

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

### **NATIONAL REPORT – SWEDEN**

#### **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)**

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

###### **Translation**

About two thousand people are estimated to be working as translators either part-time or full-time in Sweden. About 430 of these are authorised, i.e. certified by the state. Most work within the private sector as free-lance translators for translation companies, large enterprises, book publishers or are doing assignments for private individuals. Many translators are self-employed and get work directly from customers or via translation agencies.

There is a great need for technical translators, especially within industry, which often is looking for linguists with good knowledge on economics, law and technology. Translators are also used as text editors and writers of technical texts. Sweden's joining the EU in 1995 also meant an increased demand for translators.

The labour market for Sweden's 1,000 literary translators is more uncertain. The salaries are generally lower than for technical translators, and only translators working from English into Swedish have a steady work-flow.

The labour-market for film and TV translation is also uncertain. Even if the need for subtitling is great and is not likely to diminish within the foreseeable future, the salary levels are very low at some media and film companies, and the supply of work is uneven.

Most technical translators and authorised translators are self-employed, working on their own or together with a couple of colleagues. Some are employed by larger translation companies. Some are employed as translators within companies and organisations.

Most literary translators as well as film and TV translators are self-employed free-lancers. Literary translators usually work for publishing companies. The national Swedish Television company employs about ten persons as staff translators, and another 50 as free-lancers. There is a number of other TV, film, and media companies who employ free-lance translators.

###### **I.1.1.1. Private sector**

###### **I.1.1.2. Government and Public service**

###### **I.1.1.2.1 Interpreter service for immigrants - scope and organisation**

The point of departure of the interpreter services for immigrants are the aims of Swedish immigrant policy unanimously adopted by the Swedish Parliament thirty years ago: equality, freedom of choice and co-operation.

In 1997 the Parliament further defined the goals of Swedish integration policy:

- Equal rights, obligations and opportunities for all, regardless of ethnic and cultural background
- A societal unity grounded on social pluralism
- A social development which is characterised by mutual respect and tolerance and which everyone, regardless of background, will take part in and will feel responsible for.

Integration policy aims at enabling individuals to support themselves and take part in society. It is also intended to safeguard basic democratic values, work for equal rights and opportunities of men and women, and prevent and counteract discrimination, xenophobia and racism.

The number of interpreter service agencies in Sweden is nowadays about 60; out of this number the majority, 40, are run by towns and municipalities, and 20 are privately owned. Earlier there have been at times up to a hundred agencies, most of them run by the local authorities. During the 1990s however, the interpreting service was deregulated, many municipal agencies were privatised or closed down and a number of new, private agencies entered the market.

There is an estimated number of 5,000 community interpreters in Sweden, in over 100 working languages. To provide interpreters in an acute situation, an on-call service has been set up in the largest municipalities. There are also a number of agencies that offer remote interpreting by telephone or video.

Every day, 3,000 hours of interpreting are provided, mainly in medical care and social welfare services. The yearly cost of interpreting amounts to over 400 million SEK (45 million EUR), mainly financed by public funds.

#### **I.1.1.2.2 The Nordic Language Convention**

Citizens of the five Nordic countries (Denmark, Finland, Iceland, Norway and Sweden) have specific rights with respect to interpreting and translation services in other Nordic countries. These rights are specified in the Nordic Language Convention (Nordiska språkkonventionen, in effect since 1987). The Nordic Language Convention guarantees all Nordic citizens the right to use their native language when dealing with the authorities or public offices of another Nordic country. These include health care, social, tax, school, and employment authorities, the police and courts.

The convention only provides for interpreting or translation in Swedish, Danish, Finnish, Icelandic and Norwegian, thereby excluding minority languages like Sami and Romany, and most immigrant languages.

