



Media Literacy 45+

Development of Digital Skills Framework
through Social Media for Low Skilled/Low
Qualified Persons over 45 Years Old

National Report for Portugal

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Contents

Introduction	3
Chapter 1: Setting the Scene: Digital Literacy in Portugal	4
1.1 Digital Literacy in Portugal	4
1.2 Literature Review	8
1.3 Policy and Major Stakeholder Initiatives	12
1.4 Synopsis	15
Chapter 2: The Perspectives of HR managers	17
2.1 Objectives of the study and research questions	17
2.2 Methodology	18
2.3 Results	19
2.3.1 Demographic Information	19
2.3.2 Open-ended Questions	21
2.4 Synopsis	23
Conclusions	24
References	27

Introduction

The concept of "digital skills" is constantly evolving in line with the development of technology. It refers to a variety of skills with a wide scope of application. However, digital skills may be defined as (1) the capacity to use digital technologies, (2) the capacity to use these technologies specifically for work, study and the various activities related to the daily life, (3) the ability to critically evaluate digital technologies and (4) the motivation to participate in digital culture (Fundação para a Ciência e a Tecnologia [FCT], n.d.a).

The use of Information and Communication Technologies by all social structures, together with their connection with the Internet, has modified the interactions between citizens, companies and public power (Rede TIC e Sociedade, n.d.).

The participation of all in the information and knowledge society implies knowing how to deal with the digital (Rede TIC e Sociedade, n.d.).

In Portugal, the challenge that this reality implies has been the midpoint of many governmental initiatives: through the Resolution of the Council of Ministers no. 112/2012, of December 31, the Government approved the Portugal's Digital Agenda, promoting its alignment with the objectives defined to strengthen the competitiveness and internationalization of national companies, especially small and medium-sized enterprises, through innovation and qualified entrepreneurship. It was reaffirmed the relevance of the use of ICT by companies as a decisive factor to increase their productivity and competitiveness. To tackle the asymmetries, it is necessary to recognize that the population has the need to develop digital skills. It is also necessary to recognize, given the sociodemographic characteristics of this population, that these digital competences will not be developed within the formal educational path.

The European Commission predicts that in the coming years the digital single market could contribute €415 billion to the European economy, creating new jobs. It is expected that by 2020 at the European level, 900,000 jobs in the ICT area will remain unfilled, 15,000 of which in Portugal. It is estimated that Portugal is among the countries most likely to grow job creation in the digital area, reaching a growth rate of 21 to 30% (Costa, 2017).

Thus, in order to allow this vast segment of the Portuguese population the opportunity to develop the missing digital competences the MEDLIT#45 will identify the training needs of low-skilled/low-qualified unemployed people over 45 years of age. For this purpose, two kinds of researches were performed: a primary data collection through face to face and audio recorded interviews with recruiters and/or HR managers and a data collection in Eurostat for identification of the statistics concerning the present situation of the partner countries regarding digital literacy. The identification of the most widely used methods and tools by employers and recruiters, and of the way they are being used, will contribute to determining the most appropriate digital literacy competences that should be developed by

low-skilled/low-qualified unemployed people over 45 to boost their employability and career building.

Chapter 1: Setting the Scene: Digital Literacy in Portugal

1.1 Digital Literacy in Portugal

TABLE 1: DIGITAL LITERACY IN PORTUGAL AND EU (28 COUNTRIES) IN 2016

Age Group	EU/Portugal	Individuals who have low overall digital skills	Individuals who have basic overall digital skills	Individuals who have above basic overall digital skills	Individuals who have no overall digital skills
All Individuals	European Union (28)	25%	27%	29%	1%
	Portugal	22%	19%	28%	1%
16 to 24 years old	European Union (28)	16%	28%	52%	0%
	Portugal	9%	23%	67%	0%
25 to 34 years old	European Union (28)	21%	29%	44%	1%
	Portugal	20%	32%	45%	0%
35 to 44 years old	European Union (28)	27%	30%	34%	1%
	Portugal	25%	22%	41%	1%
45 to 54 years old	European Union (28)	29%	30%	24%	1%
	Portugal	28%	21%	21%	1%
55 to 64 years old	European Union (28)	30%	24%	15%	1%
	Portugal	26%	13%	7%	1%
65 to 74 years old	European Union (28)	24%	17%	7%	1%
	Portugal	16%	8%	3%	1%

Source: Eurostat, 2016

This analysis will take into account the available data of 2016 as the Portuguese data concerning 2017 is not available yet. Looking at the numbers it is possible to conclude that the highest percentage in both (Europe and Portugal cases) is for those who have above basic overall digital skills. According to Portugal's data and for individuals with low overall digital skills, the percentage increases with age, ranking from 9% between 16 and 24 years old to 28% between 45 to 54 years old. Afterwards, as the tendency is a decrease in 10%, following EU-28 tendency The age group with the highest percentage is the 45 to 54 years of age with 28%, which confirms the need to invest in the training of this group of individuals. Regarding the data of the Portuguese people with basic overall digital skills the highest rate (32%) is in the age group 25 to 34 years old, while in the European case the age group that present a rate of 30% in ex aequo are the ones from 35 to 44 years old and 45 to

54 years old. Regarding the percentage of individuals who have above basic overall digital skills, the Portuguese tendency is that it decreases with age, 67% in the age group from 16 to 24 years old and 3% in the age group from 65 to 74 years, which is also true in the European Union. The individuals in the age group 45 to 54 years old represent only 21% in this category, which evidences the lack of knowledge beyond basic. This puts them into a fragile position in the job market. Finally, as far as those who have no overall digital skills are concerned, the European situation is similar to the Portuguese, i.e., about 1% of the population in all age groups do not have digital skills.

To sum up, we can conclude that in the Portuguese and European cases the use of ICT is lower among older people - the low digital literacy is still a considerable challenge in this age group.

TABLE 2: DIGITAL LITERACY IN PORTUGAL BY AGE GROUP FOR 2015 AND 2016

	Year	Individuals who have low overall digital skills	Individuals who have basic overall digital skills	Individuals who have above basic overall digital skills
All Individuals	2015	20%	20%	28%
	2016	22%	19%	28%
	2017	not available	not available	not available
16 to 24 years old	2015	9%	30%	61%
	2016	9%	23%	67%
	2017	not available	not available	not available
25 to 34 years old	2015	18%	27%	50%
	2016	20%	32%	45%
	2017	not available	not available	not available
35 to 44 years old	2015	25%	24%	38%
	2016	25%	22%	41%
	2017	not available	not available	not available
45 to 54 years old	2015	25%	20%	19%
	2016	28%	21%	21%
	2017	not available	not available	not available
55 to 64 years old	2015	22%	12%	7%
	2016	26%	13%	7%
	2017	not available	not available	not available
65 to 74 years old	2015	14%	8%	3%
	2016	16%	8%	3%
	2017	not available	not available	not available

Source: Eurostat, 2016

Concerning the digital literacy by age group in Portugal when comparing the European data for 2015 and 2016 in Eurostat (Portuguese data concerning 2017 is not available yet) there has been a small increase in almost all age groups for individuals who have low overall digital skills with the exception of the 16-24 age group and the 35 to 44 years old group who have maintained 9% and 25%, respectively. With regards to the individuals who have basic overall digital skills, the tendency was to decrease the percentage from 16 to 44 years. In contrast there was an increase of 1 percentage point in individuals between 45 and 64 years of age and the percentage remained the same in the case of adults between 65 and 74 years old. Finally, the data shows that there was an increase in the number of individuals in the age groups from 16 to 24 years and from 35 to 54 years, but a decrease of 5 percentage points in the range of 25 to 34 years. Once again, the numbers remained the same for older adults (55-74 years).

