

ELV 2020

ELV Policy Plan for 2016-2020

List of abbreviations

- CEATL: Conseil Européen des Associations de Traducteurs Littéraires (European Council of Literary Translators' Associations)
- ELV: Centre of Expertise for Literary translation (*Expertisecentrum Literair Vertalen*)
- IVN: Internationale Vereniging voor Neerlandistiek
- LLA: Translation workshop for the Low Countries (*Lage Landen Atelier*)
- MLV: Master of Literary Translation (*Master Literair Vertalen*)
- NEM: Universities offering Dutch Studies 'extra muros' (*Neerlandistiek Extra Muros (Internationale Neerlandistiek)*)
- NL-FT: Dutch – Foreign Language
- PETRA: Plateforme Européenne pour la TRAduction littéraire (European Platform for Literary Translation; the PETRA-E project is a continuation of this in the field of education)
- VAV: Flemish Writers' Association (*Vlaamse Auteursvereniging*)
- VoL: Location-based translation workshop (*Vertaalatelier op Locatie*)
- VvL: Dutch Writers Guild (*Vereniging van Letterkundigen*)

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Basic principles

This policy plan sets out the outlines of the policy to be pursued for the 2016-2020 period, with a focus on what we need to achieve by the end of this period; hence the name 'ELV 2020'.

In the 2016-2020 policy period, the ELV wants to renew its main objective - i.e. promoting the expertise of literary translators who translate from and into Dutch - based on the results of market studies, the situation in terms of the available translation study programmes and the needs that emerged from discussions with various stakeholders (translators, lecturers, publishers, policymakers). More than ever before, attention will be focused on sharing the available knowledge.

The policy will be determined by the Management Board (*bestuur*), which consists of representatives from the institutions involved, based on the plans submitted by the ELV Office (*bureau*). A significantly expanded advisory body will advise the Management Board on the policy and its implementation by the ELV Office. The substantive quality of the new services and products to be developed will be safeguarded by an academic committee, consisting of representatives from the two universities.

The ELV uses the Literary Translation Learning Track (*Leerlijn Literair Vertalen*) as a didactic basis and the ELV portfolios as an informative basis for all its activities. A great deal of attention will be paid to all forms of communication, so that everyone can find their way to the ELV and that, above all, the ELV can keep abreast of the needs and wishes of all those involved. Digitisation options will be explored and utilised where possible in order to reach as many translators and lecturers as possible, both within and outside the relevant language area.

Positioning

The Expertise Centre for Literary Translation (ELV) was set up in 2001 by the Taalunie (Dutch Language Union) as the Support Centre for Literary Translation (*Steunpunt Literair Vertalen*). From the start, this was a collaboration between KU Leuven (Lessius Hogeschool Antwerpen at the time) and Utrecht University.

Initially, the ELV focused strongly on the training of new translators, because at that time there were very few study programmes available for literary translation. Since then, hundreds of translators have been trained, a large number of whom have since secured a position in the sector. Over the years, a number of translation study programmes, both university and non-university, have been introduced, especially for translation into Dutch. An important player in this field is the transnational Master of Literary Translation (MLV) programme of Utrecht University and KU Leuven, which was set up with the support of the Taalunie and the Dutch Literature Foundation (*Letterenfonds*). Another valuable addition to the field was the **Vertalersvakschool**, which was set up in Amsterdam in 2006 by a group of experienced translators. Unfortunately, the number of relevant European and international programmes has only grown at a modest rate, so there remains a great need for training programmes for the Dutch – Foreign Language (NL-FL) combination. However, an efficient network has developed in the meantime, which can be used to train literary translators and reach others who could potentially join the profession.

In the future, the ELV will focus less on directly providing study programmes for translators and position itself more as a centre of expertise which gathers, develops and disseminates knowledge tailored to the needs of the market and society at large.

It is the ELV's ambition to continue working together with all the players in the field within a new organisational structure that focuses on the promotion of expertise in the field of literary translation.