#### **I.1.1.2.3 National minorities in Sweden**

Providing support for minority languages with a view to keeping them alive is an important part of the Swedish policy on national minorities. The recognised minority languages in Sweden are all forms of Sami, Finnish, Meänkieli (Tornedal Finnish), all forms of Romany and Yiddish. Three of these languages, Sami, Finnish and Meänkieli, are historically associated with specific localities and are thus covered by special regional measures. There are special laws entitling individuals to use Sami, Finnish and Meänkieli in dealings with administrative authorities and courts of law in the geographical areas in which these languages have traditionally flourished. This legislation comprises a number of municipalities in the Northern Swedish county of Norrbotten, which are known as the administrative districts for Sami, Finnish and Meänkieli. Two district courts in Norrbotten employ "public interpreters" (allmän tolk) for the Finnish and Meänkieli-speaking population. Interpreting service in Finnish and Romany is part of the regular community interpreting service all over the country. There is state authorisation of interpreters in Sami, Finnish and Meänkieli.

### **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.)

#### **I.1.2.1.1 Translators**

The Swedish Association of Professional Translators (SFÖ) was established in 1990. With approximately 600 translators and some 20 translation companies among its members, SFÖ is the country's largest organisation for translators.

FAT Föreningen Auktoriserade Translaterer (the Association of Authorised Interpreters). Only state authorised translators may become members of FAT. The title "authorised interpreter" is protected by law, and can only be given to private individuals. 2003 FAT had 430 members, 198 of whom translated into Swedish. An authorised translator may reside in any country in the European Economic Space; under special circumstances an authorised translator may be a resident in a non-European country, e.g. USA and Canada.

The Swedish Writers' Union's Section for Literary Translators has about 550 members. The section cooperates with the Nordic Council of Writers and Translators, CEATL (Conseil Européen des Associations de Traducteurs Littéraires) and EWC (the European Writers' Congress.)

Översättarcentrum - Translators' Centre is a non-profit organisation for literary translators comprising more than 300 members who are accomplished in the field of literary translation. Translators' Centre organises a job-centre — ÖC uppdragsförmedling — that refers assignments from customers to translators all over Sweden.

#### 1.1.2.1.2 Interpreters - labour market and working conditions

##### *Interpreting for minorities and immigrants*

Two district courts in Northern Sweden (Gällivare and Haparanda) employ "public interpreters" (allmän tolk) for the Finnish-speaking population. Otherwise, community interpreters, including court interpreters, are usually employed on a freelance basis. While some community interpreters can earn up to 40,000 SEK (4,500 EUR) a month, the majority are working part-time with a monthly salary in the range between 7,000 and 15,000 SEK (800 – 1,600 EUR), making community interpreting a typical low-income job.

The salaries vary between different cities and institutions, and are related to the competence of the interpreter. There are usually three tiers of salaries: the highest tier III is for authorised interpreters with special competence in court or medical interpreting; tier II concerns interpreters who have only the basic (general) authorisation, and tier I is for unauthorised interpreters. In courts, the basic interpreter fee for the first hour (as of 1.1.2004) is 237 SEK (26 EUR) at tier I, 323 SEK (36 EUR) at tier II and 408 SEK (45 EUR) at tier III. The corresponding fees for police interpreting are 197, 269 and 344 SEK. The salaries in hospitals and other public and private institutions are not regulated, and vary greatly.

Deregulation of interpreter services during the 1990s has in some regions led to a deterioration of the interpreters' job situation. Being free-lancers, interpreters have to register at many agencies which compete with each other by offering low-cost interpreters. Consequently, there is an influx on the market of badly trained interpreters who accept work for less money than competent, trained and state accredited (authorised) interpreters. To amend the situation, a government report published in 2004 (SOU 2004:15 Tolkförmedling – kvalitet, registrering, tillsyn) recommends that an authorisation system of interpreter service agencies be set up under state supervision.

##### Organisations

STOF Sveriges Tolkförbund – The Swedish Interpreters' Union is the oldest organisation for community / public service interpreters in Sweden. It has about 20 local branches in the country.