These numbers shows that digital competences among the oldest age groups (45 to 74 years old) is lower than for individuals from 16 to 44 years old and this gap is bigger in numbers related to individuals with basic and above basic digital skills.

TABLE 3: DIGITAL LITERACY AND UNEMPLOYMENT (2016)

Age Groups	European Union (28)		Portugal	
	All Individuals	Unemployed	All Individuals	Unemployed
Individuals who have low overall digital skills	25%	31%	22%	25%
Individuals who have basic overall digital skills	27%	26%	19%	20%
Individuals who have above basic overall digital skills	29%	19%	28%	22%

Source: Eurostat, 2016

The data analysis on digital literacy and unemployment leads us to conclude that the greater the lack of skills, the higher the level of unemployment. The statistics show that Individuals who have above basic overall digital skills have lower unemployment rates compared those who have low overall digital skills. That is to say, there is a direct relationship between the level of digital skills and unemployment, even though the figures are more expressive in EU context rather than in national context.

There is an increasingly urgent need for all its citizens to have access to ICTs to develop digital skills to use them at work environment. For instance, in Portugal the Portuguese Coalition for Digital Jobs (PCDJ) is Portugal's answer to the challenge launched by the European Commission' Grand Coalition for Digital Job, a multi-stakeholder partnership set up to address the lack of digital skills in Europe and to tackle the expected deficit of 900 000 Information and Communication Technology (ICT) professionals by 2020. The Grand Coalition for Digital Jobs and the Portuguese Coalition for Digital Jobs both aim to combat

this serious obstacle to recovery and economic growth. Analysing the Digital Economy and Society Index (DESI) 2017 and the data for Portugal, we have the following scenario: in 2017, 52% of the population does not have the basic digital skills necessary to effectively access the Internet, and 30% do not have digital skills, compared to an EU average of 44% and 19%, respectively. Worse, 22% of adults in the active labour force have no digital skills, which is twice the EU average (European Commission, 2017b). Given these low levels of literacy, considering in this concept the ability to perceive and interpret reading and writing, calculating and using digital tools in everyday life, it means that without these skills, citizens are exposed to a greater risk of unemployment, poverty and social exclusion.

According to Europe's Digital Progress Report (EDPR; European Commission, 2017a), Portugal ranks 15th out of the 28 EU Member States, thus slipping back from last year's 14th place in the ranking. However, the country's overall score increased slightly, as did scores for all DESI dimensions except for Digital Public Services (European Commission, 2017b).

Concerning connectivity, Portugal further improved its overall connectivity ranking in 2016, moving into 10th place in the EU.

In what regards to human capital although it increased in 2016, the share of Portuguese citizens who use the internet at least weekly (68%) continues to be well below the EU average (79%). In the same vein, in 2016, 26% of the Portuguese adult population had never used the internet compared with 14 % for the EU as a whole. This situation is partly explained by the fact that 52% of the population does not have the basic digital skills required to function effectively online and 30% have no digital skills at all, compared with an EU average of, respectively, 44% and 19%. Furthermore, the share of adults in the active labour force with no digital skills in Portugal is 22%, twice as high as the EU average.

The risk of digital exclusion for certain population groups such as the elderly (particularly in rural areas) or those on low incomes, or with low education levels, is particularly high in Portugal: only 30% of people with at least one of these disadvantage factors had at least basic digital skills in 2015, that is below the EU average.

Portugal is also lagging behind in terms of the share of professionals with specialised ICT skills in total employment. Although, partly due to the country's economic structure, comparatively fewer companies reported hard-to-fill vacancies requiring such skills than in the EU as a whole (respectively, 32.5% and 41% of companies having recruited or tried to recruit personnel for jobs requiring ICT specialist skills). The country continues to have, however, a higher proportion of people aged 20-29 with STEM (Science, Technology and Mathematics) degrees than most EU Member States.

With regards to corporate use rates of both of social media and invoicing, it increased respectively by 42% and 46% from a year earlier. Moreover, Portuguese businesses continue to feature very high usage rates for information sharing and Radio Frequency Identification (RFID) technologies. These figures suggest that decisive steps are being taken to exploit the opportunities offered by digital technologies and confirm the genuine interest from public

and private sector actors alike in strengthening Portugal's role as a digital hub. For example, relatively few enterprises in Portugal use cloud computing services (11 % compared with an EU average of 13 %). In the same vein, the share of SMEs selling online and the weight of eCommerce in SME turnover both flattened in 2016 (European Commission, 2017a).

1.2 Literature Review

The Foundation for Science and Technology, Portugal - FCT, in collaboration with the various stakeholders promoting digital inclusion and literacy, has developed the guiding document for the "**National Strategy for Digital Inclusion and Literacy 2015-2020**" (ENILD; Rede TIC e Sociedade, n.d.). ENILD highlights an exhaustive diagnosis of a Portugal that, on the one hand, is advanced in terms of the infrastructure to support a digital society and the provision of digital public services but, on the other, presents low levels of use of these same services and infrastructures. ENILD focuses on the development of digital skills in the population to combat asymmetries related to the Information Society, and for this reason, it has as priorities the population that never used the Internet and the people most vulnerable to info exclusion.

The **Strategy and Action Plan for Digital Jobs** outlines several measures to increase talent supply in ICT, and addresses the lack of these professionals in the current and future labour market. The initiative involves economic, education and employment areas and will include recommendations for the creation and/or articulation of national policy instruments of public and private initiatives, that may contribute to fill the 15 000 job gap in ICT predicted for Portugal in 2020, in an environment of high unemployment, particularly of the young and qualified.

The study report "**Mapeamento da Oferta de Educação e Formação em Tecnologias de Informação, Comunicação e Electrónica (TICE) em Portugal**"(Mapping of the Offer of Education and Training in Information, Communication and Electronics Technologies (TICE) in Portugal) (Valente & Correia, 2015) was written in order to inform the Strategy and Plan of Action for Digital Employability in qualification and requalification for employment in ICT, the need to characterize the offer of TICE education and training available in the country. This book therefore brings together the wealth of information, results in the scope of the study called Mapping the Educational Offer and TICE training in Portugal.

The **Digital Education Policies in Europe and Beyond: Key Design Principles for More Effective Policies** report (Conrads, Rasmussen, Winters, Geniet, & Langer, 2017) offers policy-makers in digital education evidence on how, at the national or regional level, policies can be designed and implemented to foster digital-age learning. The presented findings are the result of a mixed methodological design comprising four parts: desk-research on digital education policy, the identification of national and regional policies worldwide, six in-depth case studies, and an expert workshop. The discussion of the cases identified and studied in depth leads to the formulation of eight core-guiding principles, which can serve as a reference point for policy-makers for the design and implementation of digital education policies: 1. Follow a holistic approach targeting systemic change; 2. Establish both a long-

term vision and short-term achievable goals; 3. Deploy technology as a means not an end; 4. Embrace experimentation, risk-taking and failure; 5. Consider the importance and the limits of impact assessment; 6. Involve all stakeholders in a structured dialogue; 7. Let schools and teachers have a say; 8. Build up teaching competence.

