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FEAA  
FACULTATEA DE ECONOMIE  
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## European Smart Cities for Sustainable Development

# Module 3 NEW FORMS OF EMPLOYMENT ACROSS EUROPEAN UNION

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# Structure of the Module 3

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**I. Employment and human capital. The era of on-demand work in smart cities**

**II. The employment crisis. Youth employability, in relation to the new challenges of smart cities**

**III. European Best Practice in shaping and enforcing labour conditions**

# I. Employment and human capital. The era of on-demand work in smart cities

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Human capital:

"... productive resources concentrated in labor resources, skills and knowledge" (OECD)

"human skills and abilities generated by investments in education and health" (WHO)

Image source:

Deloitte, <https://www2.deloitte.com/ro/en/pages/human-capital/articles/2019-deloitte-global-human-capital-trends.html>, accessed on 22.06.2021



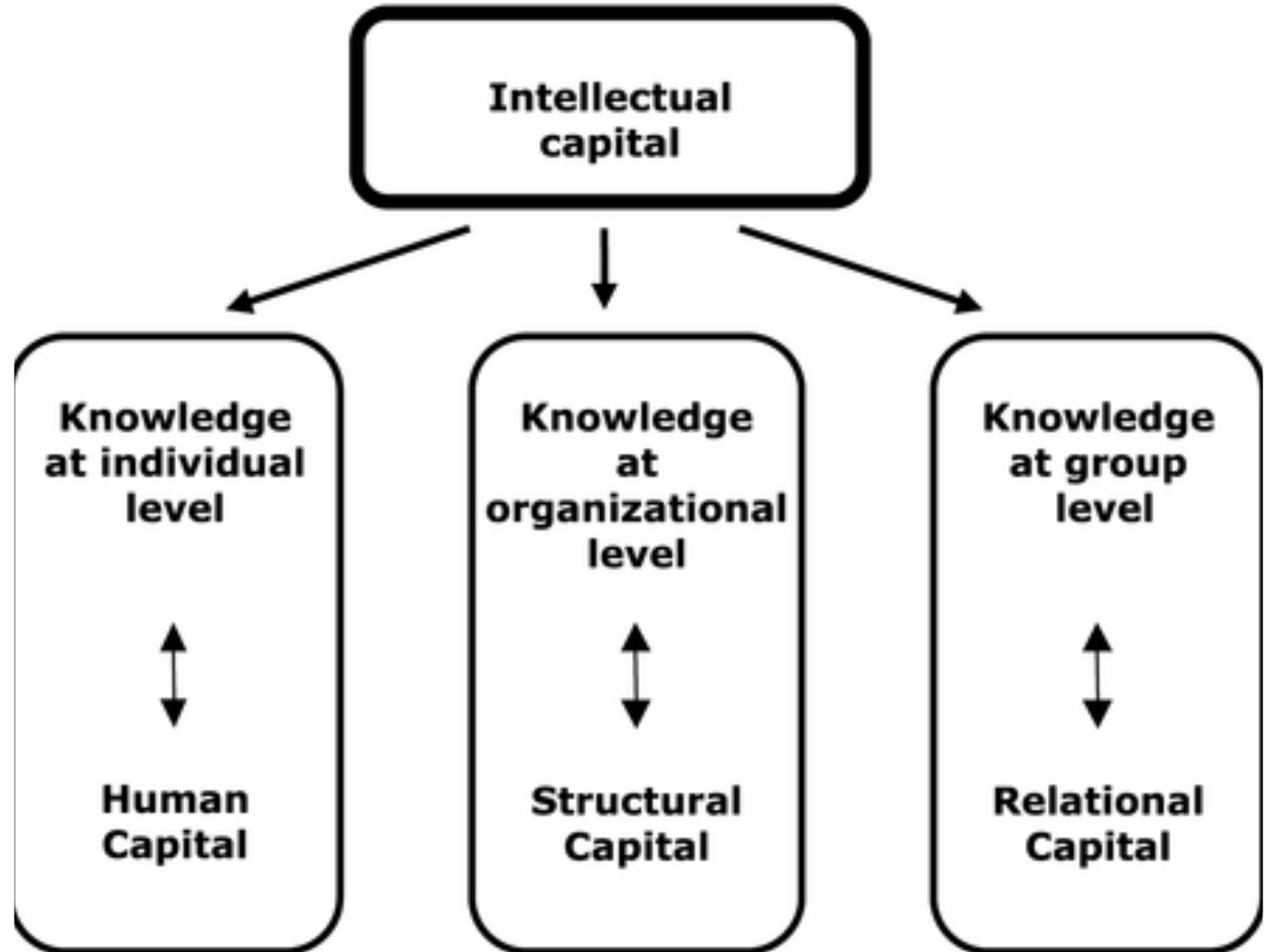
The components of human capital	Types of investment in human capital
Health capital and standard of living	Health Investments
Knowledge capital	Education Investments
The capital of training specialists	Training Investments
Scientific capital	Research Investments
Cultural capital	Culture Investments
Informational and technological capital	Informational and Technological Investments

# Human capital – a component of intellectual capital

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Source: Emerald, [Journal of Intellectual Capital, link](#)

Accessed on 22.06.2021



# Work and Labor Relations

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Dependent work – the form of work performed by natural persons who work for or under the authority of another, in exchange for a salary.

Self-employed – self-employed natural persons, entrepreneurs, natural persons owners of individual businesses, members of families that constitute family businesses (expert accountant, notary public, lawyer, veterinarian, financial auditor, tax consultant, trader and investment consultant, practitioner in insolvency etc.



# Characteristics of subordinate work

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The employee becomes a member of a collective of employees within the employer;

The employee obeys the disciplinary rules imposed by the beneficiary of the work and carries out the activity under his supervision, within a work schedule;

The work must be performed personally;

The risk of the activity is borne by the employer, not the employee;

For the work performed (on a successive basis), the employee periodically receives a salary.

# Institutional and legal landmarks

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## **International Labor Organization**

- The Philadelphia Declaration (1944) adopted by the International Labor Conference completes the ILO Constitution;

## **Council of Europe**

- The Fundamental Book of Fundamental Rights and Freedoms (1960);
- European social charter (1961);
- European Social Security Code (1964);
- The European Convention regarding the legal status of the migrant worker (1977).

## **UN**

The Universal Declaration of Human Rights.



# Universal Declaration of Human Rights (adopted by the UN General Assembly, 1948)

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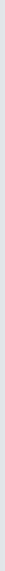
- ✓ Freedom of assembly and association (art. 20);
- ✓ The right to social security (art. 22);
- ✓ The right to work (art. 23);
- ✓ The right to rest (art. 24);
- ✓ The right to a standard of living that will ensure the health and well-being of the person and his family (art. 25).



# International Covenant on Economic, Social and Cultural Rights (adopted by the UN on December 16, 1966)

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- The right to work (art. 6);
- The right to guidance and technical and professional training (art. 6);
- Fair and favorable working conditions (art. 7);
- The right to association (art. 8);
- The right to protection and assistance (art. 10).



# International Labor Organisation

# The history of ILO

- The ILO was created in 1919 by the Treaty of Versailles;
- The fundamental idea inscribed in its Constitution according to which a universal and lasting peace can only be established on the basis of social justice.