Autor Auktoriserade Tolkars Riksförbund – The National Union of Authorised Interpreters organises state authorised interpreters.

*Sign language interpreters, interpreters for the deaf and blind and deafened adults*

The labour market for sign language interpreters is good. There are at the moment (2004) some 450 sign language interpreters, and the need has been estimated to 1,000. Most of the interpreters work for the interpreting services of the county councils, many are self-employed free-lancers.

There are reports suggesting that the number of hearing-impaired or deafened adults is rising, thereby suggesting an increased future need of interpreters for deafened adults.

Organisation

STTF Sveriges Teckenspråkstolkars Förening – The Association of Swedish Sign Language Interpreters

*Educational interpreting*

There is no sign language interpreting in primary schools in Sweden. Deaf children attend special schools, where sign language is the language of instruction. This is usually the case for secondary school students as well. In tertiary education however, deaf students attend the same courses as other students. When a deaf person is accepted as a student, the school/university has to hire interpreters to interpret classes, seminars, student discussions groups etc. This service is free of charge for the student. There are some 50 interpreters employed in Sweden as full-time interpreters in tertiary education.

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

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

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

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

As has been mentioned earlier, Sweden's membership in the European Union has meant a great increase in the demand for translations from and into Swedish. There has also been a boom in the demand for Swedish interpreting, especially in the EU institutions.

Conference interpreters are trained at TÖI in a post-graduate 1-year course in accordance with the core curriculum of the European Masters' in Conference Interpreting. With the enlargement of the EU in 2004, TÖI has recognised the need to train conference interpreters with combinations of Swedish and one of the new EU languages.

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

I. 3.2.1. Communications from international organisations

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

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

### **Terminology training in Sweden: A survey of background and needs**

In 1998 TÖI carried out a survey for the Leonardo da Vinci project TermImage to explore the needs for terminology training for translators and technical writers in Sweden. The total number of replies to the survey was 46. Since the call for participation was sent out to mailing lists and the recipients were urged to forward it to colleagues, we do not know the number of recipients nor the response rate.

77 % of the respondents reported Swedish as their mother tongue and 20 % English. 80 % had some kind of academic degree. Their educational background was in most cases linguistic; 67 % of the respondents had education in languages, literature or information, and only 18 % in science or technology and 15 in social sciences or economy. A total of 69 % had an academic education in languages.

Most of the replies, 42 %, came from translators. The remaining replies are from a broad range of teachers, researchers, technical writers, journalists and administrators. 48 % of respondents work free-lance and 37 % work in SMEs. The most prevalent working task is quite clearly translation, followed by language or text revision, and information retrieval.

The results of the survey do not show clearly what linguistic information different user groups are looking for. One can suspect that a linguist translating LSP texts into his/her mother tongue would primarily look for terminological equivalents and would be less interested in grammatical information. A subject expert who is producing a text, oral or written, in a foreign language would probably have little problems with the terms, but would need more information about morphology, syntactic traits, collocations and pronunciation. A closer study of such user needs would help deciding in what direction various lexical aids should be developed.

Most of the respondents, 30 persons, work with texts in the areas of technology and science; followed by economy, law and social sciences with a total of 16 persons. Many work in several subject areas and some are not specialised in any area. The respondents work with a very broad spectre of text types. "Everything from academic/legal texts to French fries commercials" is a typical answer. Among the most usual text types are manuals, product information, reports, and personal documents.

11 persons state that terminology use within the own organisation is consistent, while 12 persons state that it is not. Here it should be borne in mind that many of these organisations are one-person enterprises, where the possibility of inconsistency is rather limited. In the external information of the organisations the terminology is somewhat more consistent, 12 yes against 7 no. Inconsistency is sometimes there on purpose - one person writes in a commentary that different customers prefer different terminology. In some enterprises there is a system of central administration of terminology: 5 persons report that such a system exists at their work place, and 17 that it does not.

