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Impact on European Union Studies of the Developing EU Comprehensive Economic and Trade Agreements with Third Countries: The Case of Canada

6

Tatjana Muravska, Alexandre Berlin, and Don Sparling

Abstract

The EU has signed an agreement in principle for a Comprehensive Economic and Trade Agreement with Canada, the first of its kind for the EU, entering into force in 2015, opening a renewed market access strategy for the EU and has initiated negotiations with the USA.

The EU agreement with Canada has implications on the EU-Canada relations broadening their scope, going beyond the classical trade agreements. For the EU citizens to benefit from this agreement, a more in depth knowledge of Canada would be required, which should be reflected in a comparative approach to European studies.

We examine these implications on the need to expand and adapt, the content of and approach to research and teaching European studies. We conclude that the theoretical approach to European and related studies of other countries (including as appropriate in the case of federal countries, the sub-national level) and their practical implications should always be multi and inter-disciplinary in nature and benefit from direct in-situ exposure and should be fully integrated in the university curriculum.

T. Muravska (✉)
University of Latvia, Raina 19, Riga LV 1585, Latvia
e-mail: tatjana.muravska@lu.lv

A. Berlin
European Commission, Paris, 121 d'Italie, Paris 75013, France
e-mail: berlinalexandre@gmail.com

D. Sparling
Masaryk University, Žerotínovo náměstí 9, Brno, Czech Republic
e-mail: don.sparling@gmail.com

6.1 Introduction: Transformation of the EU as Ever Expanding "Project": The Multi- and Inter-Disciplinary Nature of the EU

The European Union, as an International Integrational Organization and a regional trading block, since its inception in 1952 (Coal and Steel Treaty), has expanded regularly from its initial 6 Member States to now 28, and with a number still in the antechamber. This increase in membership has also been accompanied by a major expansion of the scope and functions of the European Union, with each successive revision of the Treaty, into a very broad and complex role and mandate. These match, with a few exceptions those of its Member States, the notable exception being defense.

The Commission's President, Barroso declared in 2007 that the "new *raison d'être*" of the EU is to help Europeans prosper in a globalized world.

This way of considering the EU on the occasion of its 50th anniversary was new. Less than 20 years earlier, the EU was primarily seen as a regional integrational entity among a relatively small number of participating countries tearing down the wall that separated them and prevented their economic and political integration, the EU's external policy being essentially a sub-product of this internal consolidation (Sapir 2011:vii). With globalization this internal integrating approach (single market) was losing its relevance and consequently the EU's external policy acquired a new importance and dimension, which needs to be taken into account in consolidating the fragmented character of the governance of Europe's external economic policy.

In the last decade, furthermore there has been a major eastwards shift in global economic power of unprecedented nature. The exact composition of the newly emerging global economic powers (including China, Russia, India and Brazil) is not yet clear, but it is now fully acknowledged that the political and economic relevance of the West is being re-scaled.

As the functioning of the Member States is multi and inter-disciplinary in nature, so consequently is that of the European Union; for the EU this is expressed in terms of its organizational structure and interactions between Institutions—European Parliament, European Commission, European Council and the European Court of Justice—just to name the main ones. While proposed EU actions emanate usually for the European Commission, they must be agreed by the other Institutions before adoption at the EU level and implementation at the EU or Member States levels. This approach requires a close and regular interaction between these Institutions, which can be assimilated to inter-disciplinarity in academic terms. Similarly within the structure of the European Commission, proposals for actions are developed by over 20 separate General Directorates (DGs) (depending on the subject matter) (multi-disciplinarity) but have to receive the agreement of the other DGs, before being considered and adopted by the College of Commissioners and then forwarded to the other Institutions for "consideration and adoption".

This broad and complex mandate discharged by a large number of Institutions and Agencies composing the EU structure, requires a broad multidisciplinary as

well as interdisciplinary approach for its effective implementation. During the last decades, inter-disciplinary thinking has moved up on the policies agenda not only in the EU and other international organizations (OECD, World Bank) as well as in many advanced knowledge societies. In the Box 6.1 the multi and interdisciplinary approach to functioning of the EU is presented.

Box 6.1: The Multi- and Inter-Disciplinary Functioning of the EU

In 2006 and 2007 the European Commission sent two Communications to the European Parliament, the Council, ECOSOC and the Committee of Regions (COM (COM 2006) 567 of 4.10.2006 and COM (2007) 183 final of 18.4.2007) focused on "Global Europe: as stronger partnership to deliver market access for European Exporters".

The European Commission focused in these communications on three key aspects:

- Competitive markets
- Economic openness
- Social justice

The communications stressed:

- The single market is vital for creating globally competitive companies in the EU
- European economic openness is vital for creating jobs in Europe and for the EU international competitiveness
- While maintaining the Commitment to multilateralism, carefully selected and prioritized bilateral free trade agreements should also be promoted
- The need to overcome the restrictive public procurement practices of most countries—this area is a very significant to untapped potential for EU exporters
- The need to recognize the potentially disruptive impacts of market opening for some regions and workers particularly to less qualified
- Trade and Investment relations must not be developed at the expense of the environment and labour rights (in relation to the recently started EU-USA trade and investment partnership negotiations the EU asked for a temporary suspension on part of the negotiations to explore the potential impact of the of the agreement in particular on the investment provisions, including the labour protection laws on both sides of the Atlantic for workers coming from the USA and going to the on temporary assignments—and has launched a public consultation to that effect).

