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The 2011 Programme for the International Assessment of Adult Competencies in Canada

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Presentation Overview

- Background
- Content and Sample
- Main Uses of PIAAC Results
- Dissemination



BACKGROUND

Snapshot: IALS, ALL and PIAAC

	IALS	ALL	PIAAC
Number of Participating countries	IALS was undertaken in 23 countries or regions in three rounds of data collection between 1994 and 1998.	ALL was undertaken in 11 countries between the first and last round of data collection between 2003 and 2008.	PIAAC was undertaken in 22 countries between Summer 2011 and Summer 2012.
Sample size (Canada)	4,500, aged 16–65	23,000, aged 16–65+	27,000+, aged 16–65
Domains	Prose, Document	Prose, Document	Literacy
	Quantitative	Numeracy	Numeracy
		Problem solving	Problem solving in technology-rich environment
			Reading components



What is PIAAC?

- PIAAC assesses the level and distribution of adult skills in a coherent and consistent way across countries;
- It focuses on the key skills that are required for successful participation in the economy and society of the 21st century;
- It was administered for the first time in 2011



PIAAC seeks to:

- Identify and measure the important skills believed to underlie both personal and societal success;
- Link back to earlier assessments (i.e. IALS, IALSS) of adult literacy and numeracy;
- Assess the impact of these skills on social and economic outcomes at individual and national levels; and
- Help to identify policies that could help contribute to enhancing these skills.



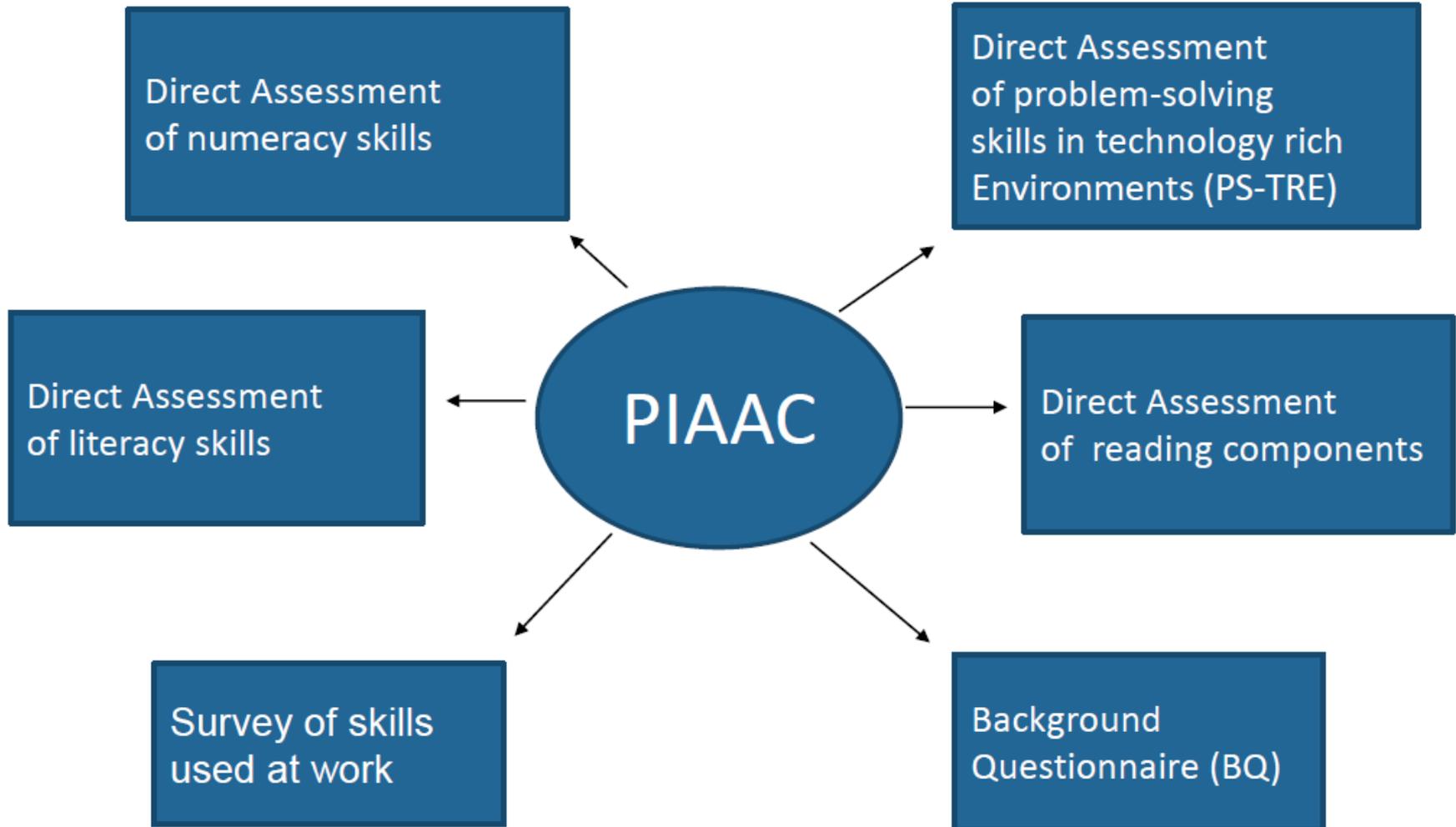
What makes PIAAC unique?

