

International project
Erasmus+ Module Jean Monet

" Europe's Competitiveness in the New Global Economy "
№ 101176059 – EuCompet – ERASMUS-JMO-2024-HEI-TCH-
RSCH

Guide to studying the course

Europe's Competitiveness in the New Global Economy



**Co-funded by
the European Union**

«Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency. Neither the European Union nor the granting authority can be held responsible for them».



Jean Monnet ERASMUS Project team



Svitlana Fedulova
EuCompet project coordinator, Doctor of Science, Full Professor, Head of the Global Economics Department



Anatolii Zadoia
Advisor to the EuCompet project coordinator, Doctor of Science, Full Professor, Professor of the Global Economics Department



Alisa Mahdich
Senior expert/researcher of the EuCompet project, PhD, Associate Professor, Professor of the Global Economics Department



Oleksandr Zadoia
Senior expert/researcher of the EuCompet project, PhD, Associate Professor, Associate Professor of the Global Economics Department



Ruslan Kliuchnyk
Senior expert/researcher of the EuCompet project, PhD, Associate Professor, Associate Professor of the Global Economics Department



Elvina Lymonova
Senior expert/researcher of the EuCompet project, PhD, Associate Professor, Associate Professor of the Global Economics Department

A team of teachers

The interdisciplinary European studies course "Europe's Competitiveness in the New Global Economy" consists of six modules focused on the study and research of 9 complementary drivers of the EU 2030 Competitiveness Strategy:

I. The Single Market as a Factor of Europe's Economic Stability (**Prof. Anatolii Zadoia, Ass. Prof. Oleksandr Zadoia**)

II. Achieving a Sustainable Energy Future for Europe: Ukraine Crisis (**Prof. Svitlana Fedulova, Prof. Alisa Mahdich**)

III. Private Capital and Public Investment (**Prof. Anatolii Zadoia, Ass. Prof. Oleksandr Zadoia**)

IV. Stimulating Europe's Digital Transformation (**Prof. Alisa Mahdich, Ass. Prof. Elvina Lymonova**)

V. Jobs rising: Ukraine Crisis (**Ass. Prof. Elvina Lymonova, Ass. Prof. Ruslan Kliuchnyk**)

VI. Bringing New Solutions to Global Social Problems to the Market (**Prof. Svitlana Fedulova, Ass. Prof. Ruslan Kliuchnyk**)

Dear friends!

Increasing Europe's competitiveness has been a long-standing challenge. While Europe remains one of the most innovative, secure and prosperous regions, it is lagging behind the US and losing ground to China in various key indicators.

The EU's decision to start negotiations with Ukraine regarding its accession actualizes the issue of researching the level of competitiveness of the European Union and the impact of EU enlargement and its position in the modern world. The issue of EU competitiveness goes beyond the scope of theoretical research and acquires important practical significance.

On the one hand, the future accession of Ukraine to the EU can strengthen the competitive position of a united Europe. After all, Ukraine is a significant market for European goods, additional labor potential and important minerals and technological infrastructure that will reduce the EU's dependence on suppliers from other regions of the world (sometimes unreliable). On the other hand, the accession of Ukraine will have a negative impact on some generalizing indicators for the European Union due to the insufficiently high level of economic development of Ukraine. Therefore, it is extremely important that at the stage of negotiations, all parties clearly imagine the potential advantages and possible threats to European competitiveness in the event of EU enlargement.

Under these conditions, it is extremely important for current students to study the issues of competitiveness, which in the coming years will depend on the realization of potential advantages and the minimization of possible threats to the European competitive position.

Since 2010, the economic growth of the EU has been inferior to global competitors, especially the United States. One-third of this difference in growth can be explained by a less favorable demographic situation in Europe, but two-thirds is explained by lower productivity of labor and capital. The productivity gap between Europe and the US widened due to differences in technological progress, market efficiency and institutional structures. Europe's underinvestment in innovation held back technological progress, while market failures and excessive administrative burdens prevented the economy from realizing its full potential.

Today, given the growing geopolitical uncertainty and growing global challenges, Europe needs decisive action to strengthen its resilience to external shocks and maintain its international authority.

Europe's long-term economic competitiveness depends on deep and sustainable value chains. The Green Deal agenda, Europe's economic and social development strategy, aims to make the EU carbon neutral by 2050 and become the

world's most competitive center for innovation and manufacturing and digital technology.

