

**European Union Centres  
of Excellence in Canada**

# **BEST PRACTICES**



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**Editors:**

Natasha Joukovskaia, Manager, Carleton University EUCE  
Professor Joan DeBardeleben, Director, Carleton University EUCE

**Contributors:****Carleton University EUCE**

Professor Joan DeBardeleben, Director  
Natasha Joukovskaia, Manager

**Dalhousie University EUCE**

Professor Finn Laursen, Director

**Université de Montréal–McGill University EUCE**

Professor Martial Foucault, Director  
Professor Frédéric Mérand, Associate Director  
Catherine Villemer, Executive Director

**University of Toronto–University of Victoria EUCE**

Professor Emmanuel Brunet-Jailly, Co-Director  
Professor Randall Hansen, Co-Director  
Dr. Edith Klein, Program Advisor  
Professor Paul Schure, Associate Director

**York University EUCE**

John Paul Kleiner, Coordinator  
Professor Willem Maas, Co-Director  
Professor Peer Zumbansen, Co-Director

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## INTRODUCTION

This publication on best practices is a result of the wealth of experience accumulated by the five Canadian European Union Centres of Excellence (EUCes) supported by the European Union from 2009 to 2012. These EUCes are hosted by **Carleton University** (Ottawa), **Dalhousie University** (Halifax), **Université de Montréal in consortium with McGill University** (Montréal), **University of Toronto in consortium with the University of Victoria**, and **York University** (Toronto). The EUCE network provides a key focal point for EU-related research and teaching as well as for outreach on EU issues to the Canadian public and specialized constituencies, such as policy makers, the business community, and civil society. The Canadian EUCE Network complements similar networks in other countries outside the European Union.

Making EU experience relevant to audiences outside of Europe is a challenging task. European perspectives will achieve more resonance if they are related to issues that are meaningful to the local context and policy environment. In some cases, European experience may provide a source of innovative ideas in areas such as climate change policy, multilateral cooperation, and economic and market integration. Exploring arenas of current and potential cooperation between the EU and partner countries is another focus of EUCE activities. Canadian EUCes have developed a number of successful strategies for stimulating academic and public debate on EU issues, both within and outside the university, resulting in increased awareness of European integration and its impact.

The publication is divided into two parts. The first part covers EUCE activities in the area of higher education and academic research — the core activities of the universities that host the Centres. The second part examines practices in public outreach intended to reach audiences outside of the university as well.

In its role as Coordinator of the Canadian EUCE Network, the Centre for European Studies at Carleton University coordinated contributions from other Canadian EUCes in preparing this publication. The Carleton University team is grateful to the staff of all Canadian EUCes for sharing their best practices and providing input for this brochure. We are also grateful to research assistants of Carleton's Centre for European Studies for their contribution in editing the publication.

## ACADEMIC ACTIVITIES

This section focuses on EUCE activities that mainly target academic audiences: students and scholars at Canadian universities. In this arena, EUCEs serve to enhance the quality of higher education, generate innovative research and publications, and facilitate academic mobility between Europe and Canada. For many young people, the university years are a launching pad for productive professional endeavours as well as a stimulus for lifelong learning outside the work environment. Exposure to EU perspectives at this critical stage can serve to broaden horizons, make better world citizens, and produce a reservoir of knowledge for future careers. For professors and teachers, EUCEs stimulate expanded research agendas that take account of relevant European experience; the expertise generated can enrich public policy debate as well as produce intellectual breakthroughs. Therefore, academic activities of EUCEs can have a broad and long lasting impact that extends well beyond the walls of the university.

### ACADEMIC 1. Enhancing Teaching and Learning on the EU

A central goal of EU Centres of Excellence is to enrich academic programs and student experience by augmenting services and resources offered by the host universities. These contributions may include:

- enhancing EU studies programs;
- augmenting curriculum in programs outside of EU studies;
- supporting graduate student workshops;
- providing students with opportunities to gain professional skills in EU-related fields.

#### Strengthening EU Studies Programs

Some Canadian universities had European studies programs already before being designated EUCEs, while others have created such programs as part of their grant mandates. EU studies programs can take a variety of forms:

- dedicated interdisciplinary Bachelor's and Master's degree programs in European and EU studies, offered by interdisciplinary units designed particularly for this purpose (e.g., Carleton University, University of Toronto at the BA and MA levels; Dalhousie University at the BA level)
- supplementary qualifications to the student's main degree that is outside of European studies; these can be at the BA level (minors at Carleton University and University of Toronto), or at the graduate level (a European Integration Studies diploma program at Carleton).

EUCE funding has reinforced these offerings as leverage funding to stimulate the creation of new programs by supporting core courses

or special topics in EU studies and providing various forms of support for students. The key to all of these academic programs is an environment that attracts excellent scholars, who then are a magnet for students.

Moreover, EUCEs fund innovative distance learning courses on the EU that bring knowledge to broader audiences by providing online access to recorded teaching sessions. The EUCE-sponsored course at Carleton University on *The Politics and Government of the EU*, taught by Professor Achim Hurrelmann, is available to any registered individual with access to a computer. Course participants benefit from virtual consultations with the instructor and discussions with their classmates.

