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EUROPEAN SKILLS AND JOBS SURVEY

Statistical profile

Serbia

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CONTENTS

In brief: Second European Skills and Jobs Survey (ESJS2) in ETF partner countries

The rise of digital technologies has transformed the economy and how people work, sparking a growing interest in the future of work. While the consequences of digitalisation for employment have been subject to much debate, less is known about how digitalisation is affecting what workers do and whether and how education and skills development can enable individuals to benefit from, rather than be threatened by, technological change.

The European Skills and Jobs survey[1] (ESJS) gathers information on the job-skill requirements, skills and qualification mismatches and the participation of adult workers in further education and training. Particular attention is paid to the evidence on the exposure of workers to digital technologies and their impact on skills needs.

This ESJS was implemented in Albania, Bosnia and Herzegovina, Kosovo*[2], North Macedonia, Serbia, and Israel by Kantar Public on behalf of the European Training Foundation (ETF). A total of 1 000 interviews were conducted in each country. The target population for this study was defined as all adults (aged 25-64 years) who are in wage and salary employment (i.e. paid employees, excluding those in self-employment, and family workers). In the five Western Balkan economies, face-to-face data collection with a multistage cluster sample design was used, while an online data collection using a non-probability-based online panel was adopted in Israel. The data collection took place between 30 November 2022 and 30January 2023.

This report describes the main results of the above-mentioned survey conducted in Serbia in comparison with the aggregated results (EU27 average) of the Second ESJS conducted by Kantar Public on behalf of the European Centre for the Development of Vocational Training (Cedefop) in 2021, where the same questionnaire was used for the data collection in the EU27, Iceland and Norway.[3]

The report presents basic data related to several selected areas, such as the skill sets required to perform jobs among the adult workers, their exposure to digitalisation and its impact on skills needs and mismatches, workers' views on the technology versus labour substitution, and complementarity impacting their well-being and willingness to embrace technological innovation, as well as strategies for further education and training that workers take to adapt to new technologies and changes in the workplace. Data is analysed by key socio-demographic and occupational variables, such as sex, age, the highest level of education, occupational group as well as economic sector in which the respondents work. Whenever relevant, we compare with the EU27-average results from the ESJS across the 27 EU Member States conducted on behalf of Cedefop.

Further insights gathered through the survey are presented in cross-country products, developed as part of the ESJS project.

[1] The ESJS has been developed and implemented by European Centre for the Development of Vocational Training (Cedefop). For more information see https://www.cedefop.europa.eu/en/projects/european-skills-and-jobs-survey-esjs

[2] * This designation is without prejudice to positions on status, and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo declaration of independence.

[3] https://www.cedefop.europa.eu/en/projects/european-skills-and-jobs-survey-esjs

1. Tasks and job-skills requirements

This chapter describes the profile of employees in terms of the skills required to perform their work. The job skills requirements covered here are reading or writing, manual, mathematical, and problem-solving tasks.

A slim majority of Serbian employees read texts of at least one page, while less than half write texts of a similar length

About 5 in 10 (53%) respondents in Serbia report reading text, on paper or on computer screens, that is at least one page long over the last month[4], which is much lower than the EU average (73%), but in line with the WB5[5] average (54%). Middle-aged workers are more likely to report reading tasks (60% and 57% of those aged 35-44 and 45-54 years, respectively) in contrast to those aged 25-34 (53%) and 55-64 (42%). The share of these respondents is the highest among those with a high level of education (88%), compared to 42% of those with a mid-level education and 10% of respondents with a low-level education. Similarly, close to 9 in 10 (89%) of those in skilled occupations report having read texts of at least one page for work, which is the case of 50% of those working in semi-skilled occupations, 34% of manual workers, and 15% of those in elementary occupations. In terms of economic sectors, those working in the public, education or healthcare sectors are much more likely (68%) to report such reading tasks than those in the services sector (59%), or agriculture or industry (36%).

More than 4 in 10 (41%) Serbian workers say they have written text, on paper or on computer screens, that is at least one page long[6] (EU: 58%, WB5: 42%). Men are less likely than women (38% vs 45%) to report such tasks. This is also the case for older workers (30% of those aged 55-64 years) in contrast to younger age groups (42%, 47% and 41% among those aged 25-34 years, 35-44 years and 45-54 years, respectively). The highest share of respondents reporting writing tasks can be found among those with a high-level education (80%), compared to those with a mid-level (26%) and low-level education (4%). Moreover, the respondents in skilled occupations are more likely (77%) than those in semi-skilled (38%), manual (18%) and elementary occupations (7%) to say so.[7]

One in 3 Serbian workers lift or carry heavy objects, while a smaller proportion work in extreme environments; half use their hands for precision tasks

One in 3 (34%) working Serbians reported lifting or carrying heavy objects or loads or people, without the help of a machine, in the last month[8]. This is slightly less than across WB5 (37%), but in line with the EU average (34%). Men are significantly more likely to do so than women (43% vs 23%). Also, older workers (39% among those aged 55-64 years) are most likely to report having lifted or carried heavy objects or loads, compared to other age groups (31% among those aged 25-34 years and 35-44 years, and 36% of those aged 45-54 years). Manual work is also more common among respondents with a low-level education (51%), compared to those with a mid-level (41%) or high-level (15%) education. Moreover, half (53%) of the respondents in manual occupations answer this question in the affirmative, compared to 45% of those in elementary occupations, 29% of those in semi-skilled and 19% of those in skilled occupations. Considering economic sectors in which respondents work, 39% of respondents from industry or agriculture report manual tasks, while this is the case of 35% of those working in services, and 25% of respondents from the public sector, education or healthcare.

Half (53%) of the Serbians surveyed say they use or move their hands or fingers to precisely grasp, manipulate or assemble objects (excluding a computer mouse, typing on a keyboard or handwriting)[9], which is in line with the WB5 average (51%), but more than across the EU (38%). In addition, about

[4] C_READ1P /Q29.a: As part of your main job, did you do the following activity in the last month? Read any texts, on paper or on computer screens, that are at least one (1) page long or longer
[5] Albania, Bosnia and Herzegovina, Kosovo*, North Macedonia and Serbia - further abbreviated as WB5.
[6] C_WRITE1P /Q29.d: As part of your main job, did you do the following activity in the last month? Write any texts, on paper or on computer screens, that are at least one (1) page long or longer
[7] See the list of terminologies on the definition of the broad occupation groups.
[8] C_MANLIFT /Q30a: Lift or carry heavy objects or loads or people, without the help of a machine
[9] C_MANDEX /Q30c: Use or move your hands or fingers to precisely grasp, manipulate or assemble objects.