# Social Justice

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graph TD; A[Social Justice] --> B[Human Rights]; A --> C[A level of decent life]; A --> D[Terms for work humanity]; A --> E[Perspectives positives for EMPLOYMENT the force of the work]; A --> F[Economic Security];
```

Human Rights

A level of  
decent life

Terms  
for work  
humanity

Perspectives  
positives  
for  
**EMPLOYMENT**  
the force of  
the work

Economic  
Security

# The aims and principles of the ILO

(The Philadelphia Declaration of 1944)

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- 1) Labor is not a commodity;
- 2) Freedom of expression and association is an indispensable condition for sustained progress;
- 3) Poverty, wherever it exists, is a danger to everyone's prosperity;
- 4) All human beings, without distinction of race, creed or sex, have the right to pursue their material progress and their spiritual development in freedom and dignity, in economic security and with equal opportunities.

# COUNCIL OF EUROPE



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# Council of Europe

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Created at the *May 5, 1949*;

47 member states (all 27 EU member states);

Observer status: Canada, Vatican, Japan, USA and Mexico.

# The objectives of the Council of Europe

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- Protection of human rights, democracy and the rule of law;
- Favoring awareness and encouraging the development of Europe's identity and cultural diversity;
- The search for solutions for the problems facing European societies (discrimination of minorities, xenophobia, intolerance, environmental protection, human cloning, AIDS, drugs, organized crime, etc.)
- Development of democratic stability in Europe by supporting political, legislative and constitutional reforms.

# European Social Chart (1961)

19 social  
rights

Additional Protocol  
from  
5th of May 1988,  
through which  
are guarantee  
rights  
grouped into  
four articles.

Additional Protocol  
from  
October 21st  
1991, whereby  
are restructured  
the  
control proceedings

Additional Protocol  
from  
November 9  
1995, which  
sets  
the procedure of  
collective  
complaints

# Labor Provision in EU (1)

## **1957 – Treaty of Rome – Economic European Community**

- Increasing the life and labour conditions of workers (art. 117);
- Free movement of workers;
- Principle of equity of wage between women and mens for the same work maded;
- Offer to Council the rights to establish the general principles for a common policy considering the professional forming of workers;
- Creation of European Social Fund (art 123 of Treaty) – fight against poverty, unemployment and help the poor regions to develop.

# Labor Provisions in EU (2)

## **B. European Single Act (1985; effects since 1987)**

-for the first time the Community has the right to adopt **directives** considering: work, safety and security conditions;

-December 1989, Strasbourg, European Council, Community Carte of Fundamental Social Rights

-are stated the following **principles**: free movement of workers, rights considering the wages and employment, rights about living and working conditions, social protection rights, professional forming rights, equal treatment between men and women, workers rights considering information, consultation and participation at decisions process, safety protection rights and security at work, protection of children and young people, guaranteeing a minimum income for the elderly, rights of social and professional integration of disable

-Was sign by 11 states except Great Britain (it signs in 1998)

# Labor Provisions in EU (3)

## C. Maastricht Treaty (1992)

- Acceleration the process of social community legislations;
- establish the **qualified majority** for the domains like increasing the work life conditions, informing and consulting the workers, equity between men and women, integration of people excluded from work market;
- establish the **absolute majority** for: social security and social protection of workers; protection of workers in terms of the labor contract dissolution, representation and collective defense of workers interests and employers, financial contributions which assist the promotion of employment
- The following domains are excepted from social policies accords:
- Wages and benefits, association rights, right to strike and right of lock-out

# Labor Provisions in EU (4)

1993 - Green Carte considering the European Social Policy.  
Options for future

1993 - White Carte considering the strategy “Grow, competitiveness and employment”, Bruxelles

1994-1994 - White Carte considering the European Social Policy  
- the direct effect of Green Carte

European Social Policy:

employment, a new coordination between economic and social policies, creation of new workplaces, development and consolidations of legislation

# Labor Provisions in EU (5)

## D. Amsterdam Treaty (1999)

4 principal objectives:

### **Employment and citizens rights;**

Suppression of last barriers for free movement of persons and security consolidations;

Permitted to Europe to consolidate it's position at global level;

streamlining the EU's institutional architecture

**Employment and citizens rights** – promotion of a professional workforce, qualified and adaptable

Are established 2 principle:

**a.Nondiscrimination** – the European Union can fight against any kind of discrimination even if it's about sex, gender , race, ethnical origin, religion, disabilities, age or sex orientation

**b.Equality between men and women at work** – positive discrimination

# Labor Provisions in EU (6)

## **E. Nice Treaty (2003)**

-Initiation of European Union Fundamental Rights Carte

Lisbon Strategy (2000)

Until 2010 the European Union will be the most dynamic and competitive knowledge economy in the world

**F. Lisbon Treaty (2004) – European Constitution,** block by French and Holland people when they vote No for the act

**In force since 1<sup>st</sup> of December 2009**

Work relations rights:

- prohibition of slavery and forced labor;
