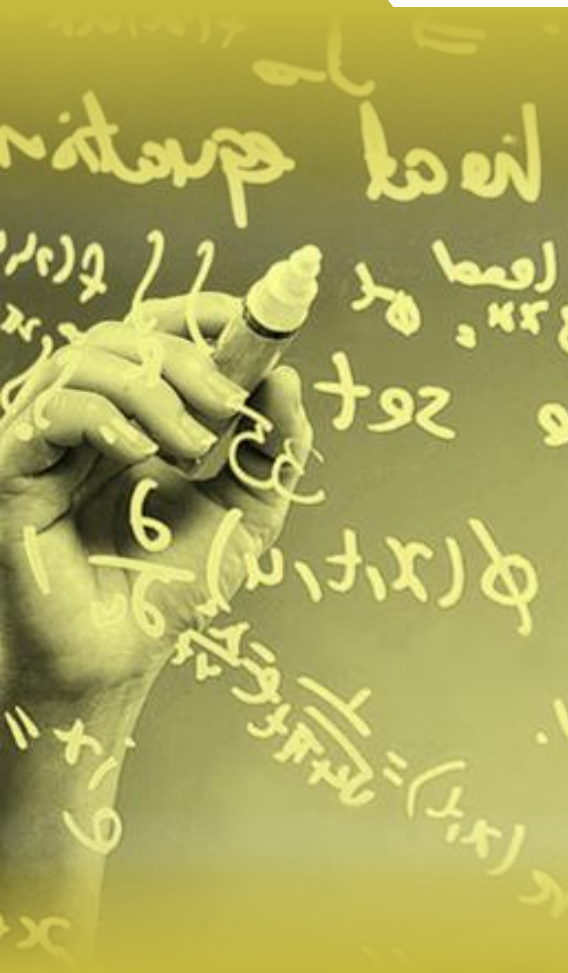




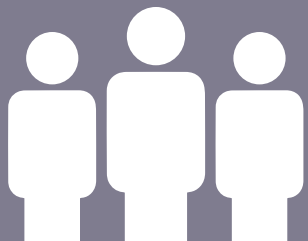
Skilled for Life?

KEY FINDINGS FROM THE SURVEY OF ADULT SKILLS

Barcelona 7 November 2013



Survey of Adult Skills in brief



166 thousand adults...

Representing 724 million 16-65 year-olds in 24* countries/economies

Took an internationally agreed assessment...



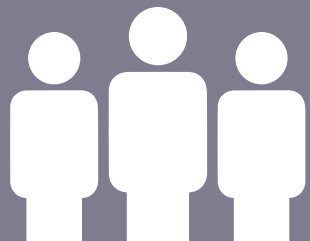
in literacy, numeracy and problem solving in technology-rich environments.



The assessment was administered either in computer-based or paper-based versions.



Survey of Adult Skills in brief



Sample sizes ranged from..
a minimum of approximately 4 500 to a
maximum of nearly 27 300.

The survey collected background
information of adults for about 40 minutes.



Respondents with very low literacy
skills were directed to a test of basic
“reading component” skills.



The survey also collects a range of generic skills
such as collaborating with others and organising
one’s time, required of individuals in their work.



Survey of Adult Skills Skills assessed

“Key information-processing skills”

Literacy

The ability to...

Understand, evaluate, use and engage with written texts.

In order to..

Achieve one’s goals, and to develop one’s knowledge and potential.

Literacy encompasses a range of skills from..

The decoding of written words and sentences

The comprehension, interpretation and evaluation of complex texts.

Numeracy

The ability to...

Access, use, interpret and communicate mathematical information and ideas

In order to..

Engage in and manage the mathematical demands of a range of situations in adults.

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

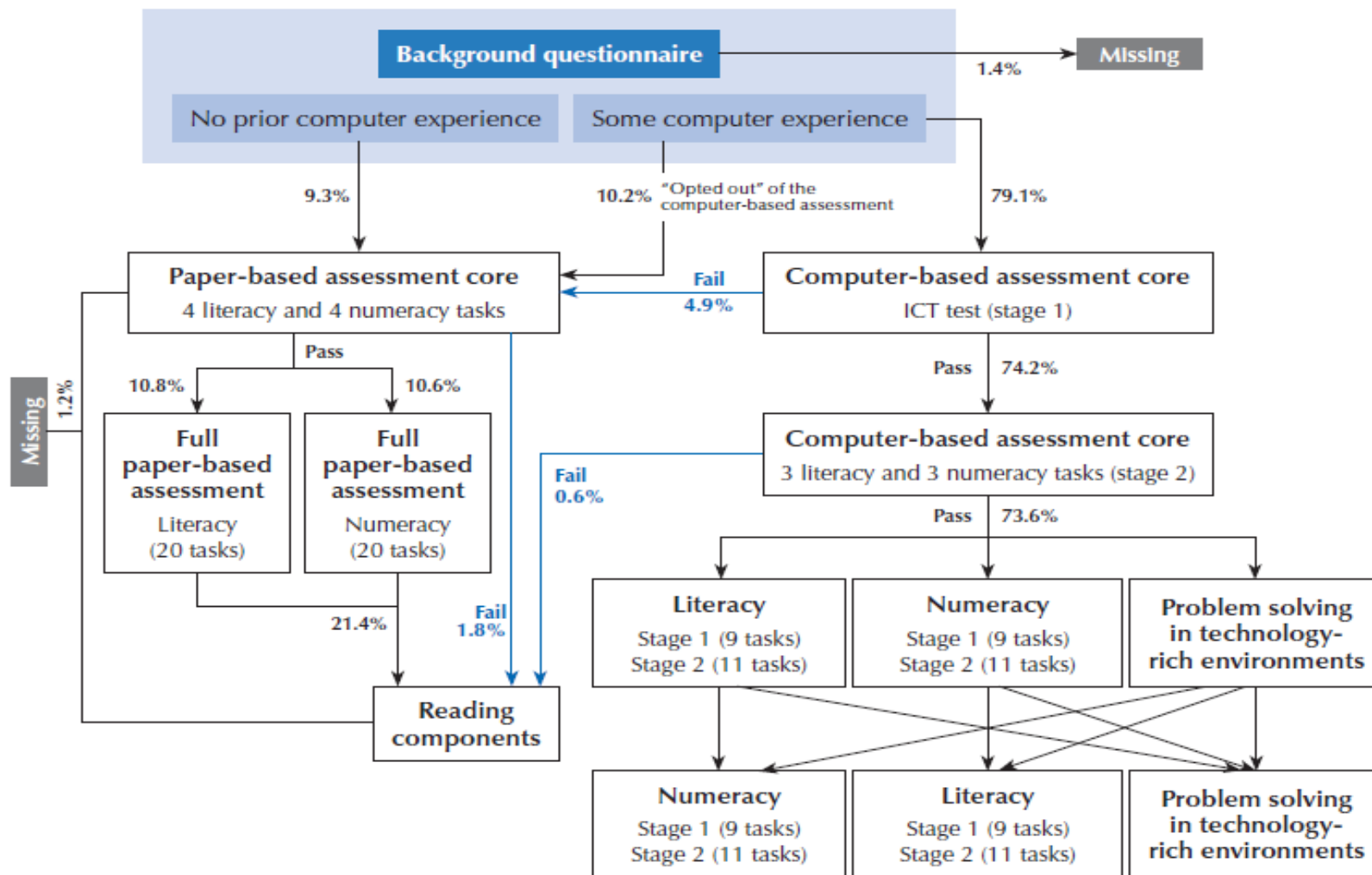
The ability to...

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.

Assessment design



Note: The figures presented in this diagram are based on the average of OECD countries participating in the Survey of Adult Skills (PIAAC).

Summary of proficiency in key information-processing skills (16-65 year-olds)

Countries	Literacy (mean score)	Numeracy (mean score)	Problem solving in technology-rich environments (% at level 2 or 3)
OECD			
<i>National entities</i>			
Australia	280	268	38
Austria	269	275	32
Canada	273	265	37
Czech Republic	274	276	33
Denmark	271	278	39
Estonia	276	273	28
Finland	288	282	42
France	262	254	m
Germany	270	272	36
Ireland	267	256	25
Italy	250	247	m
Japan	296	288	35
Korea	273	263	30
Netherlands	284	280	42
Norway	278	278	41
Poland	267	260	19
Slovak Republic	274	276	26
Spain	252	246	m
Sweden	279	279	44
United States	270	253	31
<i>Sub-national entities</i>			
Flanders (Belgium)	275	280	35
England/N. Ireland (UK)	272	262	35
Average	273	269	34


Significantly above the average

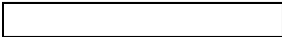
Not significantly different from
the average

Significantly below the average

Summary of proficiency in key information-processing skills (16-24 year-olds)

