



## PROJECT

# EURASIA - EUROPEAN STUDIES REVITALIZED ACROSS ASIAN UNIVERSITIES

## DELIVERABLE 1.1 COMPARATIVE REPORT

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## The EURASIA Consortium

- Partner 1 Sofia University Sveti Kliment Ohridski(SU) - Bulgaria
- Partner 2 Jagiellonian University (JU) – Poland
- Partner 3 University of Catania (UNICT) – Italy
- Partner 4 O.P. Jindal Global University (JGU) - India
- Partner 5 Symbiosis Law School, Pune (SLSP) (Constituent of Symbiosis International University) - India
- Partner 6 Guangdong University of Foreign Studies (GDUFS) - China
- Partner 7 Beijing Foreign Studies University (BFSU) - China
- Partner 8 The Languages Company (TLC) - UK
- Partner 9 University of Versailles St-Quentin-en-Yvelines (UVSQ)

## Project Summary

The overall objective of the EURASIA project is to introduce high quality European Studies programs in universities in India and China and to enhance the visibility of EU-related topics through the creation of professional academic networks. The project aims to bring positive and long-term impact to higher education institutions in India and China through concerted and focused capacity-building for faculty and staff. EURASIA is a unique initiative with a significant potential to strengthen the international cooperation and dialogue between the European partners and the higher education institutions in India and China.

## Project Objectives

The EURASIA project aims to achieve the following objectives:

1. To contribute to capacity building in India and China in the field of European studies that can effectively enhance the EU-India and EU-China cooperation and dialogue as articulated in the 2016 EU Global Strategy in a Globalizing World.
2. To respond to partner institutions' needs for new education and training modules in European studies and to improve already established BA and MA level programs in EU related subjects.
3. To strengthen the internationalization of education in the participating universities through the establishment of new networks of researchers and faculty in the field of EU studies.
4. To encourage intercultural communication between countries and regions.
5. To improve competences and capacity of partner universities to deliver quality undergraduate and graduate level education in EU studies.



6. To provide faculty and young researchers in partner universities in India and China with innovative opportunities for training, mobility and learning exchange.

### Expected Results

1. Improved quality of teaching and learning of European studies in the partner Asian universities.
2. New curriculum development and increased offer of courses in European studies.
3. Developed and introduced new courses and modules on EU-China and EU-India relations.
4. Introduced modern methodologies for teaching and training through the use of digital technology.
5. Attracted new students and increased enrollment in graduate programs in EU-related courses at partner universities.
6. Promoted academic people-to-people contacts, cooperation and joint program delivery through faculty training, teaching and research opportunities between Programme and Partner countries.
7. Fostered regional cooperation in education between partner universities in China and India.

### Project Duration

EURASIA is a 3-year project, implemented from 15 Oct. 2017 to 15 Oct. 2020.

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## DOCUMENT DESCRIPTION

This document presents the research conducted under Work package 1 Preparation in the period March-September 2018. The report outlines the most relevant conclusions concerning the needs and gaps in teaching and administrative capacity of the four Asian universities (BFSU, GDUFS, JGU, SLSP) in the following areas: 1) Existing curricula and courses in European Studies and in European Union-related studies; 2) Capacity for developing and implementing academic and research projects funded by the European Union; 3) Joint development of new programs and courses in European Studies (ES) within the EURASIA consortium. Drawing upon these findings, the report outlines the EURASIA approach for capacity building and designing training programs for teaching staff of the partner universities.

The information presented in this report was gathered during the exploratory visits conducted in April, May, and September 2018 to China and India. These preparatory events allowed representatives of the European universities to visit the Asian partners and to meet with faculty, staff, and students. More than 85 participants were engaged in the exploratory visits and provided important feedback on critical questions and issues related to the needs analysis and capacity assessment. Participants in the meetings included chairs of departments, directors of academic centers, deans and vice-deans, professors, undergraduate and graduate students.

Participants in the visits and representatives of the partner universities were asked to provide information (through structured response forms and questionnaires) about the European Studies curricula and courses taught at their institutions, the available bibliography and course readings used for teaching, and to assess their institutions' experience in and the importance of EU-funded projects for the introduction and advancement of the field of ES in China and India, respectively. For the purposes of the report, additional desk research was conducted (document analysis, analysis of results and statistics from the Erasmus+ programme, etc.).

The report is structured as follows: the first section provides short profiles of the partner Asian universities and their academic and institutional resources for teaching European studies. The second section describes the main findings of the research and needs analysis, with a particular focus on the current curricula and teaching methods at the partner universities. The third section is dedicated to the model of learning collaborations within the EURASIA consortium; the new course modules to be designed jointly by partner and program country faculty; the resources and methodological tools for teaching European Studies that will be provided by the program country teaching staff. The last part offers conclusions and recommendations.

The report is supplemented with the analysis and statistics given in *Deliverables 1.2 Courses in EU Studies at partner universities*, *D1.4 Bibliographical references*, and *D1.5 EU-funded projects implemented in partner countries*.



## REPORT STRUCTURE

### **Section I. Partner University Profiles**

#### **I.1. University Profile Descriptions**

#### **I.2 European Studies at the Partner University: State of the Art**

- a. European Studies programs
- b. Degree programs offered
- c. On-line and other distant learning methodologies and facilities
- d. Accreditation procedures and requirements

### **Section II. Knowledge Transfer and Capacity Building within EURASIA**

#### **II.1 Comparative Review of Course Offer at Partner Universities**

- a. Areas of existing expertise
- b. Areas in need of development

#### **II.2 EURASIA Approach to Capacity Building**

### **Section III. Conclusions**



## Section I: Partner University Profiles

### BEIJING FOREIGN STUDIES UNIVERSITY

#### Profile Description

Beijing Foreign Studies University, or the BFSU, is a prestigious university in China and under the direct management of the State Ministry of Education. As the first foreign language university and offering the most language programs in the country, it excels in the teaching and studying of foreign languages, foreign literature, overseas sinology, and also serves as an important base producing quality professionals with language competence and global vision. BFSU has 13 schools and colleges, 7 departments, and several research centers, teaching 67 languages, offering 73 undergraduate, 42 graduate, and 14 doctoral programs, cultivating professionals mastering foreign languages, specializing in different majors, or being capable of teaching Chinese as a foreign language. The 13 schools and colleges are: School of English and International Studies, School of English for Specific Purposes (SESP), School of Russian, Graduate School of Translation and Interpretation, School of International Business, School of Chinese Language and Literature, School of International Relations and Diplomacy, School of Law, School of Asian and African Languages, School of European Languages and Cultures, School of Marxism, School of Online and Continuing Education, School of International Journalism and Communication

#### European Studies at BFSU

The School of European Languages and Culture (SELC) offers 25 European language programs. SELC also operates 13 country and regional research centers and has over 70 partner universities in Europe. SELC hosts many high-level visits and participates in frequent faculty and staff exchanges under the ERASMUS + programme. Beijing Foreign Studies University has a long tradition of teaching European languages, cultures and politics; at present the university is introducing BA elective courses in EU Law and Economy. The School offers also Joint (double degree) MA programs.

BFSU also hosts the Editorial Office of the *Chinese Journal of European Languages and Cultures* which can be an important channel for dissemination purposes as well as for joint academic publications of the EURASIA partners.

