

20. andragoški kolokvij
Spretnosti odraslih: premislek o stanju in izzivih
Strokovni dogodek na temo Razvoj kompetenc

29. september, Ministrstvo za izobraževanje, znanost in šport, Masarykova 16, Ljubljana



Z boljšimi spretnostmi do boljšega življenja.

PIAAC: an overview

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Note on statistical data for Israel

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Survey of Adult Skills

Skills assessed

“Key information-processing skills”

Literacy

The ability to...

Understand, evaluate, use and engage with written texts.

Literacy encompasses a range of skills from the decoding of written words and sentences to the comprehension, interpretation and evaluation of complex texts.

Numeracy

The ability to...

Access, use, interpret and communicate mathematical information and ideas

Numeracy involves managing a situation or solving a problem in a real context, by responding to mathematical content/information/ideas represented in multiple ways.

Problem Solving In Technology-rich Environments

The ability to...

Use digital technology communication tools and networks to acquire and evaluate information, communicate with others and perform practical tasks.

The assessment focuses on the abilities to solve problems for personal, work and civic purposes by setting up appropriate goals and plans, and accessing and making use of information through computers and computer networks.

The Survey of Adult Skills: two rounds of data collection

	Round 1	Round 2
Number of countries/economies	24 (of which 22 from the OECD)	9 (of which 6 from the OECD)
Data collection	August 2011 to November 2012	April 2014 to March 2015
Participating countries	Australia, Austria, Canada, Cyprus ¹ , the Czech Republic, Denmark, England (UK), Estonia, Finland, Flanders (Belgium), France, Germany, Ireland, Italy, Japan, Korea, the Netherlands, Northern Ireland (UK), Norway, Poland, the Russian Federation, the Slovak Republic, Spain, Sweden and the United States	Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia and Turkey

1. Note regarding Cyprus

Note by Turkey

The information in this document with reference to “Cyprus” relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the “Cyprus issue”.

Note by all the European Union Member States of the OECD and the European Union

The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

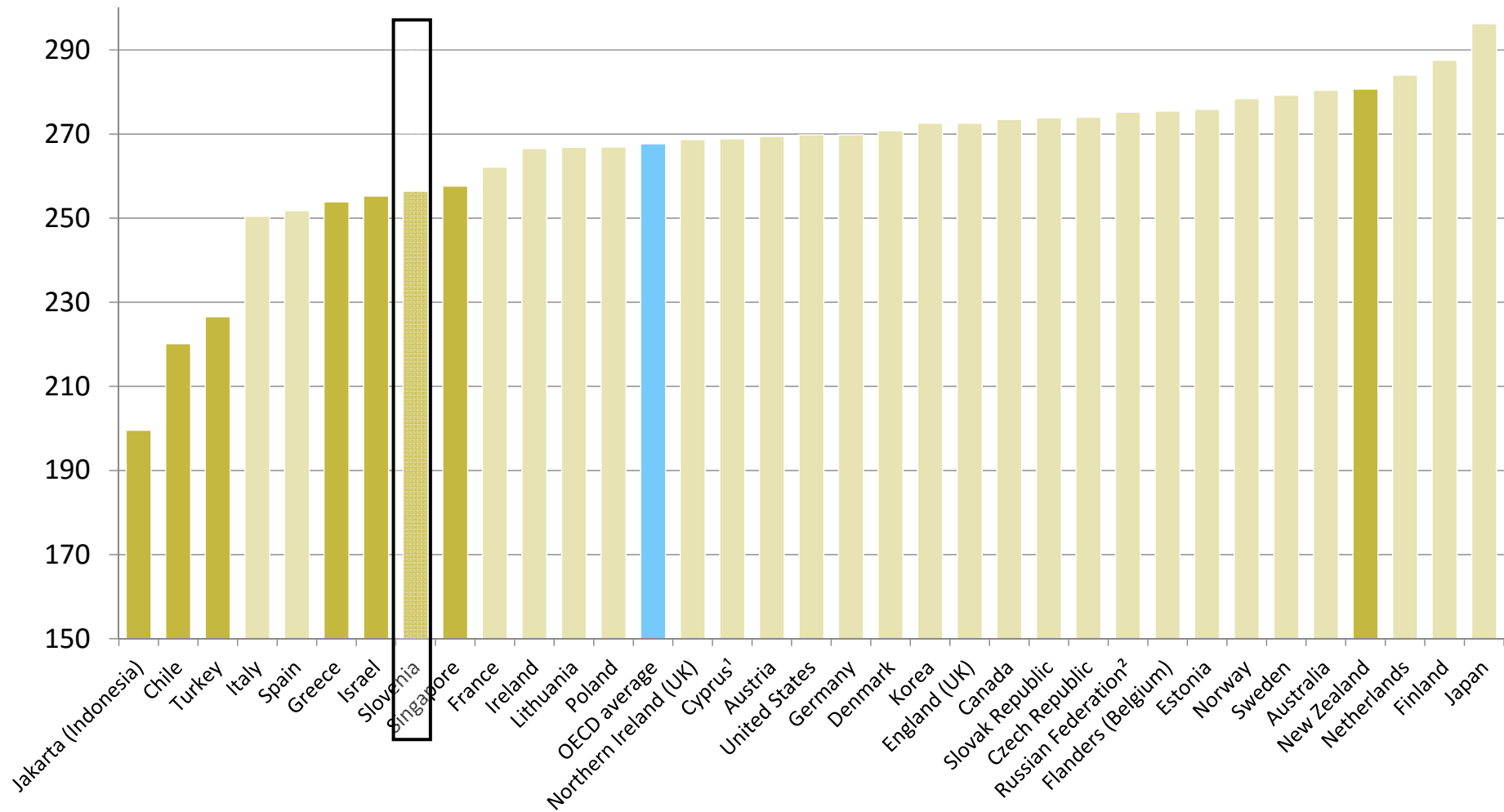


PROFICIENCY IN INFORMATION PROCESSING SKILLS

- Wide **variation in the proficiency** of the adult population between countries/economies
- In almost all countries, a significant proportion of the population has **low skills**
- The extent of **inequality** in the distribution of proficiency **also varies**
- **High performance and greater equality** in performance tend to go together
- The quantum and direction of **changes in the proficiency of adults** between IALS, ALL and PIAAC varies considerably
- For **younger cohorts** there is a close relationship between their proficiency as measured in PIAAC and their performance in PISA

