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RESEARCH ARTICLE

A Comparative Analysis of Iranian Translation Education: Benchmarking BA and MA Programs Against the European Master's in Translation (EMT) Competence Framework

Ghodrat Hosseini

Abstract

Global translator training increasingly emphasizes alignment with international competency frameworks, such as the European Master's in Translation (EMT) 2022 framework. However, the extent to which Iranian undergraduate and graduate translation programs meet these standards is unclear. To address this gap, this study systematically benchmarks official Iranian BA and MA translation curricula against the EMT framework. Using official curriculum documents from Iran, document analysis and gap analysis were conducted across the five EMT competence areas (Language and Culture, Translation, Technology, Personal and Interpersonal, and Service Provision). Many required courses emphasize linguistic theory and bilingual practice, aligning closely with the EMT's Language and Culture and Translation competence domains. The analysis revealed robust coverage of these language/cultural and translation competencies, indicating strong alignment in these areas. In contrast, significant deficiencies emerged in the integration of translation technology, service provision training, and personal/interpersonal (professional) skills. These findings, derived solely from formal curriculum documents, may not fully reflect actual classroom practice or recent instructional initiatives. The results underscore the need for targeted curriculum reforms in Iranian translator education—incorporating technological training, service-oriented competencies, and professional skills—to align with international standards and enhance graduates' competitiveness in global markets.

Keywords: comparative education, translation competence, EMT Framework, translator training, curriculum analysis, competence-based education

1. Introduction

Global communication and commerce have transformed the translation profession, requiring translator education to keep pace with technological advancements, market demands, and professional competencies. Kiraly (2000) observed that shifting from language-centered instruction to competence-based training redefines translator preparation for contemporary

practice. In Europe, the European Master's in Translation (EMT) network has established global standards through its competence frameworks, guiding curriculum design and quality assurance across diverse educational systems (EMT Board, 2022).

First launched in 2009 and revised in 2017 and 2022, the EMT Competence Framework structures translator education around specific skills that bridge academic training and professional needs (Gambier, 2009). Its evolution reflects changes in the translation field, prioritizing technology integration, new service models, and collaborative, entrepreneurial skills. The framework seeks to "strengthen and advance the employability of master's degree graduates in translation across Europe," acknowledging technology's increasing role in translation services (EMT Board, 2022, p. 2).

This move toward professionalization, as Pym (2013) describes it, shifts translation studies from a purely academic focus on linguistics and literature to market-oriented training that emphasizes practical skills, technological competence, and business acumen. These changes influence translation markets worldwide, requiring graduates who can navigate complex technological tools, manage client relationships, and meet modern standards for quality and efficiency.

With a Persian-speaking population exceeding 90 million, Iran holds significant potential in the global translation market, particularly in sectors like energy, technology, cultural exchange, and commerce. Once external barriers, such as U.S.-backed sanctions, are lifted and international investment increases, Iran's strong linguistic and cultural base will position it to meet global demand effectively, fostering growth in its translation industry. However, its centralized higher education system, overseen by the Ministry of Science, Research and Technology, enforces uniform curricula, which may hinder responsiveness to rapidly evolving market needs and international standards. Economic sanctions and political factors have further limited engagement with European educational networks, restricting access to modern teaching methods and technologies widely used in global translator training.

Despite these challenges, few studies have examined how Iranian translation programs prepare graduates for competitive global markets, revealing a gap in comparative education research. This oversight is significant, as Gouadec (2007) emphasizes that translator education must align with professional demands to remain relevant, while Cronin (2013) cautions that programs failing to adapt to technological and market changes risk producing graduates ill-equipped for professional practice.

Although global efforts emphasize translation services and competence-based education, few studies have directly compared Iranian translation curricula with international standards. This gap in comparative research is significant, as the EMT Framework is a leading model for translator education, shaping curriculum design worldwide (Hubscher-Davidson, 2009). Without such comparisons, it is unclear how well Iranian programs align with global standards, potentially limiting curriculum improvements and graduates' preparedness for professional practice. Furthermore, as translation services become increasingly globalized, Iranian graduates

face heightened competition in international markets where EMT-aligned skills provide a clear advantage. Identifying alignment patterns and gaps can inform targeted curriculum reforms, enhancing graduate employability both domestically and internationally.

Against this backdrop, this study addresses the following research questions:

1. How closely do Iranian BA and MA translation programs, based on official curriculum documents, align with the five competence areas of the EMT Framework 2022?
2. Which competence areas demonstrate the strongest and weakest alignment with EMT standards, and what factors might account for these differences?

This study advances comparative education research by systematically evaluating Iranian BA and MA translation programs against the EMT Competence Framework 2022, providing valuable insights for translation education in non-European contexts. It contributes theoretically, methodologically, and practically to improving the quality of translation education and graduate preparedness worldwide.

Theoretically, it deepens discussions on implementing competence-based education across diverse cultural and institutional contexts. By comparing Iranian programs with the EMT Framework, this study highlights shared trends and unique contextual factors, illuminating the challenges and opportunities of adapting global standards to Iran's Middle Eastern educational system.

Methodologically, it employs systematic curriculum analysis, offering a replicable approach for similar studies. It addresses challenges such as overlapping competence areas and differences between official curricula and classroom practices, contributing to discussions on effective comparative methods in translation education research.

Practically, the study provides evidence-based recommendations to improve Iranian curricula by addressing gaps in technology, professional skills, and service provision to boost graduate employability. These recommendations include updates to course content, enhancements in teaching methods, and strategies for implementation, while also informing industry stakeholders about skill gaps to promote academia-industry collaboration.

Beyond academia, the study informs policy discussions on modernizing Iranian higher education to meet global standards. As Iran aims to strengthen its international standing and graduate competitiveness, this analysis offers practical guidance for reforming translation programs, potentially serving as a model for other disciplines.

2. Literature Review

2.1. Theoretical Foundations of Translation Competence

Translation competence has evolved beyond the notion of mere linguistic transfer. Bell (1991) redefined it as a complex blend of linguistic, textual, subject-matter, cultural, and transfer skills, moving away from the assumption that bilingualism alone suffices for professional translation. His model laid the foundation for specialized translator training programs, though it remained theoretical without empirical backing.

The PACTE Group (2003, 2005) provided empirical support through longitudinal studies, confirming translation competence as multi-dimensional. Their model identifies five sub-competencies: bilingual competence (knowledge of source and target languages), extra-linguistic competence (cultural, encyclopedic, and subject-matter knowledge), knowledge about translation (understanding the profession and process), instrumental competence (use of documentation and IT tools), and strategic competence (cognitive problem-solving), alongside psychophysiological factors. Their experiments demonstrated that professional translators display distinct cognitive patterns, problem-solving approaches, and resource use compared to untrained bilinguals, supporting competence-based training focused on specific professional skills rather than general language learning.

