

## DIGITAL COMPETENCES IN THE FUNCTION OF REDUCING UNEMPLOYMENT<sup>1</sup>

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### Abstract

*Nowadays many national economies are facing the problem of unemployment. Its proportion can be expressed by the unemployment rate. Although different reasons affect the unemployment rate, the inappropriate competences of the available workforce are distinguished as one of the dominant. That reason causes the phenomenon of the so-called labour market paradox. On the one side, that paradox reflects a relatively high unemployment rate and, on the other side, the inability of a large number of employers to hire workers whose competences meet the demands of a modern workplace. Special attention in this paper is paid to digital competences. The aim of the paper is to point out the nature of digital competences, their importance for reducing the level of unemployment, as well as the ways in which they can be acquired and improved.*

Key Words: *digital competences, digital skills, unemployment*

JEL classification: *J240, J640, O330*

### Introduction

Unemployment is a serious problem that most modern economies are facing. Although it is more conspicuous in less developed countries, its presence is also evident in the most developed economies of the world. The scope of this problem can best be traced through the unemployment rate. That rate is considered ‘probably the best-known labour market measure ... of the underutilization of the labour supply. It reflects the inability of an economy to generate employment for those persons who want to work but are not doing so, even though they are available for

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employment and actively seeking work. It is thus seen as an indicator of the efficiency and effectiveness of an economy to absorb its labour force and of the performance of the labour market' (ILOSTAT). This rate is also considered 'an important measure of a country or region's economic health' (STATISTA, 2018). It is calculated as follows (ILOSTAT):

$$UR (\%) = \frac{\text{Persons unemployed} \times 100}{\text{Labour force}} \quad (1)$$

According to the World Bank (2018), the average unemployment rate in the world, from 1991 to 2018, had the trend as shown in Figure 1.

Figure 1: *The average unemployment rate in the world from 1991 to 2018*



Source: *The World Bank. (2018). Unemployment, total (% of total labor force) (modeled ILO estimate) <https://data.worldbank.org/indicator/sl.uem.totl.zs>*

The average unemployment rates by individual countries (according to the choice of the author of the paper) in the mentioned period are shown in Table 1.

Table 1: *Average unemployment rates by individual countries from 1991-2018*

COUNTRY / GROUP OF COUNTRIES	1991 (%)	2018 (%)	COUNTRY	1991 (%)	2018 (%)
WORLD	5.64	5.38	LATVIA	18.89	8.57
EUROPEAN UNION	8.93	6.94	LITHUANIA	17.79	6.92
AUSTRIA	3.42	5.39	LUXEMBOURG	1.48	5.36
BELGIUM	6.99	6.46	MALTA	6.42	3.90
BULGARIA	21.24	4.92	NETHERLANDS	7.28	3.79
CROATIA	11.14	9.10	POLAND	12.53	4.36
CYPRUS	2.79	10.36	PORTUGAL	3.92	7.35
CZECH REPUBLIC	2.27	2.07	ROMANIA	8.07	4.63
DENMARK	9.10	5.36	SLOVAK REPUBLIC	12.20	7.27
ESTONIA	1.47	5.59	SLOVENIA	7.08	6.22
FINLAND	6.50	8.25	SPAIN	15.93	14.55
FRANCE	9.13	8.81	SWEDEN	3.24	6.32
GERMANY	5.32	3.72	UNITED KINGDOM	8.55	4.00
GREECE	7.66	21.07	<b>SERBIA</b>	12.63	13.08
HUNGARY	9.60	3.65	BOSNIA AND HERZEGOV.	17.55	26.06
IRELAND	23.06	12.57	MACEDONIA, FYR	35.70	22.30
ITALY	10.10	10.57	MONTENEGRO	27.07	16.12

Source: *compare with The World Bank (2018). Unemployment, total (% of total labor force) (modeled ILO estimate) <https://data.worldbank.org/indicator/sl.uem.totl.zs>*

According to the World Bank, as well as other relevant sources (Republički zavod za statistiku; Trading Economics, 2018), the unemployment rate in the Republic of Serbia is significant: 13.08% in 2018 (The World Bank); 11.3% (Republički zavod za statistiku; Trading Economics, 2018) and is above the average unemployment rate of the world (5.38% in 2018), as well as that of the European Union (6.94% in 2018) (see Table 1). Thereby, it should be kept in mind that the unemployment rate in the Republic of Serbia of 11.30% in the Quarter III of 2018 (Republički zavod za statistiku; Trading Economics, 2018) indicates the decline in unemployment compared to the second quarter of

2018, when it was 11.90%. Besides, average unemployment rate in the Republic of Serbia in the period 2008-2018 is extremely high (17.31%). The highest value was achieved in the first quarter of 2012 when it stood at 25.50%. Its lowest value (11.30%) in the mentioned period was just identified in the Quarter III of 2018. The stated values of the unemployment rates in the Republic of Serbia are shown in Table 2.