19 persons report that there is standardised terminology within their subject area, and 7 that there is not. However, only 4 of the 19 feel that the standardised terminology fulfils the needs of the organisation whereas 11 state that it does not. When explaining their answers, respondents say that the standards are not enough comprehensive, that they don't keep up with technical development, and that many customers don't like the standardised terms. Several respondents mention IT as an especially problematic area from the point of view of terminology. Almost all - 22 against 1 - report that they use unofficial designations besides the standardised terms in information material, manuals and advertising material.

Most of the respondents sometimes create new terms when writing or translating: 26 report that they sometimes have to create new terms while 12 say they do not.

Some of the respondents have some training in terminology. The following table shows the distribution between different terminology-related areas. The figures show number of responses.

Methods for information retrieval	10
Basics of terminology	8
Use of term banks/setting up term database	8
Concept relations, concept systems	6
Analysis and definition of concepts	5
Term formation	2
None of the above	20

The results show that most of the respondents lack all forms of terminology training. Especially striking is the fact that almost everybody lacks training in term formation, taking into consideration that so many are engaged in the creation of new terms.

The perception of the usefulness of terminology courses is shown in the next table. The figures show the answers, weighted on a scale from 1 to 5. The neutral value (number of answers times medium of scale) is 102.

WWW and terminology work	109
Methodology of information retrieval	107
How to form correct definitions	102
How to create terms	98
Technical writing	95
How to compile dictionaries	95
Use of computers in compilation and management of dictionaries	91
Writing texts in own subject area	90
Translating in own subject area	90
LSP structure and modelling	89
How to classify knowledge and concepts	88
The difference between LSP and general language	79

Graphical production	59
Basics of writing	57
Basics of translating	54

The result shows clearly that most of all asked for is training in terminology-oriented retrieval of information. There is clearly less interest for some items that have traditionally taken up a great deal of the courses for participants in terminology projects, e.g. the difference between general language and LSP, and how to classify knowledge and concepts. The conclusion to be drawn from these results is probably that terminology courses should be more tailor-made for defined user groups and that new aspects should be taken into consideration when planning courses for new user groups.

We also asked for the preferred forms of training. 25 of the respondents preferred self-studies, while 10 preferred week-end courses and 4 evening courses. A clear majority, 17 persons, wanted some kind of assessment of the result, while 7 did not want it.

Most people prefer to receive the course material in electronic form:

E-mail	19
WWW	18
CD-ROM	15
Text book	15
Mail	5
Any form	2

Regarding the form of assessment, the study gave the following result:

E-mail	22
Meeting	13
Mail	9
Any form	2

Most people would have to pay for all or part of their training. 21 respondents say they would have to pay for all of it themselves, 5 that the employer would pay part of the cost and 5 that the employer would pay the whole cost. One reason that so many pay for the training themselves is that many of the respondents are free-lance translators who can't get anybody to pay for their further education. It is however clear that even employed people may not get their employer to pay for competence-rising education.

The time at disposal for terminology training is rather limited:

1/2-1 day per week	5
1-2 days per month	15
3-4 days per year	7
1-2 days per year	4

### *Conclusions*

The conclusions that can be made regarding organisation and scope of a terminology course for translators and technical writers are:

- The course should primarily be geared towards computer aided information retrieval.
- The course material should be distributed on CD-ROM or via the Internet and be designed for self-study, possibly with an assessment meeting for participants.
- The course should be concentrated in order not to take up too much time.
- The price of the course should be set in accordance with the limited economic resources of free-lance translators.

**I. 3.2.4.** Outcomes of academic studies and research

**I. 3.2.5.** Results and outcomes of TNP3 survey

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

**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)

Training in terminology

In cooperation with The Swedish Centre for Terminology (Terminologisentrum TNC) TÖI has developed a Basic Course in Terminology which is given at Stockholm University once a year. The target groups for this course are translators, interpreters, technical writers and other professionals in language-related areas.

