Obywatel w centrum działań e-administracji w Unii Europejskiej

Citizen-centric e-Government in the European Union

REDAKCJA / EDITED BY

Sławomir Dudzik · Inga Kawka · Renata Śliwa

Obywatel w centrum działań e-administracji w Unii Europejskiej

Citizen-centric e-Government in the European Union

Obywatel w centrum działań e-administracji w Unii Europejskiej

Citizen-centric e-Government in the European Union

REDAKCJA / EDITED BY

Sławomir Dudzik · Inga Kawka · Renata Śliwa

Sławomir Dudzik (iD)
Uniwersytet Jagielloński, Kraków
✉ s.dudzik@uj.edu.pl

Inga Kawka (iD)
Uniwersytet Jagielloński, Kraków
✉ inga.kawka@uj.edu.pl

Renata Śliwa (iD)
Uniwersytet Pedagogiczny im. KEN, Kraków
✉ renata.sliwa@up.krakow.pl

Spis treści | Table of contents

Część III
Zorientowana na obywatela
cyfrowa administracja publiczna
z perspektywy prawa Unii
Europejskiej

Part III
Citizen-oriented Digital
Public Administration from
the Perspective of European
Union Law

Część IV
Cyfryzacja administracji publicznej
z korzyścią dla obywateli
w krajach partnerskich Unii
Europejskiej

Part IV
Digitisation of Public
Administration for the Benefit
of Citizens in the European Union's
Partner Countries

Miomira Kostić[1]

Development of e-Government in the Context of Digital Skills and Digital Education toward the Phenomenon of Literacy/Illiteracy[2]

Abstract: In the paper, the author highlights the notion of literacy/illiteracy. Literacy is the ability to use the available system of symbols, which are at the heart of learning and teaching, for the purpose of understanding and compiling, or for the purpose of making communication sense and knowledge. Literacy is a wider concept of a printed word that is read or written. It is shaped by context, participants, and applied technologies. Today's context includes the development of technologies, along with visual, audio, gesture, space, or multimedia discourse. Some scholars claim that there was always a crisis moment in relation to literacy, historically observed. Taking into account tradition, criticism and approaches in relation

1   Miomira Kostić, LL.D, Full Professor, Faculty of Law, University of Niš, Republic of Serbia, https://orcid.org/0000-0002-1802-7733.
2   On August 2, 2018, Prof. Dr. Miomira Kostic received a letter of invitation from Dr hab. Elżbieta Szczot, prof. of KUL, President of the PTSE Lublin Branch for the participation at the Conference: Section of Law and European Institutions at the Polish Association for European Studies, which was planned to be held on September 20-23, 2018, Lublin, at the John Paul II Catholic University of Lublin, as well as in Lviv Ukraine, under the title "Institutional and political transformations of the European Union and the Member States". That was the starting point for Miomira Kostić's paper work to participate in the International Conference Citizen-centric eGovernment in the European Union 8-9 June 2022, organized by Jean Monnet Module eGovernment - European Challenges for Public Administration in EU Member States and Partner Countries eGovEU+ Jagiellonian University in Krakow Chair of European Law in cooperation with Pedagogical University of Cracow Institute of Law and Economics.

to literacy, UNESCO documents have separated four areas of literacy understanding: literacy as an independent set of skills; literacy as something that is being applied, practiced and established; literacy as a learning process; literacy as text, content of words. Also, UNESCO defines digital literacy, as a special need that people can be functional in digital world, especially in everyday life using e-government. Criminological literature does not have a single understanding of how education can affect the manifestation of delinquency activities (pessimistic and optimistic currents), although statistical data show that among the delinquents there are a large number of those with low education and a lower degree of culture.

Keywords: literacy, illiteracy, culture, delinquency, UNESCO, digital skills

Rozwój e-administracji w kontekście umiejętności cyfrowych i edukacji cyfrowej wobec zjawiska piśmienności/analfabetyzmu