The university has introduced a Moodle platform but it is not extensively used for online learning. Courses offered include also some related to European Studies (ES): *European History, Ideology and Culture; Political & Economic Society in Europe; European Region and China-Europe Relations; Languages & Literature of European Countries.*



**Teaching  
Capacity**

SELC currently has a total staff of 49, including 48 teachers, 5 of whom are full professors (including 4 doctoral supervisors) and 13 associate professors; 14 teachers have doctoral degrees. The faculty teaching ES comes from other university departments and schools. The School of European Languages and Cultures, which is the main partner of Sofia University in EURASIA, is very interested in expanding the scope and introducing new courses in EU studies, taught by the School's faculty. SELC is currently offering courses on Europe and European topics but has no dedicated courses on the European Union. The School's ambition is to develop such programs, and EURASIA is the appropriate channel for advancing EU teaching and research at SELC. BFSU runs two joint double-degree MA programs in European Studies with the Jagiellonian University in Poland and in Nordic Studies with Finland. BFSU regularly provides in-service/professional development to faculty members. In April 2018, a Center for Bulgarian Studies was inaugurated.

**GUANGDONG UNIVERSITY OF FOREIGN STUDIES (GDUFS)**

**Profile  
Description**

The University has three campuses with a total area of 153 hectares: the North Campus at the foot of the Baiyun Mountain, the South Campus in Guangzhou Higher Education Mega Center, and Dalang Campus. With a teaching staff of 1,154, among whom 52% are full or associate professors and 215 are international teachers, the University has 22 faculties offering 64 programs in literature, economics, management, law, engineering, science, education and art for BA, MA and doctoral degrees and post-doctoral research. With 20 foreign languages available, the University is the only one in South China that offers the greatest variety of foreign language programs which are among the best across the nation.

The University upholds the motto of *Pursuit of Integrity, Practice and Cross-cultural Learning*; its mission is the education of high-calibre citizens through the integration of content studies and foreign language training for globally minded graduates with international vision and social responsibility. The University serves over 20,000 full-time undergraduate students, nearly 3,000 graduate students and over 12,000 international and continuing-education students. It is one of the 19 universities worldwide qualified to provide high-end translation professionals to the United Nations and the only foreign studies-oriented university in the CAMPUS Asia program. The graduation rate of GDUFS is ranked top among the universities across China.





**European  
Studies at  
GDUFS**

GDUFS is home to one national key research center for humanities and social sciences, 4 provincial-level key research centers and the Guangdong Research Institute on International Strategies, a think-tank for the government of Guangdong Province. The University publishes four academic journals of national impact: *Modern Foreign Languages*, *International Economics & Trade Research*, *Journal of Guangdong University of Foreign Studies*, and *Journal of Strategy & Decision-Making*.

GDUFS is active in a full range of international cooperation and exchanges in education. To date, it has ties with 268 universities and academic/cultural institutions in 38 countries or regions. The University has co-established three Confucius Institutes overseas in Japan, Russia and Peru. With its educational philosophy of “whole-person education and pursuit of excellence”, the University vigorously pursues the internationalization of its faculty, students, academic research and management in order to be a high-tier university of excellence.

The Center for European Studies at GDUFS was established with EU funding. Founded in May 1997, the Center for European Studies (CES) is an independent institute directly under the leadership of the university. CES is responsible for the administration and coordination of European studies in the university, including planning research projects, setting up curricula, organizing academic conferences, conducting academic exchanges in EU studies at home and abroad, sponsoring personnel and professional trainings, carrying out social services.

The faculty members teaching in the Center’s programs come from other university departments. CES programs offer strong courses in the field of economics, including PhD program in economics/diplomacy/law. Twenty-two doctoral students and thirty post-docs are presently enrolled in the programs. The Center is the only one that offers MA and PhD programs in EU studies. The curriculum is rather comprehensive, as it encompasses history, IR, economy, law, politics, culture, literature and foreign language. Some courses are shared with the PhD Program.

CES covers the following research areas: *Theory and Practice of European Integration*, *studies on EU Industrial Policies*, *EU Trade*, *Euro and European Monetary Policy*, *EU Finance and Taxation Laws and Policies*, *EU policy towards the development of SMEs*, *Enterprise Innovation System in EU*, *EU Competition Law*, *IPR Law*, *EU Corporate Law*, *Labor and Social Security System*, *Comparative Studies of Sino-European Cultures*, *EU Governance*.





	<p>Since 2005, CES has offered MA students who plan a concentration in EU studies courses on EU law, EU economy and trade, and EU enterprise management. Half of the courses are jointly developed with the University's EU partners. Since 2009, the Center enrolls MA students in EU studies program. Currently, GDUFS has 2 ongoing Erasmus+ projects for student mobility (one with Grenada University and one with Santiago University, ES).</p>
<b>Teaching Capacity</b>	<p>The Center has 3 full-time researchers and more than 20 part-time researchers. Currently, 30 master students and 22 PhD candidates are enrolled in European Studies. CES has a rich program for guest lecturers and regularly invites foreign and domestic scholars to give lectures and seminars. The leading professors have significant international experience and are able to deliver lectures in English.</p>

## JINDAL GLOBAL UNIVERSITY

<b>Profile Description</b>	<p>O.P. Jindal Global University (JGU) is a non-profit global university established by the Government of Haryana and recognized by the University Grants Commission (UGC). JGU was established as a philanthropic initiative of its Founding Chancellor, Mr. Naveen Jindal in memory of his father, Mr. O.P. Jindal. JGU has been awarded the highest grade 'A' by the National Accreditation &amp; Assessment Council (NAAC). As a young, private, and very ambitious university with a deep understanding of the importance of internationalization JGU seeks to open up to ES as a way to expand the opportunities for its students, both for academic exchanges and professional realization.</p> <p>JGU has more than 200 institutional partnerships across the world in more than 50 countries worldwide. Out of these partnerships, many are university level partnerships open to all the schools. The faculty members mirror the diversity in the student body with 22 percent of faculty members hailing from countries other than India. Jindal Global University is a multi-disciplinary university with a strong focus on research. JGU is currently attended by 3600 students. The university has 55 research centers, 200 + international collaborations spread across 52 countries. JGU is among the select list of 52 universities in India which have been granted autonomy by the Government of India.</p> <p>Internationalization constitutes a cornerstone of JGU's core vision since very</p>
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## European Studies at JGU

early on in its history. The University is indeed proud of its extensive partner network across the globe, with student and staff mobility and joint teaching, research, conferences and executive education being the tangible outcomes resulting from these partnerships.

The university's aim is to ensure that these cooperative arrangements significantly enhance the profile of Indian higher education as a promising realm of opportunities for students and scholars from around the world.

The university does not plan to develop independent EU studies program, but rather to enrich its existing programs with various subjects, related to the EU, possibly combined within a major (in some of the schools). Research and teaching of European studies at JGU is led by the Center for European Studies (CES) and the Jindal School of International Affairs. The approach to developing and teaching ES at JGU encompasses three levels of increasing complexity and depth of knowledge: *Foundations of EU*, *Perspectives about EU*, and *Concentrations on EU*. Another strong component of JGU's philosophy of teaching ES is the successful incorporation of project-based teaching and learning into pedagogy.

Founded in 2011, CES at the Jindal School of International Affairs (JSIA) aims to cultivate students who endeavor to study Europe, *Europeanness* and its myriad identities as a reflexive concern through three core research fields: *Anthropology of Europe*, *European Politics*, *Culture and Society*, and *New Democracies of Europe*.