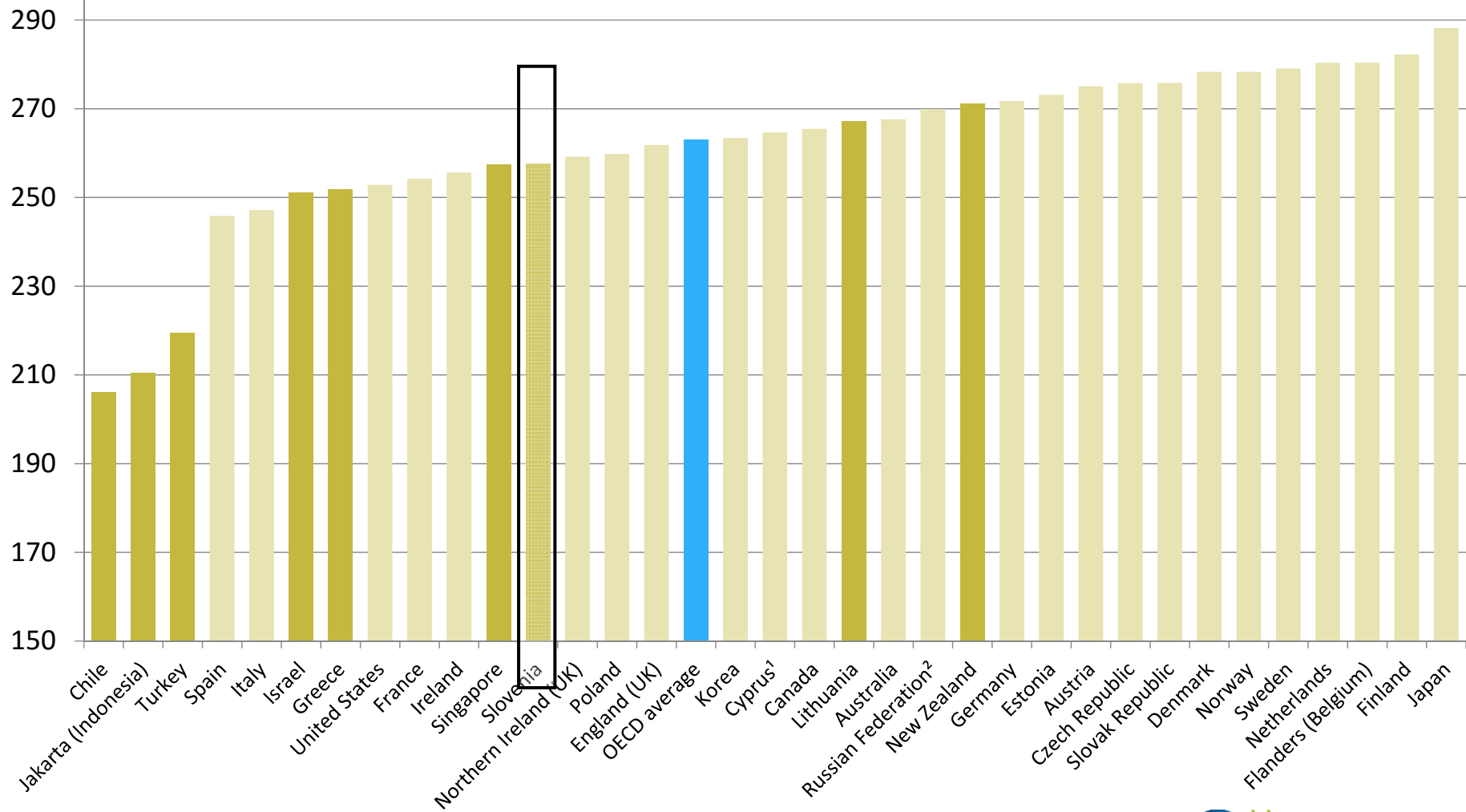
Literacy proficiency of adults

Literacy score

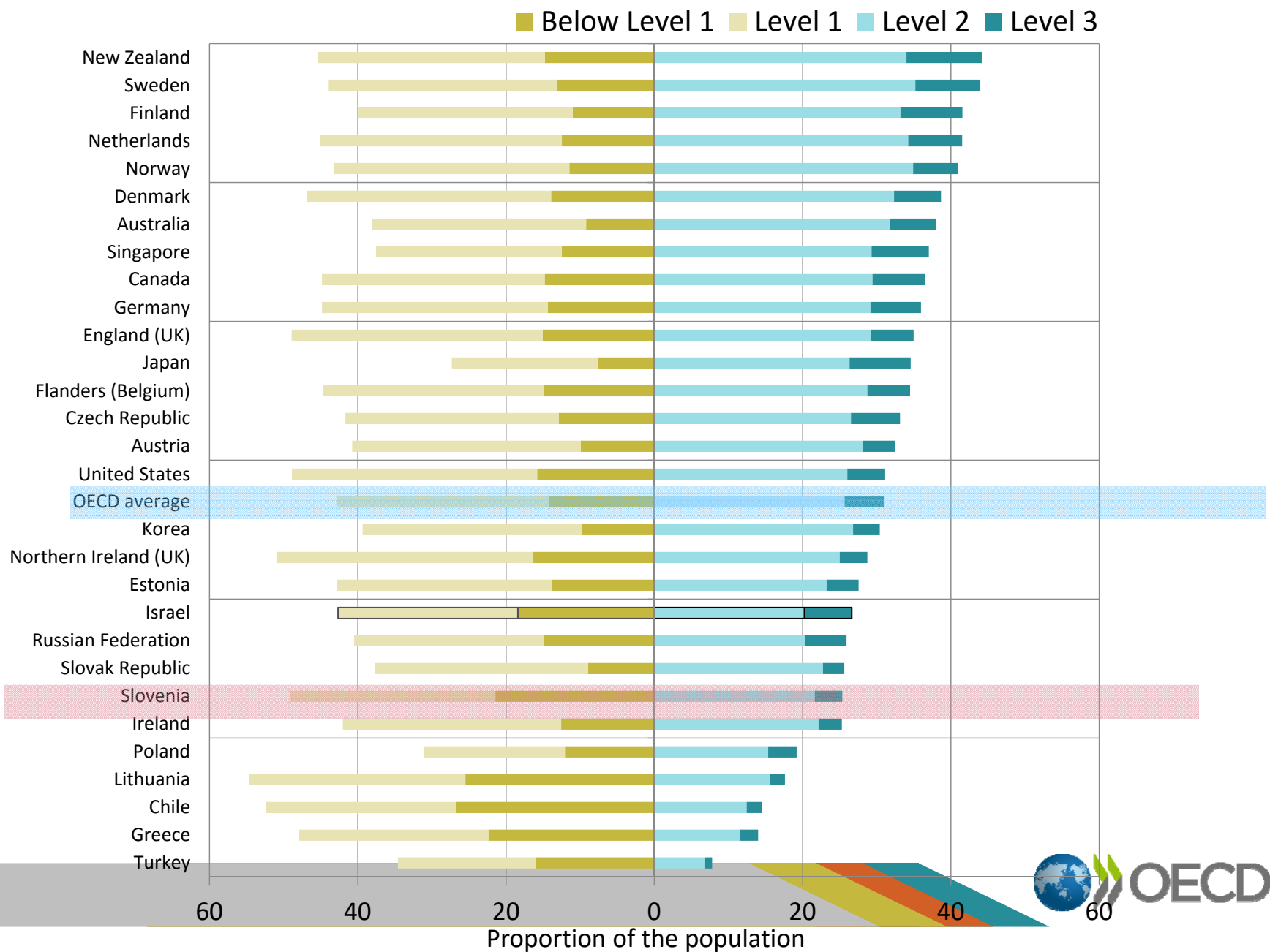


Numeracy proficiency of adults

Numeracy score



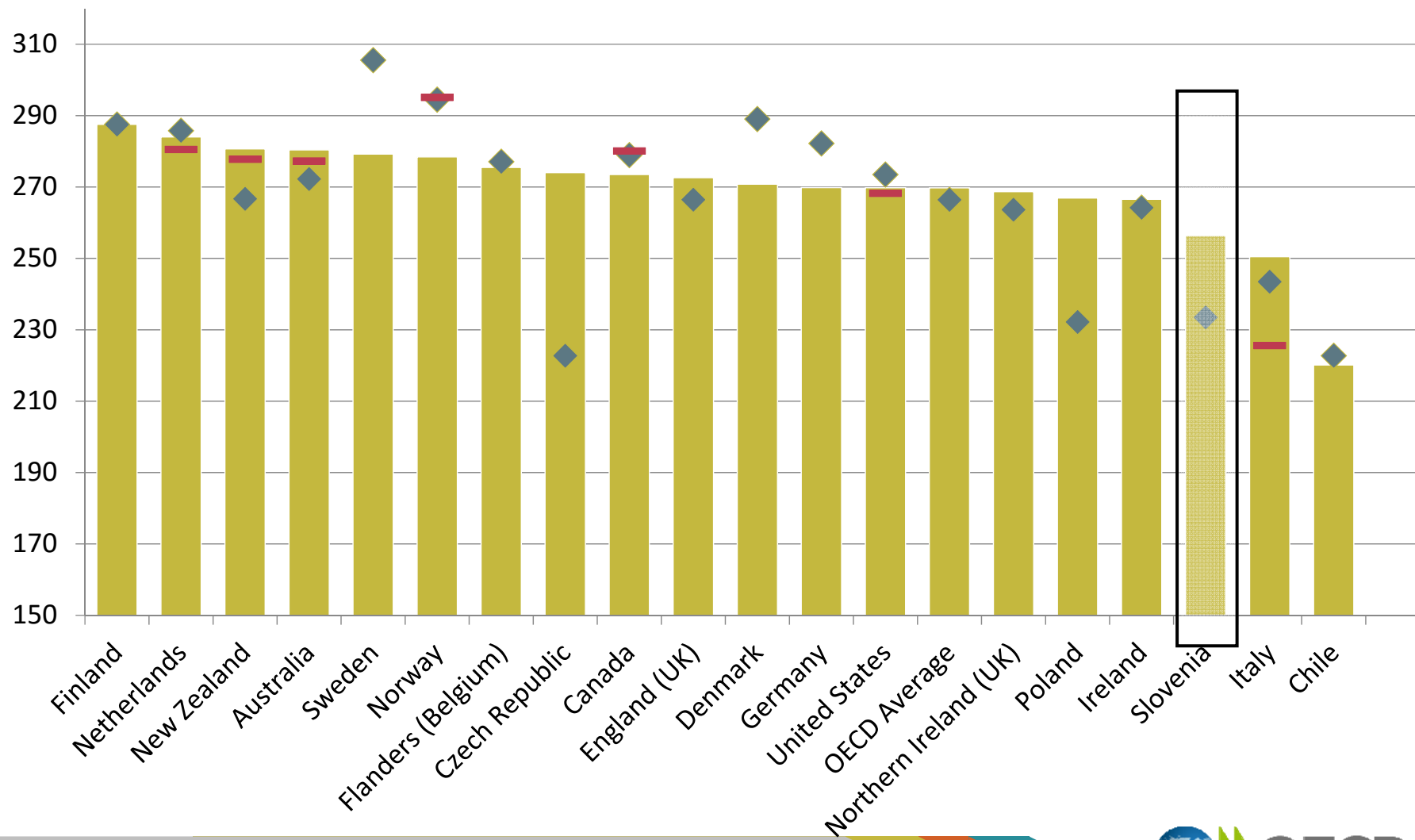
Problem solving by level of performance



Changes in literacy: from IALS and ALL to PIAAC

Literacy score

■ PIAAC Score (2012-2015) ◆ IALS score (1994-98) — ALL score (2003-2007)





