

## Digital support and legal skills as a key for integration of young people in work

**Ileana Hamburg**

Institut Arbeit Und Technik, Forschungsschwerpunkt  
Arbeit Und Wandel, Munscheidstr. 14  
D-45886 Gelsenkirchen

**Laura Schröer**

Institut Arbeit Und Technik, Forschungsschwerpunkt  
Arbeit Und Wandel, Munscheidstr. 14  
D-45886 Gelsenkirchen

### ABSTRACT

Economic and “refugee crisis” of the past years has led to an increase in youth unemployment in Europe. Education systems in Europe often do a poor job in providing opportunities for disadvantaged students like refugees to help them to integrate later into work. One factor in unsustainable employment is that participation in education and in the labour market interacts in complex ways going beyond a straightforward one-way transition from school to work. A second factor could be lack of coordination, matching qualified applicants with vacant positions. Another aspect of increased unemployment and less work mobility within Europe is that legal know-how which is important to work and live in Europe is only available to a small minority of people with academic juridical education. In this paper two example of European projects are given trying to give an answer at the described aspects and to improve the integration into work of young people.

**Key words:** Education, disadvantaged people, work, digital knowledge, legal skills

### BACKGROUND

The economic and demografic situation i.e. economic and “refugee crisis” of the past few years has led to a significant increase in youth unemployment in Europe.

In the EU, the youth unemployment rate in 2014 was more than double the unemployment rate of the general population (McKinsey 2015). Statista.com shows the youth unemployment rate for EU-28 at 20% in October 2015.

In Europe, the year 2015 will be remembered as the year of the “refugee crisis.” Hundreds of thousands of refugees have crossed treacherous waters and borders against the war and persecution in Syria and the wider Middle East and Africa in search of protection in the European Union.

Education systems in Europe often do a poor job in providing opportunities for disadvantaged students like refugees to help them to integrate later into work. Data from the Program for International Student Assessment (PISA), which assesses mathematics, reading, and science competencies among 15-year-old students in more than 60 countries around the world every three years, shed light on how inclusive education systems are. For example, in the latest PISA round in 2012 the difference in reading and mathematics competencies between students from

the richest and poorest socio-economic quintile in much of the EU was the equivalent of between two and three years of schooling—at age 15.

One identified factor in unsustainable employment is that participation in education and in the labour market interact in complex ways going beyond a straightforward one-way transition from school to work. In some countries, young people start working much earlier than in others, e.g. in the form of summer jobs or jobs for students and so a sustainable education and skills for them are missing

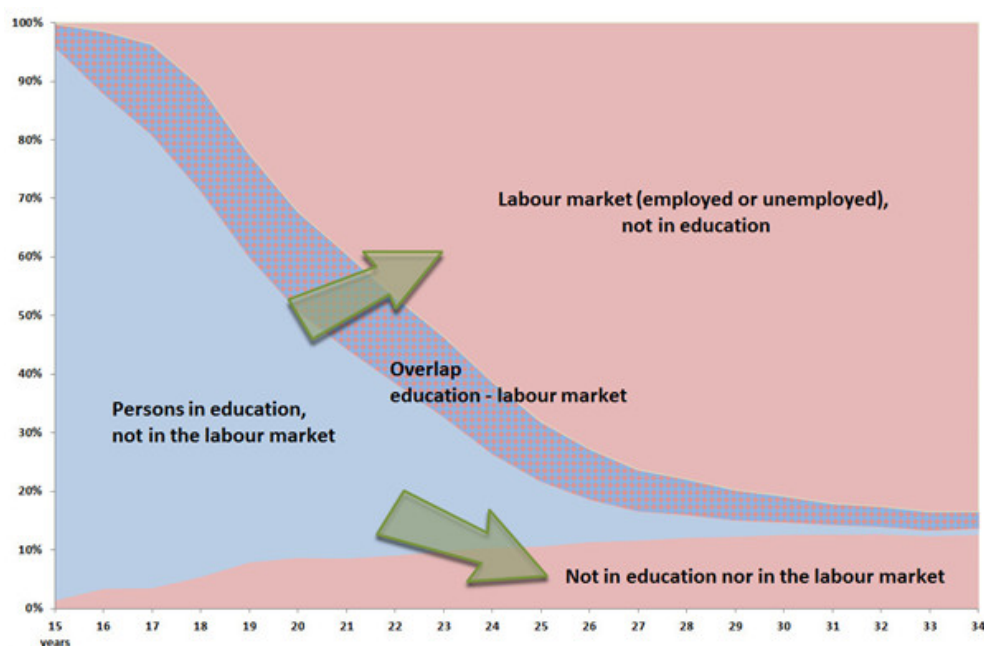
At age 15, nearly 100% of the population in the European Union are still at school. As the young grow older, there is a gradual decrease in the proportion of young persons in education. Not all leave education at the same age, so there is a gradual change for the young population as a whole. Its pace is determined by national systems of education and training, as well as other factors.