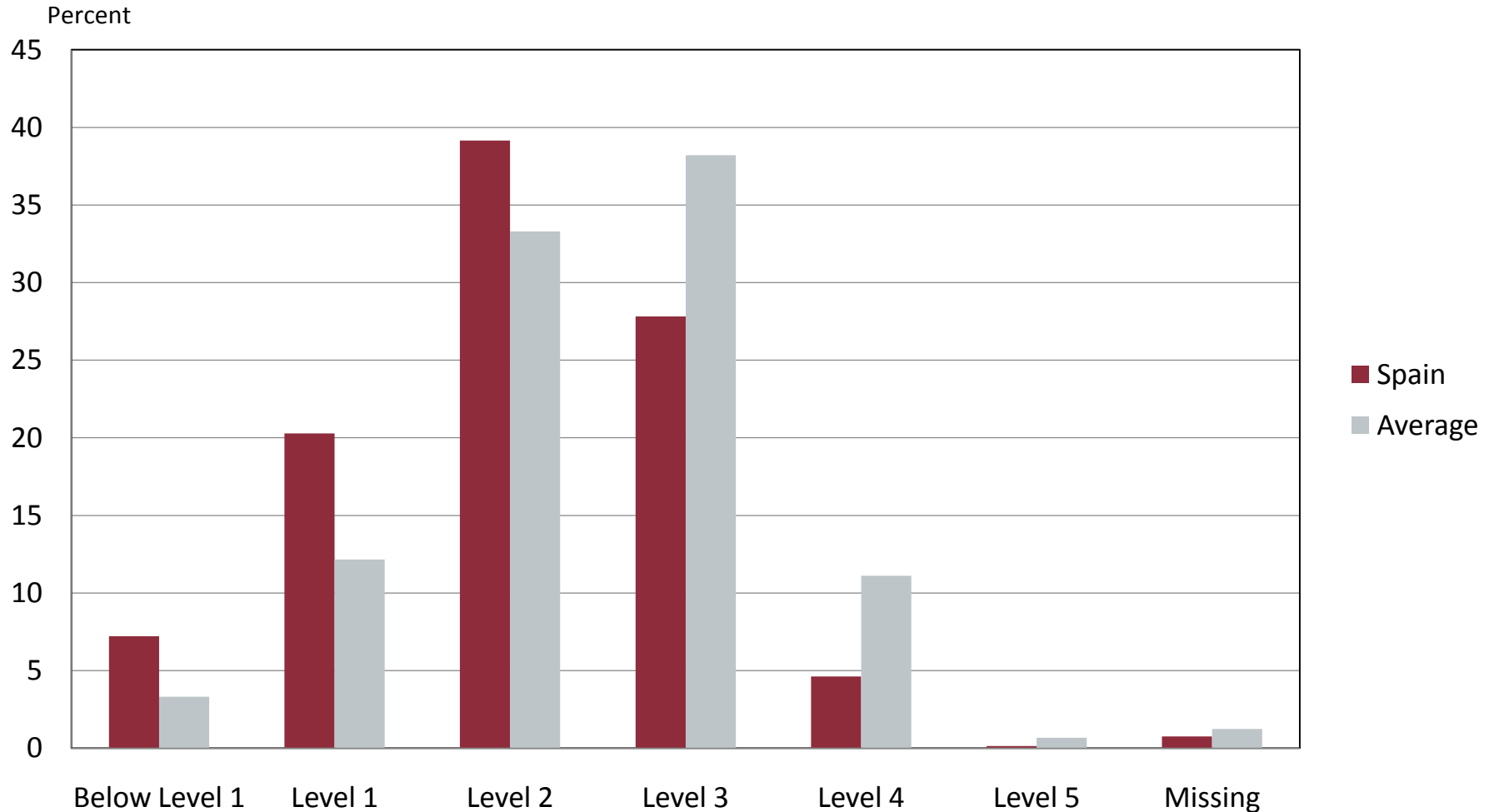
Countries	Literacy (mean score)	Numeracy (mean score)
OECD		
<i>National entities</i>		
Australia	284	270
Austria	278	279
Canada	276	268
Czech Republic	281	278
Denmark	276	273
Estonia	287	279
Finland	297	285
France	275	263
Germany	279	275
Ireland	271	258
Italy	261	251
Japan	299	283
Korea	293	281
Netherlands	295	285
Norway	275	271
Poland	281	269
Slovak Republic	276	278
Spain	264	255
Sweden	283	278
United States	272	249
<i>Sub-national entities</i>		
Flanders (Belgium)	285	283
England/N. Ireland (UK)	266	257
Average	280	271

 Significantly above the average

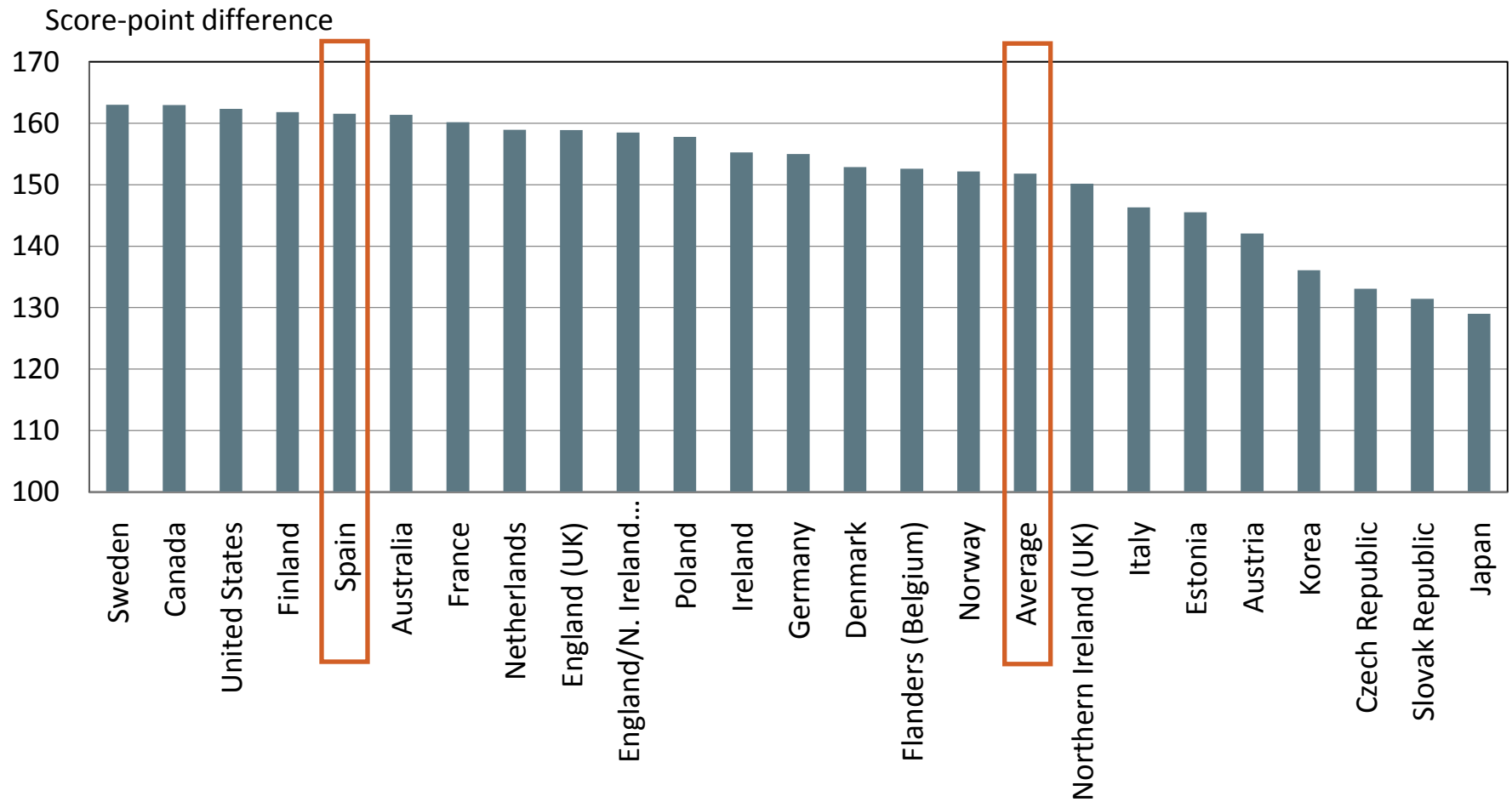
 Not significantly different from the average