- freedom to choose an occupation and right to work;
- the right of workers or their representatives to information and consultation in good time;
- the right of workers and employers to negotiate and conclude collective agreements and recourse in case of conflict to collective action to defend their interests, including strike.

# Labor Provisions in EU (7)

## **2020 Strategy (2010)**

**European Commission – “2020 Europe: An European strategy for intelligent growth, ecological and favorable to inclusion”**

- Increase the attractiveness of work;
  - getting the unemployed into work;
  - Poverty reduction and promotion of social inclusion;
  - reforming pension systems etc.
- 
- Euro Pact (2011) – measures to combat economic crises**

## II. The employment crisis. Youth employability, in relation to the new challenges of smart cities

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### The field of employment and social policy:

- competences are shared between the EU and the member states;
- EU actions include the coordination and monitoring of national policies, the exchange of best practices and the development of legislation in areas such as workers' rights and the coordination of social security systems;
- the main legislation on employment policy in the EU has evolved.



# Legal basis for employment in EU

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- Article 3(3) of the Treaty on European Union (TEU): "The Union shall establish an internal market. It acts for the sustainable development of Europe, based on balanced economic growth and price stability, on a social market economy with a high degree of competitiveness, which tends towards full employment and social progress [...]" .
- The Treaty on the Functioning of the European Union (TFEU) provides<sup>1</sup> that "[m]ember states and the Union undertake to develop [...] a coordinated employment strategy and, in particular, to promote a trained workforce, skilled and adaptable workforce, as well as labor markets able to react quickly to the evolution of the economy" and that "[m]ember states, through their national employment policies, contribute to the achievement of the objectives".

# EU policies and measures in the field of youth employment

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The EU Youth Strategy (2010) agreed by the ministers of the Member States, establishes a framework for cooperation in accordance with Articles 6 and 165 TFEU, covering the period 2010-2018. Two main objectives:

- creating a greater number of equal opportunities for all young people in education and on the labor market;
- encouraging young people to actively participate in the life of society.

"Your first EURES job" - "specific mobility system".

- pursues the filling of vacancies in a specific sector, for a specific specialty, in a country or group of countries, or supports certain groups of workers with a greater availability for mobility, such as young people.
- addresses young people (up to 35 years old), but also employers from the EU-27 countries, Norway and Iceland, and aims to find young people a job, an internship or an apprenticeship in another member state .

# EU policies and measures in the field of youth employment (1)

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Youth Guarantee (April 2013): a commitment by all Member States to ensure that all young people under the age of 25 benefit from either:

- a good quality job offer;
- an offer of further education; • an apprenticeship offer or
- an internship offer

The Youth Employment Initiative (2013) (also known as the YEI or the Youth Jobs Initiative) provides financial support for the implementation of the Youth Employment Package and, in particular, the Youth Guarantee.

# EU policies and measures in the field of youth employment (2)

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Developments (2013-2017)

European Commission - communication describing the measures to be taken without delay to help young people get back into the workforce:

- to return to studies or follow training courses.

These measures are aimed at speeding up the implementation of the Youth Guarantee, boosting investment in young people through the ESF, speeding up the implementation of the Youth Employment Initiative, supporting labor mobility within the EU through EURES and developing of EU-wide tools to help EU Member States and businesses recruit young people.

# EU policies and measures in the field of youth employment (3)

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"Investing in Europe's Youth", European Commission, 2016

Three lines of action:

- better possibilities of access to employment;
- better opportunities through education and training;
- better possibilities for showing solidarity, mobility for educational purposes and participation.

# Access of young people to the labor market (1)

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According to EUROSTAT:

- 3.4 million young people (under 25) were unemployed in the EU-28 in November 2018
- the number of youth unemployed fell by 189,000 in the EU28 compared to November 2017
- in November 2018, the youth unemployment rate was 15.2% in the EU-28, compared to 16.1% in November 2017
- the differences between youth unemployment rates in EU countries remain high: from 4.9% in the Czech Republic in November 2018 to 36.6% in Greece in September 2018

# Access of young people to the labor market (2)

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<https://ec.europa.eu/eurostat/databrowser/view/tespm080/default/table?lang=en>

<https://ec.europa.eu/eurostat/documents/7870049/12843519/KS-FT-21-003-EN-N.pdf/0de7faf6-43e0-4bfd-99f0-f92777b86a28>



# Labor mobility within the EU

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- 17 million EU citizens live and work abroad in another EU country
- 1.4 million EU citizens commute to another Member State every day to go to work
- there are 2.3 million posting operations for the provision of services in another Member State

# Measures

European Labor Authority to improve cross-border cooperation (a new European body)