ELV 3.0

The ELV aims to promote the expertise of literary translators for whom Dutch is either the source or target language, in order to ensure the quality of such translations from and into Dutch.

For this purpose, in collaboration with stakeholders such as the Dutch Literature Foundation, the Taalunie and an Advisory Council, the ELV has developed courses, mentorships, coaching programmes, location-based translation workshops (VoLs), online courses, a website and various social media accounts.

By now, hundreds of translators have been trained, largely in collaboration with the Dutch Literature Foundation. In addition, we have been able to use the efforts of many lecturers / mentors: experienced literary translators, translation lecturers from universities and other institutions, representatives of publishing houses etc.

In recent years, many important portfolios have been successfully completed, such as the ‘Pamphlet for preserving a flourishing translation culture’ (*Vertaalpleidooi*), and other (often still implicit) formats have been developed for courses, workshops and teaching methods. In addition, the *Vertaalpleidooi* has given rise to the transnational Master of Literary Translation (MLV) programme, and the network of study programmes within and outside the language area has grown. A modest start has been made in developing digital courses.

One significant outcome is the development of the Literary Translation Learning Track: presented by the ELV in 2014 and further developed in a European context as part of the PETRA-E project. This is a strategic partnership within the Erasmus+ programme, in which five other European institutions participate alongside the Taalunie, KU Leuven and Utrecht University.

A new course will be set out at the start of a new policy period, with the emphasis shifting towards improving the quality of the literary translation training with *Dutch as the pivot language* and less on organising study programmes directly for translators.

As far as the training of literary translators is concerned, the basic principle is to offer customised study programmes while, at the same time, there is an ambition to create a range of e-learning programmes that can be conducted more frequently and which have a considerably broader reach. The customisation is actually delivered twice: the study programmes focus on a specific competence from the Learning Track, or on a specific gap in the range of courses on offer. This is why there is a need for a policy that distinguishes between translations from and into Dutch.

As noted, a wider range of programmes has emerged for translators who translate *into* Dutch than for translators who translate *from* Dutch. In consultation with the Dutch Literature Foundation, which is actively engaged in the promotion of Dutch literature abroad, and on basis of the portfolios, the ELV will first determine the areas in which additional training is required for specific NL-FL translators. In addition, it will identify the gaps for translators into Dutch.

Given the very strong focus on digitisation, the returns and, in particular, the reach of the ELV can be significantly increased.

Objectives

The following objectives have been laid down for the 2016-2020 period:

- Capturing the expertise and knowledge acquired over the past 15 years and making this (digitally) available, thus contributing to the development of a virtual toolbox for translation study programmes;
- Collecting information about the translation market and the translators' pool for policy purposes (together with other players) and converting this information into policy recommendations; for this, we need to renew and further strengthen our ties with the publishing houses;
- Maintaining an overview of the range of literary translation study programmes with Dutch as the pivot language: Which languages? Who has what kind of knowledge and expertise? What gaps can be identified in terms of expertise and instruments?
- Gathering and defining knowledge and expertise, and making it available to the relevant parties (in particular, translation study programmes, translation lecturers and translators), in all suitable forms: courses, models, course formats, refresher courses, digital or physical learning environments, information, website, newsletters, etc.;
- Ensuring that knowledge, expertise and experiences are exchanged, gathered, adapted, shared and retained within the network of literary translation programmes, both academic and non-academic;

- Functioning as a virtual platform for all parties in the sector (translators, lecturers, study programmes as well as other stakeholders such as publishers, translators' associations and literary foundations);
- Maintaining an overview of, and providing advice on, the range of didactic instruments and converting the knowledge and expertise into new products and services for translators and study programmes;
- Advising policymaking bodies on the use of resources for translation study programmes, including secretariat tasks for mentorships and other individual training facilities.