The course "Europe's Competitiveness in the New Global Economy" is devoted to the consideration of these and similar problems. At least two strong arguments can be made in favor of its study. First, students will receive new and relevant knowledge, the possession of which allows future specialists to make a conscious choice in their field of activity. Secondly, since the main students of the educational course will be students of the "International Economic Relations" specialty, the acquisition of knowledge on European competitiveness is an element of their professional training.

The movement of Ukraine to the European Union requires not only the approximation of Ukrainian legislation to the European one, the formation of the appropriate organizational and legal basis of functioning, the fulfillment of other formal requirements, but also the training of personnel with appropriate qualifications, capable of making the most of the opportunities of EU expansion, and minimizing the risks associated with such expansion.

1. Purpose and results of studying the course

The purpose of our course is to form the students' knowledge system in the field of building European strategic autonomy and ways to ensure the competitiveness of the EU in new geostrategic realities, with an emphasis on Ukraine's close connection to the European market and business culture; as well as ways to achieve a sustainable energy future in Europe; digital transformation; the growth of jobs under the influence of the war in Ukraine; new solutions to global social problems. While studying the course, both general competences (the ability to think on a large scale and comprehensively, understanding the interrelationship and cause-and-effect of events, appreciation and respect for diversity and multiculturalism, etc.) and specific ones (the ability to analyze the external environment and assess its impact on the field of future professional development) are formed.

According to the results of studying the course, *the students will be*:

- to understand the issue of ensuring the competitiveness of the EU, its strategic autonomy and influence on the mentioned processes of the Russian-Ukrainian war;
- to realize the prospects of European strategic autonomy under the influence of the Russian-Ukrainian war and other geopolitical influences;

- have the skills to create effective discussion panels regarding issues of economic development of the EU and Ukraine and ways to achieve strategic autonomy;
- able to take into account the problems of European development, EU competitiveness and the impact of EU expansion on economic processes in the modern world;
- aware of the ways of achieving a sustainable energy future of Europe; digital transformation; the growth of jobs under the influence of the war in Ukraine.

2. Scope of the course and its content

The course is studied in the VII semester. The total volume is **120 hours**. (4 ECTS credits), of which **40 hours** - classroom classes and 80 hours independent work. The form of final control is **credit**.

Thematic content of the course:

Content module 1. The Single Market as a Factor of Europe's Economic Stability

- Topic 1. Competitiveness of the European Union: current state and prospects
- Topic 2. The EU single market: problems of adaptation to new realities

Content module 2. Achieving a Sustainable Energy Future for Europe: Ukraine Crisis

- Topic 3. Achieving a climate-neutral economy: future energy systems and clean hydrogen
- Topic 4. Innovations for a competitive and climate-neutral economy in Europe

Content module 3. Private Capital and Public Investment

- Topic 5. Private European investment and ways of its activation
- Topic 6. The impact of public investments on strengthening the competitiveness of the EU

Content module 4. Stimulating Europe's Digital Transformation

- Topic 7. Fundamentals of Europe's digital transformation
- Topic 8. EU strategy for the formation of digital transformation in Europe

Content module 5. Jobs rising: Ukraine Crisis

Topic 9. The labor market in Europe: the main problems and the impact of the full-scale war of Russia against Ukraine

Topic 10. Features of the modern development of the labor market in Ukraine

Content module 6. Bringing New Solutions to Global Social Problems to the Market

Topic 11. Natural and ecological problems and prospects for their solution

Topic 12. Socio-economic problems and prospects for their solution

3. Forms of classes and evaluation

The *main forms of classes* are:

- problematic lectures;
- discussion panels;
- round tables.

Evaluation is carried out on a *100-point scale*. Tests are used for current control of knowledge. The maximum number of points that can be scored by taking the tests is 60 (5 points from each topic). For special activity during classes, the teacher can add 1 additional point from each content module.

The result of the independent work of the students is their performance of individual tasks to receive credits in the form of *micro-research* in the areas of the complementary drivers of the EU 2030 Competitiveness Strategy.

Carrying out individual micro-research is an important element of the training of a modern specialist. It is designed to help the learner develop skills:

- work independently with scientific literature and informational materials, in particular, English-language ones;
- to obtain additional knowledge from one of the aspects of modern international relations;
- summarize the existing points of view and express their opinions on the relevant topic in writing;
- prepare a presentation and be able to report the results of their work within a limited time for the report.