Neubert (2000) enriched this view with a complexity theory perspective, portraying translation competence as the result of interacting cognitive and social systems. He argued that competence emerges from the dynamic interplay of cognitive, linguistic, cultural, and technological elements within specific professional contexts, influencing later models like the EMT Framework by emphasizing the interconnected and context-driven nature of competence.

Cook's (2016) multi-competence theory further reinforces this, proposing that translators possess a unique linguistic competence distinct from monolingual or typical bilingual speakers. Translators develop specialized cognitive traits, such as enhanced metalinguistic awareness and advanced cross-linguistic processing, enabling effective management of interference and transfer. This supports the need for tailored teaching methods that address translators' distinct cognitive needs, rather than viewing translation as an extension of language study.

Sociological perspectives, such as Simeoni's (1998) habitus-based analysis and Buzelin's (2014) actor-network theory, highlight the social and institutional dimensions of translation competence. They illustrate how competence develops through integration into translation communities, shaped by institutional constraints, market demands, and technological tools. These insights emphasize the importance of professional socialization, industry connections, and practical application in modern translator education.

2.2. The EMT Framework: Development and Applications

The EMT Framework, established by the European Union to standardize translator education and promote graduate mobility, supports EU objectives of educational harmonization and professional recognition across member states (Gambier, 2009). Introduced in 2009, the original framework defined six competence areas, drawing on the work of the PACTE Group, Bell, and other translation competence scholars to reflect the professional needs of the time.

Developed through extensive consultation with industry, academia, and professional organizations, the framework balanced theoretical rigor with practical application. Its initial six areas—translation service provision, language, intercultural, information mining, thematic, and technological competence—emphasized industry priorities, particularly service provision and technology, which were often underrepresented in academic programs.

In 2017, the framework was revised into five domains: Language and Culture, Translation, Technology, Personal and Interpersonal, and Service Provision (EMT Board, 2017). This update addressed evolving professional demands, including increased technology integration and changing service models, while responding to feedback about the original framework's complexity and the need for clearer competence distinctions.

The Language and Culture domain encompasses "linguistic, sociolinguistic, cultural, and transcultural knowledge and skills" critical for advanced translation (EMT Board, 2017, p. 6). It highlights that translation requires more than language proficiency, demanding deep cultural understanding, discourse awareness, and cross-cultural mediation to navigate diverse communicative contexts.

Translation competence, the framework's core, includes "strategic, methodological, and thematic competences" applied throughout the translation process (EMT Board, 2017, p. 7). This involves analyzing source texts, addressing translation challenges, conducting effective research, and evaluating quality, focusing on cognitive skills like problem-solving and research beyond mere linguistic transfer.

Technology competence centers on "knowledge and skills to implement and advise on translation technologies" (EMT Board, 2017, p. 8). It covers tools such as computer-assisted translation (CAT), machine translation, terminology management, and project management software, acknowledging technology's critical role in shaping translation processes and quality.

Personal and Interpersonal competence encompasses "generic skills, often called 'soft skills'" that enhance adaptability and employability (EMT Board, 2017, p. 9). It emphasizes time management, stress management, professional development, and teamwork as essential for professional success alongside technical expertise.

Service Provision competence focuses on "skills for implementing translation and language services in professional contexts" (EMT Board, 2017, p. 10). It includes business skills such as client relations, project management, quality assurance, marketing, and ethics, recognizing the entrepreneurial demands of freelance and small-business translation work. Klimkowski (2015) emphasizes that entrepreneurship, in this context, refers to the skills needed for language specialists to effectively negotiate between the roles they want to offer and those the market is willing to accept. Furthermore, its aim is to help graduates become self-directed in their significant life choices, not merely to find a job. This holistic view of entrepreneurship encompasses a network of human traits, as identified by Klimkowska (2014), such as creativity, stamina, pro-activity, industriousness, communication skills, the ability to predict, assess, and cope with risk, and adaptability to changing conditions. These traits are considered to be vital not only for financial success but also for the cognitive and communicative aspects of the translation process itself and an individual's overall hierarchy of needs. To cultivate these essential attributes, Translation Work Placement (TWP), designed as a practical, hands-on experience in translation, has become a compulsory part of EMT translator training at institutions such as the University of Ljubljana, Slovenia. Such placements aim to provide

insight into real-life translation practices and serve as a crucial bridge between educational and professional workplace settings (Hirci, 2023, pp. 900, 908).

The 2022 update, examined in this study, maintains the five-domain structure while addressing technological and market developments over the previous five years. It stresses that "human intelligence, knowledge, and skills remain key to quality translations" despite increasing automation (EMT Board, 2022, p. 1), reinforcing the value of human expertise amid discussions on human-machine collaboration (O'Brien, 2012).

The 2022 revision places greater emphasis on machine translation literacy, reflecting the growing role of neural machine translation in professional workflows (Kenny, 2022). Students are now expected to "understand MT systems' basics, their impact on translation, and integrate MT appropriately" (EMT Board, 2022, p. 9), aligning with industry trends toward post-editing and hybrid translation approaches.

Research on EMT Framework adoption reveals inconsistent implementation across Europe, underscoring challenges in translating competences into curricula. Hubscher-Davidson's (2009) UK survey found general alignment but noted difficulties in integrating technology and service provision, as many programs adhered to traditional academic models, signaling a need for significant pedagogical and institutional changes. Similarly, Calvo's (2015) analysis of Spanish programs identified strong linguistic skills but weaknesses in technology and service provision, a pattern observed across Europe. This indicates that some competences are readily incorporated into academic structures, while others require substantial reform.

This pattern of inconsistent implementation extends beyond Europe, as evidenced by a study conducted by Jalamboa et al. (2023) that evaluated the MA translation program at the Islamic University of Gaza (IUG) in Palestine against the EMT competences. Their research aimed to fill a gap in the literature, noting that no previous studies had investigated the EMT framework as a guide for designing MA translation programs within the Palestinian context, nor had they empirically evaluated such programs against EMT standards. The findings revealed an insufficient level of availability of EMT translation standards within the IUG's MA translation program, with a general evaluation indicating only 41.17% alignment.

2.3. Translation Education in Iran

Iranian translation education has developed within unique linguistic, cultural, and educational frameworks that both support and hinder alignment with international standards. Kafi et al. (2018) describe its evolution from language-focused approaches to more comprehensive professional training, though progress remains constrained by institutional and resource limitations.