Abstrakt: W artykule zwrócono uwagę na pojęcie piśmienności/analfabetyzmu. Umiejętność czytania i pisania to umiejętność korzystania z dostępnego systemu symboli, które leżą u podstaw uczenia się i nauczania, w celu ich zrozumienia i skompilowania lub w celu nadania komunikacji sensu i treści. Umiejętność czytania i pisania to szersza koncepcja drukowanego słowa, które jest czytane lub pisane. Jest ona kształtowana przez kontekst, uczestników i zastosowane technologie. Dzisiejszy kontekst obejmuje rozwój technologii wraz z dyskursem wizualnym, dźwiękowym, gestykulacyjnym, przestrzennym i multimedialnym. Niektórzy badacze twierdzą, że zawsze istniał moment kryzysowy w stosunku do piśmienności, obserwowany w historii. Biorąc pod uwagę tradycję, krytykę i podejścia do piśmienności, w dokumentach UNESCO wyodrębniono cztery obszary rozumienia piśmienności: piśmienność jako niezależny zestaw umiejętności; piśmienność jako coś, co jest stosowane, praktykowane i ustanawiane; piśmienność jako proces uczenia się; piśmienność jako tekst, treść słów. Ponadto UNESCO definiuje alfabetyzm cyfrowy jako szczególną ludzką potrzebę funkcjonowania w cyfrowym świecie, zwłaszcza w życiu codziennym i korzystania z technologii e-administracji. Choć w literaturze kryminologicznej nie ma jednolitego podejścia do wpływu edukacji na pojawianie się działań przestępczych (nurt pesymistyczny i optymistyczny), to dane statystyczne wskazują, że wśród przestępców jest duża liczba osób o niskim wykształceniu i niższym stopniu kultury.

Słowa kluczowe: alfabetyzacja / umiejętność czytania i pisania, analfabetyzm, kultura, przestępczość, UNESCO, umiejętności cyfrowe

1. Introduction

Being literate means the ability to read and write. Literacy also includes knowledge of the system of writing and reading, as well as the correct grammatical and stylistic writing skills.[3] Therefore, at first glance, literacy should be a word that everyone understands well. But at the same time, literacy is, conceptually, the term that carries complexity and dynamism in itself, and which is constantly explained and determined in many ways. The perceptions, widely circulated to the public, on the notions of literacy or illiteracy, are constantly influenced by academic research, work programs of various institutions, national determinations, cultural values, as well as personal experiences.

In the academic community, literacy theories developed starting with those which focus on an individual, to those who represent a much more complex view and which include a much wider social context of a "literate environment", or "literate society". Their, however, influences the support and enabling of the literacy practices of the population. As a result of the development of these perceptions and advances in relation to literacy, as well as the understanding of the international political community, there have been some visible shifts. First, from the understanding of literacy as a simple process for achieving basic cognitive skills, to the use of these skills in ways that contribute to socio-economic development, all the way to expanding the capacity of social consciousness and critical reflection as a basis for personal and social change.

What is available on the Internet, as an open library, can certainly be sublimated through literacy definitions, such as: the quality or level of someone's literacy, the quality of reading or writing; or, having the education: "to examine someone's education;" or, knowledge of a particular subject or field of science: "improving someone's knowledge of finance."[4]

Apparently simply, these definitions can also be shown in their complexity. Hence, literacy is the ability to use the available system of symbols, which are the basis of learning and teaching for the purpose of understanding and compiling, or for the purpose of making communication sense and knowledge. Literacy is a wider concept of a printed word that is read or written. It is shaped by context, participants, and the technologies applied. Today's context includes the development of technologies, along with visual, audio, gesture, space, or multimedia discourse.[5]

---

[3]   *Rečnik srpskog jezika [Dictionary of the Serbian Language]*, Novi Sad 2007, p. 930.
[4]   *Dictinary.com*, http://dictionary.reference.com/browse/literacy (28.06.2022).
[5]   UNESCO, *What You Need to Know about Literacy, How Does UNESCO Define Literacy?*, https://www.unesco.org/en/education/literacy/need-know (28.06.2022).

Being literate is the heart of learning in any subject area. In fact, being literate is a prerequisite for learning. In the way that students increasingly progress during their education, the concept of literacy becomes more and more challenging. Students use different sources of knowledge, with increasingly complex languages and structures, or with particularly sophisticated graphic and numerical aspects. They learn writing and reading strategies, use different records and suitable data sources in each area.

In addition, literacy has always included a collection of cultural and communication practices, which is shared among members of a particular group. How does a society and technology and literacy change? A man of the 21st century must have a wide range of abilities and skills; numerous forms of literacy. Their literacy, like reading the press on-line or participating in virtual classrooms or using different services over e-government, is a multiplicative, dynamic, and flexible skill. Similar to the past, forms of literacy are inseparably linked to historical circumstances, life opportunities, and social paths of individuals and groups.