33% of the respondents say they work in an environment with very high heat or cold temperatures, chemicals or dangerous parts[10] (EU: 27%, WB5: 32%).

A majority of respondents perform simple calculations, while a minority use advanced mathematics

Six in 10 (60%) Serbian workers, in line with the WB5 average (60%), but less than in the EU (76%), report performing simple calculations, for instance adding, subtracting, multiplying or dividing, as part of their main job, whether on their own or with the help of a computer or calculator[11]. Women are more likely than men (65% vs 55%) to report such tasks. This is also the case for younger workers, with two thirds (65%) of those aged 25-34 years saying they perform simple calculations, followed by those aged 35-44 years and 45-54 years (59% and 64%, respectively) and 55-64 years (48%). Moreover, 76% of those with a high-level education report being engaged in such tasks, compared to more than half (56%) of those with a mid-level and one-fourth (25%) of those with a low-level education. About 79% of the respondents in skilled occupations answer this question in the affirmative, compared to 67% of those in semi-skilled occupations, 47% among manual workers, and 27% of those in elementary occupations. The execution of simple calculations is reported more often by respondents working in services (73%) and the public, education or healthcare sectors (62%), followed by those working in agriculture or industry (44%).

Only 12% of employees report using advanced mathematics, algebra or statistics, for instance calculus, regressions, simulations[12], which is less than in the EU (16%) but slightly more when compared to the WB5 average (11%). Women are more likely to use advanced mathematics than men (15% vs 10%). The highest share of such respondents can be found among those with a high-level education (26%), in contrast to 7% of those with a mid-level education. Moreover, a third (32%) of respondents in skilled occupations answer this question in the affirmative, followed by those in semi-skilled (4%), manual (3%), and elementary occupations (less than 1%). Advanced mathematics is used slightly more among those working in the public, education or healthcare sectors and those engaged in the services sector (both 13%), compared to agriculture or industry (11%).

Almost a half of Serbian employees perform problem-solving tasks in their jobs

Close to half (44%) of the Serbians surveyed report performing problem-solving activities often as part of their main jobs[13], which is less when compared to the WB5 average (52%). Such tasks are reported more often by middle-aged workers (51% and 46% among those aged 35-44 years and 45-54 years, respectively), if compared to those aged 55-64 years (38%) and 25-34 years (40%). In addition, three quarters (75%) of the respondents with a high level of education perform such tasks often, in contrast to only 30% and 35% of those with a mid-level and low-level education. About 72% of respondents working in skilled occupations answer this question in the affirmative, compared to 31% and 33% among those in manual and semi-skilled occupations, respectively, and 1 in 4 (24%) of those in elementary occupations. Problem-solving tasks are also reported more often by those working in the public, education or healthcare sectors (56%), followed by those working in the services sector (40%), and agriculture or industry (39%).

In addition, respondents were also asked how often they searched for relevant information or documentation, for instance in books or on the web, to solve problems as part of their main job in the last month.[14] About 11% of Serbians reported doing so always or very often, which is in line with both the EU27 (13%) and WB5 (11%) averages. A small minority (5%) of respondents also report getting input from colleagues or others to solve problems (always or very often)[15], which is lower than in the EU (12%) and WB5 (10%). Moreover, about 8% of employees report trying out new ideas to solve problems (always or very often)[16], which is again less than in the EU (11%) and WB5 (10%).

[10] C_MANHAZ /Q30b: Work in a work environment with very high heat or cold temperatures, chemicals or dangerous parts
[11] C_MATHBAS /Q31a: Perform any simple calculations with numbers, for instance adding, subtracting, multiplying or dividing
[12] C_MATHADV /Q31c: Use any kind of more advanced mathematics, algebra or statistics, for instance calculus, regressions, simulations
[13] C_PRB_often: Respondents who performed problem solving activities at least often as part of their main jobs.
[14] C_PRBINFO /Q34a: How often did you do any of the following activities as part of your main job in the last month? Search for relevant information or documentation, for instance in books or on the web, to solve problems
[15] C_PRBINPT /Q34b: How often did you do any of the following activities as part of your main job in the last month? Get input from co-workers or others to solve problems
[16] C_PRBIDEA /Q34c: How often did you do any of the following activities as part of your main job in the last month? Try out new ideas to solve problems

2. Digitalisation and digital transition

This chapter provides key information on the use of technologies at work and its impact on the content of jobs and skills needed to perform such jobs.

Only one-fifth of Serbian employees experienced the introduction of new digital technologies at their workplace

Respondents were asked about changes that took place in their workplace over the last 12 months[17] in terms of management, the work itself, new digital technologies, new products or services, or the relocation of production. For instance, 1 in 3 (34%) say that new products or services were introduced in their workplace (EU: 37%, WB5: 38%), followed by 1 in 4 (26%) reporting new working methods i.e. changes in how the work is done (EU: 47%, WB5: 31%) and 1 in 5 (20%) new management methods i.e. changes in how the work or pay is managed (EU: 35%, WB5: 30%). Moreover, 21% of employees indicate that new digital technologies were introduced in their workplace (EU: 43%, WB5: 26%). One in 10 (10%) Serbians say part of the work done in their workplace was moved to another location or country (EU: 16%, WB5: 14%).

The introduction of new digital technologies is reported more often by women in contrast to men (25% vs 17%) as well as by those aged 45-54 years (29%) compared to other age groups (22% of those aged 35-44 years, 17% and 14% among those aged 25-34 years and 55-64 years, respectively). This is also the case of respondents with a high-level education (37%), while only 15% and 3% of those with a mid-level and low-level education, respectively, report this. Similarly, the share of such respondents is the highest among those working in skilled occupations (37%), followed by those in semi-skilled (19%), manual (9%) and elementary (7%) occupations. Moreover, the introduction of new digital technologies is indicated by 24% of those working in the public, education and healthcare sectors and the services sector, while this is the case for 15% of those working in agriculture or industry.

The introduction of new products or services is then indicated more often by those working in semi-skilled and skilled occupations (38% and 37%, respectively), followed by manual workers (30%) and the respondents working in elementary occupations (27%). Similarly, those with a high-level education (43%) are more likely to report this than those with a mid-level (31%) and low-level (20%) education. New products or services were also mentioned by 40% of those working in the services sector, 34% of employees working in agriculture or the industry sector, while this was the case for 25% of respondents from the public, education and healthcare sectors.

