Competence**
 - ✓ Ethical imperative
 - ✓ Validity
 - ✓ Development and application of theories
- **Culturally Responsive Evaluation**
- **Indigenous Evaluation & Decolonizing Methodologies**
- **Equitable Evaluation**

¡Sin traducción, no hay revolución!



From theory to practice...

Key Considerations:

- Who isn't at the table and why?
- Is the lived experience, including language identity, of those most impacted at the center of the work and process?
- How can you de-center English in the work?
- How do you shift power dynamics resulting from language privilege?

From theory to practice...

Key Practices:

- Set aside enough time and money from the start
- Create relationships with translators & interpreters who are language justice advocates
- Seek support from, and give support to, language justice advocates
- Use participatory methods




Standard, right?



NO!

The image shows a wall densely populated with sticky notes, illustrating a complex network of ideas. The notes are primarily pink and yellow. A large yellow note at the top center reads "LGBTQ" with "i.e. gender identity" and "sexual orientation" written below it. To its right, a cluster of pink notes includes "people in immigration detention", "Survivors long criminalized/prosecuted", "Currently incarcerated Survivors", "Incarcerated Survivors", "Formerly incarcerated Survivors", "People who have been criminalized/prosecuted", "People harmed by the state and institutions", and "People charged or convicted". Below these, a yellow note says "People b...". To the left of the "LGBTQ" note, a yellow note reads "People targeted by racism and/or colonization". Further left, a pink note says "People who are not visible". A large yellow note at the bottom center reads "Socio-economic diversity" with "Diversidad Socioeconómica" written below it. To its right, a pink note says "homeless people". On the far right, a pink note says "youth", and another says "Children who: - don't fit in box, - experience violence, - have no one to tell". Below that, a pink note says "Unaccompanied minors from C.A.M. fleeing emotional trauma + work". At the bottom right, a pink note says "Children victims of homicide". The entire image is framed by a large, stylized white 'X' shape on a blue background.

NO!



The image shows a wall densely packed with handwritten notes on various colored papers (yellow, pink, white). The notes are organized into several distinct sections, each addressing a different social or human rights issue. The overall message is one of social inequality and human rights concerns, as indicated by the large 'NO!' text at the top.

Key sections and their content:

- Top Left (Yellow paper):** "LGBTQ", "ie. gender identity", "sexual orientation".
- Top Right (Pink papers):** "people in immigration detention", "Survivors long criminalized/prosecuted", "Currently incarcerated Survivors", "Incarcerated Survivors", "Formerly incarcerated Survivors", "People who have been criminalized/prosecuted", "People harmed by the state and institutions", "People charged or convicted of a crime".
- Middle Left (Yellow paper):** "People targeted by racism and/or colonization".
- Middle Right (Pink papers):** "Children who: - don't fit in box, - experience violence - have no one to tell", "Unaccompanied minors from C.A.M. fleeing emotional trauma + war", "Children victims of homicide".
- Bottom Left (Yellow paper):** "Socio-economic diversity", "Diversidad Socioeconómica".
- Bottom Right (Pink papers):** "people at every level of poverty + health", "homeless people", "people at every level of education".


The notes are often written in a mix of English and Spanish, and some include small diagrams or symbols (like circles and arrows) to illustrate concepts. The overall impression is one of a collaborative effort to document and highlight various forms of social injustice.

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[illegible][illegible][illegible][illegible]

NO!



The image shows a wall covered in numerous colorful sticky notes and papers, illustrating various forms of discrimination and social issues. The notes are organized into sections, with some featuring handwritten text and others with printed text. The overall theme is one of social inequality and human rights violations.

Key sections and text visible on the wall include:

- Top Left:** A yellow note with the text "LGBTQ" and "i.e. gender identity sexual orientation".
- Top Right:** A pink note with the text "youth".
- Middle Left:** A yellow note with the text "People targeted by racism and/or colorism".
- Middle Right:** A pink note with the text "Children who: - don't fit in box. - experience violence - have no one to tell".
- Bottom Left:** A yellow note with the text "Socio-economic diversity" and "Diversidad Socioeconómica".
- Bottom Right:** A pink note with the text "Children victims of homicide".

The wall is also covered with many other smaller notes, some of which are handwritten and others printed, all contributing to a comprehensive list of social issues and human rights violations.

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Create a data gallery walk

rst /

Using the table of χ^2 values from an appendix, and also the critical χ^2 values of 3.84 for $\alpha = 0.05$ and 5.99 for $\alpha = 0.01$, we can determine the significance of the results.

Try storytelling



Communicate without using words or signing



[illegible]

Use clay or other art materials



Small groups with note-taking + shareback



Graphic recordings

ESTUDIO DE INVESTIGACION MUJERES

UNIDAS Y ACTIVAS

TRABAJO DE SALUD MENTAL
BASADO EN NUESTRAS EXPERIENCIAS
COMO SOBREVIVIENTES
- MAS DE 10 años



REUNIONES
DE GRUPO

CLÍNICAS
DEL ALMA

TALLERES
DE SANACIÓN

CLASES
YOGA Y SOMÁTICA

ABOGAMOS
PARA QUE LOS
SERVICIOS
SEAN ACCESIBLES

DOCUMENTOS VS
EMPATÍA
DIFICULTAD
de leer documentos

RETOS EN LOS
REFUGIOS
- IDIOMA
- ESTADOS MIGRATORIO

REGRESAN
A CASA
A PEOR
VIOLENCIA

90%
HAN EXPERIMENTADO
VIOLENCIA

- INMIGRANTES (23 años) - MAYORÍA MEXICANAS
- MADRES (0-13 años) - 325 hijos
- STATUS MIGRATORIO MIXTO
- BAJOS RECURSOS / MUJERES TRABAJADORAS

MÉTODO



PREGUNTAS

CÍRCULOS
DE RELATO

GRUPO DE
ENFOQUE

TRANSCRIP-
CIÓN

ANÁLISIS

PARA SACAR A LA
LUZ LO QUE NO SE CUENTA
Y HACE EL CAMBIO

ENCUESTA con COMPAÑERAS

RESULTADOS

IMPORTANCIA
DE DAR SERVICIOS
CULTURALMENTE
APROPIADOS

CON
VARIEDAD
DE PROGRAMAS

ROMPER
CICLO DE
VIOLENCIA
- Y APRENDER
A PONER LOS
LÍMITES

LA FAMILIA
Y LOS NIÑOS
TAMBIÉN SON
BENEFICIADOS

PERSONAS
GRUPOS
PEQUEÑOS
DAN MAYOR
CONFIANZA

ESTE
ESTUDIO DE
INVESTIGACIÓN

ORGULLOSAS
DE SER PARTE
DEL PROCESO

GRANDES
APRENDIZAJES

NO SE RELACIONABA
LA SALUD MENTAL CON
LO EXTERNO -VALE

Your turn!

Your turn!





References

Our chapter on language justice in the forthcoming special volume of *New Directions for Evaluation*, Examining Issues Facing Communities of Color Today: The Role of Evaluation to Incite Change. Anticipated publication date, Spring 2020

Ghanbarpour, S., Palotai, A., Kim, M.E., Aguilar, A., Flores, J., Hodson, A.,...Shim, H. (2018). An exploratory framework for community-led research to address intimate partner violence: A case study of the Survivor-Centered Advocacy Project. *Journal of Family Violence*, 33(8). <https://doi.org/10.1007/s10896-018-9987-y>

The Highlander Center
<https://www.highlandercenter.org/>

Center for Participatory Change
<https://www.cpcwnc.org/>



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