

ПЕРЕКЛАДОЗНАВСТВО

УДК 81'25:378(477)(4-672EU)

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DEVELOPING CONFERENCE INTERPRETER TRAINING IN UKRAINE WITHIN THE EU INTEGRATION FRAMEWORK: CASE STUDIES, RESEARCH, AND STRATEGIC RECOMMENDATIONS¹

This article examines the evolution of conference interpreter training in Ukraine in the context of the country's European integration and the growing demand for multilingual communication in international institutions. It explores how interpreter education is being reshaped to align with the European Union's standards, institutional frameworks, and quality assurance mechanisms. Drawing on EU-funded research, comparative case studies from established training systems in EU member states, and recent national reforms and pilot initiatives in Ukraine, the study identifies both successful practices and systemic challenges. Special attention is given to institutional development, the role of professional networks, and the integration of EU-accredited curricula. The article offers strategic recommendations aimed at ensuring sustainable, high-quality interpreter training capable of supporting Ukraine's participation in the multilingual and multicultural environment of the EU. It argues for greater institutional support, long-term investment, and cross-border cooperation to build a resilient infrastructure for professional conference interpreting that meets European standards.

Key words: *conference interpreting, interpreter training, EU integration, EMCI standards, Ukraine, multilingualism, European Parliament, higher education reform, accreditation, language policy*

DOI 10.34079/2415-3168-2025-18-33-101-106

Formulation of the problem and its practical relevance. With Ukraine steadily advancing on its path toward full membership in the European Union, the demand for highly qualified conference interpreters capable of operating within multilingual, high-stakes institutional settings has become not only urgent but strategically essential. In particular, the need for Ukrainian-language interpreters who can work effectively in EU environments – such as the European Parliament, the European Commission, the Court of Justice of the EU, and other supranational bodies – is growing rapidly. This demand is driven by Ukraine's expanding participation in diplomatic dialogues, legislative harmonization, cross-border initiatives, and multilateral projects funded by the EU.

The core problem lies in the misalignment between Ukraine's existing interpreter training infrastructure and the rigorous professional, pedagogical, and institutional standards set by the EU. Most interpreter training programs in Ukraine, while demonstrating innovation and adaptability, still operate without unified national quality benchmarks, consistent accreditation criteria, or fully institutionalized postgraduate curricula tailored to EU expectations. There is also an evident lack of integration between academic instruction and real-world interpreting contexts, especially in regard to EU institutional discourse, multilingual terminology, and the pressure-driven dynamics of simultaneous interpretation. The purpose of the paper is to provide a comprehensive, evidence-based examination of Ukraine's

¹ Робота виконана у межах гранту від Європейського Союзу (European Union grant EP-14/2024-2025 "Postgraduate Course of Conference Interpreting – Lviv Polytechnic National University – 1st and 2nd Semester 2024–2025")

current trajectory in conference interpreter training within the context of EU integration. It evaluates how recent academic, political, and international cooperation efforts have shaped interpreter education in the country, and what structural reforms are necessary to ensure full compatibility with European standards.

Through the synthesis of comparative case studies, analysis of institutional practices, and assessment of ongoing EU-funded projects, this research formulates practical and actionable recommendations for Ukrainian stakeholders – including ministries, universities, and international partners. These recommendations aim to facilitate sustainable capacity-building, professional accreditation, and the internationalization of interpreter education in Ukraine.

Ultimately, the problem addressed in this paper is not merely technical or educational in nature – it is geopolitical and strategic. In the context of Ukraine’s long-term integration into European political and communicative ecosystems, the training of skilled conference interpreters becomes a foundational element of sovereign representation, democratic participation, and multilingual governance.

