

Thematic Network Project In the Area of Languages III

Sub-project 1: Languages for language-related industries and professions

NATIONAL REPORT : ITALY

Camilla Salvi
European University Institute
Firenze

PART I STATUS QUO

I.1. Overview of the present situation of language-related industries and professions in the national labour market (on the basis of existing studies and available data)

Introduction

It is in general difficult to say whether foreign language competence is a problem or not in Italy. On the one hand, we are indeed quite a way behind northern European countries where about 60 % of the population can speak a second language¹.

On the other hand it seems not to be necessary to know foreign languages in order to find a job in Italy, thus the drive to learn one is reduced.

According to a survey carried out by Unioncamere (the main association of Chambers of Commerce) and the Ministry of Labour, only 20-25 % of the new employees were required to know a foreign language and this was the case mostly in the service sector².

These data seem to speak in favour of an increasing need for translation and interpretation, and this is quite likely to be the case. While I cannot give objective evidence of the relation between the lack of language competence and the demand for translation and interpretation, I have been told by translators and interpreters working in Florence and Milan that they are working more now than in the past few years, and especially in the field of academic translation, where participation in European and international projects requires a consistent amount of documents written in English. As noted above, multilingualism is still very far from being a reality, even at the academic level where indeed we see only the opposite trend.

It has been not very easy to find data for this report. Only the T/I associations with a representative in my region have been able to answer my questions.

I have used national surveys, but in many cases the data included in these surveys are not sufficiently detailed.

I would have been able to get more and better information from HE institutions, particularly the two best known - the "Scuola superiore interpreti e traduttori" located in Trieste and Forlì, and the "Scuola civica" in Milan. These institutions are very active in research and didactic testing/experimentation. It would have been necessary to meet their representatives in person because mail contacts are not always the most effective tools. In particular parts II and III of this report ("Needs" and "Recommendations") would need to be supplemented by contributions of the teaching staff working in these institutions.

I.1.1. Language-related industries and activities present at the national level: type and organisation

I.1.1.1. Private sector

¹ Austria and Belgium 61 % - Denmark 85 %, Holland 87 %, Sweden 81 % (source : **Eurobarometer Oct. 2001**) . Italy is in good company with the other Mediterranean countries, France, Spain and Portugal

² Amongst the data concerning the most necessary competences which should be acquired for a better integration into the labour market, foreign language knowledge is the least important, while the ability to deal with unexpected difficulties and team work are the most important (source: http://www.jobtel.it/approfondimenti_Lingue.aspx "I titoli di studio e le professioni più richieste" Jobtel / Excelsior/Unioncamere)

Type : In the private sector we mainly find language service companies which specialise in translations and interpreting.

They are divided into two main groups, with regard to the kind of language services they offer :

- technical and editorial translations (the former include multimedia translations and localisation, the latter are usually commissioned by publishing houses)
- interpretation for congresses and conferences

Both activities are represented by professional associations (see annex B1).

Number : A national survey, the "8° Censimento generale dell'industria e dei servizi 2001 – The 8th general Census of the industry and services 2001"³, indicates that in the sector "translation and interpretation" there are **4049** companies with a total of **10426** employees, with a preponderance of freelance translators and interpreters. The majority are women (70 %).

Dimension : Primarily small companies (translations agencies or individual firms) which were been founded by one or two translators or interpreters. Some of them, however, have taken on a multinational or transnational dimension⁴.

Organization : Most companies have a minority of permanent staff and they outsource work freelance translators. All of the companies have very efficient and well-structured web sites. Those that specialise in interpretation services for congresses simultaneously offer other congressional services like voicing, video recording, secretary services... In many cases it is language schools that offer translation and interpreting services.

Multimedia publishers specialise in language production : it is not possible to find in the national survey quoted above, the specific sub-category describing this kind of publishers. They are often subsections of "traditional" publishing houses or belong to companies that provide "multimedia services" without being publishers, and therefore they are registered as "computing service companies" (for a rough overview of the features of both publishers and companies, see annex B 2)

I.1.1.2. Government and Public service

On the basis of a survey carried out by the Ministry of Education (University and Scientific Research)⁵ it appears that Government and Ministries employ 83 language assistants at a lower level, 227 interpreters and translators, at intermediate level, 35 "revisori interpreti e traduttori" (translation and interpreting proof-reader and/or editor) and 3 "direttori interpreti e traduttori" (senior interpreters and translators /high qualification)

I tried to contact the Government, Ministries and Public Offices by mail, but I did not get an answer.

I.1.2. Language-related professions

I.1.2.1. "Pure-play" language-related professions (e.g. translator, interpreter, technical writer, language-learning materials writer and editor, etc.)

The two most traditional categories of language-related professions are translator and interpreter.

Number : it is difficult to know the real number of professionals who are working in this field. Neither a register (that professional associations have been claiming for a long time) nor a national survey of professionals who are registered at the "Camere di commercio" (Chamber of Commerce) (it would have been necessary to call each single Camera) exist. A registration is not even compulsory for translators and interpreters who work at the courts : there are lists at each court but they are only local and not based on uniform criteria.

