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Excellence in Everything We Do



The Value of PIAAC for Canada

Presentation at the Fall Institute 2011: IALS – Its
Meaning and Impact for Policy and Practice

by

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- What is PIAAC?
 - Main elements of PIAAC and definitions
 - Sample size and over sampling of certain populations;
 - PIAAC in Canada
 - Longitudinal platform;
- Value of PIAAC
 - For Canada
 - For HRSDC
 - For Canada internationally

What is PIAAC?

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What is PIAAC?

- OECD initiative to assess skills and competencies of working-age adults across more than 20 countries, including most EU countries, the US and Australia.

PIAAC will:

- Assess literacy, numeracy skills and the ability to solve problems in a technology-rich environment in a coherent and consistent way across countries
- Focus on the key cognitive and workplace skills that are required for successful participation in the economy and in society
- Provide sound basis for international benchmarking and analysis of adult competencies
- Offer a far more complete and nuanced picture of the stock of human capital than has yet been available to policy makers

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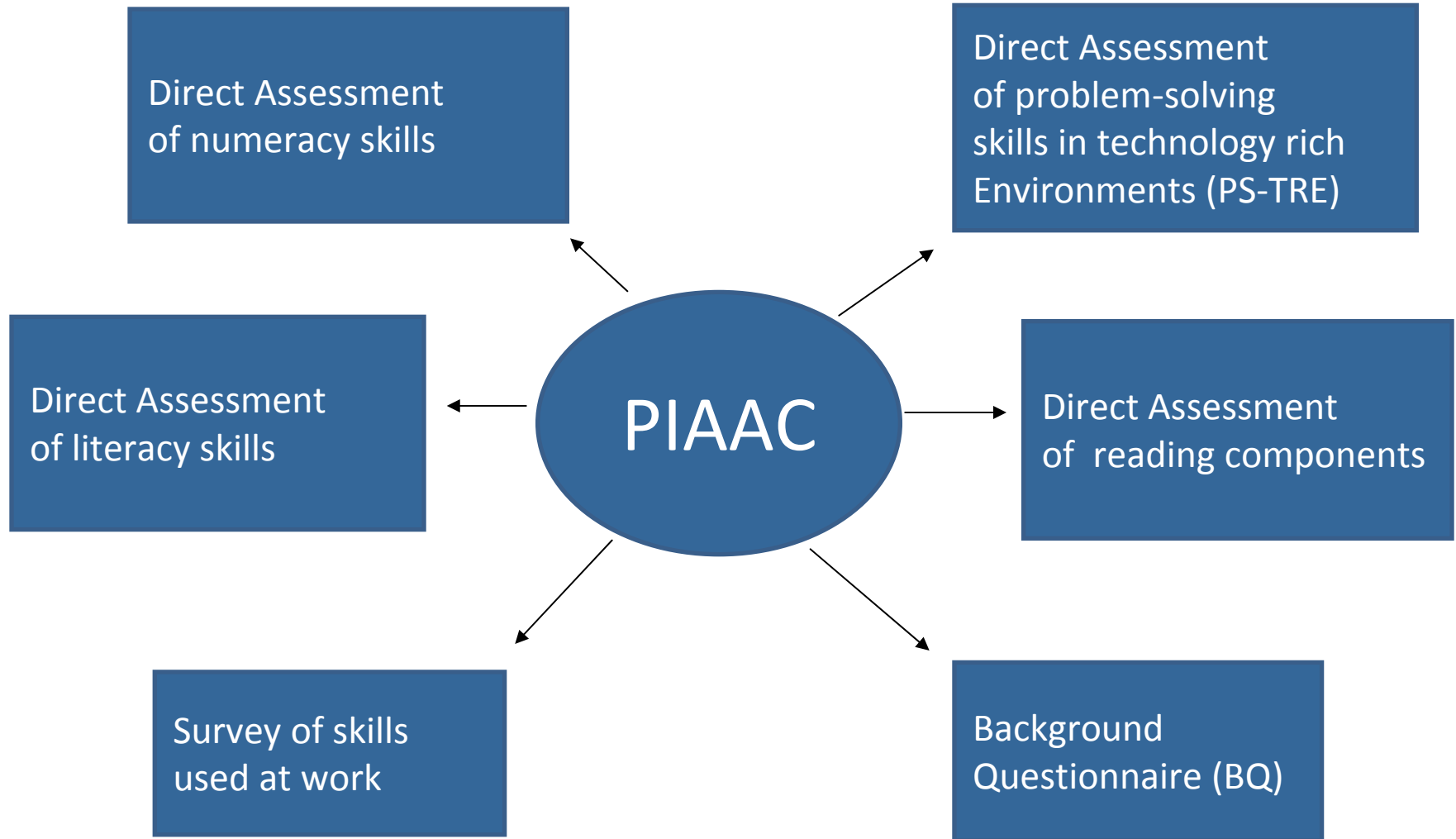
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How PIAAC extends from the previous international literacy survey

