



9th International Scientific Conference SUSTAINABLE GROWTH IN SMALL OPEN ECONOMIES

26th October, 2017, Belgrade, Serbia

SESSION III

SOCIAL CHALLENGES OF UNEQUAL GROWTH: SOCIAL PILLARS

Introduction – session 3

- ▶ According to the Bruegel report
- ▶ The European Union faces **major social problems** which undermine long-term growth and social and political stability:
 - ▶ High private debt,
 - ▶ High unemployment,
 - ▶ Poverty, when six million jobs were lost from 2008-13 and
 - ▶ Limited access to education.



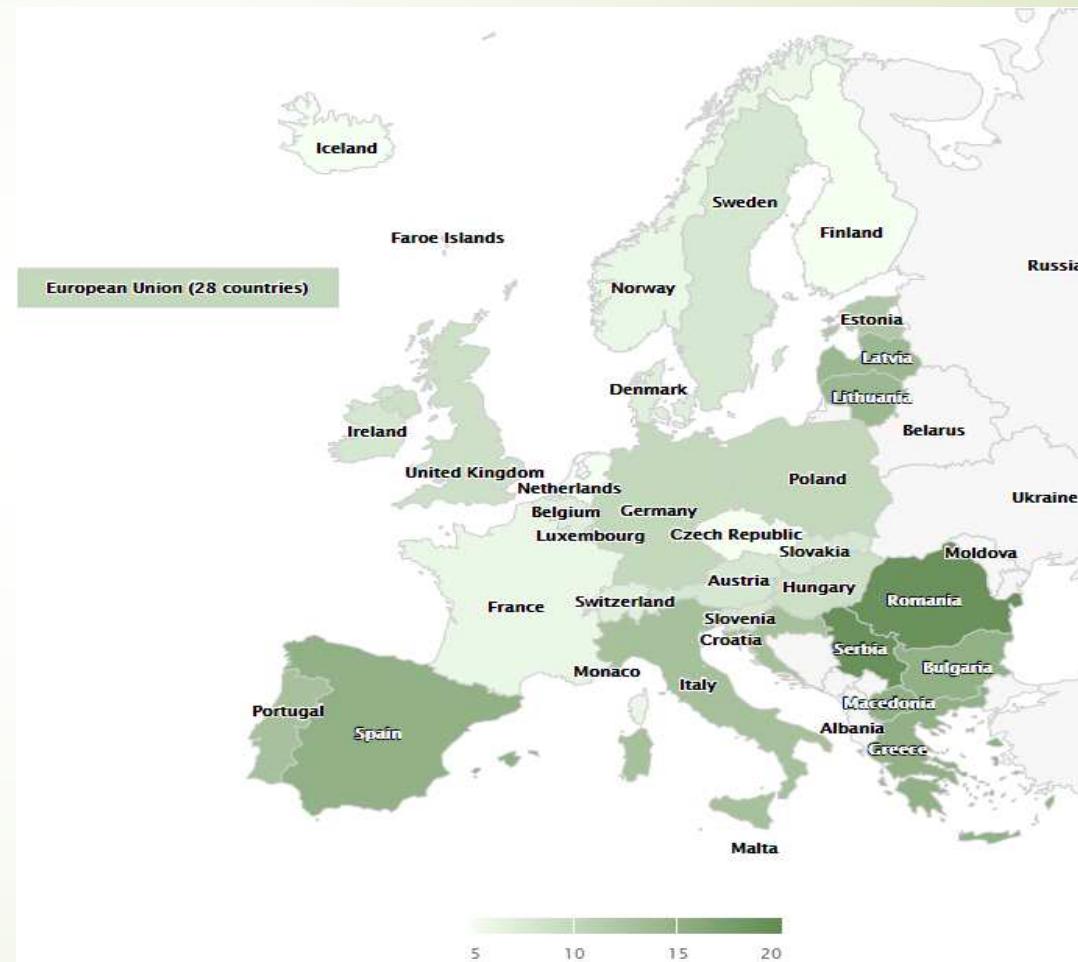
► Policymakers face three main challenges.