CES is now a part of Globus Research Cluster established within a Horizon 2020 project. The cluster is led by Prof. Helene Sjursen, ARENA Centre for European Studies, University of Oslo, Norway. Through its research networking, CES has coordinated and concluded JSIA Memoranda of understanding with the Faculty of Social Sciences, University of Wrocław, Poland; the Centre for European Studies, Katholieke Universiteit (KU, Leuven), the Institute for European Global Studies (Basel University), and the Faculty of Humanities, Leiden University. CES collaborates with a number of other centers and institutes for ES around the world. Events organized at CES include an academic seminar series, a public lecture series and joint seminars with related research centers in OPJGU.

The *Europe In-Context* seminars of CES focus on studying different geopolitical areas of Europe as well as the key contexts such as mechanisms of governance, democracies, cultures, rights, socio-histories, subjectivities, conflicts and contested politics that have shaped Europe since 1945. The CES *Public lectures* are based on collaborations with diplomatic missions of



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European nations in New Delhi to foster perspectives on interregional dialogues and political cultures. CES joint seminars are held in collaboration with research centers and research programs from all schools within O.P. Jindal Global University.

CES solicits graduate coursework and dissertations as well as convenes monthly meetings with graduate students to promote research discussions and reflect on their subject-specific specializations. Currently, JGU offers elective courses at MA level, Europe and the World and The Idea of Europe. Some of the faculty teaching ES include: Thibault Weiger, Ruchika Rao, Sudip Patra, Hana Olesiuk, Sumeet Mhaskar, Gelencsér Ildikó Éva, Galina Sokolova, Suruchi Mazumdar.

While the teaching staff has rich international educational backgrounds, few are trained specifically in the field of ES. CES has a few academics with specialized training (like Dr. R. Dasgupta, teaching a core course “The Idea of Europe”). The courses offered so far are focused on law, finance, international relations. The School of Liberal Arts and Humanities is offering some elective courses related not so much to the EU, as to the history, philosophy and culture of Europe.

Through Eurasia, JGU expects to advance teaching and research in ES. JGU’s expectations are: First, to transform the foundational courses into courses that capture the social and cultural relations (historical and contemporary) in the EU. Second, to transform the courses on EU society, culture, and politics into courses which provide what may be called an “EU image” (that is, EU in contemporary imaginations), a holistic conception of society, culture, and polity. Third, to advance to courses and researches on the “EU consciousness”. At stage 3, expectations are to have spill-overs of the EU empathy of Indian students (generated through teaching and research) to contribute to the emerging social and political relations between India and EU.

**SYMBIOSIS LAW SCHOOL – PUNE (CONSTITUENT OF SYMBIOSIS INTERNATIONAL UNIVERSITY)**

**Profile  
Description**

Symbiosis Law School - Pune is constituent of Symbiosis International University (SIU). SIU was established for the benefit of international students and has delivered quality education to domestic and international students for over 45 years. SIU comprises 32 departments across 7 faculties, and currently enrolls 34,000 Indian and international students from 85+



## European Studies at SLSP

countries on campus. In India, SIU is ranked 44<sup>th</sup> by NIRF, Government of India. Symbiosis Law School Pune (SLSP) has been ranked 9<sup>th</sup> amongst the law schools in India by NIRF (The National Institutional Ranking Framework launched by the Government of India).

The University Grants Commission (UGC) graded SIU as Category I University. At Present, the University is offering 91 academic programs, which include 36 Post Graduate Degree programs, 24 Under Graduate Degree programmes, 17 Post Graduate Diploma programs, 13 Diploma programs and 1 Doctoral program.

*Core Departments at SIU include:*

- Symbiosis Centre for International Education
- Symbiosis Centre for Research and Innovation (PhD, IP Cell, Ethics Committee, Research Centres in Waste Research Management, Stem Cell Research, Nanoscience and Nanotechnology, Medical Image Analysis, Behavioral Studies)
- Symbiosis Teaching & Learning Resource Centre
- Symbiosis Centre for Corporate Education
- Symbiosis Centre for Health Skills
- Symbiosis Center for Yoga

SLSP has offered a Certificate Programme in European Union Legal Studies (EULS) to its undergraduate as well as postgraduate students since 2010. It is an 8 credits course requiring 120 contact hours, total of 400 marks (60% internal assessment + 40 % external assessment). Even though the program is not offered as part of European Studies, it is fully based on teaching several aspects of ES.

Besides the Certificate program there are several courses in the Master of Law Program (LL.M.), the five year BA Program (Bachelor of Business Administration and Laws (B.B.A.LL.B); Bachelor of Arts and Laws (B.A.LL.B)], the 3-year degree program (Bachelor of Laws) and various diploma programs which have modules on comparative components in European Studies.

Across the four faculties of SIU (Law; Management; Media, Communication and Design; Humanities and Social Sciences) several courses have between 10% and 50%, coverage of European Studies topics. Various cultural and awareness activities for the promotion of European languages (German, French, Spanish) and symposia for developing cross-cultural competence are also organized. The University offers components of European Studies and language courses in French, German and Spanish across its various institutes of the Faculty such as: Law; Management; Media, Communication and



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Design; Humanities and Social Sciences.

SLSP has a strong strategy for internationalization of education and research programs in the area of European Studies. Many of its faculty members have worked abroad or trained abroad at European Universities (under DAAD/ Erasmus Programme) and/or have research experience in ES. SLSP offers and supports:

- Interaction with European Studies Specialists
- Certificate Programme in European Union Legal Studies
- Spring School on EU Legal Practice
- BALLB (Hons.), BBALLB (Hons.), LLB, LLM courses with European studies components/ modules
- Guest Lectures/ Workshops/ Symposia/ Faculty Seminars by distinguished faculty from European universities on European Studies
- EU Kinoteka Films and documentaries
- Faculty exchange
- Language Courses offered at SLS - German, Spanish and French.

SLSP pursues a multi-pronged strategy to ensure high professional qualifications and expertise of faculty teaching courses in European Studies, as follows:

- Faculty teaching ES topics or courses have either worked abroad or trained through teaching in European Universities (under DAAD/ Erasmus Programme) or as a researcher;
- Review of curricula done by EU experts and incorporation in the syllabi by the faculty members i.e. International Humanitarian and Refugee Law;
- Seminars for faculty members teaching components related to European Studies;
- EU Kinoteka Films and documentaries in conjunction with the European Delegation in Delhi;
- Faculty exchanges, mostly through DAAD and Erasmus Mundus;
- Teaching German, Spanish and French languages at the various institutes as well as Symbiosis Institute of Foreign & Indian Languages;
- Various cultural and awareness activities for the promotion of European languages (German, French, Spanish) and symposia for developing cross- cultural competences.

The Symbiosis Teaching Learning Resource Centre (STLRC) offers activities and Faculty Development Programmes (FDP) for soft skills as well as hard skills for improving the teaching effectiveness and enhancing the





research ability of the faculty. For soft skills STLRC conducts training for improving communication skills and information technology tools. Training programs are based on content delivery and research. STLRC in collaboration with other institutes conducts FDPs on Research Methodology, Teaching Skills, Action Research, Time Management, Data Analysis and Advance Research Methods. STLRC also invites European experts to deliver such programs.

Over the years the university has undertaken many activities to improve the faculty knowledge and capacity to teach ES, such as Scholar-in Residence, Visiting International Faculty, Faculty and student exchange, Summer Schools, Joint Research and Publications and applying for joint projects.