Three in 10 (29%) employees in Serbia, less than those across the EU (39%), while in line with the WB5 average (30%), reported doing work as part of their main job from a location other than their employer's premises[18]. Men are more likely to report this compared to women (39% vs 16%). Such practice is also more common among older workers (32% of those aged 45-54 years and 35-44 years, and 28% of those aged 55-64 years) in contrast to younger workers (23% of those aged 25-34 years). Moreover, close to 1 in 3 (32% and 33%, respectively) of the respondents with a high level and low-level of education reported doing work as part of their main job from a location other than their employer's premises, compared to 26% of those with a mid-level education. The share of such respondents is the highest also among manual workers (44%), followed by 32% among those in skilled occupations, 19% of those in semi-skilled occupations, and about 15% of those in elementary occupations. Work outside the employers' premises is also reported slightly more often by those working in agriculture or industry (31%), while this is the case for 29% of those working in services and 24% among respondents from the public sector, education and health.

A large majority of Serbian workers use computing devices, in varying proportions, for specific tasks

[17] B_CHORGMG /Q21a: In the last 12 months/Since you started your main job, did any of the following changes take place in your workplace? New management methods i.e. changes in how the work or pay is managed
[18] B_ICTWKY /Q26: In the last 12 months, did you do any work as part of your main job from a location other than your employer's premises?

Eight in 10 (79%) Serbian employees indicate using computing devices, which is below the EU average (87%) and in line with the WB5 average (78%)[19]. Women are more likely to give this answer than men (82% vs 78%). This is also the case for younger employees aged 25-34 years and 35-44 years (82% and 84%, respectively), compared to less than 8 in 10 among those aged 45-54 years and 55-64 years (77% and 72%, respectively). The share of such respondents is the highest among those with a high-level education (94%), in contrast to those with a mid-level (77%) and low-level education (39%). Similarly, the respondents in skilled occupations are most likely (95%) to use computing devices, followed by those and semi-skilled (90%), manual (70%), and elementary (43%) occupations. In addition, 90% of those employed in services report using computing devices at work, followed by respondents working in the public sector, education and health (84%) and those employed in agriculture or industry (65%).

Two-thirds (65%) of those who make use of computing devices at work say they use them for internet browsing, sending emails or social media.[20] Close to half (44%) write or edit text, using Word or similar software[21], while almost the same proportion (42%) report that they use spreadsheets, for instance Excel or similar software[22], while more advanced functions of spreadsheets, such as macros or complex formulas, is reported by 16% of such respondents. One in 5 (20%) make use of computing devices for presentations with PowerPoint or other software.[23]

Four in 10 (38%) work with specialist, sector or occupation-specific software, for instance for accounting, legal analysis, inventory control, web design, graphic design, customer relationship management, etc.[24] Moreover, around 1 in 8 (13%) manage and merge databases, using Access, Oracle or similar software and related query techniques (e.g. SQL)[25]. Writing programmes or code using a computer language, such as C++, Python, Java, Visual Basic etc,[26] is reported by a small minority (6%) of respondents, which is in line with the EU (8%) and WB5 averages (7%).

Three in 10 Serbian employees use computerised machinery in their jobs

The respondents were asked whether as part of their main job, they worked with or operated computerised machinery in the last month.[27] Three in 10 (29%) Serbians say so, compared to nearly 4 in 10 (39%) across the EU, and 3 in 10 (28%) across WB5. About 17% of respondents used digital handheld devices like monitors or scanners used for stock control and processing orders[28] (EU: 26%, WB5: 17%). Moreover, 9% of employees reported using 3D printers[29] (EU: 9%, WB5: 7%), while 5% computer numerically controlled (CNC) machine tools like lathes or milling machines[30] (EU: 9%, WB5: 5%). Moreover, about 3% used programmable logic operators (PLCs) [31] (EU: 8%, WB5: 3%) and only a small minority (2%) indicated working with robots[32] (EU8%, WB5: 2%).

A minority of Serbian employees learned to use a new computer program or software, prominent among highly skilled respondents

Around 1 in 8 (13%) Serbians, who use computing devices at work, report that in the last 12 months, or since they started their main job, they learned to use a new computer programme or software to do their main job (not counting minor or regular updates)[33], compared to 36% across the EU, and 15% in WB5. There are no notable differences with regard to gender, while the lowest participation in such training can be seen among the oldest workers aged 55-64 years (6%), in contrast to other age groups (13% among those aged 25-34 years, 15% and 14% of those aged 35-44 years and 45-54 years,

[19] D_PCD: Users of computing devices: yes/no
[20] D_PCWEB /Q37a: Did you use any of the computing devices from the previous question to do the following activities as part of your main job in the last month? Use the internet for browsing, sending emails or using social media for your work
[21] D_PCWORD /Q37b: Write or edit text, for instance using Word or similar software
[22] D_PCSHEET /Q37d: Use spreadsheets, for instance using Excel or similar software
[23] D_PCPPT /Q37c: Prepare presentations of your work, for instance using PowerPoint or similar software
[24] D_PCSPEC /Q37g: Work with any specialised, sector or occupation-specific software, for instance for accounting, legal analysis, inventory control, web design, graphic design, customer relationship management, etc.
[25] D_PCBASE /Q37h: Manage and merge databases, for instance using Access, Oracle or similar software and related query techniques (e.g. SQL)
[26] D_PCPGR /Q37i: Write programmes or code using a computer language, for instance C++, Python, Java, Visual Basic etc.
[27] D_CM: Users of a computerised machinery: yes/no
[28] D_CMSCAN /Q42a: As part of your main job, did you work with or operate any of the following computerised machinery in the last month? Digital handheld devices, for instance monitors or scanners used for stock control and processing orders
[29] D_CM3D /Q42e: 3D printers
[30] D_CMCNC /Q42b: numerically-controlled (CNC) machine tools, for instance lathes or milling machines
[31] D_CMPLC /Q42d: Programmable logic operators (PLCs)
[32] D_CMROB /Q42c: Robots
[33] D_CHSFW: In the last 12 months/Since you started your main job, did you learn to use any new computer programmes or software to do your main job? Please exclude minor or regular updates.

respectively). Moreover, 1 in 5 (22%) of those with a high-level education report that type of learning, compared to 8% of those with a mid-level education and none among those with a low-level education. Similarly, those in skilled occupations are most likely (22%) to answer this question in the affirmative, followed by those in semi-skilled (11%), manual (3%) and elementary (1%) occupations. Such type of upskilling is also more common among respondents working in the public, education and healthcare sectors (15%), followed by those working in the services sector (14%), and agriculture or industry (9%).