A positive assessment for the performance of an individual micro-research (at least 60% of the maximum possible number of points) is a *condition for receiving credit in the discipline!*

All conducted micro-researches form the basis of the annual monitoring report "*Ukraine and the European Focus on Strengthening Competitiveness in the New Global Economy*", which will be presented at the European Readings.

European readings will be held at the end of the course with the invitation of representatives of employers, scientists, representatives of various levels of education, civil society, as well as high school students. The work of two sections is planned: a Ukrainian-speaking section and an English-speaking section.

The maximum score for individual micro-research is **40 points**. Individual micro-research is performed on a given topic.

The structure of the micro-research includes:

- cover letter (indicate name of recipient, group, discipline, topic and discussion panel),
- introduction,
- analysis of literary data,
- the purpose and objectives of the research,
- research results,
- discussion of consequences,
- conclusions,
- references*.

**in the work, it is necessary to make a reference to all used literature in square brackets (for example - [1]). It is necessary to refer to the literature in the order of its use.*

The subject of the individual micro-research is chosen by the applicant from the proposed list in agreement with the teacher. Also, the applicant can propose his own topic in agreement with the teacher.

The individual task is drawn up in the form of text (**8000-10000 characters**).

Requirements for text design:

The text is typed in font 14 with 1.5 intervals

In the upper right corner, indicate the surname and group

Next, in capital letters, the topic of the task, aligned in the center

Micro research text

Evaluation criteria

40-36 points – the text of the micro-research is relevant and dedicated to a current problem. The teaching style meets the expectations of the target audience. The text of the micro-study is related to the selected problem. The bibliography

includes a variety of sources, including interviews, scholarly articles, statistics, quality press, etc. (*credited*).

35-30 points – the micro-research is devoted to an actual problem and interesting to the target audience. The text is related to the selected issue. Some omissions and inaccuracies have been noted. However, micro research is based on a sufficient number of sources (*credited*).

29-24 points – the chosen topic is generally disclosed. The material does not contain serious errors. However, there are inaccuracies in the wording, some aspects of the problem were not properly reflected (*credited*).

23-10 points – micro research lacks controversy and relevance. Such a text may not attract people's attention. The bibliographic list is quite limited (*for revision*).

10-0 points - the task does not meet the requirements at all, most of the information in the micro-study does not make any sense. The list of references is short or not given at all (*do it again*).

WARNING! All microstudies are checked for plagiarism. All information borrowed from other sources must have an appropriate reference in the text! The minimum level of text uniqueness is 80%.

Stages of individual micro-research.

1. **Choosing a topic.** The student chooses the topic of an individual micro-research from the list proposed by the teacher and coordinates it with the teacher through electronic correspondence. Topics should not be repeated within the group.

2. **Preparation of the text.** The student prepares the text of the micro-research during eight weeks, consulting with the teacher during personal communication (off-line or online) or by e-mail. The results of the student's work must be sent to the teacher's email address.

3. **Attention!** All works in which plagiarism is detected or the level of uniqueness of the text does not meet the established minimum will not be accepted for consideration.

4. **Public protection of individual micro research.** It takes place during seminar classes or during teacher consultations. The final assessment is issued based on the results of the public defense. The best micro-studies are recommended for presentation during the European Readings.

The completed individual research project can be the basis for writing reports (theses of reports) for the **International Scientific and Practical Conference of Young Scientists and Students "Transformation of Economic Systems and**

Institutions in New Geostrategic Realities". The publication of theses brings the student **10 additional points**.

As already mentioned, it is planned to hold European Readings at the end of the teaching of the interdisciplinary European studies course with the presentation of the annual monitoring report "Ukraine and the European Focus on Strengthening Competitiveness in the New Global Economy". The basis of this report will be micro-research of students who studied the specified course and prepared individual tasks.

The report will include the following sections:

- Ukraine and EU Competitiveness Today
- A Functioning Single Market
- Access to Private Capital and Investment
- Public Investment and Infrastructure
- Research and Innovation
- Energy
- Circularity
- Digitalization
- Education and Skills
- Trade and Open Strategic Autonomy

An approximate list of individual micro-research topics to be chosen by the student

Thematic panel 1. Ukraine and EU Competitiveness Today

1.1. Ukraine's accession to the EU: how will it affect the competitiveness of the union?

The task: to find out the possible positive and negative consequences of Ukraine's accession to the European Union for its competitiveness and to justify obtaining the maximum benefit for both Ukraine and the EU

1.2. Dynamics of the competitiveness of the selected country during the years of its membership in the EU

The task: choose one of the EU countries and, using international ratings, evaluate changes in its international competitiveness over the years of membership

1.3. Competitiveness of Chinese goods in European markets: factors and prospects

The task: to monitor how the volumes of Chinese imports to the EU change, what factors affect its dynamics, and to assess what awaits the EU's foreign trade with China in the near future

1.4. EU competition policy: analysis of the activities of the European Commission

The task: *to analyze the content of the decisions of the European Commission aimed at strengthening the competitiveness of the EU and to evaluate their effectiveness*

1.5. The country's position in international rankings: what are the reserves for improvement (on the example of one of the EU countries).