## Section II. Knowledge Transfer and Capacity Building within EURASIA

### II.1 Comparative Review of Course Offer in Partner Universities

As evident from the university profile descriptions, all four universities have developed and introduced European studies programs, through dedicated centers for European studies or within other departments. While topics related to contemporary European history, languages, and philosophy have been part of the programs from their establishment (or have been taught as part of International Relations curricula, for example), courses and topics linked to the European Union institutions, EU integration aspects and Asia-EU affairs are a relatively new addition. These developments respond both to changing geo-political realities, but also to the growing interest in European Studies from researchers and students alike. On the other hand, the importance of EU studies in China and India is strongly linked to the expanding opportunities for research and study in Europe available to Chinese and Indian scholars and students under the Erasmus + program and its previous editions in the past decades.

The review of partner universities programs and teaching capacity leads to the following general observations:

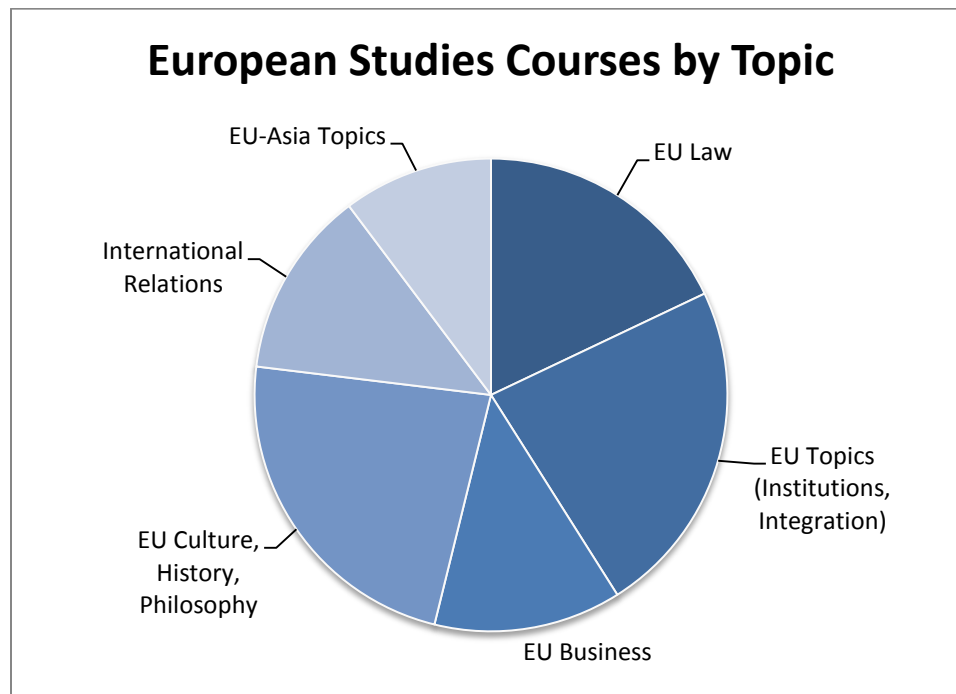
- Notably, the Anglo-Saxon Bachelors-Masters model for European studies is adopted by all partner universities (GDUFS also offers doctorate level courses). However, the EURASIA partners are yet to develop and introduce full-fledged European studies/EU studies programs, including areas of concentration and research opportunities for undergraduate and graduate students.





- There is no clear definition or distinction between European studies and EU studies; neither of the partner universities has an independent European Union studies program hosted by one department/center.
- Partners have bilateral cooperation agreements with European universities to develop or expand existing European studies programs (e.g. BFSU's Nordic studies program). In this respect it is important to take into account the competition with other area studies that an EU studies program may face in attracting students.
- Financial and human resources are often limited for European studies; at GDUFS and BFSU courses on ES/EU related topics are taught by faculty from different departments.

**Thematic scope:** Overall, the courses and existing programs aim to provide comprehensive knowledge of contemporary Europe focusing on historical, political and cultural aspects. Courses offered fall into four main groups: 1) *EU History, Culture and Society*, 2) *Law and International Relations*, 3) *Business and Economics*, and 4) *EU Topics*. As shown in the following chart, the thematic distribution of the courses taught at partner universities indicates most interest in two major areas: one is on EU-related topics (EU integration, EU institutions, EU decision-making process, EU policy-making process, etc.) and the second is on European and EU-related history, culture, and philosophy.





Some of the courses taught take an interdisciplinary perspective, raising important questions about Europe's integration process from a legal, political, and economic point of view. Many courses seek to explore current political ideas and issues, with an emphasis on the role of both European and Chinese or Indian actors in the process. The courses and programs of Symbiosis Law School, including a Certificate Program, are primarily focused on legal aspects of the European Union and include various legal subject areas (i.e. European community law, human rights law, environmental law, competition law, IPR, etc.) Courses at GDUFS focus on international relations, EU integration and foreign policy, etc. For all partner universities, however, embedding new curricula and joint courses into their regular teaching activities means that both students and faculty benefit from a more international environment and expanded access to new teaching and learning resources.

Table 1 below provides a summary description of the courses offered presently by each partner university by core subjects, thematic areas, and relevant sub-topics.



UNIVERSITY	LAW	CULTURE, PHILOSOPHY, HISTORY	BUSINESS	INTERNATIONAL RELATIONS	EU TOPICS
<b>Beijing Foreign Studies University</b>		<ul style="list-style-type: none"> <li>- EU Studies</li> <li>- Interdisciplinary Studies of European Integration</li> </ul>		<ul style="list-style-type: none"> <li>- Nordic Countries and EU</li> </ul>	<ul style="list-style-type: none"> <li>- Past and Present of EU</li> <li>- The EU: Operation Mechanism and Policy Framework</li> </ul>
<b>Guangdong University of Foreign Studies</b>	<ul style="list-style-type: none"> <li>- Legal Aspects in European Integration</li> </ul>	<ul style="list-style-type: none"> <li>- Cultural Aspects in European Integration</li> <li>- European Modern history</li> </ul>	<ul style="list-style-type: none"> <li>- Economics in European Integration</li> <li>- Studies on European Corporations</li> </ul>	<ul style="list-style-type: none"> <li>- Politics in European Integration</li> <li>- EU Foreign Relations</li> </ul>	<ul style="list-style-type: none"> <li>- EU Politics and Decision Making</li> <li>- Seminars on Europe-related topics</li> <li>- Seminars on Sino-EU Hot Issues</li> </ul>
<b>Symbiosis Law School-Pune</b>	<ul style="list-style-type: none"> <li>- Certificate Program in EU Legal Studies</li> <li>- Spring School on EU Legal Practices</li> <li>- Legal Framework of European Union</li> <li>- EU and Human Right Laws</li> <li>- The Court of Justice and the Supremacy of EU Law</li> </ul>	<ul style="list-style-type: none"> <li>- EU History and Culture</li> <li>- History of European Union Integration</li> <li>- States and national identities in European Union</li> </ul>	<ul style="list-style-type: none"> <li>- Comparative Trade Law with reference to Competition Laws of US, EU</li> <li>- Introduction &amp; Interpretation of the European Patent Law</li> <li>- International and EU regulation of trademarks</li> </ul>	<ul style="list-style-type: none"> <li>- International Organizations</li> </ul>	<ul style="list-style-type: none"> <li>- Policy making in the EU: The EU Treaty &amp; EU Constitution,</li> <li>- The European Monetary Union and the Financial Crisis</li> <li>- Privacy and Data Protection in the EU</li> <li>- India and EU Crises (Eurozone, Migration, Brexit, Populism, EU as an International Actor)</li> </ul>
<b>Jindal Global University</b>	<ul style="list-style-type: none"> <li>- Introduction to EU Law</li> <li>- European and International Merger Control</li> </ul>	<ul style="list-style-type: none"> <li>- The Idea of Europe</li> <li>- Europe and the World</li> <li>- Populism and the Future of Europe</li> </ul>			