Following the 1979 revolution, Iranian higher education expanded significantly, with new universities and graduate programs advancing translation education. The Ministry of Science, Research and Technology enforces standardized curricula to maintain consistency and quality,

but this centralization can limit adaptability to local needs or global trends (Khoshsaligheh et al., 2019).

Traditionally, Iranian programs have emphasized translation rooted in Persian literature and religious texts to strengthen cultural and linguistic competence. While this approach supports cultural preservation, it may not fully prepare students for commercial, technical, or multimedia translation, which are prominent in modern markets (Gouadec, 2007). This gap between academic priorities and industry demands mirrors a broader global challenge in reforming translation education.

2.4. Empirical Studies on Iranian Translation Education

Beikian's (2020) PhD dissertation examines BA translator training and MA/PhD translation studies programs in Iranian public universities alongside foreign programs. Similarly, Pishkar (2022) and Ranjbar et al. (2022) analyze specific elements of Iranian translation education. However, these studies do not benchmark Iranian programs against a widely recognized standard like the European Master's in Translation (EMT) Competence Framework 2022.

Khoshsaligheh et al. (2019) assessed the strengths and weaknesses of the pre-2017 Iranian curriculum, used for over two decades, from the perspective of English translator trainees, but this work lacked a systematic comparison with the EMT Framework. After the 2017 curriculum revision, Davari et al. (2021) evaluated its strengths and weaknesses based on faculty perspectives at several universities, noting improvements in updated courses and applied needs but also identifying issues with specific courses, syllabi, sources, and prerequisites.

For instance, a more recent study by Samir (2022) specifically evaluated the effectiveness of the M.A. English translation curriculum in Iranian universities from the students' perspectives, with the aim of identifying deficiencies and proposing recommendations. This quantitative research, which involved 341 M.A. and Ph.D. translation students, revealed that the current curriculum was moderately effective in equipping students with the necessary translation competencies. Samir (2022) highlighted that courses such as Translation Workshop and Theories of Translation were considered effective, while others like Literary Criticism and Philosophy of Education were deemed not effective enough for improving students' theoretical knowledge and practical translation skills. Consequently, the study recommended modifications to the curriculum, including the addition of practical courses like Translation of Technical Texts, Interpretation Workshop, and Bilingual Editing Skills.

2.5. Comparative Studies in Translation Education

Comparative research in translation education provides valuable insights for enhancing curricula and program quality by identifying commonalities and differences across systems. It reveals how cultural, institutional, and economic factors influence curriculum design and delivery, offering guidance for improving education and meeting global standards.

Schäffner (2004) examined European translation programs and found considerable variation in structure, content, and teaching approaches, even within similar cultural contexts. These differences, shaped by institutional traditions, resources, and market demands, highlight the challenges of advancing translation education. Some programs focused on theoretical knowledge for academic pursuits, while others prioritized practical skills for immediate industry roles, reflecting ongoing discussions about balancing academic and professional objectives in translation studies.

Kelly's (2005) competence-based curriculum model has gained significant traction by aligning learning outcomes with professional requirements, promoting structured skill development, and incorporating assessments that reflect real-world tasks. Central to the EMT Framework, her approach narrows the divide between academic training and industry needs through partnerships and hands-on learning. Though resource-intensive, this method improves graduate preparedness and employability.

Recent studies from various regions identify ongoing challenges in translation education, such as incorporating advanced technologies, developing professional competencies, strengthening ties between academia and industry, and creating assessments that mirror workplace expectations. The EU-funded OPTIMALE project (2008) pinpointed technology integration and alignment with industry needs as major obstacles in European translator training. Gouadec (2007) observed that limited industry partnerships restrict students' exposure to actual workflows and client expectations. Similarly, Pym et al. (2014) stressed the importance of systematically teaching transferable skills, such as client negotiation, time management, and entrepreneurship, which are often overlooked in traditional academic programs. Kiraly (2005) and Orlando (2016) recommend project-based learning and performance-based assessments that replicate professional scenarios, like translating under time pressure or tailoring texts for specific audiences, to boost student engagement and align training with evolving industry standards. Together, these findings emphasize the need for flexible curricula that integrate technological proficiency, practical skills, and industry collaboration to equip translators for changing market demands.

3. Theoretical Framework

This study employs competence-based education (CBE) theory as its primary theoretical lens to evaluate the alignment of Iranian translation programs with EMT standards. CBE emphasizes outcome-focused learning, prioritizing practical skills and knowledge application over traditional time-based or content-driven approaches. It emerged from the recognition that conventional education often failed to prepare graduates for professional demands, creating a gap between academic achievement and workplace capability. Grounded in behavioral psychology, cognitive science, and professional education theory, CBE structures learning around defined outcomes linked to job requirements, using assessments that measure real performance rather than indirect indicators like course completion (Spady, 1994).

In translation education, CBE prioritizes professional skills over theoretical knowledge, aligning programs with industry expectations (Kelly, 2005). The EMT Framework implements CBE by defining skills and knowledge essential for professional practice, organizing them into clear competence areas, and guiding curriculum and assessment development. This focus on employability reflects CBE's emphasis on outcomes vital for career success. However, the multifaceted nature of translation (Blumczynski & Hassani, 2019) complicates applying CBE in this field. Translation competence, encompassing intricate cognitive, cultural, and professional elements, is challenging to reduce to measurable outcomes. Its interconnected nature requires assessments that evaluate holistic performance rather than isolated skills.

To operationalize the theoretical framework, this study uses Tyler's (1949) curriculum analysis method to assess educational programs by evaluating their intentions, implementation, and outcomes. Tyler's framework distinguishes three curriculum types: intended (official documents and objectives), implemented (actual teaching and learning activities), and achieved (graduate competencies and learning outcomes). This approach captures the complexity of educational programs, acknowledging that official documents may not fully align with classroom practices or student results. Due to restricted data access, this study centers on the intended curricula outlined in official documents from Iran's Ministry of Science, Research and Technology.

To enhance the analysis, Posner's (2004) curriculum dimensions—scope, sequence, continuity, and integration—are applied. Scope refers to the breadth of content and competencies covered, ensuring programs address essential professional standards with adequate depth. Sequence evaluates the logical progression of learning experiences, developing foundational skills before advancing to complex tasks. Continuity ensures key competencies are consistently reinforced across courses, preventing fragmented learning. Integration examines how learning areas interlink, fostering cohesive and comprehensive preparation for professional practice.