³ source : ISTAT (Istituto nazionale di statistica) <http://193.204.90.17/cis/index.htm>

⁴ see for instance "Logos" www.logos.net, which have about 100 collaborators

⁵ Osservatorio per la valutazione del sistema universitario : "Scuole superiori per interpreti e traduttori:rilevazione ed analisi per predisporre proposte utili al riordino del settore" Rapporto finale del gruppo di ricerca : <http://www.murst.it/osservatorio/rdr-0498.PDF>

This situation is also the cause of the professional “deregulation” in this sector : the result is that many work without a specific qualification, mostly on the basis of a not better quantified and qualified language competence (with exception of interpreters who are objectively selected by the work conditions)

Type : Both professions show a wide range of specialisations :

translators	interpreters	
Technical translators web site localiser software localiser traduttori "editoriali" (per l'editoria : letterari, artistici...) translators in advertising / in campo pubblicitario (per la presentazione di prodotti) documentalists audiovisual translators (subtitling, dialogues ...) juridical/legal translators (nei tribunali)	Conference interpreter Liaison interpreter community interpreter market research interpreter interpreter for international organisations interpreter for audiovisual services (dubbing) interpreter for tourism court interpreter According to Poechhacker, the concept of interpreting can be modelled as a bipolar, inter- to intrasocietal continuum :	
esperto linguistico per attività di supporto alla traduzione (pre-editing di testi per la traduzione e post-editing di testi già tradotti) - translation agency project manager;	<i>International</i> CONFERENCE	<i>intra-social</i> COMMUNITY
An increasing number of those who are responsible for documentation are also in charge of managing the translation processes. Therefore the translations need to be integrated efficiently in the information management processes. Translation becomes a part of information management which develops into multilingual information management.	(LIAISON) INTERPRETING “Liaison interpreting” defines an interpreter who facilitates the communication between two individuals or groups of individuals, working simultaneously in two languages to allow the communication where it could not exist in another way.	

I.1.2.2. “Ancillary” language-related professions (e.g. export assistant, multilingual web site manager, jobs in international publishing, etc.)

The data I have gathered here refer to the professional profiles described in the association’s or language departments’ web sites, but it is difficult to ascertain whether language graduates and trainees are really working with these functions.

- Language expert or language expert assistant in companies (with secretarial tasks but also able to localise a web site, to translate documents and contracts, to organise multilingual meetings, to carry out documental and terminological researches ...)
- Language expert in international cooperation (including voluntary service)

- Language expert in management of social and economic integration within the frame of intercultural mediation
- Multilingual services project manager for tourism and cultural events
- Language expert at consulates and diplomatic representatives
- Language expert for information and communication services

I.2. Language graduate employment in the language-related professions: status quo (if existing data available)

According to the most recent national survey “I laureati e il mercato del lavoro / Graduates and the labour market”⁶, language graduates in 1998 were 7539. Amongst them, 170 are specialists in translation and interpretation, 21 men and 149 women. In 2001, 88,7 % of these specialists are working: this is the highest percentage in comparison with the other non-specialist language graduates (the average of language graduate employment is 76,8) and shows that the chances of employment as interpreter/translator are higher than the chances of employment in the Education system.

An interesting question of the survey was how language graduates sought employment : 40 % sent in their curriculum, only few were helped by their university career services or were called directly by companies. This seems to demonstrate a lack of explicitness in the way companies express their needs of specific professional profiles, and a missing dialogue with HE institutions. Nevertheless, it is easier to find a job in the private sector (76,1 %) than in the public sector (23,9 %).

A significant amount of data concerns the “overeducation” phenomenon of language graduates : more than the 50 % of the respondents declare that their degree was not necessary for the job they are doing.

I.3. New developments and new professional demands in the language and language-related industries

The findings I am going to report here do not directly come from language industries as it was not easy to contact them through one of their associations (IMPRELINGUE, which I contacted, but without answer). I could only deduce new developments and new professional demands in this field from the changes emerging in the university language curricula (I programmi dei corsi di studio di tipo linguistico) which I will analyse in section 4. Broadly speaking, there is of course a shift towards a more qualified profile of professionals working in the language industries, such as multimedia related qualifications or the redefinition of the traditional role of export assistants. For sure, small companies had to increase the range of the language services they offer by including the Arabic and Asiatic world, both for business and for “social” reasons (due to the demand of language mediation in public services for immigrants).

I think that increased migration has a strong influence on the new developments in the language sector.

I.3.1. The impact of European integration and of globalisation: new directions, re-organisation

The consequences of EU enlargement are also changing the specific requirements/needs in language provision services at a European level. These services are organised (at the Commission level) in the DG for Translation and in the DG for Interpretation, both representing for T/I one of the most important professional opportunities.

At the moment, freelance T/I are required to use – if possible - the languages of the member states and/or the highest number of passive languages.

⁶ source : ISTAT (Istituto nazionale di statistica) 2001 : <http://www.istat.it/Societ-/Istruzione/index.htm>

Given the uncertainty of the number of languages which will be used in the new system of radial interpretation (from all languages towards some of them and from these towards all the others) that is going to replace the existing matrix system (from all languages to all others) it is necessary to wait and see how the new system will work (whose extreme application could lead to use only one “bridge-language”).

Thanks to the efforts of the Italian interpreters working in the European institutions, Italian language has a good position as relais-language.

I.3.2. New professional demands and professional profiles in the language-related professions

The impact of globalisation has determined an increasing range of language-related professional profiles and an increasing number of required languages which balance the decreasing number of languages used in the international conferences to the advantage of English.

The demand of conference interpretation in Italian has decreased, while the level of specialisation of conference arguments is growing. The demand for interpretation “in relais”, with the same interpreter working from and towards a language, and of “cross-interpretation”, from and towards languages which are not spoken in the country where the conference is taking place, is also becoming more and more significant.

In the last 30 years a new professional profile has been emerging : the liaison interpreter⁷. He/She is an interpreter who works in business meetings, helps in drawing up contracts, in negotiations and talks, in trade fairs, in sum in all interlinguistic-communicative situations with a dialogical basis where also a written translation of contracts and documents could be required or vice versa where, after a written translation, the T/I is necessary in order to accomplish an agreement between business or political partners⁸. (source Riccardi)

In countries with high immigration – Italy is one of them – the liaison interpreter profile is more socially defined. He/She is known as “community interpreter” and works in social services, public administrations, hospitals and those situations which are linked to the social, administrative and regional realities.