- First, addressing **unemployment and poverty should remain a high priority** not only for its own sake, but because these problems undermine **public debt sustainability and growth**.
- Second, **bold policies in various areas are required**. Most labour, social and fiscal policies are the responsibility of member states requiring national reforms. But better coordination of demand management at European level is also necessary in order to create jobs.
- Third, **tax/benefit systems should be reviewed for improved efficiency**, inter- generational equity and fair burden sharing between the wealthy and poor.

Republic of Serbia

Poverty Risk Rate 2015 (mons.rs)

- ▶ The efficiency of social sector expenditure is the next frontier. Given current budget expenditure levels on health, education, and social protection, improved results should be expected. Functional and expenditure reviews have helped define a comprehensive reform agenda in these three areas, but political commitment is now needed to move the agenda forward.



- ▶ Survey of Income and Living Conditions (SILC) in Serbia indicated that Serbia has highest Gini coefficient in Europe.
- ▶ Gini coefficient 2015 (mons.rs)
- ▶ Inequality is bad for economic growth and its sustainability, it can cause social and political problems
- ▶ This issue was not at the focus of policy makers in Serbia. They should, at least, focus on:
 - ▶ low volume and quality of employment
 - ▶ an education system that is not able to offset the effects of social inequality
 - ▶ inadequate tax and social policy
- ▶ so, possible way for reduce differences include creation of several major public policies:
 - ▶ Active employment policy and other policies to increase employment
 - ▶ Educational policy
 - ▶ Policy in the area of Life Long Learning



Paper presentations

Moderator: Aleksandra Bradić-Martinović, Institute of Economic Sciences, Belgrade, Serbia

1. Ecological Education and Sustainable Development
Mirjana Radojičić
2. The effect of globalisation on labour markets with special regard to the EU
Annamaria Artner
3. Acceptance of innovation in the form of Internet media by consumers in the Republic of Serbia
Karolina Perčić, Nenad Perić, Đuro Kutlača
4. Migration, integration and entrepreneurship: insights from the Serbian experience
Jelena Predojevic Despić, Vesna Lukić
5. Sustainable Development and the Question of its Social Dimensions
Vladan Joldžić, Ana Batrićević, Vera Stanković, Nikola Paunović
6. Economics and morality – How to reconcile economic thinking and broader social thinking
Aleksandar Fatić, Mrdjan Mladjan
7. Skills and sustainable employment in Serbia
Kosovka Ognjenović
8. Economic Development through Islamic Financing: The Case of Bosnia and Herzegovina
Amela Trokić
9. Digital Skills as Underlying Competencies of Workforce in Serbia
Aleksandra Bradić-Martinović, Jelena Banović
10. Public sector wage premium in Serbia: comparison of linear regression and matching approach estimates
Marko Vladisavljević

Digital Skills as Underlying Competencies of Workforce in Serbia

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Introduction

- Aim of the research is to determine the level of ICT literacy of the working age population in Serbia and to measure the correlation of the level of ICT literacy and employability.
- We consider this subject very important having in mind that the digital skills become one of the basic element for the national growth and competitiveness.



What is ICT literacy?

- ▶ Using digital technology, communications tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society (International ICT Literacy Panel, 2002, p. 2)
- ▶ Comprise a 21st century form of literacy, in which researching and communicating information via digital environments are as important as reading and writing were in earlier centuries (Katz, Macklin p. 50)

- "Digital literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills. (American Library Association)
- Research evidence has clearly stated the productivity, economic growth, job creation, and welfare are under the great influence of digitalization (GSR-17 Workpaper)

BASIC ELEMENTS OF DIGITAL LITERACY		
Elements	Definitions	Competencies
Access	Knowing about and knowing how to collect and/or retrieve information.	Search, find, and retrieve information in digital environments.
Manage	Applying an existing organizational or classification scheme.	Conduct a rudimentary and preliminary organization of accessed information for retrieval and future application.
Integrate	Interpreting and representing information - summarizing, comparing, and contrasting.	Interpret and represent information by using ICT tools to synthesize, summarize, compare, and contrast information from multiple sources.
Evaluate	Making judgments about the quality, relevance, usefulness, or efficiency of information.	Judge the currency, appropriateness, and adequacy of information and information sources for a specific purpose (including determining authority, bias, and timelines of materials).
Create	Generating information by adapting, applying, designing, inventing, or authoring information.	Adapt, apply, design, or invent information in ICT environments (to describe an event, express an opinion, or support a basic argument, viewpoint or position).
Communicate	Communicate information persuasively to meet needs of various audiences through use of an appropriate medium.	Communicate, adapt, and present information properly in its context (audience, media) in ICT environments and for a peer audience.
Note: Existing international and national digital literacy frameworks and assessment instruments all share these common elements.		