 Significantly below the average

Proficiency in literacy among adults

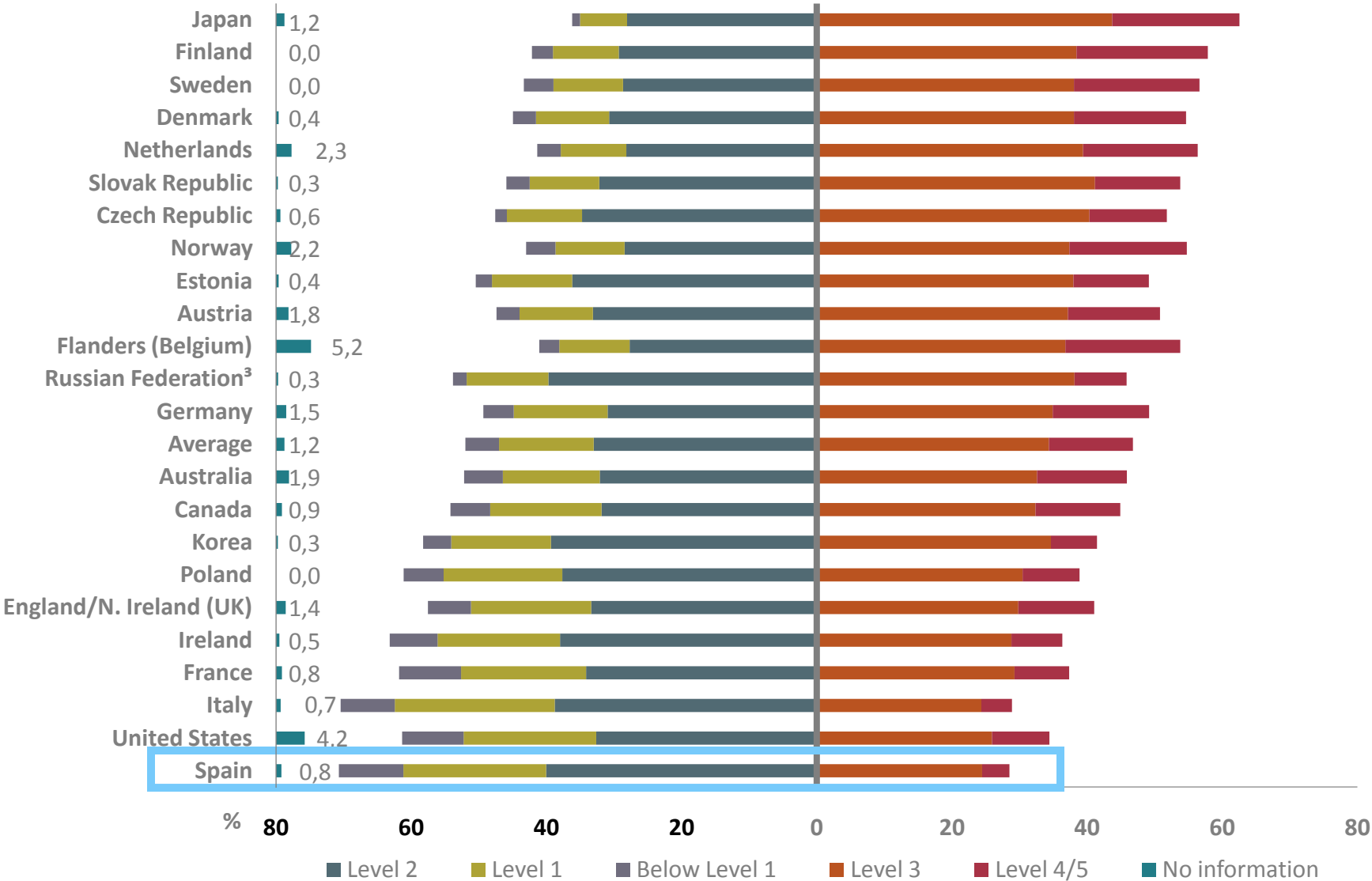


Differences in literacy proficiency between 5th and 95th percentile

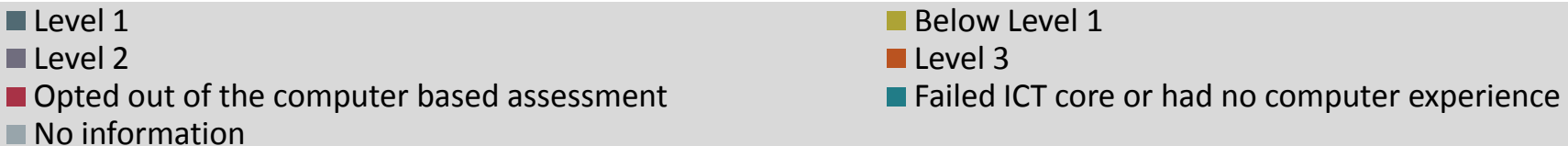
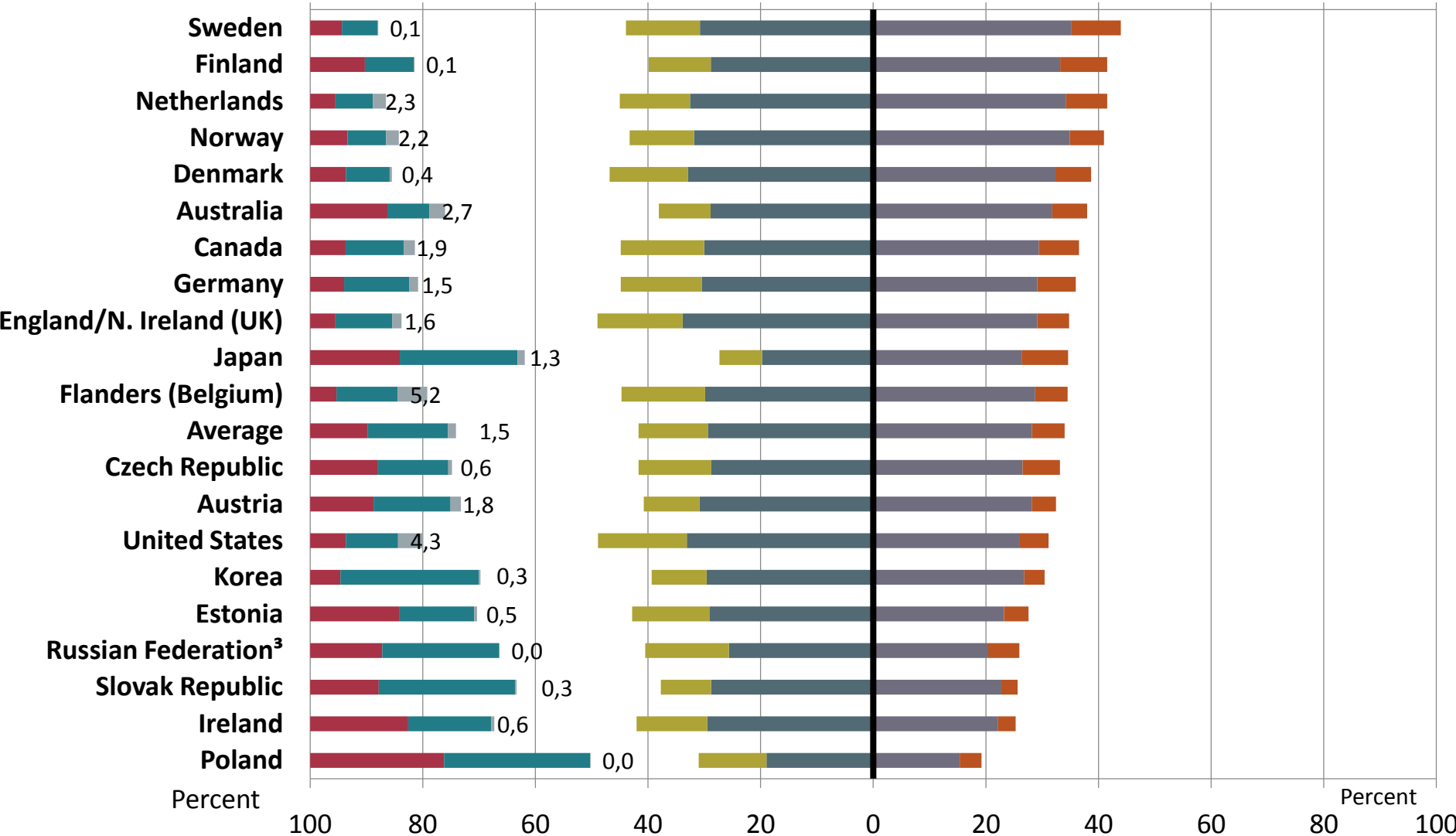