### Curricular Development in Professional Schools

An important goal of EU Centres of Excellence is to encourage the study of Europe in academic departments outside of the European studies domain, thus exposing larger numbers of students to the material and ensuring that graduates who enter the work world are aware of the relevance of EU experience. Therefore, professional programs (e.g., law, public administration, business, social work, journalism) have been a particular target of such efforts. With the help of the EUCE Curricular Grant Program, Carleton University has seen an expansion of EU-related content in such programs, both by adding modules to existing courses and by creating new EU-focused offerings. Grants are awarded to faculty members on a competitive basis to support travel to the EU, student assistance, and reference materials. In one case, a European expert was brought to Canada to participate in teaching a course; EUCE funds supported each new course the first time it was offered, providing an incentive for academic departments to support the initiative.

#### New courses have included:

- *European Media Industries and EU Media Policy*, School of Journalism and Communications
- *Comparative Social Policy: The EU and Canada*, School of Social Work
- *The Northern Policy of the EU, Canada and Russia*, School of Public Policy and Administration

EU materials were added to other existing courses: *Monetary Theory and Policy* (Department of Economics); and *Criminal Justice Reform* and *Introduction to Legal Studies* (both in the Department of Law).

The intended goal of this modest investment is to have a long-term impact on the university's curriculum and develop permanent course offerings in fields of study where the EU perspective may not otherwise be represented.



Achim Hurrelmann teaches a distance learning course on the EU with the help of Carleton University's video crew.

Photo courtesy of John Frederick, Carleton University Online.



*Resources from the EUCE Curricular Grant were critical in assisting me to develop a graduate level course comparing social policies in Canada with those of EU Member States. The funds were used to engage in primary research in Europe and to hire a graduate research assistant. Through the use of comparative methodologies and analysis, students in this course extend their knowledge of social policy beyond Canadian boundaries and develop a deeper understanding of social policies in the European Union.*

**Therese Jennissen, Associate Professor,  
School of Social Work, Carleton University**

### Working Directly with Graduate Students through Workshops

Bringing together students from across the country to participate in special research workshops can help to create a network of young EU specialists and help cement their commitment to the field. The presence of faculty mentors at such events exposes these young scholars to the best expertise in the country, providing them with valuable feedback and encouragement. At the University of Toronto, faculty mentors present their own research in a methodological framework so that graduate students may learn more about research techniques that are particularly

suited to EU studies (e.g. linking use of demographic data to policy analysis; discourse analysis and media; ways of studying and understanding intergovernmental relationships in the EU).

York University has taken a different approach. Rather than having only established scholars present their research, a central EUCE activity at York has been the annual Graduate Student Conference. The inaugural conference, organized by EUCE Director Professor Willem Maas together with graduate students, featured 24 graduate students from 13 universities presenting their work. Eleven professors commented on the papers, and the conference was opened by the Head of the Economic and Commercial Affairs Section of the Delegation of the European Union to Canada. Furthermore, in cooperation with the university's Osgoode Hall Law School, York's EUCE offers PhD students and young scholars training in syllabus design for EU studies to encourage curricular development at universities across North America where these scholars are employed or will find faculty positions in the future.

### **Professional Development Opportunities for Students in the Area of European Studies**

Employing students to help core EUCE staff implement EU-related projects is an excellent strategy for integrating them into the EU studies field. While students are the immediate beneficiaries of these programs, their involvement produces important positive returns for EUCes. It can relieve pressures on EUCE personnel budgets and give a fresh perspective to many EUCE activities. There is also a broader societal benefit: later on some students with EUCE experience may find careers in the field of EU affairs and thus contribute to important policy and research initiatives in the private and public sectors both at home and abroad.

York University's EUCE has made mentoring young scholars a central part of its activities through its Junior Research Scholar Program, which operates on an unpaid volunteer basis. This initiative invites York graduate students with a demonstrated interest in EU-related themes to take primary responsibility for organizing and carrying out a major event under the supervision of the EUCE management team. For example, during the

academic year 2010-11, three Junior Research Scholars worked with EUCE Co-Director and Osgoode Hall Law School Professor Peer Zumbansen and EUCE Centre Coordinator John Paul Kleiner to conceptualize, prepare and convene an international EU Affairs Seminar entitled "The Maturing of the Multicultural Experiment—European Challenges Coming to Canada?" Each of the Junior Research Scholars took full responsibility for the intellectual and logistical aspects of one panel and gave an interview on the conference to the media at the extremely well attended event in March 2011. In addition, the EUCE involved a student as a main speaker in the 2012 EU Affairs Seminar "The Canada-EU Comprehensive Economic and Trade Agreement: Risks and Opportunities," organized in cooperation with the European Union Chamber of Commerce in Toronto in February 2012.

At some Canadian EUCes, student assistants fulfill key staff roles throughout the life cycle of the project. These roles have included publicity coordinator, high school liaison assistant, editors of publications, and assistants for EUCE network activities.

This model of active student engagement can, in some cases, place added demands on the time of regular full-time staff as students require on-going training and supervision, also due to student turnover. However, more experienced student assistants can help with training. Training workshops offered by other university departments (e.g. website development, media relations) are also a useful resource. It is helpful for the management team to be able to pre-screen students; those who have special skills or existing knowledge of the EU can make a more effective contribution to the project.



*Active mentoring of students in key staff roles requires a strong commitment from both sides, but when it exists, the results can be remarkable.*

**Peer Zumbansen,  
Co-Director, EUCE, York University**

## ACADEMIC 2. Research and Publications

Canadian EUCes aim not only to intensify research among those already specializing in EU studies, but also to encourage other scholars to integrate European issues into their research agendas. Two approaches have been successful. The first involves formation of **multidisciplinary research groups**, each focused on a common European theme. The second relies on sponsoring **individual research projects** solicited from a range of academic fields and selected on a competitive basis.