Table 2: *Serbia Unemployment Rate*

III Q / 2018	PREVIOUS II Q / 2018	HIGHEST I Q / 2012	LOWEST III Q / 2018	AVERAGE 2008 - 2018
11.30%	11.90%	25.50%	11.30%	17.31%

Source: *Trading Economics. (2018). Serbia Unemployment Rate, <https://tradingeconomics.com/serbia/unemployment-rate>*

### **A labour market paradox**

Reasons for such a high unemployment rate in the Republic of Serbia, as well as for its presence in most countries of the world, are different. A serious reason is a disharmony between the available competences of the current workforce and demands, in terms of the competences of workers, which modern jobs impose. In literature and practice, this phenomenon is designated as "skills shortages" (Frogner, 2002), "skills mismatch" (European Economic and Social Committee, 2018) or "a labor market paradox" (Pauw et al., 2008). It is a paradox that reflects, on the one hand, relatively high level of unemployment in the labor market and, on the other hand, the inability of employers to find people with appropriate competences in the available labor market (Simić & Marinović Matović, 2018, p. 384).

In one of the documents, compiled by the European Center for the Development of Vocational Training, it is stated: 'regardless of high unemployment rates, about one third of enterprises in the EU claimed in the last few years to be unable to meet their needs for labour' (European Centre for the Development of Vocational Training, CEDEFOP, 2012, p. 9). Therefore, 'a top priority for the EU is a better match between the supply of and demand for skills' (European Centre for the Development of Vocational Training, CEDEFOP, 2012, p. 9).

The causes of this discrepancy should be sought in the intensive globalization, the new (fourth) industrial revolution, as well as in numerous trends that can be brought into the relationship with the

aforementioned causes. Some of the main are: digitization of business, shift to knowledge-based economies, various demographic changes, etc. (Simić, 2018, p. 288). Of course, one of the causes of this discrepancy is unwillingness or the inability of the labor force to adapt in time to new job requirements (European Economic and Social Committee, 2018, p. 7).

Consequences of mismatch or paradox on the labor market can be analyzed from different aspects: from the aspect of individuals who lack the relevant competences, from the aspect of organizations that are unable to fill in vacant posts with competent employees, from the aspect of the entire national or global economy. High level of unemployment caused by mismatches in the labor market threatens the competitiveness of the national economy, its potential for growth and development, the level of its productivity, innovation, investment, the level of social cohesion of society (compare with: European Commission, 2016). Similar consequences are also present in those organizations facing the problem of hiring competent workers. According to the research of Institute for Market Economics (IME), conducted in the fourth quarter of 2017, which included the companies in Austria and Bulgaria ‘71% of companies engaged in professional, scientific or technical services and 67% of ICT companies assigned high significance to the effect that skill mismatches have on the hiring of additional workers’ (European Economic and Social Committee, 2018). The same research has also shown that ‘people aged less than 24 years and over 65 years are deemed most susceptible to skills mismatches’ (European Economic and Social Committee, 2018). According to the data released by the European Commission in 2016, ‘70 million Europeans lack adequate reading and writing skills, and even more have poor numeracy and digital skills’ (European Commission, 2016).

### **Overcoming disharmony in the labor market**

Due to the serious consequences of the labor market paradox, in many countries of the world, since the very beginning of the 21st century, serious efforts have been made to overcome it or to alleviate it as much as possible. To this end, the following was done within the European Union (The European Parliament and the Council of the European Union, 2006, 10-11):

- The Lisbon European Council (23-24 March 2000) concluded that a European framework should define the new basic skills to be provided