Reading and numeracy practices

PIAAC collects information about the reading, writing, numeracy and ICT practices of adults at work and in everyday life.

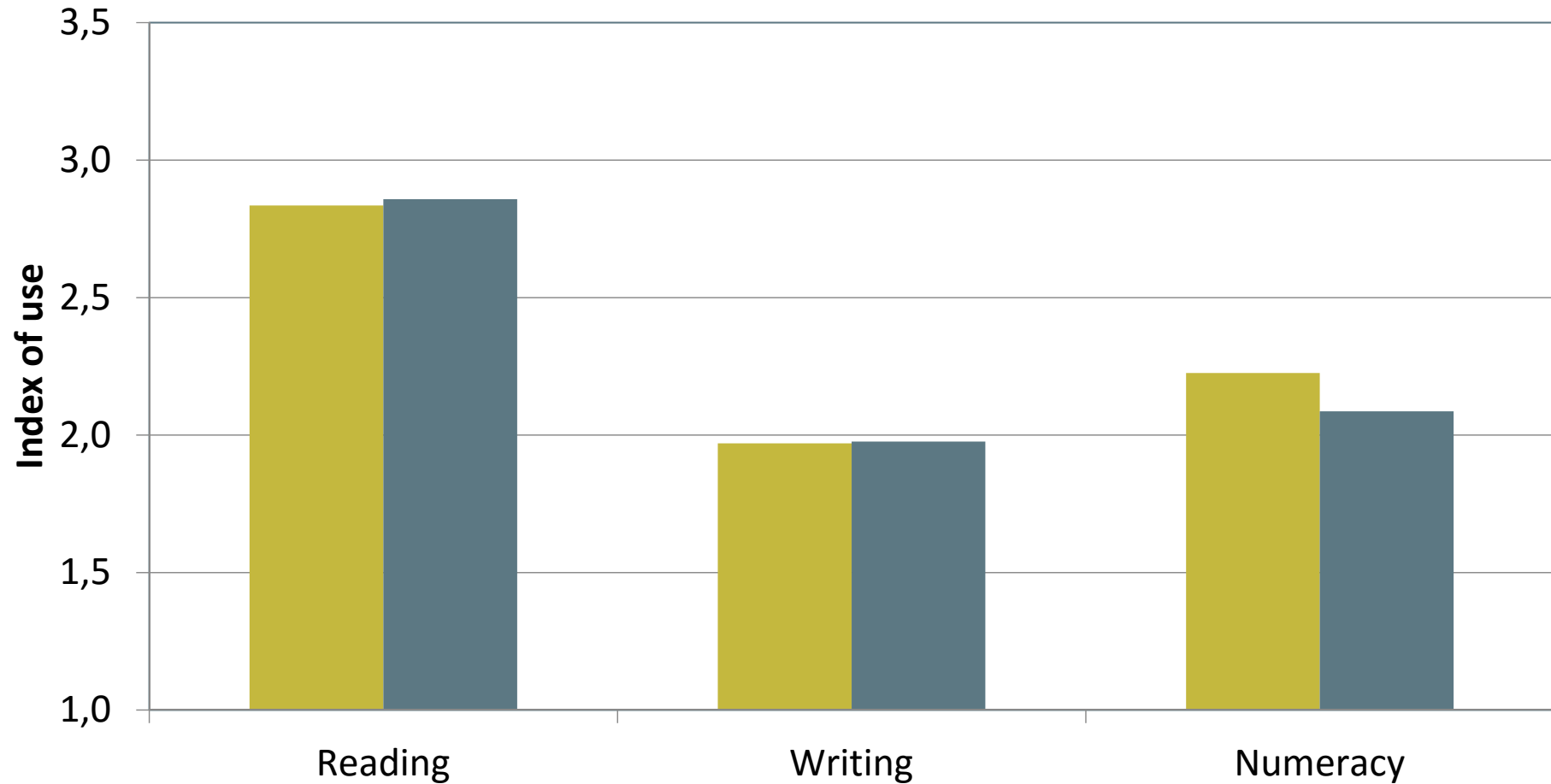
- This represents another dimension of literacy and numeracy in addition to proficiency