The main functions of this new body are:

- ❖ facilitating access to information on rights and obligations in cases of cross-border mobility for workers, employers and national administrations
- ❖ supporting coordination between Member States in ensuring cross-border compliance with relevant EU legislation
- ❖ acting as a mediator between member states to resolve cross-border disputes between them
- ❖ facilitating the finding of solutions in the event of labor market disruptions

# Essentials of young people on EU market

"Empowering young people to take control of their future is crucial for personal growth and success. Youth work and skills development play an essential role in preparing the next generation for the challenges of tomorrow."

Youth are the future of society, and it is essential that they have the skills and knowledge necessary to take charge of their own futures.

In today's world, young people face a range of challenges, including high levels of unemployment, social exclusion, and limited opportunities for personal and professional development.

However, with the right support and guidance, youth can overcome these challenges and become active, engaged members of their communities, equipped with the skills they need to succeed in life.

In this presentation, we will explore the role of youth work in helping young people develop the skills they need to take the future into their own hands, and the ways in which youth work can empower young people to become agents of change in their own lives and in their communities.

# Importance of Youth Work

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"Youth work is essential for the social, cultural, and economic development of individuals and communities. It provides young people with a safe and supportive environment to develop skills, build confidence, and make positive contributions to society."

Youth work is a crucial aspect of empowering young people to take control of their future. It provides a safe and supportive environment where they can learn new skills, develop confidence, and form connections with peers and mentors.

Research has shown that youth work can have a positive impact on a range of outcomes for young people, including improved mental health, increased employability, and greater civic engagement.

Moreover, youth work can help to address social inequalities and promote social inclusion by reaching out to marginalized or disadvantaged young people who may not have access to other support networks or opportunities.

In short, youth work is essential for ensuring that all young people have the tools and resources they need to thrive and become active members of their communities.





## Skills Development - Empowering Youth for the Future

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"Skills development is a key component of youth work. It helps young people acquire the knowledge, skills, and competencies needed to succeed in today's rapidly changing job market. By investing in skills development, we can empower young people to take control of their future."

- Skills development is a key component of youth work.
- It helps young people acquire the knowledge, skills, and competencies needed to succeed in today's rapidly changing job market.
- By investing in skills development, we can empower young people to take control of their future.
- Youth work provides a safe and supportive environment for young people to develop their skills.
- It allows them to explore their interests and passions while also learning new things.

# Skills Development - Empowering Youth for the Future

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- Skills development in youth work can range from formal education and training to informal learning through activities such as volunteering or participating in projects.
- The goal is to provide young people with the tools and resources they need to be successful in their personal and professional lives.
- By investing in skills development, we can help young people build their confidence, increase their employability, and contribute to their communities.
- Skills development is not just important for the individual, but also for the overall economic and social development of our society.
- Let's take the future in our own hands and invest in skills development for the youth.



# Youth Work and Entrepreneurship



- supporting entrepreneurship - the entrepreneurial mindset and skills needed to start and run a successful business.
- promoting entrepreneurship, we can create jobs and drive economic growth.



- a powerful tool to support entrepreneurship among young people.



Entrepreneurship education and training programs :

- to acquire the knowledge, skills, and competencies
- to identify business opportunities, develop innovative ideas, create a business plan, and launch a start-up.

These programs can also provide access to resources such as mentors, funding, and networks of entrepreneurs.



- Creation of jobs, drive economic growth, and promote social innovation.
- Empowering young people to take the future in their own hands and become agents of change in their communities.

# Exercise - Reflection on Personal Skills and Entrepreneurial Mindset

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## **Objective:**

To help participants reflect on their own skills and entrepreneurial mindset and identify areas for further development.

## **Reflect on the following questions:**

- What are some skills you possess that you believe are important for success in the job market?
- What skills would you like to further develop in order to succeed in the job market?
- What do you think are some of the key characteristics of an entrepreneurial mindset?

# Examples of Youth Work Initiatives

Mentorship programs, youth-led community projects, and job training programs.

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1. Youth Empowerment Project in New Orleans, USA - This initiative provides job training, academic support, and mentoring to young people from underserved communities, helping them to gain skills and experience needed to succeed in the workforce.