For some young people, early employment is subordinate to education, for instance, in the case of a student who works for just a few hours a week. Others are employed and are only marginally in education, for instance someone who is employed but has occasional professional training, or who studies after work to qualify for a diploma.

Figure 1 below shows the proportion of young people in education and on the labour market at each year of age (data for EU-28, 2012). Figure 1 is based on the EU labour force survey. It counts all those who state they have been in formal education or training during the previous four weeks as being in education, and does not include people who participated exclusively in non-formal training sessions such as attending a course, a seminar or taking private lessons.

McKinsey identified a “lack of coordination” (i.e. matching qualified applicants with vacant positions) as a major contributor to high youth unemployment. Instead of trying to counteract a lack of work or lack of skills, “building a targeted and well-aligned support program to solve matching problems is relatively cost efficient and can yield results quickly” (McKinsey, 2015).

One solution could be the development of digital tools with the purpose to increase digital competences of young people and to facilitate the matching of job vacancies and applications of young people. This could help to increase the employment and inclusion of marginal students.:



**Abbildung 1: Structure of the youth population by education and labour market status, EU-28, 2012**

Another aspect of increased unemployment and less work mobility within Europe is the aspect that our lives are influenced by law to a great extent but legal know-how is only available to a small minority of people with academic juridical education. An overwhelming majority of European citizens has to rely on professional legal assistance, even when facing minor legal issues, because they do not have the necessary skills, knowledge and access to information in order to solve a legal issue on their own. This fosters social inequality because well situated people can pay for professional support and use the law to their benefit, where members of financially and socially weaker parts of society cannot afford legal assistance. In some cases a lack of legal literacy may even block people's access to justice. For refugees such an assistance is very difficult.

With an awareness of and know-how in different legal schema individuals would develop greater problem solving capabilities, could advocate their interests and gain a sense of self-efficacy. This enables them to better adapt to new conditions, make potential career shifts and be more open to EU-wide mobility.

## CONTENT

In this paper there are two examples of European projects supporting the integration of young people in education and work and supporting inclusion.

### **The "CVTube - Curriculum Video" project**

The project, under the European ERASMUS+ programme, aims at giving answers to the urgent need of tackling youth unemployment, which currently affects several European countries strongly. To proceed this main goal of the project, the development of an interactive online platform for young people to directly bring them into contact with potential employers and job offers, is planned. The so-called "CVTube platform" will enable young people to create videos for self-presentation that will be linked to their digitalized CVs.

Main activities of the project are:

- A labour market analysis in partner countries and companies' requirements analysis and discussions with employers.
- The organisation of Online Tutorials & Example Videos
- The development of the "CVTube Online Platform" as a way of interactive curriculum
- The development of a training methodology and a training manual

### **Step 1: Labour market analysis**

In the following we present the questionnaire for the labour market analyse which was sent to companies from the four project partner countries: Czech Republik, Germany, Spain, Portugal

1. Do you think, that among the main weaknesses of young people/graduates belongs:
2. Do you think, that young people/graduates are able to prepare a quality CV?
3. Do you think, that young people/graduates are able to prepare for a personal interview?
4. Do you think there should be more preparation at schools/VET/study for CV and personal interviews?
5. When you want to employ someone on the junior position, what do you do/what would you do to spread the job offer?
6. Do you have co-operations with students, VET members and schools in forms of keeping contact to the potential future personal, in order to advertise the young people during their education time?
7. How long does approx. it take to find the right person for the junior position?
8. When you read a short summary of the project, what was you first idea?
9. Would you potentially use CV videos because of the self-presentation of the candidate as a form of CV?
10. Do you use/have you ever used online platforms of video CV and if yes which once and for what reason?
11. Are you acquainted with video CVs? Have you ever heard about it?
12. How many CV's should an online platform contain before you will start to use it in the application procedure?
13. From your point of view, what is the maximum length of the CV video?
14. Which features/functionalities do you think the platform should include? Please write down 3 suggestions.
15. Do you think that it will be useful to have a possibility to prepare a set of questions which the candidates could answer in the CV Video/or a set of topics, which they can talk on?
16. What aspects you consider most important in a video CV?
17. For what kind of job offers do you consider video CV is appropriate?
18. Do you think that it will be useful to have a possibility to make an video interview through the online platform?
19. Have new platforms like Linkedin changed the way you recruit workers?