Finally, literacy implies a continuity of learning, enabling an individual to achieve their goals, to develop their potential and knowledge, and to participate fully in their community and wider social environment.[6]

Also, UNESCO defines digital literacy[7]

as the ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately through digital technologies for employment, decent jobs and entrepreneurship. It includes skills such as computer literacy, ICT literacy, information literacy and media literacy which aim to empower people, and in particular youth, to adopt a critical mindset when engaging with information and digital technologies, and to build their resilience in the face of disinformation, hate speech and violent extremism.[8]

Still, we can read that

despite the steady rise in literacy rates over the past 50 years, there are still 773 million illiterate adults around the world, most of whom are women. These numbers produced by the UIS are a stark reminder of the work ahead to meet the Sustainable Development

---

[6]   *Ibidem.*
[7]   See: UNESCO, *A Global Framework of Reference on Digital Literacy Skills for Indicator 4.4.2*, "Information Paper No. 51" 2018, UIS/2018/ICT/IP/51, http://uis.unesco.org/sites/default/files/documents/ip51-global-framework-reference-digital-literacy-skills-2018-en.pdf (28.06.2022).
[8]   UNESCO, *What You Need to Know about Literacy, What Is Digital Literacy and Why Is It Important?*, https://www.unesco.org/en/education/literacy/need-know (28.06.2022).

Goals (SDGs), especially Target 4.6 to ensure that all youth and most adults achieve literacy and numeracy by 2030.[9]

2. Historical review of literacy and illiteracy

Some scientists, who for decades have dealt with the phenomenon of literacy, such as Graff, (Graff, 1994), argue that historically speaking, literacy has always had its crisis moments, and schools and universities have consistently represented attractive targets with established responsibility and guilt for illiteracy in difficult times. In addition to existing contradictions, literacy levels of the population spontaneously serve as symbols and symptoms, causes and consequences. They are in themselves appropriate, simple symbols of mass criticism that does not go to the source of the problem and does not lead to its solution. That's why the author quotes the words of historian Michael Katz that nearly forty years ago education was proposed as a means to solve every major social problem.[10]

Graff even distinguishes several key points that relate to the literacy history. Namely, he points out that literacy, as well as education and learning, has its own historical foundations. These processes are also strongly resistant to change. Their basics are "fundamentally complex," practical and theoretical. Literacy places itself in a hierarchical relationship of power and wealth, as opposed to egalitarian democracy, and as its contribution to the development of the economy, politics, and society. Even elementary literacy, as well as learning and practice, represent a psychic, neurological, and cognitive action. Becoming literate is a complex task. Therefore, different social circumstances, the importance of media, technology, pedagogy and institutional settings do not in themselves imply an individual's motivation. Recognizing needs, sometimes defensive, sometimes filled with fear, and sometimes great satisfaction, is undoubtedly a greater incentive than biological age and social status. The great dream of the reformers was to create formal, compulsory, mass public schools "like the expected

---

[9]   UNESCO, *Literacy*, http://uis.unesco.org/en/topic/literacy (29.06.2022).
[10]   H. J. Graff, *Literacy, Myths, and Legacies: Lessons from the history of Literacy* [in:] *Functional Literacy: Theoretical Issues and Educational Implications*, L. Verhoeven (ed.), 1994, p. 38, https://books.google.rs/books?hl=sr&lr=&id=z7nbgVnZyYMC&oi=fnd&pg=PA37&dq=history+of+literacy&ots=KMw46lcL6&sig=laSLEIovvw36eMUh3FgVhprYw_s&redir_esc=y#v=onepage&q=history%20of%20literacy&f=false (20.06.2022).

side for the virtual universal transmission of a minimum level of literacy, reciprocally distributed with the basic dogmas of secular morality."[11]

Literacy is a part of elementary education. However, the main difficulties are the prevalence of recording unequal opportunities and schooling, from radically different bases for children from unequal social classes, races, and ethical groups, and professor's expectations, in connection with the obedience of different young people. Gender access is also significant. Motivation among young people varies widely, in different social lines, but also between children and young people of the same origin.