2. Youth for Road Safety in India - This initiative focuses on raising awareness about road safety among young people and empowering them to become agents of change in their communities. Through workshops and campaigns, young people are trained to educate others on the importance of road safety.
3. Youth Co:Lab in Asia and the Pacific - This initiative brings together young entrepreneurs, mentors, and investors to collaborate on developing innovative solutions to social and environmental challenges. Through training, funding, and networking opportunities, young people are supported in launching and scaling their businesses.



YouthBuild International in Guatemala - This initiative provides vocational training, leadership development, and community service opportunities to disadvantaged youth, helping them to develop skills and confidence needed to succeed in the workforce and become active citizens in their communities.

Germany: The German Federal Youth Council (DBJR) offers a range of programs to support youth work, including training courses, networking events, and funding opportunities. They also provide resources and support for youth organizations and initiatives.

Sweden: The Swedish National Agency for Youth and Civil Society (MUCF) funds and supports a wide range of youth initiatives, including programs to promote social inclusion, democracy, and entrepreneurship among young people.

Ireland: The Irish Youth Foundation funds projects and initiatives that support young people's personal, social, and educational development. They also offer training and support for youth workers and volunteers.

France: The French Ministry of National Education, Youth and Sports provides funding and support for youth work initiatives across the country. This includes programs to promote civic engagement, social inclusion, and cultural exchange among young people.

Poland: The Polish Youth Association (Polski Związek Działkowców) promotes youth involvement in environmental and social projects through their youth sections. They also organize workshops and training sessions for young people on topics such as sustainability and community development.

These initiatives demonstrate the power of youth work in supporting young people to develop skills, gain experience, and make positive contributions to their communities.

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## Romania:

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The Romanian Youth Council (CTR) - an organization that represents the interests of young people and provides support for youth organizations.

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The Youth Bank - a program that provides grants for youth-led projects that address social issues and promote active citizenship.

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“Tineret în Acțiune” (Youth in Action) - a program that offers young people the opportunity to participate in international youth exchanges, volunteer projects, and training courses.

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## Czech Republic:

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Mladiinfo Czech Republic - an organization that provides information and support for young people in areas such as education, employment, and volunteering.

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Youth in Business - a program that offers training and support for young people who want to start their own businesses.

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“Mládež v Akci” (Youth in Action) - a program that provides funding and support for youth-led projects that promote social inclusion, active citizenship, and intercultural dialogue.

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"Youth work and skills development offer numerous benefits for individuals and communities, including increased employability, better health and well-being, and stronger social connections."

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Promotes personal development

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Fosters social inclusion

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Enhances employability

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Contributes to economic growth

---

Promotes active citizenship

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A hand is shown placing a white puzzle piece with a blue silhouette of a person in a suit into a larger puzzle. The puzzle pieces are light blue and white, and the background is white. The hand is positioned at the bottom left, with fingers holding the piece in place.

# Challenges and Solutions

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Youth work and skills development are not without their challenges. Some of the common challenges faced by organizations and individuals working in this field include:

1. Limited funding and resources
2. Lack of access to quality education and training opportunities
3. Limited awareness and understanding of the value of youth work and skills development
4. Inadequate policies and frameworks to support youth work and skills development

# Challenges and Solutions

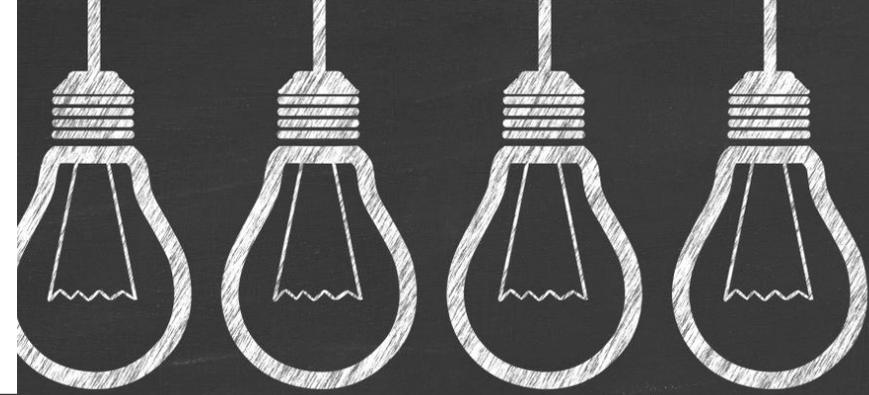
## (2)

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To overcome these challenges, it is important to:

1. Advocate for increased funding and resources to support youth work and skills development initiatives.
2. Work towards expanding access to quality education and training opportunities for young people.
3. Raise awareness about the value of youth work and skills development through outreach and communication efforts.
4. Collaborate with policy makers to develop and implement effective policies and frameworks that support youth work and skills development.

By addressing these challenges and implementing effective solutions, we can ensure that youth work and skills development continue to play a vital role in empowering young people to take control of their future.