**Results:** CV video is a new experience for young people and they are not trained in asking for a job, the tutorials and its content will have the following goals:

- To Support the youngsters by providing them with the necessary information to present themselves in a short and focussed way.
- To Overcome the great difficulty of speaking and behaving in a specific way in front of a camera. Young people see no problem in what to say but how to say it, by showing their character or personality in a true light is another issue. Young people are afraid to disappoint.

### Step 2: Online Tutorials and Example Videos

According to the results of the questionnaire we have developed a tutorial script, to support young people in creating their first online tv. The Script contains valuable tips for example for surroundings and preparation, content and speech, technical advices and some general advices. And maybe in the end the most important advice is: “don’t worry if you don’t get it at the first time. You can repeat as many times as you like until you get the result which pleases you!”.

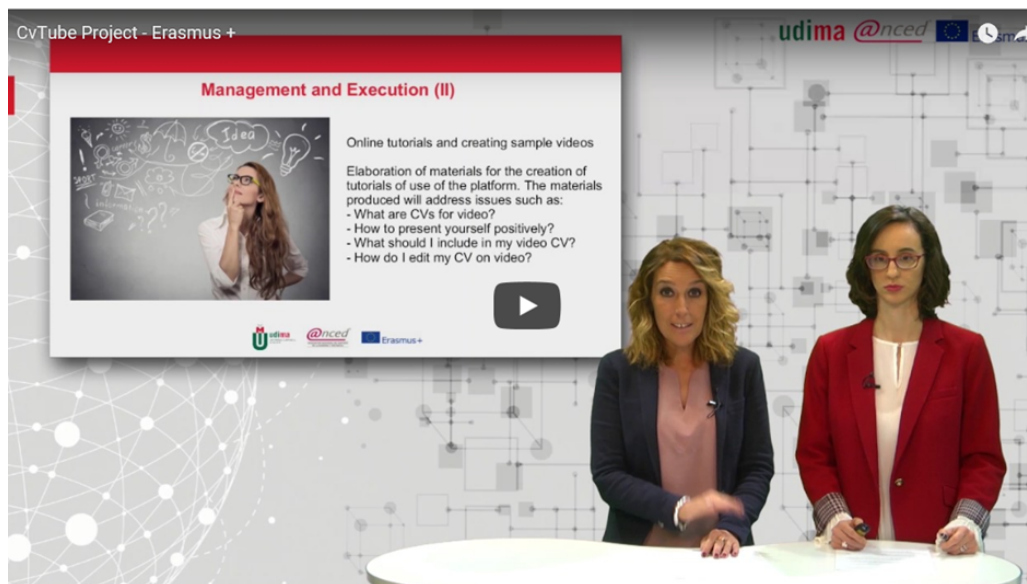


Abbildung 2: Presentation of the Tutorial on CV Tube website

### Step 4: The platform

# CVTube

Home About News Outcomes Contact English



Abbildung 3: Website CVTube.eu

The Cvs and the Tutorials will we presented at the website: <http://project.cvtuber.eu/en>. CVTube is a online talent platform with video based CVs .

# Bright@EU

## **The Erasmus + project BRIGHT@EU**

BRIGHT@EU is a European Project focused on the legal information and knowledge in power of the citizens in the EU. The main intention of the project is to create a basic legal training and a validation system for legal literacy in Europe, allowing citizens the access to basic legal knowledge. The implementation of the BRIGHT@EU project is required to give a solution to individual needs of European citizens, of companies, communities, policy makers, etc to be more and easier informed about European and national laws and mobility within Europe.