One in 6 (17%) respondents, who use computerised machinery for their work, learned to use new computerised machinery to do their main job[34], which is slightly below both the EU (20%) and WB5 (22%) averages. Again, no notable differences can be seen between male and female workers. If looking at different age groups, those aged 45-54 and 25-34 are more likely (19%) to participate in such learning, compared to 16% of those aged 35-44 years and only 12% among those aged 55-64 years. Moreover, over 1 in 5 (21%) of those with a high-level education say they have learned to use new computerised machinery, compared to 14% of those with a mid-level education, and none among those with a low level of education. The share of such respondents is also the highest among manual workers (19%), followed by those in skilled and semi-skilled (18% and 15%, respectively) and elementary occupations (14%). Considering the economic sectors in which the respondents work, 3 in 10 (28%) of those working in agriculture or industry report this type of learning, while this is the case of 16% of those in the public, education or healthcare sectors, and 11% of those active in services.

As a result of learning a new computer program or computerised machinery, 50% of respondents who took part in such learning report doing some different or new tasks.

[34] D_CHCM /Q44: Since you started your main job, did you learn to use any new computerised machinery to do your main job?

3. Tackling the skills mismatch in a changing labour market

This section presents key data on qualification and skills mismatches among workers.

The majority of employees in Serbia work in jobs which require the level of qualifications that they have

Almost 1 in 4 (24%) Serbians report having a level of education that is higher compared to the requirements for their job (EU: 28%, WB5: 22%), while a small minority (2%) say they are underqualified for their current position[35] (EU: 12%, WB 5%). Respondents aged 25-34 years are most likely (29%) to say they are overqualified, followed by around 1 in 5 of those aged 35-44 years, 45-54 years and 55-64 years (22%, 21% and 23%, respectively). Being overqualified is more prominent among respondents with a high-level education (42%), while this is the case for 15% of those with a mid-level education, and 23% of those with a low-level education. Moreover, the highest share of overqualified respondents can be found among those working in elementary occupations (33%), followed by skilled workers (27%). About one-fifth of those in semi-skilled and manual occupations (21% and 18%, respectively) report having higher qualification than those required for their jobs. In terms of economic sectors, 27% of workers in the services sector consider themselves to be overqualified, while this is the case for 23% of those working in agriculture or industry and 21% of those working in the public, education and healthcare sectors.

Close to 1 in 5 (22%) of the respondents in Serbia report that their job requires a tertiary education (compared to 38% in the EU27, and 26% across WB5), while more than 6 in 10 (61%) (EU: 42%, WB5: 54%) say it needs an upper-secondary or post-secondary non-tertiary education[36]. One in 6 (17%) say their job requires a lower-secondary education or below, compared to 1 in 5 (19%) across the EU and across WB5 (20%).

A majority of Serbian workers work in jobs that require their own or a related field of specialisation

Respondents were asked, considering their main subject or field of study at their highest level of education, in business, engineering, health etc., to what extent it is relevant for doing their main job[37]. Close to 3 in 10 (28%) say that their job requires their field or a related field (EU: 39%, WB5: 28%) and 1 in 3 (34%) say their job requires exclusively their specialisation (EU: 26%, WB5: 35%). On the other hand, 3 in 10 (29%) indicate that their job does not require a specific field (EU: 22%, WB5: 29%).

Women are significantly more likely to say that their job requires exclusively their field of study than men (38% vs 29%). This is also the case of middle-aged workers (41% among those aged 45-54 years and 39% of those aged 35-44 years) in contrast to 32% of those aged 55-64 years and 25% of those aged 25-34 years. Similarly, the respondents with a high-level education are more likely to say the same (52%) than those with a mid-level education (19%). More than 4 in 10 (42%) of those with a mid-level education are of the opinion that their job does not require a specific field, compared to 13% of those with a high level of education.

Moreover, the share of respondents saying that their job requires exclusively their field of specialisation is the highest among those working in skilled occupations (57%) in contrast to those working in manual (17%), semi-skilled (13%) and elementary (7%) occupations. On the other hand, no specialisation is required by the majority of those working in elementary occupations (65%), followed by semi-skilled occupations (46%), manual workers (36%) and skilled workers (9%). The necessity of having specific field of study is also reported by 63% of respondents from the public, education and healthcare sectors, in contrast to 22% of respondents working in agriculture or industry and 19% of those in the services sector.

Out of 10 Serbian employees, 4 of them say they can use their current knowledge and skills to a great extent in their main job

More than 4 in 10 (44%) respondents say they can use their current knowledge and skills in their main job to a great extent[38], which is in line with the EU (45%) and WB5 (43%) values. One in 5 (22%) say

[35] E_EDMATCH8: Education level mismatch
[36] E_REQED3: Level of education required for the job: 3 categories.
[37] E_HOZMIS /Q51: Considering your main subject or field of study at your highest level of education (business, engineering, health etc.), how relevant is it for doing your main job?
[38] E_SKILLU /Q60: To what extent can you use your current knowledge and skills in your main job?

the same, but to a moderate extent (EU: 41%, WB5: 29%). Nearly 1 in 5 (18%) say this is the case to a small extent (EU: 10%, WB5: 17%), with 15% saying this is not at all the case (EU: 4%, WB5: 11%).

Women are slightly more likely than men (48% vs 42%) to say they can use their current knowledge and skills in their main job to a great extent. The highest share of such respondents can also be found among those aged 35-44 years (53%), followed by 50% of those aged 45-54 years and 55-64 years and only 28% of those aged 25-34 years. Moreover, more than half (55%) of those with a high-level education say they can use their current knowledge and skills in their main job to a great extent, compared to 4 in 10 (42%) of those with a mid-level education and 1 in 4 (24%) of those with a low-level education. Similarly, Serbian workers in skilled occupations are most likely (60%) to give this answer, followed by those in manual (41%), semi-skilled (37%) and elementary occupations (32%). Considering the economic sectors in which respondents work, those from the public, education or healthcare sectors are most likely (56%) to say this, followed by those in agriculture or industry (41%), and in the services sector (40%).

Around 3 in 10 Serbian employees need to further develop their social skills, while 1 in 4 need to improve their computer/IT skills

The respondents were also asked to what extent they need to further develop their computer/IT skills to do their main job even better[39]. One in 5 (19%) say that this is the case to a moderate extent (EU: 39%, WB5: 25%), with 4% saying the same, but to a great extent (EU: 13%, WB5: 7%). Close to 1 in 4 (26%) indicate this to a small extent (EU: 28%, WB5: 27%), while half (51%) say this is not at all the case (EU: 20%, WB5: 41%). Women are slightly more likely to report such a need, to a moderate/great extent, than men (25% vs 22%). This was also the case for middle-aged workers (27% of those aged 45-54 years and 35-44 years) in contrast to 20% and 18% of those aged 25-34 years and 55-64 years, respectively. The share of such respondents is also the highest among those with a high-level education (41%), compared to 17% and 7% of those with a mid-level or low-level education. Similarly, those working in skilled occupations are more likely to report such a need (to a moderate/great extent) (39%) than those in manual and semi-skilled occupations (16% and 18%, respectively) and elementary occupations (9%).