### Model I

Multidisciplinary European Research Nodes (ERNs) at Carleton University bring together scholars from a variety of departments working on similar research topics. The four ERNs involve 36 scholars from eleven academic units at Carleton, as well as from the University of Ottawa. Each group also collaborates with European scholars and research organisations. Their topics are (1) The EU as a Global Actor and EU-Canada Relations; (2) Citizenship and Social Integration: Between National and Transnational Society; (3) Innovation in Environmental Policy in Europe and Canada; and (4) The Political Economy of European Integration: Regional and Economic Dimensions. The ERNs organize scholarly conferences and research seminars, and identify guest speakers and visiting scholars. They also include PhD students. Funding to support a PhD assistant to work with one of the ERNs has been utilized to attract new students to EU studies at the doctoral level.



*Provision of funding for EU-related research has increased the knowledge about the EU at Dalhousie University, first among faculty, but also, as a spill-over effect, among students, because faculty who have knowledge about the EU will often integrate it into their teaching.*

Finn Laursen,  
EUCE Director, Dalhousie University

### Model II

Individual research projects sponsored by the EUCE at Dalhousie University allow faculty members to take the initiative in expanding their research agendas to include an EU element. Over ten projects were supported between 2009 and 2012, with notable examples being the following:

Professor Katherine Fierlbeck used EUCE support to draw out some challenging comparisons between European and Canadian health care debates. While Professor Fierlbeck's previous work at Dalhousie University had found Canadian health care debates to be inwardly focused and constrained by historical experience, EUCE support led Professor Fierlbeck to draw attention to a richer, more nuanced discussion over the nature of social policy across Europe. She notes that "there are, of course, no simple solutions to the problem of coordinating modern, complex health care systems across jurisdictions; but the vast (and varied) European literature on how to do so can, at the very least, expand Canadians' perceptions of what is politically possible in this area."

Another EUCE grant allowed Professor Robert Finbow (also at Dalhousie University) to extend his research capabilities on free trade and public policy, using interviews and specialized collections in Europe to facilitate a comparison between the EU social dimension in labour relations and the North American Agreement on Labour Cooperation. His research also includes examination of the impact of the proposed Comprehensive Economic and Trade Agreement between Canada and Europe (CETA) on social policy and on Canadian federalism.

With EUCE assistance, these comparative research projects have resulted in numerous publications and have been presented to well-informed audiences across the country, enhancing public policy debate by adding awareness of European practices.

Both models of faculty involvement are based on a bottom-up approach. EUCes play an enabling role encouraging scholars to





Carleton University campus. Photo courtesy of Carleton University.

#### **A Sample of other EUCE-sponsored Research Projects at Dalhousie University:**

- Making it into the Arctic Circle: Are Canadian and EU Interests and Approaches Complementary or Contradictory? (Schulich School of Law)
- EU Copyright Legislation: Towards an Exception for User-Created Content in the EU? (Schulich School of Law)
- Cultural Proximity and Bilateral Trade in the European Union. (Department of Economics)
- Merger Control in the European Union and Canada: A Comparison and Examination of Efforts to Harmonize and Coordinate Policy and Procedures. (Department of Economics at Dalhousie and Mount Saint Vincent Universities)
- The Economic and Social Effects of International Retirement Migration in Canada and the European Union. (Department of Sociology and Social Anthropology)

take responsibility for their research projects while only setting requirements for the presence of a European component.

#### **Post-doctoral Programs**

Some Canadian EUCES offer post-doctoral fellowship programs aimed at attracting promising junior EU scholars from all over the world. Fellows are required to present their work at EUCE-sponsored events and

produce at least one scholarly publication. Since 2006, the Université de Montréal–McGill University EUCE consortium, in collaboration with the International Relations Department of the Université de Montréal, hosted 15 post-doctoral students, most of whom subsequently obtained academic positions in universities in North America and Europe.

Ece Ozlem Atikcan, currently Assistant Professor at Université Laval (Québec City), is a former fellow of the EUCE post-doctoral program at the Université de Montréal–McGill University EUCE consortium. The EUCE postdoctoral fellowship provided Professor Atikcan with mentoring from senior EU scholars and opportunities to present her work to a wider audience. Her activities built on her doctoral work on voting behavior in EU referendums and included extensive fieldwork and interviews on double referendum campaigns in Ireland and Denmark. In these countries, voters were asked to vote twice on the same EU treaty in a single year, and they initially rejected the proposal before voting to approve it the second time. Her research explores how the Yes campaigners changed their strategies drastically in the second rounds, leading to positive results. The EUCE fellowship served as a bridge between her doctoral studies and an academic career in the area of European studies in Canada.

#### **Academic Seminars, Conferences, and Publications**

EUCE scholars hold regular meetings to discuss their research and exchange ideas. These can be formal research seminars, where scholars take turns presenting their research, or informal lunch meetings. The cross-disciplinary setting facilitates cross-



York University campus.  
Photo courtesy of York University.



Dalhousie University campus. Photo courtesy of Finn Laursen.

## Selected books that resulted from EUCE conferences in 2009 – 2012:

Joan DeBardeleben and Achim Hurrelmann, eds. 2011. *Transnational Europe: Promise, Paradox, Limits*. New York: Palgrave Macmillan.

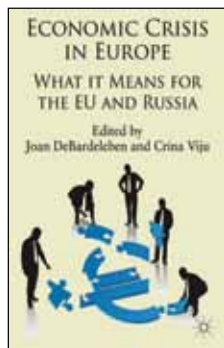
Joan DeBardeleben and Crina Vijju, eds. Forthcoming (2013). *Economic Crisis in Europe: What it Means for the EU and Russia*. New York: Palgrave Macmillan.