What adults can do

Numeracy



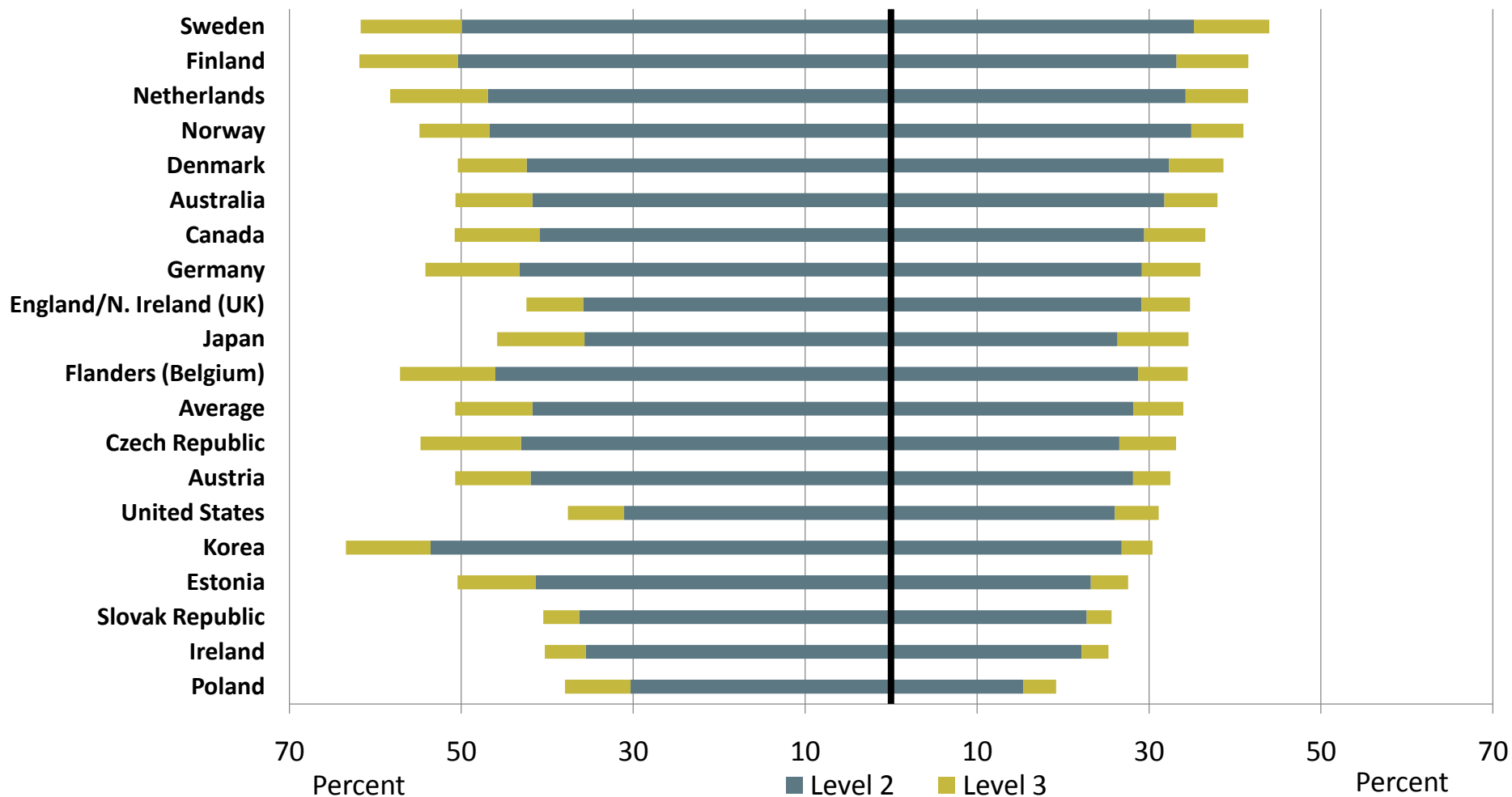
Proficiency in problem solving in technology-rich environments among adults (excluding countries without scores)



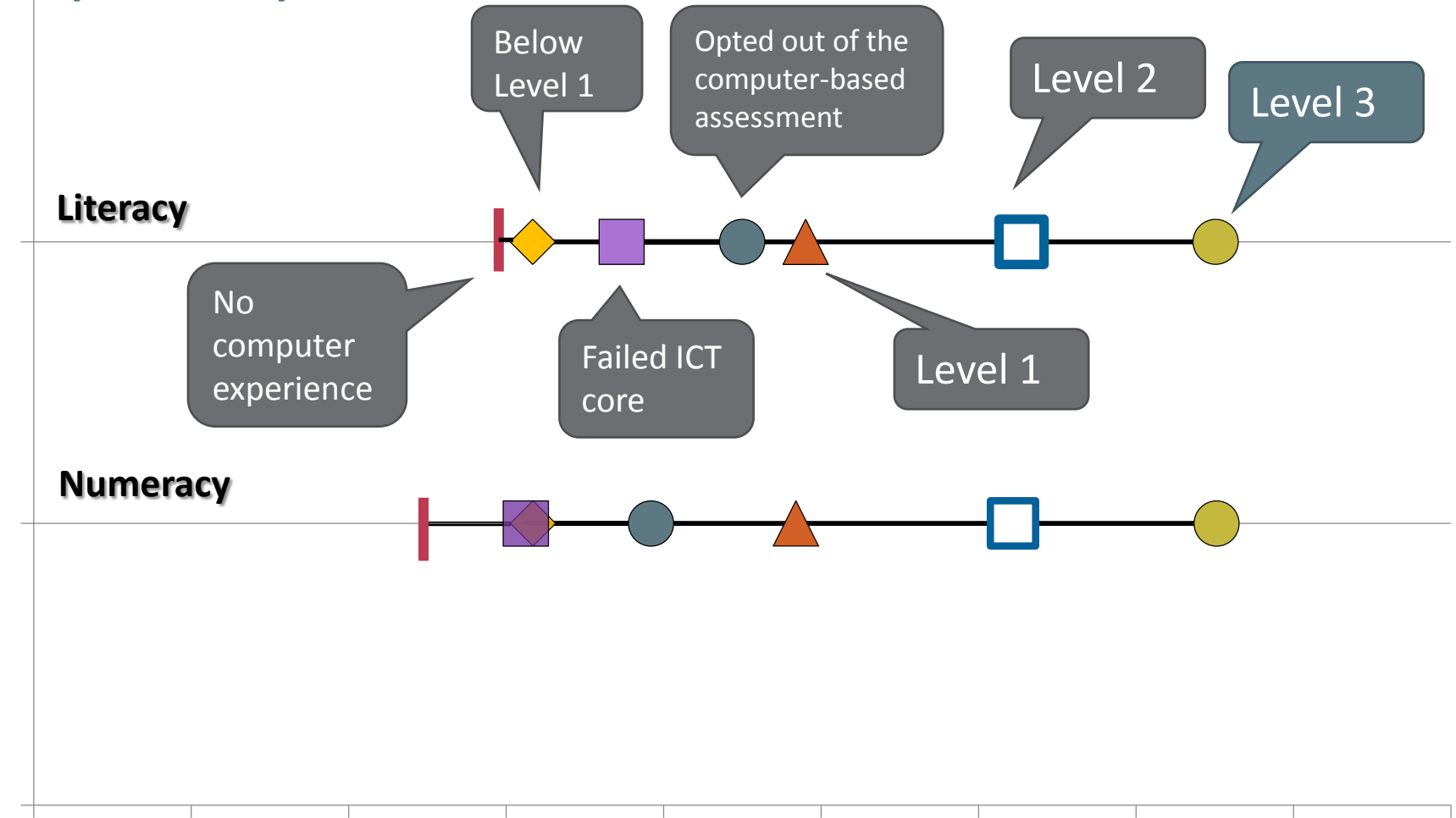
2.10a&b Proficiency in problem solving in technology-rich environments among adults and young adults

Young adults (16-24 year-olds)

All adults (16-65 year-olds)

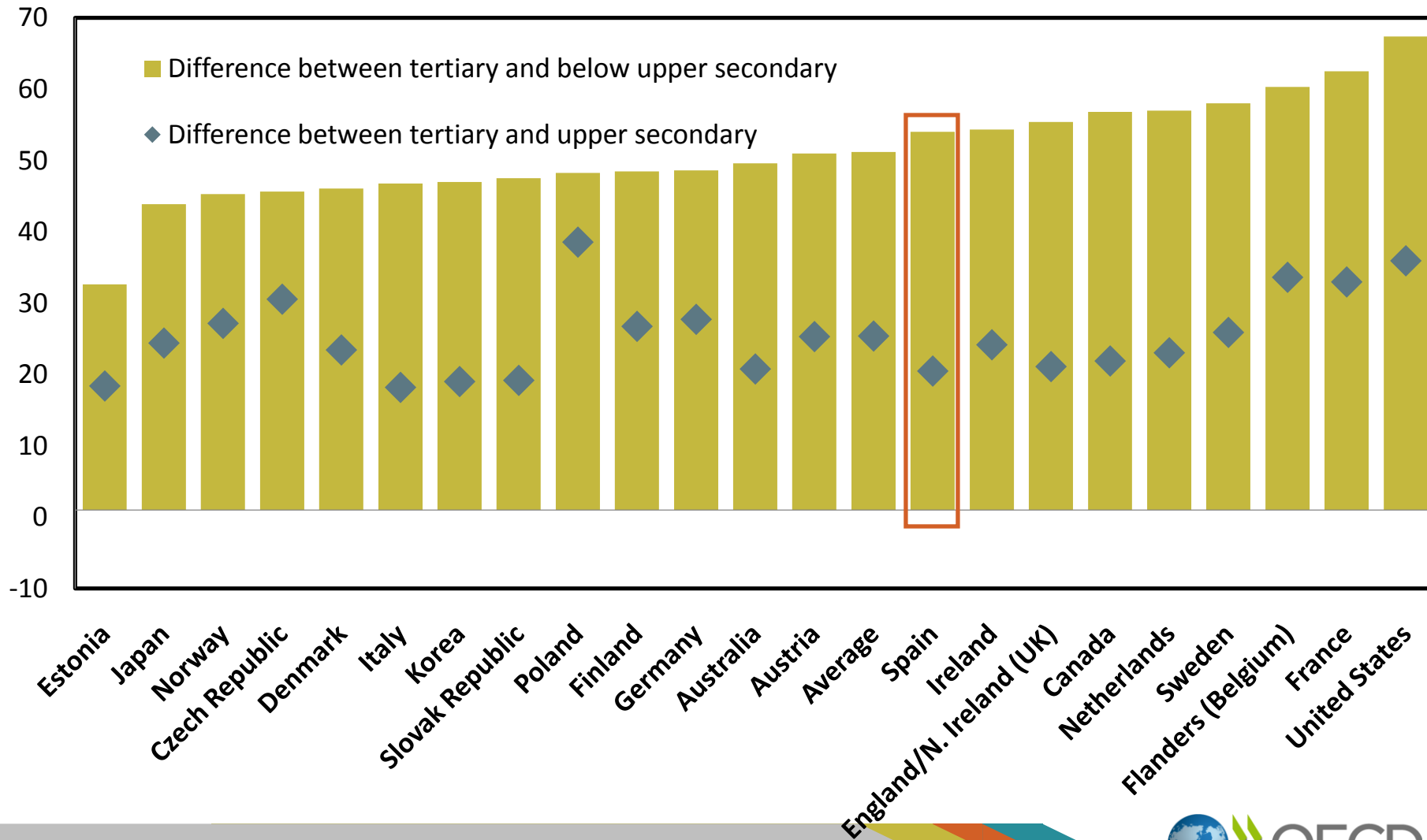


Relationship between problem solving in technology-rich environments and literacy, numeracy