In the field of translation, technical or scientific translations are dominant (70 % of the total), followed by legal, medical and financial translations and by the localisation (10 %).

The newly developing multimedia sector has of course a strong impact on the increasing demand of this kind of qualification.

I. 3.2.1. Communications from international organisations

We could include in this paragraph the on-line publications of the DG for translation and of the DG for Interpretation⁹.

I. 3.2.2. Communications from employers, employers’ organisations and other organisations

With regard to the region where I live (Tuscany), communications from employers or employers’ organisations are not available. The person in charge of the local working office told me personally

⁷ in the UK they are called “ad hoc” or “public service interpreters”, in the Scandinavian countries, “contact interpreters”, in Australia “three cornered or dialogue interpreters” (P.Burley Lombardi: Interprete di trattativa, liaison interpreter o community interpreter ? Una questione di formazione e di immagine / Atti del convegno “TRADUZIONE E RIFORMA UNIVERSITARIA ESPERIENZE E DIDATTICA NEI CORSI TRIENNALI E BIENNALI”, Milano 2004)

⁸ see : A.Riccardi, Didattica della mediazione linguistica orale. Interpretazione di trattativa: finalità e prospettive / Atti del convegno “TRADUZIONE E RIFORMA UNIVERSITARIA ESPERIENZE E DIDATTICA NEI CORSI TRIENNALI E BIENNALI”, Milano 2004

⁹ see : <http://europa.eu.int/comm/dgs/translation/index.htm> and http://europa.eu.int/comm/scic/index_en.htm

that the local companies do not ask the office for specifically language-related professional qualifications.

As a result of a cross-evaluation of the companies' needs and curricula from HE institutions or other vocational institutions, Regione Toscana has included in its database these language-related professional profiles :

- Language expert for business English
- Cultural and linguistic mediator
- Tourism interpreter
- Expert in multimedial communication for tourism

Regione Lombardia has not included in its database professional profiles like "interpreter/translator" : I could not find it in the database "jobs and professions", which contains the hundred most required professions in the last year. Amongst them I have (surprisingly) found "Language teacher".

My search has been limited to these two regions because Toscana is the one where I live and where I could thus directly check the results of web searches. Regione Lombardia, on the other hand, is a good "sample" because it is the region where services and industries are more developed.

I. 3.2.3. Results of local / regional / national surveys

No data available

I. 3.2.4. Outcomes of academic studies and research

No data available

I. 3.2.5. Results and outcomes of TNP3 survey

No data available

I.4. Contacts and co-operation between the language and language-related industries and HE institutions

There is no information available

I.4.1. Through international organisations

I.4.2. Through professional associations at the national or regional level

I.4.3. Through direct co-operation between HE institutions or departments and industry partners (regional or local training schemes, course-related work placements or other)

I.5. Impact of language industry developments and new professional demands on *existing* specialist HE language courses (status quo)

The law which reformed the structure of universities courses and introduced the 3 + 2 (B.A. + specialisation) model has changed not only the form of university courses but also their contents. This reconfiguration has certainly taken into account the new developments of the labour market, which required and still requires language-related professional profiles, less "academic" and more focused on real needs. However, it is not clear whether this awakening to the economic reality is the result of "direct co-operation between HE institutions or departments and industry partners" (see the title of § 4.3) or rather the result of "academic" studies and researches. In 1998 the Ministry of Education ("Ministero dell'università e della ricerca scientifica e tecnologica") assigned to the "Osservatorio per la valutazione del sistema universitario" and a research group formed by academic staff, the task of reviewing the structure of the "Scuole superiori per interpreti e traduttori"¹⁰(which have later become "corso di laurea triennale in scienze della mediazione linguistica"/ three years university degree in language mediation sciences) with regard to "the professional opportunities in this field, in order to reorganize legally and geographically the sector" (p.4) It is very interesting to see how this research, which claimed to be "a survey and analysis with the aim to give useful proposals", did not address the labour world in order to define the professional

¹⁰ see footnote n 5

outlets of these university programmes. Soffritti¹¹ wonders whether and how the new profile of language mediator will be accepted by the employers, given the lesser specialisation of these graduates in comparison to translators and conference interpreters. The language mediator seems to fit better the real needs of small and medium/middle companies, even if skills other than linguistic skills might be necessary (for instance administrative knowledge, bookkeeping, marketing)

This research has surely influenced the language-related curricula offered by language departments, which I will introduce in the next paragraph.

Before doing this, a consideration on the faculty name “scienze della mediazione linguistica” can be useful. According to Garzone¹² the name “language mediation and cultural mediation” is an “umbrella”-word including translation and interpretation training in a single category. Within interpretation, however, one can find the specialisations we have dealt with before, “liaison interpretation” (more business oriented) and “community interpretation” (more socially oriented). From this point of view “mediation” also includes the professional profile of “intercultural mediator” and even more because it takes in the whole transfer activities of messages from one situation to another. According to Garzone, this new denomination reflects “ a radical transformation in the field of translation sciences” , whether in the *translation studies*, more target language oriented and more interested in cultural transfer activities, or in the *interpreting studies*, more *dialogue interpreting and liaison interpreting* oriented.