Finn Laursen, ed. 2012. *The Lisbon Treaty: Institutional Choices and Implementation*. Farnham: Ashgate.

Finn Laursen, ed. 2012. *The EU, Security and Transatlantic Relations*. Brussels: P.I.E. Peter Lang.

Willem Maas, ed. Forthcoming (2012). *Democratic Citizenship and the Free Movement of People*. Leiden: Martinus Nijhoff.

Willem Maas, ed. Forthcoming (2013). *Multilevel Citizenship*. Philadelphia: University of Pennsylvania Press.



fertilization of ideas and stimulates collaborative activities, such as conferences, publications, and new funding applications for EU-related research.

publications serve an important public outreach goal as they bring in-depth scholarly analysis of European issues to a broader audience.



University of Victoria campus. Photo courtesy of the University of Victoria Photo Services.

## ACADEMIC 3. Mobility

Moving scholars and students across the Atlantic to achieve first-hand interaction and contact is an important means of enriching research and learning, but it also helps to build a sustained network of Canadian and European experts.

### Success Factors: Visitors

- Gain buy-in of host academic departments by representing them on the selection committee.
- Either broadly advertise a competition or rely on existing partner institutions to recruit candidates.
- Match expertise of visitors to teaching needs and existing faculty research interests.
- Make visitors visible on the EUCE website and involve them in outreach.
- Make plans for sustained cooperation after visitors return to Europe.

### European Visiting Scholars

European visiting scholars are recruited by Canadian EUCes to enhance teaching and research activities at their host universities; visits range from two weeks to several months.

Long-term visiting scholars can serve as sole instructors or as co-instructors with Canadian faculty members in core offerings or special topics courses. Course topics have

included European security and European integration, migration management, and societal aspects of European integration.

Visiting scholars provide advice to students on their Master's theses and PhD dissertations. Students continue to benefit from these professional contacts, which sometimes have led to internship or study opportunities in Europe. In some cases, previous visitors have subsequently returned to the host university on a longer-term basis in a faculty or post-doctoral position.

### Travel Research Grants

Travel research grants provide graduate students the opportunity to conduct field work in Europe, which can include use of archival material, consultations with European scholars, or interviews with practitioners. Several EUCes also offer grants to help support student participation in summer study courses, such as the summer EU Study Tour

### Success Factors: Grants

- Run grant competitions in the winter to give students time to prepare for their research trips during summer months and to apply for additional funding from other sources.
- Offer grants to support student participation in other reputable programs in Europe, thus maximizing benefits of grant funding without taking on sole responsibility for costly ventures.



McGill University campus, Montréal. Photo courtesy of McGill University.

and Internship Program, operated by a consortium of Canadian universities ([capilanou.ca/programs/europe.html](http://capilanou.ca/programs/europe.html)).

### Briefings on Europe for Exchange Students

Pre-departure briefings at Carleton University tweak the interest of students who are going on exchange in EU countries but who otherwise know little about the EU. Some professional schools make exchange programs, internships, or practicums abroad part of their degree requirements. Students who are going abroad to study topics such as international business, sociology, history, or engineering may have surprisingly low awareness of the relevance of the EU to their fields of study; the briefing sessions provide them with a broader context in which to understand their exchange experience. The briefings usually comprise a general session focusing on the politics or economics of the European Union as a whole and simultaneous individual break-out sessions dedicated to particular exchange destination countries. Dealing with students from a variety of departments presents a challenge and therefore requires a customized program geared to the students' fields of studies.

### Success Factors: Briefing for exchange students

- Customize the program to the students' fields of study and countries of destination.
- Involve embassies or incoming exchange students from EU Member States to provide country-specific information.

### Sharing European Experts Among EUCES

The Canadian EUCE Network Coordinator has created the *ShareSpeaker* program to facilitate the mobility of European experts within Canada. The program provides funding from the Canadian EUCE Network Coordination budget to pay expenses for travel by European speakers between EUCE Centres in Canada as well as accommodation costs on-site at the receiving EUCE. Support from the *ShareSpeaker* program has also been made available to scholars from the global EUCE Network visiting North America and interested in speaking at Canadian EUCES. This program encourages the inclusion of more European speakers and EUCE experts from outside of North America in the outreach programs of individual EUCES, and assures that resources expended on each visitor achieve their maximum effect. However, the success of such a program depends on advance coordination of visitors' travel schedules between EUCES, before tickets are purchased; this in turn requires regular communication between Centres early on in the process.



Université de Montréal campus. ©Université de Montréal.

## OUTREACH BEYOND THE UNIVERSITY

Universities possess a wealth of expertise on the EU that may not be easily accessible to audiences outside of academia. The terms of EU funding make public outreach an important priority for EUCes and encourage them to develop innovative means of collaborating with a broad range of constituencies. This section focuses on best practices of Canadian EUCes in working with high school students and teachers, the policy community, the business community, and civil society.

Forging partnerships is often the most effective way to extend the EUCe's reach. Experience has shown that outreach events are most successful when the target audiences are involved in planning and providing input from the outset. Another approach that has proven effective is the leveraging of EU funding for similar projects funded by other agencies. Two notable examples of such successful leveraging are the *Euroaffaires* project of the Université de Montréal–McGill University EUCe consortium (targeting the business community) and the *Canada-Europe Transatlantic Dialogue*, which involves EUCe-affiliated scholars from across Canada and is housed at Carleton University (targeting the policy community). Combining funding from several sources and capitalizing on strengths of each project allow EUCes to achieve a much greater impact in disseminating their EU-related expertise.