Similarly to individuals following different paths towards literacy and learning, historically human societies have taken different paths in attaining higher levels of popular literacy.[12]

For example, in the United States, there is a long tradition in the state's efforts to literalize the population, which is longer than two hundred years. From the earliest days of the founding of a federal state, governments have always provided funds to justify, encourage and expand programs to help adults overcome educational difficulties that prevent successful and responsible participation in the life and progress of one nation. Therefore, at the federal level, the United States organized evening schools for adults, education through courses, and education for naturalized Americans. Records in state archives contain evidence of organized education for adults, dating back to the 18th century. Until the early 1960s, the poverty and literacy of adults became the subject of attention again in the United States. In 1964, the Economic Opportunity Act was adopted, which in its head stipulates the normative basis of the basic adult education program as a special budget line. In the first year, after the law was passed, the United States allocated $ 18.6 million for various adult education programs.[13]

In Europe, EU education ministers have set a common goal to reduce the rate of fifteen-year-olds who have not mastered reading basics from the current 20% to 15% by 2020. According to the PISA Report of the Organization for Economic Co-operation and Development (OECD), in 2009, 41% of pupils in Bulgaria did not reach an adequate level of functional literacy, and in Romania the number is 40.4%. Still, the number of functionally illiterate people decreased by 10.1 percentage points in Bulgaria in 2006 and 13.1 percentage points in Romania. In 2009, the smallest functionally illiterate pupils in the EU recorded in Finland 8.1%.

---

[11]   *Ibidem*, p. 50.
[12]   *Ibidem*, pp. 43-52.
[13]   An American Heritage. Federal Adult Education. A Legislative History 1964–2013, https://lincs.ed.gov/publications/pdf/Adult_Ed_History_Report.pdf p.10, *of the Adult Education Act*, http://www.naepdc.org/issues/AEAHistort.htm (18.06.2022-26.04.2023).

According to PISA report for 2009, the percentage of students in Serbia who did not reach the level of functional literacy decreased from 52% in 2006 to 33% in 2009. According to students' reading literacy, Serbia was ahead of Bulgaria, Romania, Montenegro and Albania, and lagged behind Slovenia and Croatia. The report showed that there is a significant gap between the sexes in the EU, as the number of boys (26.6%) who are not literate enough is significantly higher than girls (13.3%). Among the sexes, the lowest number is seen in the Netherlands, where, according to data from 2009, 10.8% of girls and 17.9% of boys did not master enough reading and writing. Denmark followed (11.5% of girls and 19% of boys) and Belgium (13.8% girls and 21.5% boys). This gap is most pronounced in Malta, where 48.4% of boys did not master enough writing and reading, while the girl was 24.4%, followed by Bulgaria (52% boys and 29.2% girls) and Lithuania (35.5% of boys and 13% of girls).[14]

In countries where illiteracy is eradicated, it is not included in the census. In our country it is regularly monitored, and registers are kept for all persons older than ten years. According to the 2002 census, there were 232,925 illiterates in Serbia, which was 3.5% of the total population over ten years old. Of the number of illiterates, 81.1% were in central Serbia, or 188.835 persons, and in Vojvodina 44.090, or 18.9%. At the same time, the share of illiterates in the total population over ten years was 3.8% in central Serbia, and 2.4% in Vojvodina.[15] The results of the 2012 census showed that the number of illiterate people in Serbia has been halved compared to the 2002 census, and now there are about 165,000, of which more than 80% are women. Incomplete primary school has about 677,000 inhabitants of Serbia or 11%, and in 2002 there were more than one million. With higher education in Serbia, there are slightly more than 650,000 inhabitants, which is almost 11%, as opposed to 2002, when it was 6.52%. Computer illiteracy affects more than 50% of the population of Serbia.[16]

In Serbia, in town Niš which is in the third place by number of population, after Belgrade and Novi Sad, there are some interesting population data. Facts about

[14]   *Insufficient Literacy Problem in Both the EU and Serbia*, http://www.euractiv.rs/srbija-i-eu/4670-nedovoljna-pismenost-problem-i-u-eu-i-srbiji (24.03.2015). Cit. per M. Kostić, *The Significance of Illiteracy: The Past or Contemporary Phenomenon* [in:] *Projekat "Usklađivanje prava Srbije sa pravom EU": zbornik radova*, vol. 7, G. Obradović (ed.), Niš 2020, p. 53.