The documents, mentioned in the Box 6.1 also recognized that while the transatlantic trading relationship is by far the largest in the world and the heart of the global economy; only limited progress in negotiations has been made—a future injection of momentum is essential. The documents underlined also the need to develop and establish locally based partnerships between the European Commission Delegations, Member States Embassies and Business in key industrialized and emerging economies. Due to the changing nature of not-tariff barriers in the global economy it is essential to be able to analyze locally the distinction between unnecessary barriers and legitimate policy objectives such as security, protection of human and plant health and the environment, as well as unfair use of state aid—these are often behind the borders barriers. The demand to provide support to SMEs is also emphasized. This renewed market access strategy of the EU is to lead to a new generation of Free Trade Agreements; they should be more comprehensive and ambitious and aim at deeper integration, including new provisions for investments, intellectual property rights, public procurement, and labour mobility (far beyond the multi-lateral trade agreements).

6.2 The EU-Canada Comprehensive Economic and Trade Agreement (CETA): A Renewed Market Access Strategy for the EU

It is against the background of the above Communications of the Commission, that that at the 2008 EU-Canada summit (17.10.2008) an agreement was reached to develop a CETA agreement between the EU and Canada, taking into account that in 1976 already a cooperative framework relationship was established between them—the first for the EU with a developed country. An assessment of the potential benefit for both parties was an increase of over 25bn euros in trade in goods and services: furthermore the EU is the second major investor in Canada and Canada—the forth-largest investor in the EU.

Following the above EU-Canada summit negotiations between the EU and Canada started in May 2009 and 13 rounds held until the end of 2012. In 2013 a Ministerial meeting was held in Ottawa and a summit between the European Commission's President, Barroso and the Prime-Minister of Canada Happer in Brussels in October 2013 at which the Agreement in Principle of CETA by both parties was initiated. Currently a series of technical meetings continue to further clarify certain points. Once a clean text is agreed the ratification progress on both sides of the Atlantic will start and it is hoped that it will be completed in 2015.

Canada considers that CETA will have a greater impact on Canada than NAFTA; an opportunity for Canada to diversify its trade relations now mainly focused on the USA. Canada will be becoming a more attractive destination for manufacturing investments, as Canadian based companies will have privileged access to both EU and USA markets—a very strong signal to investors and businesses. However Canada stresses that it's powers and ability to regulate are

not for sale (no privatization of public services). The key provisions of CETA (COM—MEMO/13/911 18/10/2013) foresee:

- Elimination of all industrial tariffs;
- Reduction of quotas and tariffs on most agricultural products;
- Mutual recognition of industrial standards;
- Open trade in services- financial, telecom, e-commerce, energy and transport;
- Opening of public procurement markets at all government levels;
- Provision for facilitating the temporary movement of persons between the EU and Canada.

In view of the fact that a number of provisions being negotiated were in Canada of direct and exclusive competence of the provinces and territories, the EU requested that they be fully and appropriately involved in the negotiations, the more so as it was Quebec that urged the Canadian government in the negotiation process. For example in terms of public procurement the provincial and municipal shares are considerably in excess of the federal.

In Canada at present there are the provincial and territorial levels, 440 regulatory bodies for over 100 occupations (for example certified Accountants, Architects, Engineers, Early Childhood Educators, Lawyers, Real Estate Agents, Translators, Court and Conference Interpreters, Chiropractors, Dental Technicians, Dentists, Kinesiologists, Medical Laboratory Technicians, Doctors, Nurses, Optometrists, Pharmacists, Elementary and Secondary School Teachers, etc.).

Provinces individually fully regulate labour mobility (different licensing requirements and qualifications resulting in significant impediments to mobility—for some trade skills and in certain provinces trade union membership required. Temporary admissions (mobility) concern essentially skilled and even highly skilled workers. While Canada has a very pro-active immigration policy receiving over 250.000 immigrants per year, less that 15 % (Department of Finance, Canada, 2013) of these come from the EU; thus temporary admissions between the EU and Canada should considerably enhance the two-way flow and exchange of talent.

From the EU point of view it is essential for provinces to be involved in the recognition of European credentials. Some knowledge of these issues, as well as of the labour laws (including trade-union affiliations) would be of benefit for EU students having a more in-depth practical interest in EU-Canada relations.

For example, the nursing profession is regulated in the public interest and nursing education programs under law, must prepare graduates to meet the professional standards and competencies set by the regulatory nursing organizations. All registered nurse education programs in Canada lead to a baccalaureate degree. Licensed practical nurse programs vary in length from 1 to 2 years and are usually in a community college setting (*Registered Nurse Canada*).

Box 6.2: CETA and Requirements for Interdisciplinary Competences and Skills in Nursing

In Alberta, (392 Website www.nurses.ab.ca e-mail: carna@nurses.ab.ca) The College and Association of Registered Nurses of Alberta (CARNA) is the regulatory body for registered nursing in the province of Alberta, Canada. For the Registration Requirements for Nurses Educated Outside of Canada All nurses need to be registered with CARNA and obtain a practice permit to be eligible to practice as a registered nurse in Alberta.

Language requirement

- Evidence of competence in, and comprehension of, the English language.

Nursing Education Requirement

- Successful completion of a professional nursing education program that was approved in the jurisdiction where the program was completed.

Previous/Current Registration Requirements

- Registered nurse status in the country where you obtained your nursing education
- Registration in good standing from other jurisdictions where you have practiced nursing in the last 5 years

Practice Requirements

- Have completed within the last 5 years (not including the current year),
 - (a) 1,125 h of registered nursing practice; or
 - (b) A nursing degree or a nursing program satisfactory to the CARNA Registrar

Substantially Equivalent Competency Requirement

- Evidence of competence to practice that is substantially equivalent to the competencies required of all Alberta nurses (i.e., having a combination of education, experience, practice or other qualifications that meets the Alberta entry-to-practice competency requirements)

(continued)

Box 6.2 (continued)

Fitness to Practice

- No health problems that impair your ability to practice

Good Character

Evidence of good character based on a satisfactory employer references

No outstanding relevant criminal charges or convictions

Exam Requirement (fee approx. C\$500)

Achieve a passing score on the Canadian Registered Nurses Examination (CRNE) Currently Common Licensing Requirements for all provinces have been agreed, except for Quebec.