# Call to Action

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"We must all take action to support youth work and skills development initiatives. By investing in the next generation, we can create a brighter future for all."

Background:

A call to action can encourage individuals, organizations, and governments to invest in youth and create opportunities for them to develop their skills.

# What Can You Do?



# Conclusion

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"Taking the future in your own hands starts with youth work and skills development. Let's work together to empower young people to reach their full potential and create a better world for all."

- Youth work and skills development are crucial components in empowering young people to take control of their future and become active contributors to society.
- Through youth work initiatives and skills development programs, young people can gain the necessary competencies and confidence to navigate a rapidly changing job market.
- Entrepreneurship education and training can also provide young people with the skills and mindset needed to start their own businesses, drive economic growth, and create new job opportunities.

# Conclusion (2)

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- However, youth work initiatives face challenges such as limited funding and a lack of recognition, which require innovative solutions and collaboration among stakeholders.
- To ensure the success and sustainability of youth work and skills development, we must prioritize their support and promote their benefits to society.
- By investing in the future of young people, we invest in the future of our communities, countries, and the European Union as a whole.
- Let us work together to empower young people and create a better future for all.



# Digital Skills

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- Digital skills are essential in today's world, as technology continues to advance and transform the way we live and work.
- Some key digital skills include computer literacy, internet proficiency, social media management, and data analysis.
- It is important to continually develop and update your digital skills, as technology is constantly evolving.
- Digital skills can improve your employability and career prospects, as more and more jobs require proficiency in digital tools and platforms.
- There are many resources available to help you develop your digital skills, such as online courses, tutorials, and certifications.

# Key Digital Skills

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**Coding and Programming:** Ability to write code and create software, web pages, mobile apps, and other digital products.

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**Digital Marketing:** Skills in using online platforms to promote products and services, such as SEO, SEM, PPC, and social media marketing.

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**Data Analysis:** Ability to collect, organize, and analyze large sets of data using tools like Excel, SQL, or Tableau.

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**Cybersecurity:** Knowledge of protecting digital assets and data from theft, damage, or unauthorized access.

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**Cloud Computing:** Ability to use cloud-based platforms such as AWS, Azure, or Google Cloud to manage and store data, applications, and services.

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**UX Design:** Understanding of user experience design principles, including research, wireframing, prototyping, and testing.

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Online courses: Platforms like Coursera, edX, and Udemy offer a variety of digital skills courses taught by experts from top universities and companies.

MOOCs: Massive open online courses (MOOCs) are free online courses offered by universities and organizations around the world. Some popular platforms include Coursera, edX, and FutureLearn.

Tutorials and Guides: Websites like YouTube, Lynda.com, and Skillshare offer a variety of video tutorials, guides, and courses for different digital skills.

Online communities and forums: Join online communities like Reddit or Stack Overflow to connect with experts and learn from peers.

Hackathons and Meetups: Participate in hackathons or attend local meetups to learn new skills and connect with others in the industry.

Certifications: Get certified in different digital skills from recognized organizations like Google, Microsoft, or Hubspot.



# Digital Skills in EU Countries

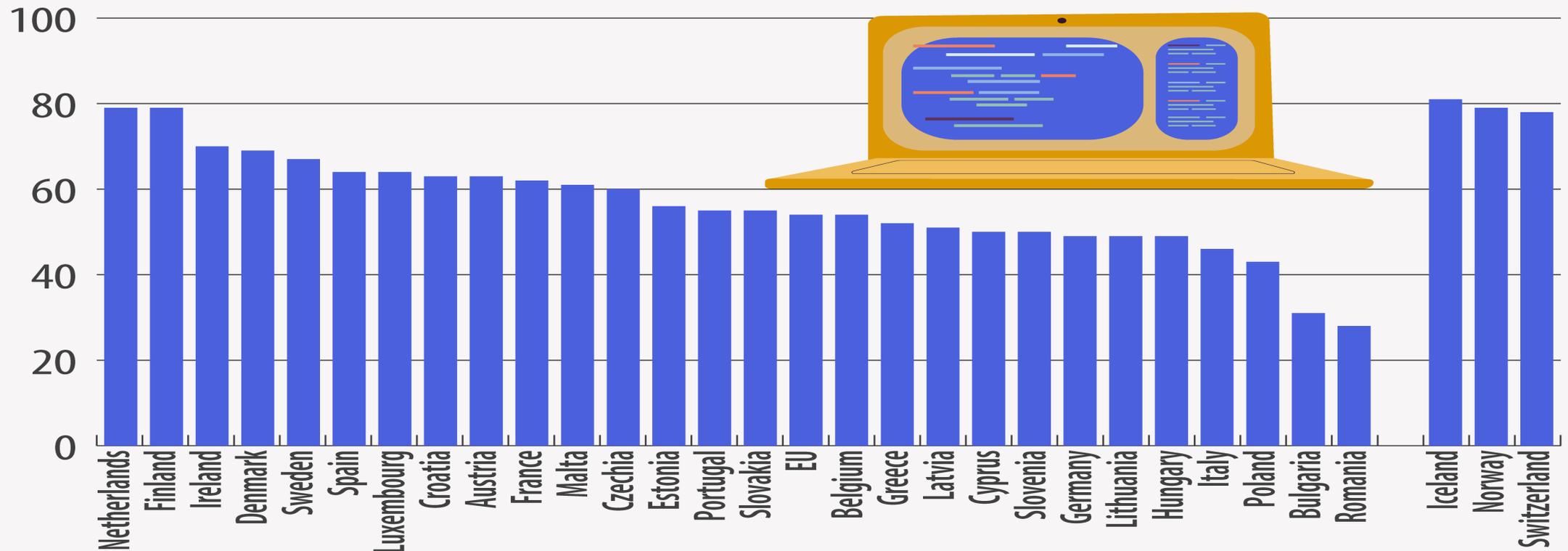
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- According to a recent report by the European Commission, 37% of the EU labor force lacks basic digital skills, and only 17% have advanced digital skills.
- In Germany, only 16% of adults have no digital skills, compared to the EU average of 24%. However, only 3% of Germans have advanced digital skills, which is lower than the EU average of 7%.
- In Spain, 44% of adults lack basic digital skills, which is higher than the EU average of 37%.
- In the Netherlands, 23% of adults lack basic digital skills, and 9% have advanced digital skills.

# Basic digital skills in EU - statistics

## People with at least basic overall digital skills in 2021

(% of people aged 16-74)



Overall digital skills refer to five areas: information and data literacy skills, communication and collaboration skills, digital content creation skills, safety skills and problem solving skills. To have at least basic overall digital skills, people must know how to do at least one activity related to each area. For more information on the types of activities related to each skill, consult the metadata file.

# Some data about digital skills in EU

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<https://ec.europa.eu/statistical-atlas/viewer/?mids=BKGCNT,C09M01,CNTOVL&o=1,1,0.7&ch=C01,ITS,C09&center=50.00754,19.98211,3&lcis=C09M01&>

<https://ec.europa.eu/eurostat/cache/infographs/ict/bloc-1.html>

<https://europa.eu/europass/en/europass-tools/test-your-digital-skills>