It should be noted that EUCes may have varying degrees of access to specific constituencies, depending on their geographic location. In Canada, for instance, Toronto and Montréal provide greater opportunities for outreach to the business community and provincial policy-makers. Ottawa, on the other hand, offers easier access to national-level policy leaders, policy-engaged think-tanks, and the diplomatic community. Audience-appropriate outreach tools have to be used in each specific setting.

This section suggests specific techniques used by EUCes to facilitate public outreach. These include educational websites, policy workshops, policy briefs, podcasts, business fairs, collaboration with the mass media, and the use of social media.

### Success Factors: Public outreach

- Solicit input from target groups (non-governmental organizations, government departments or the legal community) to ensure that events meet their information needs and involve them as event hosts or co-sponsors.
- Employ targeted publicity directed at specific audiences that events attempt to reach.
- Feature prominent speakers who are well known in the field.



High school workshops at the University of Toronto. Photos courtesy of the Centre for European, Russian, and Eurasian Studies at the University of Toronto.

## OUTREACH 4. High School Students and Teachers

High schools are an important target audience for outreach and educational activities of Canadian EU Centres of Excellence. European expertise provided by EUCEs fills a significant void in students' international education as the Canadian high school curriculum primarily focuses on national issues. Furthermore, it is critical to stimulate young people's interest in international, and specifically European, affairs at early stages of their lives as it is then sustained throughout their post-secondary education and professional careers. Many EUCEs have very successful high school outreach programs that take different approaches:

- Development of curricular content;
- Training of teachers;
- Taking information to the classroom;
- Bringing the classroom to the university.

### Curriculum Development

Since students and teachers have structured schedules and may be constrained in their ability to take advantage of training workshops offered by universities, an independent-study tool, such as an educational website, can be an invaluable resource. The material is available 24 hours a day and can be easily updated. Both students and teachers can access information published on the Internet during classes and at home and go through the learning material at their own pace. The educational website about the European Union developed by the Carleton EUCE team ([carleton.ca/ces/eulearning](http://carleton.ca/ces/eulearning)) serves as a good example of such an independent-study tool. The website contains information about the European Union and

### Success Factors: Design of lesson plans and presentations

- Information presented to high school students should be accessible and relevant to their interests and experience.
- Gear lesson plans to relevant courses of the local high school curriculum.
- Lesson plans should include guidelines and material for both students and teachers.
- A national angle or comparison helps make information more relevant to the student audience.
- Work with a consultant experienced in high school teaching and course development.

is organized in sections that correspond to courses in the provincial course guide. It offers lesson plans for teachers and interactive exercises for students. Lesson plans in role play format are available in French, German, Polish, Spanish, and other languages for easy integration into language courses.

Examples of lesson plans include:

- "The European Union and the Canadian Federation: Can they be compared?" for a Grade 10 Civics course
- "NATO in Afghanistan – European and Canadian Positions" for a Grade 12 course on Canadian and World Politics



The Munk School of Global Affairs, University of Toronto. Photo courtesy of John Hryniuk.

Lesson plans are available at [carleton.ca/ces/elearning/eu-learning/lesson-plans](http://carleton.ca/ces/elearning/eu-learning/lesson-plans)

### Teacher Training

Teachers are more likely to integrate information on Europe into their courses when they feel they have sufficient background knowledge on the subject. To that end, Carleton University's EUCE initiated full-day training workshops for high school teachers. Each workshop includes both an overview of the most common topics relating to the European Union and customized sessions on specific issues, such as economy, foreign

policy, and EU environmental policies. Ample time is budgeted for teachers' questions and discussion as teachers appreciate advice on how to best incorporate the information they have received into their courses.

### Taking Information to High School Classrooms

Some teachers may prefer to bring guest presenters into their classrooms to speak on specific areas of interest in the EU. Carleton University's EUCE team draws on qualified Master's students specializing in European studies to visit high schools and deliver presentations to Grade 9-12 students in a range of courses including World Geography, World Politics, Canadian and World Studies, Travel and Tourism, International Law, French, Civics, and others. Gaining access to these courses, however, requires hard work in publicizing the EUCE's services, in identifying interested teachers, and in developing sustained relationships with them, which can lead to return visits and to additional contacts.

### Bringing the Classroom to the University

Bringing students to the university requires considerable logistical planning and resources in comparison with offering in-class presentations on high school premises. However, there are a number of important benefits to this approach. Providing a full-day intensive learning experience for students from different high schools coming together in a single location generates excitement and interest. Events outside of school walls offer excellent opportunities for high school students to think about their future educational and career plans, stimulating their interest in university education and post-secondary programs in European studies in particular.

#### Success Factors: Getting schools interested

- Adopt a 'maximum reach' promotion strategy targeting teachers, principals, and the local School Boards.
- Cultivate relations with specific teachers and department heads within the school system.
- Be concrete and relate the project's relevance and applicability to specific classes taught by schools.
- Promote the project through university recruitment events, School Board professional development events, teachers' colleges and other appropriate venues.
- If possible, recruit a teacher or retired teacher to your Advisory Board to provide expert insight and advice.



Carleton University campus. Photo courtesy of Carleton University.