This study also employs Bereday's (1964) four-stage comparative analysis method—description, interpretation, juxtaposition, and comparison—to systematically investigate educational systems across diverse contexts while considering cultural and institutional factors that influence their development and implementation. Furthermore, the study incorporates Phillips and Schweisfurth's (2014) comparative education framework, which emphasizes context sensitivity and diverse perspectives. Their approach warns against adopting external models without adapting them to local cultural, institutional, and resource conditions, promoting customized educational transfer.

4. Methodology

4.1. Research Design

The study employs a qualitative comparative analysis design, using systematic document analysis as its primary method. This approach enables a thorough evaluation of curriculum

alignment while acknowledging the limitations of document-based analysis in capturing implementation details and actual learning outcomes. By focusing on official curriculum structures, the design provides clear insights into intended competence development, though it recognizes that these intentions may not fully reflect classroom practices or student experiences.

The selection of document analysis balances practical constraints with analytical advantages. Limited access to classroom observations, faculty interviews, or student outcome data restricts a more comprehensive investigation. Nevertheless, document analysis allows for consistent review of official curricula, facilitates objective comparisons across educational contexts, and offers a replicable method for validating and extending findings.

The comparative framework supports benchmarking Iranian translation programs against international standards while accounting for cultural and institutional factors that shape educational systems. This approach identifies patterns of alignment and gaps without oversimplifying judgments about program quality, maintaining sensitivity to contextual influences.

4.2. Data Sources

The study analyzes three key documents that define official curriculum structures and competence expectations:

- **EMT Competence Framework 2022**: This serves as the benchmark, detailing competence areas and indicators for professional translator training. Developed through extensive consultation with industry and academic experts, it provides a comprehensive model for translator education.
- **Iranian BA Translation Program Curriculum Document**: Issued by Iran's Ministry of Science, Research and Technology, this outlines course objectives, content, and competence expectations for bachelor's-level translation education, guiding implementation across universities.
- **Iranian MA Translation Program Curriculum Document**: Also issued by the Ministry, this specifies master's-level requirements, advancing specialized competencies that build on undergraduate foundations.

These documents are authoritative sources for understanding intended curricula and competence goals.

4.3. Analytical Procedures

The analysis followed a five-stage process to systematically and objectively assess curriculum alignment:

Stage 1: Document Preparation and Coding. All curriculum documents were thoroughly reviewed to identify course objectives and content descriptions. Competence-relevant content was coded carefully, focusing on both explicit and subtle competence indicators in course descriptions while avoiding misinterpretation of ambiguous details.

Stage 2: Competence Mapping. Structured matrices were used to align individual courses with EMT competence areas. The process accounted for overlapping competence boundaries, recognizing instances where courses addressed multiple areas simultaneously. It evaluated course objectives, content, and recommended resources to determine the focus of competence development.

Stage 3: Gap Analysis. This step identified missing or inadequately addressed competencies by comparing Iranian program content with EMT Framework standards. It distinguished between explicit gaps (competencies absent from all courses) and emphasis gaps (competencies addressed only superficially).

Stage 4: Quantitative Assessment. Alignment percentages were calculated for each competence area to provide clear measures of curriculum coverage. These figures serve as useful benchmarks for comparison.

Stage 5: Qualitative Interpretation. This phase examined patterns, trends, and implications from the quantitative data, considering contextual factors, teaching implications, and opportunities for curriculum improvement.

4.4. Ensuring Reliability and Validity

To ensure the reliability and validity of research findings, several measures were implemented. First, a systematic coding protocol was developed based on the EMT Framework's competence descriptors, ensuring consistency in identifying and categorizing competence-related content across all curriculum documents. Second, inter-rater reliability was established through an independent review of 20% of the coded data by a second researcher with expertise in translation education, achieving a Cohen's kappa coefficient of 0.82, indicating substantial agreement. Third, triangulation was employed by cross-referencing course descriptions with learning objectives, recommended materials, and assessment methods to validate competence alignments. Fourth, member checking was conducted by sharing preliminary findings with two faculty members from Iranian translation programs to verify the accuracy of interpretations regarding curriculum content. Finally, an audit trail documenting all coding decisions, alignment rationales, and analytical procedures was maintained to ensure transparency and replicability of the research process.

4.5. Methodological Considerations

Relying on official curriculum documents from Iran's Ministry of Science, Research and Technology presents several considerations. First, while these documents clearly outline course objectives and recommended materials, they provide limited insight into classroom implementation or actual achievement of objectives. Resource limitations, varying faculty expertise, and institutional differences may lead to significant discrepancies between documented plans and real-world practice.

Second, many Iranian courses feature overlapping competence boundaries, which complicates precise alignment assessment. For example, a course such as "Translation of Idioms and Cultural Elements" may cover Language and Culture (through cultural analysis), Translation (via problem-solving strategies), and Personal and Interpersonal (through collaborative learning) competences as defined by the EMT Framework. The focus on each area varies depending on instructor approaches, making consistent evaluation challenging. This overlap reflects the integrated nature of translation competence in professional practice, where multiple skills are applied simultaneously. While this supports holistic education, it risks over- or underestimating competence development during analysis.

Additionally, focusing on intended rather than achieved curricula limits understanding of actual graduate outcomes. The study cannot confirm whether course objectives are met or how well graduates perform in professional settings. This is notable, as research highlights frequent gaps between curriculum plans and their implementation (Cuban, 1993). Moreover, document analysis cannot account for pedagogical variations, where identical course objectives may produce different outcomes due to diverse teaching methods, impacting competence development.

5. Findings

5.1. Overall Alignment Assessment

The comparison of Iranian BA and MA translation programs with the EMT Competence Framework 2022 reveals uneven alignment patterns. Table 1 presents the alignment percentages across the five competence domains.

Table 1: Alignment of Iranian Translation Programs with EMT Competence Framework

Competence Domain	BA Alignment	MA Alignment	Average Alignment
Language and Culture	78%	85%	81.5%
Translation	71%	82%	76.5%
Technology	34%	41%	37.5%
Personal and Interpersonal	23%	31%	27%
Service Provision	18%	28%	23%

The alignment percentages were calculated using the following methodology: First, each EMT competence area was broken down into its constituent competence indicators as specified in the EMT Framework 2022. For example, the Technology competence area includes indicators such as "use CAT tools effectively," "understand machine translation systems," and "manage terminology databases." Second, each course in the Iranian curriculum was systematically reviewed to determine which EMT competence indicators it addressed, either explicitly (through stated learning objectives) or implicitly (through course content and recommended materials). Third, for each competence area, the percentage was calculated as the ratio of EMT indicators substantially covered by at least one course to the total number of indicators in that area. A competence indicator was considered "substantially covered" if it was

explicitly mentioned in course objectives or if course content demonstrably addressed the indicator with sufficient depth based on course descriptions and materials.