- through lifelong learning as a key measure in Europe's response to globalisation and the shift to knowledge-based economies;
- The European Councils of Stockholm (23-24 March 2001) and Barcelona (15-16 March 2002) endorsed the concrete future objectives of European education and training systems and a work-programme (the Education and Training 2010 work programme) to achieve them by 2010;
  - In May 2003 the Council adopted the European reference levels. These reference levels include reading literacy, early school leaving, completion of upper secondary education and participation of adults in lifelong learning (and are closely linked to the development of key competences).
  - The report of the Council on the broader role of education adopted in November 2004 stressed that education contributes to preserving and renewing the common cultural background in society and to learning essential social and civic values such as citizenship, equality, tolerance and respect, and is particularly important at a time when all Member States are challenged by the question of how to deal with increasing social and cultural diversity.
  - The Framework of Actions for the Lifelong Development of Competences and Qualifications, adopted by the European social partners in March 2002, stresses the need for businesses to adapt their structures more and more quickly in order to remain competitive.
  - The Joint Council/Commission Report on the Education and Training 2010 programme, adopted in 2004, reinforced the need to ensure that all citizens are equipped with the competences they need as part of Member States' lifelong learning strategies.

One of the remarkable efforts to overcome the mismatch in the labor market, i.e. to reduce unemployment, was done by the European Parliament and the Council of the European Union, which in December 2006 defined Recommendation on key competences for lifelong learning. Starting from the fact that "globalisation continues to confront the European Union with new challenges" the Recommendations emphasize that each citizen will need a wide range of key competences to adapt to rapidly changing and highly interconnected world" (The European Parliament and the Council of the European Union, 2006, p. 13). In the Recommendations competences are defined as "a combination of knowledge, skills and attitudes appropriate to the context", while key competences are "those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment

(The European Parliament and the Council of the European Union, 2006, 13). The main competences are (The European Parliament and the Council of the European Union, 2006, p. 13):

- Communication in the mother tongue;
- Communication in foreign languages;
- Mathematical competence and basic competences in science and technology;
- Digital competence;
- Learning to learn;
- Social and civic competence;
- Sense of initiative and entrepreneurship; and
- Cultural awareness and expression.

What is particularly emphasized in these Recommendations is that "the key competences are all considered equally important, because each of them can contribute to a successful life in a knowledge society" (The European Parliament and the Council of the European Union, 2006, p. 13).

Considering that after 2006 significant changes were followed in European society and European economies, a new list of key competencies for LifeLong Learning was established in 2018 (The Council of the European Union, 2018, 7). In the document "Council Recommendation of 22 May 2018 on Key Competences for LifeLong Learning (Text with EEA relevance) (2018/C 189/01)," competences are defined as "a combination of knowledge, skills and attitudes, where: knowledge is composed of the facts and figures, concepts, ideas and theories which are already established and support the understanding of a certain area or subject; skills are defined as the ability and capacity to carry out processes and use the existing knowledge to achieve results; attitudes describe the disposition and mind-sets to act or react to ideas, persons or situations" (The Council of the European Union, 2018).

According to this document "key competences are those which all individuals need for personal fulfilment and development, employability, social inclusion, sustainable lifestyle, successful life in peaceful societies, health-conscious life management and active citizenship." (The Council of the European Union, 2018, p.7). They include (The Council of the European Union, 2018, p.7):

- Literacy competence;

- Multilingual competence;
- Mathematical competence and competence in science, technology and engineering;
- Digital competence;
- Personal, social and learning to learn competence;
- Citizenship competence;
- Entrepreneurship competence; and
- Cultural awareness and expression competence.

The Global Talent 2021 study conducted by Oxford Economics in 2012 (Oxford Economics, 2012) is also dedicated to the set of competences necessary for successful competition in today's labor market. As key skills that will be trending until 2021, this study highlights the following (compare with: Oxford Economics, 2012, 5-6):

- Digital skills (digital business skills, ability to work virtually, understanding of corporate IT software and systems, digital design skills, ability to use social media and "Web 2.0");
- Agile thinking (ability to consider and prepare for multiple scenarios, innovation, dealing with complexity and ambiguity, managing paradoxes, balancing opposing views, ability to see the "big picture");
- Interpersonal and communication skills (co-creativity and brainstorming, relationship building - with customers, teaming – including virtual teaming, collaboration, oral and written communication);
- Global operating skills (ability to manage diverse employees, understanding international markets, ability to work in multiple overseas locations, foreign language skills, cultural sensitivity).