A similar set of requirements applies to many other professions both in Canada and in the EU Member States. Currently training and competences skills requirements in a number of professions are being updated and these updates have to be fully taken into account in university EU studies and research programmes. This will facilitate a renewed market access strategy for the EU. In informing the public about implications for society the press plays the key role.

6.3 Canadian and European Press Views on the Significance and Impact of CETA

The press coverage of a major event such as the initialing of the EU-Canada CETA document has a major impact on how public opinion will be shaped and reacts to that event. The press coverage also reflect the perceived importance of these agreements for both partners—for Canada full access to the EU market and economy (of over 500 million persons) while for the EU access to the Canadian market and economy of 35 million persons, and through it by implanting manufacturing facilities in Canada, access through NAFTA (North Atlantic Free Trade Agreement) to the USA and Mexican markets. Accessing the USA market in this way gives the European companies a head start in relation to the currently initiated EU-USA agreement the entry into force of which will be at least several years behind the EU-Canada agreement.

The CETA agreement initialed in October 2013 by Government of Canada and the highest EU authorities is “unfortunately” a very good example of important differences between the press coverage of that event in the EU and Canada.

While the CETA, once into force and fully implemented, will have a much

more modest coverage of the event in the European Press as compared with the avalanche of coverage in Canada? In our views this is not the case, as this agreement is not only important in itself, but it is likely to be only the prelude to other “enhanced economic and trade agreements” to be negotiated and signed by the EU, in particular with the USA and other G8 countries.

The coverage by the Canadian press of this very important step in the CETA negotiations, the initialing of the Agreement, was extensive in the Canadian Press across Canada, with emphasis in terms of both trade benefits and possible negative impact on “local” products and local jobs.

The HUFF Post Business (1.2.2014) stressed that EU exporters get a way better deal than Canada on tariffs (reduction of 670 million \$ for the EU as compared with 270 for Canada). It also emphasized the win-win nature of the agreement—Prime Minister Harper stated in the Commons that “The agreement is the most important signed by our country; it will lead to jobs and opportunities for families, workers and companies”.

The Premier of Ontario, Kathleen Wayne (The Star, Robert Benzie, and 18.10.2013) touts CETA as a “very good deal” for Ontario, but Ottawa must address some of the province’s concerns. The Ontario—EU trade is in excess of 40 B\$ annually; Ontario expects a significant increase in jobs (30,000) and major increase in exports (for example a fivefold increase in car exports). However, and at the same time Ontario is beefing up its public procurement rules to favour local construction bids (impact both with respect to CETA and interprovincial trade)—Ontario is banking on changes to the way it awards construction contracts to make it harder for companies outside the province to win government work, while forcing builders to help expand their workforce (reducing also worker mobility);

Compatibility with CETA?; and also with the enhancement of Canadian integration? (Adam Radwanski Then Globe and Mail, 29.10.2013) Furthermore, the City of Toronto expressed formal concern with the possible impact of CETA in reducing its ability to set purchasing policies (public procurement). The recent introduction of a minimum 25 % Canadian content on transit vehicles, will it stand the CETA implementation test? In a different vein the winemakers in Ontario expressed “their fear of the EU trade deal” (Globe and Mail 22.10.2013). On the other hand, Lawrence Martin (Globe and Mail, 20.10.2013 stresses that “a deal with Europe is nation-building governance”. In The Gazette (Paul Delean 19.10.2013) stressed that Quebec is “completely favorable” to the EU free-trade deal. One must recall that Quebec has been the initial promoter of this idea and it feels that it will benefit considerably as its trade with the USA has been in decline. Finally LA PRESSE (Sylvain Charlebois 22.10.2013) stresses that the agreement is “Un coup de maître de Harper”; in addition to tariff elimination, many quotas on agricultural products will be also significantly reduced.

As mentioned above the coverage by the European press was much more modest with articles appearing in about a dozen of the EU Member States, in particular Austria, Belgium, the Czech Republic, Finland, France, Great Britain, Ireland, Italy and the Netherlands.

While all articles focus on the increase general trade advantages, and in particular for meat and milk products, only a very few mention the other key aspect of the agreement, that related to possibility for both sides to bid on procurements not only at national but also at subnational level, this aspect is surprisingly barely mentioned.

The Financial Times of 20 October 2013 does mention briefly “that in return Canada has yielded on allowing European companies to bid for highly lucrative federal and provincial government procurement contracts”. This aspect was also stressed in Le Monde of 19 November 2013 ‘a first for Canadian provinces, they will have to be open to procurement bids from European companies’. Otherwise all journals only hail the economic advantages of the trade aspects of the agreement, substantial gains for a number of European companies in both the industrial and agricultural fields. They also stressed the potential impact of this agreement on the negotiations, which have just started with the USA. Le Monde of 19 October states, “these results constitute a reference for the negotiations of the same nature just started by the EU with the USA”. The Financial Times of 20 October also pinpointed this important aspect, and stressed also that “the European governments will be keen to overturn the ‘By American’ provision that several US States attach to their public procurement”.