One in 7 (15%) of the respondents say that they need to further develop their numeracy skills to do their main job even better[40], less than both the EU and WB5 averages (30% and 19%, respectively). All age groups are more or less equally likely (15%-18%) to say this, except those aged 55-64 years (10%). Moreover, 1 in 4 (26%) Serbians with a high-level education indicate the need to strengthen their numeracy skills, compared to 12% and 1% of those with a mid-level or low-level education.

Moreover, around 1 in 5 (21%) Serbian respondents say that they need to further develop their technical skills to do their main job even better [41], compared to 40% across the EU, and 22% in WB5. Men are slightly more likely than women to say this (24% vs 17%). Such need is also reported by 31% of those in skilled occupations, followed by respondents working in manual (23%), semi-skilled (13%), and elementary (11%) occupations.

Three in 10 (28%) respondents say they need to further develop their social skills to do their main job better [42], compared to 49% across the EU, and 32% in WB5. The respondents aged 35-44 years and 45-54 years are most likely (34% and 32%, respectively) to indicate such a need, compared to 25% of those aged 25-34 years, and 18% among those aged 55-64 years. This is also the case of Serbian employees with a high-level education (42%), compared to 1 in 4 (23%) of those with a mid-level education, and 9% of respondents with a low-level education.

[39] E_DEFPC /Q61: To what extent do you need to further develop your computer/IT skills to do your main job even better?
[40] E_DEFNUM /Q62a: Do you feel the need to further develop any of the following skills to do your main job even better? Numeracy skills, i.e. working with numbers and quantities and doing calculations using maths
[41] E_DEFJOB /Q62c: Do you feel the need to further develop any of the following skills to do your main job even better? Technical skills or job-specific skills e.g. engine repair if you are a mechanic, applying accountancy rules if accountant, using design software if graphic designer, using programming software if computer scientist etc.
[42] E_DEFCOM /Q62b: Do you feel the need to further develop any of the following skills to do your main job even better? Social skills, i.e. working with and dealing with co-workers and other people (e.g. customers, clients, students, patients or other members of the public)

4. Technological change and job security

This section provides information on the impact of new technologies on employees' perceptions regarding job displacement and job content issues.

In Serbia, more than half of respondents see no risk of losing their job in the next year

The respondents in Serbia were asked whether they think there is any chance of them losing their main job in the next 12 months[43]. More than half (58%) of the respondents say there is no chance at all of them losing their jobs in this time frame, compared to 61% across the EU, and 53% in WB5. Four in 10 (38%) think there is indeed some chance of this happening (EU: 31%, WB5: 41%), and only 2% think there is a very high chance of this happening (EU: 7%, WB5: 4%).

The youngest workers are more concerned about losing their jobs, 47% saying that there is at least some chance of this happening, in contrast to 36% among the oldest workers aged 55-64 years. Moreover, the share of such respondents is also higher among those with a mid-level education (43%), compared to those with a high-level or low-level education (35% and 33%, respectively). Respondents in manual occupations are also most likely (47%) to say there is at least some chance of them losing their job in the next 12 months, followed by workers in semi-skilled and elementary occupations (45% and 41%, respectively), and those in skilled occupations (29%). Considering economic sectors in which respondents work, around half (48%) of those working in agriculture or industry think there is at least some chance of them losing their job, followed by those working in the services sector (40%), and the public, education or healthcare sectors (29%).

Most Serbian workers believe there is no or only a small chance of new digital technologies replacing their jobs

Respondents were also asked to what extent they think new digital or computer technologies in their company or organisation can or will do part or all of their main job[44]. Close to 1 in 6 (17%) think new digital or computer technologies in their company or organisation can or will do part or all of their main job to a moderate extent (EU: 28%, WB5: 21%), and 2% to a great extent (EU: 8%, WB5: 3%). Three in 10 (30%) respondents say there is a chance to a small extent of this happening (EU: 30%, WB5: 31%), while half (51%) think there is no chance at all of this happening (EU: 34%, WB5: 44%). Similar patterns in responses can be observed across different groups of employees when considering sex, age or occupation. Still, respondents with a mid-level and high-level education are more likely to assess the chance to which part or all of their jobs could be replaced by digital and computer technologies as moderate or great (19% and 21%, respectively) in contrast to those with a low-level education (7%).

Serbian employees were also asked to what extent they need or will need new knowledge and skills they currently do not have in order to keep their jobs[45]. Three in 10 (30%) think this is the case to a small extent (EU: 36%, WB5: 32%), 1 in 5 (20%) to a moderate extent (EU, 35%, WB5: 24%), while a minority (4%) say there is a great chance of this to happen (EU, 10%, WB5: 6%). On the other hand, about 44% of respondents say there is no chance at all of this happening (EU: 19%, WB5: 38%). Such a need (to moderate/great extent) is indicated slightly more by women than men (26% vs 24%) as well as by respondents with a high-level education (38% of them think this to a moderate/great extent), in contrast to 21% and 2%, respectively, of those with a mid-level and low-level education. Similarly, the share of such respondents is also the highest among those working in skilled occupations (43%), in contrast to manual workers (24%), and those working in semi-skilled (14%) and elementary (8%) occupations.

[43] F_LOSEJOB/Q66: Do you think there is any chance at all of you losing your main job in the next twelve months?
[44] F_DISPLJOB /Q67a: To what extent do you think new digital or computer technologies in your company or organisation…? …can or will do part or all of your main job
[45] F_DISPLSKILL /Q67b: To what extent do you think new digital or computer technologies in your company or organisation…? …need or will need new knowledge and skills you currently do not have

5. Investing in education and training

This chapter provides information on the types of job-related training undertaken by employees.

Only one third of Serbian employees have participated in job-related education or training in the past year

Overall, 1 in 3 (32%) of the Serbian workers surveyed say that in the last 12 months they participated in at least one form of education or training to learn new job-related skills[46]. This is much less when compared to the EU (62%) and WB5 (41%) averages. Women are more likely (37%) to participate in training compared to men (28%). This is also the case for respondents aged 35-44 years (39%), followed by those aged 25-34 years and 45-54 years (34% and 30%, respectively), and 55-64 years (22%). Those with a high-level education are the most likely to answer this question in the affirmative (55%), followed by those with a mid-level (23%) and low-level (8%) education. Moreover, more than half (55%) of those in skilled occupations say they have participated in education or training to learn new job-related skills, compared to 26% and 22% of those in semi-skilled and manual and occupations, respectively, and 11% of those in elementary occupations. Considering the economic sectors in which respondents work, about half (48%) of respondents from the public sector, education or health participated in training, in contrast to one third of those working in services (30%), and agriculture or industry (23%).