The analysis indicates that Iranian programs show relative strength in Language and Culture competencies, with coverage of 78% at the BA level and 85% at the MA level, and in Translation competencies, with 71% BA and 82% MA coverage. These strengths likely stem from Iran's academic focus on linguistic and theoretical training, rooted in its robust philological tradition.

However, the analysis highlights significant gaps in areas critical for modern translation practice. Technology competence appears notably underdeveloped, with alignment of only 34% at the BA level and 41% at the MA level. Personal and Interpersonal competencies show even lower coverage, at 23% BA and 31% MA. Service Provision competencies exhibit the weakest alignment, with 18% BA and 28% MA coverage. This curriculum pattern emphasizes academic foundations over professional skills, particularly in technology and business-related areas, which are increasingly vital due to the industry's growing dependence on tools like machine translation and project management systems.

5.2. Language and Culture Competence Analysis

The EMT Framework identifies Language and Culture competence as foundational, encompassing linguistic, sociolinguistic, cultural, and transcultural skills.

At the BA level, Iranian programs provide robust linguistic training through a structured sequence of courses. Basic English Reading and Grammar establish foundational skills, followed by Advanced English Reading, Grammar, and Writing, which develop comprehensive abilities in reading, writing, listening, and speaking. Cultural competence is fostered through courses like Contemporary Persian Literature and Comparative Analysis of Persian and English Language Structure, which enhance cultural and linguistic awareness relevant to Iran's context. Islamic Literature Studies further reinforces culturally specific knowledge.

However, sociolinguistic skills, such as managing register variation or pragmatic nuances, receive minimal attention, potentially limiting graduates' ability to adapt translations to diverse contexts. At the MA level, courses such as Applied Linguistics and Translation and Vocabulary and Equivalence Selection in Translation deepen the integration of linguistic and cultural skills. Yet, the elective nature of Cultural and Sociological Elements in Translation may lead to inconsistent coverage. The limited emphasis on cross-cultural mediation, genre-specific cultural adaptation, and digital culture suggests that graduates may struggle in global or technology-driven translation environments.

5.3. Translation Competence Analysis

Translation competence, as outlined in the EMT Framework, includes strategic, methodological, and thematic skills crucial for the translation process (EMT Board, 2022, p.

7). These skills combine cognitive and practical abilities, such as text analysis, research, problem-solving, and quality assurance, all necessary for professional practice.

The Iranian BA program builds a strong foundation for translation competence with a balanced curriculum of theoretical and practical courses. Principles and Strategies of Translation offers a theoretical base, while Translation of Humanities Texts (in English-to-Persian and Persian-to-English directions) develops practical skills, promoting flexibility in bidirectional translation. Specialized courses, including Audiovisual Translation and Specialized and Scientific Text Translation, tackle domain-specific challenges, equipping students for varied translation demands. However, the program overlooks machine translation, a key industry development, which restricts students' exposure to current translation practices.

At the MA level, the program strengthens translation competence through advanced theoretical and practical training. Courses like Translation Theory Foundations, Advanced Translation Theories, and Translation Models provide thorough analytical and evaluative frameworks. Meanwhile, the Translation Workshop delivers hands-on experience through project-based learning. Additionally, Applied Criticism in English Literature sharpens quality assessment skills, effectively connecting theory with practice. Nevertheless, gaps remain when compared to EMT Framework standards. Although project-based learning is included, its scope is limited and does not fully mirror the collaborative project management or team-based translation skills needed in professional contexts. Moreover, the lack of systematic training in machine translation post-editing and underdeveloped quality assurance methods impede alignment with modern workflows, potentially leaving graduates less prepared for human-computer collaboration in the industry.

5.4. Technology Competence Analysis

Technology competence, defined as the knowledge and skills to apply and advise on current and future translation technologies (EMT Board, 2022, p. 9), remains a critical yet underdeveloped area in Iranian translation programs. This gap, driven by the rapid evolution of translation practices, significantly affects graduate employability, as modern translation work increasingly depends on tools like Computer-Assisted Translation (CAT) systems, machine translation, and workflow platforms.

Analysis shows that technology competence is a notable weakness in Iranian translation programs, with alignment to the EMT Framework reaching only 34% at the BA level and 41% at the MA level—the lowest among all competence areas. These deficiencies leave graduates unprepared for professional demands, where proficiency in translation memory systems, terminology management, and digital collaboration tools is vital.

At the BA level, technology competence is primarily addressed through the course Translation and Technology, suggesting limited integration across the curriculum. However, an informal survey of twelve translation professors indicates that most sessions in this course focus on basic computer skills and Microsoft Office programs rather than specialized translation

technologies. While foundational digital literacy is necessary for some students, this emphasis provides inadequate exposure to CAT tools, translation memory systems, or workflow platforms commonly used in professional settings.

Additionally, the course Emerging Trends in Translation could potentially cover contemporary issues related to AI-powered and LLM-powered translation technologies. However, since the curriculum was developed in 2017—before the AI and large language model revolution sparked by ChatGPT's introduction in November 2022—these cutting-edge topics are likely addressed only selectively, depending on individual instructors' awareness and initiative. General IT skills, such as using cloud-based collaboration platforms or digital communication tools highlighted in the EMT Framework, also receive minimal focus across the curriculum. This lack of attention further limits students' preparedness for modern translation work, which increasingly relies on integrated technological workflows.

The MA program offers modest progress through the elective course Computer Applications in Translation. However, its optional status leads to inconsistent skill development, as not all students enroll in this training. Coverage of essential tools, such as translation memory systems, remains limited, and machine translation integration—a core element of the EMT Framework due to the rising prominence of neural machine translation in the industry—is inadequately addressed.

This lack of comprehensive technology competence training has significant implications for graduates' career prospects. Modern translation agencies and freelance roles require proficiency in integrated tools for workflow management, quality assurance, and data literacy for quality analysis and decision-making. Without systematic training in these areas, as emphasized by the EMT Framework, graduates are ill-equipped to handle automated systems and collaborative platforms now standard in the industry. Addressing these shortcomings is vital to improving employability and ensuring graduates can meet the technological demands of contemporary translation practice.

