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PETRA-E

1. Introduction

PETRA-E is a European literary translation project, supported by Erasmus+ and initiated and facilitated by the Nederlandse Taalunie, which is carrying out the project with seven European partners. EFNIL is one of the ‘dissemination’ partners of PETRA-E. EFNIL members will help to disseminate and distribute the results of the project, including the publication of the Framework of Reference for Literary Translation. *In my presentation in Helsinki I have given an outline of the aims and results of the project and have asked EFNIL members for their support. (We still need that support, so please look at the last part of this article for details.)*

2. Literary translation

It is hard to overestimate the importance of literary translation in a multilingual, multicultural Europe. Just imagine which books would not be available to a wider European audience without the work of literary translators. Literary translators play an essential role in spreading and developing ideas, stories and insights between different languages. Their ability to fulfil this role strongly depends on the availability of proper education and training. PETRA-E helps to identify domains for training and to create educational opportunities.

3. Aims of PETRA-E

The short term aim of the PETRA-E project is to develop a Framework of Reference for Literary Translation. The longer term aim is to enable stronger collaboration in the field of the education and training of literary translators in Europe. For more detailed information, the Framework and its introduction please look at www.petraeducation.eu.

4. Framework

4.1 An analytical model

The PETRA-E Framework contains a competence model, a learning line, and (implicitly) qualification criteria for situations in which competences are to be tested. As a competence model, it enumerates the competences – i.e. knowledge,

skills, and attitudes – that a literary translator should possess in order to qualify as a competent translator. As a learning line, the Framework shows the steps and levels leading to the acquisition of these competences. The PETRA-E Framework is based on five levels: a beginners level, an intermediate level, an advanced level, a professional level, and an expert level (in short: LT1 to LT5).

The Framework is intended to serve as an analytical instrument, i.e. it does not aim to encompass a single, comprehensive ‘literary translation competence’. Instead, it distinguishes a whole range of competences. ‘Competence’ refers to ‘the proven ability to apply knowledge and skills’: everything that a literary translator is capable of doing. This implies not only expertise and skills; attitude plays an essential role, too. Any competence is therefore a combination of knowledge, skills and attitude. In this respect, the PETRA-E Framework is open to change: new sub-competences might be added to existing ones when they appear necessary for a certain competence profile. The *transfer competence* occupies a central position in the Framework. Whether a competence is seen as a core competence or an additional competence depends on the institutional setting in which it is implemented and on views about the requirements a literary translator should fulfil.

4.2 Education and training

Why do we need a framework for literary translation? All translators agree that their profession involves many different skills. However, the road to becoming a literary translator is unpredictable. The PETRA-E Framework of Reference for the Education and Training of Literary Translators (in short: PETRA Framework) aims to identify these specific skills, that have never been systematically mapped out. The Framework has been developed for teaching and learning use. It describes the competences that a literary translator *might* realise. It will help teachers, programmess, schools and learners to identify the competences and steps to develop new competences. In addition, it will help to validate informally acquired knowledge and skills.

5. Collaboration

In the longer term, agreement on the skills and competences and the different levels of literary translation will also enable collaboration between schools, universities and other training institutions. This is essential because this field is a highly dispersed, small-scale domain of both formal and informal, academic and non-academic programs and courses. Stronger collaboration will improve the quality of education since it enables schools and universities to collaborate in developing training for competences that is currently lacking. In that way they can make available training for every possible language combination and develop better instruments that make use of digital media.

6. Project content

The project is being carried out in different steps and will generate different outputs.

The Reference Framework on the Education and Training of Literary Translators. The Framework will be published in seven languages and will be distributed (digitally and in print) and made widely available. All partners will apply the Framework to their educational programs, courses and/or curricula.

The Framework will be distributed all over Europe among all relevant European partners. An online help desk and FAQ will be available to support new users.

A database of schools and programmes on literary translation in Europe. This will be an updated version of the list compiled by CEATL a couple of years ago.

The project partners put a lot of effort into disseminating the results of the project. We are organising:

- 2 ‘multiplier events’, in Norwich and Leipzig;
- at least 15 demonstrations and presentations at conferences and meetings;
- 2 social media pages or groups on the Framework.

The Framework, the introduction and all dissemination activities have been discussed and prepared at four project conferences with project partners and stakeholders such as translators, teachers and publishers.

7. How can you help us?

EFNIL as a Europe-wide network is our ideal dissemination partner. In Helsinki I asked for your support. We still could use your help in disseminating and distributing the results of our project. How can you help us?

- By distributing the Framework and its introduction to relevant organisations in your country yourself or by sharing addresses and e-mail addresses with us.
- By helping us to find opportunities to launch or present the Framework at conferences, meetings and other occasions (September 2016-June 2017).
- By sharing our initiative in general with relevant people or organisations such as schools and universities teaching translation, organisations of translators or publishers, and policy makers.
- By linking to our website: www.petraeducation.eu.
- By helping with updating and correcting the list of translation programmes.

The Framework, its introduction and the database of literary translation programmes are available at www.petra-education.eu. Please contact me for all information or help: Karlijn Waterman kwaterman@taalunie.org or petra-e@taalunie.org



Fig. 1: Printed version of the Framework in 7 languages (photo copyright by Laura Cristaldi)

8. The project partners

Universiteit Utrecht (UU) – Faculty of Humanities

Katholieke Universiteit Leuven (KU LEUVEN) – Faculty of Arts

Nederlandse Taalunie/The Dutch Language Union (NTU)

Fondazione Universitaria San Pellegrino (FUSP) – Translation Department

Eötvös Loránd University (ELTE) – Department of Dutch Studies

British Centre for Literary Translation (BCLT) – University of East Anglia (UEA)

Deutscher Übersetzerfonds (DÜF)

Conseil Européen des Associations de Traducteurs Littéraires (CEATL)

Dissemination Partners: EFNIL & RECIT

Bibliographical information

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The electronic PDF version of the text is accessible through the EFNIL website at:

<http://www.efnil.org>