6.4 CETA and Human Impact

The November 2013 initialing of CETA by the EU and Canada is it the prelude for the development of a deeper dimension in international relations with significant human implications? CETA results could serve as a very good example of comparative approach in university academic programmes such as EU programmes and Canadian Studies programmes. The results of CETA are also of inter-disciplinary character. Inter-disciplinarity is becoming slowly an accepted and increasingly applied concept in many areas of human endeavour. The need to increase the knowledge and understanding of the European Union among the population and in particular the youth is essential and should be a high priority for the European Institutions and those interested in the European Union.

European Union studies attract students with many different academic backgrounds and thus by the very nature of the student body are more open to a multi -and interdisciplinary approach.

European Union Studies focusing on the European integration process have the advantage of access to the European and related institutions as well as bodies involved in EU activities, to complement their academic training with confrontation with reality by an “academic” immersion in a non-academic interdisciplinary setting. The changing nature of the EU external policies influence in the light of CETA type agreements impacts on the knowledge and skills required of EU Youth to be competitive and thus the EU studies have to strengthen its comparative approach in teaching and research; one such approach being the Youth of non-academic immersion settings for teaching and research. This approach (study tours

and internship programmes) to be effective, has to be integrated in the academic programmes and receive credit. Furthermore many new disciplines have entered the curriculum of universities in EU and Canadian studies. Broadening considerably the scope of these studies. Globalisation and technology have created new professions, which demand new skills and radically impact on established disciplines. Many of the disciplines, among other factors, depend upon the current socio-political global trends and inherent strong path dependency.

Education and training in our societies have the paradoxical and often contradictory tasks of preparing students to perform very specific and complex tasks while at the same time being able of critical thinking, having the ability to discuss, work with multiple sources and great amount of different information. Today's employers in business, the public sector, and private research organisations look for problem identifiers, problem solvers and problem brokers. And as the complexity of our world increases, an ever-higher level and diversity of skills and knowledge will be needed to manage this complexity. Interdisciplinarity is a most valuable tool in decision-making process and for analysing different policy options (e.g. Muravska and Ozolina 2011, p. 167).

The European Union, as an International Integrational Organization, as it has been already stressed above has a very broad and complex mandate assigned to it by the various successive treaties, since its inception in 1957, being very different from the so-called international organisations.

This broad and complex mandate discharged by a large number of Institutions and Agencies composing the EU structure, requires a broad multidisciplinary as well as interdisciplinary approach for its effective implementation. European Union studies focusing on the EU must therefore encompass a large number of disciplines focusing in particularly on labour economics, environment, and public health and be structured in both a multi-disciplinary as well as interdisciplinary modes.

Inter-disciplinarity is a most valuable tool in decision-making process and for analysing different policy options. While the importance of interactions between governmental policies is recognized, it is not always fully implemented in practice in most countries resulting frequently in incoherent policies. There is in particular the need to encourage a greater "knowledge exchange and interaction" between all parties concerned, including public authorities, research and teaching institutions, NGOs, and opinion makers.

Inter-disciplinarity means also a close interaction of the educational establishment with the rapidly evolving international scene and its needs. The impact on European Union studies is evident. The need for a more practical approach should also be explored.

6.5 Comparative Approach to European Union Studies

In the contemporary world human societies with different and complex cultural identities and different beliefs interact very closely. To describe the transformation of the twenty-first century's societies, with words such as complexity,

interdependence and interaction of various processes is to indicate clearly that the problems of society are increasingly complex and interdependent. These problems are not isolated to particular sector or disciplines, and they are not predictable. Reality is a nexus of interrelated phenomena that are not reducible to a single dimension (e.g. Muravska and Ozolina 2011, p. 8).

Higher education and research in particular in European Union studies is facing new challenges of more than ever integrated international trade and must respond to the new processes that strengthen the mutual ties between international communities. Interrelation and interaction of political, economic, social and other dimensions leads to the interdependence of studies and the demand for integrated comparative programmes that offer an interdisciplinary approach to the development of generic and specific knowledge, skills and competences.

Interdependence of studies as, for example in such areas as international relations, governance, corporate and social responsibility is an obvious trend in the modern type of university education and research. Practitioners and theories are confronted with challenges, that are becoming more and more important and this interdisciplinarity in study and research programmes remain a controversial topic at many higher educational institutions. During the past years qualitative changes in international trade arrangements have taken place. Changes in European relations with most economically developed countries (political, economic and social environments) imply a growing demand for knowledge of economic, political, social and legal matters of the EU and these countries. Higher education and research must respond to the challenges and effects of international and European integration and, consequently, to the increased demand for skills and knowledge relevant to the economic and political environment. Today's development of a new type of trade and economic agreements between the EU and other major world economies, such as Canada and USA, have served as good examples for these developments, but what is even more important they have also shown the ability to manage and influence the course of these events.

6.6 Impact of the Changing International Environment on the EU Studies in the Member States

How can any education and research system and society cope with the influx of changes resulting from these interactions and the new thinking that comes along with them?

Integrated and comparative EU study programmes promote civic competences and provide coordinated, systematic study of such disciplines as economics, political science, law, business and management, regional science, history, sociology and anthropology. In addition, the content of these programmes should include appropriate contributions from humanities, mathematics, and, possibly natural and health sciences. To study integrated disciplines in EU studies in interdisciplinary manner helps students to develop the ability to make informed and reasoned decisions for

the public good, as citizens of a culturally diverse, democratic societies in an interdependent world.