In the study **The Future of Skills: Employment in 2030** (Bakhshi, Downing, Osborne, & Schneider, 2017) was used a novel and comprehensive method to map out how employment is likely to change, and the implications for skills. It shows both what we can expect, and where we should be uncertain. We also show likely dynamics in different parts of the labour market — from sectors like food and health to manufacturing. It also explains why some low-skilled jobs, in fields like construction and agriculture, are less likely to suffer poor labour market outcomes than has been assumed in the past. More generally, it shines a light on the skills that are likely to be in greater demand, including interpersonal skills, higher-order cognitive skills, and systems skills. Unlike other recent studies, the method also makes it possible to predict with some confidence what kinds of new jobs may come into existence.

The goal of **e-Skills for Jobs in Europe Measuring Progress and Moving Ahead** (European Commission, 2014) report has been to monitor the supply and demand of e-skills across Europe, benchmarking national policy initiatives and multi-stakeholder partnerships in the European Union. We have analysed the evolution of the supply and demand over the last ten years, to provide a basis for:

- understanding the impact of initiatives launched at EU and national level since 2007;
- proposing remedies where necessary; and
- identifying efficient methods of fostering multi-stakeholder partnerships so as to reduce e-skills shortages, gaps and mismatches.

DigComp 2.0: The Digital Competence Framework for Citizens. Update Phase 1: the Conceptual Reference Model (Vuorikari, Punie, Carretero, & Van den Brande, 2016). The European Digital Competence Framework for Citizens, also known as DigComp, offers a tool to improve citizens' digital competence. DigComp was first published in 2013 and has become a reference for many digital competence initiatives at both European and Member State levels. This document introduces DigComp 2.0. It constitutes phase 1 of the update of the framework which focuses on the conceptual reference model, new vocabulary and streamlined descriptors. The current document also gives examples of how DigComp is used at the European, national and regional levels.

The article **Transformação digital e competências digitais: estratégias de gestão e literacia (Digital transformation and digital skills: management and literacy strategies)** shows that Europe 2020 Strategy, as a framework for growth and employment, aims at creating the conditions for smart, sustainable European Union (EU) during the current decade, in line with the need to overcome the structural weaknesses of the economy, to improve its competitiveness and productivity and to ensure a social market economy sustainable development. The rapid process of digitization of society has been strategy making it essential to ensure that citizens have the digital skills that enable them to participate opportunities and mitigate the risk of exclusion. The debate on investment in human capital and development competence in so-called digital transformation is characterized by

attention to the speed of change and innovation (4.0), convergence and the co-responsibility of public and private actors to create the talent needed to face the challenges of the digital world. With the aim of participating in this debate and demonstrating the importance of talent management and the cross-cutting nature of digital literacy, this communication is in line with the interdisciplinary research line of Innovation 4.0, discussing the need for organizations to broaden their learning networks through citizen participation. Three dynamics are analysed management in digital transformation: the effects on policy instruments public services; the valorisation of talent management in the fight against the skills gap the role of spaces for active citizenship (Ochôa & Pinto, 2017).

Skill shortages and gaps in European enterprises - Striking a balance between vocational education and training and the labour market (European Centre for the Development of Vocational Training [Cedefop], 2015). This report of CEDEFOP provides evidence that closer stakeholder collaboration between the worlds of education and of work is a recipe for success, potentially leading to greater employer satisfaction with the skills of new recruits. However, while the identified policy tools may go a long way towards mitigating the initial skill gaps that young workers inevitably experience during their school-to-work transition, they are only likely to be part of the solution. The inability of firms to attract the 'right' workers and fill their vacancies may arise for many reasons other than genuine shortages of skills: unattractive wages, poor and precarious working conditions, lack of career prospects, geographic and other administrative barriers, such as lack of international recognition of qualifications.

A master thesis of 2017 about the "Influence of social media in the Recruitment & Selection processes shows that the most used sources are the job offer dissemination that is done through own or specific HR websites, the network of contacts and social media, to the detriment of other methods such as the newspaper that today is less and less used by the increasing popularization of the Internet. This way, it can be noticed that social media are becoming more and more present in organizations, regardless of the activity sector. (Fragoso, 2017)

From the opinions of the respondents of the study (54 professionals responsible for Recruitment & Selection processes), the social media in the dissemination of job offers makes it possible to publicize the job vacancy allows the diversification of recruitment channels and the gathering of CVs. The social networks most used by respondents LinkedIn and Facebook. The results obtained in the study reveal that social media are used in the recruitment with frequency and then in the selection. Yet to validate the selection they are rarely used, and lastly, in the post-hiring phase almost never. (Fragoso, 2017)

The survey tried to understand the advantages of the use of social media in the recruitment process and it make clear that it is quicker and easier to access information; the diverse recruitment channels is positive and these are the main influencers of the use of social media in recruitment. Additionally, the advantages of the use of social media in selection are related to the interest in complementing the information of the CVs, the quick and easy access to the information and the fact that it is be a viable economic mean. (Fragoso, 2017)

The main benefits of using social media in Recruitment and Selection processes are: reducing costs, increasing the number of applicants and reducing time. These are important contributions for these processes. On the other hand, the identified disadvantages are related to the fact that the candidates are not social media users and the published evidence may not be valid. (Fragoso, 2017)

The content present in social media is considered an important contribution as data source, where the most frequently viewed actions are the professional qualifications, references to training of the candidates, previous management recommendations, previous recommendations of colleagues, the writing style and the hobbies and activities in which he/she participates. (Fragoso, 2017)

The influence of the information found in social media for Recruitment and Selection, is more negative than positive, that is, respondents react more negatively than positively when assessing the level of influence of some of the items presented, such as references to violence, references to drugs, negative comments about current or former bosses or co-workers, and grammatical errors. By the analysis of the results there are actions of the candidates in the social media that are grounds for exclusion in Recruitment and Selection processes. (Fragoso, 2017)

Most respondents agreed that information contained in social media can be predictive of the future performance of the candidates and that future respondents have an interest in resorting to social media in Recruitment and Selection processes, since they consider it an important contribution to this practice. (Fragoso, 2017)

The consultant Michael Page (2017) analyzed at European level the dynamics of recruitment and recalls that 14.4 million people turn to social media to search for job opportunities, 3 out of 4 recruiters analyze the candidate's profiles in social platforms and 73% of the companies hired through the social media. There are more and more companies in Portugal that already use social media in recruitment of new employees, namely Microsoft, Sonae, the Yellow Pages or IKEA, which used these new aspects of online contracting in their stores. (Fragoso, 2017)

The results of this study reveal that there is indeed a use of social media in R&S processes in organizations. Social networks as a strategic tool can be an important complement in the R&S processes, however, face-to-face contact should not be totally eliminated, since there are important aspects, such as non-verbal behaviours, that are not possible to access through the networks. (Fragoso, 2017)

An article about Online recruitment in Portugal – “Recrutamento online: vantagens e desvantagens” (Online Recruitment: advantages and disadvantages), or e-recruiting as it is also called, points some of the key advantages of online recruitment processes: low cost of the process; recruitment processes become more rapid; possibility of reaching various types of candidates; presentation of Creative Resumes by the candidates; easier management of vacancies and applications and greater geographic reach. (Silva, 2018)

There are also disadvantages: high volume of responses; it is an impersonal process and the outdated companies recruiting web pages.