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

**I. 5.1.** Programmes and courses

Translation courses in Sweden should give more emphasis to localisation. The problem has partly been a lack of competent faculty staff – using professional localisers as teachers is expensive.

**I. 5.2.** Definitions of learning outcomes

**I. 5.3.** Methods

The course mentioned under 1.4.3 will be given as a distance course on the Internet as of 2005.

**I. 5.4.** Resources

## **PART II NEEDS and CONSTRAINTS**

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

Many of the new companies in Sweden are set up by ethnic minority entrepreneurs. Every fifth business is started by an inhabitant with a foreign background. Ethnic minority businesses are represented in all branches and they are the main recruiters of other persons with immigrant background.

The unemployment rate among the ethnic minority communities would have been much higher in Sweden if the ethnic minority businesses did not exist. The strong belief in entrepreneurship and the international experience make these entrepreneurs a very important asset to Sweden. IFS, the Swedish Association of Ethnic Entrepreneurs is a non-profit association working with and for ethnic minority businesses in Sweden. One of the most important goals for IFS is to encourage entrepreneurship among ethnic minorities and represents its member companies in dealing with public authorities, organisations, banks, customers, the media etc.

On its web-site, IFS has published a dictionary in some of the largest immigrant languages with central terminology for new businesses, see <http://www.ifs.a.se/site02/svenska/ordlista/index.htm>

For many of these entrepreneurs there is a need for further training in Swedish and other languages to be able to conduct their business successfully. There is a need for interpreters and translators both for Sweden-based firms and for foreign firms making business with Swedish customers.

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

### **II.2.1. Programmes and courses**

For those who are not able to attend an institution, or who live far away, the teaching institutions must offer distance learning opportunities. In the modern working environment, a commitment to lifelong learning is a demand of many employees as well as employers:

“In a modern society it has to be possible to combine family life and working life with studies. In order to promote life-long-learning, society’s support has to be based on the needs of the individual as well as the needs of society and the labour market. Competence is directly connected to a nation’s development and economic growth, and is as important as the availability of capital. It is, however, important to stress that lifelong learning is the individual’s own project. A person has to have power over their studies and be able to influence its content, time, place and form. It is not just the material and the methods that have to be adapted to achieve flexibility, but also the organisation.” (Centre for Flexible Learning, Sweden)

Distance learning and other ways of making training more flexible has to be implemented by the educational institutions. This includes formulating standards for validation of applicants’ previous knowledge, as well as continuous evaluation of the courses given.

### **II.2.2. Definitions of learning outcomes**

### **II.2.3. Methods**

### **II.2.4. Resources**

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

### **II.3.1. Projects to be undertaken at**

#### **2.2.1. Member State level**

Cooperation with professional organisations and industry in developing new curricula for the changing needs on the labour market of language professionals.

#### 2.2.2. European level

- TNP3 should stress the importance of developing European networks with the aim at promoting and offering flexible lifelong learning opportunities within the areas of interpreting and translation. This cooperation can be done within the existing frameworks of Erasmus, Comenius, Leonardo etc. or regional programmes, e.g. Nordplus. The role of TNP3 could be to coordinate the efforts in building up these networks.
- It is essential to take into account the different ways of providing lifelong learning: university, vocational training, in-house training at organisations and in enterprises etc., both formal and informal training; on-site and distance etc.

#### 2.2.3.

#### II.3.2. Studies to be undertaken at

##### 2.2.4. local / regional level

##### 2.2.5. Member State level

##### 2.2.6. European level

#### II.3.3. Research to be undertaken at

##### 2.2.7. Member State level

##### 2.2.8. 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**

##### **A 1. Community interpreter training - scope and organisation**

Training of interpreters for immigrants has been organised since 1968. Since its inauguration in 1986, TÖI, Tolk- och översättarinstitutet (Institute for Interpretation and Translation Studies), Stockholm University, has the overriding responsibility for all interpreter training in Sweden. There are two types of interpreter training programmes, academic courses at Swedish universities, and vocational training courses at adult education centres / residential colleges (folkhögskolor, "folk high schools") and voluntary educational associations (studieförbund).