Analysis of recent research and publications. A robust body of EU-centric research underscores the importance of multilingualism and interpreter training in maintaining institutional functionality and linguistic equity (EP-LINC-SUBV-2025-CONF-INT-03: Organisation of high quality master or post graduate courses or bachelor courses by Ukrainian universities with conference interpreting components, 2024). Guidelines and quality assurance frameworks – such as the European Master's in Conference Interpreting (EMCI) standards – provide structured recommendations for program design, assessment, and practice hours (European Commission, 2009). Studies presented at multilingualism forums and research from established institutions like the University of Geneva emphasize ethical standards, professional development, and real-world preparedness (University of Geneva, n.d). In Ukraine, early institutional reports and grant outcomes (Lviv University, 2023; Vasyl Stefanyk Precarpathian National University..., 2024; Kharkiv National University, 2024; Ternopil national pedagogical university, 2024) provide initial evidence of successful adaptation and localized innovation, though comprehensive academic analysis remains scarce.

Relevance of the research. This research is timely and essential, as Ukraine is transitioning from donor-funded pilot courses to formal educational pathways aimed at preparing interpreters for EU employment. Understanding how to institutionalize and scale such programs is critical for maintaining Ukraine’s linguistic presence in EU institutions and ensuring fair representation in multilingual proceedings. Moreover, this work contributes to broader discussions on language policy, education reform, and post-conflict state modernization in the context of European integration.

Research objectives. This study aims to assess how EU member states have structured interpreter training programs in accordance with institutional requirements, to document and evaluate recent initiatives undertaken in Ukraine, and to identify existing gaps in current interpreter training systems. Based on this analysis, the research seeks to propose actionable steps for ensuring the long-term sustainability of interpreter education in Ukraine and to formulate policy and institutional recommendations for aligning national programs with EU accreditation criteria.

Presentation of the main material. Here we pay attention to a multi-layered analysis of interpreter training frameworks within the European Union and their application within the Ukrainian context. It begins with an overview of the EU’s institutional framework and its best practices for postgraduate interpreter education. Both the European Commission and the European Parliament, through their interpreter services (SCIC and DG LINC) (European Commission, 2025), have developed comprehensive training guidelines that emphasize curriculum coherence, professional ethics, multilingual competence, and practical readiness (European Parliament, 2025). At the heart of these efforts are the EMCI (University of Geneva, n.d) standards, which mandate between 200 and 250 hours of guided interpreting practice and require carefully selected language combinations (Ternopil national pedagogical university, 2024.). These standards are increasingly recognized as benchmarks for quality across Europe and represent a gold standard toward which Ukrainian programs are aspiring.

Building on this framework, the article examines several European case studies that illuminate the

effectiveness and challenges of implementing EU-aligned interpreter training. The University of Geneva and Charles University in Prague (Geneva MA in Conference Interpreting) are cited as examples of institutions that have successfully overhauled their curricula to mirror EU exam formats and professional conditions, resulting in improved student outcomes and employability. The experiences of post-accession countries such as Poland and Romania are particularly relevant, as they mirror Ukraine's current transitional stage. These countries encountered similar institutional, financial, and pedagogical obstacles, yet demonstrated that meaningful reform is achievable through policy coherence, faculty engagement, and international collaboration.

The Ukrainian context is analyzed in depth through institutional case studies from Lviv Polytechnic National University (Education Process in Lviv Polytechnic National University, 2023), which has introduced a dedicated Master's program in conference interpreting featuring English, German, and French language tracks. This program is embedded within a broader EU studies framework and uses simulated plenary debates, press conferences, and shadowing techniques modeled after Brussels formats; V. N. Karazin Kharkiv National University (Kharkiv National University, 2024), which emphasizes interdisciplinary training, incorporating courses in political science, EU law, and media communication to better prepare interpreters for multilateral settings; Vasyl Stefanyk Precarpathian National University in Ivano-Frankivsk (Vasyl Stefanyk Precarpathian National University..., 2024), which has integrated blended learning tools, developed local terminology databases, and received Erasmus+ support for staff exchange and mobility. The university has hosted EU interpretation experts and implemented joint summer schools focused on EU discourse and institutional language, and Ternopil Volodymyr Hnatiuk National Pedagogical University (Ternopil national pedagogical university, 2024), which has piloted basic interpreter training modules and digital tools despite limited funding, demonstrating strong institutional commitment. These institutions have also developed internal quality assurance mechanisms, including peer feedback, mock exams, and instructor mentoring programs. These universities have initiated interpreter training programs supported by EU funding, technical partnerships, and international mobility schemes. The integration of interpreting booths, digital simulation labs, and training visits by EU experts has significantly elevated the quality of instruction. Notably, the programs in Lviv and Ivano-Frankivsk have demonstrated enhanced student performance, increased curriculum coherence, and greater alignment with international expectations.