Reading, writing and numeracy in everyday life

Slovenia and OECD

Most frequent use = 5

■ Slovenia ■ OECD

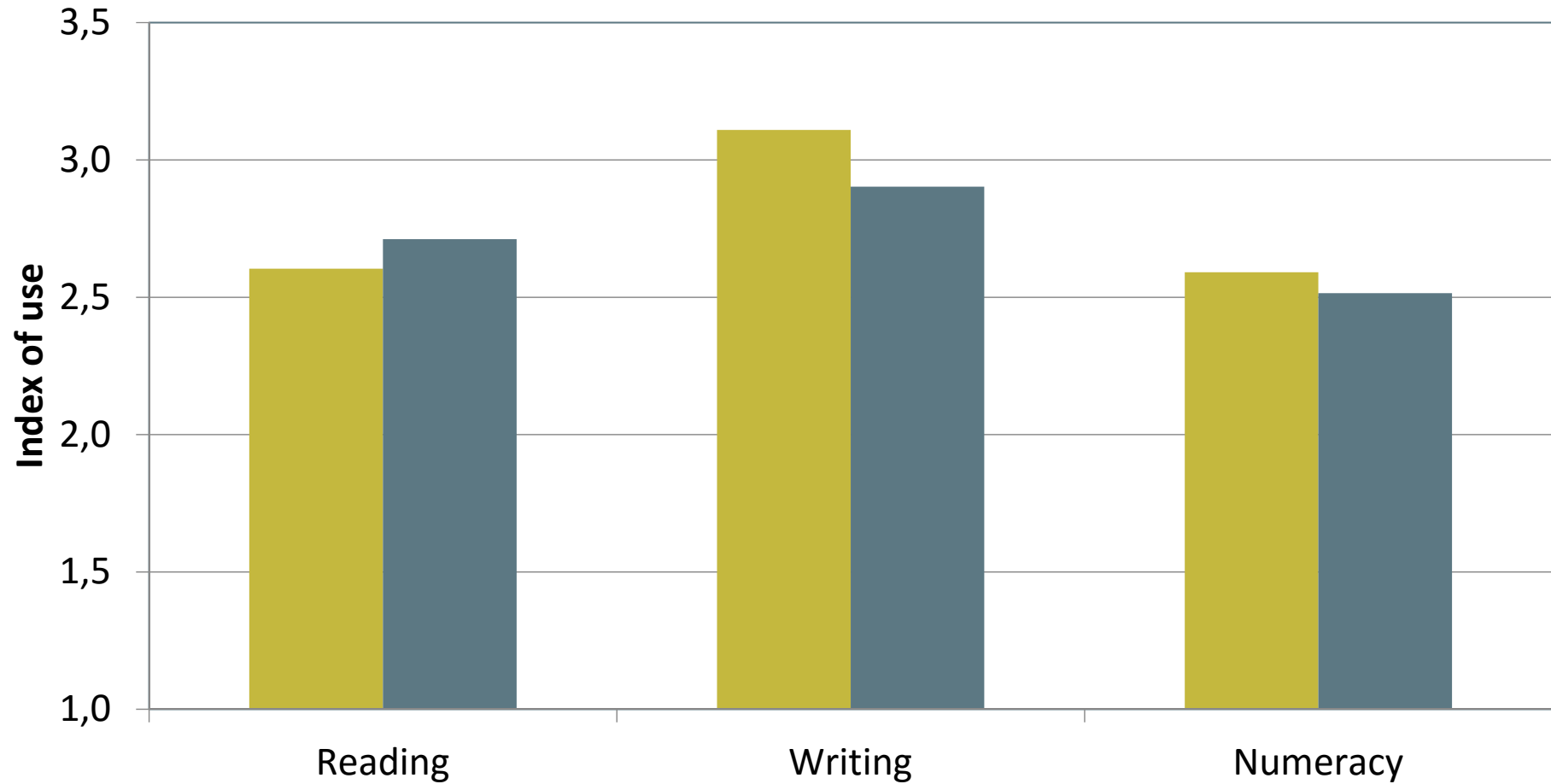


Less frequent use = 1

Reading, writing and numeracy at work: Slovenia and OECD

Most frequent use = 5

■ Slovenia ■ OECD average



Less frequent use = 1

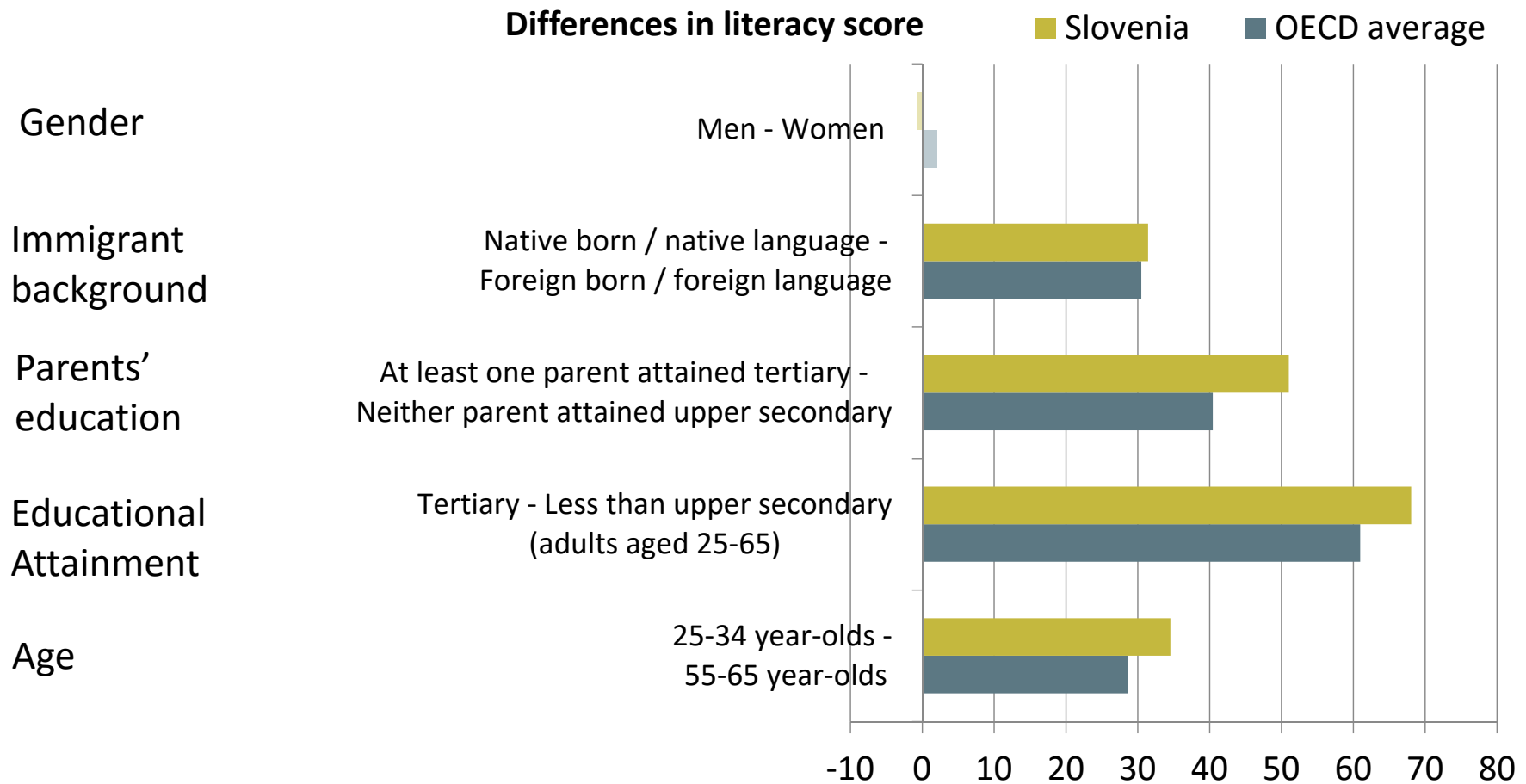


PROFICIENCY IN INFORMATION PROCESSING SKILLS AND SOCIO-DEMOGRAPHIC CHARACTERISTICS

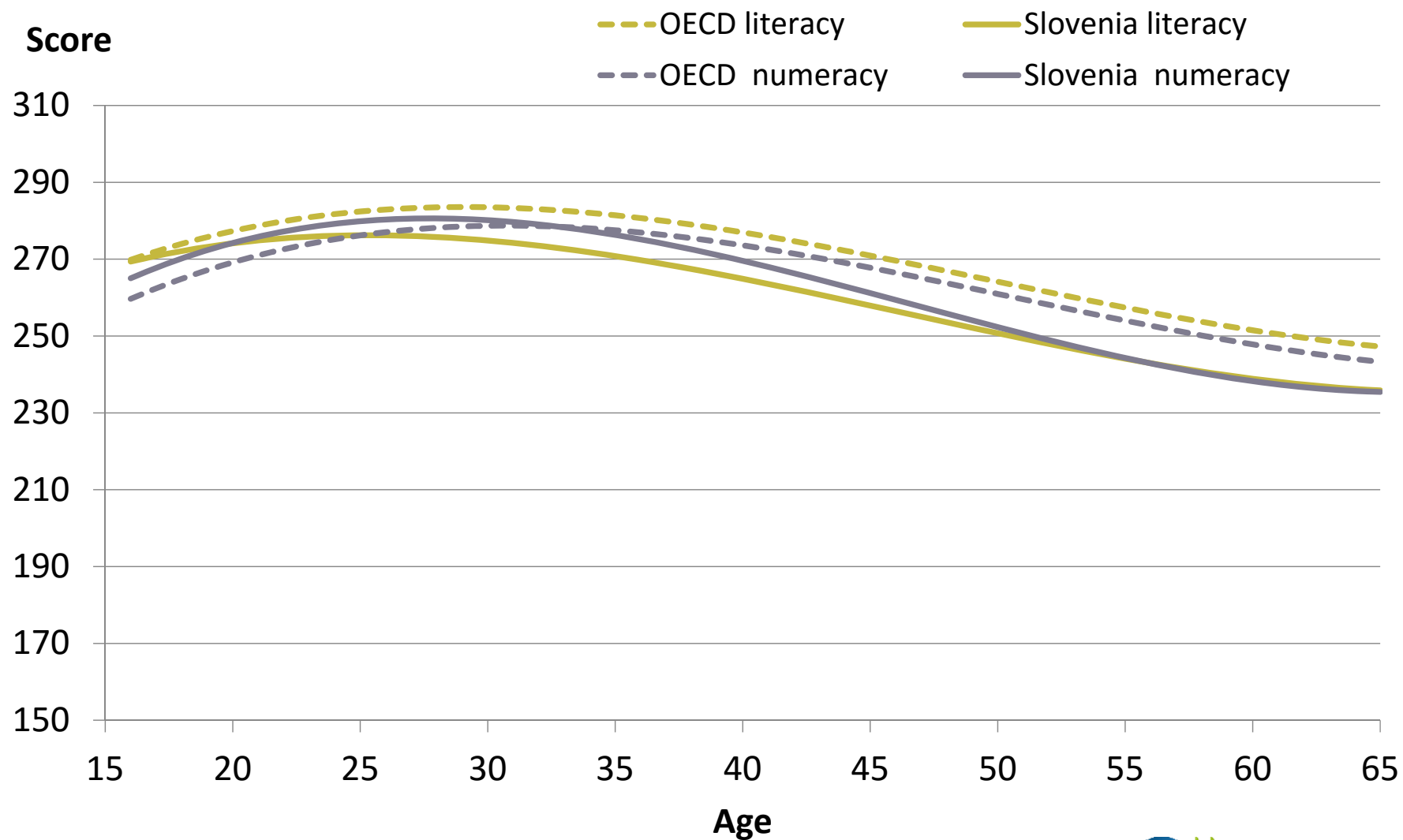
Information processing skills are closely related to socio-demographic characteristics such as:

- educational attainment
- age
- parental education
- gender, and
- immigration background.