[15]   *Image of Illiteracy in Serbia*, "Belgrade: Demographic Review" 2003, vol. 4, no. 16, p. 1, http://www.minrzs.gov.rs/files/doc/porodica/Demografski%20pregled/2003/16%20Slika%20nepismenosti%20u%20Srbiji.pdf (24.03.2015). Cit. per M. Kostić, *The Significance of Illiteracy…*

[16]   „165,000 people in Serbia are illiterate", http://www.dnevnik.rs/drustvo/u-srbiji-165000-nepismenih (24.03.2015). Cit. per M. Kostić, *The Significance of Illiteracy: The Past or Contemporary Phenomenon* [in:] *Projekat "Usklađivanje prava Srbije sa pravom EU": zbornik radova*, vol. 7, G. Obradović (ed.), Niš 2020, p. 54.

population of 10 years and older by literacy, and illiterate by age, per censuses show that number of illiterates in total of city of Niš was 18.845 in 1961; i.e., the share in total population was 12,70%. But in 2011, it was 2.697 (1.04%). The dominant group of people always was the one between 35-64 years old, until censuses of 2002 and 2011. Still, according to census in 2011 the dominant group of illiterate population is 65 and over years old.[17]

3. Areas of understanding the character of literacy

Since the mid-20th century, scientists have begun to devote special attention to defining literacy, and their work has had direct implications in the approaches to the practice and policy of individual countries. Scientists from a wide range of disciplines, in the fields of psychology, economics, linguistics, sociology, anthropology, philosophy and history, have begun to participate in a debate on what is literacy and how it is broadly related to education and learning. Taking into account tradition, criticism and approaches to literacy, UNESCO documents have separated four areas of literacy comprehension. These are literacy as an independent set of skills, literacy as something that is being applied, practiced and established; literacy as a learning process, literacy as text, and content of words.[18]

Literacy as a stand-alone skill set includes reading, writing, and speaking skills. The most common understanding of literacy is precisely that it is a set of assessable skills, especially cognitive skills of reading and writing, which are independent of the context in which they have been acquired since that person's past life. This understanding of literacy also includes computing, as well as the ability to access knowledge and information.

The next field of understanding of literacy refers to how literacy is applied, practiced and established, and more is a way of drawing attention to literacy as a skill applied in the right way. In the 1960s and 70s, the importance of literacy in this understanding in the context of socio-economic development was initially emphasized.

Literacy as a learning process implies that when one learns, they become literate. It is one of the andragogical principles, or the theory of adult education, according to

---

17 Kancelarija za lokalni ekonomski razvoj, *Statistički godišnjak Grada Niša* [*Statistical Yearbook of the City of Niš*], Grad Niš 2019, pp. 92-95.

18 *Understandings of Literacy* [in:] UNESCO, *Education for All Global Monitoring Report 2006: Literacy for Life,* p. 148, https://www.coexploration.org/global_ocean_literacy/2014/workshop/LinkedDocuments/chapt6_eng.pdf (29.06.2022).

which the student is at the center of the educational process, with the critical reflection of that center.

Literacy as text, content composed of words is the fourth way of understanding literacy as the subject matter, in which the nature of that text is compiled and used by an individual. The texts vary, depending on the subject and genre. This method involves an analysis of content, similar to a socio-linguistic discourse.[19]

Explanations of literacy inevitably lead to the explanation of the opposite phenomenon – illiteracy. One of the archeologists of philosophical thought of the 20th century A.N. Alfred North Whitehead said: "Not ignorance, but the ignorance of ignorance is the death of knowledge." Different notions are indicated in science, such as illiteracy, semi-literacy, or functional illiteracy followed by frustrations, anxiety and disappointment of an illiterate person. In addition, there is a reference to hidden illiteracy, which means ignoring your own ignorance. Illiterate people hide their illiteracy from themselves, and often do not fully understand the information and ideas they receive from the outside world. And since illiteracy has never been identified as such by an illiterate person itself, it is hidden from others.[20]

4. The consequences of illiteracy

Illiteracy can affect both the individual and the society as a whole. This relates to the following aspects of life: the limitation of the ability to receive and understand complementary information; unemployment (the unemployment rate is 2-4 times higher for those with lower education levels than for those with higher education); lower salary; doing simpler jobs; limitation of lifelong learning opportunities and professional development; an uncertain financial situation; adding little importance to reading and education in the family, which often leads to the intergenerational transmission of illiteracy; low self-esteem, which can lead to isolation; health effects (illiterate people experience injuries at work, they need a longer recovery and more frequently abuse medication, due to ignorance about how to protect their health and because they have difficulties reading and understanding relevant information such as warnings, dosing, contra-indications).