A major area of innovation involves infrastructure and digitalization. Recent investments in interpreter booths, EU speech databases, and digital learning platforms have created more authentic training conditions. Some institutions are also piloting cutting-edge tools such as computer-assisted interpreting (CAI) systems and virtual reality simulations, reflecting a broader trend toward the technologization of interpreter education (Karaban, V. and Karaban, A., 2021). These innovations not only modernize the training environment but may also position Ukraine as a regional leader in interpreter training technologies.

A central challenge remains the establishment of a nationally recognized accreditation framework that aligns with EMCI and other EU models. Without a standardized system for certifying interpreter training quality, programs risk inconsistency in outcomes and international recognition. Institutions have begun implementing internal evaluation protocols based on EU guidelines, including mock conferences, peer review, and diagnostic testing. However, consistent funding and external validation from EU institutions remain limited. Active engagement with the SCIC training unit and partnerships with interpreter services of the European Parliament are critical for benchmarking student competence and enhancing teaching quality. The ongoing efforts to formalize Ukraine's participation in the EMCI network reflect a strategic priority for long-term integration.

Together, Ukraine's progress in interpreter training reflects a hybrid model that combines European standards with local adaptation. Institutions are leveraging EU funding and partnerships to overcome structural limitations, while simultaneously developing a generation of interpreters ready to serve in multilingual, high-stakes environments such as EU institutions, international organizations, and diplomatic missions. Ensuring the sustainability of this transformation will require systemic policy alignment, faculty development, national recognition of interpreter training, and long-term integration into European accreditation networks.

Conclusions and prospects for further exploration. Ukraine's current trajectory in interpreter training is both promising and strategically significant, especially in the context of the country's broader European integration efforts. The convergence of EU-funded initiatives, institutional commitment, and political will has generated a critical window of opportunity to embed high-quality interpreter training into the fabric of the national higher education system. Several Ukrainian universities have already begun to capitalize on this momentum, aligning their curricula with European standards and investing in infrastructure and pedagogical innovation.

Nevertheless, the path toward long-term sustainability requires deliberate and systemic efforts. First, interpreter training must be institutionalized through the establishment of fully accredited Master's programs in conference interpreting, rather than remaining dependent on short-term projects or elective modules. Second, sustainable development demands stable, long-term funding strategies and forward-looking infrastructure planning that can support program continuity across generations of students. Third, the cultivation of a national pool of qualified trainers is essential. This can be achieved through dedicated "train-the-trainer" programs, ideally developed in cooperation with experienced EU institutions, to ensure that Ukraine develops its own cadre of skilled interpreter educators.

In addition, formalized and sustained partnerships with European interpreter schools and institutional services such as SCIC and DG LINC are vital for quality assurance, mentorship, and the exchange of best practices. These partnerships can also facilitate opportunities for student and faculty mobility, benchmarking, and participation in EU-level interpreting networks. Finally, for interpreter training to be truly embedded and respected within Ukraine's academic landscape, there must be national-level recognition of conference interpreting as a strategic educational and professional field. This includes policy frameworks that integrate interpreting into national language strategies, foreign affairs planning, and educational reforms aimed at aligning with the European Higher Education Area. Only through this combination of structural, pedagogical, and policy measures can Ukraine ensure the long-term viability, international compatibility, and strategic value of its interpreter training programs.

Future research should focus on longitudinal tracking of graduate outcomes, curriculum effectiveness, and comparative studies with other candidate or member states. There is also a need for interdisciplinary research linking interpreter training with political science, digital humanities, and language policy in the EU context. Interdisciplinary approaches – integrating public speaking, institutional discourse analysis, and intercultural mediation – help situate interpreting within broader multilingual communication strategies.

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Стаття надійшла до редакції 20 червня 2025 р.