<https://europa.eu/europass/digitalskills/screen/home?referrer=epass&route=%2Fen>

# The Digital Economy and Society Index (DESI)

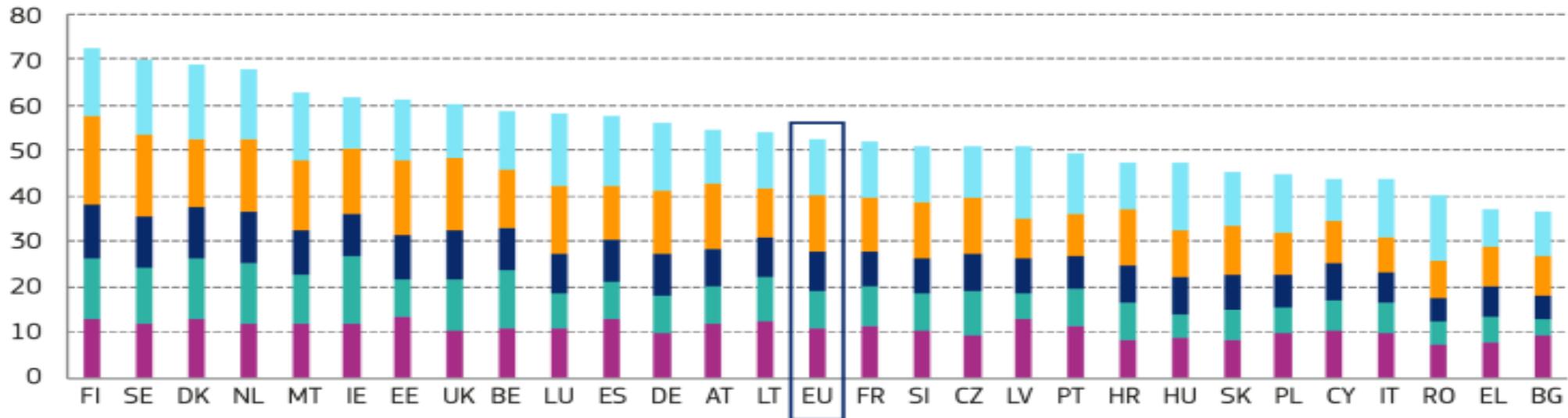
  
CONNECTIVITY

  
HUMAN CAPITAL

  
USE OF INTERNET SERVICES

  
INTEGRATION OF DIGITAL TECHNOLOGY

  
DIGITAL PUBLIC SERVICES



# Conclusions

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- Digital skills are essential for individuals and businesses to thrive in the digital age, as technology continues to transform the way we live and work.
- The European Commission reports that a significant portion of the EU labor force lacks basic digital skills, with only a small percentage possessing advanced digital skills.
- While some EU countries may have higher levels of basic digital skills than others, there is still a need for continued education and upskilling in advanced digital skills to support innovation and growth across the region.
- Developing digital skills is not only essential for individual career growth, but also for the economic prosperity of the EU as a whole.

# III. European Best Practice in shaping and enforcing labour conditions

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*Study Behavior of Generation Z in the labor market in 2020 (Catalyst Solutions Team)*

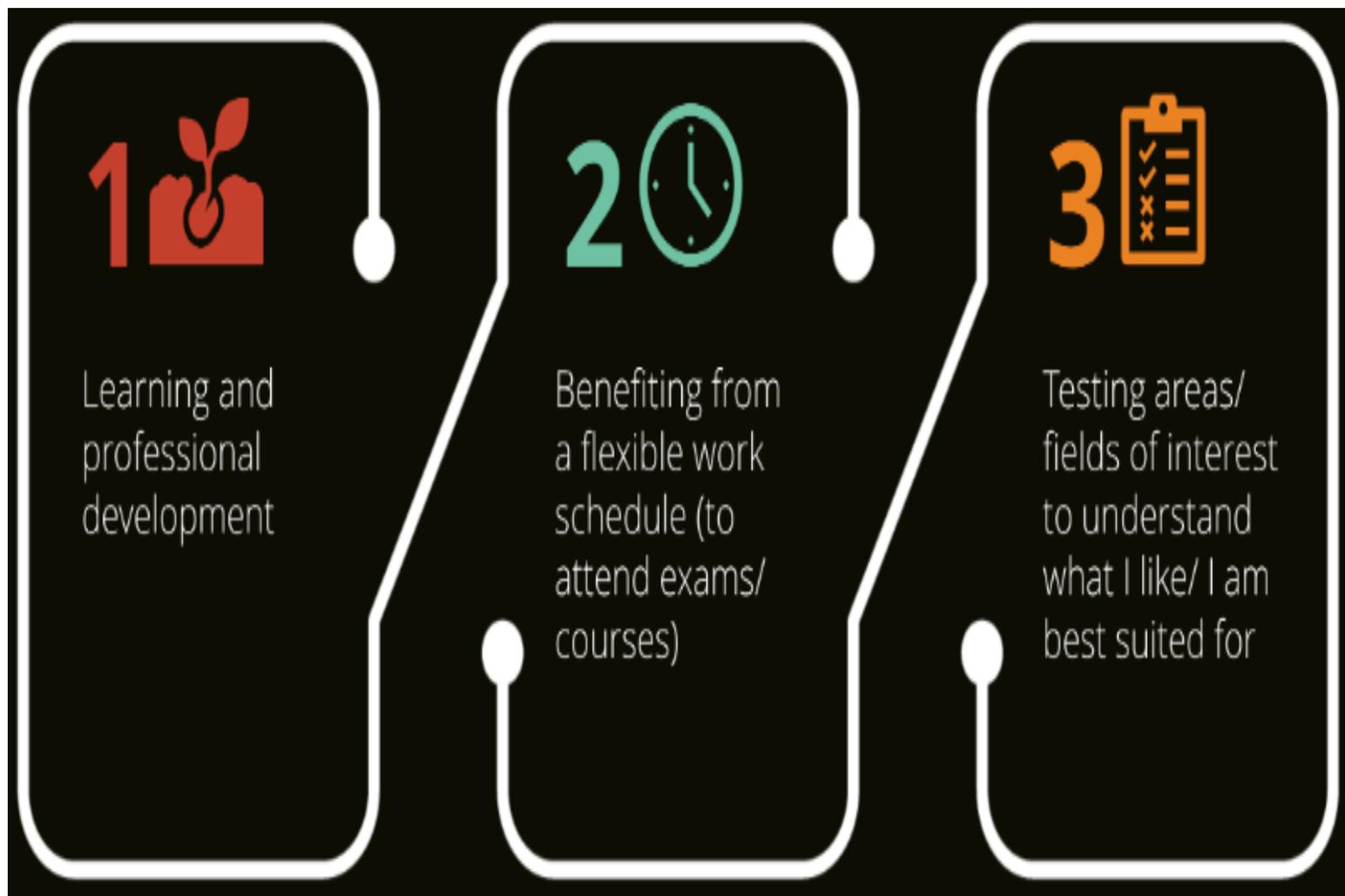
- shows the concerns and trends of young people when it comes to their future career: in which field they would like to work, what they are looking for in their future job, which companies they are looking for.*
- the fields of most interest to young people, including Marketing/PR, IT Software, Human Resources, Engineering, Management, IT Hardware, Sales, etc.*

# Good practices in stimulating youth employability

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*Study on the behavior of Generation Z on the labor market in 2020*

*Image source: <https://lsrs.ro/cum-arata-piata-muncii-in-romania-din-perspectiva-tinerilor/> accessed on 25.06.2021*



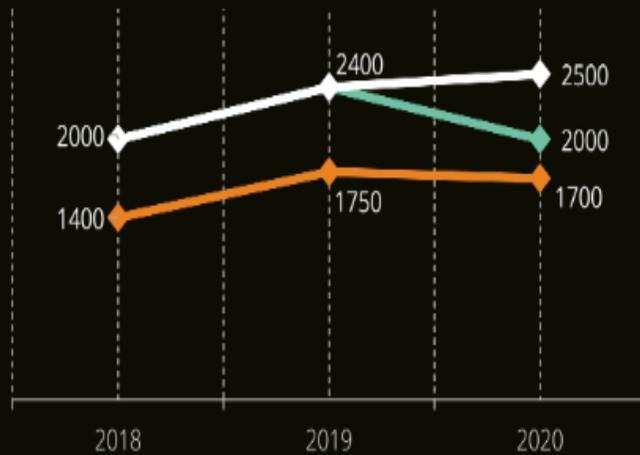
Which are the **salary expectations** of youngsters for an internship program, a trainee program and an entry-level job?

## Good practices in stimulating youth employability

*Study on the behavior of Generation Z on the labor market in 2020*

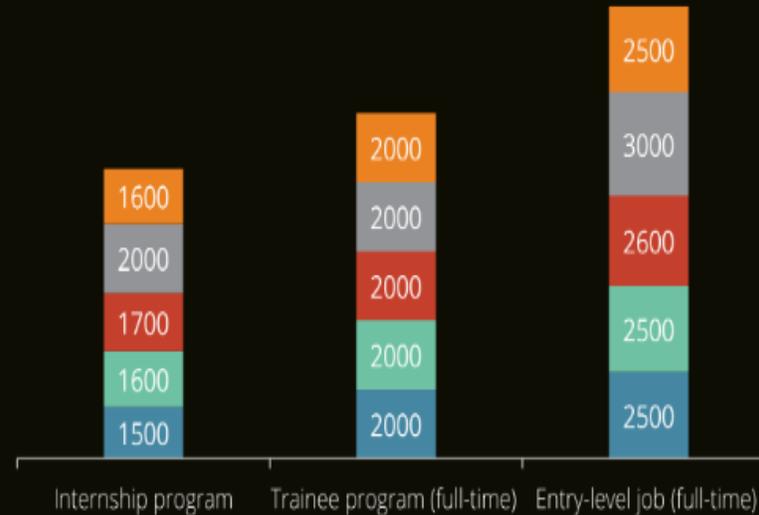
*Image source: <https://lsrs.ro/cum-arata-piata-muncii-in-romania-din-perspectiva-tinerilor/> accessed on 25.06.2021*

Salary Expectations Evolution 2018-2020



- Internship program
- Trainee program (full-time)
- Entry-level job (full-time)

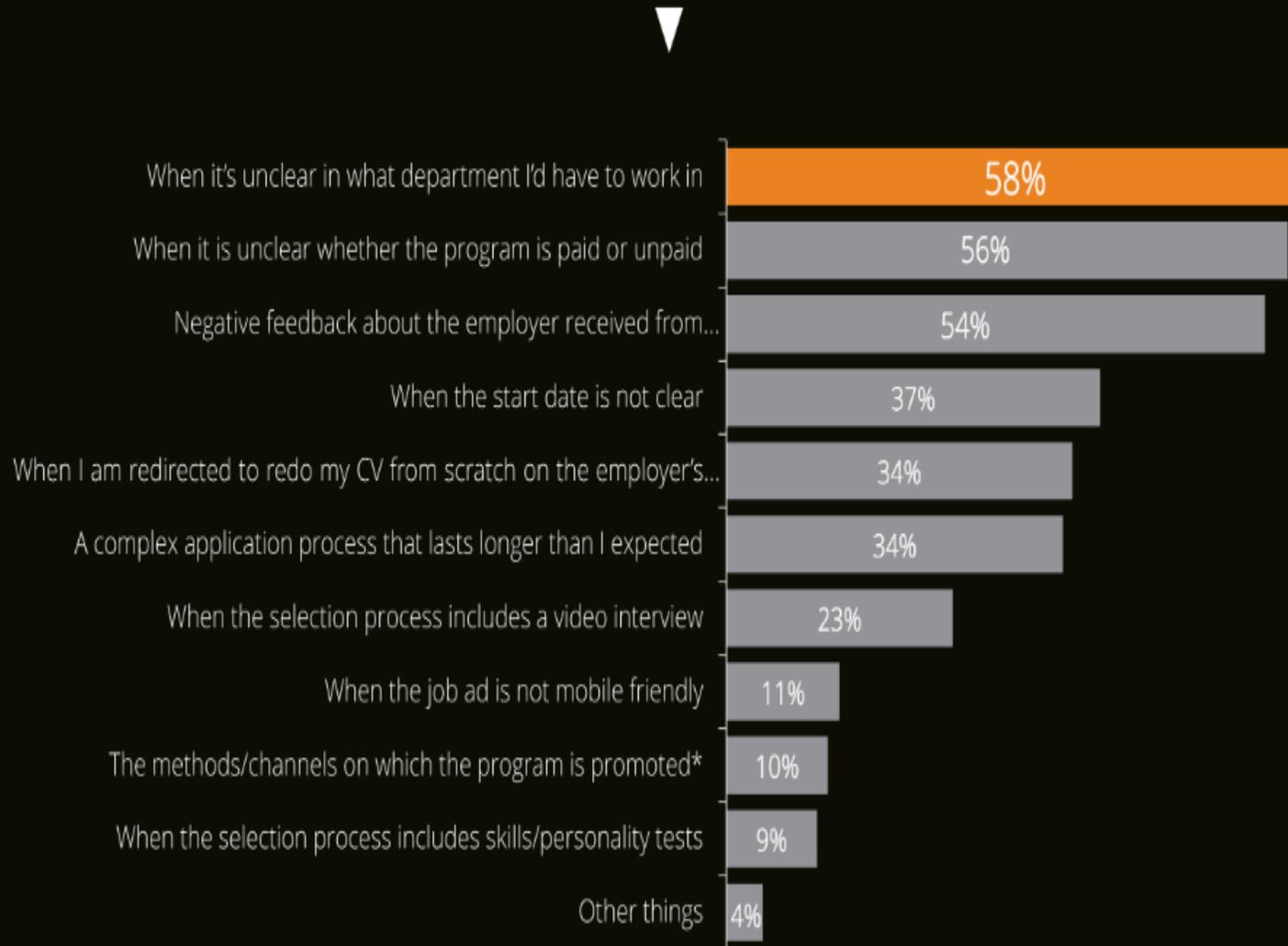
Salary Expectations 2020



- Business background
- IT&C background
- Technical background
- Social Sciences/Humanities background
- Medical/Pharma background

\*represent the median values of the monthly NET sum in RON, excluding benefits and bonuses

What are the things that would discourage youngsters to apply for a desired program/ entry-level job?



## Good practices in stimulating youth employability

*Study on the behavior of Generation Z on the labor market in 2020*

*Image source: <https://lsrs.ro/cum-arata-piata-muncii-in-romania-din-perspectiva-tinerilor/> accessed on 25.06.2021*

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## FRIENDLY LABOR MARKETS

It represents the countries with the best human development indicators and the best performing employment model Austria, Denmark, the Netherlands, Sweden, Finland, the United Kingdom and Ireland

### The main challenges:

- Reducing the number of unemployed young people
- Social inclusion of vulnerable groups of young people
- Reducing the share of NEET young people
- Completing reforms in the education system.

## RIGID LABOR MARKETS

Good human development indicators, but with a low level of youth employment.

France, Belgium, Germany, Luxembourg and Slovenia

### The main challenges:

- The flexibility of the educational and professional training system.
- Making the labor market more flexible.
- Integration and customization of lifecycle-oriented policies and services.
- Development of work strategies.
- Public-private cooperation in employment.
- Increasing the labor force participation rate of young women.

# Good practices in stimulating youth employability

Source: <https://mts.ro>  
Forecasting market developments and trends. Threats and opportunities, IRES, 2018.

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# Industrial Relations

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Is the relationship which exists between employers and employees.

It is most important that this relationship is good!



# Know your rights!!!



You should know which are your labor rights!!!



The right to work!



The right to bargain!



The right to be safe and secure at the work place!



The right to be paid for your work!

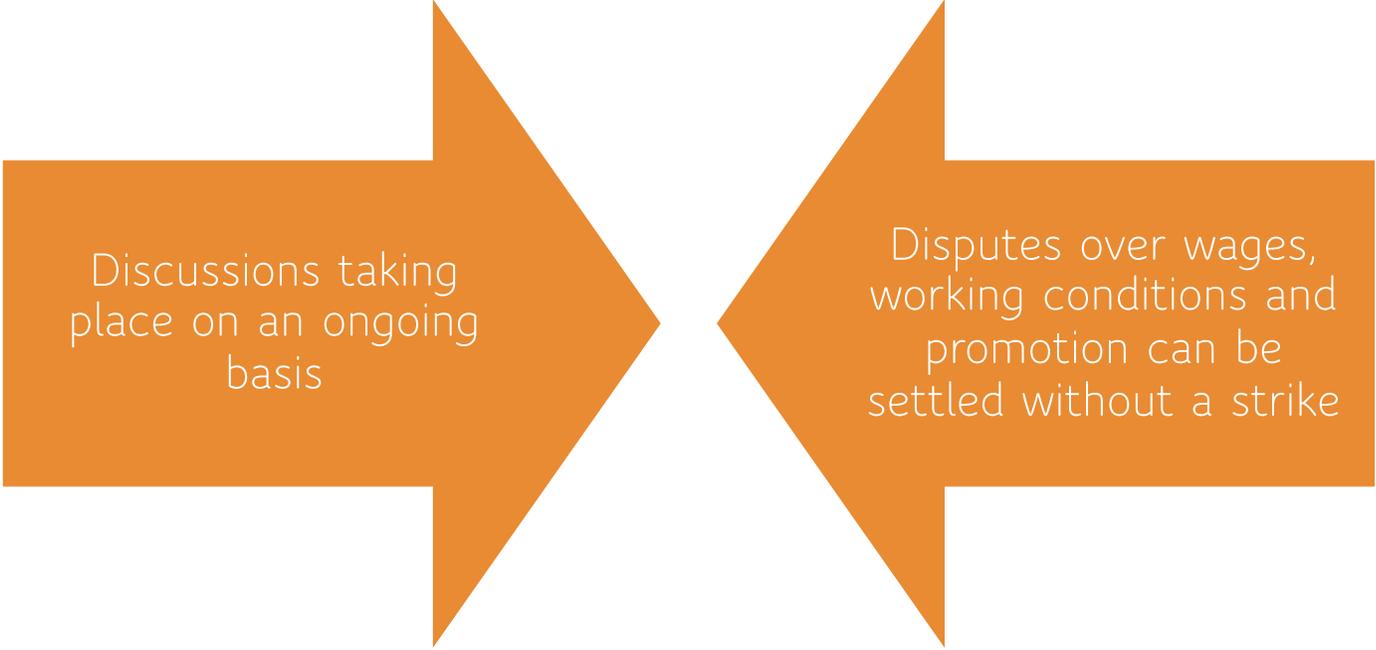


The right to be part of an union!



Please continue....

# Good Industrial Relations Lead To:



Discussions taking  
place on an ongoing  
basis

Disputes over wages,  
working conditions and  
promotion can be  
settled without a strike

# Poor Industrial Relations





Organizations:



1. Big organizations



2. Small and medium organizations.



At local or international level!



# The actors of Industrial Relations

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3 main actors:

- ♦ **Shareholder**- represented by management, association of employers. Always to gain as much profit and productivity.
- ♦ **Employees**- being represented by trade unions. To get good salary, good working conditions
- ♦ **Government**; being represented by specialized government agencies concerned with workers, enterprise and their relationship. Try create industrial harmony

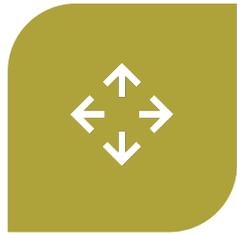
Each of the actors above always conflicting between one another in order to achieve their objectives.



# Trade Unions

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AN ORGANISATION FORMED BY WORKERS  
TO PROTECT THE INTERESTS OF THEIR  
MEMBERS.



PROTECT THE RIGHTS  
OF THEIR MEMBERS



NEGOTIATE WAGES  
AND SALARIES



NEGOTIATE WORK  
CONDITIONS



REPRESENT MEMBERS  