Table 1 Existing course in European Studies at Asian partner universities



**Departments hosting European studies programs:** Some of the partner universities have established centers or schools for European studies or are offering separate courses cross-listed with departments for foreign language studies or international relations. The particular choice has to do with the university's main education policy and focus but also with the fact that sometimes the host center does not have faculty prepared to teach the respective courses (for example, BFSU offers ES-related courses in the School of European Languages and Cultures; the university is currently introducing BA elective courses in EU Law and Economy and courses will be taught by faculty from the respective departments of Law and Economics). At GDUFS courses related to European topics are taught also in other programs like the International Business program and the International Relations program. The Symbiosis Law School has expressed commitment to utilize the resources of EURASIA project in order to set up the European Union Legal Studies Resource Center including capacity building, faculty development, research and administrative development.

**Program/course levels:** Introductory courses provide a grounding in such subjects as European languages and society, as well as culture, the arts, politics, and economics. Alongside with basic undergraduate courses and study modules, specialization courses are also offered at partner universities (e.g., the Certificate Program of Symbiosis Law School). At the graduate level, these take the form of seminars on selected topics (i.e. seminar on Sino-EU Hot issues at GDUFS), EU-China, EU-India comparative courses/seminars. After laying a foundation for study and research in the field by completing a selection of introductory courses, upper year students begin to develop expertise in various areas through concentration courses (as programs at JGU are structured, for example).

**Type of instruction:** Most courses are offered in a traditional classroom instruction format, and student assessment is based on term papers and examinations. Online formats of instruction are not widely used. In this respect, the project EURASIA has the potential to introduce significant positive change in partner universities. The e-learning platform will offer access to programs and shared course resources not only to faculty and project team members, but also to potential students, thus increasing the attractiveness of each partner university.

**Language of instruction:** Most courses are offered in English; GDUFS offers classes in Chinese and English. All of the partner universities have expressed interest in developing and offering more courses in English, which will also help attract international students from neighboring countries.



**Student interest:** Student interest in EU-related topics (economy, culture, history) seems to be growing; the increasing mobility of students and staff between Europe and Asia is a major motivator for introducing new courses and programs in European studies. In addition, mobility and student/faculty exchanges across the two regions are perceived as added value to employability. Furthermore, there is a clearly stated interest in courses on individual EU countries and EU-topics (at GDUFS, BFSU). This interest is also linked to the students' choices where to go to Europe, which is largely based on the foreign language that they studied at their home university. In order to meet the students' demands, the EURASIA partners need to consider also harmonisation of study periods and the fine-tuning of academic calendars between Asia and Europe.

**Teaching capacity:** As concerns capacity to develop and teach courses on EU-related topics, various levels of expertise and experience are identified across the partner universities. Most faculty teaching ES courses at the partner universities have studied or done research abroad under EU-funded programs (such as Erasmus Mundus, Erasmus+) or other schemes of mobility and exchange. Many of the faculty at GDUFS, SLSP, and Jindal Global University have taken part in such programs through individual fellowships or research positions. Most faculty members are also well prepared to teach courses in their native language and in English. Some of the partner universities also conduct regular in-service training programs or have dedicated university-level centers for continuing professional development. While the teaching staff has rich international educational backgrounds, few are trained specifically in the field of European Union studies which seems to be a shared deficit of the partner institutions. Language barriers, different academic calendars as well as diversity in teaching methods because of intercultural discrepancies may be identified as further challenges to the development and introduction of ES courses in the partner universities within EURASIA.

### **Areas in need of development**

While each of the partner universities need to account for the specific academic, administrative and cultural context in teaching European studies, there are crosscutting themes and concerns that have been brought forth during the exploratory visits and the meetings with stakeholders. More generally, these range from tailoring and adapting modern teaching methodologies to the national context to using mobile applications for course delivery and communication with students. Overall, in all four partner universities the graduate (MA and PhD) programmes in European studies are new and/or underdeveloped. Partners also recognize a lack of innovative teaching methods and specially designed delivery modes for ES courses. As the comparative



review indicates, the body of knowledge in EU studies at partner institutions is shared among several departments and teaching staff. One of the ambitions of EURASIA is the consolidation of the teaching and research expertise at the partner schools through the planned faculty training programs and joint course modules. This objective is realistic to achieve, but requires careful planning and analysis also of market needs in addition to academic excellence benchmarks for European studies curriculum development (e.g. introducing business-track courses, e-learning, engaging stakeholders from various sectors in dissemination and exploitation). It is equally important to pay particular attention to current policy and political developments in the EU-Asia relations in order to reflect them most adequately in the course content.

A specific area in need of development is the introduction of interactive learning methods and multi-level simulation games in the ES curriculum. Faculty in the partner universities is keen on learning more about novel teaching methods (especially directed to large groups of students, but also simulations, debates, pre-class preparation), and methods of student assessments. Such innovations can positively impact the learning process; instead of passively receiving knowledge from the instructor, simulations can offer student-centered, skill-based learning environment and an effective educational format. This can be achieved also through better access to knowledge and library databases and online resources.

Secondly, partner universities have also expressed a need to develop further the students' research skills through seminars on selected topics or special sessions on how to conduct research, analyze and interpret data, and finally write up their research in the form of a graduation thesis. Thirdly, partner universities are interested in developing summer schools or intensive programmes on EU-related topics as part of their main curriculum. If successfully implemented, such changes are expected to impact positively the academic vision and program management at the partner universities, leading to an overall more attractive campus culture and responding more adequately to growing student and social demands from education.

**Project development:** Overall, the number of Indian and Chinese universities taking part in EU-funded projects remains relatively low, with numbers even lower for universities taking part as project leaders. Compared to the Chinese partners, Indian universities are better represented in programs granting scholarships for student and faculty mobility. EURASIA is a good opportunity for the programme country partners to share their successful experience in project development and potentially also generate new proposal ideas. The project places emphasis not only on academic course development but also on incorporating a project-based learning methodology for teaching ES. Program country partners will support faculty from the Indian and Chinese universities to develop and submit applications to the Jean Monnet program, as another





way to promote and support excellence in teaching and research in the field of European Union studies. Through such projects, EURASIA will also foster cooperation between academics and researchers across the continents.