5.5. Personal and Interpersonal Competence Analysis

Personal and interpersonal competencies, often termed "soft skills" in the EMT Framework (EMT Board, 2022, p. 10), are vital for adaptability, employability, and success in modern translation practice, particularly in freelance and remote work settings where virtual collaboration, client relations, and self-management are essential. At the BA level, these skills receive limited focus, with training centered on traditional academic abilities. Basic Research Methodology builds foundational research skills relevant to translation, but broader professional competencies, such as teamwork, stress management, and professional resilience, are largely overlooked. Internships offer some exposure to collaborative work and professional responsibilities, but their scope and consistency fall short of meeting the demands of today's translation industry, which increasingly prioritizes team collaboration and project management as emphasized by the EMT Framework.

The MA program shows slight progress through courses like Advanced Research Methods in Translation and Seminar on Translation Issues, which promote self-directed research, peer interaction, and communication skills. These courses foster collaborative learning and some degree of time management, both critical for freelance translation where self-management directly affects productivity and client satisfaction. However, the curriculum lacks systematic development of these competencies, and their depth remains unclear from course documentation alone, failing to meet the EMT Framework's expectations for comprehensive skill-building.

Significant gaps remain in preparing graduates for professional practice. Training in time and project management is minimal, despite its importance for managing workloads and meeting deadlines in freelance contexts. Stress management and resilience are similarly underexplored, even though translators face pressures from tight deadlines, complex client interactions, and income variability. Virtual team collaboration, increasingly essential in global and remote work environments, is scarcely addressed, leaving graduates unprepared for international teamwork and virtual project management. Professional social media use and digital networking, crucial for career growth and client acquisition, are also neglected, despite their significance in the EMT Framework. Furthermore, ergonomic awareness and workplace organization, essential for long-term health and efficiency, receive little attention. While self-evaluation and lifelong learning are partially developed through academic tasks, explicit training in these areas is needed to support ongoing career development in a rapidly evolving field. These gaps collectively limit graduates' readiness for the dynamic demands of the translation industry.

5.6. Service Provision Competence Analysis

Service Provision competence, which includes business and client-oriented skills essential for professional success in translation and language services, shows significant gaps in academic programs, with only 18% coverage at the BA level and 28% at the MA level. At the BA level, courses like Introduction to Translation Market offer basic awareness of professional contexts but lack depth in critical areas such as client interaction, entrepreneurial know-how, financial management, and marketing. These skills are crucial for graduates entering freelance or agency roles, where effective communication, expectation management, and professional boundary-setting are vital for success (Bowker, 2023, p. 43; Penet, 2024). Without comprehensive business skill training, BA graduates are ill-equipped for the competitive demands of modern translation practice, which may impede their career progression.

At the MA level, slight progress is made through courses on translation criticism and evaluation, which develop skills in quality management and professional judgment. However, broader competencies, such as project management—essential for coordinating tasks, timelines, and resources—remain underdeveloped, despite their importance in the EMT Framework (EMT Board, 2022, p. 11). Entrepreneurial skills, including business planning and

client acquisition, are minimally addressed, limiting graduates' ability to succeed in independent practices. Additionally, training in professional networking, critical for industry engagement and career advancement, lacks systematic development. Business ethics and professional standards, foundational for credibility and sustainability, are also inadequately covered, leaving graduates unprepared for the ethical demands of the field.

The disconnect between academic training and the EMT Framework's focus on practice-oriented skills significantly impacts graduates' employability. Client relations, a cornerstone of translation practice in both freelance and agency settings, receive little focus, despite their role in managing expectations and maintaining professional boundaries. Market analysis and competitive positioning, necessary for identifying opportunities, are scarcely addressed. Furthermore, quality management systems, vital for ensuring professional credibility through structured assurance and feedback, are overlooked. These gaps hinder graduates' competitiveness and long-term success in professional markets, highlighting the need for curricula to better integrate these essential competencies.

6. Discussion

6.1. Interpreting Findings Through Competence-Based Education Theory

The findings reveal patterns that can be meaningfully interpreted through the lens of competence-based education (CBE) theory and the curriculum analysis frameworks employed in this study. Iranian translation programs demonstrate strong alignment with Language and Culture (81.5% average) and Translation competencies (76.5% average), areas where traditional academic structures excel. This pattern reflects what Spady (1994) describes as the tendency of educational institutions to maintain established strengths in content-driven instruction, particularly in linguistic and theoretical domains that align well with conventional university teaching models.

However, the significantly lower alignment in Technology (37.5%), Personal and Interpersonal (27%), and Service Provision (23%) competencies illustrates a fundamental challenge in implementing CBE principles: the difficulty of developing outcome-based, professionally oriented competencies within traditional academic structures. Kelly's (2005) observation that competence-based curricula require substantial pedagogical and institutional transformation is clearly evidenced in these gaps. The Iranian curriculum, while theoretically comprehensive in its linguistic foundations, struggles to operationalize the professional, market-oriented competencies that the EMT Framework prioritizes.

Applying Tyler's (1949) curriculum analysis framework, the study reveals tensions between intended curricula (what official documents prescribe) and the likely implemented curricula (what can realistically be delivered given resource constraints and faculty expertise). The Technology competence gap, for instance, reflects not only curriculum design limitations but also broader institutional challenges in acquiring specialized software, training faculty in

evolving technologies, and maintaining currency with rapid technological developments in the translation industry.

Posner's (2004) curriculum dimensions further illuminate these findings. The **scope** of Iranian programs adequately covers traditional translation domains but fails to encompass emerging professional competencies. The **sequence** of courses builds linguistic foundations effectively but does not progressively develop technological or entrepreneurial skills. **Continuity** in language and translation training is strong, but professional competencies receive sporadic, inconsistent attention. Most critically, **integration** remains problematic—technology, business skills, and interpersonal competencies are not systematically woven throughout the curriculum but relegated to isolated courses, undermining the holistic competence development that contemporary translation practice requires.

6.2. Contextual Factors Shaping Curriculum Alignment

The comparative education framework of Phillips and Schweisfurth (2014) emphasizes that educational systems cannot be understood apart from their cultural, institutional, and economic contexts. Several contextual factors help explain the alignment patterns observed in this study. Iranian translation programs draw on a robust philological tradition through courses like Comparative Analysis of Persian and English Language Structure, rooted in Persian and Islamic studies. This culturally rich foundation aligns with regional priorities and provides graduates with strengths in culturally sensitive translation, offering a competitive advantage in niche markets. However, this strength reflects a particular educational philosophy that prioritizes cultural preservation and linguistic heritage over market-driven professional training.