Illiteracy has its consequences for society. Since literacy is an essential means for an individual and society to be competitive in the conditions of a new global economy,

---

[19]   *Ibidem*, pp. 149-152.
[20]   *Applied Scholastics*, http://www.appliedscholastics.org/education-issues/hidden-illiteracy-the-ignorance-of-ignorance.html (20.06.2022).

many positions remain unfilled due to the lack of personal ability to reach them. Difficulties in understanding social resources reduce the level of community involvement and participation in a civil society.[21]

Criminological literature does not have a single understanding of how education can affect the manifestation of delinquency activities (pessimistic and optimistic currents)[22] although statistical data show that among the delinquents there are a large number of those with low education and a lower degree of culture.[23] Among many factors related to the school's impact on crime, school failures, school drop-outs and low level of education are particularly high. Poor effects in learning, repetition of grades, poor progress in learning school materials affect the inability to acquire the necessary knowledge and education, the lack of working habits, and the appearance of certain behavioral disorders, such as: alcoholism, drug addiction, prostitution, or committing criminal offenses.[24]

The drop-out factor is considered to be the main cause of delinquency and the emergence of drug addiction among children. The results of the research are sometimes contradictory, especially when it is found that many deviant behaviors are done by those who attend school, but it is, again, easier to discover or arrest those who have left school. Likewise, it is more likely that delinquent behavior, especially what is done with a peer group, will make it easier to make a decision to leave the school.[25] The school environment, as well as the difficulty of fitting into newly formed relationships, requires the ability to adapt, which has an almost decisive contribution to the child's further attitude towards school and education, and the possible occurrence of deviant and delinquent behavior, even more than the contribution of intellectual abilities.

However, the processes of education and training, although they contain a number of shortcomings of technical and substantive nature cannot have direct effect criminogenic factors. When a child comes from a degraded family, the school can hardly affect the child in the opposite direction from that in the family, which is primary,

---

[21] *Consequences of Illiteracy in Quebec*, https://fondationalphabetisation.org/en/illiteracy/about-illiteracy/consequences/ (19.06.2022).

[22] Lombroso pointed out that children who already seem to be stigmatized criminals in elementary school should be separated and subjected to special treatment, designed to strengthen inhibitory factors and suppress criminal instances. H. Mannheim, *Comparative Criminology*, vol. 1, London 1970, p. 224.

[23] M. Milutinović, *Kriminologija* [*Criminology*], Belgrade 1988, pp. 323-324.

[24] S. Konstantinović-Vilić, V. Nikolić-Ristanović, M. Kostić, *Kriminologija* [*Criminology*], Niš 2012, p. 364.

[25] Clinard states the classification of ways to leave further education, such as: involuntary abandonment, abandonment due to mental retardation and leaving school by intellectually capable children. B. M. Clinard, *Sociology of Deviant Behavior*, New York 1968, p. 715.

because the new environment, with special demands and a specific authoritative re-lationship, only burdens and confuses an already victimized child. Parents themselves will become discouraged in conditions of social isolation, poverty, marital separation or lack of social support, and as a consequence of their demoralization, they will be less able to establish contact with children of lower intellectual abilities and to support them in developing emotional control, learning and other social skills. All of these disadvantages influence the child to be poorly prepared for the social and educational requirements set by the school. Also, a child entering school with developed abilities to exhibit aggressiveness and feeling unfulfilled is poorly prepared to master reading, which is the most important educational task of the first years of school.

In addition, another feature in many high-risk factors regarding reporting violence and antisocial behavior in children is the lack of family support for achieving good behavior at school as well as the commitment to successfully deal with school material. Children from such families are closer to children of similar attitudes and behaviors, which creates great difficulties for teachers who unconsciously become inconsistent in their attitude towards pupils, verbally abuse them and create a violent relationship with children. Therefore, some sociologists point out that the "irony of life experience" violent patterns of teacher behavior revive the family experience of high-risk children and increase their problematic behavior. Thus, between aggressive, defenseless children and teachers, a gap is created that prevents the provision of support to problematic children. This can particularly be reflected in contacts between parents and teachers, in which the parent feels humiliation and pain due to the child's behavior.[26]

Those children who exhibit early and continuous antisocial behavior are more likely to show failure in learning in elementary school and lack of attachment to school. The early manifestation of continuous antisocial behavior in the early years of the primary school predicts that criminal and violent behavior will occur later. Children who exhibit antisocial behavior, such as aggression, negativistic mood and anger outbursts during primary school age, are more likely to engage in crime and violence as adolescents and adults than children who do not exhibit antisocial behavior. Failure in learning is a risk factor of violence and delinquency, which is an indicator in the later years of elementary schooling, while the lack of attachment to the school leads to greater inclination towards delinquency than to young people who accept their position and role of pupils as something that is desired and leads to training for life.