I. 5.1. Programmes and courses

As I have said before, with the new 3 + 2 degree course structure we have now a first B.A. in “Scienze della mediazione linguistica”, which aims to

- provide general linguistic preparation for the career of language mediator
- provide a propaedeutic preparation for a further level of specialisation

After these three years, students can keep on with further specialisations like “masters”(one year) or “corsi di laurea specialistica” (two years) in translation and interpretation.

Universities that offer this kind of studies are 29, plus 24 “Scuole superiori” (private) (see annex D).

As a consequence of the complex profile of language mediator, some universities decided to limit initial training to one of the possible sectors of multilingual communication : the business area (private services, including trade, tourism ...) or the intercultural area (public services). Both programmes provide a more general linguistic preparation usually involving the study of three modern foreign languages, chosen from a more and more increasing offer. This is a new interesting data : the increasing number of the languages that students can learn, depends on the impact of globalisation. Amongst the traditional European languages (English, French, German) we now find many Asiatic languages and the languages of the new migration : Arabic and Slavic languages.

All programmes at the B.A. level are oriented towards a combination of language skills with specialized applications and/or knowledge of economic, social and political institutions.

Amongst the “laurea specialistica” we can find three kind of specialisation :

- conference interpretation
- modern languages for international communication
- literary and scientific (technological) translation

I. 5.2. Definitions of learning outcomes

See Annex E.

¹¹ M.Soffritti (SSLMIT Forlì), La figura del mediatore linguistico come obiettivo della formazione pubblica e privata in Italia : qualità linguistica, accademica e professionale / Atti del convegno “TRADUZIONE E RIFORMA UNIVERSITARIA ESPERIENZE E DIDATTICA NEI CORSI TRIENNALI E BIENNALI”, Milano 2004

¹² G.Garzone (Milan University), Osservazioni sul concetto di mediazione linguistica nella prospettiva della formazione universitaria / Atti del convegno “TRADUZIONE E RIFORMA UNIVERSITARIA ESPERIENZE E DIDATTICA NEI CORSI TRIENNALI E BIENNALI”, Milano 2004

I. 5.3. Methods

They are not described in details : in the web site of the Ministry of Education we can only find the definition “conventional” to describe the most used methodologies.

I. 5.4. Resources

Many problems have been reported (in conferences and articles) concerning the funding of the new degree course structure.

PART II NEEDS and CONSTRAINTS

II.1 Improved co-operation between the language and language-related industries and HE institutions

Cooperation between the language and language-related industries and HE Institutions surely needs be improved. HE Institutions need to know which kind of language-related qualifications are required especially in the multimedia and audiovisual sector.

II.2. Identification of needs for curriculum innovation in response to new professional demands

- a) At the Milan conference (“TRADUZIONE E RIFORMA UNIVERSITARIA ESPERIENZE E DIDATTICA NEI CORSI TRIENNALI E BIENNALI”) it has been reported a lack of technological competence amongst technical translators.
- b) Placement tests need to be better structured in order to improve the selection of the students according to the different specialisations.
- c) it is necessary to verify if the 3 years degree structure is adequate for the training of language-related professionals (language mediators) especially where placement tests to select initial training students are not enough developed.
- d) special programmes for language mediators in the languages of the new immigration need to be further developed.

II. 3. Needs for future projects, studies and research

II.3.1. Projects to be undertaken at

2.2.1. Member State level

2.2.2. European level

II.3.2. Studies to be undertaken at

2.2.3. local / regional level

2.2.4. Member State level

2.2.5. European level

II.3.3. Research to be undertaken at

2.2.6. Member State level

2.2.7. European level

Part III RECOMMENDATIONS

III.1 Recommendations: measures to be taken to bring about improved consultation and co-operation between higher education and the world of work

III.1.1. Measures to be taken at local/regional level

III.1.2. Measures to be taken at Member State level

III.1.3. Measures to be taken at European level

III. 2 Recommendations: innovation in curriculum development and methods

III.2.1. For language mediation industries (translation and interpreting, localisation, sub-titling,..)

III.2.2. For multilingual communication and knowledge management (corporate communication, economic intelligence, public service communication...)

III.2.3. For international commerce related professions (export assistant, etc.)

III.3. Research

Annexes

A Examples of good practice

B Links and useful addresses

Surveys	
8° Censimento generale dell'industria e dei servizi 22 ottobre 2001	http://193.204.90.17/cis/index.htm)
I laureati e il mercato del lavoro <i>Inserimento professionale dei laureati - Indagine 2001</i>	http://www.istat.it/Societ-/Istruzione/index.htm)
I titoli di studio e le professioni più richieste/ Approfondimento . "La conoscenza delle lingue" Jobtel /Excelsior 2003	http://www.jobtel.it/approfondimenti_Lingue.aspx
Conferences and reports	
TRADUZIONE E RIFORMA UNIVERSITARIA ESPERIENZE E DIDATTICA NEI CORSI TRIENNALI E BIENNALI Atti del convegno tenuto a Milano 30.01.2004 – 1.02.2004 Scuole Civiche di Milano	http://www.scuolecivichemilano.it/ssml/ssml.htm
MINISTERO DELL'UNIVERSITÀ E DELLA RICERCA SCIENTIFICA E TECNOLOGICA Osservatorio per la valutazione del sistema universitario "Scuole superiori per interpreti e traduttori: rilevazione ed analisi per predisporre proposte utili al riordino del settore Rapporto finale del gruppo di ricerca"	http://www.murst.it/osservatorio/rdr-0498.PDF
HE Institutions	
<i>Scuola Superiore di Lingue Moderne per Interpreti e Traduttori</i> Via F.Filzi 14 - 34132 Trieste - Tel. +39 40 558 2300 - Fax +39 40 558 2301	http://www.sslmit.univ.trieste.it/
Scuola Superiore di Lingue Moderne per Interpreti e Traduttori (SSLMIT) Corso della Repubblica 136, 47100 Forlì;	http://www.ssit.unibo.it/SSLMiT/default.htm?cookie%5Ftest=1
Scuole Civiche di Milano / Dipartimento lingue Via Alex Visconti 18 20151 Milano Tel. +39 02 339 0648 Fax. +39 02 353 4120 info_lingue@scuolecivichemilano.it	http://www.scuolecivichemilano.it/ssml/ssml.htm