### **PROJECT AIMS**

BRIGHT@EU will provide the European educational landscape with an innovative non-academic basic legal training which will enable future participants to

- use law and justice mechanisms to expand access to public goods and services or to reduce marginalisation and inequality
- understand by which national and EU laws they are affected and which rights and duties they have
- understand basic legal texts (e.g. contracts, constitutions, judgments, will, etc.)
- Such competences and skills have economic and social benefits:
  - Greater work mobility on the European job market due to knowledge of labour, commercial and social laws in different EU states.
  - Positive impact on society because more citizens are knowledgeable in legal issues and can estimate legal consequences of political/economic decisions, thus making informed decisions as voters.

**PROJECT PARTNERS** come from 4 European countries Czech Republic, Germany, Cyprus and Spain, work in different areas and have complementary competences. They all have previous experience with transnational projects.

- The coordinator - P1 (CZ): bit cz training has substantial experience in the development and implementation of various target-group-tailored trainings and curricula-
- P2 (DE): IAT has research and educational experience in different fields
- P3 (CYP) European University is a modern university, operating six Schools.
- P4 (SP): FyG Consultores facilitates trade relations between different countries and supports business development.

The broad networks of all project partners will help to sustain the impact of the project beyond the lifetime of BRIGHT@EU.

### **Step 1: Curriculum**

The final output is a tested, ready-to use CURRICULUM including a training design for basic law education in Europe. The curriculum is structured in several MODULES covering different areas and aspects of nation-specific and EU laws. The principle for the selection of content of each module is based on the actual area of usage and application of potential participants. The curriculum is designed in a flexible way and will allow for the development of new modules if a need is identified even after project end.

### ***Annotation (description of the course, for who it is etc.)***

The curriculum is structured in two Modules covering different areas and aspects of nation-specific and EU laws. The principle for the selection of content of each module is based on the actual area of usage and application of potential participants.

Each module has clearly defined learning objectives and a standardized evaluation process to validate gained skills and knowledge. The innovative aspect of the evaluation process is that it

will offer a Europe wide system of validating and making comparable legal skills and knowledge of law outside of university and academic degrees.

### ***Goals and topics- benefits of target group***

Young adults would profit particularly professionally from the training if they were more mobile or/and entrepreneurial but they feel insecure to move to a different country or start their own business because they feel overwhelmed by the different laws and regulations accompanying this decision.

Because the immigration and integration of immigrants in the life and work of the country where they live is a very urgent issue for some European countries the training will help them in knowing the corresponding legislation of the country and Europe. Many immigrants would like to work but legislation problems hinder them.

### ***Entry conditions for users***

- Young European adults
- Young immigrants
- Trainers who would like to qualify in law area
- Age: 16-25 Years old
- Entry requirements – basic knowledge about the country where students live and about European Union
- The qualification provides a broad education in law. It is designed also for those with a personal or professional interest in law and will be suitable for study by both law and non-law graduates.

### ***Content and learning outcomes***

European laws

- General description of EU law – introduction, way of implementation
- Knowledge of EU law in European countries – duties of correct implementation of EU law (Report of EU commission)
- Description of EU laws needed for ordinary EU citizens
- Outputs for BRIGHT@EU platform – conclusions for Curriculum Content

Comparative analyse of laws in project partner countries

- Description of the General situation – short introduction of the every partner country
- National law of the partners – general differences of the law systems
- Description of the national laws needed for ordinary EU citizens
- Outputs for BRIGHT@EU platform – conclusions for Curriculum Content

### ***Step 2 Interviews with experts***

The project partnership decided to carry out interviews in each partner country with 1-2 experts with deep knowledge in national and European laws and 1-2 experts working in educational legislative context. In the following we present some results which could be considered in the project:

### ***Requirements within national laws and legislation systems to address national needs, requirements and citizen problems and what is necessary to be known and realised:***

- Civil law which covers a wide range of situations from civic life. It mainly concerns entering marriage, divorce, neighborliness, and any civil law trade relations.

- Work- and social rights referring contracts, protection against dismissal, health insurance. It is important to know the penetrability of the legal, their compatibility in Europe i.e. how could a person own pension in another country?
- Citizens unite justice to law responsibility
- Basic notions of politics and legality in own country.
- Citizenship implication in the legislation or the procedure itself that allows it to stay blocked.
- The increasing of the level of information about national and European laws because the basic knowledge citizen has about the country systems in general and legislation in particular is very low in all project partner countries.
- A more practicability of legislative initiatives which contribute also to the citizen implication
- The accessibility of laws so that citizen could be familiar with them in short time.