Innovation and e-learning

In recent years, initial steps have been taken towards developing new types of online courses and offering web lectures and other formats on a small scale. Our experiences with these new formats have been positive, encouraging us to further explore possibilities and develop instruments. This requires a knowledge of translation didactics as well as technical expertise, part of which is available in-house but the rest of which will have to be obtained from elsewhere. The area of online education in particular is currently undergoing rapid changes. The challenge is to locate and evaluate the expertise available in other educational institutions as well as our own and tailor this to the literary translation study programme. In this way, the expertise can be made available and offered as a model to lecturers and study programmes for literary translation from and into Dutch, encouraging them to function independently.

There is no doubt that e-learning offers every opportunity for transferring general knowledge and expertise in the field of literary translation. The challenge lies in aligning new teaching formats (digital, blended, short-type, vice-versa, intensive etc.) to the customisation required by the field and in ensuring that learning tracks and careers are optimised and geared to individual learners where possible.

In the 2016-2020 period, the ELV will continue to focus on developing talent through individualised programmes (mentorships, development grants, coaching), but it will also explore and utilise the possibilities of digitised learning and distance learning so as to achieve greater returns for the didactic efforts invested in training individual translators. All of this will be done against the background of the Learning Track – which will not only serve to strengthen the didactic influence of the Learning Track but will also highlight the competences and skills for which we still lack the right educational tools.

Literary Translation Learning Track

The Literary Translation Learning Track is being developed at a rapid pace and will act as the foundation for all activities of the ELV. The PETRA-E project, to be completed in September 2016, will result in a European version of the Learning Track, which can serve as an instrument for everyone involved in the education and professional training of literary translators. Trainers will have a model that will help them calibrate their programmes and promote the exchange of students and lecturers. Translators, for their part, will be able to use the Learning Track to independently assess the level they are at, identifying the competences they have already acquired and those that they still need to work on. The follow-up of PETRA-E in Europe and the role the ELV could play in this respect are matters for further consideration.

One task for the ELV is to inform everyone involved in literary translation from and into Dutch about the Learning Track and help them implement it. This also means that the parties involved must be prepared for working with competencies and such an analytical model. Although the completion of the Learning Track will be a major milestone, the next step is even more crucial: how will translators progress from one level to the next? The ELV aims to play an important role in this regard where Dutch is the pivot language. The first task is that of taking stock of programmes being offered, the language combinations, the locations and the levels concerned, identifying any gaps in the range on offer and finding ways of closing them as efficiently as possible. How can the ELV facilitate academic and non-academic programmes, bundle the existing knowledge and facilitate exchanges? Naturally, the Learning Track will also have a positive influence on, firstly, the evaluation and assessment of literary translators and translations in different didactic, cultural and professional contexts and, secondly, on the social perception of literary translation as a profession.

Portfolios

In addition to the Learning Track, which serves as an underlying didactic concept, the portfolios form the basis for the promotion of expertise at all levels included in the Learning Track. The ELV is preparing targeted portfolios per language and language combination based on information gathered from partner institutions, the literature foundations, the Taalunie, online catalogues and the translation business itself.

In the 2016-2020 period, the portfolios will be further expanded and updated annually. In 2016, the focus will be on the NL-FL portfolios, so that information can be obtained from as many countries/language areas as possible.

The Dutch book trade has recently taken the initiative to set up a knowledge centre; the ELV would like to participate in this centre and collaborate further with all other parties that gather knowledge. Consultation and collaboration are crucial so as to avoid any overlap and enable the ELV to focus specifically on translation-related issues.

In other words, the ELV seeks to join forces with other partners who gather useful knowledge about the book trade, particularly in connection with translation-related aspects. The first phase will be devoted to identifying specific knowledge gaps, and the actual needs as formulated by third parties. This will be considered within a broader group than before (stakeholders, interuniversity contexts, other institutions, within and outside specific language areas).

The knowledge gathered and recorded in this manner will be made available via the website and special reports and made accessible to interested parties on request. This data also offers opportunities for taking an integrated approach. For example, by offering a Summer Course, a location-based translation workshop (*Vertaalatelier op Locatie*) and development grants, greater synergy can be achieved and a specific impetus can be given to an entire language combination.