- Most comprehensive international survey of adult skills ever undertaken;
- Designed to be conducted on a recurring basis;
- Allows the comparison of adult skills among countries and measure change over time;
- Includes a computer-based assessment



CONTENT AND SAMPLE

Main Elements of PIAAC





What is meant by **numeracy** in PIAAC?

- The ability to use, apply, interpret, and communicate mathematical information and ideas.
- It is an essential skill in an age when individuals encounter an increasing amount and wider range of quantitative and mathematical information in their daily lives.
- Numeracy is a parallel skill to reading literacy, and it is important to assess how these competencies interact, since they are differently distributed across subgroups of the population.



What is meant by **problem-solving in technology rich environment in PIAAC?**

- Refers to the ability to use technology to solve problems and accomplish complex tasks.
- Not a measurement of “computer literacy” but rather of the cognitive skills required in the information age.



What is meant by **literacy** in PIAAC?

- The ability to understand and use information from written texts in a variety of contexts to achieve goals and further develop knowledge and potential.
- This is a core requirement for the development of higher-order skills and for positive economic and social outcomes.



What is meant by **reading components** in PIAAC?

- In order to read effectively, one requires basic skills such as word recognition, decoding skills, vocabulary knowledge and fluency.
- These are the building blocks of literacy and the basic reading component skills.



How did we collect information on **skills used at work?**

- Only for adults in employment, and the survey used a “Job Requirements Approach” (JRA)
- Asked about the types and levels of a number of generic skills used in the workplace.
 - use of reading and numeracy skills on the job
 - mastery of information technology, communication, presentation and team-working skills
- Asked about the requirements of the person’s main job in terms of the intensity and frequency of the use of such skills and self-assessment on whether having skills surplus or skills deficiency.



What is the **background information** on the **PIAAC questionnaire**?

- Demographic characteristics (DoB, gender, PoB, etc.);
- Language characteristics and OL skills;
- Educational and training background;
- Work related background
 - Current status and work history;
 - Current work;
 - Last job or business they had
 - Skills used at work
- Problem solving/Participation/Volunteering/Trust
- Health and Activity limitations
- Household composition
- Aboriginal Status
- Immigrant status



PIAAC Sample

- Sample size of 27,000 respondents
- Estimation for 16-65 years old
 - At National, Provincial and Territorial level
- Oversampling of some subpopulations
 - Recent immigrants
 - Aboriginals
 - Francophones outside Québec and Anglophones in Québec
 - Youth in British Columbia
- Funding partners: HRSDC; CMEC; CIC; AAND; CanNor



MAIN USES OF PIAAC RESULTS



What will PIAAC results be used for?

- To help countries better understand how education and training can improve basic adult skills
- To plan programs and educational opportunities to meet the needs of their population
- To answer questions on how education and training varies according to different sub-groups of the population.
- To answer some of the factors which may contribute to the acquisition and decline of skills across age groups.



DISSEMINATION PLAN



International release

- scheduled for October 8, 2013
 - International report
 - International Data explorer (allow tabulation)
 - International PUMF file with data analyser.



National release

- scheduled for October 8, 2013
 - National report
 - It will contain some basic information on subpopulations (Immigrants, Aboriginals, OL minorities)
- Shared files and documentation release to partners in October 2013



National Release (continued)

- Thematic report series (6)
 - Labour market
 - Aboriginal populations
 - Immigrant population
 - Official-Language Minority Communities
 - Health and Social Outcomes
 - Education and Skills



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