#### Challenges: Student and teachers' activities outside of school

- Students and teachers are affected by rigid schedules and regulations; workshops requiring their absence from schools for a full day involve advance planning.
- Substitute teachers or funds to re-cruit them may need to be provided to facilitate teachers' release.

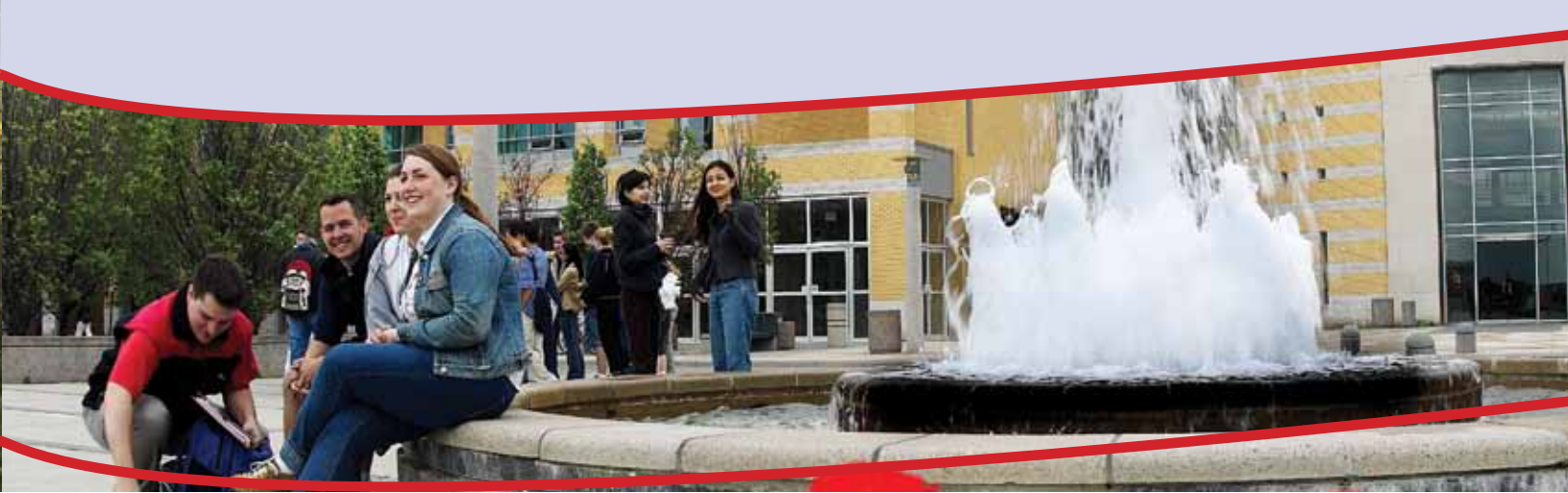
The EUCE at the University of Toronto created a series of workshops for senior-level high school students as a way of supplementing the provincial high school curriculum in an intensive and interactive fashion. Held annually on the University of Toronto campus, these workshops feature presentations and discussions led by both scholars studying the EU and representatives from the European Member State consular corps. The day is divided into themes and students work in small groups discussing questions, completing exercises, and debriefing to the entire assembly and to the invited speakers. They receive valuable feedback from the invited guests. On average, more than 100 high school students (Grades 11 and 12) from half a dozen different high schools attend the workshops. The workshops address themes such as overview of the EU; understanding treaties, multi-governmental perspectives, and the process of accession; nationality, citizenship, and minorities in the European Union; enlargement of the EU; and the EU and the world.

The EU Centre of Excellence at the University of Victoria (part of the University of Toronto–University of Victoria consortium) has developed a successful model of high school symposia that engage students in the discussion of current issues. A recent symposium on “Democracy and Participation: What can Canada and the European Union (EU) learn from each other?” was attended by 60 high school students representing seven high schools. The aim of the symposium was to discuss the practical meaning of democracy and increase awareness of how the EU and Canadian democratic systems work. It also examined what can be done to increase youth participation in elections. The symposium was co-sponsored by the *Canada-Europe Transatlantic Dialogue* ([canada-europe-dialogue.ca](http://canada-europe-dialogue.ca)). High school students were given an opportunity to present reports on the issue and participate in a debate. Another symposium on “Piecing Together the Story of the Global Economic Crisis” was attended by 130 students from seven high schools. While headline events shape the symposia

#### Challenges: Delivering presentations and workshops

- In cities other than the national capital, gaining participation of EU officials and ambassadors can be more difficult.
- The availability of print publications on the EU appropriate for younger audiences may be limited in locations where EUCEs operate.





York University campus. Photo courtesy of York University.

and workshops, students acquire foundational knowledge about the workings of the European Union through their participation.

Every year in May, Carleton University’s EUCE conducts a week-long mini-course on Europe that is part of the annual university-wide program. The university oversees the logistics and the recruitment of high school students from eastern Ontario and adjacent regions in Québec. The EUCE team focuses on delivering the educational content. Plugging into existing programs is very effective and reduces the burden on EUCE resources. The course is taught by two Master’s students and often involves prominent guest

speakers. Topics of the mini-course vary from year to year depending on the background of the students teaching the course. Typically the course is presented under the theme “Backpacking through Europe”, linking important themes like the Schengen agreement, labour mobility, the euro, and market integration to the actual experience of travel in Europe. From here, students gain an understanding of the rationale and dynamic of European integration, while fun interactive activities keep the students attentive and bring exposure to historical, political, and socio-cultural aspects of Europe. Current events are also discussed.