EU Institutions	
Translation - DG	http://europa.eu.int/comm/dgs/translation/index.htm
Interpretation – DG	http://europa.eu.int/comm/scic/index_en.htm
Rappresentanza della Commissione europea a Milano	http://www.uemilano.it/multilinguismo/

B 1 Associations:

nome associazione	internet	address	tel	e-mail	persona responsabile	contacts
ANITI	http://www.aniti.it/	Via Lambrate 10 Milano		info@aniti.it	Dr. Enrico Marinich - Milano e.marinich@aniti.it	Contacted by mail / no answer
<p>Associazione Nazionale Italiana Traduttori e Interpreti è un'associazione, senza fini di lucro, costituita nel 1956. Tra i suoi scopi ha quello di definire le migliori condizioni e prestazioni professionali degli associati e garantirne la comprensione ed il rispetto; promuovere l'aggiornamento, istituendo iniziative formative; favorire la diffusione dell'informazione e approfondire, con l'istituzione di appositi gruppi di lavoro, ogni aspetto inerente la professione del traduttore e interprete. L'associazione è altresì impegnata nella promozione e sostegno di azioni legislative volte al riconoscimento di uno stato giuridico professionale e dei principi di reciprocità in ambito Comunitario e Internazionale.</p>						
AIIC Italy International Association of Conference Interpreters	http://www.aiic.net	10, avenue de Sécheron CH - 1202 Geneva, Switzerland	+41 22 908 15 40 Fax +41 22 732 41 51	info@aiic.net	Mme Ilaria MATTEI-VISCONTI i.mattei@aiic.net	
<p>AIIC is the only world-wide association of conference interpreters. It currently has 2,634 members. You will find them in 259 cities across 88 countries. Furthermore, 257 interpreters are currently going through the various stages of the admissions procedure. AIIC is organised in 22 regions. Our regional officers can provide further information about AIIC and the profession in the local languages. Together, AIIC members offer 46 different languages.</p>						
ASSOINTERPRETI	http://www.assointerpreti.it/it/	Via Pellizza da Volpedo 45, 20149 Milano	02 48516245	info@assointerpreti.it	dott. Pier Giorgio Cozzi	contacted

<p>Founded in 1974, Assointerpreti, the Italian Association of Conference Interpreters, groups professional simultaneous and consecutive interpreters throughout Italy. A sound general education, specialist training and commitment to a code of good practice are fundamental prerequisites for membership, along with an excellent track record in numerous business sectors: medicine, economics, finance, law, data processing, industrial production etc.</p> <p>Assointerpreti is a member of Italcongressi, Associazione Italiana Relazioni Inter-Congressuali and Assiterm (the International Association for Terminology). It has also been chosen by Italy's CNEL (National Council for Economics and Labour) as a bona fide professional association representing a profession that still does not have an official Italian register.</p>						
AITI Associazione Italiana Traduttori Interpreti	www.aiti-toscana.org	Via Panicale 3 50123 FIRENZE	055 292 169 (3284120763)	toscana@aiti.org	Sezione Toscana <i>Presidente</i> Beatrice Romano	contacted
<p>The Associazione Italiana Traduttori e Interpreti, founded in Biella, Italy in 1950, is a non-profit professional association of translators and interpreters. It is a founding member of the International Federation of Translators and a founding member of CEATL (the European Council of Associations of Literary Translators).</p> <p>AITI is organised into a Presidency, a National Governing Council and 12 regional sections. The Association's members are either free-lance or in-house translators and interpreters. Potential members must submit an application form together with their educational qualification (diploma or university degree) and a documented curriculum vitae. Translators must pass an entrance examination. Applicants with a diploma must have between 3 and 6 years of experience depending on the type of diploma held, while those with a university degree must have between 1 and 2 years of experience.</p> <p>AITI's main purposes are to:</p> <ul style="list-style-type: none"> · promote collaboration with translation and interpreting schools; · promote the continuing professional training of translators and interpreters; · promote the collection and dissemination of information on the profession; · safeguard the economic and legal interests of its members; · promote legislation that recognises a legal professional status for translators and interpreters and strengthens translators' copyright in their work. <p>The Association is represented in all ministerial and interministerial committees that deal with issues related to the profession. It is also part of the CNEL Council of Unregulated Professions. AITI has also taken part in the drafting of Parliamentary bills regarding the profession.</p> <p>AITI also replied to the call for "Expressions of interest to participate in the negotiations for the new convention for interpreters" issued by European Institutions (European Parliament, Commission and Court of Justice) and was the only Italian Association admitted to the negotiating table.</p> <p>AITI was the first association in Europe to tackle the issue of quality assurance in translation and the application of the ISO 9000 standards. It was also represented on the Joint Committee for the drafting of the UNI 10574 standard for the quality certification of firms offering translation and interpreting services. The Association also collaborated with the Ministry of Finance on the drafting of the questionnaire for the category within the framework of the Ministry's sector studies and recently formed part of the working group of the Ministry for Universities for the review of the curriculum for translators and interpreters.</p> <p>In the area of professional training and skills updating, the Association organises conferences, seminars and roundtable discussions at both the local and national levels and is a member of AssITerm (the Italian Terminology Association). The Association's work is carried out through committees and working groups that deal with the various aspects of the profession. Of these, an especially important role is played by the Training Committee and the Terminology Committee. AITI has also appointed a software tester to assess translation products.</p>						
IMPRELINGUE Associazione Nazionale Imprese Servizi Linguistici e Congressuali	http://www.imprelingue.it	Via Pantano, 9 20122 Milano	02.58370.34 2-499-255	segreteria@imprelingue.it		Contacted by mail / no answer