The table below indicates the common and specific areas in need of development to be tackled by the EURASIA partners:

Teaching Needs	Research Capacity	Networking & academic project development
<ul style="list-style-type: none"> <li>- Introducing new teaching methods and pedagogies relevant to the context in China/India</li> <li>- Introducing new methods in ES studies (blended learning, seminar methods, case-studies, online and hybrid learning)</li> <li>- Introduction of new or adapting classes to be taught in English</li> <li>- Peer-to-peer advice and development of syllabi.</li> <li>- Expertise in interactive learning methods in teaching ES (e.g. Model EU simulation, in-class debates)</li> <li>- Developing courses that tackle specific issues and country-related topics</li> <li>- Strengthening student exchange</li> </ul>	<ul style="list-style-type: none"> <li>- Enhancement of proposal writing skills, co-authoring and publication</li> <li>- Enhancing the research skills for students taking European Studies</li> <li>- Comparative Legal Research</li> <li>- Qualitative analytical tools used in legal research</li> <li>- Academic writing in English</li> </ul>	<ul style="list-style-type: none"> <li>- Joint development of academic/research proposals for EU-funded programs</li> <li>- Academic proposal writing</li> <li>- Developing new academic projects through joint summer schools, delegation visits, study trips,</li> <li>- Outreach and capacity building programs for stakeholders from the industry and judicial fields</li> <li>- EU faculty to teach &amp; help in curriculum content development as visitors or scholars in residence or on employment basis</li> </ul>

*Table 2 Needs and gaps at partner universities*

### **Preparedness to introduce and teach online courses in European Studies**

All of the partner universities use an online system for course offer, which is either an adaptation of Moodle or the original Moodle platform with all of its functionalities. In addition, all four universities intend to make full use of the e-platform to be constructed within EURASIA: online



courses with e-resources for instructors and students; online student assessment; recorded and live streaming of lectures; shared teaching resources – course readings, etc. More specifically, the Chinese universities are interested in exploring the technical options of integrating the WeChat application within the e-platform to facilitate easy access of students and staff to online resources.

	<b>Has fully functional on-line training system</b>	<b>Does offer on-line training</b>	<b>Intends to introduce on-line learning</b>	<b>Technical requirements and facilities /limitations</b>	<b>Comments</b>
GDUFS	No	No	YES	Certain free services not in compliance with national rules: Google, FB and derivatives	WeChat alternative
BFSU	Some courses offered online		Yes	See above	Moodle modified
JGU	Moodle			No legal limitations, broadband at campus, halls equipped	
SLSP			Yes	- Has high-speed internet - two halls with video conferencing and Skype facilities	

*Table 3 Preparedness to offer online courses*

As shared during the exploratory visits, the level of preparedness for offering on-line courses by GDUFS is at present low. However, the university's Center for European Studies is interested in developing such capacity; the students would welcome an on-line platform, where they can discuss the courses they take with the instructors. The students would also be interested in being able to access the course materials on-line. The academic staff of the School of European Languages and Cultures at BFSU has no experience in teaching courses in online/distance/hybrid



learning format. The university has expressed interest and commitment for the design and development of EURASIA courses online, including hybrid courses.

The two Indian universities appear to have more experience in offering online courses. Jindal Global University has a very robust system for on-line training. The supporting infrastructure to enable any such initiative consists of:

- a) **Wi-Fi on campus:** High-speed Internet access guaranteeing a minimum of 15 Mbps bandwidth is available on Wi-Fi across the campus. A LAN-based priority access up to 50 Mbps is also provided on-demand when there is a need for a better uploading in case of a faculty conducting an on-line session.
- b) **Learning Management System:** JGU has adopted Moodle, the world's largest and most used open-source LMS to manage on-line (and in-class) course delivery. This is made available on demand to those faculty who wish to use more advanced features that may not be available to our regular LMS features in the campus mobile app, CollPoll.
- c) **Content Preparation and Hosting:** An in-house capability is available to make multimedia content (for text, Audio and Video) for any faculty to prepare high-quality content and then host it on Amazon Servers for secure access by students.

All the courses offered at Symbiosis International University require contact classes /tutorials. None of these courses are available for online/distance/hybrid learning. However there is a possibility of inter-institutional credit transfer wherein a student of one institute can take a course in another institute of Symbiosis and obtain credits for the same. SIU also use paid/non-paid online resources, databases and tools in the teaching-learning process. The university disposes of two computer labs having 50 computers each. SLSP has 70 mbps leased line, providing 40 mbps to faculty. There are also two halls with Video Conferencing and Skype facilities.

### **Accreditation Procedures**

A major goal for both partner and program universities in the creation, introduction and accreditation of the new courses will be to ensure institutional commitment and support at all levels, including academic and administrative, and by each partner institution involved. The exploratory visits have provided an opportunity to evaluate at an early stage the compliance of university and national legal frameworks and accreditation procedures of each partner institution. Accreditation procedures vary across partner universities in terms of the requirements and length of the process. On balance, there is substantial autonomy of the universities to decide on the



courses they offer so long as the statutory requirement vis-a-vis teaching hours, course credits, etc. are complied with.

At Symbiosis Law School for example, the process takes about 4 to 6 months from the initiation at Institute's Board of Studies (BOS) held in July for post-graduate and November for undergraduate programs. Procedures for PhD programs are coordinated through the Symbiosis Centre for Research and Innovation (SCRI) of SIU with the support of Deans of the respective Faculty and the Research and Advisory Committee (RAC) with separate set of Rules in compliance with statutory regulations. At Jindal Global University the courses, except undergraduate law courses, have the accreditation of the University Grands Commission (UGC) which will soon be the Higher Education Commission of India (HECI). All undergraduate law courses have the accreditation of the Bar Council of India. There are statutory requirements as to the number of hours to be taught for each course, and JGU strictly complies with these. As far as European Studies courses are concerned, the academic structure of JGU allows for elective courses to be offered by every school. Provisions are for cross-listing these elective courses across Schools as has been the case for all ES courses.

Partner GDUFS has shared some concerns regarding potential difficulties for accrediting courses; on the one hand, the curriculum includes mostly compulsory courses and introduction of new courses may take significant effort to approve. On the other hand, the accreditation of MA courses takes place at the university level, however the provincial government sets the students quota.

## II.2 EURASIA APPROACH TO CAPACITY BUILDING

Drawing upon the preceding analysis, the following table sums up the strong sides and the potential for improvement within the EURASIA consortium:

Strengths	Needs and gaps	Opportunities
<ul style="list-style-type: none"> <li>✓ Proven research/teaching excellence at partner universities</li> <li>✓ Experience in bi- and multilateral academic programs development</li> <li>✓ Existing bilateral projects between EURASIA</li> </ul>	<ul style="list-style-type: none"> <li>✓ Insufficient experience to develop ES-courses using contemporary teaching and research methodologies</li> <li>✓ Contextualizing ES with respect to national/regional developments in China and India</li> </ul>	<ul style="list-style-type: none"> <li>✓ Establishment of inter-disciplinary research and teaching teams across the EURASIA partner countries for joint course offer and teaching</li> <li>✓ Establishment of a sustainable institutional</li> </ul>



<p>partners</p> <ul style="list-style-type: none"> <li>✓ Motivation for introducing new accredited programs of study in ES</li> <li>✓ Motivation to pioneer e-learning platform and online course offer in ES</li> <li>✓ Strong interest for international collaborations</li> <li>✓ Timing: alignment of proposal with strategic policy and political efforts for boosting the cooperation between China and the EU, and India and EU</li> <li>✓ Students at BFSU and GDUFS have strong linguistic background and speak a variety of European languages; this is an opportunity to introduce topics related to different EU countries and in more languages (not only English)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Insufficient experience and capabilities in partner countries to offer online courses in ES</li> <li>✓ Need to improve the faculty research and teaching skills <ul style="list-style-type: none"> <li>– Introducing project-based methodologies for teaching ES in partner countries</li> </ul> </li> <li>✓ Accrediting joint curriculum/courses</li> </ul>	<p>platform for research, teaching and methodological exchange</p> <ul style="list-style-type: none"> <li>✓ Opportunity to share expertise from EU program countries and higher education institutions</li> <li>✓ Increased number of publications in high-impact (open-access) international peer-review journals</li> <li>✓ Establishment of multilateral university teams that are motivated and competitive in applying to EU grants</li> <li>✓ Developing joint courses (between Indian &amp; Chinese partners)</li> </ul>
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In view of the identified needs and gaps, the EURASIA consortium partners will pursue three interrelated lines of work to improve the level of academic offer and program management at the partner universities: *faculty training (joint and individual)*, *course and relevant resource development*, *constructing and operating an e-learning platform*. In order to meet the demands for new courses and program development, partner universities were asked to submit themes and topics of most interest (so-called ‘course wish-lists’). In addition, a portfolio with profiles of those faculty members who will be teaching the courses was developed, which provides information of the faculty member’s core expertise and research interests. Based on the wish-lists



and faculty profiles, three rounds of group training sessions for Asian faculty will be organized, in addition to individual team work on course and syllabus design.