The Institute regularly organises academic training at different universities in Sweden, mostly Stockholm, but the greater part of the training of community interpreters is in the form of short courses at adult education centres and voluntary educational associations. Non-academic level courses for community interpreters and sign language interpreters are not organised directly by the Institute, but its task is to distribute government grants and to supervise and evaluate the training. The areas of instruction in community interpreter training are social welfare, medical services, labour market and legal interpreting. The basic training can then be supplemented with special courses and further education in, for example, psychology, dental care, women's diseases, tropical

diseases, and interpreting for special categories of clients, e.g. children and victims of torture. In a few languages, university training is available, leading to state authorisation.

The number of immigrant languages in Sweden is at least 150. In the last 10 years, more than 140 languages have been represented at interpreter training courses; however, it has been possible to arrange bilingual instruction in only 38 languages. The remaining language groups have had instruction in Swedish only.

Every year, more than 3,000 participants attend some two hundred different courses with a total of about 7,000 hours of instruction.

#### *Objectives of training*

The overarching purpose of community interpreter training is to help fulfil the need of adequate interpreting service in society between a person who does not master the Swedish language and authorities, service institutions and organisations.

#### *Fields of instruction*

Instruction shall be given in the following main areas: Social and security interpreting, medical interpreting, labour market interpreting, basics of law and court interpreting. In addition, introductory courses and advanced and special courses can be organised, as well as training of interpreting teachers/instructors.

The objectives are:

- to develop the community interpreters' language proficiency and knowledge of terminology in Swedish and in their other interpreted language in a contrastive perspective;
- to provide training in interpretation technique as well as knowledge of the ethical and psychological demands of interpreting;
- to provide factual knowledge in relevant fields, and to provide a good understanding of social, political, cultural and labour affairs in Sweden and the other language areas.

The instruction should furthermore:

- be organised to allow the interpreters themselves the opportunity to expand their knowledge independently, both during the instruction period and afterwards,
- provide information on the channels available to them in this respect in the various fields.

## **A 2. Interpreting for the deaf, deaf-blind and deafened adults**

#### *Interpreting service*

Under the new Health and Medical Services Act (1994), all of Sweden's 20 county councils and one local authority (Gotland) are responsible for organising, financing and providing interpreting services for the deaf, deaf-blind and hearing impaired persons. These services include interpreting in daily activities like health care, contacts with authorities, important purchases, information and meetings at the workplace, weddings, funerals. They also include interpreting in leisure-time activities and working life. The law specifically states that interpreting services should not be restricted to those situations listed in the law itself. There is no upper limit to the number of hours of interpreting a person is entitled to.

The first mention of deaf people's right to an interpreter, and legislation regarding their right to an interpreter during legal proceedings, dates back to 1947. In 1968 the Swedish Parliament provided money for interpreting services on an experimental basis, and in 1969 one full-time interpreter was employed. As of 1976, there have been full-time interpreters employed throughout the country, financed by public funds as part of the health budget.

In 1981, deaf people in Sweden were acknowledged as bilingual with a right to be "fluent in their visual/gestual sign language and in the language society surrounds them with - Swedish."

(Swedish Parliament, 14 May 1981.) This recognition has led to an increased awareness of the importance of the language for the deaf, and hence a greater interest on the part of the public. There are about 8,000 – 12,000 deaf persons in Sweden, and the need for interpreters is far from satisfied. This deplorable lack of qualified interpreters is obviously the most serious threat to deaf people's legal right to interpreting services.