Taking into account different types of training, 1 in 5 (19%) respondents followed a training seminar or workshop[47], compared to 33% across the EU, and 26% in WB5. Women are more likely to report such training than men (23% vs 15%). Moreover, the respondents aged 35-44 years are more likely (26%) to say this than those aged 45-54 years (20%), 25-34 years (16%) and 55-64 years (12%). The share of such respondents is also the highest among those with a high-level education (42%), compared to 9% of those with a mid-level, and less than 1% of those with a low-level education.

Moreover, around 1 in 7 (15%) respondents say they took a course[48], which is much less than the EU (39%) and WB5 average (21%). Women are more likely to have done so than men (19% vs 12%) as well as the respondents with a high level of education (28%), compared to 11% of those with a mid-level education. Similarly, the highest share of such respondents can be found among those working in skilled occupations (28%) in contrast to manual workers (10%) and respondents working in semi-skilled (12%), and elementary occupations (2%).

About a fifth (21%) of Serbian workers participated in on-the-job training with the support of a designated trainer, for instance a supervisor/foreman, co-worker, consultant or other professional[49] (EU: 40%, WB5: 28%). Women are more likely to participate in such type of training than men (25% vs 18%) as well as younger respondents (24% among those aged 25-34 years vs 15% of those aged 55-64 years). This type of training is also reported more likely by tertiary-educated respondents (34%), compared to 17% and 7% of those with a mid-level and low-level education, respectively.

Among those who participated in education and training activities, only 36% of such respondents participated in training with the aim to further develop their computer/IT skills needed for their jobs.

[46] TRAIND /Q52a~c: In the last 12 months, have you participated in any education or training activities to learn new job-related skills?
[47] E_TRAINSEM /Q52b: In the last 12 months, have you participated in any of the following education or training activities to learn new job-related skills? Workshops or seminars
[48] E_TRAINCOU /Q52a: In the last 12 months, have you participated in any of the following education or training activities to learn new job-related skills? Courses
[49] E_TRAINOJT /Q52c: In the last 12 months, have you participated in any of the following education or training activities to learn new job-related skills? On the job training with the support of a designated trainer, for instance a supervisor/foreman, co-worker, consultant or other professional

Key highlights

The statistical profile describes selected data collected with the European Skills and Jobs survey and touches upon issues such as job-skill requirements, skills mismatches, the impact of new technologies on jobs and skills and education and training among adult employees in Serbia.

The majority of workers in Serbia are expected to have basic reading and writing skills to comprehend short texts and create simple written inputs. Also basic numeracy skills are needed for most jobs, while advanced math tasks are reported by a minority of workers. Problem-solving tasks are performed by nearly half of the workers. Such cognitive skills are required especially by younger workers, women, respondents educated to a tertiary level and those engaged in skilled occupations. Manual work, on the other hand, is prevalent among respondents with a low-level education and older workers.

The majority of Serbian employees, in particular women, younger workers or those with tertiary education, use computing devices for various tasks, with internet browsing and email communication being the most common activities. At the same time, tasks requiring advanced digital skills needed, for example, for the management of large databases or programming, are reported by a minority of them. Three in 10 workers use computerised machinery, such as CNC machines, 3D printers or robots, which is lower than in the EU.

Moreover, the majority of Serbian workers claim to work in jobs that require their qualification level or specialisation. Most of them also use their current knowledge and skills in their jobs. Being overqualified is more common among younger workers, the respondents with a higher education and, particularly, those in elementary and skilled occupations, pointing to underutilisation of existing human capital.

The survey also highlighted the dynamic nature of the Serbian workplace, with changes in products, services, working methods and management practices. The adoption of new digital technologies, indicated by one-fifth of workers, is relatively low if compared to the EU. Yet, it is more likely to happen in jobs of those with a tertiary education, women, middle-aged workers or the employees in the public, education and healthcare sectors. Moreover, digital upskilling, learning new computer programs/software or computerised machinery, is limited and reported by only 1 in 8 surveyed employees, especially those with a tertiary education and in skilled occupations. Half of the respondents who were digitally upskilled report doing new or different tasks than before.

The majority of employees do not fear the future and are confident about keeping their jobs, despite technological advancements. Still, about 4 in 10 workers express some concern about job stability; younger workers in particular, or those with lower education levels, are more apprehensive about a potential job loss. Tertiary-educated respondents, on the other hand, give a higher recognition to the possible impact new digital or computer technologies may have on the job content or job destruction in the future. A considerable portion of respondents also acknowledges the need for new knowledge and skills triggered by new technologies introduced in their workplaces. Such a need is, however, more pronounced among women, those with a higher education and those in skilled occupations.

Finally, about only a third of Serbian workers participated in further job-related education and training, a lower share than in the EU and WB5. Women, middle-aged workers or those in skilled occupations are more likely to access such training. Also, only a minority of such employees aimed at strengthening of computer/IT skills pointing to a potential for further digital skills development having in mind the on-going digital advancements in the workplace. Besides computer/IT skills, about a third of employees express the need to strengthen their social skills. Yet, those who recognise the need for further reskilling and upskilling, such as women, middle-aged workers and those with a tertiary education, are also those with better access to training opportunities, pointing to the need to outreach to more vulnerable groups, such as employees with a low level of education, in order to ensure their integration in the changing labour market.

Box 1: Key findings

Tasks and job skills requirements

- 79% of employees in Serbia use computing devices in their jobs;
- 53% read texts at least one page long, 41% write texts of similar length;
- 60% of workers perform simple calculations, while 12% use advanced mathematics;
- 34% of employees lift or carry heavy objects, 53% use hands or fingers for precision tasks, and 33% work in extreme environments.

Digitalisation and digital transition

- 21% employees report the introduction of new digital technologies in their workplace;
- 13% of workers had to learn to use new computer programs or software to do their main job in the last 12 months

Skills mismatch in changing labour market

- 44% of respondents say they can use their current knowledge and skills in their main job to a great extent and 22% to a moderate extent;
- 24% of employees are considered overqualified, while only 2% are underqualified, relative to the level of education the job requires;
- Considering their main subject or field of study at their highest level of education, 28% of workers say their job requires their field or a related field, while 34% say their job exclusively requires their field;
- 21% need to further strengthen technical or job-specific skills;[50]
- 4% of respondents need to develop computer/IT skills to a great extent;
- 15% need to further reinforce numeracy skills;
- 28% of employees in Serbia need to further develop their social skills.

Investing in education and training

- 32% of employees in Serbia participated in at least one kind of education or training activity to learn new job-related skills in the last 12 months;
- Various training formats include: 15% taking a course, 19% following a training seminar or workshop and 21% receiving on-the-job training;
- 36% of respondents who took part in training did so to further develop their computer/IT skills.