Federcentri	www.federcentri.org	Strada Maggiore, 23 - 40125 Bologna	Tel. 051/6487411 - Fax 051/263700	federcentri@libero.it		Contacted by mail / no answer
<p>FEDER.CEN.TR.I. is the leading Italian Association of Companies providing Language Services. It was founded in 1993 with the principal aim of pooling common interests in order to foster, measure and promote quality language services.</p> <p>FEDER.CEN.TR.I. is active throughout Italy, with three main aims:</p> <ul style="list-style-type: none"> · to safeguard the interests of member companies · to promote co-operation between member companies in order to create overall growth, according to the needs and independence of individual members · to establish norms and qualitative guidelines to create and defend a coherent image for language service providers in the marketplace. <p>FEDER.CEN.TR.I. is a founder member of the EUATC - the EUROPEAN UNION OF ASSOCIATIONS OF TRANSLATION COMPANIES, which includes national associations of companies providing translation and interpreting services. The Union is recognised by the European Commission and currently includes associations from the following countries: Belgium, Finland, France, Germany, Great Britain, Greece, Hungary, Italy, Portugal, Spain.</p> <p>In 1996, FEDER.CEN.TR.I. and UNITER submitted draft norms to the Italian Standards Authority (UNI) which were duly approved, becoming recommended national norm no. 10574: "Definition of services and activities of translation and interpreting enterprises". This was the first norm in the field to be introduced in Europe, and sets out service requirements, acting as a reference point for all companies wishing to certify their quality systems to UNI EN ISO 9000 standards.</p> <p>The International Conference organized by FEDER.CEN.TR.I. is a key annual event for translators and anyone interested in problems relating to translation. This is the fourth consecutive year the conference has been held, making it one of the leading events in the international calendar for language service users and providers with participants including Italian and international translation companies, freelance translators, interpreters, software houses, trade journals and others). This year the event will be staged in Bologna, historic city and capital of the Region Emilia-Romagna. The Conference is the perfect opportunity to keep up-to-date with market trends and technology for the translation industry.</p> <p>FEDER.CEN.TR.I. also wishes to encourage the participation of translation companies and translators from outside Italy and of language service users. Last year a number of professional associations (EUATC, ATA, LISA, GALA, AITI, ANITI, etc.) attended, and the same is expected this year, with in-depth discussions of the problems involved in the translation industry.</p>						
AIDAC	http://www.aidac.it/ass_000.html	via Ofanto 18 - 0198 Roma	068418097	aidac@aidac.it		
<p>L'AIDAC è l'associazione, unica in Italia (e nel mondo), che dal 1976 riunisce gli autori dei dialoghi adattati in italiano per il doppiaggio e per la produzione audiovisiva. L'AIDAC (Associazione italiana dialoghisti adattatori cinetelevisivi) raduna la maggior parte degli autori delle versioni italiane dei film e degli audiovisivi stranieri doppiati, nonché dei dialoghi degli audiovisivi di produzione italiana.</p>						

B 2 Multimedia publishers:

SiLab	Si.Lab edizioni multimediali Via Citille, 13 50022 Greve in Chianti FI	Tel 055 - 85 44 805 Fax 055 - 85 47 418	: silab@silab.it	
<p>Si.Lab is an independent Italian electronic publisher and software developer of consumer and educational multimedia works on CD-ROM. The company was founded in 1988 with the awareness of the fast-growing information technology. Its activities were at first in quite a range of fields, but since 1991, Si.Lab's activity has been mainly that of multimedia production. These long years of familiarity with the emerging standards of multimedia technologies not only have provided the team at Si.Lab with a myriad of experiences leading to the production of dozens of original CD-ROMs, but they have also served to establish prized contacts with partners world-wide. Si.Lab productions, in fact, have been published in Germany, Spain, Brazil and the U.S.A.</p> <p>Today, Si.Lab specialises in historical and geographical titles, folk and traditional music, language CDs and dictionaries. Among its more successful projects we find <i>Voyage in World History</i> and <i>Africa Folk Music Atlas</i>, the latter the 1998 winner of the best CD-ROM award at Mediartech.</p> <p>Si.lab plays an important role in the international multimedia publishing scenario with products that combine utmost standards of high quality, a wide variety of topics and in-depth, accurate research with excellent sound and user-friendly multimedia technology. The company's main goal is to find new ways to cast a greater understanding of the human cultural heritage on ever-widening audiences.</p>				
Giunti labs	Via al Ponte Calvi 3/15 16124 GENOVA	Tel. +39.010.2465.178 Tel. +39.010.2465.136 Fax +39.010.2465.179	mbox@giuntilabs.com	
<p>Giunti Interactive Labs, società di Giunti Editore, offre un'ampia gamma di servizi per rispondere ad ogni esigenza di Content, Learning & Knowledge Management. Grazie a metodologie e tecnologie flessibili e innovative siamo in grado di supportarvi nella realizzazione dei Vostri progetti e-Learning di terza generazione.</p> <p>Con sedi a Genova, Sestri Levante, Firenze ed ora anche San Francisco, Giunti Interactive Labs è l'unica società europea attiva con ruoli di leadership nei principali organismi internazionali per la definizione di standard e specifiche e-learning (IEEE LTSC, ISO/IEC JTC1/SC36, CEN/ISSS WSLT, AICC, IMS, ADL-SCORM e OKI).</p> <p>La nostra missione è definire soluzioni ed offrire servizi per la formazione ad elevata qualità ed efficacia sviluppando contenuti modulari, riutilizzabili ed erogabili su periferiche disponibili ovunque ed in qualunque momento.</p>				
De Agostini multimedia			www.lingue.deagostini.it	
specializzato in corsi di lingua su cd o in fascicoli				
Asteria multimedia				
agenzia di comunicazione. Si occupa di editoria multimediale, siti internet, infopoint, percorsi espositivi, pannelli				
Smack Education	SMACK S.r.l. Via Lusardi, 10 20122 MILANO	Tel. 02.58313073 Fax 02.58313225	info@smack-education.it	http://www.smack-education.it
<p>SMACK Education, attiva dal 1978, diffonde software linguistico multimediale in collaborazione con le più importanti case editrici e software houses internazionali. Impegnata nelle più avanzate sperimentazioni sull'insegnamento assistito dal calcolatore, è coinvolta in progetti nazionali di sviluppo delle tecnologie didattiche.</p> <p>Ha fornito programmi, formazione professionale ed assistenza ad oltre 250 Istituti Scolastici Superiori, ai principali Centri Linguistici d'Ateneo ed a numerose Facoltà Universitarie.</p> <p>Competenza informatica ed assistenza didattica altamente qualificata sono state le chiavi del successo riscosso nelle aziende: Software Linguistico per l'Azienda (S.L.A.), la divisione dedicata al corporate training, è un punto di riferimento ormai consolidato per la formazione linguistica orientata su moduli di autoapprendimento pilotato.</p> <p>Nuovo traguardo è l'inserimento nelle più diffuse piattaforme di Learning Management Systems del software linguistico proposto da Smack e diffuso in oltre 50 paesi.</p>				