Considering the input from the exploratory visits conducted in the preparatory phase of the project and the information provided by Chinese and Indian partners, it is possible to conclude that their thematic interests for new course development and faculty training largely overlap. Comparison of the expressed wishes and needs of the Asian colleagues with the original project description of possible course modules leads to a number of conclusions. While there is not sufficient demand for input on soft power/cultural diplomacy to justify it as a module in itself, it could be dealt with in an individual course or as a topic within a broader theme. On the other hand, there is significant interest from at least 3 partners on law as a general theme (notably from SLSP), including issues relating to migration and the environment. Furthermore, partners have expressed more interest than anticipated on cultural/intercultural issues, for example cultural politics, ideologies and identities, media. There is a clear demand for courses in business and business practices which is not reflected in detail in the project proposal. All four partners have stated interest in topics related to the European Union (institutions, structures, history, integration process, etc.), in addition to topics related to European culture, history, identity.

The main themes or areas of interest appear to be as follows (summarized in more detail in the tables below): *Law, History, Philosophy and Cultural Issues, EU Topics (the EU and EU institutions), Business and Trade, International Relations*. Accordingly, teams comprised from teaching staff of the European and the Asian universities will be working to develop four modules with 2-3 courses per module, based on the sub-themes or topics which have been requested by each partner university. The universities in the program countries have the capacity to meet these demands and have offered relevant resources to help develop the new courses. The following table lists the topics of most interest identified by the Asian partners. As can be seen, partner universities are interested not only in core aspects related to the history and the present of EU integration (institutional development, policy- and decision-making process), but also in issues linked to major societal challenges in the EU and across Europe (for example, migration and refugee law and human rights, human trafficking, migration and labor rights, etc.)





	<b>BFSU</b>	<b>GDUFS</b>	<b>SLS</b>	<b>JGU</b>
<b>Law</b>	EU Labour Law EU Business Law		European Jurisprudence - Comparative Law Methods - EU Taxation Laws and Practices - Intellectual Property Laws in Europe - EU and Trade Laws - Data Privacy - Energy Law - Environmental Law - EU and Human Rights - Intellectual Property and human rights - Human Trafficking and Refugee Law Business and Corporate Law Compliances - Education Law: Comparative Aspects	Freedom of Movement Law and Practice of European Institutions and Courts Migration and Labour Rights
<b>Culture, History, Philosophy</b>	European History, Ideology and Culture; Political & Economic Society in Europe; Languages & Literature of European Countries EU - Economic Community, and How about Cultural? Translation and Conference Interpreting on EU Terminology (MA Program)		European Political Philosophy Cultural Competence and Strategic Culture development Gender Studies Urban Studies Cultural Identity and History EU Media Studies Worldview and diversity studies Cross-cultural Management Cultural Competence and Strategic Culture Development	The Evolution of the European Idea EU Policies of Cultural Preservation Media Development and Digital Politics in Europe
<b>Business</b>	EU Business Law EU Investment Law and Investment Environment		EU Trade Policy Studies European/International Business Practices, International Agriculture Non-Tariff Trade Barriers Economic Law and Policy Agri-Business Law and Economics	Financial Integration, Resilience against Crisis and Contagion Effects in Common Market External Trade and Defense Policy



<b>International relations</b>	European Region and China-Europe Relations The Balkan Countries and EU Nordic Countries and EU	EU Politics and Policies EU Foreign Relations The EU, China and Global Governance EU-China Relations Model European Union	Culture of Diplomacy	The Foreign Policy of the European Union
<b>EU Topics</b>	Past and Present of EU Interdisciplinary Studies of European Integration The European Union: Operation Mechanism and Policy Framework		EU Case Studies	

*Table 4: 'Wish-list' of themes and course topics identified by partner universities*

Accordingly, to accommodate the demand and needs of the partner universities, the program country universities (Sofia University, University of Catania, Jagiellonian University, University of Versailles St-Quentin-en-Yvelines, the Languages Company) propose a broad range of topics and relevant resources (teaching resources, methodological guidelines, publications). The series of trainings running from October 2018 through January 2019 are designed to offer knowledge, skills and relevant networking opportunities both among the trainees and the trainees and the lecturers in the seminar sessions. Each training includes common topics such as curriculum development (course syllabus design, credit system, teaching methods, student assessment methods, program certification), as well as courses on topics within the four main thematic areas identified (as described above). Participants will also be introduced to the priorities of the Bologna process which include the three cycle system (bachelor/master/doctorate), setting standards for quality assurance and thus of comparability; facilitating the mutual recognition of qualifications and periods of study. Special sessions on the available funding and support for academic projects from the Erasmus+ program are also planned, in order to increase the Asian partners' capacity for project development and project-based learning. The training teams and lecturers involved are inter- and multidisciplinary, which allows them to address a range of subjects within the field of European studies including legal, political, economic, social, and cultural aspects of contemporary European development and integration, as well as its historical background. The table below provides the subject expertise (topics, courses) and relevant teaching and learning resources that program partners can provide (i.e. lectures, reading materials, online resources, etc.) in response to the demand expressed by the Asian universities.



THEMES	TOPICS	DELIVERY MODE	RESOURCES
<b>LAW (SU, JU, UNICT)</b>	European Constitutionalism and Constitutional Case-law Advocacy strategy and lobbying in the EU Advanced European Union Law EU Media Law Human Rights	<i>Seminars and lectures</i>	<i>Experienced lecturers, access to on-line databases (JSTOR, Blackwell, T&amp;F and many others), journals, courses syllabi and library</i>
<b>ISM-UVSQ</b>	Law strategy, advocacy strategy and lobbying in EU	<i>Lecture, seminar, workshops</i>	<i>Existing publications and presentations</i>
	Corporate social responsibility in EU	<i>Lecture, seminar, workshops</i>	<i>Existing publications and presentations</i>
	The prevention of psycho-social risks in EU	<i>Lecture, seminar, workshops</i>	<i>Existing publications and presentations</i>
<b>CULTURE, PHILOSOPHY, IDENTITY (TLC)</b>	1. Identity issues - language as a marker of identity, multilingual identities, English as Lingua Franca.	<i>Lecture, workshop, materials development</i>	<i>Existing publications and websites, presentation</i>
	2. Integration v diversity : populism and Brexit	<i>Lecture, workshop, materials development</i>	<i>Refs to online materials and articles, previous talks</i>
	3. Social and Cultural Attitudes to Multilingualism	<i>Lecture, workshop, materials development</i>	<i>Online and paper publications, bibliographies, many lectures</i>
	4. Urban studies (in particular diversity in the city/immigration)	<i>Lecture, workshop, materials development</i>	<i>Reports on European cities and their response to diversity, lectures/talks</i>
	5. Language learning- trends and quality issues	<i>Seminar, workshops. Materials on curricula and assessment (Common European Framework of Reference)</i>	<i>Guides and documentation from our work and EU/CoE, presentations, Teaching and learning activities</i>