This is specifically important for all the New Member States since these countries have undergone serious political and socio-economic changes before the accession to the EU, during the post-accession period, at the time of the economic downturn in 2008–2010 and economic recession of 2011–2012 and economic recovery 20013–2014. All these changes affected virtually all aspects of daily life and had significant long-term results economic and social results. All the New Member countries had integrated their higher education systems into European Higher Education Area, which required reforms in higher education. Particular attention during the reform process in the current period is given to increased mobility and joint degree programmes., To meet challenges of the above-mentioned themes, a number of European and EU studies courses and programmes have been launched. Development of interdisciplinary programmes in higher education system of which European and EU studies programmes are, is an obvious strategy for the higher education institutions. This trend offers to students and young researchers an opportunity to acquire a solid knowledge about Europe, the European Union and partner countries. Implementation of such programmes also contributes to creation of a stimulating research environment. Development of analytical skills of graduate students and specialist knowledge promoted by European and EU studies is an asset in areas, where profound knowledge of contemporary European Union matters is required. In other words, European and EU studies prepare academically educated qualified specialists in the fields of vital importance for the EU and their home countries as well as the EU partner countries. Graduates are able to successfully perform in public sector and non-governmental institutions at the EU and country's levels; they can make an objective analysis of the ongoing processes of European integration. European and EU studies programmes contribute also to the development of the civil society inside and outside the EU, for example, such issues of current importance as the global shift in major world economic and political powers, as financial problems, public debt and lack of confidence by suggesting new fiscal, safety and justice mechanisms. Interdisciplinary is also a valuable tool in decision-making process and analysing different policy options. Usually there are wide variations in preferences and values of decision-makers and stakeholders over qualitative and quantitative, and social attributes of alternatives in a decision-making process. Interdisciplinary approach can help to identify trade-offs and different policy options, as well as evaluate what is the most optimal and relevant policy choice.

The European and EU studies programmes are therefore characterised by the specific methodology used both in teaching specific courses and in research. The common feature of all these programmes is the focus on the European integration processes in Europe and more specifically, the development of the European Union. Relevance for the European Union and applicability for decision makers especially in public administration are important features for these programmes. According to the common knowledge, the development of the European Union only is

understandable in a combination of various disciplines in social science, humanities, environmental and health sciences.

This trend reveals that European and EU Studies courses and programmes are often both multi- and interdisciplinary. Multidisciplinary trend represent a combination of disciplines relevant to European and EU studies that are studied in parallel. At the same time, when the disciplines studied are aimed, for example, at problem-solving that requires knowledge of different disciplines, this in the inter-disciplinary approach in studies. The move from multidisciplinary to interdisciplinary teaching and learning is a core element in the development of the curriculum of European and EU studies at universities.

Universities worldwide are in the midst of a dramatic transformation of their administrative and scholarly goals. Such reforms are driven by a sense of global competition among higher education institutions, now requiring universities to set strategic plans for growth and excellence. Complementing strategies for financial solvency, global ranking, and curricula, universities also approach their identity in a strategic manner and increasingly concentrate their efforts on branding. While still being "Republics of Scholars", in today's economic and political environment universities are often perform as "Organisations". This is a new trend in transformation of our societies in which universities are involved.

More emphasis is required on creating and encouraging a greater "knowledge exchange" between the universities in the EU and Third countries. At the same time, the global knowledge economy brought dramatic changes to the millennium-old institution, which is the university. How can any education system and society cope with the influx of those rapid changes? The global knowledge economy also opened new horizons for universities: international recruitment of students and faculty, engagement in trans-national co-operative research, and to establishment of satellite campuses in distant countries. In these various ways, the global knowledge economy transformed the university into a market actor, imposing a new regime of administrative adequacy and competency, which in turn required universities to develop strategies for market differentiation and branding.

Because academic knowledge may be hard to transfer, it becomes desirable to directly involve academic organisations and scientists in commercial activities. As a result, policymakers in Europe, Canada and the USA have implemented legislation to stimulate the involvement of universities in the commercialisation of research and university-industry links through aggregate inputs and outputs at the university level. One of the important conditions for the entrepreneurial functions of universities and research institutions is their autonomy. Independence of these institutions allows them to develop their missions, profiles and entrepreneurial models—regional, national or international.

At the national level national funding mechanisms could be established to support different profiles of universities and research institutions to create a critical mass for ground-breaking innovation, research and education. In the "New" Member States the implementation of European Social Fund in the area, is another source to reallocate resources to form more effective establishments that help to create a critical mass. Funding mechanisms and their successful use and are often

based on international partnerships, which in many cases are of vital importance. Such funding arrangements among various parties are required to guarantee adequate resources as well as the quality and social relevance of research and innovation activities. Incentives for additional private funding are needed for efficient resource accumulation, sufficient for ensuring sustainable and competitive research and educational environment. In addition, recognition of developing excellence at higher education institutions are required. This will help to cooperation with external partners on bringing innovations to be implemented in various areas of society.

Through increased interdisciplinarity, one can get increased benefits from the investments in knowledge and education. At the same time, one can strengthen the interaction between research, education and business; so that enterprises can develop unique products, which combine the most advanced knowledge within the fields of humanities, social sciences, technology, health sciences and natural sciences.

6.7 Changes Necessary for Adjustment to the New Economic Realities

Different factors are impacting on the educational and research environment, for example, implementation of new approaches to international trade, changes in the international division of “intellectual” labour and the corresponding financial resources as well as a number of economic growth factors, such as the period of the recent economic and social turmoil started in 2008 and its consequences on education and research. These changes are reshaping global markets, and impacting on education systems, research and innovations. Such transformation processes lead to intriguing research questions such as: How are universities adjusting to these new market demands and, specifically, how are universities creating a brand? And, what are the implications of the “brand university” and the introduction of “brand society” in the field of higher education?