Ideally, a mix of conventional methods and online recruitment tools should be promoted.

1.3 Policy and Major Stakeholder Initiatives

In the national panorama, in the last years, initiatives have been promoted that present as priority area to improve literacy, skills and digital inclusion. For example, **Portugal Digital Agenda**, adopted in 2012 and updated in 2015 or the **National Strategy for Inclusion and Digital Literacy (ENILD) (2015-2020)**, approved in 2014 and promoted by the Foundation for Science and Technology (FCT) and the initiative **Portugal INCoDe.2030**.

The **Digital Agenda for Portugal**, published in Diário da República (Official Journal) on 31st December (Resolution of the Council of Ministers no. 112/2012), aims to stimulate the digital economy and the information, communication and electronics technologies sector, through the use and development of tradable and competitive goods and services for international markets.

In line with the priorities set out in the Digital Agenda for Europe and the Europe 2020 Strategy, Portugal's National Agenda envisages strong involvement of civil society and the private sector, especially in the information and communication technologies (ICT).

In the scope of the Digital Agenda for Portugal some initiatives are being developed, like:

- Qualification for Innovation and the Digital Economy - 1) Promote the use and support of innovative initiatives involving the use of information and communication technologies in education and lifelong learning. 2) Develop appropriate qualifications and value for the training and greater participation in the digital world. 3) To increase the digital competences of the Portuguese population for a diversified and competent use of the contents and services available online. Responsible for implementation: FCT, ACEPI, Camões, IP, DGE, IAPMEI, IEFP and DGLAB Deadline: until 2020
- Digital Inclusion and Literacy - 1) Create a nationwide digital inclusion network that can optimize the use of installed resources, as well as increase digital literacy levels, especially of vulnerable groups. 2) To empower citizens, in particular children, young people and vulnerable groups, to use the Internet and access platforms in a positive, informed and secure manner. 3) Introduce concerns about usability and accessibility in the development of digital services as well as initiatives to improve the quality of digital services available on the network. 4) Provide platforms for access to digital content. 5) Promote scientific research in the field of broadband (annual awards of two scientific research fellowships in the fields of economics, engineering, law and security of electronic communications networks and services). Responsible for implementation: FCT, DGE, ANACOM, AMA, BNP and DGLAB Deadline: until 2020
- Digital content in Portuguese language and digitalization of files - 1) Stimulate the creation of digital content in Portuguese language, having the e-book as privileged and inclusive support, with the use of open platforms. 2) Encourage and promote the massive

digitalization of the contents, as well as to use in this digitization open formats that are interoperable. Responsible for implementation: BNP, Camões, IP, FCT and DGLAB Deadline: until 2020

The **National Strategy for Digital Inclusion and Literacy - FCT**, in collaboration with the various stakeholders promoting digital inclusion and literacy, has developed the guiding document for the "**National Strategy for Digital Inclusion and Literacy 2015-2020**" (ENILD). ENILD focuses on the development of digital skills in the population to combat asymmetries related to the Information Society, and for this reason, it has as priorities the population that never used the Internet and the people most vulnerable to info exclusion. For the 2015 - 2020 horizon, ENILD has the following strategic objectives: Reduce the percentage of non-Internet users; Mobilize an operational infrastructure that allows face-to-face training: spaces, equipment and trainers; Encourage the development of pedagogical materials for (self) training; Increase the digital skills of the Portuguese population; Create a multi-stakeholder intervention network (the ICT and Society Network); Encourage the improvement of the interface between online services and citizens (accessibility and usability).

ENILD is in line with the main current governmental initiatives, among which we highlight the following:

- The National Program for Territorial Planning Policy, approved by Law no. 58/2007 of September 4, which enshrines the strategic objective 5 for the expansion of advanced information and communication networks and infrastructures and the encouragement of their increasing use by citizens, companies and Public Administration.
- The Digital Agenda for Portugal 2020, approved in a Council of Ministers decision of March 19, 2015, has the strategic objective of promoting the use of information technology so that the following goals can be achieved in 2020.
- The National Plan for Gender Equality, Citizenship and Non-Discrimination 2014-2017, published in RCM no. 103/2013, of December 31, includes measures to promote basic skills, including digital literacy, in population groups contributing to their empowerment as well as their inclusion in society, as are the cases of women and the elderly population.
- Portugal 2020 - the 2014-2020 Partnership Agreement diagnoses that across the national territory, and especially in the case of individual users, it is common ground that low literacy, and in particular the lowest digital literacy, is one of the main reasons, if not the main one, which still prevents universal access to the services available online, including many of the most basic services, in particular by the older population.

INCoDe.2030 is an integrated public policy action of the XXI Government, dedicated to strengthening digital skills, which aims to position Portugal and the Portuguese the top

group of European countries in digital competences in a horizon that extends until 2030 (Portugal INCoDe.2030, 2017). The initiative identifies three challenges:

- to generalize inclusion;
- to stimulate employability;
- to produce new knowledge through international cooperation.

The implementation of a series of measures are structured around five axis of action:

Axis 1. Inclusion: Ensuring equitable access to digital technologies to the entire population to obtain information, communication and interaction;

Axis 2. Education: ensuring the education of the younger population stimulation and reinforcement in the fields of digital literacy and skills in all education and lifelong learning cycles;

Axis 3. Qualification: to professionally train the active population by providing them with knowledge necessary for integration into a labour market that depends on strong digital skills;

Axis 4. Specialization: promote specialization in digital technologies and applications for employment qualification and the creation of greater added value in the economy;

Axis 5. Research: ensuring the conditions for the production of new knowledge and active participation in international Research & Development networks and programs.

As for ENILD, INCoDe.2030 also assumes DigComp, in this case the 2.0, as a structuring and guiding document (Portugal INCoDe.20130, 2017) of various measures, such as, for example, the development of a self-diagnostic digital skills system for the citizen, or the adaptation of a reference framework to the specific needs of workers in public functions.

The Portugal INCoDe.2030 Initiative is structured as an integrated programme for Portugal, and will be promoted by bringing together and encouraging collaboration between different public and private organizations. An “Observatory for Digital Competences” has been set up by the Directorate-General for Statistics on Education and Science (DGEEC), which, in collaboration with National Institute for Statistics (INE), monitors and reports on the programme’s development. The promotion and coordination of the actions of the programme includes the following levels: 1) The Permanent Forum for Digital Competences which aims to promote and articulate a broad range of social actors and ensure widespread mobilisation for the initiative, including a public annual conference in which the developments in each line of action will be presented and analysed. There will also be presentations on national and international success stories and good practices. 2) Technical Coordination, which will be the responsibility of the lines-of-action coordinators, whose role is to monitor the development of the activities, based on the information provided by the Technical Secretariat (referred to below) and to present a critical report at the annual conference of the Forum. The coordination during the launch phase of the initiative will be done. (FCT, n.d.b)

MUDA is a national movement promoted by several companies, universities and associations and by the Portuguese State, which are committed to encouraging Portuguese

participation in the digital space, contributing to a more advanced, inclusive and participative country. It was presented in May 2017.