C Existing job profiles

D Annex D

Ecco le tabelle relative all'offerta delle Scuole Superiori (private) e delle Università (in grande maggioranza pubbliche).

L'offerta formativa delle Scuole Superiori private

(N.B. alcune città sono indicate più volte perché ospitano più di una scuola)

1. ANCONA
2. BARI
3. BOLOGNA
4. COMO
5. FIRENZE
6. MADDALONI
7. MANTOVA
8. MILANO
9. MILANO
10. MISANO ADRIATICO
11. OSTIA - ROMA
12. PADOVA
13. PALERMO
14. PERUGIA
15. PISA
16. QUARTU S. ELENA
17. REGGIO CALABRIA
18. ROMA
19. ROMA
20. ROMA
21. TORINO
22. TRENTO
23. VARESE
24. VICENZA

Offerta formativa delle facoltà universitarie

1. Università degli Studi di BOLOGNA
2. Università degli Studi della CALABRIA
3. Università degli Studi di CATANIA
4. Università degli Studi G. D'Annunzio di CHIETI

5. Università degli Studi di GENOVA
6. Università degli Studi de L'AQUILA
7. Università degli Studi di LECCE
8. Università degli Studi di MACERATA
9. Università degli Studi di MESSINA
10. Università degli Studi di MILANO
11. Università Cattolica del Sacro Cuore
12. Libera Università di lingue e comunicazione IULM-MI
13. Università degli Studi di MODENA e REGGIO EMILIA
14. Università degli Studi di NAPOLI "L'Orientale"
15. Università degli Studi di PADOVA
16. Università degli Studi di PALERMO
17. Università degli Studi di PERUGIA
18. Università degli Studi del PIEMONTE ORIENTALE "Amedeo Avogadro" -
VERCELLI
19. Università degli Studi di ROMA "La Sapienza"
20. Libera Università degli Studi "S. Pio V" ROMA
21. Università per Stranieri di SIENA
22. Università degli Studi di TORINO
23. Università degli Studi di TRENTO
24. Università degli Studi di TRIESTE
25. Università degli Studi della TUSCIA
26. Università degli Studi di UDINE
27. Università della VALLE D'AOSTA
28. Università "Cà Foscari" di VENEZIA
29. Università degli Studi di VERONA

I dati riportati in entrambe le tabelle sono quelli che risultano dalla documentazione ufficiale del MIUR alla fine di gennaio 2004. Nel settore delle scuole private il numero delle sedi è rimasto praticamente invariato, mentre più di 20 istituzioni universitarie hanno aperto un nuovo corso in mediazione linguistica. Per quanto riguarda il numero di studenti iscritti, per il momento si possono solo avanzare approssimazioni, in base alle quali il settore privato non dovrebbe complessivamente superare le 1500 unità, e quello universitario invece potrebbe superare le 5000, con una vera e propria esplosione di quest'ultimo. In alcune sedi universitarie, e in particolare laddove non si disponeva di esperienze pregresse nel settore della traduzione, le difficoltà di gestione dei nuovi corsi si sono rivelate superiori al previsto.