This challenge is further complicated by Iran's English language education policy, which, as Iranmehr et al. (2024) note, prioritizes national and religious identity over globalized communicative competence, resisting Western cultural influence (Iranmehr et al., 2024, p. 2821). This ideological approach, shaped by post-revolutionary priorities, contrasts with the EMT Framework's emphasis on market-driven skills like technology integration and service provision. The tension between preserving cultural identity and developing global professional competencies creates a fundamental curriculum design challenge.

Economic sanctions and political factors have limited Iran's engagement with European educational networks, restricting access to modern teaching methods, translation technologies, and international best practices. The Technology competence gap (34-41% alignment) cannot be fully understood without considering these structural constraints on technology acquisition, software licensing, and faculty development opportunities.

The centralized curriculum system, while ensuring consistency across institutions, limits flexibility to respond to rapidly evolving market needs. As Khoshsaligheh et al. (2019) note, this centralization can impede the kind of agile curriculum innovation that emerging technologies and market demands require. The Service Provision competence gap (18-28%

alignment) reflects both this structural rigidity and a broader philosophical divide between academic and professional orientations in higher education.

6.3. Comparative Perspectives on EMT Framework Implementation

The findings from this study resonate with patterns observed in EMT Framework implementation across diverse contexts. Hubscher-Davidson's (2009) UK survey and Calvo's (2015) analysis of Spanish programs both identified strong linguistic skills but weaknesses in technology and service provision—a pattern remarkably consistent with the Iranian case. This suggests that the challenge of integrating professional competencies into academic programs transcends specific national contexts.

The study by Jalamboa et al. (2023) on the Palestinian MA translation program, which found only 41.17% overall alignment with EMT standards, provides a particularly relevant comparison. Both the Palestinian and Iranian contexts share characteristics of non-European educational systems attempting to align with European professional standards, facing similar challenges of resource constraints, limited industry partnerships, and traditional academic orientations.

These comparative patterns support Bereday's (1964) insight that educational phenomena must be understood through careful juxtaposition that accounts for contextual factors. The consistent pattern of strong linguistic competencies but weak professional skills across diverse contexts suggests that this represents a fundamental challenge in translation education globally, not merely a local Iranian issue.

However, the Iranian case also reveals unique patterns. The particularly low alignment in Service Provision competence (23% average) may reflect specific cultural and institutional factors in Iran's higher education system that prioritize academic knowledge over entrepreneurial skills. The moderate alignment in Translation competence (76.5%) despite limited technology integration suggests that Iranian programs maintain quality in traditional translation pedagogy even while struggling to incorporate emerging tools and methods.

6.4. Implications for Curriculum Reform

These findings have significant implications for curriculum reform in Iranian translation education. The strong foundation in linguistic and cultural competencies provides a valuable base upon which to build professional competencies. Rather than wholesale curriculum restructuring, a strategic enhancement approach could leverage existing strengths while systematically addressing identified gaps.

Generative AI offers a significant opportunity to address gaps in Iranian translation education. Recent research by Hassani et al. (2025) found that students trained for six weeks with GPT-3 tools surpassed professional translators in transcreating brand mottos, achieving greater conciseness and cultural resonance for North American markets. This highlights the potential of targeted AI training to quickly enhance technological and professional skills,

aligning with the EMT Framework's focus on machine translation literacy and market-driven competencies. By producing creative, context-appropriate content, such as localized marketing slogans, AI tools can address weaknesses in transcreation and localization, where Iranian programs currently fall short (Hassani et al., 2025). Integrating AI into curricula can thus equip students to meet the rising demand for culturally tailored content in global markets.

However, effective use of generative AI requires careful human oversight to ensure cultural accuracy and ethical application. Hassani et al. (2025) emphasize that GPT-3 outputs depend on precise prompt engineering and refinement, as poorly crafted prompts may yield generic or culturally inappropriate results. Without critical evaluation, AI tools also risk perpetuating biases, such as gender stereotypes, which could compromise inclusive translation practices. This highlights the need for training that pairs AI proficiency with Personal and Interpersonal competences, such as adaptability and ethical decision-making. Such an approach ensures cultural sensitivity and professional integrity while harnessing AI's creative potential, aligning with the EMT Framework's comprehensive vision.

The Technology competence gap requires urgent attention given the centrality of digital tools in contemporary translation practice. However, technology integration need not replicate European or North American models wholesale. Iran could develop contextualized approaches that leverage open-source translation tools, focus on technologies most relevant to regional markets, and emphasize critical technology literacy alongside practical skills.

The Service Provision competence gap suggests a need to reconceptualize the relationship between academic training and professional practice. This need not compromise academic rigor but rather expand the definition of scholarly excellence to include professional competencies. Incorporating portfolio-based assessments, industry partnerships through internships, and entrepreneurial skills training could bridge this gap while maintaining academic standards.

The Personal and Interpersonal competence gap may be most challenging to address within traditional curriculum structures, as these "soft skills" are often developed through experience rather than formal instruction. Project-based learning, collaborative assignments, and professional development seminars could provide structured opportunities for competence development in these areas.

6.5. Balancing Global Standards and Local Contexts

Phillips and Schweisfurth's (2014) warning against uncritical adoption of external models is particularly relevant to this discussion. While the EMT Framework provides valuable benchmarks, Iranian translation education need not—and likely should not—simply replicate European approaches. Instead, a contextualized adaptation that preserves Iran's linguistic and cultural strengths while systematically developing professional competencies offers a more sustainable path forward.

This balanced approach recognizes that translation education serves multiple purposes: preserving and advancing linguistic scholarship, maintaining cultural heritage, and preparing

graduates for professional practice. These goals need not be mutually exclusive, but they do require careful curriculum design that explicitly addresses how linguistic scholarship, cultural knowledge, and professional competencies interrelate and support one another.

The globalization of translation markets creates genuine pressure for Iranian graduates to demonstrate competencies recognized internationally. However, this pressure should be balanced against recognition of Iran's unique position in Persian-language translation markets, where deep cultural knowledge and linguistic expertise provide competitive advantages that graduates from other contexts may lack. Curriculum reform should thus aim not to eliminate these strengths but to complement them with professional competencies that expand graduates' career options both domestically and internationally.

7. Limitations

This study's document-based analysis evaluates intended curricula but does not account for classroom implementation or actual student outcomes. Several important limitations must be acknowledged:

First, the study analyzes official curriculum documents from Iran's Ministry of Science, Research and Technology, which outline intended learning objectives and course content. However, these documents cannot reveal how courses are actually taught, what pedagogical approaches instructors employ, or what learning actually occurs in classrooms. Resource constraints, inconsistent faculty training, and institutional limitations in Iran may widen the gap between planned and delivered education, as Cuban (1993) highlights in challenges to reform implementation.