Based on the ambition of Portugal to become a more evolved society, with active, inclusive and participative citizenship, MUDA aims to contribute, on the one hand, to reduce the number of people who have never accessed the Internet and, on the other, by increasing number of users with more advanced skills.

The initiative is structured in 9 pillars, from access to e-commerce and digital communication, through literacy, etiquette, legislation and health, but also digital security. On the MUDA website there will be a quizz that allows citizens to assess their digital literacy levels and is planning a roadshow across the country. (Movimento pela Utilização Digital Ativa [MUDA], n.d)

1.4 Synopsis

The concept of Digital Competencies is broadly embraced and includes the notion of digital literacy (i.e. the ability to access digital media and ICTs to understand and critically evaluate content and communicate effectively) as well as the production of new knowledge through research activities, development of subjects that include information processing, communication and interaction, and the development and production of digital content.

The life of most Portuguese people is already digital - more than 70% of the population is already online, but still far of its behind potential. In the case of the active population, learning, productivity and competitiveness are also increasing and dependent variables of digital, forcing a growing demand for digital skills to pursue different professions.

Data from the European Commission's Digital Economy and Society Index (DESI) for 2017 show that the percentage of Portuguese citizens using the Internet has increased compared to the previous year, but is still well below the EU average. This is an area where there is still room for improvement as no progress has been made during that period. This is a reality that is urgent to change. The numbers show that digital competences among the oldest age groups (45 to 74 years old) is lower than the age group 16 to 44 and this gap is bigger in numbers related to individuals with basic and above basic digital skills.

Although Portugal occupies the 15th position in 28 EU countries on digital competences (15th in the DESI 2017 Index, Digital Economy & Society Index), it needs to reinforce basic ICT skills, human capital and Internet usage levels, even with regards to specialists. It needs to be able to take advantage of the growing supply of digital jobs. Portugal is among the countries with the lowest number of employees in ICT, therefore the employment potential for this area is currently under-exploited.

The data analysis on digital literacy and unemployment leads us to conclude that the greater the lack of skills, the higher the level of unemployment. Digital skills are also intrinsically linked to employability. More active working population generates more new jobs, as well as innovative markets and products, and more competitive and robust economic activities.

On the other hand, companies are using social media as a support tool in Recruitment and Selection processes, which increases the need to provide unemployed adults with the digital skills to create and upgrade their own social media platforms and performance.

Digital employability is on the agenda all over Europe. Aware of the transformative potential for the country and its representativeness in society and the Portuguese economy, a group of companies from the most varied sectors and the Portuguese State joined forces with the objective of developing, in the next years, a set of initiatives that allow a greater number of Portuguese to benefit from full digital citizenship. These policies aim to foster a more participatory and committed society through the extensive and systematic appropriation of ICTs by the elderly, low educated adults and inactive people with low professional qualifications.



Chapter 2: The Perspectives of HR managers

2.1 Objectives of the study and research questions

Considering the urgency to eliminate the estimated ICT job vacancies in 2020, it will be crucial to increase the supply of ICT professionals, hence, contributing towards the development of digital economy by stimulating at the same time economic growth.

Given the evolution prospects for employment requirements, and considering the recorded unemployment rates, the qualification processes must focus on the qualification and the re-qualification of unemployed people.

In the case of the active population, learning, productivity and competitiveness are also variables that are increasingly dependent on digital, forcing a growing requirement for digital skills for different professions. A country with more proficient citizens in the digital world is also a country with more people included, more participatory and more able to deal with the society of which they are part. Digital skills are intrinsically linked to employability - the digitalization of the labour market requires new skills and the needs of the ICT labour market have grown very significantly, despite the high unemployment rates, particularly youth unemployment (including young people with secondary or higher education) and long-term unemployment. To responses to these needs has not been sufficient and there is a perception that the problem tends to become more acute.

The key digital competences might be organised in 5 areas can be summarised below:

- 1) Information and data literacy: To articulate information needs, to locate and retrieve digital data, information and content. To judge the relevance of the source and its content. To store, manage, and organise digital data, information and content.
- 2) Communication and collaboration: To interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity. To participate in society through public and private digital services and participatory citizenship. To manage one's digital identity and reputation.
- 3) Digital content creation: To create and edit digital content. To improve and integrate information and content into an existing body of knowledge while understanding how copyright and licences are to be applied. To know how to give understandable instructions for a computer system.
- 4) Safety: To protect devices, content, personal data and privacy in digital environments. To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion. To be aware of the environmental impact of digital technologies and their use.
- 5) Problem solving: To identify needs and problems, and to resolve conceptual problems and problem situations in digital environments. To use digital tools to innovate processes and products. To keep up-to-date with the digital evolution.

A master thesis of 2017 about "The Social Networks Used as Tools for the Recruitment of SMEs of Excellence in Lisbon" (Freitas, 2017) concluded that there are many social media platforms that allow recruitment, like LinkedIn, Facebook, Orkut and Star Tracker. In the

region of Lisbon the SME's use mostly for their recruitment process the LinkedIn and secondly Facebook (Fragoso, 2017)

The interviews are no longer in many cases, the first contact between those who recruit and those who apply for a workplace, and also ceased to be exclusively on-site (Fidalgo & Carneiro, 2016). Potential employers may have access to social media platforms to allow them to draw conclusions or make inferences about the character or personality of the candidate who may not be as easy or economically viable as through traditional means. According to Fidalgo and Carneiro (2016), recruitment agencies and employers have in mind what the candidates share in social media, noting, accompanying and evaluating their profiles (interests, prejudices, ambitions, principles, etc.) (Fragoso, 2017)

A descriptive research carried out by Vieira (2010), "Impacto das novas tecnologias no recrutamento nas empresas especializadas de recrutamento e selecção" (The Impact of new technologies in recruitment in specialized recruitment and selection companies), revealed that Facebook (74.1%) and LinkedIn (53.4%) are the social media most used by professionals. This study also concluded that companies use social media because it increases the number of applicants, the reduction of costs and the optimization of time, and they recognize that social media is an innovative system, with an easy and simple technology and a viable economic environment for Recruitment and Selection processes.

2.2 Methodology

For better understanding the portuguese situation in what regards the digital literacy of adults with 45 and older were held 10 face to face, audio recorded, interviews to HR managers or professionals that develop this task in the companies, during January and the beginning of February 2018 to assess the digital needs that companies detect in their employees over 45 years of age and which digital skills they considered important that future employees acquire. It was assessed the importance of social media in the screening and selection processes. The Interview Guide was structured in 11 Sections:

Section 1: General Information about the interviewee.

Section 2: Role and experience of the interviewee.

Section 3: Firm's size and population distribution (multiple choice questions)

Sections 4 to 8 (multiple choice questions): to assess the importance of certain skills of over 45 workers in employee's perspective in what regards to: Information Processing; Communication; Content Creation; Problem Solving and Safety.