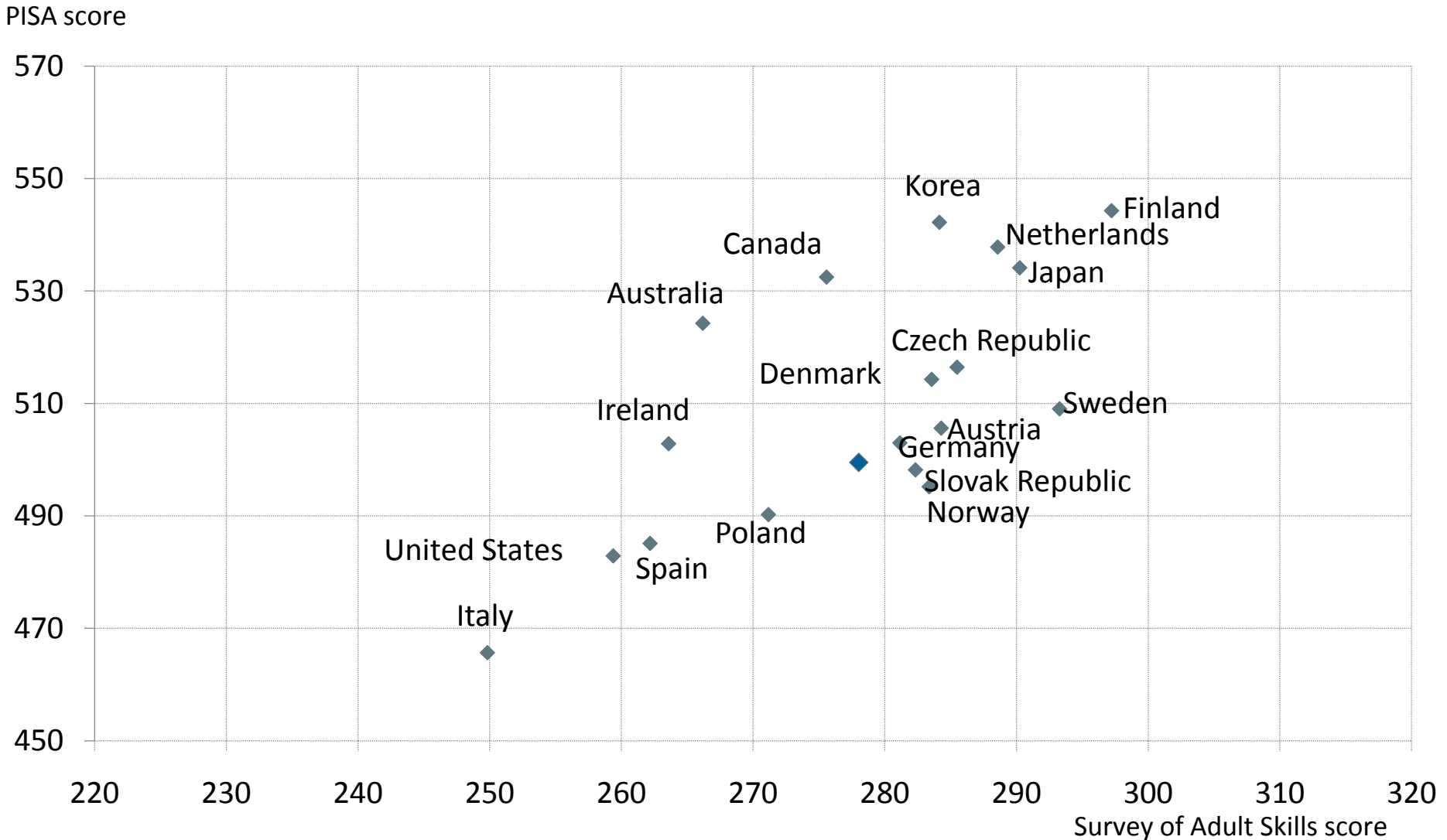
Literacy proficiency: score differences by educational attainment

Score point difference



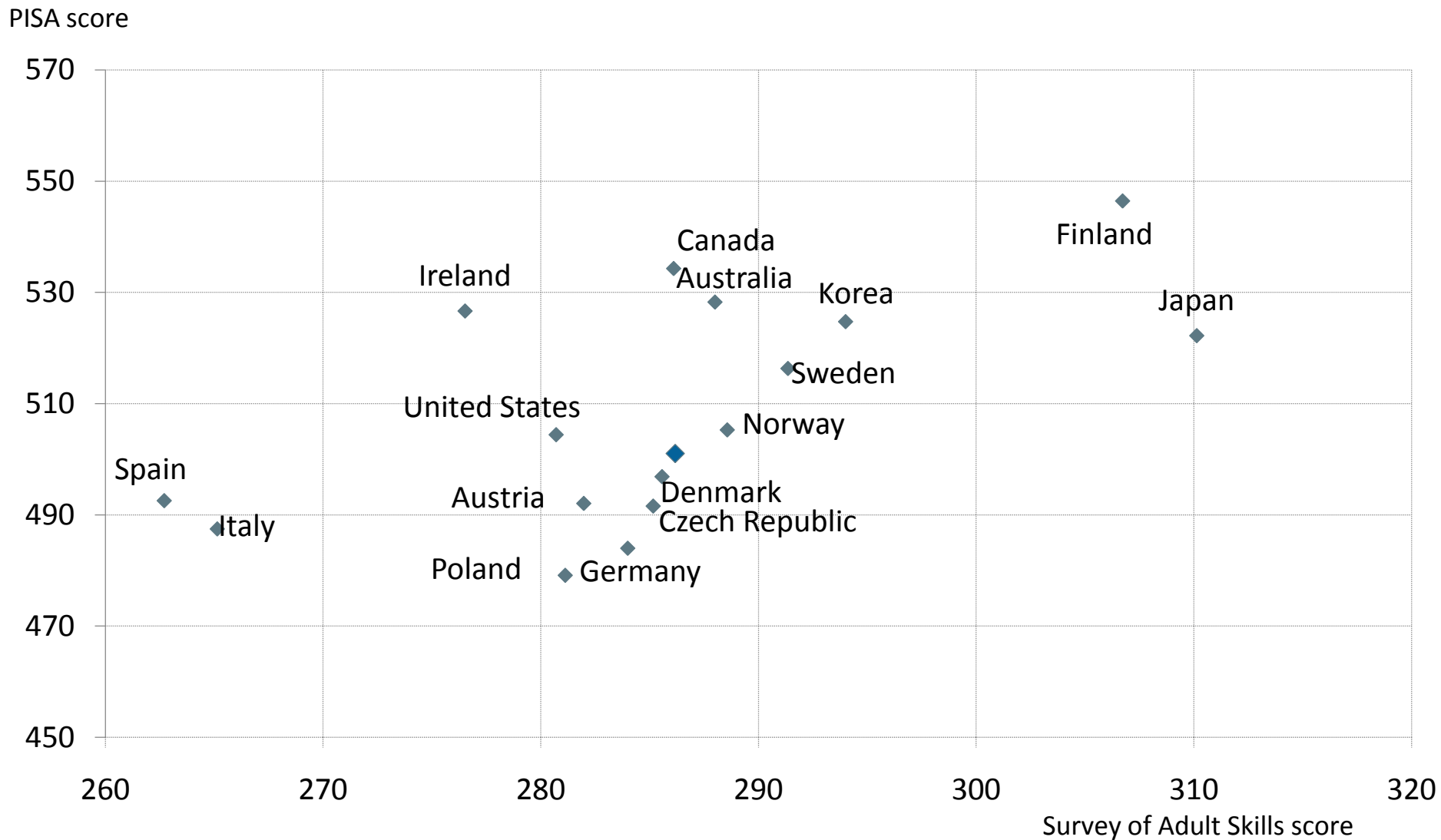
5.6a (N) Mean numeracy proficiency in PISA and in the Survey of Adult Skills

Mean mathematics score in PISA 2003 and numeracy score in the Survey of Adult Skills 2012, 23-25 year-olds