#### *Training programmes for sign language interpreters*

Training programmes for sign language interpreters have been developed constantly over the years. The first courses were organised in the late 1960s, and the courses lasted one to six weeks. The first courses in interpreting for the deaf-blind were organised in 1975 and for the deafened in 1981. The training programmes have since then been expanded in parallel with the development of interpreting services and the rise in awareness of the needs of the groups concerned.

The responsibility for training interpreters for the deaf, deaf-blind and deafened adults rests with the adult education colleges under the supervision of TÖI. The organisation and content of the programmes have evolved as a result of the interaction between the handicap organisations, the adult education colleges and the state authorities concerned.

#### *Two types of training*

Today we have two types of interpreter training in this area: a) one that prepares for the profession of sign language interpreter and interpreter for the deaf-blind; and b) one that prepares professional interpreters for the deafened.

#### *Sign language/deaf-blind interpreters*

In order to broaden the recruitment base for interpreter training, since the 1970s the government has actively promoted instruction in sign language for people who did not learn sign language as a child. With the decrease of students with deaf parents, sign language education has in effect become a prerequisite for interpreter training.

Sign language education is the first step in becoming an interpreter. Courses in sign language for beginners are offered more or less regularly at the universities of Malmö and Stockholm and some other institutions of tertiary and secondary education. Seven adult education colleges in the country offer a two year programme which is very popular, as this has up till now been the only comprehensive education for hearing persons who want to be able to communicate in sign language.

Some 200 students take this programme every year, and on average 85 persons per year graduate yearly. The aim of the programme is to give students the necessary skills in sign language to be able to start interpreter training. In practice however, only about 20 % of those who graduate go straight to the interpreting programme.

After finishing the introductory two-year sign language programme, students can apply to the interpreting programme. This is also a two-year programme. In practice, this means that a full training programme for sign language/deaf blind interpreters takes (at least) four years. Prerequisites are completion of secondary school, very good skills in Swedish and sign language, and the passing of an admittance test.

The interpreter training programme is a highly qualified tertiary educational programme at university level, albeit given at adult education colleges.

An integrated four-year training programme, consisting of both sign-language education and interpreter training, is given at one adult education college (Väddö). This programme is divided in modules, which means that students who have already acquired the necessary skills in sign language or other subjects, can start their training at an appropriate level.

In this programme, sign language education has great importance during the first years of study, whereas no formal sign language education is given during the fourth year. Other subjects taught

in this programme are Interpreting, Swedish and Deaf-blind interpreting. Factual knowledge subjects like Deaf society and culture, Social psychology and Civics are integrated in Sign language and Interpreting.

In the course of the studies, the students are given 8-16 weeks of practice as an interpreter at an interpreting service agency.

There is a great deficit of sign language/deaf-blind interpreters in Sweden, especially in Norrland and Skåne. An estimated 30 interpreters can be trained every year. This volume would need to be increased 10-fold to cover the need.

#### *Interpreters for deafened adults*

The training of interpreters for deafened adults is a three-year programme which is given at two adult education colleges. It is a full-time training programme, and the prerequisites are secondary school with a good grade in Swedish and the passing of an entrance test.

A total of some 30 students attend this programme. A great deal of time is devoted to learning how to use the Veyboard, a special keyboard for fast on-screen translation. Several other special interpreting methods for deafened and hearing-impaired adults are also presented.

### **A 3. Training of trainers**

Training the trainers of translators and interpreters is necessary both in view of promoting professionalisation in the field and for establishing translation and interpreting as an academic discipline.

The majority of those who train community interpreters are immigrants to Sweden. Their educational and professional backgrounds vary a lot, but few of them have had any specific interpreter training or professional experience in that field before coming to Sweden. They usually teach at evening or week-end courses. Short methodological seminars ranging from two week-ends up to two weeks have been organized regularly for this category of interpreter trainers since the beginning of the 1980s. These seminars usually cover the methodology of teaching adults, methods for training interpreting technique, interpreting ethics, testing and evaluating interpreters, and factual knowledge within one or several subject areas. The total number of community interpreter trainers is about 200, covering about 50 languages.