Literacy and socio-demographic characteristics: a summary



Skill proficiency and age: Slovenia

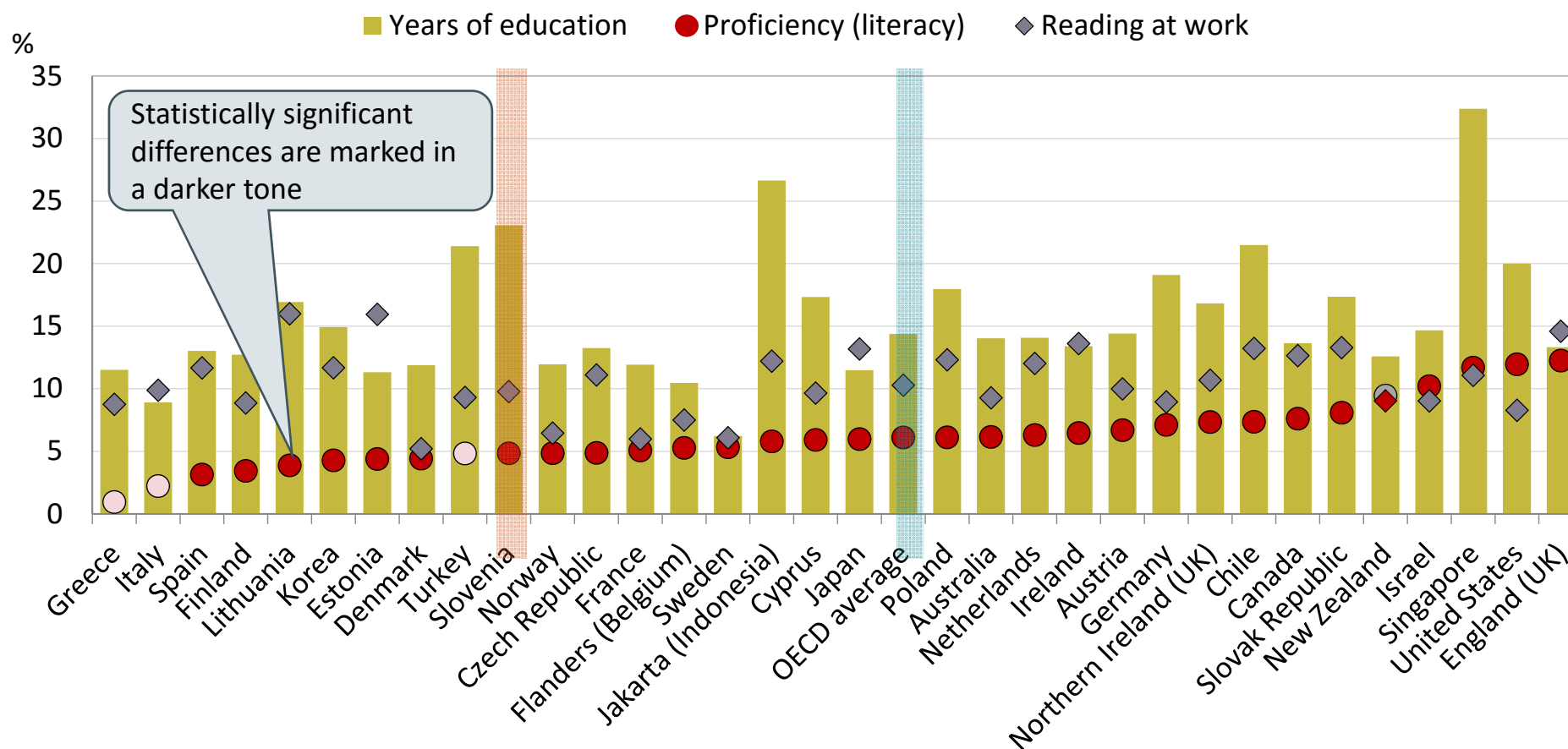


Proficiency and labour market and social outcomes

- Workers with higher proficiency in information processing skills are **more likely to be employed** (in some countries), **earn higher wages** (in most countries) and have **better social outcomes** (in all countries).
- Workers who read more frequently in their jobs are also more likely to earn higher wages

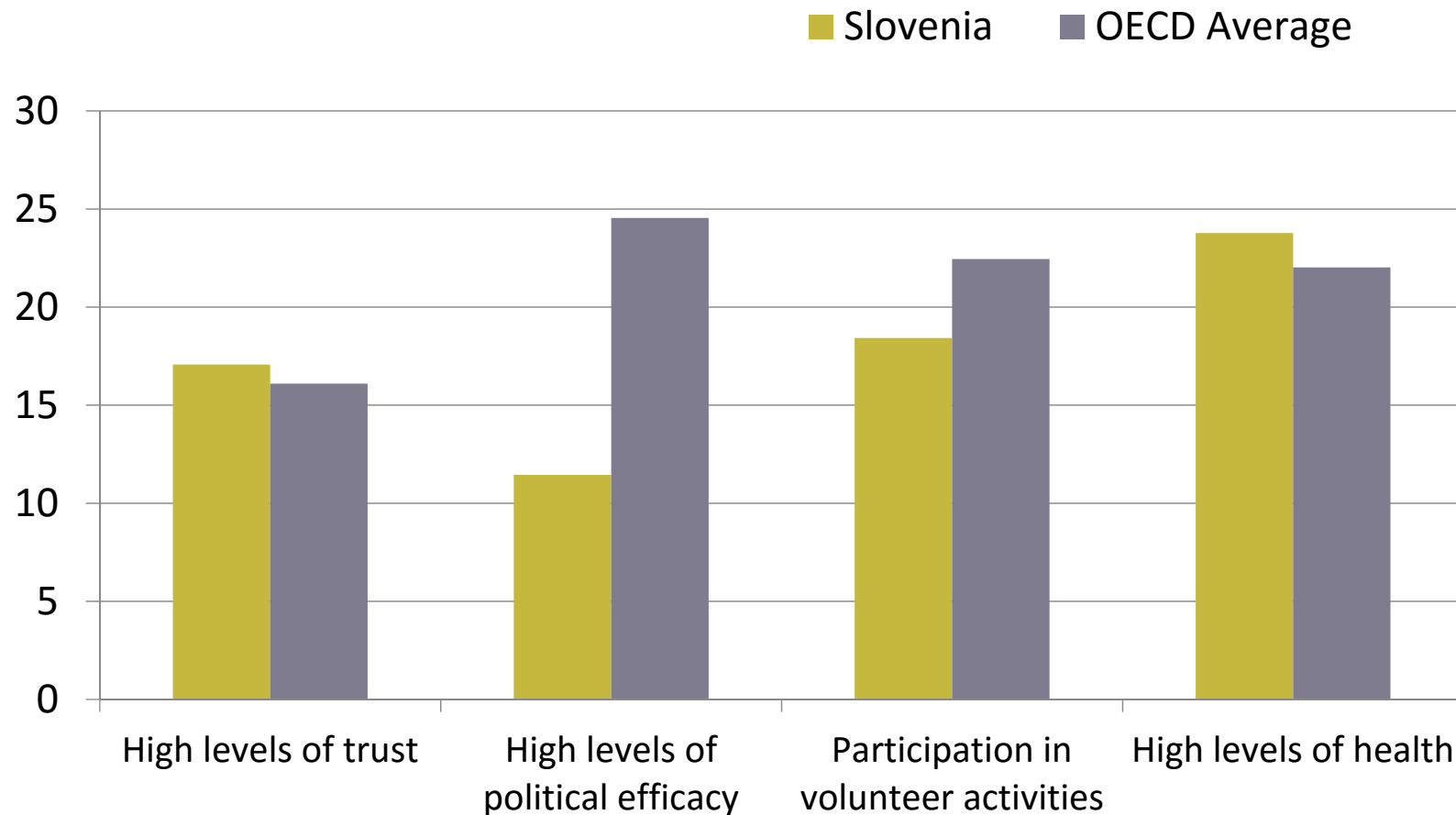
Effect of education, literacy proficiency and reading use at work on wages