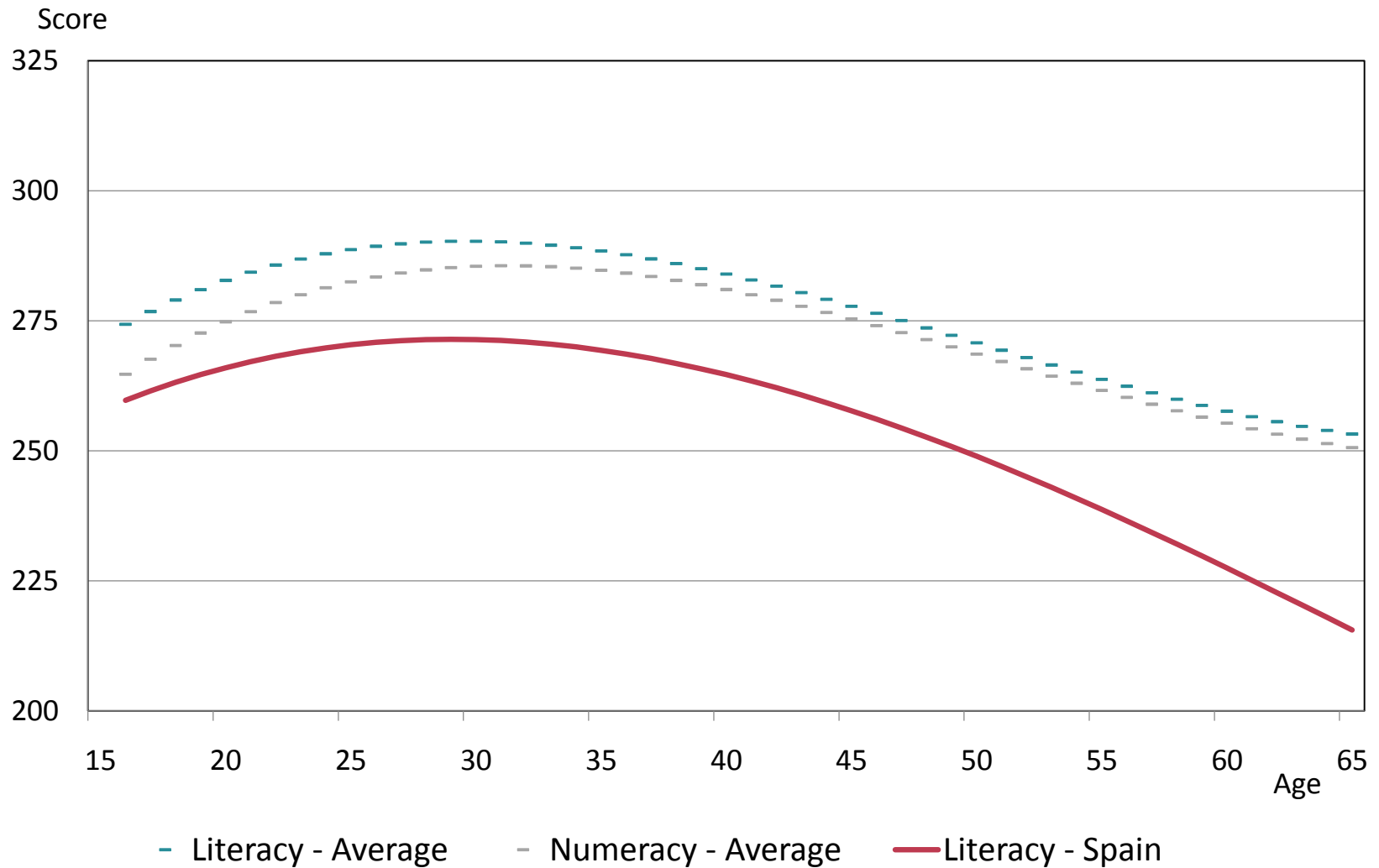


5.6a (L) Mean literacy proficiency in PISA and in the Survey of Adult Skills

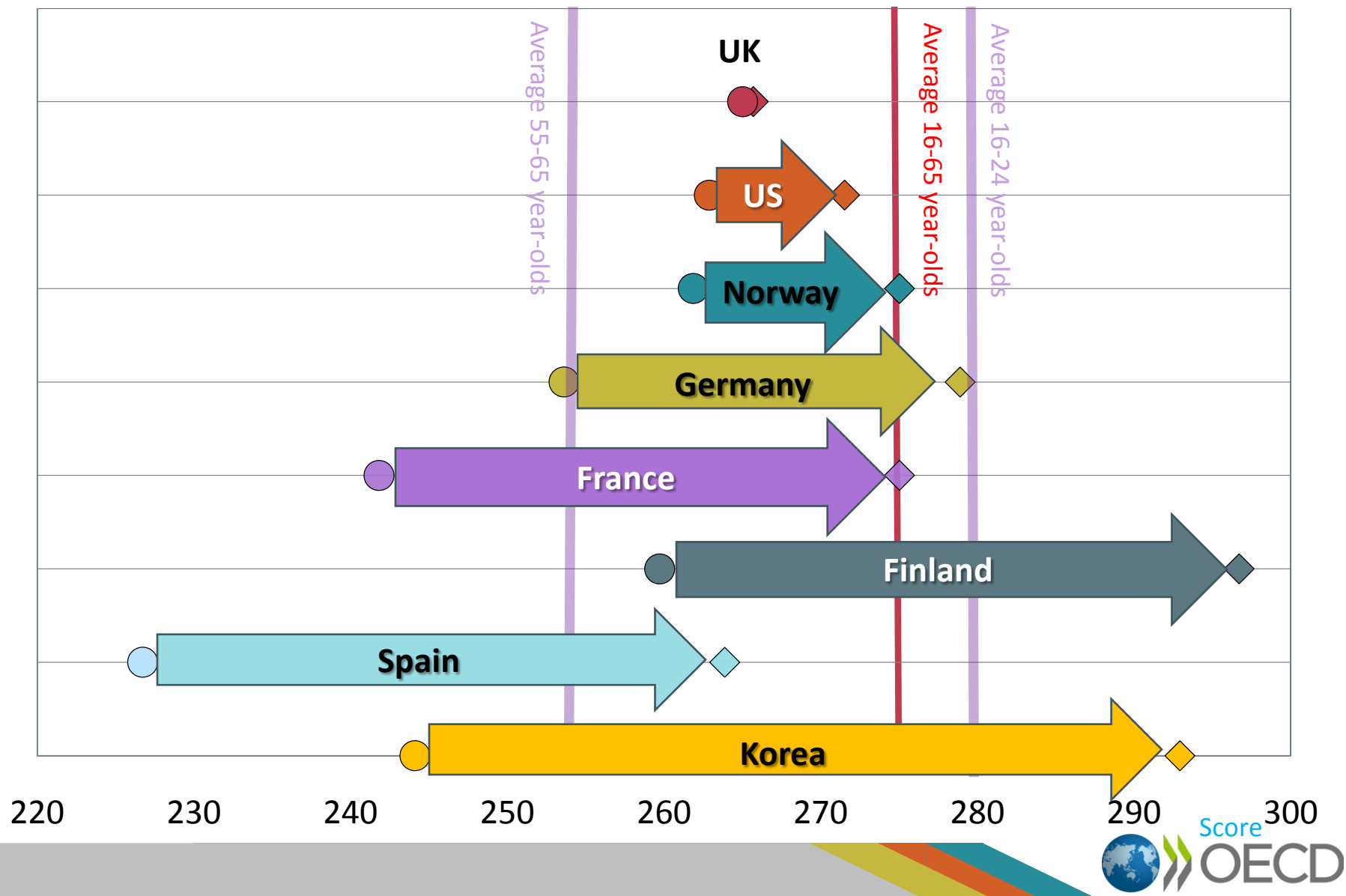
Mean reading score in PISA 2000 and literacy score in the Survey of Adult Skills 2012, 26-28 year-olds