- PIAAC builds on previous investment in international adult surveys, in which Canada has always participated:
 - IALS (1994, 1996, 1998) with 23 countries/regions
 - ALLS (2003) with seven countries/regions and (2006) with 5 countries
- PIAAC extends and improves on the work of these previous surveys:
 - Growing need to collect more sophisticated information on adult ability to solve problems and deal with complex information that is often presented electronically.
 - Measure problem solving in technology-rich environments, and collect information on skills used in the workplace.
 - Will look more closely at whether people with low literacy levels have the basic building blocks that they need to read effectively.

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Main Elements of PIAAC



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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 to develop higher-order skills and to obtain 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 basic reading component skills and are essential for the acquisition of literacy skills.

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What is meant by numeracy in PIAAC?

- The ability to use, apply, interpret, and communicate mathematical information and ideas.
- 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
 - Need to assess how literacy and numeracy interact
 - They are differently distributed across subgroups of the population.

What is meant by PS-TRE 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.

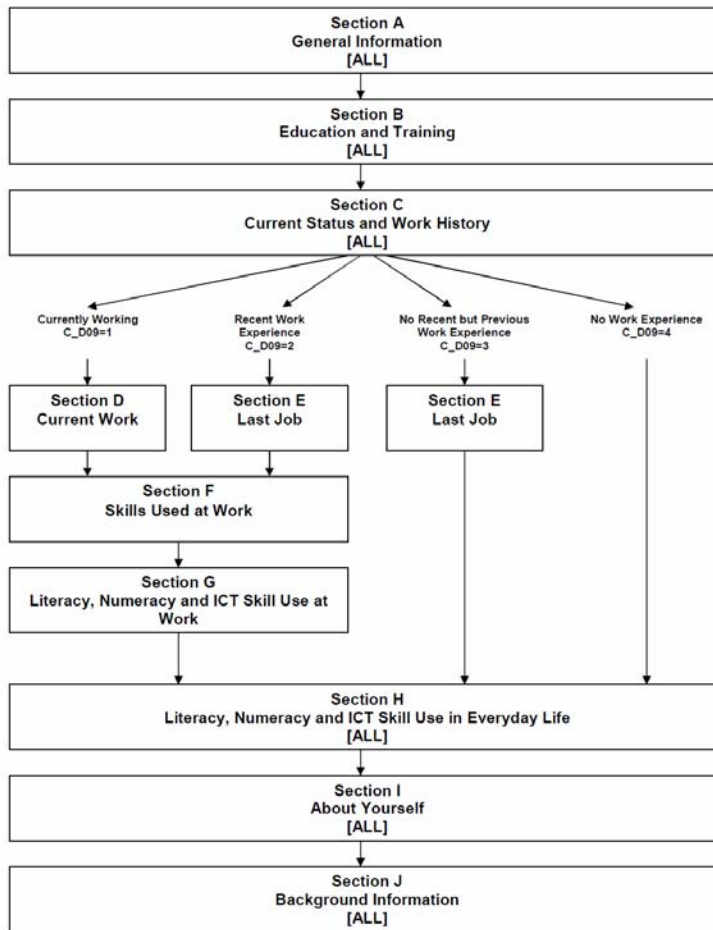
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How will the skills used at work be surveyed?

- Only for adults in employment, and the survey uses a “Job Requirements Approach” (JRA)
- Asks 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
- Asks 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.

PIAAC BQ flowchart

Flow Chart PIAAC Background Questionnaire



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Demographic characteristics

International

- Age, gender, Household size, and whether living together with a spouse/partner
- Number of children, the ages of the youngest and oldest child
- Country of birth, year of emigration, Number of books at home

Canadian-specific

- Birth country from a specific list, immigration category, duration of stay in Canada, whether taking language training
- Aboriginal statuses, whether parents born in Canada and educational attainment of parents
- Specific questions on languages

Educational and Training

International:

- Highest educational attainment, name of qualification, where and when this qualification was completed,
- Whether currently studying and for what qualification, field, uncompleted qualifications and when stopped studying, the number of qualifications studied in the last 12 months
- Links between study and employment and employers' involvement in work-related study or training
- Reasons for not participating in further education or training

Canadian-specific:

- Whether being a high-school dropout and province or territory when being in high school (HS) or junior HS, the highest level of schooling (Canadian category), CEGEP,
- Whether the highest level of schooling was obtained in Canada and what is the field of study
- The highest level of foreign education and where, field of study
- total years of schooling,