**EU Learning Website** ([eulearning.ca](http://eulearning.ca))

**Sample of Topics Covered by the EU Learning Website**

Politics:  
The EU and Human Rights

Culture:  
Travel to the EU

Geography:  
Canada and the European Union:  
An Overview

**Relevant Courses in the Provincial High School Curriculum**

Civics  
Canadian and World Politics  
Canadian and International Law  
World Geography:  
Human Patterns & Interactions

Travel and Tourism:  
A Regional Geographic Perspective

Canadian & World Issues:  
A Geographic Analysis  
World Geography:  
Human Patterns & Interactions  
Analysing Current Economic Issues

## OUTREACH 5. The Policy Community

The policy focus of the EUCE initiative places particular importance on outreach to public servants from all levels of government, independent think tanks and analysts, non-governmental organizations, and consultants. Partnerships and leveraging of EU funds have helped Canadian EUCes to extend the scope of outreach, multiplying the effects of EU support. Outreach to these constituencies has taken a variety of forms, from more traditional events (policy workshops), to specialized publications and multimedia resources. While outreach is the main purpose of these events, students and scholars also find them highly informative and helpful for forging new linkages and connecting to new networks.

### Partnering with the *Canada-Europe Transatlantic Dialogue*

Cooperation between scholars at a number of EU Centres enabled a winning application to a national research funding agency (the Social Sciences and Humanities Research Council of Canada) in 2007 for the creation of a cross-Canada and international network of experts in European studies, the *Canada-Europe Transatlantic Dialogue* (CETD, [canada-europe-dialogue.ca](http://canada-europe-dialogue.ca)). CETD is tasked with bridging academic and applied policy research and with developing mechanisms to assure that relevant research results find their way to the policy community, to practitioners, and to the interested public. The funding, which extends to 2015, builds a basis of sustained cooperation between EU experts across Canada and helps to reinforce linkages with European researchers as well as with partner organizations outside the

university. EUCE-affiliated scholars at several universities (Carleton University, University of Toronto, Université de Montréal, McGill University, and University of Victoria) form the core team for the project.

There is a high degree of cross-fertilization between EUCes and the *Canada-Europe Transatlantic Dialogue*. CETD co-sponsors large policy-oriented events with particular EUCes and provides enhanced outreach to the policy community. CETD also disseminates EUCE expertise in the form of easily accessible audio podcasts and policy briefs geared to the audience of policy practitioners and civil society ([canada-europe-dialogue.ca/publications](http://canada-europe-dialogue.ca/publications) and [canada-europe-dialogue.ca/multimedia](http://canada-europe-dialogue.ca/multimedia)).

When dealing with non-academic constituencies, it is important that information is presented in an accessible language and with the busy schedules of public servants in mind. Presenting written information in the form of concise policy briefs rather than lengthy technical academic papers ensures that information is accessible to people without the specialized knowledge of the topic who need to obtain background information on an issue in a limited amount of time.

### Policy Workshops

Policy workshops differ from academic research conferences due to their applied character and the nature of the audience; the focus is on a particular policy problem. Moreover, the audience and the list of speakers extend well beyond academic experts, to include practitioners, diplomats, and independent analysts. An excellent example was



Photo courtesy of the Centre for European, Russian, and Eurasian Studies at the University of Toronto.

the workshop entitled “The European Union, Canada, and the Arctic: International Policy on the Arctic,” held in September 2011. Hosted by the Carleton EUCE and cosponsored with CETD and the Friedrich Ebert Foundation, the event also received support from the Polish, German, and French Embassies to Canada. In addition to an impressive array of academic experts from Canada, Europe, Russia, and the US, this cooperative event featured talks by a leading aboriginal leader in Canada as well as an official of the Directorate-General for the Environment of the European Commission. The active involvement of ambassadors, public servants, and activists from non-governmental organizations put real policy issues up for debate, such as the EU’s application for observer status on the Arctic Council and the role of aboriginal groups in Arctic governance. The conference was augmented by a visit to a special Arctic Exhibition at the Canadian Museum of Civilization, with the Director of Archaeology and History providing a guided tour for conference participants.

On a regular basis, the Université de Montréal–McGill University EUCE consortium organizes policy workshops or expert briefings on EU issues for provincial policy makers. The Québec Ministry of International Relations (Ministère des Relations Internationales du Québec) organizes annual meetings for Head Officers representing the province of Québec in major European cities. The EUCE team is regularly invited by the Ministry to deliver presentations on issues of current policy concern. Topics of the presentations have included the assessment of the European economic crisis, the promises and pitfalls of the euro currency, the rise of extremism in Europe, and the consequences of European elections. The Ministry’s delegates value the opportunity to exchange their views with social scientists. At the same time, scholars receive the latest information from the field and have a chance to discuss current developments in EU policies with practitioners.



Courtesy of Université de Montréal-McGill University EUCE consortium.

## OUTREACH 6. The Business Community

Outreach to the business community requires special attention, as businesspeople are not generally as attuned to participating in university-sponsored activities as are public servants or activists of non-governmental organisations. However, programs designed in cooperation with schools of business, that also target business students, have been particularly effective. Also, government departments at both the federal and provincial levels can serve as useful partners in liaising with the business community.