Percentage change in wages associated with a one standard deviation increase in years of education, proficiency in literacy and reading use at work



Literacy proficiency and positive social outcomes: Slovenia

Percentage point difference between Level 4 or 5 and Level 1 or below



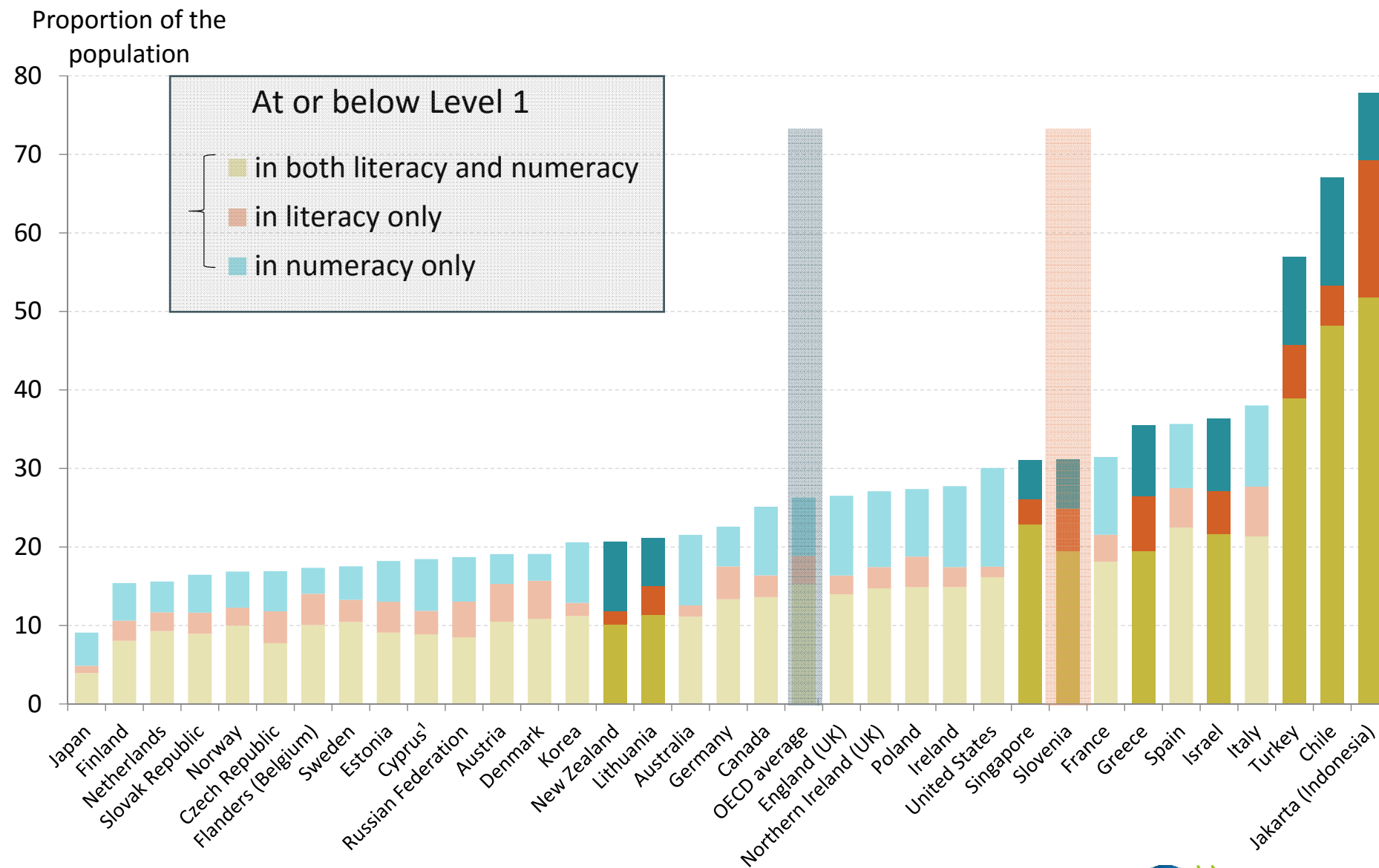
Non significant statistics are shown in a lighter tone



Low skills

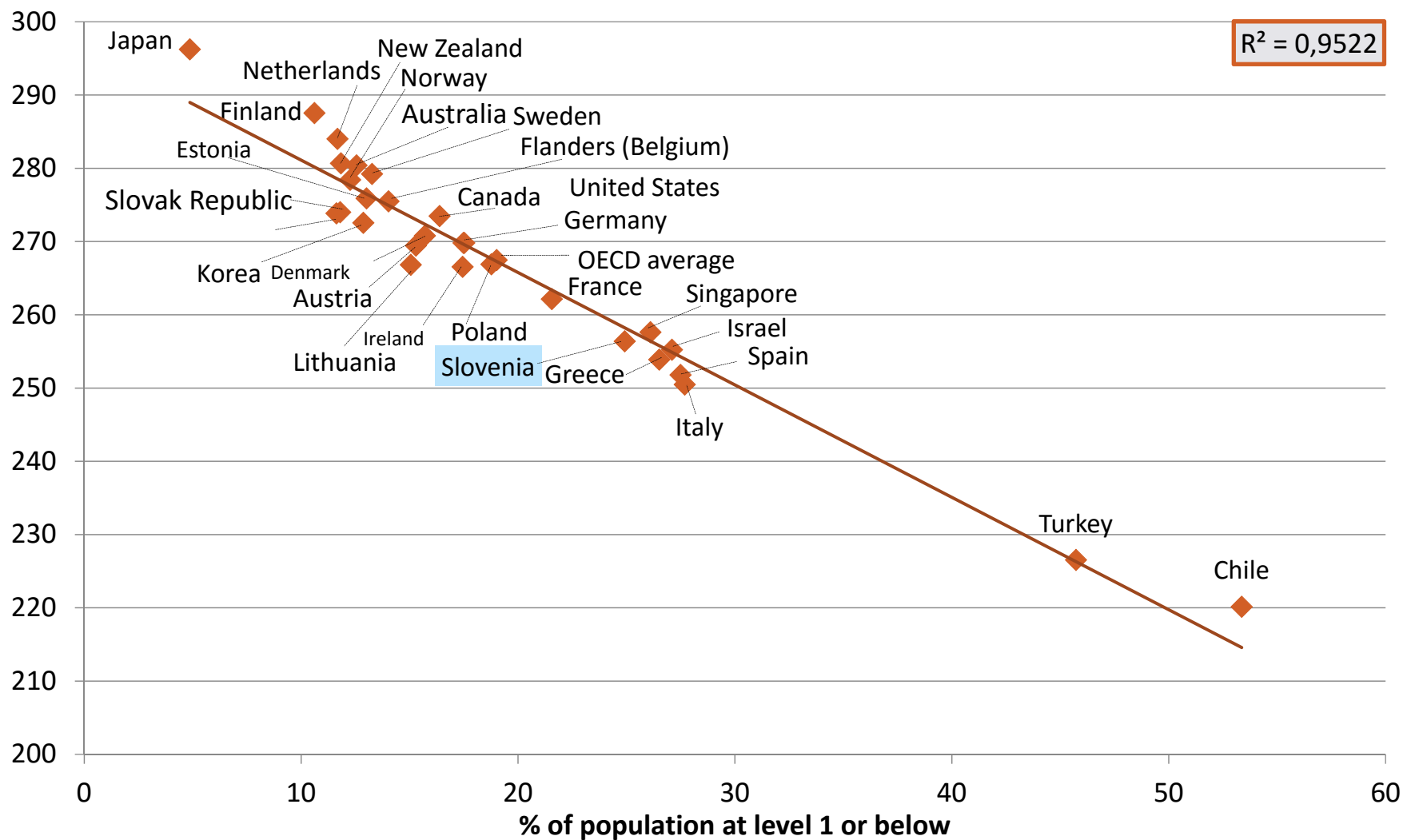
- In almost all countries, a significant proportion of the population has **low literacy and numeracy skills**
- **Proportion of adults with low skills reflects overall performance**
- Low skills does not necessary equal exclusion