Networking and collaboration

In recent years, an extensive network has been developed and various types of collaborations have been implemented via the NEM universities, the Vertalersvakschool, via the network that is being developed around the MLV programme and the Young Translators' Group (*Jonge Vertalersgroep*) as well as via the Platform for Translation and Translation Studies (*Platform Vertalen & Vertaalwetenschap*) and the various stakeholders within PETRA-E. Furthermore, cooperation with the VAV, VvL, publishing organisations and literary foundations can be optimised in areas involving shared objectives and interests. The various parties can be represented in working groups or in meetings of experts or they may participate in the new Advisory Council of the Management Board, which meets at least once a year.

The follow-up to PETRA-E is currently being discussed; depending on the outcome, the ELV will play a role here.

As explained above, the ELV wants to make more expertise available than before to translation and language programmes as well as translators, both within and outside the language area. An important partner in this effort is the transnational Master of Literary Translation (MLV) programme, which is gradually crystallising into an ever-changing academic humanities study programme. At the same time, efforts are being made to build up an international network of related translation study programmes that are embedded in Dutch Studies, including ELV partners from within the NEM network. The Master's programme aims to establish international partnerships between different translation study programmes, giving priority to languages and countries that have precedence within the translation policy, even though these are not always part of the curricula of the universities concerned.

The recent dynamics around talent development and young translators is particularly interesting. The MLV programme and ELV have established links with Het Literatuurhuis/ILFU (Utrecht), Crossing Border/The Chronicles (The Hague) and the European Talent Development Programme for Young Writers and Translators set up by the Wintertuin/Nijmegen production house (partners of this programme include the Pisa Book Festival, Uitgeverij De Geus, Antwerpen Boekenstad, deBuren, Booktailors from Lisbon, Villanella/DE Studio from Antwerp and TILT/Tilburg). Publication opportunities are available through magazines such as *Terras*, *Das Mag* and its publishing house, *Filter*, *tijdschrift over vertalen* and possibly also the new publishing house known as Bananafish, which specialises in 'books that have, oddly enough, never been translated' and which also targets young translators. The Young Translators' Group has a British counterpart, the Emerging Translators Network, which has already proved highly successful. A meeting is planned in 2016.

The ELV will have to ensure that young talented translators who have followed translation study programmes elsewhere receive similar opportunities and are able to enter the translation market.

Furthermore, where possible, the ELV will link up with other initiatives that promote the further professionalisation of translators, such as the Week of the African Novel, the afternoon seminars of the VvL or the VAV and workshops organised by translators themselves. In 2017, the ELV and the MLV programme will jointly host the annual conference of CEATL, the European Council of Literary Translators' Associations.

The cooperation with, and financial support provided to, the Literary Translation Days (*Litteraire Vertaaldagen*) will be continued in the years to come.

Communication

A new communication plan will be drafted, including an action plan for 2016 and the 2017-2020 period. The specific needs, and how these can best be met, will be identified for each target group (literary translators, those who aspire to become literary translators, trainers, publishers and other institutions).

One important tool to be considered is the website. The current website, part of the Taalunieversum, is fairly static and in urgent need of a revamp. The Taalunie's Communication department will be engaged in an effort to identify opportunities for modernising the ELV website following the example of other tools. The website should also more emphatically distinguish between its informative function and its more dynamic sections, such as the latest translation news and the translation picture of the month. The Translators' Pool will remain a prominent feature of the website: it offers an ideal instrument for translators involved in the ELV to present themselves and be found by potential clients and other interested parties.

The ELV seeks to set up a database for people who are seriously interested in enhancing their professionalism as a literary translator, offering access to web lectures and other didactic materials. A similar structure could be set up for Dutch Studies students outside of the language area, or for lecturers in literary translation, offering a set of practical tools and the possibility to try out new teaching methods.

Needless to add, the existing vibrant social media policy will be continued. This has proved to be a very efficient and pleasant way of communicating with translators, policymakers, editors and other contacts around the world.