E Annex : Decreto Ministeriale 4 agosto 2000

**CLASSE DI LAUREA IN SCIENZE DELLA MEDIAZIONE LINGUISTICA
OBIETTIVI FORMATIVI QUALIFICANTI**

I laureati nei corsi di laurea della classe devono:

- possedere una solida base culturale e linguistica in almeno due lingue, oltre l'italiano, e nelle relative culture;
- possedere sicure competenze linguistico-tecniche orali e scritte;
- possedere un'adeguata preparazione generale in campo economico-giuridico, storico-politico, socio-antropologico e letterario;
- essere in grado di utilizzare gli strumenti per la comunicazione e la gestione dell'informazione;
- possedere adeguate conoscenze delle problematiche di specifici ambiti di lavoro (istituzioni pubbliche, imprese produttive, culturali, turistiche, ambientali, ecc.) in relazione alla vocazione del territorio e alle sue possibili evoluzioni, con riferimento anche alle dinamiche interetniche e interculturali;
- essere capaci di operare con autonomia organizzativa e di inserirsi prontamente negli ambienti di lavoro.

I laureati della classe svolgeranno attività professionali nel campo: dei rapporti internazionali, a livello interpersonale e di impresa; della ricerca documentale; della redazione, in lingua, di testi quali rapporti, verbali, corrispondenza; di ogni altra attività di assistenza linguistica alle imprese e negli ambiti istituzionali.

Ai fini indicati, i curricula dei corsi di laurea della classe:

- comprendono in ogni caso attività linguistico-formative finalizzate al consolidamento della competenza scritta e orale dell'italiano e delle altre lingue di studio e all'acquisizione delle conoscenze fondamentali necessarie alla mediazione interlinguistica e interculturale;
- comprendono in ogni caso l'introduzione alla traduzione, ai fini della mediazione linguistica scritta, di testi inerenti alle attività dell'impresa o dell'istituzione; l'introduzione all'interpretazione, ai fini della mediazione linguistica orale nell'ambito dell'impresa o dell'istituzione, con particolare riferimento allo sviluppo di capacità quali, ad esempio: memorizzazione, traduzione a vista, presa delle note; la prova finale verificherà le competenze relative alla mediazione linguistica mirata;
- prevedono gli insegnamenti economici e giuridici funzionali all'ambito di attività previsto, nonché le discipline maggiormente collegate alla vocazione del territorio;
- prevedono tirocini formativi o corsi presso aziende, istituzioni e università, italiane o estere.

Il tempo riservato allo studio personale o ad altre attività formative di tipo individuale è pari almeno al 50 per cento dell'impegno orario complessivo, con possibilità di percentuali minori per singole attività formative ad elevato contenuto sperimentale o pratico.

Decreto Ministeriale 28 novembre 2000

CLASSE DELLE LAUREE SPECIALISTICHE IN TRADUZIONE LETTERARIA E IN TRADUZIONE TECNICO-SCIENTIFICA

OBIETTIVI FORMATIVI QUALIFICANTI

I laureati nei corsi di laurea specialistica della classe devono possedere:

a) per i corsi specialistici in traduzione letteraria:

- elevate competenze nella traduzione, con conoscenza del mondo editoriale e delle relative tecniche, da utilizzare nell'ambito della saggistica e della letteratura;
- approfondita preparazione umanistica nonché specifiche competenze nella traduzione scritta di testi di carattere letterario e capacità di riprodurre con sensibilità e competenza un'opera letteraria d'autore;
- capacità di utilizzare gli ausili informatici e telematici indispensabili all'esercizio della professione di traduttore;
- attitudine a lavorare in équipe e ad assumere comportamenti deontologicamente corretti.

b) per i corsi specialistici in traduzione tecnico-scientifica:

- elevate competenze traduttive, con particolare riferimento ai linguaggi specialistici (come: giuridico, economico, medico, informatico e della multimedialità), nonché competenze in ambito terminologico e terminografico, da utilizzare nell'ambito di istituzioni ed enti pubblici e privati, nazionali e internazionali, così come nell'ambito della didattica e della ricerca;
- capacità di elaborazione di materiale terminologico, riguardante gli ambiti di attività specifica, e conoscenze dei linguaggi tecnico-settoriali;
- capacità di utilizzare gli ausili informatici e telematici indispensabili all'esercizio della professione di traduttore;
- attitudine a lavorare in équipe e ad assumere comportamenti deontologicamente corretti.

Nell'ambito della classe saranno pertanto attivati distinti percorsi finalizzati alla traduzione letteraria o alla traduzione tecnico scientifica.

Ai fini indicati, i curricula dei corsi di laurea specialistica della classe comprendono, oltre allo studio approfondito dei principi della traduzione:

- attività dedicate all'affinamento della competenza nell'italiano e nelle altre lingue di studio;
- attività dedicate all'acquisizione delle tecniche di documentazione, redazione, *editing* e revisione

di testi;

- attività dedicate all'acquisizione di competenze in merito alle scelte stilistiche e all'analisi del testo ovvero all'acquisizione dei linguaggi settoriali con riferimento alla terminologia e alle scelte stilistiche tipiche dei diversi settori;
- l'acquisizione della competenza nella traduzione letteraria o specializzata, lo studio di stilistica comparata e di teoria e storia della traduzione;
- insegnamenti che offrano la possibilità di indirizzare la formazione oltre che al campo editoriale letterario anche ai campi pubblicitario e multimediale con specifico riferimento ai settori cinema e fiction ovvero insegnamenti che offrano la possibilità di indirizzare la formazione oltre che ai campi giuridico-economici anche a settori specifici come l'informatica (localizzazione), la pubblicità, il multimediale.

Gli atenei organizzano, in accordo con enti pubblici e privati, *stages* e tirocini.

I regolamenti didattici di ateneo determinano, con riferimento all'articolo 5, comma 3, del decreto ministeriale 3 novembre 1999, n. 509, la frazione dell'impegno orario complessivo riservato allo studio o alle altre attività formative di tipo individuale in funzione degli obiettivi specifici della formazione avanzata e dello svolgimento di attività formative ad elevato contenuto sperimentale o pratico.