Section 9: Social Media Literacy (multiple choice questions) – to evaluate the social media literacy of the employees who are less than 25 years old, between 25 and 45 years old, between 45 and 65 years old and older than 65 years old.

Section 10: Social Media (multiple choice questions) – to evaluate the use of social media by the company and its use during the screening and selection processes, namely: Facebook, Twitter and LinkedIn.

Section 11: consists of 13 open-ended questions to assess how important digital literacy is to tasks performed by the current and prospective employees and if there were different expectations towards employees below 30 years of age and those above 45 years of age. The overall use of social media by the recruiters and in recruitment processes in particular, and the type of social media used. Finally, the investment in digital literacy training.

The interviews allowed to understand part of the Portuguese reality concerning the use of digital skills by recruiters and by employees. In the open ended questions, the interviewees could better explain the limitations of the use of social media platforms. The greatest difficulty found in the interviews was the time that the professionals had to spend, because the interview was considered too extensive.

2.3 Results

2.3.1 Demographic Information

The ages of the 10 interviewees ranged from 38 to 66 years old, with an average of 46 years old; Out of the total, 50% (5) were female, while the other 50% (5) were male.

Concerning the educational level of the respondents, as can be seen in the graph below, 80% of the interviewees had a bachelor degree and 20% the secondary education.

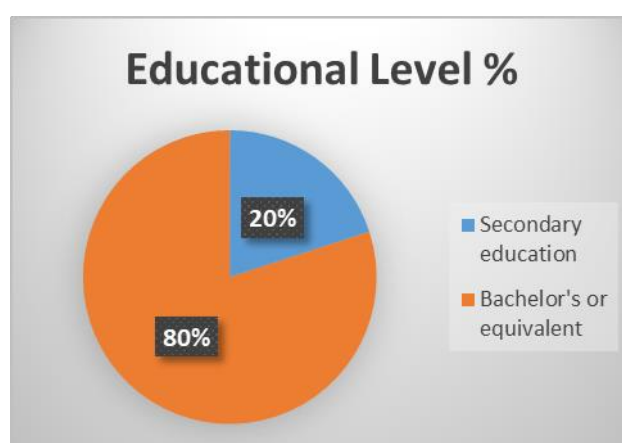


Figure 1 - Educational level of respondents.

Regarding the number of years working on the company, 5 of the interviewees have been working for less than 10 years in the company (from 1 year to 7 years) and the remaining 5 from 10 to 26 years, as illustrated in the graph below.

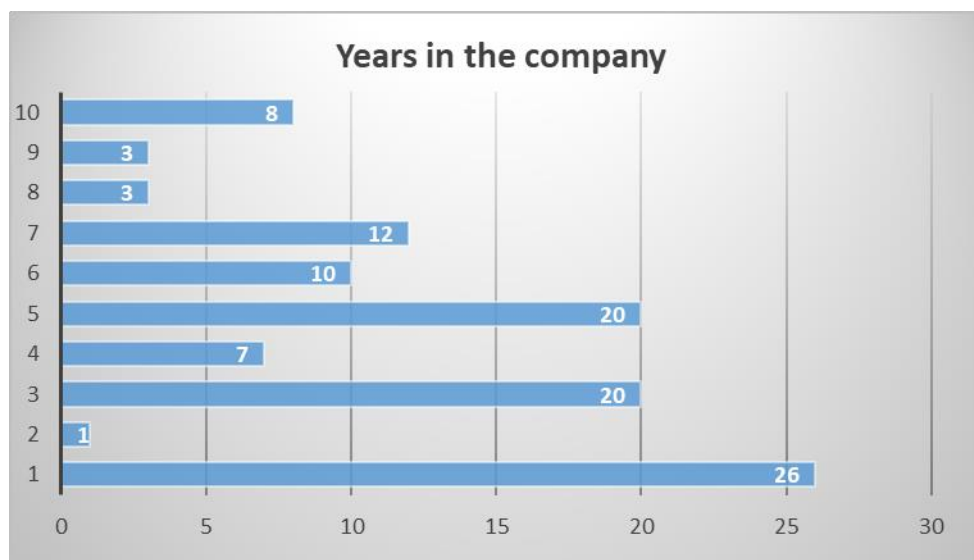


Figure 2 - Years of cumulated experience of respondents in the company.

The experience of the interviewees as regards to human resources tasks ranges from 3 to 36 years. Only 2 of the respondents have less than 10 years of experience (3 and 7 years).

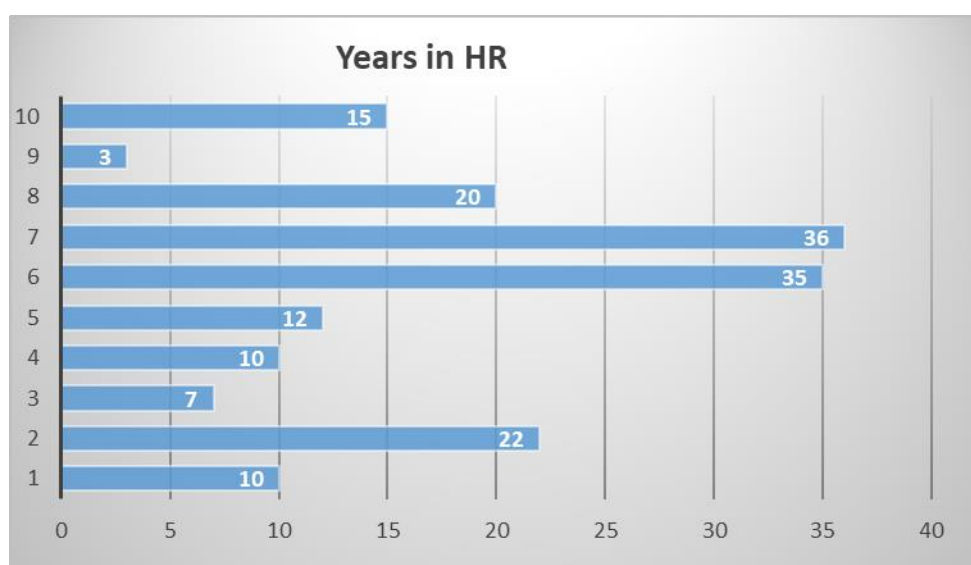


Figure 3 - Years of cumulated experience of respondents in Human Ressources.

Respecting the positions held by the interviewees, 40% were directors of the companies, 20% were managers, and the remaining 40% were divided into pedagogical directors (20%), president (10%) and assistant director (10%). None of the interviewees performs exclusively tasks of human resources, which traces the reality of a large part of the Portuguese small and medium-sized enterprises.