Office and management

The ELV will acquire a new management structure to streamline work towards achieving the new objectives and retain knowledge and expertise. More than was previously the case, the organisations involved will be collaborating on an equal footing. A Management Board will be created that will serve as the client of the Office and have a coordinating task. To safeguard the substantive quality of the new services and products to be developed, a scientific committee will be set up whose members include representatives from both universities. In addition, the Management Board will install an Advisory Council made up of representatives from the various stakeholder groups: translators, trainers, publishers and policymakers.

The present plan can be realised thanks in part to contributions from the various experts involved, both within the institutions and elsewhere.

The ELV is unable to develop any of the activities under its own steam and will seek collaboration with a pool of internal and external experts. Depending on the desired result, those contributions can be provided through working groups on specific subjects, expert meetings or via external staff who are engaged to carry out specific tasks.

Detailed plan

The ELV envisages three tasks going forward:

1. gather knowledge and expertise;
2. develop expertise;
3. disseminate knowledge and expertise.

These tasks are described in detail on the next pages, with reference to the actions to be performed in 2016.

The ELV regards 2016 as a transitional year that will be used to improve the management structure, launch new activities and define existing knowledge and expertise. In addition, there are several tasks and activities that will continue unchanged, including the mentorship programme.

1. Gather knowledge and expertise

Portfolios

Fourteen portfolios have been compiled thus far, commissioned by the ELV, for the following language combinations: *from* German, English, French, Italian, Spanish and Japanese *into* Dutch, and *from* Dutch *into* German, English, French, Italian, Spanish, Swedish, Chinese and Japanese. For each language combination these portfolios contain information about the number of active translators, their age structure and training/education, policy advice etc. The portfolios are updated on an annual basis. In addition, ten new portfolios will be produced each year.

In 2016 the focus will be entirely on supplementing the various NL-FL portfolios so as to achieve a substantiated picture of the current situation for each language area. This work will be prioritised in consultation with the literature foundations and the Taalunie. As in previous years, an external staff member will be hired to compile the various portfolios.

Activities in 2016

- compiling ten new NL-FL portfolios;
- cleaning up existing portfolios.

Consultations

Consultations or meetings with experts (these may be stakeholders, experts within the universities or external experts) will be organised to identify the needs and wishes and ways to meet them, current developments in the field, data already in our possession, desired further research etc. These consultations will serve as a major drive for policymaking and implementation.

Where necessary, working groups will be set up to further explore specific issues or develop products or services; expert meetings or seminars will also be held to that end.

Activities in 2016

- Scheduling appointments with related institutions and organising larger meetings (with editors, publishers and the like).

Internal Knowledge Database

An internal knowledge database will be created in which all the information that is relevant for the ELV is to be gathered, sorted and shared with partner institutions in the required format. The portfolios are the basis for this database; in addition, the address file will be updated, activities conducted in recent years will be screened for relevant information and materials developed by others will be gathered.

The portfolio-based approach and regular contact with the various stakeholders will help the ELV to keep abreast of activities elsewhere and of the needs and wishes among translators, trainers, publishers and policymakers.

Parties in the Dutch book trade have recently taken the initiative to set up a centre of expertise; the ELV would like to participate in that centre and join forces with all other parties engaged in collecting knowledge. Consultation and collaboration are crucial so as to avoid any overlap and enable the ELV to focus specifically on translation-related issues.

Activities in 2016

- Setting up an internal knowledge database;
- Filling the database with course formats, examples of the approach taken by other lecturers (e.g. in Sheffield and Münster), teaching methods, overviews of web lectures etc.;

- Producing a list of study programmes (based on current information on the ELV website) plus more detailed information about the curriculum;
- Updating and expanding the relationship management system (with data on publishers/editors and other data);
- Establishing ties with the knowledge centre set up by the book trade and/or other parties engaged in monitoring the translation market.

Network

As set out in the first part of this plan, a large network has been developed in recent years and various types of collaboration have been initiated with translators, lecturers and representatives from other institutions within the field of literary translation.

In the period ahead, there will be a special focus on the International Dutch Studies network and publishing houses in the Netherlands and Flanders.