Low performers in literacy and/or numeracy

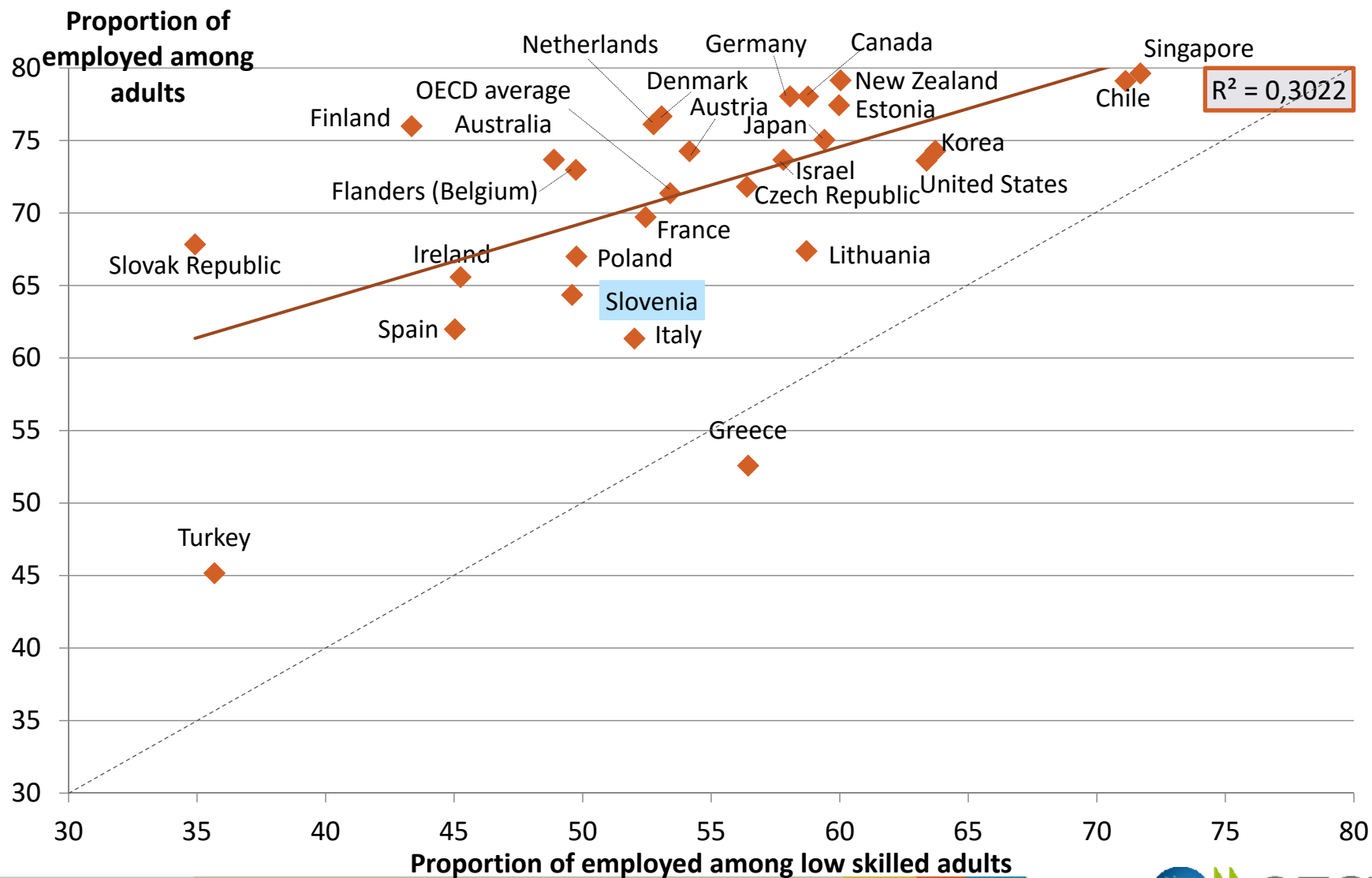


Average literacy score and % of the population with low proficiency

PIAAC literacy score



Employment rates: all adults and adults with low literacy (25-65 year olds)



What to do about low literacy and numeracy skills?

SUPPLY SIDE

Flows (young people entering adulthood)

- Quantity – increase the level of educational attainment of young cohorts
- Quality – increase the proficiency of young people leaving education

Stocks (adults who have made the transition)