	6. Challenges for Online communication: hate speech, social media, safety on line; regulatory and societal responses	<i>Lecture, seminar, workshops</i>	<i>Reports from 7 European countries, Dedicated Websites, Teaching Materials</i>
<b>JU</b>	European Culture European Civilisation European Identity Citizenship, Migration and Multiculturalism in Europe	<i>Seminars and lectures, workshops, study tours and study visits, World Cafe Style Workshop</i>	<i>Experienced lecturers, access to on-line databases (JSTOR, Blackwell, T&amp;F), journals, course syllabi</i>
<b>ISM-UVSQ</b>	Intercultural Management	<i>Lecture, seminar, workshops</i>	<i>Existing publications and presentations</i>
	Organizational Communication	<i>Lecture, seminar, workshops</i>	<i>Existing publications and presentations</i>
	Sport and Firms in EU	<i>Lecture, seminar, workshops</i>	<i>Existing publications and presentations</i>
<b>EU Topics (TLC)</b>	1. Language and cultural policy - European Multilingualism	<i>Comprehensive set of lectures, seminars</i>	<i>Language Education Policy profiles (CoE), Publications, Bibliographies, Websites</i>
	2.Minority languages - policy and practice	<i>Lecture, seminar</i>	<i>EU and CoE publications</i>
	3. Migration and refugees	<i>Lecture, seminar</i>	<i>Reports, articles, data (historical, contemporary)</i>
<b>ISM-UVSQ</b>	Identities in EU	<i>Lecture, seminar, workshops</i>	<i>Existing publications and presentations</i>
	Frontiers and walls in EU	<i>Lecture, seminar, workshops</i>	<i>Existing publications and presentations</i>



UNICT, SU, JU	History and theory of European integration European Union Politics European Economic and Monetary Union European Public Policy Analysis Simulation of Negotiation and Decision-Making Process in the EU Model European Union Interest groups, ethics and EU building Refugees and migrants Justice and Home Affairs in the EU European Higher Education Area Research and Innovation EU policies and policy-making EU Foreign and Security Policy	<i>Lecture, seminar, workshops, simulation activities, websites, presentations, videoconferencing</i>	<i>Existing publications, data sources, Online learning platform, journals, course syllabi and library resources, simulation games guidebook</i>
<b>BUSINESS (SU, JU, UNICT)</b>	Money, Banking and Financial Markets Economic Growth and Cohesion in the EU Competition Policy and Market Regulation International Commercial Arbitration and the EU Critical management studies International business strategy Finances of the EU	<i>Lecture, seminar, workshops, simulation activities</i>	<i>Existing publications, presentations and data sources</i>
<b>ISM-UVSQ</b>	Cross-cultural Management – A European perspective  International Business Strategy  Doing Business with China – Doing Business in Europe  Critical Management Studies	<i>Lecture, seminar, workshops, online learning</i>  <i>Lecture, seminar, workshops, online learning</i>  <i>Lecture, seminar, workshops, online learning</i>  <i>Lecture, seminar, workshops, online learning</i>	<i>Existing publications, videoconferencing Online learning platform</i>  <i>Publications and websites, videoconferencing Online learning platform</i>  <i>Publications and websites, videoconferencing Online learning platform</i>  <i>Publications, websites, videoconferencing Online learning platform</i>
<b>INTERNATIONAL RELATIONS</b>	European building (G. Rouet) Global Governance, International	<i>Lecture, seminar, workshops</i>	<i>Existing publications and presentations</i>



<b>(ISM-UVSQ-UNICT)</b>	Political System Business Government Relations (M. Attarça) EU Foreign and International Relations EU Justice and Home Affairs European Integration Theory and Practice		
<b>JU</b>	Foreign and International Relations in Central and Eastern Europe Visegrad Region in Enlarged EU	<i>Lectures and seminars Simulations, Oxford Debate, World Cafe Style Workshop</i>	<i>Lecturers, access to on-line databases (JSTOR, Blackwell, T&amp;F), journals, course syllabi</i>
<b>Skills Offer (TLC)</b>	<b>Teaching</b>	<b>Research</b>	<b>Networking/project development</b>
<b>SU</b>	Blended and online learning	Proposal writing	Developing research proposals
<b>JU</b>	Methodologies (qualitative and quantitative)	workshops	
<b>ISM-UVSQ</b>	Doing research in IB / Research methods in IB (F. Goxe)	Lecture, seminar, workshops, online learning	Existing publications, video conferencing Online learning platform
	Doing research & Research methods in management, Epistemology	Lecture, seminar, workshops	

*Table 5 Expertise offer by program country universities*





The joint courses to be built under EURASIA will demonstrate how different teaching methodologies and innovative tools can be operationalised in a variety of contexts. The major goal is to ensure the opportunity of identifying the continuity and change in the pedagogical approaches and the traditional and innovative teaching methods and tools applied within the ES field. The multi-disciplinary resources designed will contribute also to the establishment of a system of continued professional development and teacher training in innovative ES teaching methods at the Asian partner schools; they will be supplemented with a repository of online resources, embedded in the e-learning platform. Thus the capacity building efforts of the project will enhance the overall quality of European studies teaching but not only at the Asian partner schools. The European partners will also benefit from grasping the unique viewpoints to Europe and the EU of their Chinese and Indian colleagues in order to revitalize their own curricula and course offer.

### Section III. Conclusions

The report assesses the learning resources and capacity for teaching European (Union) studies at the four Asian universities, members of the EURASIA consortium. The report confirms the commitment of the EURASIA partners to work jointly on creating and teaching courses in European studies, in order to advance research in the thematic area, to emphasize the importance of such studies for the EU-Asia policy and cultural dialogue, and to promote cross-border cooperation between faculty and students. The comparative analysis recognizes shared needs and gaps which concern the introduction of new methodologies for teaching ES, expanding the online course offer, and establishing comprehensive programs on European Union related topics. The EURASIA approach to address these deficits encompasses tailored peer-to-peer training programs and individual consultations between faculty of the partner and program universities.

The comparative review indicates that besides seeking to gain a broader understanding of European Studies (including the study of European languages, history, philosophy, and cultures), partner universities have the ambition to develop programs and courses concentrating on concrete topics and contemporary political issues linked to the EU. Based on the analysis of the current courses offered at universities in India and China, the report identifies four thematic clusters to be explored in depth by the project partners: EU law, EU business and trade policies, EU and international relations, EU history, culture, identities. Modules and courses in these areas will be developed, introduced and accredited at partner Asian universities. Prospective students



will thus learn to understand the multifaceted international role of the EU in connection with the functioning of the complex EU system, and will acquire theoretical and practical knowledge needed to succeed in a variety of careers in national, European and international affairs.

The EURASIA project is fully aligned with the internationalization strategies and future plans for development of the partner and program country universities alike. As the India-EU and China-EU relations are intensifying, there is need for substantial intellectual resources to enable policy and decision makers in these countries to successfully and effectively carry forward international relations in the field of education. Through this project, the project partners have an opportunity to create a strong academic community on Asia-EU studies on law, policy, business strategy, and diplomacy.