Relationship between skills proficiency and age



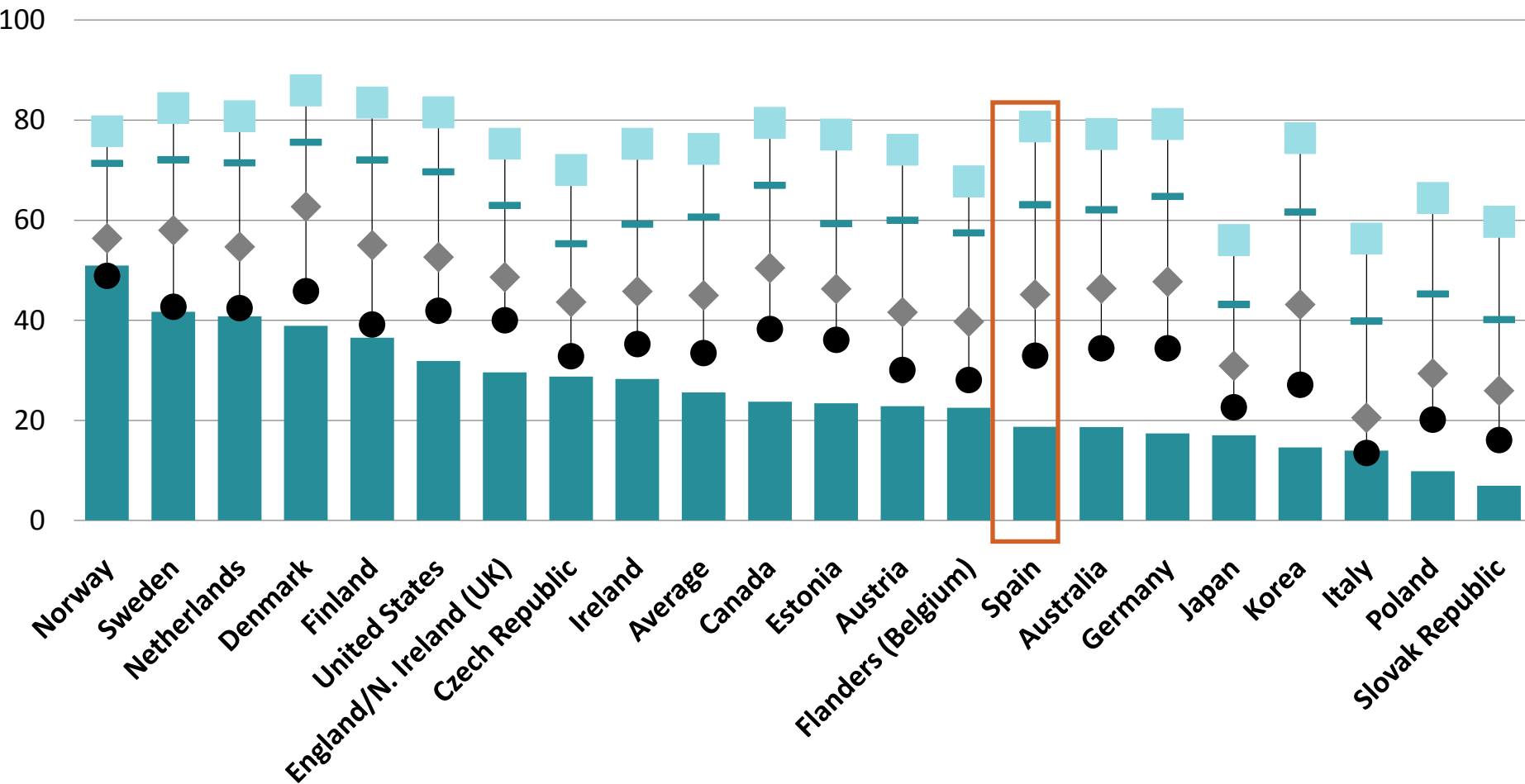
Literacy skills in younger and older generations