The PETRA-E project will run until 1 September 2016. An effort will be made to continue the international network built within the context of this project; currently it comprises eight partners and associates, including CEATL and RECIT. In addition, work will continue on creating a network of sister institutions of the ELV (the British Centre of Literary Translation, the Deutscher Übersetzerfonds/Literarisches Colloquium Berlin, the Fabrique des Traducteurs, the Fondazione Pellegrino (which is also a partner / participant in the PETRA network). Three of those institutions are either affiliated to or have ties with a university: the University of East Anglia, Freie Universität Berlin and Urbino University. In addition, efforts are made to keep in touch with alumni of the MLV and the Vertalersvakschool in particular.

Activities in 2016

- Further expand the ELV network, for instance through a series of working visits to stakeholders, by attending conferences and events etc.

2. Develop expertise

Learning Track

The European presentation of the Learning Track in 2016 will present trainers with an opportunity to flesh out their programmes in response to specific requirements. Translators, for their part, will be able to estimate their own level and professionalise further in specific areas. Policy institutions can use the Learning Track to gauge the attainment level of individual translators.

While it is clear that completion of the Learning Track will be a very significant milestone, the next step will be even more crucial: how to take translators from the one level to the next? Where Dutch is the pivot language, the ELV aims to play a major role in this regard. The first task is that of taking stock of programmes being offered, the language combinations, the locations and the levels concerned, identifying any gaps in the range on offer and finding ways of closing those gaps as efficiently as possible. Next, there is a need to explore the possibilities for the ELV to facilitate academic and non-academic study programmes, assemble knowledge and support exchange.

Activities in 2016

- Setting up a team of experts to fulfil the tasks referred to above and continue developing the Learning Track for Dutch as the pivot language.

Digital learning

Recent years have seen initial work on developing new online course formats, for example in the form of small-scale web lectures. The experiences thus far have been positive and

have encouraged efforts to further explore the possibilities and develop instruments.

This is why digital learning is set to become an important point of focus for the ELV in the years ahead. A new employee with experience in online teaching material will be appointed to strengthen the team at the Office.

In addition, a development team will be set up that includes experts from within the ELV and elsewhere, tasked with exploring new opportunities and continuing the development of online modules.

In 2016 an action plan will be drawn up specifying the method for further developing ELV's digital learning environment.

Activities in 2016

- Launching the development team, drafting an action plan;
- Producing new online teaching materials, including web lectures.

Formats, tools and manuals

Existing knowledge on literary translation available within the ELV and at Utrecht University and KU Leuven in a general sense will be recorded and shared with other trainers.

This involves course formats, the potential set-up for curriculums, manuals, recommendations etc.

Example: in 2015 a selection of practical tips on leading a translation workshop was made for Summer School lecturers.

Following due authorisation, this document could be adapted and then shared with academic or non-academic trainers who are going to lead a translation workshop.

This also concerns practical applications of the Learning Track: a manual for trainers and curriculum developers on how the Learning Track could be of use to them.

Special attention will be devoted to lecturers in International Dutch Studies: modules will be developed for this group enabling them to introduce their students to literary translation

and to reach and kindle enthusiasm among potential translators.

Finally, a publication will be drafted, in collaboration with the Vertalersvakschool, for all novice literary translators for whom Dutch is the source or target language, featuring brief introductions on a variety of subjects such as translating dialogue, dialect, specific genres, dealing with realia etc.

Activities in 2016

- Drawing up an action plan for the development of formats, tools and manuals, starting with existing material that can be made more explicit;
- Compiling a selection of tips for lecturers in a manual for wider dissemination;
- Launching the development of NEM modules, in collaboration with the IVN International Association for Dutch Studies and individual lecturers;
- Developing formats for location-based translation workshops (VoLs) and translation workshops for the Low Countries (LLAs);
- Preparing a publication in collaboration with the Vertalersvakschool: a compilation with contributions from a large number of experts from a range of (academic and non-academic) perspectives on topics related to literary translation, intended for beginning professionals.