### **Digital competences**

Although in literature and practice the terms digital competences and digital skills are often used as synonyms, there is a difference between them. Liisa Ilomäki and her colleagues point out that 'the term skills is nowadays often replaced by the term competences, reflecting the need for a wider and more profound scope for issues related to skills' (Ilomäki, et al., 2016, 658). The relation between competences and skills is also analyzed in an OECD project. According to it, a competence is wider phenomenon than just knowledge and skills. 'It involves the ability to meet complex demands, by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context' (OECD,

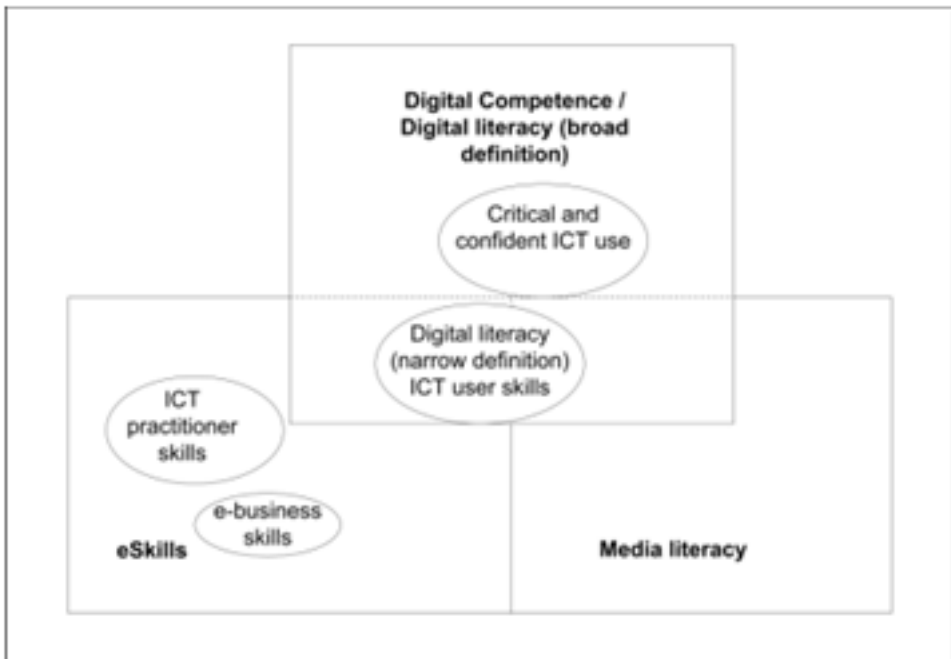


2005, 4). The Council of the European Union also treats digital competences as a concept broader than digital skills (The Council of the European Union, 2018, 7).

Regardless of the more intense use of the term digital competence in relation to the term digital skills, the term digital skills remains significant. Digital skills are defined as those skills needed to take advantage of the possibilities offered by a digital society (European Commission, 2018c, p. 11).

In addition to digital skills, there are some other terms that are often associated with the term digital competences. In her paper 'Digital Competences' Caroline Rizza points out that in literature very often (although unjustified) as synonyms to the term digital competence, the following are also used: e-competences or e-skills, twenty-first skills or twenty-first competences (Rizza, 2013).

Figure 2: *Visual representation of concepts relating to digital competence, e-Skills and media literacy*