The task: *choose one of the EU countries, find out its current position in the world rankings and identify reserves for improving the rankings*

Thematic panel 2. A Functioning Single Market

2.1. Non-tariff barriers in the EU single market: what prevents the free movement of goods?

The task: *to investigate the reasons that limit the implementation of the principle of "freedom of movement of goods" in the EU, and to find out in what ways the European Commission proposes to overcome these limitations*

2.2. Unification of quality requirements and forms of service provision as a way to increase EU competition

The task: *to investigate the problems of the free provision of cross-border services in the EU and to substantiate the ways of their solution*

2.3. Harmonization of Ukrainian legislation with European standards: achievements and problems

The task: *to assess the degree of compliance of Ukrainian legislation with European standards and to identify areas where achieving such compliance is the most difficult*

2.4. Overcoming differences in the economic development of member countries as a way to strengthen the competitiveness of the EU

The task: *to investigate the impact of differences in the economic development of EU member states on the competitiveness of the union and to find out the measures that the EU takes to overcome such differences*

Thematic panel 3. Access to Private Capital and Investments

3.1. The influence of private capital on the competitiveness of small and medium-sized enterprises in the EU

The task: *to investigate how private capital contributes to the growth of the competitiveness of SMEs in Europe, to analyze the factors that stimulate or limit access to investment for these enterprises*

3.2. The role of venture capital funds in financing innovative projects in Europe: current trends

***The task:** to analyze trends in venture financing of innovative companies, in particular in the technological and biotechnological sectors; show regional features and barriers*

3.3. Attracting foreign private capital to Europe: prospects and challenges

***The task:** to analyze the factors that attract or repel foreign investment in the EU, to compare it with other regions of the world*

3.4. The influence of private capital on the development of innovative startups in Europe: analysis of sectors and countries

***The task:** to assess how private capital contributes to the development of innovation in different European countries and in which sectors startups receive the most support from investors*

3.5. Attractiveness factors of the European market for foreign investors: analysis of private investments in 2019-2024

***The task:** identification of the main factors that attract foreign investment to Europe, with an emphasis on private capital in the post-pandemic period*

Thematic panel 4. Public Investments and Infrastructure

4.1. The influence of public investments on the development of transport infrastructure in the EU: a case study of the countries of Central and Eastern Europe

***The task:** to assess how public investment has contributed to the modernization of transport infrastructure in these countries, and what impact this has on their economic competitiveness in the region*

4.2. The importance of public investment in digital infrastructure to increase Europe's competitiveness in the global economy

***The task:** to consider the role of public investments in the development of digital technologies and networks, including 5G, and their impact on the competitiveness of European business in the global market*

4.3. Public financing of green infrastructure projects in the EU: how investments contribute to the transition to sustainable development

***The task:** to analyze how public investment contributes to the development of infrastructure for renewable energy sources, green transport and energy-efficient buildings in the EU, which supports its competitiveness in the context of the global energy transition*

4.4. The role of public investment in the development of educational and research infrastructure in Europe: an analysis of the financing of innovation centers

***The task:** to find out how public investments contribute to the creation and maintenance of science parks, innovation clusters and research centers that provide competitive advantages to Europe in high-tech industries*

4.5. Economic impact of European Union investments in cross-border infrastructure projects: examples from the Connecting Europe Facility

***The task:** to analyze the results of EU funding for cross-border infrastructure projects, such as railways, gas pipelines, energy networks, aimed at increasing economic integration and efficiency within the EU*

Thematic panel 5. Research and Innovation

5.1. The role of European legislation in providing research and innovation

***The task:** to conduct a comprehensive analysis of EU legislation on research and innovation and its impact on the competitiveness of European economies*

5.2. Higher education and soft power in the EU

***The task:** to provide an analysis of the higher education in the EU as a factor of soft power (the PR dimension of higher education)*