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РОЗВИТОК ПІДГОТОВКИ КОНФЕРЕНЦІЙНИХ ПЕРЕКЛАДАЧІВ В УКРАЇНІ В РАМКАХ ІНТЕГРАЦІЇ З ЄС: КЕЙСИ, ДОСЛІДЖЕННЯ ТА СТРАТЕГІЧНІ РЕКОМЕНДАЦІЇ

У міру того як Україна посилює свою політичну, економічну та освітню інтеграцію з Європейським Союзом, нагальна потреба у створенні надійної та відповідної вимогам ЄС інфраструктури підготовки конференц-усних перекладачів стає дедалі очевиднішою. У цій статті досліджується еволюція системи підготовки перекладачів в Україні в контексті євроінтеграції, зосереджуючи увагу на взаємопов'язаності академічних реформ, мовної політики та міжнародної співпраці. Підготовка усних перекладачів постає не лише як мовне або педагогічне питання, але й як стратегічний компонент ширшого процесу узгодження України з нормами управління, багатомовної комунікації та інституційної практики ЄС.

У дослідженні використано широкий спектр джерел, зокрема проекти, профінансовані ЄС, стандарти Європейської магістерської програми з конференц-перекладу (EMCI), а також приклади з практики підготовки перекладачів в університетах ЄС, таких як Женевський університет, Карлів університет у Празі та провідні заклади після вступних країн-членів ЄС, включно з Польщею та Румунією. Ці моделі дають важливе уявлення про інституційні, навчальні та педагогічні трансформації, необхідні для задоволення вимог таких інституцій ЄС, як Європейська Комісія та Європейський Парламент.

Аналізуючи впровадження реформ у підготовці перекладачів в Україні – зокрема в таких університетах, як Національний університет «Львівська політехніка», Прикарпатський національний університет імені Василя Стефаника в Івано-Франківську та Харківський національний університет імені В. Н. Каразіна – стаття визначає суттєвий прогрес у таких сферах, як модернізація навчальних планів, впровадження методик навчання, сумісних із практичними стандартами ЄС, а також міжнародна мобільність та обміни. У зазначених закладах започатковано спеціалізовані магістерські програми з акцентом на синхронний та послідовний переклад, що часто реалізуються за підтримки грантів ЄС або технічного

партнерства.

Водночас дослідження виявляє низку критичних проблем, зокрема обмежений доступ до технологічно забезпеченого навчального середовища, недостатнє залучення професійних перекладачів до освітнього процесу, а також відсутність національної системи акредитації, узгодженої зі стандартами ЕМСІ чи подібними рамками ЄС. Додатковими викликами є фрагментарність системи підготовки перекладачів між різними закладами, відсутність єдиних стандартів якості та обмежене довгострокове фінансування, що ставить під загрозу сталість уже досягнутих результатів.

У відповідь на ці виклики в статті пропонуються стратегічні рекомендації. Серед них – формальне впровадження навчальних програм, узгоджених із вимогами ЄС, розробка національних рекомендацій щодо підготовки перекладачів на основі європейського досвіду, активізація співпраці з перекладацькими службами ЄС, а також посилення державної та інституційної підтримки розвитку багатомовної освітньої інфраструктури. Також наголошується на необхідності створення механізмів інституційної підтримки, таких як розвиток викладацького складу, академічна мобільність студентів, цифрові ресурси та системи забезпечення якості.

Зрештою, у статті розглядається підготовка конференц-усних перекладачів як важливий елемент процесу європеїзації України. Підкреслюється, що лише завдяки послідовній політичній волі, гармонізації з європейським освітнім простором та транскордонній співпраці Україна зможе побудувати стійку й конкурентоспроможну модель багатомовної професійної підготовки. Висновки дослідження мають на меті орієнтувати як академічні установи, так і державні органи в процесі формування цілісної, сучасної системи підготовки усних перекладачів, що сприятиме активній участі України в багатомовних інституціях Європейського Союзу.

Ключові слова: *конференц-переклад, підготовка перекладачів, інтеграція з ЄС, стандарти ЕМСІ, Україна, багатомовність, Європейський парламент, реформа вищої освіти, акредитація, мовна політика*