### **The Euroaffaires Project: A Website and a network**

Launched in 2007, the *Euroaffaires* website ([www.euroaffaires.qc.ca](http://www.euroaffaires.qc.ca)) is an electronic portal providing Québec entrepreneurs with exhaustive information about the EU and its single, national, regional, and sectoral markets including EU regulations, European and local funding sources, exhibitions and fairs in Europe, events related to Europe in Québec, and useful links to European and Canadian institutional websites. European trade delegations in Montréal are also part of the *Euroaffaires* network, offering its members increased visibility in Québec. The Université de Montréal–McGill University EUCE consortium has secured funding from the provincial (Québec) government for this outstanding project. Through *Euroaffaires*, the EUCE consortium gained access to a larger network of contacts in the business community. In association with the EUCE consortium, six main *Euroaffaires* partners organize *Carrefour Europe*, the biggest annual exhibition on Europe in Montréal. This event gathers

around 100 firms and commercial organizations and approximately 150 people ([www.carrefour-europe.org](http://www.carrefour-europe.org)).

### **Annual Business Lectures**

A more modest approach is pursued by other EUCes that organize annual EU-Canada Business Lectures. At Carleton, the widely publicized annual lecture is organized in cooperation with the university's Eric Sprott School of Business and features a high profile speaker on a salient topic that is of particular relevance to Canada, such as negotiations on the Canada-Europe Comprehensive Economic and Trade Agreement, or EU efforts to promote a green economy. Since Ottawa, where the EUCE is located, is more a government town than a business centre, the lecture is an important learning tool for future businesspeople studying in the university's business program, and it provides a service to those business interests in the Ottawa-area community who might otherwise not have access to the expertise. An interactive networking event (with refreshments) precedes each lecture to assure that new linkages are made between European embassies, businesspeople, EU experts, and business students. This event also provides an ongoing focus on the EUCE's productive relationship with the university's business programs. In Toronto, the York University EUCE has also held successful business lectures hosted at York's Schulich School of Business.



Université de Montréal – Pavillon Roger-Gaudry.  
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Carleton University entrance.  
Photo courtesy of Carleton University.

## OUTREACH 7. Civil Society

Reaching the public at large is an important EUCE objective. By providing free public events that are open to the whole community, EUCes contribute to lifelong learning and provide the attentive public in Canada with a more nuanced understanding of Europe's efforts to achieve higher levels of integration. However, reaching the public takes special effort: topics must resonate with public interest, they must be properly advertised, and access to the event site should be easy.

### Annual Flagship Lectures

These are high profile lectures featuring prominent speakers who address topics of broad public interest in both Europe and Canada. The Carleton EUCE hosts two such events annually: the Canada-Europe Public Lecture and the annual Climate Day. Topics for the former have included integration of Muslim immigrant groups, the creation of local food systems in the EU, and Internet privacy in Europe and Canada.

Carleton's Climate Day has devoted special attention to European initiatives to promote sustainable urban development. In October 2012, the event was opened by a public lecture by one of Carleton's own experts, Professor Inger Weibust, on the topic "The European Union and Canadian Environmental Policy: Moving in tandem or moving apart?" Following the lecture, in cooperation with the German Embassy and the university's School of Architecture, the EUCE hosted a discussion of European efforts to make urban transport sustainable. Ottawa city planners joined the debate, encouraging the audience to reflect on relevance of the European experience for the city. In previous years, the focus

was on European efforts to promote bicycle and pedestrian-friendly cities, drawing in city officials and bicycle advocacy groups.

### Collaborating with the Media

The media can be an important tool to reach the public at large. It is often challenging to draw the attention of the media to European news (other than the Eurozone crisis!). However, with this goal in mind, EUCes have established themselves as hubs of accurate and reliable information by offering the media access to top experts on a whole range of current Europe-related topics. A proactive approach is needed to promote this expertise. Collaboration with media relations offices at host universities has been very effective. The university's media relations staff work jointly with EUCes to draft media advisories on newsworthy EU-related topics, which they subsequently distribute to their extensive mailing lists that reach all major media outlets in Canada.

While the EUCes in the Canadian capital and in larger Canadian cities, such as Toronto, are well positioned to access the national media, EUCes also can be highly effective in targeting local journalists. Plugging into regular TV programs and opinion sections in newspapers has proven to be a successful approach in ensuring regular contact with broad audiences through media. The Université de Montréal–McGill University EUCE consortium notes that this kind of regular contact is "the result of the long-term personally developed connections with specialized journalists by the researchers themselves or via the EU Centre of Excellence."



Dalhousie University campus. Photo courtesy of Finn Laursen.

EUCE events are also a great opportunity to attract media attention, particularly when they feature a well-known speaker or a hot topic. In this case the event publicity strategy has to explicitly include journalists. Event speakers have to be informed of possible media coverage and, if they are willing, be prepared to be recorded or interviewed. However, this approach requires flexibility and a tolerance for frustration, as the EUCE event can be upstaged by breaking news. By the same token, being available to respond quickly to newsworthy developments can help keep EUCes and their experts on the media map.

### **Social Media and Other Technologies**

Canadian EUCes have been inventive in finding new techniques, such as the use of social media, to reach their audiences. Students and youth respond particularly well to Facebook and YouTube, which are now routinely part of EUCE publicity campaigns. Twitter has proven effective in promoting EUCE expertise to journalists and the policy community. EUCes have gradually shifted away from paper posters and towards electronic methods of disseminating information (Facebook, Twitter, YouTube, and websites). However, most EUCes continue to use the full array of publicity tools to accommodate audiences with differing media habits.



**Centre for European Studies**

(EU Centre of Excellence)

Carleton University  
1103 Dunton Tower  
1125 Colonel By Drive  
Ottawa, ON  
K1S 5B6, Canada

**[www.carleton.ca/ces](http://www.carleton.ca/ces)**



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