3. Disseminate knowledge and expertise

Website

The website, part of the Taalunieversum, will be revamped over the next few years. In consultation with the Communication department and the Taalunie webmasters, the options for modernising the ELV website along the lines pursued for the other tools will be examined. The website should also more emphatically distinguish between its informative function and its more dynamic sections, such as the latest translation news and the translation picture of the month. The Translators' Pool will remain a prominent feature of the website: it offers an ideal instrument for translators involved in the ELV to present themselves and be found by potential clients and other interested parties.

Activities in 2016

- Liaising with the Taalunie to determine how the ELV website www.literairvertalen.org could be revamped along the lines pursued for the other tools of the Taalunieversum;
- Transitioning to a new design and structure for the website;
- Examining whether the Translators' Pool could be expanded to include other literary translators who qualify due to non-formal and informal competences;
- Cleaning up and upgrading various sections, with an emphasis on 'FAQ' and 'Study programmes';
- Continuing current-affairs content: news items, Focus On ..., translation picture of the month.

Knowledge database

The internal knowledge database will be used to share as much information as possible with translators, trainers, publishers and policymakers. The revamped website will serve as the primary channel for this.

The material concerned consists of content already available within the ELV that is gathered and shared, as well as of newly developed content such as the new version of the Literary Translation Learning Track with explanatory notes, web lectures, course and workshop formats and links to articles or websites relevant to translators.

Activities in 2016

- Setting up a knowledge database on the ELV website;
- Filling the database with material already available within the ELV, such as course formats and web lectures;
- Ensuring a special focus on rolling out the newly developed Literary Translation Learning Track for Dutch as the pivot language, with explanatory notes for multiple target groups.

Learning Track

The ELV presented the first version of the Literary Translation Learning Track in 2014. Between 1 September 2017 and 1 September 2016, this track will be fleshed out at the European level as part of the PETRA-E project, a strategic partnership between parties including the Taalunie, KU Leuven and Utrecht University.

The ELV's objective for 2016 is to ensure that everyone involved in literary translation with Dutch as their source or target language is made aware of the latest version of the Learning Track.

Activities in 2016

- Producing and distributing printed copies of a translation of the learning track developed within PETRA-E;
- Adding background information specifically for Dutch as the pivot language on the ELV website;
- Disseminating the Learning Track among translators, trainers, publishers and policymakers.

Mentorship programme

Conducted by the Dutch Literature Foundations and the ELV, the mentorship programme has proved highly successful over the past few years and will be continued unchanged. Depending on the source text (for NL-FL translations) or the country where the translator works (FL-NL), the mentorships will benefit from collaboration with the Dutch Literature Foundation or Flanders Literature. The ELV will remain the central desk and will coordinate the allocation and execution of mentorships with the foundation concerned.

In 2014 several foundations and ELV launched a pilot on development grants for talented but inexperienced translators who have yet to make the step to securing orders based on a model contract. Beneficiaries received a specific number of hours of guidance to help them produce the translation and find an audience (through a publishing house, literary journal etc.).

More experienced translators can apply for coaching by the Dutch Literature Foundation, e.g. for highly complicated translation projects or in connection with specific translation issues. Again, the ELV will continue to serve as the central desk for these applications.

Activities in 2016

- Continuing the mentorship programme, in collaboration with the literature foundations;
- Continuing the development grant programme, in collaboration with the literature foundations; deciding – in consultation – on who is to be invited for this and how many grants are to be made available per annum;
- Continuing the central desk function for coaching.

Lage Landen Ateliers (LLAs) and Vertaalateliers op Locatie (VoLs)

A location-based translation workshop (VoL) is a training format that gives students and recent graduates all over the world an introduction to literary translation from Dutch into their own language. The purpose of the translation workshops is to encourage promising talented students and graduates to embark on a career in literary translation.

Translation workshops can be set up by Dutch Studies departments at universities outside the Netherlands and Flanders, in combination with any other language. Universities located outside of the Dutch language area that have a Dutch Studies department can apply for a grant from the ELV to set up a VoL.