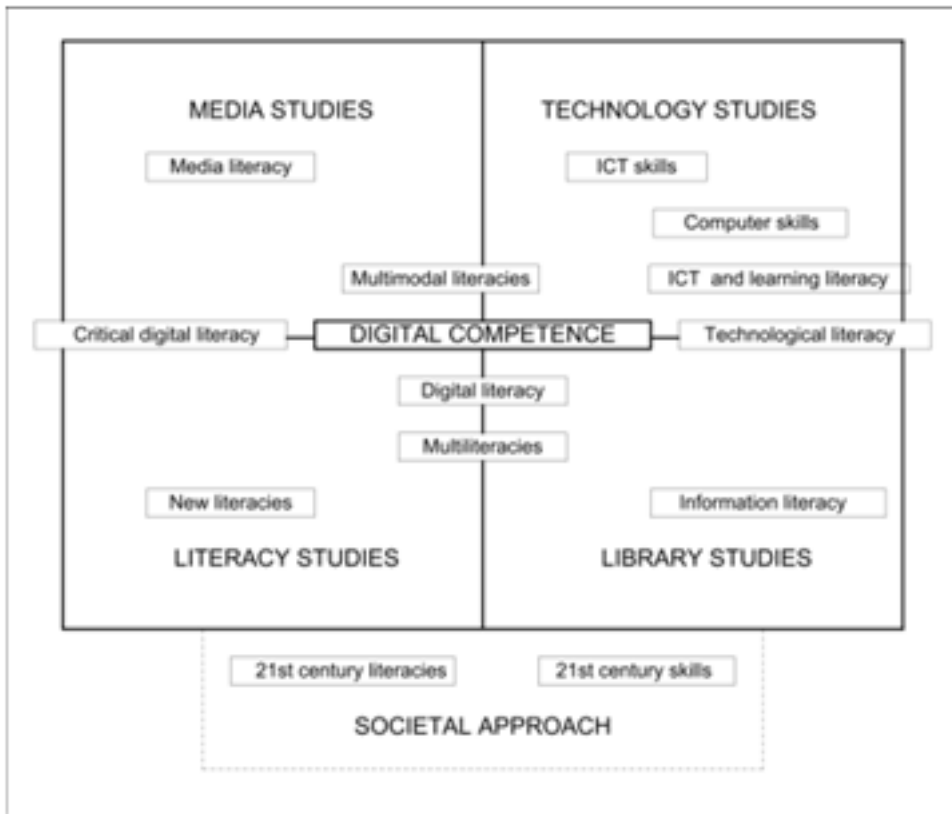


Source: compare with European Commission (2011). *Digital Agenda Scoreboard 2011* [https://ec.europa.eu/digital-single-market/sites/digital-agenda/files/scoreboard\\_digital\\_skills.pdf](https://ec.europa.eu/digital-single-market/sites/digital-agenda/files/scoreboard_digital_skills.pdf)

The difference between the term digital competence and closely related terms is also indicated in a document of the European Commission ‘Digital Agenda Scoreboard 2011’. In this document, it is emphasized that digital competence is a very broad concept including much more than just basic skills in the use of ICT (Figure 2) (European Commission, 2011).

Liisa Ilomäki and her colleagues characterize the concept of digital competence as a relatively new and boundary concept associated with certain background disciplines and related terms (Figure 3) (Ilomäki et al., 2016).

Figure 3: *Digital competence, background disciplines and related terms*



Source: compare with Ilomäki, L., Paavola, S., Lakkala, M., Kantosalo, A., (2016). *Digital competence – an emergent boundary concept for policy and educational research. Education and Information Technologies, Vol. 21, 655-679, (670).*

Having in mind that the term digital is used instead of previously used terms such as information and communication technology (ICT) or information technology (Ilomäki et al., 2016), Ilomäki and her colleagues point out that using the term digital competence is relevant ‘because it widens the narrower terms used earlier and integrates essential elements into a new term better suited for current phenomena’ (Ilomäki et al., 2016, p. 670). According to these authors, key elements of digital competence are: technical skills and practices in using digital technologies, which is a central basis for digital competence; abilities to use and apply digital technologies in a meaningful way and as an appropriate tool for working, studying and for various activities in everyday life in general; abilities to understand the phenomena of digital technologies; motivation to participate and engage in the digital culture (Ilomäki et al., 2016, p. 671).

In accordance with the presented elements Ilomäki and her colleagues (Ilomäki et al., 2016, 671) define digital competence as those consisting of the skills and practices required to use new technologies in a meaningful way and as a tool for learning, working and leisure time, understanding the essential phenomena of digital technologies in society as well as in one’s own life, and the motivation to participate in the digital world as an active and responsible actor (Ilomäki et al., 2016, 671). In her paper ‘Digital Competences’ Caroline Rizza states that ‘digital competences is the general term used to describe or explain the ability (of a citizen, a student, a teacher, etc.) to use information technology (IT) in a specific context’ (Rizza, 2013, 1). The Council of the European Union defines digital competences ‘as a combination of knowledge, skills and attitudes’ (The Council of the European Union, 2018, 7).

Due to the dynamics of digital competences, it is very difficult to determine precisely their content. In the above-mentioned Recommendation of the European Parliament and of the Council of 18 December 2006 on key competence for lifelong learning, digital competence is defined as ‘the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet’ (The European Parliament and the Council of the European Union, 2006, 15).

In the Council Recommendation of 22 May 2018 on Key Competences for Lifelong Learning, digital competences, as well as knowledge, skills and attitudes that are closely related to them, are defined in a slightly different way. According to this document, 'digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking' (The Council of the European Union, 2018, 9).