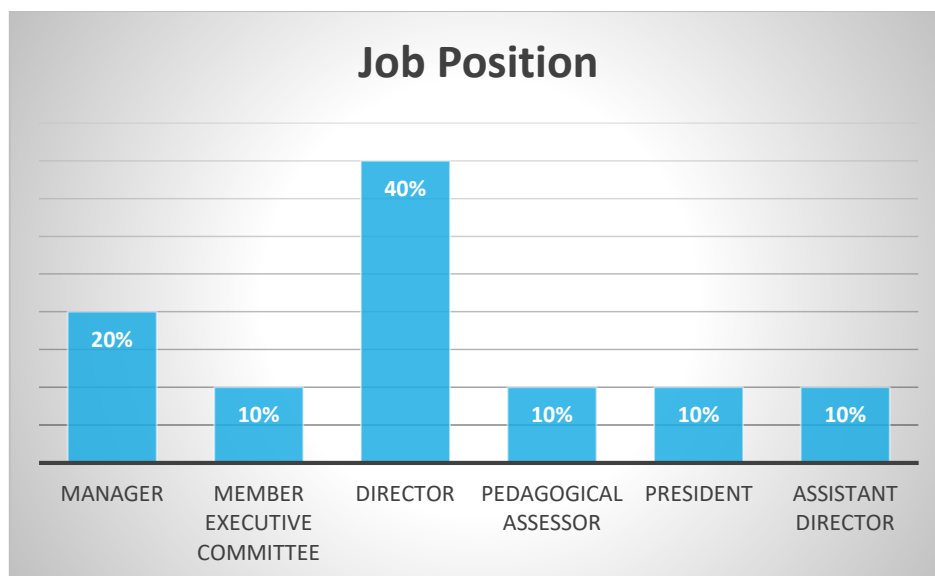


Figure 4 - Sectors the participants work in.

2.3.2 Open-ended Questions

2.3.2.1 Digital literacy

Digital literacy is very important in itself. Nowadays it is unthinkable not to make use of the technologies, so we have to keep updated and informed so that we can respond to the needs that are imposed by progress. The digital world is increasingly present in daily life and must be used reasonable in professional and personal life. It is a determining factor in the evaluation of employees, although it depends on the position to be held. The data available online, according to the interviewed is not very reliable, because it can be altered and misleading. The expectations are different for people over 45, because they live in a less digital reality than the younger ones. Young people are expected to understand and work better with computers. Expectations for employees over the age of 45 are lower since it is commonly accepted that they have less knowledge on this matter. However, it is expected that more and more applicants or employees over the age of 45 will invest in training at the level of new technologies.

2.3.2.2 Duties of employees 45+ years of age and their link to digital competence

The tasks performed by employees over 45 years old are very diverse depending on the typology of the company. Most 45 employees were integrated in the following areas: administrative, management, commercial, financial, stock management, logistics and cleaning.

The tasks performed by the employees were teaching and non-teaching tasks, student follow-up and space hygiene, head of section functions, functions in factory production, carpenters, locksmiths, electricians, care of the elderly and children, laundry, etc.

This diversity of tasks shows that these employees are integrated in most company sectors and also that they have different digital skills needs.

All the companies considered that training is important and that it is fundamental to promote training actions on technology related to new software or social networks. However most of the actions are only directed to employees who, in their daily tasks, use skills like managers, administrative, financial and commercial technicians. The remaining employees who do not have positions directly connected with intellectual production are not considered in these training actions.

2.3.2.3 Digital literacy and recruitment

On the topic of considering or not digital competence as a barrier to the recruitment of people over 45, five of the respondents declared that it was not a barrier, three said that it depended on the tasks that the candidate was to develop and the other two were of the opinion that it could represent a difficulty. Regarding the question whether the interviewee had already rejected a potential candidate, because of their weak digital skills: eight respondents answered no, and some have pointed out that it depended a lot of the position they were applying for, because were positions that clearly demanded digital skills. In only one case, has been stated that if the candidate had lack of knowledge, training would be provided to bridge the digital gaps. Only two respondents said that they already rejected candidates, because they had not the digital competences necessary to their professional position.

2.3.2.4 Digital literacy gaps

Concerning if there were any particular skills, or tasks, related to digital competence, in which prospective employees needed to improve, three of the interviewees responded negatively, the other respondents answered affirmatively and referred the administrative tasks, the use of spreadsheets and the use of social networks as well as tasks in the commercial sector. One of the interviewees pointed out that it was expected that the person responsible for computer maintenance improved professional skills.

2.3.2.5 Role of Social Media Platforms in the hiring process

Only two interviewees stated that they used social media during the hiring process, namely Facebook and LinkedIn. The rest of the interviewees said that the social platforms were not a tool that they used for hiring new employees. This reveals that the HR professionals interviewed are still using face to face strategies and although they consider social media important, they do not use this powerful tool in their daily practice.

Most of the respondents stated that they use social media platforms, mostly Facebook and Instagram, for exchange of information, for disclosure of activities performed by the entity and for marketing.

Despite these results, we believe that a greater care is required of job seekers on social networking sites, especially on Facebook or Instagram, as recruiters who use these platforms to get more information about candidates may get a misconception of the profile of the candidate or have access to information that has no relevance to the candidate's professional life, like political ideologies, religious beliefs, football club preferences that may negatively influence his or her decision.

2.3.2.6 Role of Social Media Platforms in advertising new openings

The most commonly used Social Media platform in advertising was the Facebook and one of the interviewee referred the Instagram. Two of the interviewees stated that they did not use any of the platforms for advertising, because they used the website of the company. The interviewees who used the social platforms stated that they did it frequently for disclosure of the institution's activities, for advertising articles or some important information that they considered necessary. In this case, the employees could use these platforms to get information about the activities of the company and in an interview it is very important that the candidate evidences knowledge of the scope of the entity.

2.3.2.7 Importance of Social Media Profile

In this question five of the interviewees stated that the applicant's Facebook, LinkedIn or Twitter profiles was not important. The other five interviewees said that it was important, from the very start, to verify the applicant's digital literacy skills. One of the respondents said that it was important, but not decisive for hiring. It was also stated that the applicant must know how to effectively manage his/her image in a virtual environment because these digital platforms work as the candidate's CV and the information could be helpful. Social media are a way to share and disseminate information, even though the candidate must consider the information he/she is going to publish. It may help to get to know the candidate, to evaluate him/her, identify his/her personal characteristics, etc. The candidate should choose accurately the information to publish in his/her social profile.

2.3.2.8 Social Media and Internal Usage

Only one of the interviewees used once the skype to interview someone because the candidate was in London and the profile was very interesting. Three of the companies used social media for internal purposes, namely for internal communication and for publicizing. The respondents used Skype, WhatsApp and Facebook. One of the interviewees referred that he has been using Skype for about 10 years, another said that he used WhatsApp for about 5 years and a third one responded that he used social media platforms for a couple of years. Most of them stated that it was not so important that the employees knew how to use these tools. The majority of the interviewees were not aware of the potential of social networks, perhaps due to lack of training in this area.

2.3.2.9 Concluding Remarks

The interviewees had experience and knowledge of their areas of expertise. They acknowledge the importance of training people older than 45 to obtain more digital literacy and remarked that in Portugal there is not enough training for the potential of social media.

2.4 Synopsis

The first conclusion to be drawn from this study is that there are no human resources managers or human resources departments in most of Portuguese small and medium-sized enterprises. Usually this task is carried out by the managers of the companies, like directors,

managers, presidents, etc. This may explain the lack of specific training in this area and also the use of traditional methodologies in the recruitment and selection of candidates.

The study also revealed that it is expected that young people will be better prepared in terms of e-skills than adults over 45, since young people are more in contact with the digital world.