Launched several years ago, the LLA concept is an offshoot of the VoLs specifically for the Netherlands and Flanders. Both the VoL and LLA programmes will be continued, although careful analysis is required to determine how the workshops can be made to meet the needs identified in the portfolios. In particular, it is important to ensure that it is not always the same group of countries or universities that organise the workshops, but that opportunities are sought in countries that are virgin territory as regards literary translation, with a significant need for new recruits.

Activities in 2016

- Developing and disseminating tools and manuals for NEM lecturers to facilitate literary translation courses within the curriculum;
- Developing and disseminating a manual on organising VoLs / LLAs;
- Setting priorities for countries and language areas, in conjunction with the Taalunie, the literature foundations and IVN;
- Actively approaching institutions that qualify as candidates for a LLA or VoL (for languages identified in the portfolios as requiring new recruits);
- Four VoLs;
- Six LLAs.

Courses

During the new policy period the primary focus is on the ELV facilitating other trainers rather than offering courses itself. The ELV will only offer courses itself if the range of programmes available begins to show gaps that cannot be filled in any other way.

There is a huge difference in terms of educational status between translators *into* Dutch and translators *from* Dutch, so the two groups require a different approach.

Summer Courses for translators from Dutch into two foreign languages (in principle) will continue to be organised for the time being. A Summer Course will last one week, due in part to the fact that translators find it difficult to take time off for a longer period. Each year the languages for the Summer Course are selected on the basis of the portfolios and the requirements of the literature foundations.

Activities in 2016

- Offering a Summer Course for translators into Arabic and French, in conjunction with the literature foundations;

- Offering one or more online courses, if required and desired, which can also serve as a testing ground for the further development of e-learning modules;
- Exploring the possibility for other parties to offer courses for specific languages that are in demand (as attested by the portfolios).

Train the Trainer

In the policy period ahead, the ELV intends to provide additional support to lecturers who train literary translators (into and from Dutch, academic and non-academic). The tools and manuals to be developed will serve as a basis for the production of a long-term plan for this purpose.

Activities in 2016

- Drafting a long-term ‘Train the Trainer’ plan;
- Organising a meeting of experts or instruction session on this subject, in conjunction with the Vertalersvakschool and other parties in Flanders and the Netherlands.

Literary Translation Days

The annual Literary Translation Days remain an important event for the ELV as they provide an opportunity to improve the expertise of a large group of translators and also serve as a networking opportunity.

Activities in 2016

- Substantive contributions by the ELV to the programme for the 2016 Literary Translation Days;
- Providing a financial contribution comparable with previous years.

Advisory function

The ELV will endeavour to provide more opportunities for translators, trainers, publishers and policymakers to call upon the available expertise. The answers to the questions submitted (largely by email) already help to promote expertise,

but the ELV will consider further opportunities for providing advice and suitable communication channels for this purpose.

Communication

In addition to the website and the other types of communication mentioned above, the other communication tools will either be used again or optimised. Examples include the newsletters and the various social media channels. A new communication plan will be drafted, in conjunction with the Communication departments of the Taalunie, KU Leuven and Utrecht University, and the literature foundations. This plan will focus on personal contact with the various stakeholders as a major priority.

Activities in 2016

- A new communication plan;
- Six newsletters;
- Social media: updates on Facebook, Twitter, LinkedIn;
- Presentations at other study programmes / institutions;
- Special focus on contacts with publishers and editors (follow-up of the meeting organised for ELV by Mark Pieters in December 2014).

Centre of Expertise for Literary Translation

Utrecht University

Trans 10

NL-3512 PN Utrecht

+31(0)30 253 6026

litterair.vertalen@uu.nl

www.litterairvertalen.org

The ELV is a partnership of the Taalunie, KU Leuven and Utrecht University, in collaboration with the Dutch Literature Foundation and Flanders Literature. The ELV aims to enhance the quality of literary translation into and from Dutch.