5.3. International cooperation on research and innovation

***The task:** to outline the main tendencies in international cooperation between EU and non-EU members in the fields of research and innovation, e.g. in new spheres such as artificial intelligence*

5.4. European University Association and its role in providing research activity.

***The task:** to analyze the role of EUA in monitoring and evaluating the implementation of Horizon Europe as well as other activities*

5.5. European Innovation Area in the context of economic transformation.

***The task:** to study the role of the European Innovation Area in accelerating the green and digital economy of tomorrow through empowering all innovators and entrepreneurs*

Thematic panel 6. Energy

6.1. Geoeconomic changes in the European energy sector: the role of hydrogen in future energy systems

***The task:** to assess the impact of geo-economic changes on the development of the hydrogen economy in Europe and to identify key countries that can become leaders in the production and use of pure hydrogen*

6.2. Economic and political challenges for Europe's clean energy due to the war in Ukraine

***The task:** to analyze the main economic and political challenges for the EU in the field of clean energy, which arose due to the war in Ukraine, with an emphasis on the restructuring of energy markets and supply*

6.3. Prospects for energy cooperation between the EU and Ukraine after the crisis

***The task:** to investigate the possibilities of energy cooperation between Ukraine and the European Union after the end of the crisis, in particular the development of joint projects in the field of clean energy*

6.4. Europe's energy security in the face of global crises: the perspective of the hydrogen economy

***The task:** assess how global crises, in particular the war in Ukraine, affect Europe's energy security, and consider the hydrogen economy as an opportunity to strengthen the region's energy independence*

6.5. The impact of the Ukrainian crisis on Europe's transition to clean energy

***The task:** To investigate how the war in Ukraine has affected the European Union's clean energy transition strategies, including accelerating Russia's transition away from fossil fuels and investing in renewable energy sources*

6.6. Europe's energy independence: the role of renewable energy sources in the context of the war in Ukraine

***The task:** to analyze how the crisis in Ukraine pushed the EU to increase investments in renewable energy and alternative energy sources to achieve energy independence*

6.7. The impact of the crisis in Ukraine on the development of clean energy and the hydrogen economy in Europe

***The task:** to investigate how the war in Ukraine has affected the energy strategies of the European Union, in particular the shift in emphasis to clean energy technologies and the hydrogen economy to reduce dependence on fossil fuels*

6.8. The impact of the Ukrainian crisis on hydrogen projects in Europe

***The task:** to assess how the Ukrainian crisis affected the development of hydrogen projects in Europe, in particular, plans for the use of green hydrogen as an alternative to natural gas*

6.9. Challenges and opportunities for Ukraine in the hydrogen economy of the future

***The task:** to investigate the potential of Ukraine in the development of the hydrogen economy as part of the European energy transformation, in particular to assess the opportunities for investments in hydrogen technologies and the production of green hydrogen for export to the EU*

6.10. Reforming the EU energy market to accelerate decarbonization

***The task:** to analyze the necessary reforms of the EU energy market to accelerate the decarbonization process within the framework of the European Green Deal, in particular the impact of new technologies and renewable energy sources*

6.11. The European Green Deal: prospects for achieving climate goals in the context of the energy crisis

***The task:** to study how the energy crisis and the need to ensure energy security affect the implementation of the goals of the European Green Deal, in particular, decarbonization measures and the transition to renewable energy sources*

6.12. Energy security of the EU and Ukraine: opportunities for joint integration of energy markets

***The task:** to explore the relationship between the energy security of the EU and Ukraine, focusing on opportunities for the integration of energy markets and joint investments in innovative energy technologies*

6.13. Innovations in the energy sector to increase the energy independence of the EU

***The task:** to analyze the role of innovative technologies, such as hydrogen, energy-efficient systems and renewable sources, in ensuring the energy independence of the European Union, in particular in the context of geopolitical challenges*

Thematic panel 7. Circularity

7.1. Industrial excellence as the basis of European competitiveness

***The task:** to explore how innovation and industrial excellence contribute to Europe's competitiveness in the global market, with a focus on key industries implementing technologies for a climate-neutral economy*

7.2. Industry for a clean and circular economy: developing new materials and environmentally friendly technologies

***The task:** to investigate and describe the principle of reusing products for new goods or materials after their initial use as raw materials*