---

[26]   J. D. Coie, *Prevention of Violence and Antisocial Behavior* [in:] P*reventing Childhood Disorders, Substance Abuse and Delinquency*, R. D. Peters, R. J. McMahon (eds.), London–New Delhi 1966, pp. 7-9.

5. A few final considerations

Communication among the members of the group is not unique for human race, but members of other higher and lower animal species have their own particular communication. However, finding the letter is nevertheless an incomparably more important means of communication than any other "material aid through which messages arrive from their source (provider) to those to whom they are intended (recipients)." As Zvonarević observes, discovering writing has enabled messages among people to be sent and received, regardless of the one who sent them or created them. Because the scope of the message no longer depended on the strength of a person's voice, or the sound of drum beats.[27]

The way, means, and goals achieved by exchanging messages among people is conditioned by the numerous exogenous and endogenous characteristics, and in particular the ultimate invisible, near, or visible goals that are intended to be achieved. Nor is any effect of a message being acceptable to society at a given moment, nor is it always unacceptable. The end of the 20th and the beginning of the 21st century brought a new, accelerated form of communication, through a special technical means, computers, and the virtual world, the Internet. Technical literacy has triggered many of the world's revolutions at the turn of the 21st century, on the one hand, while many individual aspirations, aspirations, events, in individual human lives have brought unprecedented challenges.

The issue of literacy and literacy of the population is not an individual, no regulated process, which should depend on the will of individuals. It is a state issue, as a priority necessary to achieve the national interest of the people, and therefore it must function with certain budgetary standards, envisaged not only for achieving the ultimate goal – the basic literacy of the population, but for creating a highly sophisticated network of experts and institutions, did it. The eradication of illiteracy in our country must be a priority task for all educated people. The need for school and acquiring knowledge should take us back to the times of Dositej Obradovic, whose "Life and Adventures" continues to tell us about people's urgent desire for knowledge.

---

27 M. Zvonarević, *Socijalna psihologija* [*Social Psychology*], Zagreb 1976, p. 379.

Bibliography

An American Heritage Federal Adult Education: A Legislative History 1964-2013 chrome-
-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://lincs.ed.gov/publications/pdf/
Adult_Ed_History_Report.pdf.

Applied Scholastics, http://www.appliedscholastics.org/education-issues/hidden-illiteracy-the-
-ignorance-of-ignorance.html.

Clinard B. M., *Sociology of Deviant Behavior*, New York 1968.

Coie J. D., *Prevention of Violence and Antisocial Behavior* [in:] P*reventing Childhood Disor-
ders, Substance Abuse and Delinquency*, R. D. Peters, R. J. McMahon (eds.), London–New
Delhi 1966.

Consequences of Illiteracy in Quebec, https://fondationalphabetisation.org/en/illiteracy/about-
-illiteracy/consequences/.

Dictinary.com, http://dictionary.reference.com/browse/literacy.

Graff H. J., *Literacy, Myths, and Legacies: Lessons from the History of Literacy* [in:] *Functio-
nal Literacy: Theoretical Issues and Educational Implications*, L. Verhoeven (ed.), https://
books.google.rs/books?hl=sr&lr=&id=z7nbgVnZyYMC&oi=fnd&pg=PA37&dq=hi
story+of+literacy&ots=KMw46lcL6&sig=laSLEIovvw36eMUh3FgVhprYw_s&red
ir_esc=y#v=onepage&q=history%20of%20literacy&f=false.

http://www.dnevnik.rs/drustvo/u-srbiji-165000-nepismenih.

Image of Illiteracy in Serbia, "Belgrade: Demographic Review" 2003, vol. 4, no. 16, http://www.
minrzs.gov.rs/files/doc/porodica/Demografski%20pregled/2003/16%20Slika%20nepis-
menosti%20u%20Srbiji.pdf. Cit. per M. Kostić, *The Significance of Illiteracy: The Past or
Contemporary Phenomenon* [in:] *Projekat "Usklađivanje prava Srbije sa pravom EU": zbor-
nik radova*, vol. 7, G. Obradović (ed.), Niš 2020.