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Jobs

- Current status and work history

International

- Incidence of paid and unpaid work in the last week, reasons for not looking for work and duration of job-search, methods for finding work, duration in paid work or self-employment

Canadian-specific

- Number of years of full-time work experience (both inside and outside Canada)

- Current work

International

- Occupation, industry, job tenure, size of business, supervisory responsibilities, type of contract and hours usually worked per week, autonomy in job, requirement for qualification in job, incidence of informal learning, job satisfaction, earnings

Canadian-specific

- For whom one works: name of business, type of contract (Canadian list), required educational qualification in job (Canadian category)

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Jobs

- Last job

International

- Occupation, industry, job tenure, size of business, supervisory responsibility, type of contract, hours usually worked per week, main reason for stopping working in last job

Canadian-specific

- For whom one works: name of business
- Type of employment contract (Canadian list)
- Languages used most often at work

How individuals use literacy, numeracy, and technology skills in everyday life

International:

- Reading and writing activities
- Use of computer
- Activities involving numbers, quantities, numerical information, statistics or mathematics

Canadian-specific:

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- Largest sample of all participating countries (approximately 25,000 respondents) in order to provide estimate at the national level, for both official languages and for each provinces and territories.
- Over sampling for targeted population:
 - Recent immigrants
 - Aboriginals
 - Linguistic minority (Anglophones in Québec, Francophone in Ontario, NB, and Manitoba)

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- PIAAC in Canada is made possible by the involvement of the following partners:
 - Human Resources and Skills Development Canada
 - The Council of Ministers of Education, Canada representing all provinces and territories
 - Canadian Northern Economic Development Agency
 - Citizenship and Immigration Canada
 - Aboriginal Affairs and Northern Development Canada
 - Public Health Agency of Canada
- Statistics Canada act as National Project Manager, while HRSDC and CMEC are leading the project in Canada.

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Longitudinal Platform

- The **Longitudinal Platform** (LP) is a new longitudinal data instrument which will contribute to understanding the causality and linkages between major life experiences and their impact on people's educational, employment, family and financial outcomes.
- It will focus on the adult population and, using a life course lens, will cover major transitions and their key determinants in three domains :
 - Labour market, e.g. labour market entry, changes in employment status, changes in jobs, earnings trajectories, retirement
 - Learning & training, e.g., school graduation, return to school/training
 - Family, e.g., union formation/dissolution, birth/adoption, family income and sources of income
- ***The coordination of PIAAC and the LP will provide an opportunity to fill data gaps:***
 - Adult competency tests available for some longitudinal platform respondents will allow for comparisons of adult outcomes and transitions with their measured competencies

PIAAC will use the field name “International Study of Adults” (ISA) and the coordinated survey will be called the Longitudinal and International Study of Adults (LISA).

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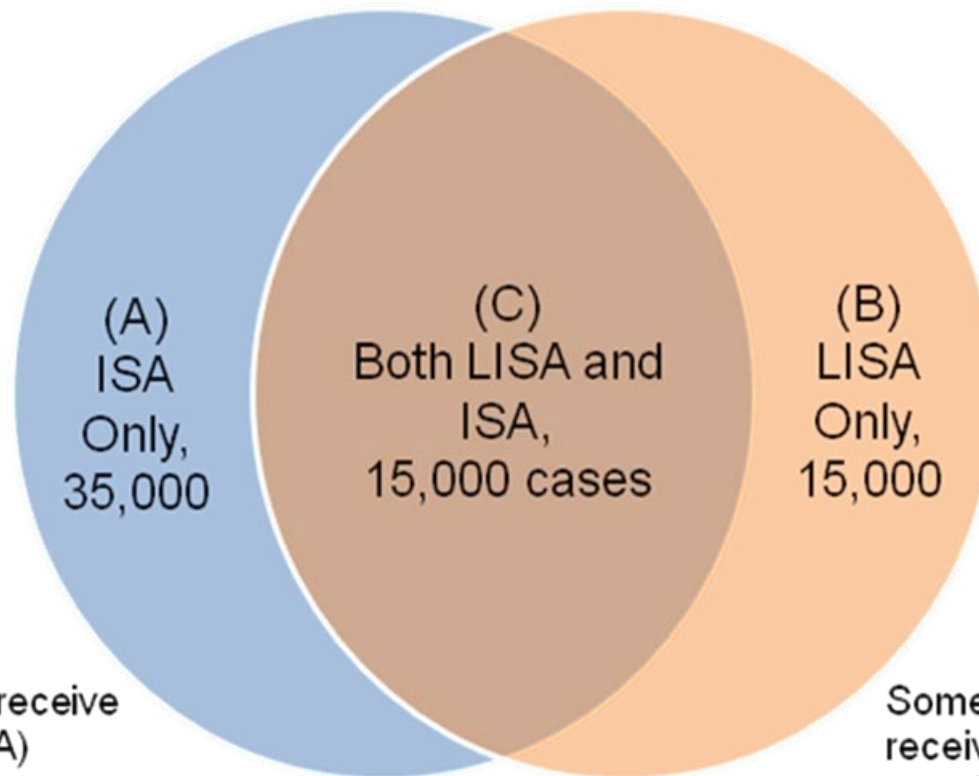
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Longitudinal Platform (2)