When it comes to essential knowledge, skills and attitudes related to digital competences, the same document states the following: 'Individuals should understand how digital technologies can support communication, creativity and innovation, and be aware of their opportunities, limitations, effects and risks. They should understand the general principles, mechanisms and logic underlying evolving digital technologies and know the basic function and use of different devices, software, and networks. Individuals should take a critical approach to the validity, reliability and impact of information and data made available by digital means and be aware of the legal and ethical principles involved in engaging with digital technologies. Individuals should be able to use digital technologies to support their active citizenship and social inclusion, collaboration with others, and creativity towards personal, social or commercial goals. Skills include the ability to use, access, filter, evaluate, create, program and share digital content. Individuals should be able to manage and protect information, content, data, and digital identities, as well as recognise and effectively engage with software, devices, artificial intelligence or robots. Engagement with digital technologies and content requires a reflective and critical, yet curious, open-minded and forward-looking attitude to their evolution. It also requires an ethical, safe and responsible approach to the use of these tools' (The Council of the European Union, 2018, 9-10).

### **Raising the level of digital competences**

With the purpose of raising the level of competences of the population, in general and, with the purpose of raising the level of digital competences, in particular, serious efforts have been made in many countries of the

world. For example, at the end of 2016 the Commission launched the Digital Skills and Jobs Coalition to develop large digital talent pool and ensure that Europe's citizens and labour force are equipped with adequate digital skills. Also, the Digital Opportunity Traineeship has been launched to help young people to improve their digital skills and consider a career in the digital sector (European Commission. 2018b, p. 12). Very important are the research projects of the Joint Research Center (JRC), which have been implemented since 2005. JRC research projects have resulted in over 100 different publications concerning the level of digital competences. Some of the most important are: The European Digital Competence Framework for Citizens – DigComp (Carretero et al., 2017, p. 11); The Digital Competence Framework for Consumers (Brečko & Ferrari, 2016); A European Framework for Digitally Competent Educational Organisations (Kampylis et al., 2015); European Framework for the Digital Competence of Educators (DigCompEdu) (Redecker, 2017) etc. In this paper, specific attention is paid to The European Digital Competence Framework for Citizens – DigComp. The latest version of DigComp Framework (DigComp 2.1) was released in 2017. It contains a description of digital competences based on: four dimensions, 21 competence title and descriptor, eight proficiency levels for each competence with detailed list of knowledge, skills and attitudes for each level and each competence (168 descriptors), examples of use (Table 3) (Carretero et al., 2017, p. 11).

Although the DigComp Framework is primarily aimed at improving the digital competences of the European Union citizens, it is also applicable to citizens of other countries (Punie & Brečko, 2013, p. 4). The detailed knowledge of this Framework enables directing of one's own efforts, as well as the efforts of others, towards achieving the desired levels of digital competences.

As a result of the listed, as well as many other efforts, in a large number of European Union countries, the level of digital competences of the population has been raised to a certain extent. Digital Economy and Society Index (DESI) provides insight into this. DESI 'is a composite index that summarises relevant indicators on Europe's digital performance and track the progress of EU Member States in digital competitiveness' (European Commission. 2018a). Index combines 30 indicators grouped into 14 sub-dimensions and five main dimensions (Connectivity, Human Capital, Use of Internet Services, Integration of Digital Technology, and Digital Public Services). The second dimension

(Human Capital) measures the skills needed to take advantage of the possibilities offered by digital (European Commission, 2018a).

Table 3: *DigComp 2.1 (year 2017)*

COMPETENCE AREAS	COMPETENCE TITLE AND DESCRIPTOR	PROFICIENCY LEVELS	EXAMPLES OF USE
1. Information and data literacy	1.1 Browsing, searching and filtering data, information and digital content 1.2 Evaluating data, information and digital content 1.3 Managing data, information and digital content	(1...8) (1...8) (1...8)	EIGHT PROFICIENCY LEVELS FOR EACH OF THE 21 COMPETENCES  EXAMPLES OF USE OF THE EIGHT PROFICIENCY LEVELS APPLIED TO LEARNING AND EMPLOYMENT SCENARIO IN THE 21 COMPETENCES
2. Communication and collaboration	2.1 Interacting through digital technologies 2.2 Sharing through digital technologies 2.3 Engaging in citizenship through digital technologies 2.4 Collaborating through digital technologies 2.5. Netiquette 2.6 Managing digital identity		
3. Digital content creation	3.1 Developing digital content 3.2 Integrating and re-elaborating digital content 3.3 Copyright and licences 3.4 Programming		
4. Safety	4.1 Protecting devices 4.2 Protecting personal data and privacy 4.3 Protecting health and well-being 4.4 Protecting the environment		
5. Problem solving	5.1 Solving technical problems 5.2 Identifying needs and technological responses 5.3 Creatively using digital technologies 5.4 Identifying digital competence gaps		