Insufficient Literacy Problem in Both the EU and Serbia, http://www.euractiv.rs/srbija-i-
-eu/4670-nedovoljna-pismenost-problem-i-u-eu-i-srbiji. Cit. per M. Kostić, *The Sig-
nificance of Illiteracy: The Past or Contemporary Phenomenon* [in:] *Projekat "Usklađivanje
prava Srbije sa pravom EU": zbornik radova*, vol. 7, G. Obradović (ed.), Niš 2020.

Kancelarija za lokalni ekonomski razvoj, *Statistički godišnjak Grada Niša* [*Statistical Yearbook
of the City of Niš*], Grad Niš 2019.

Konstantinović-Vilić S., Nikolić-Ristanović V., Kostić M., *Kriminologija* [*Criminology*], Niš
2012.

Kostić M., *The Significance of Illiteracy: The Past or Contemporary Phenomenon* [in:] *Projekat
"Usklađivanje prava Srbije sa pravom EU": zbornik radova*, vol. 7, G. Obradović (ed.), Niš
2020.

Mannheim H., *Comparative Criminology*, vol. 1, London 1970.

Milutinović M., *Kriminologija* [*Criminology*], Belgrade 1988.

Rečnik srpskog jezika [*Dictionary of the Serbian Language*], Novi Sad 2007.

Understandings of Literacy [in:] UNESCO, *Education for All Global Monitoring Report 2006:
Literacy for Life,* https://www.coexploration.org/global_ocean_literacy/2014/workshop/
LinkedDocuments/chapt6_eng.pdf.

UNESCO, *A Global Framework of Reference on Digital Literacy Skills for Indicator 4.4.2*, "In-
formation Paper No. 51" 2018, UIS/2018/ICT/IP/51, http://uis.unesco.org/sites/default/
files/documents/ip51-global-framework-reference-digital-literacy-skills-2018-en.pdf.

UNESCO, *Literacy*, http://uis.unesco.org/en/topic/literacy.

UNESCO, *What You Need to Know about Literacy, How Does UNESCO Define Literacy?*, https://www.unesco.org/en/education/literacy/need-know.

UNESCO, *What You Need to Know about Literacy, What Is Digital Literacy and Why Is It Important?*, https://www.unesco.org/en/education/literacy/need-know.

Zvonarević M., *Socijalna psihologija* [*Social Psychology*], Zagreb 1976.

Monografia powstała jako druga w serii dotyczącej e-administracji — *Krakow Jean Monnet Research Papers* — w ramach realizowanego przez Katedrę Prawa Europejskiego Uniwersytetu Jagiellońskiego projektu Jean Monnet Module pt. „E-administracja — europejskie wyzwania dla administracji publicznej w państwach członkowskich UE i krajach partnerskich/eGovEU+".

Książka przedstawia analizę wdrożenia i funkcjonowania e-administracji w Polsce i w Europie ze szczególnym uwzględnieniem wpływu technologii informacyjno-komunikacyjnych na działalność administracji publicznej na rzecz obywateli. Monografia ukazuje również zagrożenia związane z transformacją cyfrową administracji oraz konieczność uwzględnienia centralnego miejsca człowieka w tym procesie.

Monografia adresowana jest do badaczy zajmujących się administracją, prawem administracyjnym i europejskim oraz do praktyków. Mamy nadzieję, że publikacja poszerzy wiedzę na temat cyfryzacji administracji oraz zachęci do dalszych studiów w tej dziedzinie.

The monograph was developed as the second in a series on e-government — *Krakow Jean Monnet Research Papers* — as part of the Jean Monnet Module project, implemented by the Chair of European Law of the Jagiellonian University entitled "E-government — European challenges for public administration in EU Member States and partner countries/eGovEU+."

The book presents an analysis of the implementation and functioning of e-government in Poland and Europe, with particular emphasis on the impact of information and communication technologies on the activities of public administration done for the benefit of citizens. The monograph also shows the threats related to the digital transformation of administration and the need to acknowledge the central place of a human in this process.

The monograph addresses researchers dealing with administration, administrative and European law, and practitioners. We hope the publication will broaden the knowledge about the digitization of administration and will encourage further studies in this field.