[50] Examples of technical or job-specific skills: engine repair for a mechanic, applying accountancy rules for an accountant, using design software for a graphic designer, using programming software for a computer scientist.

Glossary

High-level education	This education level group is composed of employees who have higher education qualifications. This includes those who completed short-cycle tertiary education (ISCED 5), bachelor's or equivalent level (ISCED 6), master's or equivalent level (ISCED 7), and doctoral or equivalent level (ISCED 8).
Middle-level education	This education level group is composed of employees whose highest qualification is either upper secondary education (ISCED 3) or post-secondary non-tertiary education (ISCED 4).
Low-level education	This education level group is composed of employees who completed up to lower secondary education (ISCED 0-2). This group includes those who completed only primary education (ISCED 1) and those who had not completed formal education or below primary education (ISCED 0)
Elementary occupations	This broad occupation group, adopted from the ESJS2, is composed of employees who are in jobs that are categorized as elementary occupations (ISCO 9)
Manual occupations	This broad occupation group, adopted from the ESJS2, is composed of employees who are in jobs that are categorized as skilled agricultural, forestry and fishery workers (ISCO 6), craft and related trades workers (ISCO 7), plant and machine operators, and assemblers (ISCO 8).
Semi-skilled occupations	This broad occupation group, adopted from the ESJS2, is composed of employees who are in jobs that are categorized as clerical support workers (ISCO 4), service and sales workers (ISCO 5).
Skilled occupations	This broad occupation group, adopted from the ESJS2, is composed of those employees who are in jobs that are categorized as managers (ISCO 1), professionals (ISCO 2) and technicians and associate professionals (ISCO 3).

DATA ANNEX

Question		Serbia[51]		WB5[52]	EU27
		Count	%	%	%
As part of your main job, did you do the following activity in the last month? Read any texts, on paper or on computer screens, that are at least one (1) page long or longer. (C_READ1P)	Yes	548	53%	54%	73%
	No	479	47%	46%	27%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
As part of your main job, did you do the following activity in the last month? Write any texts, on paper or on computer screens, that are at least one (1) page long or longer. (C_WRITE1P)	Yes	420	41%	42%	58%
	No	607	59%	58%	42%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
Did you do any of the following activities as part of your main job in the last month? Lift or carry heavy objects or loads or people, without the help of a machine. (C_MANLIFT)	Yes	348	34%	37%	34%
	No	679	66%	63%	66%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
Did you do any of the following activities as part of your main job in the last month? Work in a work environment with very high heat or cold temperatures, chemicals or dangerous parts. (C_MANHAZ)	Yes	340	33%	32%	27%
	No	687	67%	68%	73%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
And did you do any of the following activities as part of your main job in the last month? Use or move your hands or fingers to precisely grasp, manipulate or assemble objects. (C_MANDEX)	Yes	544	53%	51%	38%
	No	483	47%	49%	62%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
Did you do the following activity as part of your main job in the last month, whether on your own or with the help of a computer? Perform any simple calculations with numbers, for instance adding, subtracting, multiplying or dividing. (C_MATHBAS)	Yes	615	60%	60%	76%
	No	412	40%	40%	24%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
Did you do the following activity as part of your main job in the last month, whether on your own or with the help of a computer? Use any kind of more advanced mathematics, algebra or statistics, for instance calculus, regressions, simulations. (C_MATHADV)	Yes	127	12%	11%	16%
	No	135	13%	13%	32%
	Don't know	0	0%	0%	0%
	No answer/Not applicable	765	74%	76%	52%
How often did you do any of the following activities as part of your main job in the last month? Search for relevant information or documentation, for instance in books or on the web, to solve problems. (C_PRBINFO)	Always or very often	117	11%	11%	13%
	Often	172	17%	19%	29%
	Sometimes	298	29%	30%	33%
	Rarely or never	439	43%	39%	25%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%

[51] Data for each economy is weighted, correcting for differences in the probabilities of selection and for differential response propensities by demographic and economic subgroups of the population.
[52] Data is calculated based on *gross-weight*, which ensures that the sum of the weights adds up to the total 25-64 employee population in each economy. This weight is used to look at estimates based on multiple economies/countries, such as WB5, where each economy/country influence on the survey estimate reflects their 25-64 employee population.

Question		Serbia[51]		WB5[52]	EU27
		Count	%	%	%
How often did you do any of the following activities as part of your main job in the last month? Get input from co-workers or others to solve problems. (C_PRBINPT)	Always or very often	55	5%	10%	12%
	Often	230	22%	26%	34%
	Sometimes	472	46%	41%	42%
	Rarely or never	270	26%	22%	12%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
How often did you do any of the following activities as part of your main job in the last month? Try out new ideas to solve problems. (C_PRBIDEA)	Always or very often	77	8%	10%	11%
	Often	170	17%	21%	31%
	Sometimes	418	41%	38%	42%
	Rarely or never	362	35%	31%	16%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
In the last 12 months/Since you started your main job, did any of the following changes take place in your workplace? New digital technologies i.e. new computer systems/devices/programs (B_CHORGTECH)	Yes	212	21%	26%	43%
	No	815	79%	74%	56%
	Don't know	0	0%	0%	1%
	No answer	0	0%	0%	0%
In the last 12 months/Since you started your main job, did any of the following changes take place in your workplace? New management methods i.e. changes in how the work or pay is managed (B_CHORGMG)	Yes	210	20%	30%	35%
	No	816	79%	70%	65%
	Don't know	0	0%	0%	0%
	No answer	1	0%	0%	0%
In the last 12 months, did you do any work as part of your main job from a location other than your employer's premises? (B_ICTWKY)	Yes	294	29%	30%	39%
	No	733	71%	70%	61%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
Did you use any of the computing devices from the previous question to do the following activities as part of your main job in the last month? Use the internet for browsing, sending emails or using social media for your work. (D_PCWEB) *Restricted to the users of computing devices used to do their main job*	Yes	528	65%	62%	82%
	No	288	35%	38%	18%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
Did you use any of the computing devices from the previous question to do the following activities as part of your main job in the last month? Write or edit text, for instance using Word or similar software. (D_PCWORD) *Restricted to the users of computing devices used to do their main job*	Yes	361	44%	45%	75%
	No	455	56%	55%	25%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
Did you use any of the computing devices from the previous question to do the following activities as part of your main job in the last month? Use spreadsheets, for instance using Excel or similar software. (D_PCSHEET) *Restricted to the users of computing devices used to do their main job*	Yes	341	42%	37%	66%
	No	475	58%	63%	34%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
Did you use any of the computing devices mentioned earlier ...? Work with any specialised, sector or occupation-specific	Yes	311	38%	31%	56%
	No	506	62%	69%	44%