Second, the interconnected nature of EMT Framework competencies complicates precise evaluation. Translation practice inherently integrates multiple competencies simultaneously—a single course may develop linguistic, technological, and professional skills concurrently. The coding system employed, while systematic and validated through inter-rater reliability procedures, necessarily involves interpretive decisions about which competencies a course primarily addresses. This may lead to either underestimation (if secondary competencies are not fully credited) or overestimation (if superficial mentions are weighted equally with substantial coverage) of alignment.

Third, by focusing solely on intended curricula following Tyler's (1949) framework, the analysis leaves gaps in understanding achieved outcomes. The study cannot determine whether course objectives are actually met, how well graduates perform in professional settings, or what competencies graduates ultimately develop through the totality of their educational experience. Graduate employment outcomes, employer satisfaction, and professional performance data would provide crucial validation of curriculum effectiveness that this study cannot offer.

Fourth, the reliance on official documents means that informal curriculum elements—guest lectures, extracurricular workshops, student self-directed learning, and instructor innovations

beyond formal syllabi—are not captured in the analysis. In contexts where official curricula lag behind practice, this may underestimate actual competence development.

Fifth, the study's comparative framework uses the EMT Framework as the benchmark standard, which reflects European professional contexts and educational philosophies. While the EMT Framework has achieved international recognition, it may not perfectly align with competencies most valued in Middle Eastern translation markets or Iranian professional contexts. The study attempts to account for contextual factors but cannot fully resolve tensions between global standards and local priorities.

Finally, the informal survey of twelve translation professors regarding technology course content, while providing valuable insights, represents anecdotal rather than systematic evidence. A comprehensive evaluation of implemented curricula would require formal classroom observations, faculty interviews, and student surveys across multiple institutions.

These limitations do not invalidate the study's findings but rather define their scope and suggest directions for future research that could provide more comprehensive evaluation of Iranian translation education.

8. Future Research Directions

Future research should address the limitations of this study while expanding understanding of translation education in Iran and comparable contexts:

1. **Longitudinal Graduate Outcome Studies**: Track career trajectories, employment patterns, and professional competency development of Iranian translation program graduates over 5-10 years. Such research would validate whether identified curriculum gaps actually impede professional success or whether graduates develop necessary competencies through professional experience.
2. **Implemented Curriculum Evaluation**: Conduct systematic classroom observations, faculty interviews, and instructional material analysis to understand how official curricula are actually delivered. This would illuminate the gap between intended and implemented curricula and identify effective teaching practices that could be more widely adopted.
3. **Multi-Method Competence Assessment**: Develop and validate assessment instruments that measure translation competence across EMT Framework domains through performance-based tasks, professional simulations, and portfolio analysis. This would provide direct evidence of what competencies graduates actually possess rather than inferring from curriculum analysis.
4. **Comparative International Studies**: Systematically compare Iranian programs with translation education in other Middle Eastern countries, emerging market contexts, and EMT member institutions. Such research would identify best practices across diverse contexts and clarify which curriculum patterns represent universal challenges versus context-specific factors.

5. **Technology Integration Research**: Investigate effective pedagogical approaches for integrating translation technologies into curricula with limited resources. Action research projects testing different technology integration models could provide practical guidance for institutions facing similar constraints.
6. **Competence Framework Contextualization**: Develop and validate Iran-specific or Middle Eastern translation competence frameworks that reflect regional market demands, cultural priorities, and professional contexts while maintaining alignment with international standards. This would address tensions between global and local perspectives on translator education.
7. **Employer and Industry Perspectives**: Survey translation agencies, freelance clients, and other employers of Iranian translation graduates to identify perceived skill gaps and most valued competencies. This would validate curriculum gap analysis from a market perspective.
8. **Faculty Development Impact Studies**: Research the impact of faculty professional development on translation pedagogy and student outcomes. Understanding what types of faculty training most effectively improve teaching quality would guide resource allocation.
9. **Generative AI in Translation Education**: Conduct empirical studies on integrating generative AI tools into Iranian translation curricula, assessing learning outcomes, challenges, and best practices for AI-human collaboration in translator training.
10. **Policy Analysis Research**: Examine ministry-level curriculum development processes, decision-making factors, and reform mechanisms to understand how national translation curricula evolve and identify opportunities for evidence-based policy influence.

9. Conclusion

This study provides the first comprehensive benchmarking of Iranian BA and MA translation programs against the European Master's in Translation (EMT) Competence Framework 2022, revealing significant strengths in linguistic foundations alongside critical gaps in professional competencies.

The analysis demonstrates robust alignment in Language and Culture (81.5%) and Translation (76.5%) competencies, reflecting Iran's strong philological tradition. However, significant deficiencies emerge in Technology (37.5%), Personal and Interpersonal (27%), and Service Provision (23%) competencies—areas increasingly central to contemporary translation practice. These gaps leave graduates inadequately prepared for technology-driven workflows, client relations, and entrepreneurial skills essential for professional success.

These patterns mirror challenges observed globally (Hubscher-Davidson, 2009; Calvo, 2015; Jalamboa et al., 2023), suggesting that integrating professional competencies into academic programs represents a fundamental challenge transcending national boundaries. However, the Iranian case reveals unique patterns shaped by centralized curriculum

governance, economic sanctions limiting technology access, and educational philosophies prioritizing cultural preservation over market-driven training.

The study's recommendations balance respect for Iran's educational context with market pressures for internationally recognized competencies. Short-term enhancements (technology integration, professional seminars, portfolio assessments) can provide immediate benefits, while medium-term restructuring (industry partnerships, faculty development) and long-term reforms (curriculum governance flexibility, quality assurance systems) address deeper structural issues. Successful implementation requires coordinated effort across stakeholders through a phased approach beginning with low-cost, high-impact interventions.

This study demonstrates both the value and limitations of international frameworks as benchmarks for curriculum evaluation. While the EMT Framework provides valuable standards, Iranian translation education need not replicate European models wholesale. Instead, contextualized adaptation that preserves Iran's linguistic and cultural strengths while developing professional competencies offers a sustainable path forward, expanding graduates' career options domestically and internationally.

The challenges identified reflect broader struggles in translation education worldwide to balance academic depth with professional relevance. Future research examining implemented curricula, graduate outcomes, and effective reform strategies will be essential for understanding how translator education can best serve students, the profession, and society in rapidly changing global contexts.

Statement of Conflicting Interests

The author states that there is no conflict of interest.

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