Currently the European economy and politics, in particular European integration in general, is facing important challenges. In the past similar downturns resulted in a period in the European integration history called “eurosclerosis”, when protectionism tendencies dominated and integration was not developing further. There is a danger of the same tendency to be repeated and one should do the utmost to avoid this repetition. Capital outflows are taking place from the EU, which is facing a major wave “brain drain”, seriously impacting on the economy. Lack of labour and especially high skilled professionals is recognized as an important constrain on the way to economic recovery in the EU and is one of the main concerns for politicians and intellectuals.

EU level “Youth on move”- is an excellent achievement of the EU. This requires having a larger share of courses and study programmes in English, the vehicular language used in teaching and research activities at the public higher educational

important in social sciences including economics, political science, law, and European/EU studies. Most professors and researchers accept this constraint. At the same time, there are more diverging views when it comes to the specific outline of the programmes and especially the balance between specific EU-courses and methodological courses at the master level programmes.

However, students tend to select universities for studies with good quality education and to move to countries with an attractive economic and cultural environment. This trend could strengthen the human potential of certain countries as well as enhancing their educational system with highly qualified students, while at the same time weakening high quality human resources in other countries.

The European Commission could focus in the future on a regional “multi-country” policy when considering small countries and to see them as one region. This, in turn could influence development of high quality universities with higher concentration of high level of education and research. This will represent a trend of deeper integration without the loss of national identity. This concept should be further developed.

It is necessary to reassess the role of the government and good governance. Solidarity is one of the fundamentals of the European integration, and very often this is the only opportunity to get economies of the Union out of recession, to maintain financial stability and keep the broad benefits of the common market, such as, for example, the free movement of labour.

There is also a serious risk that the continued lack of knowledge accumulation will further increase the pre-existing gap between industrially developed and less developed regions and countries in Europe. The question is how much time and effort will be required to reconstruct the human capital once it has been dispersed?

Member States should adapt policies and steering mechanisms with the objective of encouraging interaction between universities, research institutes, businesses and public institutions.

6.8 Impact of the CETA Agreement on Canadian Studies in the EU

The conclusion of the CETA agreement also has many implications for the field of Canadian Studies in Europe. For obvious reasons, in most European countries Canadian Studies emerged, beginning in the 1970s, within departments of language and literature. Though the disciplines treated by Canadianists have since extended to cover an extremely wide range, it nevertheless remains true that academics from Departments of English and French have been responsible for the bulk of teaching and scholarly publications in the field. This might suggest a narrow specialization in the areas of literature and/or language. However, much of their work could be more properly characterized as belonging to the field of cultural studies. This has been a feature of Canadian Studies since its emergence in the 1960s: Canadian literature has always been treated as “a part of Canadian life [rather] than as a part of an autonomous world of literature” (Egan 241). This means that...

core expertise in Canadian literature have also dealt extensively in their teaching and scholarly research in areas that have a profound influence on Canadian society and as such are reflected in its literatures. One thinks in particular of majority/minority relations, multiculturalism, human rights, the First Nations, but equally relevant (though less extensively explored by literary scholars) might be Canadian history in its broadest outline, the Canadian political system (in particular federal/provincial relations and the nature of the Canadian constitutional law), communications, Canada's position and relations on the international scene, financial and economic issues and many other areas. Naturally all of these areas are also treated by European Canadianists specializing in the specific areas in question, though their numbers are smaller. So there already exists across Europe an extensive network of academics with an extensive knowledge of Canada. How might they be of use in a post-CETA world, and how might Canadian Studies in Europe in general develop in this context? The key to an understanding of the possibilities open to Canadian Studies is to keep in mind the almost revolutionary nature of the CETA agreement. Though often referred to as a "free trade" agreement, it is much more, pioneering as it does cooperation in such areas as the provision of services, public procurement at most levels of government, the movement of people and the mutual recognition of qualifications, and so on. Assuming there will be a marked increase in the presence of EU firms and EU institutions in all these areas, it will be imperative for Europeans to have a deeper and more complex understanding of the Canadian reality so as to be able to take best advantage of the many opportunities opened up by the CETA agreement. One could give many examples of areas where this might be true. For example, what are the specific features of the financial sector in Canada that enabled its institutions to weather the financial storm after 2008 better than those in any other Western country? How does Canada's unique division of federal and provincial powers affect virtually every aspect of the society, and what is the impact of this when it comes to international cooperation? In what ways are the various provinces structured very differently when it comes to their economies, and what are the implications of this for investors? How is it that multiculturalism can be considered a "success story" in Canada, and how does this affect all aspects of the society? Why do Quebec and the Anglophone parts of Canada have different social and economic models, and what are the effects of these in practice? How has the Canadian Charter of Rights and Freedoms (re) shaped Canadian society in the past 30 years? This is just a sampling of some of the areas where a deeper understanding of the specific situation in Canada could be of great benefit to Europeans planning on getting involved in Canada.

The increased intercourse with Europe that can be expected in the wake of the CETA agreement offers many new opportunities for the European Union and Canadian Studies community. New courses dealing with key areas can be introduced; existing courses can be adapted and expanded to take into consideration the new reality. Scholars who have not hitherto been involved in Canadian Studies can be approached and encouraged to pursue an interest in Canada. This should lead to a deepening and even greater broadening of Canadian Studies as such in Europe.

look to Canada and Canadian Studies as a means of enriching their discipline. One way would be to include courses by already established Canadianists in their degree programmes, even if only as electives rather than compulsory elements, or to invite outside academics to give lectures on relevant Canadian topics. Another would be to encourage those already involved in European Union studies to become interested in the Canadian aspect of the subjects they already teach and do research in. In both cases, it is assumed that a comparative EU-Canada element would prove fruitful as a source of inspiration on the part of the academics and of interest on the part of the students.