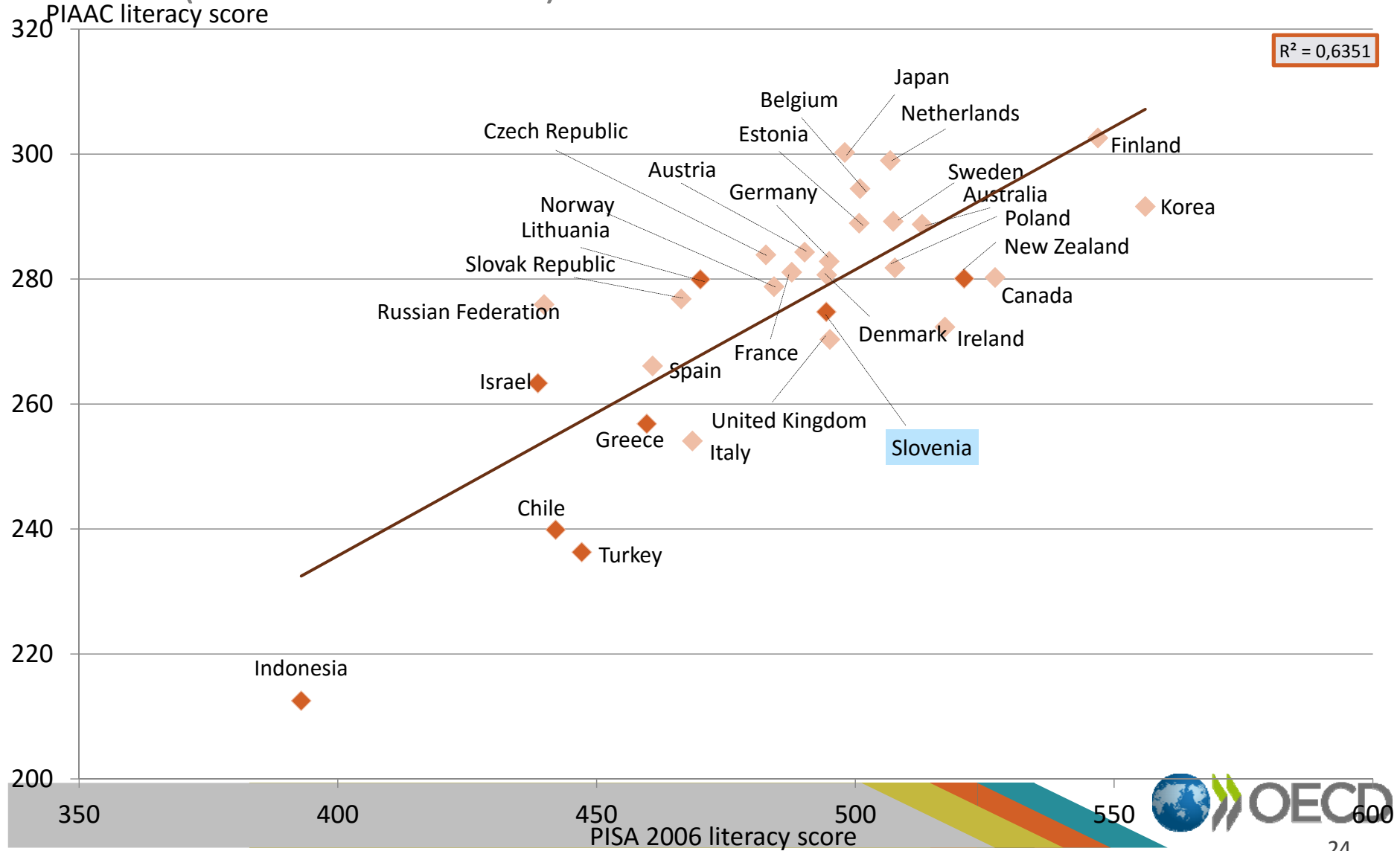
- Upgrading
- Maintenance

DEMAND SIDE

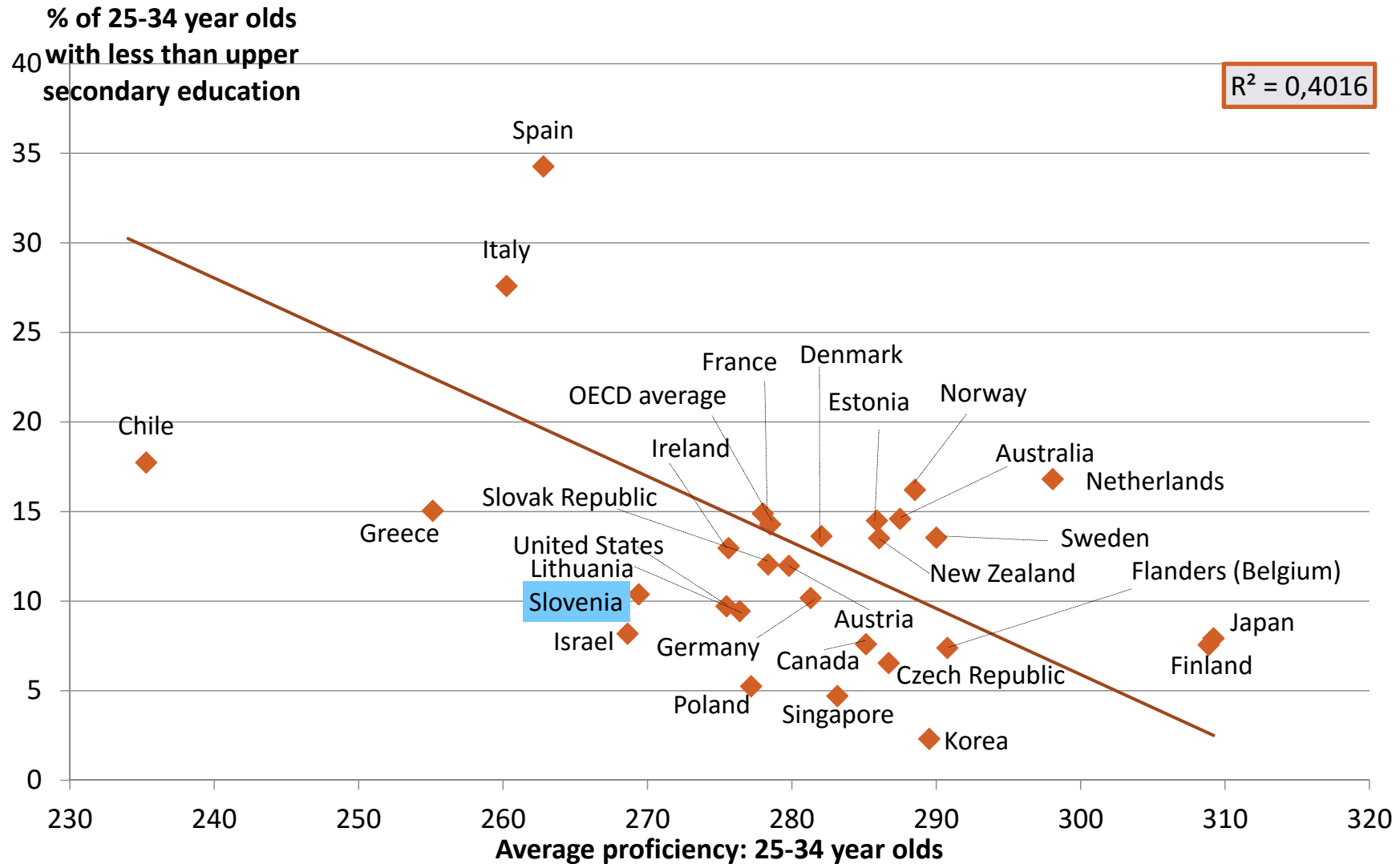
- Literate environment
- Design of websites, forms, processes, etc

Mean literacy proficiency in PISA and in the Survey of Adult Skills:

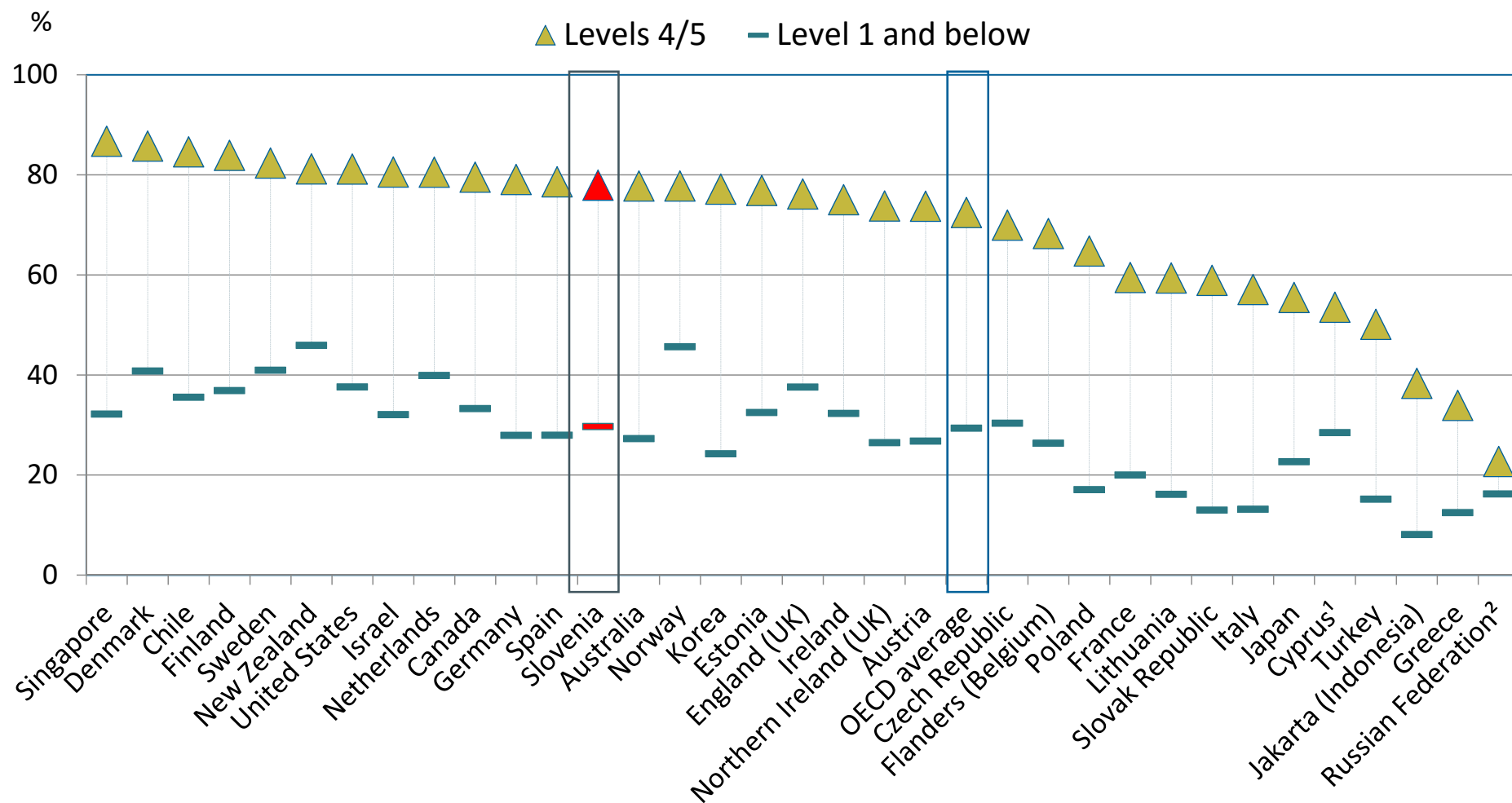
PIAAC (PISA 2006 cohorts) and PISA 2006



Education and literacy proficiency among young adults



Participation in all education and training, by literacy level (Adults aged 25-65 years)





PIAAC Analysis: some of the major themes

Aging

Adult learning

Adults with low skills

Economic returns to education and skills

Health

ICT skills

Immigration

Inequality

Methodology

Participation in education

Skills match/mismatch

National Skills Strategies



OECD Skills Strategy Diagnostic Reports published for

- 2014: Norway, Austria
- 2015: Korea, Portugal and Spain

Diagnostic phase now underway in

- Netherlands, Slovenia, Italy, Mexico and Peru

Moving from diagnosis to action in

- Norway (2014), Korea (2016)



Data products

Data Explorer

Public Use Files (all countries except Australia)

Background Questionnaire

Codebook

SAS and STATA tools

IEA Data Analyser

Technical Report

Education and Skills On-line

Find Out More About PIAAC at:



www.oecd.org/site/piaac

All national and international
publications

The complete micro-level database



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Thank you