Question		Serbia[51]		WB5[52]	EU27
		Count	%	%	%
software, for instance for accounting, legal analysis, inventory control, web design, graphic design, customer relationship. (D_PCSPEC) *Restricted to the users of computing devices used to do their main job*	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
Did you use any of the computing devices from the previous question to do the following activities as part of your main job in the last month? Prepare presentations of your work, for instance using PowerPoint or similar software. (D_PCPPT) *Restricted to the users of computing devices used to do their main job*	Yes	160	20%	24%	42%
	No	656	80%	76%	58%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
Did you use any of the computing devices mentioned earlier to do the following activities as part of your main job in the last month? Write programs or code using a computer language, for instance C++, Python, Java, Visual Basic etc. (D_PCPGR) *Restricted to the users of computing devices used to do their main job*	Yes	46	6%	7%	8%
	No	770	94%	93%	92%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
As part of your main job, did you work with or operate any of the following computerised machinery in the last month? Digital handheld devices, for instance monitors or scanners used for stock control and processing orders. (D_CMSCAN)	Yes	178	17%	17%	26%
	No	849	83%	83%	74%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
As part of your main job, did you work with or operate any of the following computerised machinery in the last month? Robots. (D_CMROB)	Yes	16	2%	2%	8%
	No	1011	98%	98%	92%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
As part of your main job, did you work with or operate any of the following computerised machinery in the last month? 3D printers. (D_CM3D)	Yes	89	9%	7%	9%
	No	938	91%	93%	91%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
As part of your main job, did you work with or operate any of the following computerised machinery in the last month? Computer numerically-controlled (CNC) machine tools, for instance lathes or milling machines. (D_CMCNC)	Yes	48	5%	5%	9%
	No	979	95%	95%	91%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
As part of your main job, did you work with or operate any of the following computerised machinery in the last month? Programmable logic operators (PLCs). (D_CMPLC)	Yes	27	3%	3%	8%
	No	1000	97%	97%	91%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
In the last 12 months/Since you started your main job, did you learn to use any new computer programs or software to do your main job? Please exclude minor or regular updates. (D_CHSFW) *Restricted to the users of computing devices used to do their main job*	Yes	105	13%	15%	36%
	No	711	87%	85%	64%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
Education level mismatch (8 education levels) (E_EDMATCH8)	Higher education than what the job requires	247	24%	22%	28%
	Same level of education as the job requires	755	74%	72%	61%

Question		Serbia[51]		WB5[52]	EU27
		Count	%	%	%
	Lower education than what the job requires	23	2%	5%	12%
	Unknown	2	0%	0%	-
Level of education required for the job: 3 categories (E_REQED3)	Lower secondary education or below (ISCED 0-2)	170	17%	20%	19%
	Upper secondary or post-secondary non-tertiary education	631	61%	54%	42%
	Tertiary education (ISCED 5-8)	224	22%	26%	38%
	Don't know/No Answer	2	0%	0%	2%
Considering your main subject or field of study at your highest level of education (business, engineering, health etc.), how relevant is it for doing your main job? (E_HOZMIS) *Restricted to those with at least upper secondary education*	The job exclusively requires your field	239	34%	35%	26%
	The job requires your field or a related field	201	28%	28%	39%
	The job mostly requires a different field than your own	61	9%	8%	13%
	The job does not require a specific field	206	29%	29%	22%
	Don't know	1	0%	0%	1%
	No answer	0	0%	0%	0%
To what extent can you use your current knowledge and skills in your main job? (E_SKILLU)	Great extent	457	44%	43%	45%
	Moderate extent	228	22%	29%	41%
	Small extent	183	18%	17%	10%
	Not at all	157	15%	11%	4%
	Don't know	2	0%	0%	0%
	No answer	0	0%	0%	0%
To what extent do you need to further develop your computer/IT skills to do your main job even better? (E_DEFPC)	Great extent	41	4%	7%	13%
	Moderate extent	198	19%	25%	39%
	Small extent	268	26%	27%	28%
	Not at all	520	51%	41%	20%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
Do you need to further develop any of the following skills to do your main job even better? Numeracy skills, i.e. working with numbers and quantities and doing calculations using maths. (E_DEFNUM)	Yes	157	15%	19%	30%
	No	870	85%	81%	70%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
Do you need to further develop any of the following skills to do your main job even better? Social skills, i.e. working with and dealing with co-workers and other people (e.g. customers, clients, students, patients or other members of the public) (E_DEFCOM)	Yes	285	28%	32%	49%
	No	742	72%	68%	51%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
Technical skills or job-specific skills e.g. engine repair if you are a mechanic, applying accountancy rules if accountant, using design software if graphic designer, using programming software if computer scientist etc. (E_DEFJOB)	Yes	214	21%	22%	40%
	No	813	79%	78%	60%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
Do you think there is any chance at all of you losing your main job in the next 12 months? (F_LOSEJOB)	Yes, a very high chance	22	2%	4%	7%
	Yes, some chance	386	38%	41%	31%

Question		Serbia[51]		WB5[52]	EU27
		Count	%	%	%
	No chance at all	594	58%	53%	61%
	Don't know	25	2%	2%	1%
	No answer	0	0%	0%	0%
To what extent do you think new digital or computer technologies in your company or organisation…? …can or will do part or all of your main job. (F_DISPLJOB)	Great extent	24	2%	3%	8%
	Moderate extent	170	17%	21%	28%
	Small extent	307	30%	31%	30%
	Not at all	522	51%	44%	34%
	Don't know	5	0%	0%	0%
	No answer	0	0%	0%	0%
To what extent do you think new digital or computer technologies in your company or organisation…? …need or will need new knowledge and skills you currently do not have. (F_DISPLSKILL)	Great extent	45	4%	6%	10%
	Moderate extent	210	20%	24%	35%
	Small extent	308	30%	32%	36%
	Not at all	457	44%	38%	19%
	Don't know	6	1%	0%	1%
	No answer	0	0%	0%	0%
Courses: In the last 12 months, have you participated in any of the following education or training activities to learn new job-related skills? (E_TRAINCOU)	Yes	153	15%	21%	39%
	No	874	85%	79%	61%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
Workshops or seminars: In the last 12 months, have you participated in any of the following education or training activities to learn new job-related skills? (E_TRAINSEM)	Yes	193	19%	26%	33%
	No	834	81%	74%	67%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
On the job training with the support of a designated trainer, for instance a supervisor/foreman, co-worker, consultant or other professional: In the last 12 months, have you participated in any of the following education or training activities (E_TRAINOJT)	Yes	218	21%	28%	40%
	No	809	79%	71%	60%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%