Such an approach should be progressively extended to other countries with which the EU will conclude similar agreements.

Finally, with more students enrolled in courses dealing with Canada, particularly those with a Europe-Canada comparative element, there will be an increased need to find ways of enabling more of them to actually experience Canada in person. Various avenues can be explored, but one unique approach that already exists could be further explored and promoted—that pioneered by the EU-Canada Study Tour and Internship Programme "Thinking Canada".

6.9 An Integrated Multidisciplinary "Academic" Immersion in Non-academic EU Settings

Both EU and Canadian studies and on both sides of the Atlantic have benefited in the past few years of an additional practical approach through the offer of in-depth Study Tours and Internship programmes (STIP). These Study Tours of 4 weeks duration, followed by the possibility of internships of at least 2 months duration, expose the participants to the reality of both EU and Canada in terms of institutional structures at all levels, civil society including business and labor relations, and the internships provide an opportunity to apply this acquired knowledge in a practical setting.

The Study Tours to the EU for Canadian students have already 10 years of experience, and have involved close to 500 participants (including over 200 interns), while the Study Tours to Canada for European students (with the support of the European Commission have been initiated only 4 years ago. These Study Tour to Canada have involved already 124 participants and 35 internships.

A way to assess the real value of these practical in-situ programmes is to have the students-participants (Box 6.3) as well as academia (Box 6.4) and sponsors (Box 6.5) express their views—a selection of these opinions is the best testimony.

Box 6.3: Students: Participants' Views of the STIP

Following the Study Tour the participating students submitted and published a number of reports and comments and organized seminars to share their acquired knowledge. One such seminar took place at the Free University of

Box 6.3 (continued)

Brussels (ULB) in April 2014 with the support of the University; it was titled “The Canadian conception of multiculturalism. How a diversity treated in Europe and Canada?” The reports prepared by the participants following these programmes reflect their “new” understanding of Canada through the numerous meetings across Canada and internships—the vibrant cultural atmosphere of the country (reference) and the complexity of its current political, social, cultural and economic landscape. In the view of one of the participants, *Miklos Horvath*, from the Eötvös Loránd University in Budapest, Hungary. “*Hungarian flag waving in Canada*” accessed at <http://www.hungarianpresence.ca/youth/horvath-414.cfm>), “today’s Canada can definitely be considered to be a forerunner in supporting the active interaction and intercultural dialogue between people with all kinds of differences and as such it could serve as an example for the EU seeking to advance integration and the cohabitation of its citizens.” Furthermore Miklos Horvath’s 2 months internship at the Portage Residential Rehabilitation Centre in Ontario allowed him to be “actively involved in the daily tasks of a Canadian organization which provides facilities to substance abused individuals in four different locations across the country. The rehabilitation centre is residential in its nature, thus its mission is to build strong communities where residents can feel safe, are able to grow and can express their feelings in a comfortable manner.” This assessment of the internship benefits was also shared by the other participants.

Jofre Moreno Rocart from the Universidad Pompeu Fabra in Barcelona, Spain and *Alexandrine Gauvin* from the Université de Montréal, Canada having participated actively in the Study Tour to Canada and to the European Union respectively, concluded jointly: “Students bring back knowledge with them to their home country, which fuels high level innovation, competitiveness, and better job quality in the long run. These programmes ought to be better known and receive enhanced support, as they offer unique opportunities and experiences to Canadian and European students alike”.

Andreanna Mazereeuw from the University of British Columbia, Canada underlines another interesting aspect and impact of these programmes: “While most take part in the EU Study Tour and Internship component the same year, my experience has been more unconventional. After participating in the Study Tour in the summer of 2009 I went back to UBC and completed another year of studies. The in the summer of 2010 I interned at PAYOKE, Antwerp, Belgium, and anti-human trafficking NGO. Taking a year between the Study Tour and the internship was extremely beneficial, as the Study Tour peaked my interest in specific areas which I explored later in my studies at UBC; I was then able to apply to internships based on the interest and knowledge acquired during the year at UBC following the Study Tour. Had

Box 6.3 (continued)

I not taken a year between the two components I would not have had the same insight into which internships would be best for me. Therefore I highly recommend taking a year between the Study Tour and the Internship to develop interest and knowledge in specific areas”.

Academic have been deeply involved in the selection of student participating in the STIP and confirms and reinforces the views of the students of STIP.

Box 6.4: Academia’s and Sponsors’ Views of the STIP

Professor Dr. Kurt Hubner, University of British Columbia, Vancouver, Canada. The Study Tour was originated at the Institute for European studies at UBC, and from the very beginning it added a unique feature to our MA Program in European Studies: students had the chance to deeply immerse into the life of EU—institutions. It is one—important element to study the EU and its many policies from scholarly literature; it is a different—and complementary element to experience the working of the EU. Understanding the EU in a deep way matters the more, closer “official” relations between Canada and the EU become. CETA will open a new chapter, and will make an undertaking, as EU study tour is more relevant in training the next generation of Canadian EU experts. It is well-established knowledge in business as well as in international politics that it needs deep and substantial knowledge about the respective markets and partners to make the best out of mutual treaties and agreements. My students participated in “the Tours” are leaving prove that their intellectual and financial investment has an enormously good rate of return.

