Bright Curriculum

Within BRIGHT@EU a STRUCTURED AND STANDARDISED BASIC LEGAL TRAINING and VALIDATION SYSTEM FOR LEGAL LITERACY as a transversal skill for Europe will be developed.

The project consists of 5 major steps:

1. Develop a modular curriculum (on-line platform) which comprises nation-specific law training of each of the countries represented by the consortium and EU laws.

2. Develop a train-the-trainer program (= training and guide for adult educators) and accompanying teaching and learning material in all languages of the consortium.

3. Develop a curriculum supporting the intercultural competences of the young people in the law context

4. Pilot Project to test the training program and train first multipliers in a pilot project.

5. Disseminate our outcomes and results EU-wide to potential participants, multipliers and interested stakeholders.

1.   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.

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2.   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 urgently 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.

Co-funded by the
Erasmus+ Programme
of the European Union

Bright@EU

3. 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.

4. Content and learning outcomes

Modul 1: EU Law Making, Legislation and Language

Learning outcomes

- have a basic understanding of the European Convention on Human Rights (ECHR)
- have an understanding of the European Union (EU)
- acquire a basic knowledge about the EU institutions
- acquire an understanding of the sources and language of EU law
- acquire knowledge of the interaction between EU laws and countries laws.

Modul1: EU Law Making, Legislation and Language

1.1 Introduction to EU legislative drafting

Basic legislative and regulatory theory:
 What is legislation?
 What kinds of legislation are there?
 How does legislation work?
Constitutional aspects:
 Legislative competence:
 Parliamentary sovereignty and constitutional sovereignty
 EU: principles of conferral, subsidiarity and proportionality
Multi-layered law: regional, national, supranational

1.2. Drafting and the EU legislative process

Organisation of the legislative process:
 Roles of government and parliament
 EU legislative process
Organisation of the drafting process:
 Central drafting office or decentralised system
 EU drafting process
Drafting rules, principles and guidance
 EU drafting rules: Joint Practical Guide and others

1.3. Drafting and the EU policy process

Identifying and analysing problems

Identifying and weighing up options
Consultation
Regulatory Impact Assessment

1.4. Structure of EU legislation

Organisation of EU laws: codes or individual acts
      Organisation of the EU acquis
Organisation of an act: divisions and order of provisions
      Structure of EU acts

1.5. Language of legislation

Choice of words
Clarity and ambiguity
Clear writing
Gender neutrality
Multilingual legislation
Language of EU legislation

1.6. Amendment, codification and repeal

Types of amendments
Amendment in the EU system
Keeping the statute book up to date
Codification, recasting and repeal in the EU system

Modul 2: Legal knowledge in key areas of national laws and Data Protection

Learning outcomes

- Demonstrate in the language of the countrywhenstudying in a foreignlanguage;
- Explain the keyprinciples of the legal system of the country in questionlaws
- Make a difference between private and public
- Demonstrate a grounding in newareas of study, includinglaw, language and culture
- Knowing what Data protection is
- Data Protection and Employement
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2.1 Fundamental aspects of national laws

Main types of national laws
- Public
- Private
- Procedural

Comparative aspects in national legislation of European Countries
Requirements within national laws and legislation systems to address national needs, requirements and citizen problems and what is necessary to be known and realised

2.2 Most important national laws

Administrative Law

Asylum/ Refugee Law
Business and Commercial Law
Civil Code
Constitutinal Law
Criminal Law and Procedure
Labor law

2.3. Basics of Data Protection

The Data Protection Act 1998
What is personal data?
The difference between sensitive and non-sensitive data
Who is responsible for applying the Data Protection Act?
The main principles of the Data Protection Act
Collecting personal information – fair collection notices, rights and obligations
Freedom of Information Act 2000

2.4 Data Protection Codes of Practice

Understanding and applying the codes
Employee's health
Drug and alcohol testing at work

2.5. Beginning and During Employment

Recruitment and selection
Including advertising, applications, shortlisting, selection testing, references, medical records, vetting, verification, validation, access to interview notes, retention of records
Collection and storage of information
Equal opportunities monitoring
Pensions and insurance schemes
Disclosure policy

5.   Educational methods: interpretation, control questions, case studies, final test

The didactic principles for the BRIGHT@EU curriculum will include interest orientation (analysis of a legal issue and its consequences for one's own position), orientation towards applicability (how can the learner use his knowledge professionally or in his everyday life), and information analysis (learners will learn how to extract the meaning of given legal texts and interpret them). The strong emphasis towards making explicit to the learner the actual use of acquired skills and knowledge marks the innovative approach to teaching law in a non-academic context. The didactic principles will be developed by educational experts of our consortium in accordance with the specific content and will be based on the most current research and insights in adult education and learning psychology.