Sample size: 30,000 households (gross)



Some households receive only the PIAAC (ISA) questionnaire

Some households receive both questionnaires

Some households receive only the LISA questionnaire

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Longitudinal Platform (3)

▪ In a PIAAC household

- 1 person aged 16-64 receives a detailed background questionnaire (about 1 hour) and the PIAAC assessment (about 1 hour)
- Other household members aged 15+ receive a basic background questionnaire (about 20 minutes)
- Income and employer information from all respondents will be linked from T1 and T4 data; information on pension programs will be obtained from Pension Plan in Canada data

▪ In a non-PIAAC household

- All members aged 15+ receive a basic background questionnaire (about 20 minutes)
 - Content derived from PIAAC background questionnaire
- All members aged 15+ receive up to 5 minutes of additional content

PIAAC respondent will not receive additional content and other household members will receive a short background questionnaire based on PIAAC questionnaire

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The value of PIAAC

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Value of PIAAC for Canada

- Canada must be prepared to respond to labour market challenges, based on national evidence in an international context.
- Provides foundational data for Canadian policy and program evaluation and decisions related to literacy and essential skills across all orders of government.
- Provides high-quality comparative information regarding adult competencies, their demographic, sectoral and regional distribution as well as returns to skill formation.
- Facilitates analysis related to supply of competencies and their take-up in the labour market.
- Supports international benchmarking to assess and strengthen Canada's global competitiveness.

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Value of PIAAC for HRSDC

A skilled,

- Information on how competencies vary by age, gender, occupation, language and level of education
- The efficacy of different adult learning arrangements in producing competencies
- The competencies key to effective school-work transitions

Adaptable,

- Strong essential skills will allow Canadians to adapt and respond to changes in the labour market

Inclusive labour force,

- Competencies possessed by immigrant populations
- Identify the role cognitive skills play in improving labour market prospects for at-risk populations

and an efficient labour market

- Extent and types of competency mismatches and the effectiveness of policy in addressing them
- Rate of return on particular competencies

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Value of PIAAC for Canada Internationally

- Allow for benchmarking of Canada's performance with peer countries and trade partners (e.g. G7, UK, US, and Australia.)
- Assess the strengths and weaknesses of Canada's policies on the level, distribution, and growth of competencies.
- Only source of comprehensive and internationally comparative data on literacy and adult competencies, and how they relate to key factors such as demography and employment outcomes.
- Achieve economies of scale through international collaboration in the development of new assessment instruments.
- Provide Canada with access to high-quality expertise in the measurement of adult skills.
- Facilitate Canada's participation in international research.

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Annex – Content of PIAAC and Longitudinal platform

Non PIAAC households (Subsample B)	PIAAC households (Subsample C)	
	PIAAC respondent	Non-PIAAC respondent
Basic Background Questionnaire	Detailed Background Questionnaire	Basic Background Questionnaire
<ul style="list-style-type: none"> Family relationship matrix Demographics Education Labour market and job characteristics Basic health status Parent’s education status 	<ul style="list-style-type: none"> Family relationship matrix Demographics Education Labour market and job characteristics Basic health status Parent’s education status Skills, Literacy, numeracy and ICT at work Literacy, numeracy and ICT in everyday life Personal characteristics and opinions 	<ul style="list-style-type: none"> Family relationship matrix Demographics Education Labour market and job characteristics Basic health status Parent’s education status
	PIAAC assessment	
Additional content		
<ul style="list-style-type: none"> Annual labour supply Retirement Children Housing Subjective well being 		
Linked from admin. Data	Linked from admin. Data	Linked from admin. data
<ul style="list-style-type: none"> Personal and family income and income history Family composition history Locations of residences history Earnings and employers history Pension plan information history 	<ul style="list-style-type: none"> Personal and family income and income history Family composition history Locations of residences history Earnings and employers history Pension plan information history 	<ul style="list-style-type: none"> Personal and family income and income history Family composition history Locations of residences history Earnings and employers history Pension plan information history

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