Although the digital competencies of the employees are considered important, the interviewees considered that the training should be carried out only for employees with administrative, commercial or with management tasks. In the case of the employees who do not perform intellectual tasks it is not considered important to have such competencies.

The results show that social media, despite being used by companies primarily for internal communication, namely Skype, Facebook and WhatsApp, there are still the only digital tool used for marketing and advertising. Social networks are clearly not a tool used for hiring purposes. The interviewees continue to favour the traditional means (telephone contact, face-to-face interviews, curriculum analysis, etc.). Those responsible for human resources, while recognizing the importance of the use of digital skills, are not yet aware of the potential of these competences, particularly of social networks. However, during the interviews it was noted that the participants considered that the future will go through the development and use of social platforms.

Conclusions

It is a fact that youngsters are considered to be more into the digital world and it is commonly accepted that employees over 45 have less digital skills. However, the Human Resources technicians consider that the employers expected that they can be attractive for the job market. Although the importance of training programmes related to digital skills is widely recognised, the ones offered by firms are directed to workers that use digital skills in a daily basis.

The opinions concerning the potential barrier of not having digital skills are divergent. While some HR consider that it is not a barrier, others point out that depending on the job characteristics and demands, the candidates that not have the right digital skills are in a more fragile position and this represents a disadvantage. The RH professionals consider the areas and skills that are considered to need improvement are: administrative, spreadsheet use, social networks use and commercial.

The available literature confirms that there is a percentage of Human Resources professionals that use social media as a complementary tool for better understanding the candidate's profile. However, the interviewed presented a different perspective, showing that they are still very attached to the traditional methodologies and that they are not use this powerful tool in their daily practise. The most commonly used platform is Facebook and it is mainly used for disclosure of activities, articles and information about institutions.

The applicant's Facebook, Linkedin and Twitter profiles are important to some extend and may not be determining for hiring. However, it is accepted that the candidates should take

into account that the HR professionals might want to consult the information available at their profiles, so an accurate management of the profiles is advisable.

According to Portugal's data the percentage of individuals with low overall digital skills increases with age, which confirms the need to invest in the training of this group of individuals.

The individuals in the age group 45 to 54 years old lack knowledge beyond basic, thus data analysis shows that in the Portuguese and European cases the use of ICT is lower among older people. This puts them into a fragile position in the job market.

Additionally the statistics on digital literacy and unemployment leads us to conclude that the greater the lack of skills, the higher the level of unemployment, that is to say, there is a direct relationship between the level of digital skills and unemployment.

The risk of digital exclusion for certain population groups such as the elderly (particularly in rural areas) or those on low incomes, or with low education levels, is particularly high in Portugal.

The country, on the one hand, is advanced in terms of the infrastructure to support a digital society and the provision of digital public services but, on the other, presents low levels of use of these same services and infrastructures.

To face this situation decisive steps are being taken to exploit the opportunities offered by digital technologies and confirm the genuine interest from public and private sector actors alike in strengthening Portugal's role as a digital hub. In the national panorama, in the last years, initiatives have been promoted that present as priority area to improve literacy, skills and digital inclusion.

Regarding the use of social media by HR professionals for screening and hiring purposes, the most used sources are for job offer dissemination that is done through own or specific HR websites, the network of contacts and social media. Social media is mostly used in the dissemination of job offers, to publicize the job vacancy and allows the diversification of recruitment channels and the gathering of CVs. The social networks most used by respondents were LinkedIn and Facebook. Social platforms are used in the recruitment with frequency and then in the selection. Yet, to validate the selection they are rarely used, and lastly, in the post-hiring phase almost never. The main benefits of using social media in Recruitment and Selection processes are: reducing costs, increasing the number of applicants and reducing time.

The content present in social media is considered an important contribution as data source, where the most frequently viewed actions are the professional qualifications, references to training of the candidates, previous management recommendations, previous recommendations of colleagues, the writing style and the hobbies and activities in which he/she participates. (Fragoso, 2017)

There are more and more companies in Portugal that already use social media in recruitment of new employees, namely Microsoft, Sonae, the Yellow Pages or IKEA, which used these new aspects of online contracting in their stores. Social networks as a strategic tool can be an important complement in the R&S processes, however, face-to-face contact should not be totally eliminated. (Fragoso, 2017)

Companies are using social media as a support tool in Recruitment and Selection processes, which increases the need to provide unemployed adults with the digital skills to create and upgrade their own social media platforms and performance.

Digital employability is on the agenda all over Europe. Aware of the transformative potential for the country and its representativeness in society and the Portuguese economy, a group of companies from the most varied sectors and the Portuguese State joined forces with the objective of developing, in the next years, a set of initiatives that allow a greater number of Portuguese to benefit from full digital citizenship. These policies aim to foster a more participatory and committed society through the extensive and systematic appropriation of ICTs by the elderly, low educated adults and inactive people with low professional qualifications.

So it is essential that all people have sufficient levels of digital literacy to enable them to boost their potential, to play their part in society and to fulfill their social and civic responsibilities. These skills are also essential for accessing the labour market, as well as for pursuing education and training. Increasingly, job vacancies require higher levels and a wider range of skills.

A large percentage of adults lack the necessary skills to continue learning and are less likely to take part in learning activities or to participate fully in an economy and society with a strong digital component. These people are at higher risk of unemployment and have a higher incidence of poverty and social exclusion. These shortcomings make it difficult for them to return to the labour market.

It is therefore necessary that at national and european level, policy makers and decisors implement policies that:

- promote the systematic investigation of the different aspects and dimensions of media literacy and the monitoring and measurement of the evolution of media literacy levels and evaluation tools to identify skills gaps and the design of specific training actions to fill those shortages.
- promote the inclusion of a media literacy discipline in core competencies for lifelong learning training courses.
- promote and ensure participation in lifelong learning actions of unskilled adults. Access to lifelong learning opportunities remains unequal between socio-economic groups and some groups of the working population are less likely to access them.
- promote access to flexible courses that enable low-skilled adults to improve their digital literacy skills and learn at their own pace.
- promote the enhancement of digital literacy leading to a recognized EQF qualification for people with no EQF level 4 qualifications in response to new skills requirements and the need for digital skills.
- make it possible for people who are already working to improve their skills, avoiding the risk of obsolescence of skills and loss of employment, while those who are further away from the labour market are the ones who most need help in this matter.
- Allow education and training actions to take place in appropriate learning contexts, schools, training centres or in the workplaces where properly qualified teachers and trainers apply specific adult teaching methodologies and exploit the potential of digital learning.

- Implement outreach measures that include raising awareness of the benefits of raising skills levels by providing information on existing guidance services, support measures, available opportunities and responsible bodies, and encouraging less motivated workers to take advantage of these opportunities.
- Implement measures such as direct support to learners (eg in the form of educational leave, financial incentives or tax breaks) or indirect support to employers to encourage the empowerment of their workers.

These measures could reduce the lack of digital competences of the adults, however all the stakeholders involved in this process must be aware of the real needs in this matter. Namely the companies responsible that should provide or allow their employees to access the necessary digital training actions. The national policy makers should provide major information about digital literacy, its importance, the consequences of the the lack of digital competences to the economy and social development. The existence of financial supports to encourage the training actions for employees and company owners if not carefully managed could end in an ever-increasing need for support.

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