Trainers of sign language interpreters, interpreters for deaf-blind and interpreters for deafened adults are generally Swedes, and their background includes a formal interpreter training of various length, from just a few weeks or months up to two years. Many of those teachers have substantial teaching experience. As a group, these teachers are often better prepared, both in linguistic matters and in methodology, than are the community interpreter trainers. The total number in Sweden of this kind of interpreter trainer is only about 20, but there is a shortage.

As a national institute for interpreter training, TÖI has a responsibility for all of the three main areas of interpreting which are usually distinguished – sign language interpreting (including various techniques for interpreting for deaf-blind and deafened adults), conference interpreting, and community interpreting (including court interpreting). It has become clear to us that many skills which are taught and trained in interpreter programmes are common to all or several kinds of interpreting. These include interpreting techniques, memory skills, skills of analysis of speeches and of turn-taking in conversation, terminology management in potentially new areas of expertise, interpersonal “skills”, language competence in more than one language, rhetorical skills, etc. All this enhances the likelihood that experiences from one area of interpreter training will be of interest and value to other areas as well.

### **An academic course for interpreter trainers**

It was therefore decided to launch a special course for interpreter trainers where one of the main goals was to give impetus to “cross-disciplinary” development and cooperation in the training of interpreters.

The programme is given at Stockholm university, formally at undergraduate level. A prerequisite for enrolment is documented experience as an interpreter trainer or as an interpreter. The whole course consists of 20 credits, which equals 20 weeks or half an academic year; one credit is equal to one week of full-time study.

### *Syllabus*

The course is divided into five modules:

1. Language, communication and interpretation, 4 credits.
2. Language for specific purposes, terminology and lexicography, 3 credits.
3. Teaching the techniques and ethics of interpretation, 5 credits.
4. Assessment of interpretation, 4 credits.
5. Course paper, 4 credits.

### *Working forms*

The course is offered half-time during one academic year. The group meets in Stockholm for two days roughly once a month, from September to May. The meetings are devoted to lectures, seminars, discussions, group work, etc. Students read general literature on language and linguistics, as well as specialized literature on conversation analysis, on interaction, and naturally, on interpreting and on how to teach it. In choosing literature dealing more specifically with interpreting, great care has been taken to include books and articles from all areas of interpreting, and as much as possible in equal proportions.

### *Examination*

Each module also contains an independent project, which simultaneously constitutes the examination for that module. The topic for this project work is selected by the respective student, and should preferably have a close relation to their own daily teaching or interpreting practice.

For instance, the project in the terminological module consists of conducting a terminological investigation in a restricted subject area according to terminological principles. The project in the module on didactics consists of detailed planning of a training lesson.

The concluding course paper can for example be devoted to developing the syllabus of a completely new course, improving the syllabus of an existing one, planning one semester of a course, etc. It can also consist of developing new teaching and learning materials.

The project format allows the students to specialize individually in their respective areas. Cooperation between students is encouraged. An interesting, innovative project "across boundaries" was the design of a course aimed at training community interpreters in interpreting for deafened immigrant adults.

## **B Links and useful addresses**

<http://www.forfattarforbundet.se/> Sveriges Författarförbund Swedish Writers' Union

<http://www.teaterforbundet.se/> Teaterförbundet Medieöversättare Media Translators

<http://www.oversattarcentrum.a.se/> Översättarcentrum Translators' Centre

<http://www.euofat.se/> Föreningen Auktoriserade Translaterer Association of Authorised Translators

<http://www.sttf.nu/> Sveriges Teckenspråkstolkars förening The Association of Sign Language Interpreters

<http://www.stof.org.se/> Sveriges Tolkförbund The Swedish Interpreters' Union

## **C Existing job profiles**