AT NATIONAL PAY  
AGREEMENTS

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# Functions of a Trade Union



# Benefits of joining a Trade union

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Higher standard of living for members- better wages and conditions

Greater job security if union is powerful

Increased bargaining power, one voice for all workers

Protection against discrimination or unfair dismissal

# Types of Trade Unions

Industrial Unions: members work in the same industry **eg** banking or nursing, education, defense, health, energy etc.

Craft Unions: members belong to a particular trade and have served an apprenticeship **eg** Brick and Stonelayers Trade union, the craftsmanship cooperative etc.

# Types of Trade Unions

White Collar Unions: members are usually professional **eg** teachers unions, civil servants, police officers, aviation officers

General Unions: members come from a variety of occupations **eg** SIPTU (Services, Industrial, Professional and Technical Union)



# Shop Steward

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Is the local union representative and is elected by members for a term of 1 to 5 years

## Main Duties

1. Recruit new members
2. Act as a link between members and union headquarters
3. Negotiate with an employer on behalf of members



# Why Join a Union?

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**Job security**

**Wages and benefits**

**Working conditions**

**Fair and just supervision**

**Need to belong**

**Collective voice**

# Job security

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Employees want protection from:

- Unfair or arbitrary decisions by management;
- If layoffs – seniority should be followed;
- If there are issues about discipline and discharge – the union provides them with advice and counsel



# Wages and benefits

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„Bread and butter”

- Contract negotiations to receive better wages and benefits
- To renegotiate the wages and benefits;
- To be paid for their work in accordance with the provisions in force.



# Working conditions

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Safe and healthy conditions of work;

To know which are the conditions of work since to beginning;

To understand the risk of unrespect the working conditions;

# Fair and just supervision

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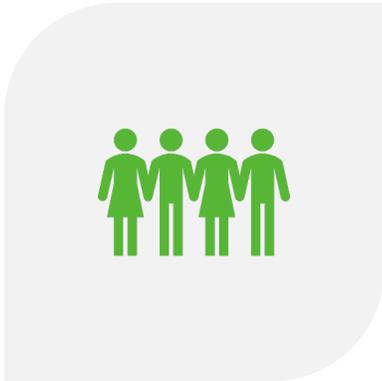
Workers expect that the grievance and disciplinary process negotiated by the union in the Collective bargaining agreement will provide them protection against biased or unreasonable supervisors;



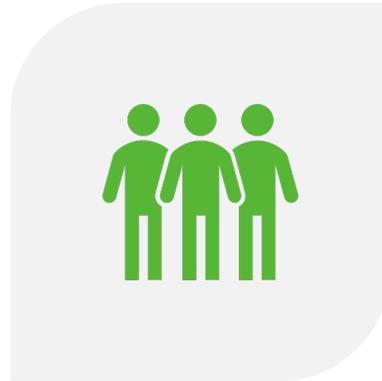
„just cause”, followed by arbitration process and judges

# Need to belong

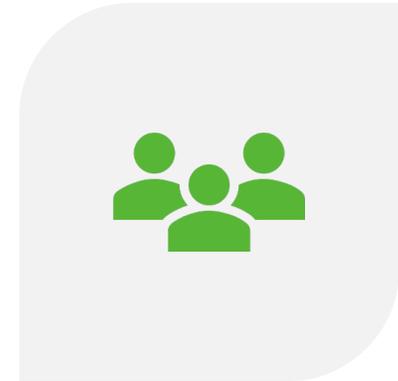
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NEED TO BE PART OF A LARGE  
GROUP OF WORKERS THAT SHARES  
ONE'S VALUES AND CONCERNS



BRING THE WORKERS TOGETHER



CREATE SOCIAL NETWORK AT  
WORKPLACE

# A collective voice

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'strength in numbers'



The powerful voice of the workers



Collective voice - collective power to accomplish the goals



The power is used to increase take-home wages, to ensure job protection, to improve working conditions, or to sit across the bargaining table as an equal with the employer

# Theories and concepts used to analyzed Industrial Relations

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- ◆ Approaches used to define IR:
  - a. **Institutional-based definition:** industrial relations are a sum of institutional processes that establish and administer the rules regulating workplace relations
  - b. **Social-psychology-based definition:** industrial relations are a sum of social psychological interactions between individuals
  - c. **Class-based definition:** industrial relations are a sum of institutions, processes and interactions which are product of wider social and economic influences, in particularly the class divisions of contemporary capitalism



# Approaches

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A. HRM: an integrated theoretical approach; this 'narrow and normative' HRM tends to draw most heavily on analytical tools derived from psychology and organizational behavior.

The focus is on individual employees and the management initiatives and organizational policies that enhance employees' job satisfaction, motivation, work performance and organizational commitment.



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## **B. Employment Relations:**

- contracts of employment (involving trade unions, worker collectives, labor courts and government agencies) as well as management of conflict arising out of the personal interaction between the individuals at the workplace, are part of workplace relations together with the labor management functions (recruitment, selection, training, personnel development, performance management etc.)

# Definition of Industrial Relations

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- Industrial relations encompasses a set of phenomena, both inside and outside the workplace, concern with determining and regulating employment relationship



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A particular set of phenomena associated with regulating the human activity of employment

The making and administering of the institutions and rules of work regulation

Socio-industrial conflict (in all its forms) and its resolution

Explicit and implicit bargaining between employees and employers

A broad definition:

*'industrial relations is about the behaviors and interaction of people at work'.*

- ◆ Industrial relations (IR) assumes the employment relationship is conflictual power relations at work.

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- ◆ Traditionally, it focused on ‘collective’ aspects of employment.

- ◆ It has expanded to incorporate ‘individual’ aspects.

- ◆ IR is interdisciplinary by nature.

# Collective Bargaining Agreement (eg.)

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