Methodology and data

- ▶ Methodology for calculation of **Digital skills indicator** created by **Eurostat** in cooperation with European Commission (DG CNECT) based on the **Digital Competences Framework - Individuals' level of digital skills** (code: isoc_sk_dskl_i).
- ▶ We also used Pearson correlation coefficient to determine correlation between the level of digital competences and employability.
- ▶ Constraints: we conducted pilot research with non-representative sample (120) and personal assessment of the skills in the survey, persons between 17-74

Basic results and conclusions

► Information skills

0-none	12%
1-basic	7%
2-above	78%

► Communication skills

0-none	12%
1-basic	16%
2-above	70%

► Problem solving

0-none	29%
1-basic	16%
2-above	54%

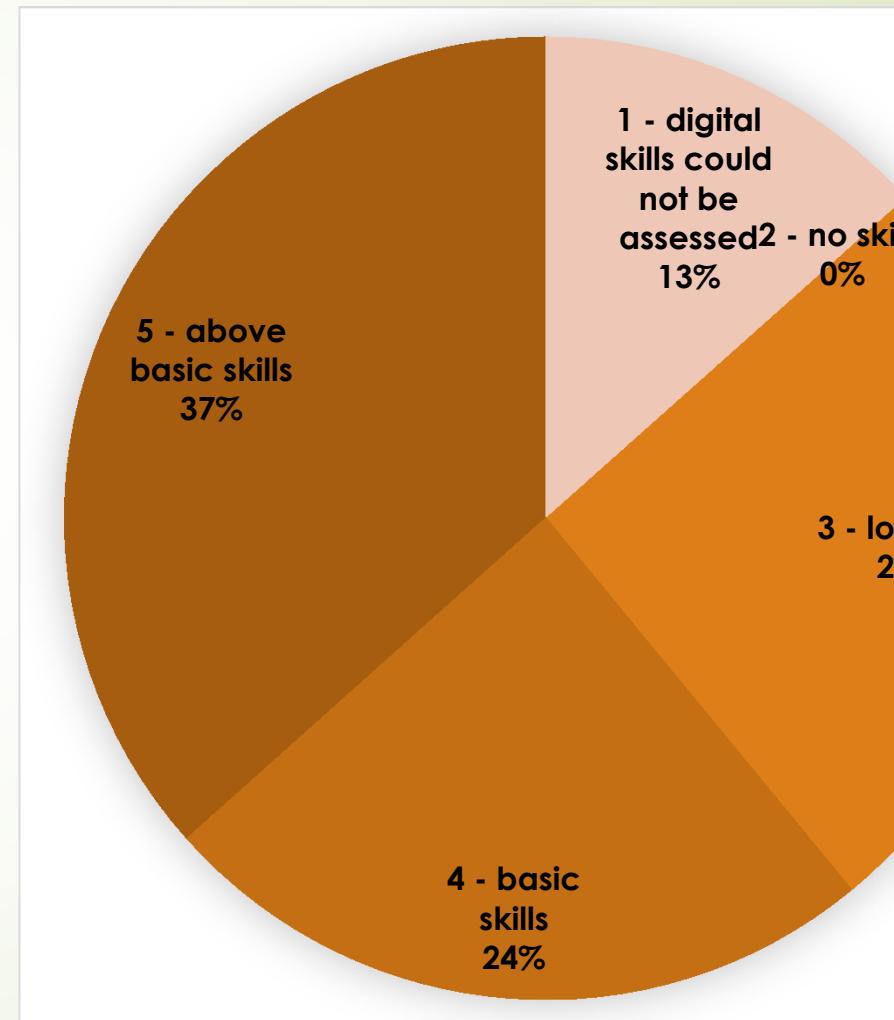
► Software skills

0-none	34%
1-basic	24%
2-above	40%

Basic results and conclusions

- We also found significant correlation between digital literacy and:
 - The level of education
 - The employment status
 - The form of employability
- Foundation for further research

Digital skills indicator





Thank you for your attention!