

Recommended Resources

These are documents and resources relevant to the theme of the Institute that have been recommended by participants. Many of the OECD documents listed below can be found at:

http://www.oecd.org/document/28/0,3746,en_2649_33723_44429596_1_1_1_1,00.html

Australian Government. (2011). *National Foundation Skills Strategy for Adults*. Retrieved October 17, 2011, from <http://www.deewr.gov.au/Skills/Overview/Policy/Pages/NFSSforAdults.aspx>.

An announcement of the Australian federal government's intention to develop a "National Foundation Skills Strategy for Adults" with state and territory governments. The Strategy is expected to start in January 2012 and run for ten years. This website includes a link to a consultation paper intended to serve as the basis for discussions with stakeholders such as training providers, employers and community groups.

Brink, Ph.D., Satya (2005). *ALL 2003 Key Research Findings and HRSD Implications*. Retrieved October 17, 2011, from <http://library.nald.ca/research/item/5621>

This presentation outlines the key research findings and HRSD implications of the Adult Literacy and Life Skills (ALL) Survey of 2003. Comparisons are made between the ALL Survey and the International Adult Literacy Survey (IALS) of 1994-1998. (NALD)

Corbeil, J-P. (2006). The Canadian Component of the 2003 International Adult Literacy and Skills Survey (IALSS): The Situation of Official Language Minorities. Statistics Canada. <http://www.statcan.gc.ca/pub/89-552-m/89-552-m2006015-eng.pdf>

A look at the differences in performance on the IALSS tests between people whose mother tongue is French and those whose mother tongue is English in Canada, particularly those living in a minority situation. [NALD]

CUPE (n.d.). Measuring Success. FactSheet, 5. from <http://www.nald.ca/library/research/cupe/factsheets/factsheets.pdf>

Expresses a labour union perspective on issues of measuring success in literacy and essential skills. Views IALS positively but expresses worry about the "simplistic over-analysis of the survey result that 42% of working-age Canadians are below Level 3", and the focus of government policy becomes 'moving people up a level'.

Hamilton, M. (2001). Privileged literacies: Policy, institutional process and the life of the IALS. *Language and Education*, 15 (2-3), 178-196. <http://eprints.lanacs.ac.uk/3674/>

This paper argues that in order to make use of the theoretical insights offered by the new literacy studies we need to understand more about how institutions produce and privilege certain kinds of knowing – and how, in this process, they devalue or re-define the local and the vernacular for their own purposes. The specific example of the International Adult Literacy Survey (IALS) is used to show how a powerful discourse develops and can organize our knowledge about literacy. The paper presents some theoretical tools that might help us analyze the process whereby this happens. (Abstract)

Hamilton, M. and Barton, D. (2000). 'The International Adult Literacy Survey (IALS): what does it really measure?' *The International Review of Education*, 46, 5, 377-89.

The paper evaluates the work of the International Adult Literacy Survey as reported in OECD 1997 reports. It assesses its contribution to understanding literacy in terms of the perspective of the New Literacy Studies. It outlines this perspective as a basis for a critique that is mostly concerned with the *validity* of the test. Three criticisms of the survey are made: that it provides only a partial picture of literacy; that culture is treated as bias; and that the test items do not represent the real-life items as claimed. Finally, the paper concludes with an overall evaluation of what the IALS achieves in terms of its own aims. (Abstract)

Jackson, N. (2005). Essential skills, essential confusion? in *Literacies*, 6, Fall, from <http://www.literacyjournal.ca/literacies/6-2005/pdf/jackson.pdf>

Addresses controversies surrounding the concept of 'essential skills'. While the idea of there being a basic set of skills that are useful in any context is attractive in an era of ever-changing work environments, research has cast doubt on how useful it is to teach skills in a way that makes them abstract and de-contextualized.

Kirsch, I. S. (2001). *The International Adult Literacy Survey (IALS): Understanding What Was Measured*, Princeton: Educational Testing Service.
www.ets.org/Media/Research/pdf/RR-01-25-Kirsch.pdf

This paper offers a framework that has been used for both developing the tasks used to measure literacy and for understanding the meaning of what has been reported with respect to the comparative literacy proficiencies of adults in participating countries. (Abstract)

Natural Resources Canada (n.d.) The Atlas of Canada: People & Society (web portal)
<http://atlas.nrcan.gc.ca/site/english/maps/peopleandsociety>

Explores subjects that describe the Canadian population including aspects of their cultural environment. languages, population distribution, age structure and highlights of the Canadian family provide a snapshot of the Canadian demographics including related characteristics.
[website]

PIAAC Expert Group on Problem Solving in Technology-Rich Environments. (2009). PIAAC Problem Solving in Technology-rich Environments: A Conceptual Framework. *OECD Education Working Papers*, No. 36, OECD Publishing.
<http://www.oecd.org/officialdocuments/displaydocument/?doclanguage=en&cote=edu/wkp%282009%2915>

An overview of the conceptual framework developed for the assessment of problem solving in technology-rich environments for the Program for the International Assessment of Adult Competencies (PIAAC), covering the specific class of problems that people encounter when using information and communication technologies. These include problems where the existence of the problem is a consequence of the availability of new technologies, where the solution requires the use of computer-based applications or where the problem relates to the management or use of information technologies. [Abstract]

PIAAC Literacy Expert Group. (2009). PIAAC Literacy: A Conceptual Framework. *OECD Education Working Papers*, No. 34, OECD Publishing.