The experts underlie to include in the Curriculum

- Labor laws,
- Health and social system laws,
- School education laws,
- Citizen laws, Permission for living,
- Taxes , Establishment of the private business

***In countries like Germany and Spain with many immigrants there are some special problems in context with laws and national requirements and also the corresponding institutions***

- Not having enough legal knowledge and the high economic costs that come with looking for an adequate advice in different countries, due to the lack of specific channels to help migrants.
- Immigrants face have to do with the adaptation to the labour market conditions, which include a strong presence of informal economy, and with the access to housing, education and sanity.
- There are not enough qualified staff to help immigrants to know their rights and particularly duties
- The responsibilities of legal bodies in connection with immigrants are not clear
- In Germany due to some independent legislation of the Länder and of huge number of immigrants there are many difficulties with the central registration and information of them about national legislation

***Stakeholders involved in the process of knowing legislation***

- All implied on this subject, the Administration, the law experts and the citizens, because an upgrade of the information provided and the budget line items would lead to an improved functioning of the Administration, which would probably help to improve the citizen service.
- it is very important to initiate a public-private collaboration (without losing out of sight that the public and private sectors are very different, it is necessary to explore collaboration roads to benefit both
- the schools and other educational companies should also try to put the "human" education of the law to their education



### ***Training methods and tools suitable for attracting people to participate in legislation oriented training***

- An ICT supported platform user friendly, interactive with many games and practical examples, not only the whole texts, but many pictures and exercises for testing the obtained skills. The texts should be simple, understanding for ordinary people not the language of the laws.
- An education module with Instructional texts and many pictures,
- Practical examples – situations of the family, issues which they need to solve,
- Testing questions for users, Summary of the topic, final test of the module
- Case studies in each partner country with special check list which has to be worked. Individual problems have to be considered like married, children, etc
- Collecting web-pages and putting together those giving information about laws giving and corresponding responsible bodies.

### ***Connections between educational laws and systems and other national laws***

The experts underline that in all partner countries the school system does not support the students to achieve knowledge about laws. This is also the situation in VET programmes.

Only special faculties of universities prepare the students in this context.

Referring educational laws there is no political agreement related to it that allows the lasting approval and application of an educational law regulating all aspects related to education, and for this reason it has not been achieved either, in my point of view, a relation or direct connection between education and law.

## **CONCLUSIONS**

One pillar of today's education, should be a stronger focus on the knowledge of self-presentation and self-marketing when searching for a job. The usage of digitalisation (e.g. interactive platforms) can help, in our case, young people to faster enter the labour market and opens them new possibilities of visibility. Both projects belonging to the Erasmus + program and focuses on the Strengthen links between the education and the labor market, promoting young people's social inclusion and well-being by tackling the issue of youth unemployment, developing tools aimed at achieving digital and legal skills and strategic cooperation with local and regional educational and public authorities.

## **References**

- Bodewing, M. (2015): Education is the key to integrating refugees in Europe. Unter: <https://www.brookings.edu/blog/future-development/2015/11/23/education-is-the-key-to-integrating-refugees-in-europe/>
- David, A. (2017): Neue Wege Geflüchteter in die Arbeitswelt: eine Chance der Arbeitsmarktintegration. In: Denkdoch-mal.de: das Online-Magazin; Sonderausgabe: Geflüchtete in Bildung und Arbeit – Chancen, Hürden und Wege, 16 S
- David, A./ Hamburg, I. (2017): Entrepreneurship and entrepreneurial skills in Europe: examples to improve potential entrepreneurial spirit. Opladen: Barbara Budrich. ISBN 978-3-8474-0568-9 Weblin.
- Eurostat (Hrsg.): Participation of young people in education and the labour market. Unter: [http://ec.europa.eu/eurostat/statistics-explained/index.php/Participation\\_of\\_young\\_people\\_in\\_education\\_and\\_the\\_labour\\_market](http://ec.europa.eu/eurostat/statistics-explained/index.php/Participation_of_young_people_in_education_and_the_labour_market)
- Hamburg, I. / Bucksch, S. (2017): Inclusive education and digital social innovation. In: *Advances in social sciences research journal* 4, no. 5, p. 162-169
- Mk.Kinsey (2017): Featured Insights. Our latest thinking on the issues that matter most in business and management. December 2017. Unter: <https://www.mckinsey.com/featured-insights>.