The course consists of 4 days with at least 2 hours of home study per week, including a short report summarizing course materials..

Proposed methods to be choosed depending of the context, learners, etc

Educational methods

5.1. Case studies
Which laws are important for which group of persons?
Case A .: Woman, single, without children
Case B: Man, with wife and two children

5.2. Context of laws in Mindmaps
 This method shall show the students the connections between various laws.

5.3. Internet research
Tabular representation of all sources and institutions that contain legal information for migrant workers. This task is suitable very well as housework. Each student researched on the Internet and compiles the information in a table. The layout of the table is given in the course materials. The main questions are:
- Which site offers what?
- Which side is considered useful?
- What is missing?

5.4. Simulation of a visit to a public authority
This method should demonstrate students the individual effect of legislation - legislation is often individual decisions.

- Case A: Detachment office: what documents do I need?
- Case B: 1st working day - what documents do I need? Which laws apply?
- Case C: Accident at work - which institutions are responsible? What insurance do I need?
- Case D: Inability to work - rights and obligations of the worker? What about costs?

5.5. Quiz (possibly online)
Sample questions: Who is responsible for the placement of jobs in Germany? Do children have to be insured independently in statutory health insurance? Who pays my salary if I am sick for more than 6 weeks ..?

For preparisation of trainers/ teachers

5.6 Questions to generate effective learning
Questions can be used:

- to develop and assess the student's understanding of basic legal materials
- to develop student skill in close, analytic reading and clear communication of understanding.
- for comprehension i.e. might ask students to classify, give examples, summarize a legal doctrine

- to reinforce the importance of attention to these areas of reading.
- (i.e. Do you need both Laws A and B to establish C)?

- to provide opportunities for students to practice the skill of concise and clear translation of legal complexity.

- to teach students to deduce the general rules of law from cases

- to develop synthesis and evaluation questions, i.e. : "do you agree?" or "what do you think?"

- to develop problem-solving skills i.e. "What argument would you make?" , "How would you decide this case?", "If you were a legislator, how would you change or improve the law to address this type of case?"
- to explore perspectives, make predictions and imagine solutions, i.e. through brainstorming.

- to recap and then ask "Is everything clear? Do you need two minutes to talk among yourselves?"

5. 8 Assessments:
- Self-assessments – multiple choices for each module 10-15 questions with 3 answer possibilities but 1 correct answer
- Group ones causing students to behave differently because they had to work together in different activities – such as designing posters. Here everything submitted was graded on the quality of the group work and group members received the same mark.

5.   Schedule of study (individual study, recommended length of study of each module etc.)

The advantage of the online platform is an opportunity to study due to the individual needs of the learner anywhere (online connection) and anytime. Generally, the recommended length of study is 20 hours (10 hours per each module), but everything depends on the individual skills and the way of learning of the user.

Programm – results of educational expert workshop (12.04.17) – to be discussed with the partners

1 .day	
Modul 1	**Stunden/ Methode**
1.1.	3 hours/ quiz
1.2.	2 hours/ mindmap
1.3.	1 hour/ case studies
2. day	
1.4.	2 hours/ internetrecherche

1.5.	2 hours/ quiz
1.6.	1 hour
3. day	
Modul 2	
2.1.	1 hour/ mindmap
2.2.	5 hours/ case studies/ Simulation of a visit to a public authority
4. day	
2.3.	1 hour/ quiz
2,4	2 hours/ case studies
2.5.	2 hours

5. day: onlinetest (version b); test and certificate (version a)

6.   Conditions for successful completion (verification of the benefits – test (multiplier choice – f.e. 10 – 20 questions – required number of points (f.e. 75% of the whole questions)

There are two ways to complete the course:

- version A.: Visit and certificate: A final examination is necessary, 75% of the questions have to be answered correctly.
- version B.: Visiting without certificate: participation in the exam is voluntary, the course is used to gather information.