<http://www.oecd.org/officialdocuments/displaydocument/?doclanguage=en&cote=edu/wkp%282009%2913>

An overview of the conceptual framework guiding the development of the assessment of literacy in PIAAC, building upon earlier conceptions of literacy from previous international literacy surveys to facilitate an appropriate assessment of the broad range of literacy skills required for the 21st century. The framework broadens the definition of literacy to make it relevant to the information age by including the skills of reading in digital environments. [Abstract]

PIAAC Numeracy Expert Group. (2009). PIAAC Numeracy: A Conceptual Framework. *OECD Education Working Papers*, No. 35, OECD Publishing.

<http://www.oecd.org/officialdocuments/displaydocument/?doclanguage=en&cote=edu/wkp%282009%2914>

An overview of the conceptual framework for the assessment of numeracy developed for PIAAC. This builds on the numeracy framework developed for the Adult Literacy and Life Skills Survey (ALL). Numeracy is broadly defined and complemented with a definition of 'numerate behaviour'. Four facets of numerate behaviour are identified and described to guide the development of assessment tasks. [Abstract]

Sabatini, J. P. and Bruce, K.M. (2009). PIAAC Reading Component: A Conceptual Framework. *OECD Education Working Papers*, No. 33, OECD Publishing. doi: 10.1787/220367414132.

www.piaac.cz/attach/reading_components_conceptual_framework.pdf

A conceptual framework for the assessment of reading component skills in PIAAC. The 'component skills' identified for the assessment are vocabulary knowledge, sentence processing and passage comprehension. [Abstract]

Schleicher, A. (2008). PIAAC: A New Strategy for Assessing Adult Competencies. *International Review of Education*, v54 n5-6 p627-650. Retrieved September 21, 2011 from

www.oecd.org/dataoecd/48/5/41529787.pdf

This article describes a strategy currently being developed by the OECD for assessing the literacy skills of adults, including familiarity with information and communication technologies and the ability to manage information, construct new knowledge and communicate with others. The work will enhance understanding of the effectiveness of education and training systems in developing basic cognitive skills and key generic work skills. [Abstract]

St.Clair, R., Tett, L., & Maclachlan, K. (2010). *Scottish Survey of Adult Literacies 2009: Report of Findings*. Edinburgh: Scottish Government. Available at:

<http://www.scotland.gov.uk/Resource/Doc/158952/0043191.pdf>

This report presents findings from the Scottish Survey of Adult Literacies, which was based on the 1996 IALS Survey although the results are not directly comparable.

Sticht, T. G. (2001). The International Adult Literacy Survey: How Well Does It Represent the Literacy of Adults?. *The Canadian Journal for the Study of Adult Education*, 15, 19-36.

Reviews evidence regarding the content, standards, and use validity of the International Adult Literacy Survey's performance scales and self-assessment scales. Concludes that there are serious questions about the performance scales and that self-assessment data may help identify

adults who believe they have poor literacy skills. Suggests that neither may accurately represent day-to-day literacy practices. (ERIC)

Taylor, M., Quigley, B.A., Kajganich, G., Kraglund-Gauthier, W. (2011). Shaping Literacy: Evolution and Trends in Canada's Literacy Research since the mid-1980s. *Canadian Journal for the Study of Adult Education*, 23(2), 45-67.

A study of adult literacy research in Canada since the founding of the *Canadian Journal for the Study of Adult Education* in 1987, using the CJSAE as the primary source, but also consulting *Literacies*, websites reporting on Research In Practice (RiP) outcomes and government and government-related reports, particularly the *State of the Field* report.

Thorn, W. (2009). International Adult Literacy and Basic Skills Surveys in the OECD Region, *OECD Education Working Papers*, No. 26, OECD Publishing.

<http://dx.doi.org/10.1787/221351213600>

An overview of the International Adult Literacy Survey (IALS) and the Adult Literacy and Life Skills Survey (ALL) as well as of the forthcoming OECD Programme for the International Assessment of Adult Competencies (PIAAC). Describes the conceptual framework for the assessments with a focus on the links between the different assessments. The paper also provides a survey of the outputs of IALS and ALL including a review of the major themes addressed in the literature which has used data from these surveys as well as a brief discussion of their policy impact. [Abstract]

UNESCO Institute for Statistics. (2009). The Next Generation of Literacy Statistics: Implementing the Literacy Assessment and Monitoring Programme (LAMP) Retrieved September 21, 2011 from

www.uis.unesco.org/Library/Documents/Tech1-eng.pdf

A description of LAMP, a UNESCO program inspired by IALS and its successors. Discusses LAMP's conceptual framework, what it measures, and how it is typically implemented at the national level.

Williams, J., with Clemens, S., Oleinikova, K. and Tarvin, K. (2003). *The Skills for Life survey: a national needs and impact survey of literacy, numeracy and ICT skills*. Norwich: The Stationery Office. Retrieved October 17, 2011, from

<https://www.education.gov.uk/publications/RSG/publicationDetail/Page1/RR490>

A report presenting the survey results, providing a national profile of adult literacy, numeracy, ESOL and information and communications technology (ICT) skills over five broad levels of competence. (UK Department of Education website)

Willms, D., and Murray, T.S. (2007). International Adult Literacy Survey: Gaining and Losing Literacy Skills Over the Lifecourse

www.statcan.gc.ca/pub/89-552-m/89-552-m2007016-eng.htm

This study uses data from IALS and ALL to explore how Canada's stock of literacy skill evolved over the nine-year period from 1994 to 2003. The analysis reveals the presence of significant literacy skill loss in adulthood, loss that would seem to be concentrated in adults from lower socio-economic backgrounds. [NALD]