7.3. Circular economy. Circular Economy Action Plan (CEAP)

***The task:** to investigate and describe the general directions of action of SEAR: promoting the establishment of a longer service life of goods; increasing levels of reuse and recycling; promoting the application of eco-labeling and facilitating the search for the sources of origin of raw materials; improving data collection and harmonization; encouraging the use of biomaterials*

7.4. Energy- and resource-efficient construction

The task: to investigate and describe how the circular economy not only improves the environmental situation, but also increases customer trust and business operational efficiency

Thematic panel 8. Digitization

8.1. The role of digitization in promoting the sustainable development of European industries

The task: to investigate how digital technologies contribute to sustainable development initiatives in Europe, especially in sectors such as manufacturing, energy and transport, and to assess the environmental impact of digital infrastructure

8.2. The relationship between digital skills and economic competitiveness in the EU

The task: to analyze how the development of digital skills among the EU workforce contributes to the economic competitiveness of the region, focusing on the role of digital education programs and policies aimed at reducing the digital skills gap

8.3. The impact of the EU digitalization policy on small and medium-sized enterprises (SMEs)

The task: to assess how EU digitalisation policies, in particular the Digital Single Market and the Digital Compass, affect the growth, innovation and competitiveness of small and medium-sized enterprises in Europe

8.4. European Act on Digital Services and Digital Markets: Creating a Fair Digital Space

The task: to analyze the impact of the Digital Services Act and the Digital Markets Act on the development of the EU digital environment, focusing on competition, consumer protection and regulation of large digital platforms

8.5. Digitization of public services in Europe: challenges and prospects until 2030

The task: to assess the progress in digitalization of public services in the EU countries in accordance with the goals of the Digital Compass 2030, identifying the main problems and prospects for the implementation of electronic services

8.6. What impact does digitalization have on business processes, on society, on an individual?

The task: to give examples of the positive and negative impact of digitalization on various economic entities: households, enterprises and the state

8.7. Digitization of the service sector: opportunities and problems

***The task:** to conduct an analysis of the development of the service sector under the influence of the latest technologies in such areas as e-commerce, medical services and education*

8.8. What challenges did digitization "prepare" for society?

***The task:** to investigate such problems as the lack of trust in digital technologies, the differentiation of access to them and the skills to use them (digital "gap"), the problem of security and privacy violations, the impossibility of controlling artificial intelligence in the future*

Thematic panel 9. Education and Skills

9.1. Why do schoolchildren leave school early in the European Union?

***The task:** to conduct a comprehensive analysis of the phenomenon of early school leaving and its impact on social development and the labor market in the EU*

9.2. Educational integration of migrants in the EU

***The task:** to analyze the integration of school-age children into the European school community and to outline how young migrants get to know European educational programs*

9.3. Private or public education in the EU: "for" and "against"

***The task:** conduct a comparative analysis of public and private education in the EU using examples and outline the strengths and weaknesses of each type*

9.4. COVID-19 as a challenge to education

***The task:** to conduct a comprehensive analysis of the impact of COVID-19 on the educational process, including online education*

9.5. European values in education

***The task:** to conduct a brief overview of European values (equality, tolerance, non-discrimination, etc.) and a critical analysis of their implementation in European education*

9.6. European educational institutions have begun to change the list of skills, abilities and competencies for applicants. What is the reason?

***The task:** to conduct an analysis of the influence of external factors on the change of skills and competencies of graduates of higher educational institutions, to show how the requirements of employers affect their formation.*

Thematic panel 10. Trade and Open Strategic Autonomy

10.1. EU-MERCOSUR trade: main development trends

***The task:** to analyze the main trends in trade between the EU and MERCOSUR, using the latest data*

10.2. Some aspects of cooperation between the EU and the WTO

The task: to analyze the main trends in cooperation between the EU and the WTO, using the latest data

10.3. How vulnerable is the EU economy?

The task: to explore three dimensions: dependence on trade (especially imports), impact on global value chains and access to critical raw materials

10.4. Does the EU's trade policy meet the requirements of the European Green Deal?

The task: to analyze the main goals of the European Green Deal and express your own thoughts about how it coincides (or not) with the EU trade policy

10.5. Trade between the EU and China: problems and prospects

The task: to analyze negotiations and agreements, as well as some statistical data on bilateral trade relations

10.6. European strategic autonomy: economic sustainability

The task: to investigate how strengthening economic stability, reducing dependence on external actors (for example, China) and protecting critical sectors of the economy, diversifying supply chains, promoting European technological innovations and ensuring the security of strategic industries affect the process of forming Europe's strategic autonomy.