Source: compare with Carretero, S., Vuorikari, R., Punie, Y., (2017). *DigComp 2.1: The Digital Competence Framework for Citizens with eight proficiency levels and examples of use.* EUR 28558 EN, doi:10.2760/38842

It is comprised of four indicators (Internet Users, Basic Digital Skills, ICT Specialists, and STEM Graduates) grouped in two sub-dimensions (Basic skills and usage and Advanced skills and development) (European Commission. 2018b, 3) The values of Human Capital dimension, according to a DESI 2018, are shown in Table 4.

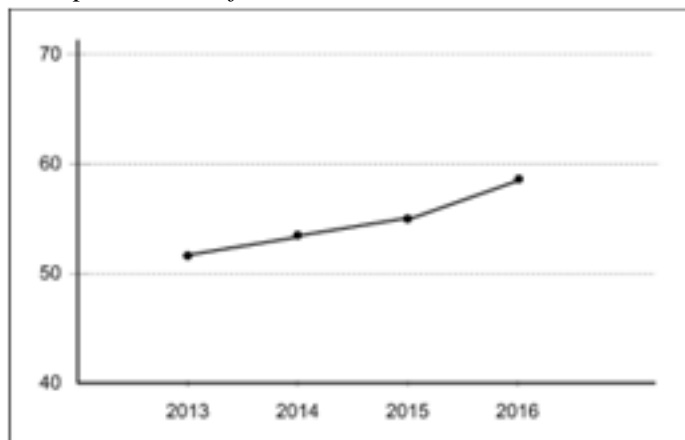
Table 4: *The Human Capital dimension scores (EU Member States)*

COUNTRY	DESI 2018 HUMAN CAPITAL score	COUNTRY	DESI 2018 HUMAN CAPITAL score	COUNTRY	DESI 2018 HUMAN CAPITAL score
AUSTRIA	64.4	GERMANY	62.9	POLAND	48.3
BELGIUM	57.5	GREECE	38.2	PORTUGAL	45.8
BULGARIA	34.8	HUNGARY	48.0	ROMANIA	32.1
CROATIA	49.8	IRELAND	61.7	SLOVAKIA	51.9
CYPRUS	43.0	ITALY	40.8	SLOVENIA	52.0
CZECH REPUBLIC	55.1	LATVIA	43.8	SPAIN	54.6
DENMARK	70.4	LITHUANIA	48.5	SWEDEN	74.2
ESTONIA	61.4	LUXEMBOURG	71.3	UNITED KINGDOM	71.6
FINLAND	79.2	MALTA	51.6		
FRANCE	59.1	NETHERLANDS	74.3		

Source: *European Commission. (2018a) Digital Economy and Society Index 2018 (Report). <https://ec.europa.eu/digital-single-market/en/news/digital-economy-and-society-index-2018-report>*

Although the data presented in Table 4 indicate that there are significant differences in the values of the Human Capital dimension among the European Union Member States, generally, throughout the European Union there is a trend (though not too significant) of an increase in the value of this dimension (Figure 4).

Figure 4: *Average performance scores for the Human Capital dimension within the European Union from 2013-2016.*



Source: *compare with European Commission. (2018c). International Digital Economy and Society Index 2018. <http://news.ucamere.net/StudyInternationalDigitalEconomyandSocietyIndex2018.pdf>, 18.*

## Conclusion

One out of many factors affecting the unemployment rate in one country is the level of digital competences of its citizens. With the purpose of raising the level of these competences, significant efforts should be made by individuals, organizations, and the whole country.

The material presented in this paper points out the efforts made by the European Union, which are in function of raising the level of digital competences of the inhabitants of the European Union members. The content of most of these documents, as well as the corresponding activities, can also be applied in other countries. In this regard, their knowledge and active commitment to successful implementation is a solid base for raising the level of digital competences as well as for reducing the number of unemployed in those countries that are outside the European Union. The Republic of Serbia is one of them.

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