Professor Dr. Joan DeBardeleben, Carleton University, Ottawa, Canada. Carleton University students who have participated in the EU Study Tour come from a range of academic programs including Masters’ students specializing in EU studies, as well as advanced undergraduate and graduate students from other professionally-oriented programs, such as the Spratt School of Business, the Bachelor of Public Affairs and Policy Management, and the Norman Paterson School of International Affairs. Students gain a first-hand feel for how ‘where you sit’ can affect ‘where you stand’ on an issue. They come away with a far more nuanced understanding of the complex workings of the European Union, of interactions between the EU and other institutions in Europe, and of the nature and importance of the EU-Canada partnership. The consultations provide a perspective that the academic literature alone cannot impart. After each Tour, participating Carleton students are required to write a paper in which they compare material from their consultations in Europe with the scholarly literature on the same topic; in this way, they gain an appreciation of insights that

Box 6.4 (continued)

practitioners can offer, but also of how scholarly research can enrich practical decision-making. Apart from the clear academic value of the Tour, students who choose to do the optional Internship portion of the program learn skills and gain connections to European networks that would otherwise be inaccessible to them. This professional experience has, for some students, been a pivotal influence on their career trajectories.

Professor Dr. Martin Kuester, GD, Marburger Zentrum für Kanada-Studien, Institut für Anglistik und Amerikanistik, Philipps-Universität Marburg, Germany. I had the pleasure to participate as an academic advisor in the first two “Thinking Canada” Study Tours of students representing the member countries of the European Union. These tours brought together highly motivated students of superb intellectual calibre who were willing and able to participate in and contribute to a strenuous tour during which they met leading representatives of central Canadian institutions in the field of politics (on the federal, provincial and municipal levels), multicultural and multi-ethnic society, the economy, medicine and culture. The tour gave them first-hand experience of Canadian political discussions and topics reaching from CETA to the role of the First Nations and Inuit, from the treatment of addiction to environmental questions and the controversial exploitation of natural resources. Their travels through the provinces of Ontario and Quebec as well as British Columbia provided them with an excellent base for further graduate and doctoral work in Canadian Studies as well as preparing them for a role in international and transatlantic business and politics. As a teacher of Canadian Studies and as former President of the Association for Canadian Studies in the German-speaking Countries I see no better way of preparing future academic and political leaders from the European countries for well-informed action in the transatlantic realm.

Carleton University offers an MA degree in European, Russian, and Eurasian Studies. Sponsors, on the basis of the views of students and academia express their satisfaction with the outcome of the STIP. The selection of students from Canada, participating in the STIP was done by an instituted Academic Selection Committee.

Impact of the “Thinking Canada” STIP on the EU diplomatic community in Canada led to the improvement of their knowledge of the Canadian reality in the provinces.

Box 6.5: The Canadian Reality in the Provinces: Study Visits by the EU Ambassadors

On 19 February 2014, *Marie Anne Coninsx* the EU Ambassador to Canada has initiated a “hands on” Canada programme to better apprehend Canadian reality in the provinces—a similar approach to the “Thinking Canada” study

Box 6.5 (continued)

tour for European students. The Ambassadors of 23 out of the 25 EU member states represented in Ottawa have travelled to Toronto as a Delegation headed by *Marie Anne Coninsx*, the idea being to get to know the provinces as a group—it is a historic visit as it has never happened before. “To get to know Canada, you have to get to know the provinces—for us, it’s a way to give visibility to what the European Union is and what it does,” the initiative will expand to other provinces, like Saskatchewan next. Starting with Ontario, reflex that it represents the largest economy in Canada (The Ottawa Citizen, 19.2.2014)

Premier Kathleen Wynne met with ambassadors from the European Union to discuss the changes coming to Ontario businesses with the Comprehensive Economic and Trade Agreement (CETA). The Ambassadors and Wynne’s cabinet ministers spoke about a broad range of issues including the manufacturing sector, agriculture (especially cheese and wine) as well as education and other sectors that will be affected by the near-total elimination of tariffs.

“I was in Alberta speaking with beef producers, and they are very happy with the opportunities this presents,” said *Coninsx*. The LCBO (Liquor Control Board of Ontario) does not present a stumbling block to the agreement, as European states won’t tell Ontario how to sell wine and spirits as long as European producers aren’t discriminated against. Cheese, however, remains a small obstacle in the overall agreement. *Coninsx* called out Canada for its supply management in the dairy sector. “I always ask: Where is the voice of your 34 million consumers? Why aren’t they protesting more? That you have such high prices, denying your people some of these delicious products? I think politicians who have these systems must never have gone shopping themselves.”

6.10 Conclusions

The EU leaders promoted less than a decade ago a major “new *raison d’être*” for the EU in the rapidly globalised world—the EU should use its collective weight to shape “globalization” and thus help Europeans prosper as well as create a better global world.

In this context the need to re-consider and adjust European Union studies has become more pressing, as is the need to link these studies with studies of countries targeted by the EU in the “new *raison d’être*” policy.

Among the G8 countries Canada is the one with which negotiations are most advanced, and thus the requirement for a rapprochement between European Union and Canadian studies. The European Union studies should enhance their

interdisciplinarity and be complimented by the teaching and research in non-academic settings.

This new vision requires study visits and internships respectively to the European Union and countries targeted by the EU. The EU should increase its commitment in promoting the educational component associated with this new globalized "raison d'être" of the EU.

The increased intercourse with Europe that can be expected in the wake of the CETA agreement offers many new opportunities for the European Union and Canadian Studies community. Another would be to encourage those already involved in European Union studies to become interested in the Canadian aspect of the subjects they already teach and do research in. In both cases, it is assumed that a comparative EU- Canada element would prove fruitful as a source of inspiration on the part of the academics and of interest on the part of the students.

Such an approach should be progressively extended to other countries with which the EU will conclude similar agreements.

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Part II

Politics and Security