5.7 (L) Participation rate in adult education by literacy proficiency levels

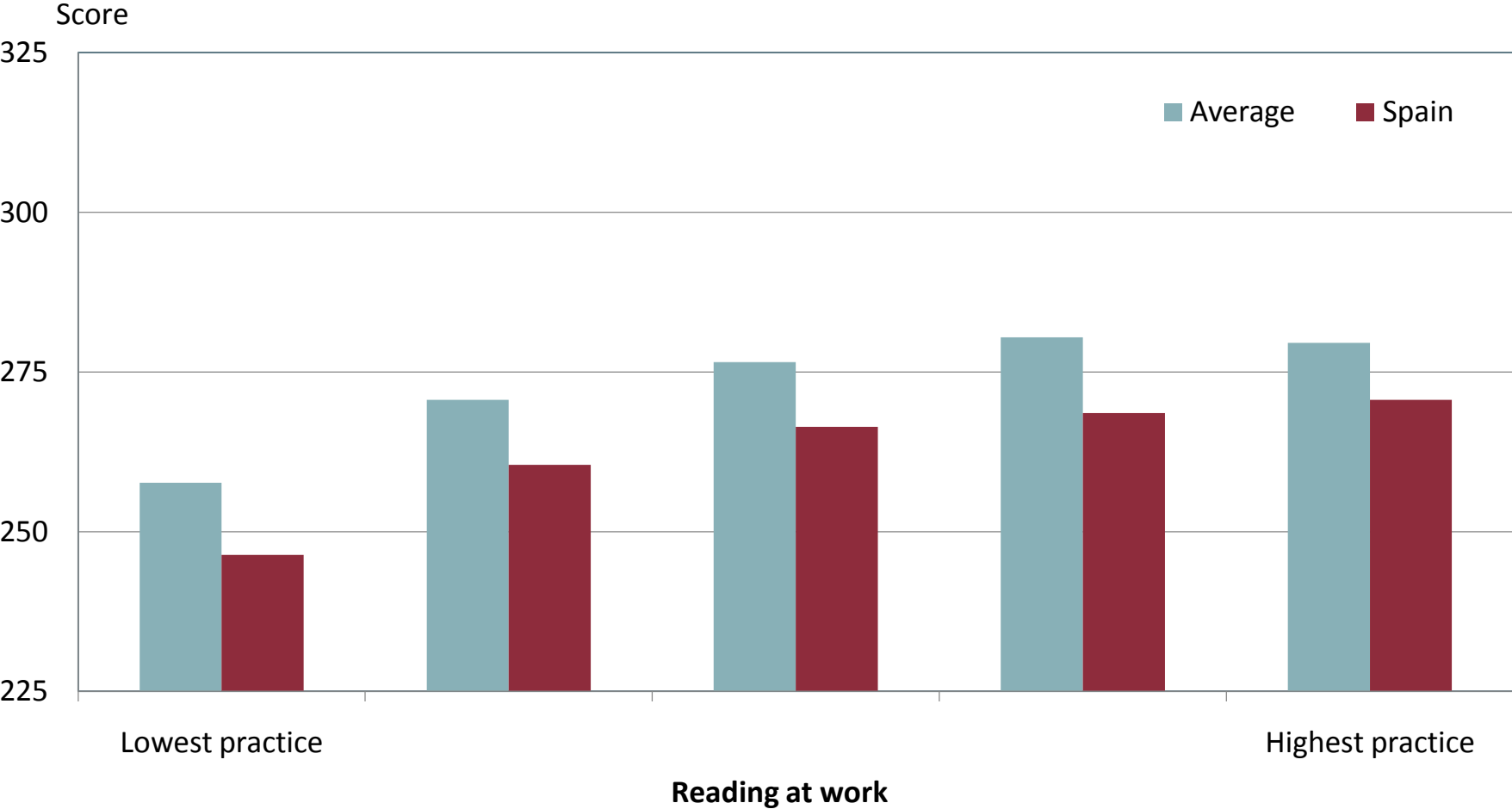
Percent

All adult education and training

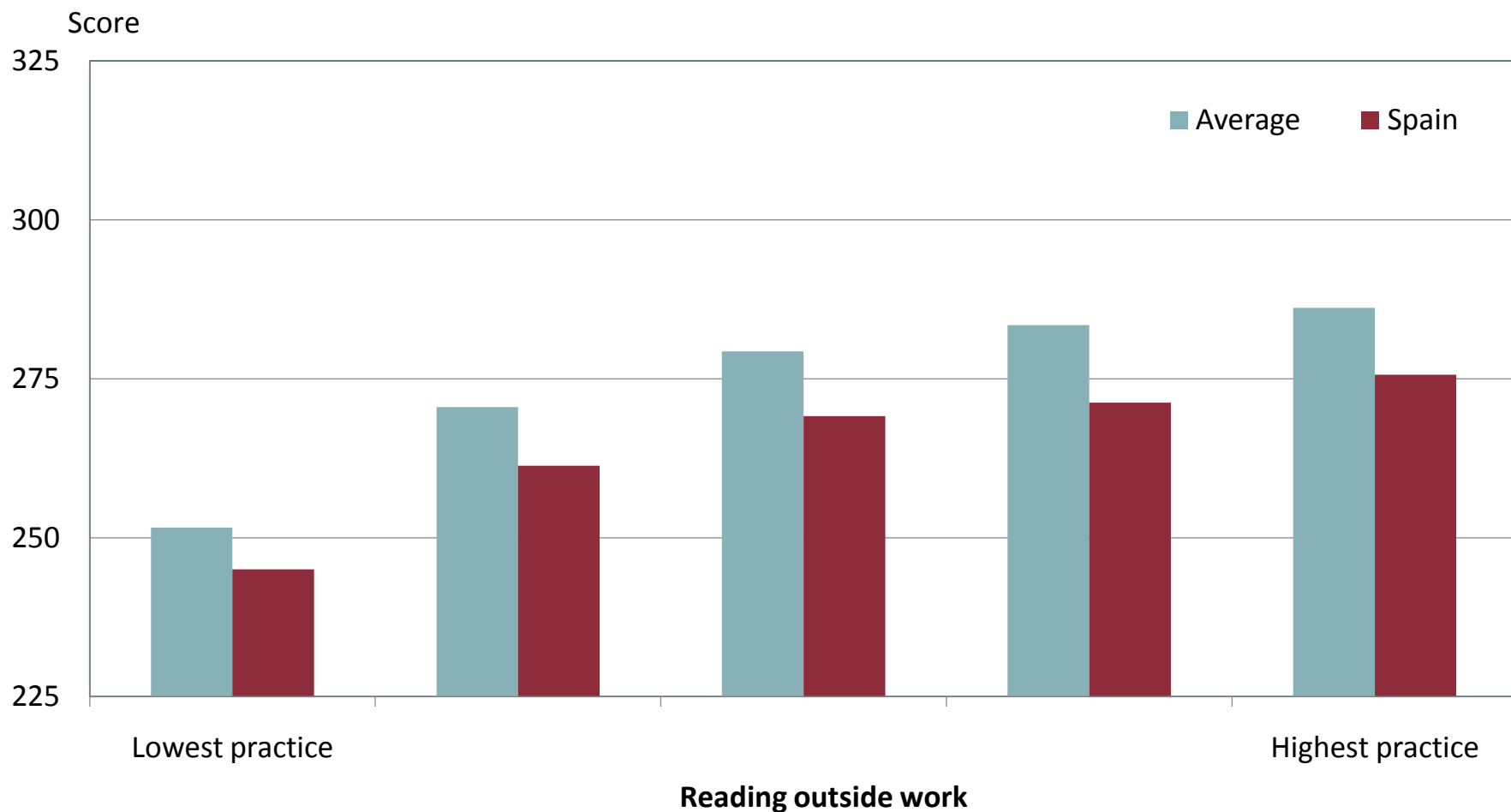


■ Below level 1 ● Level 1 ◆ Level 2 — Level 3 □ Level 4/5

Reading at work and literacy proficiency

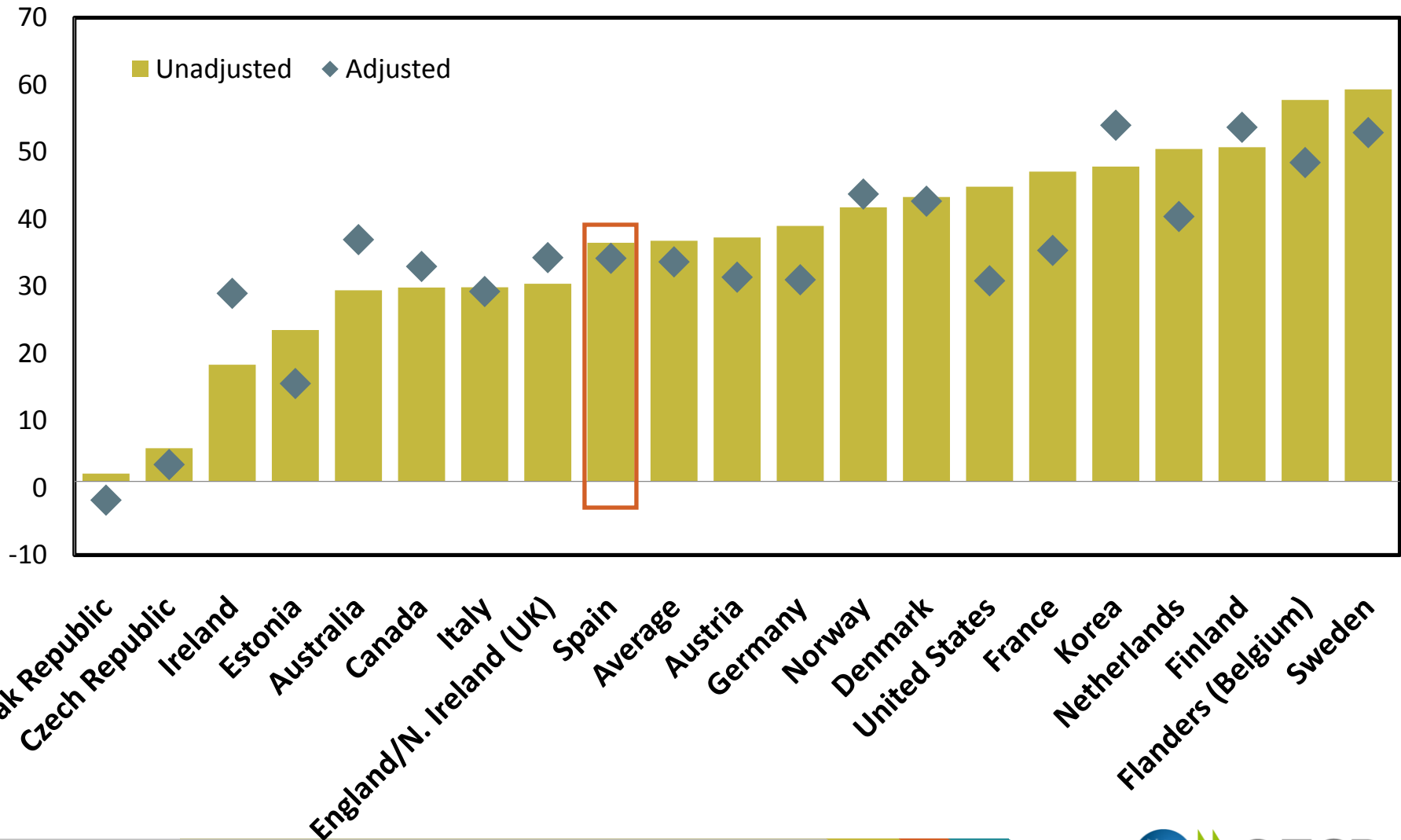


Reading outside work and literacy proficiency

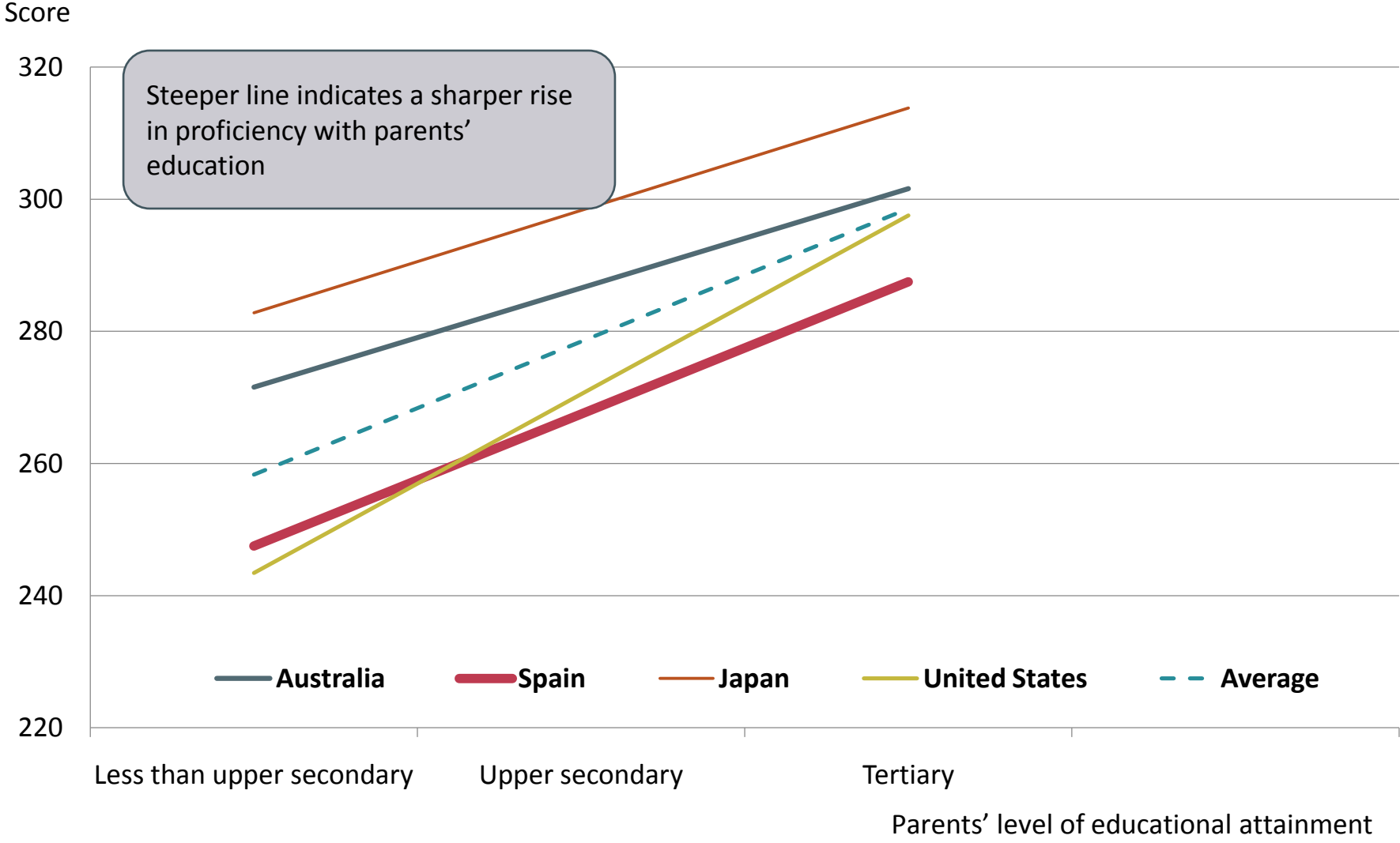


3.14 Literacy proficiency: score differences between native- and foreign-born adults

Score point difference

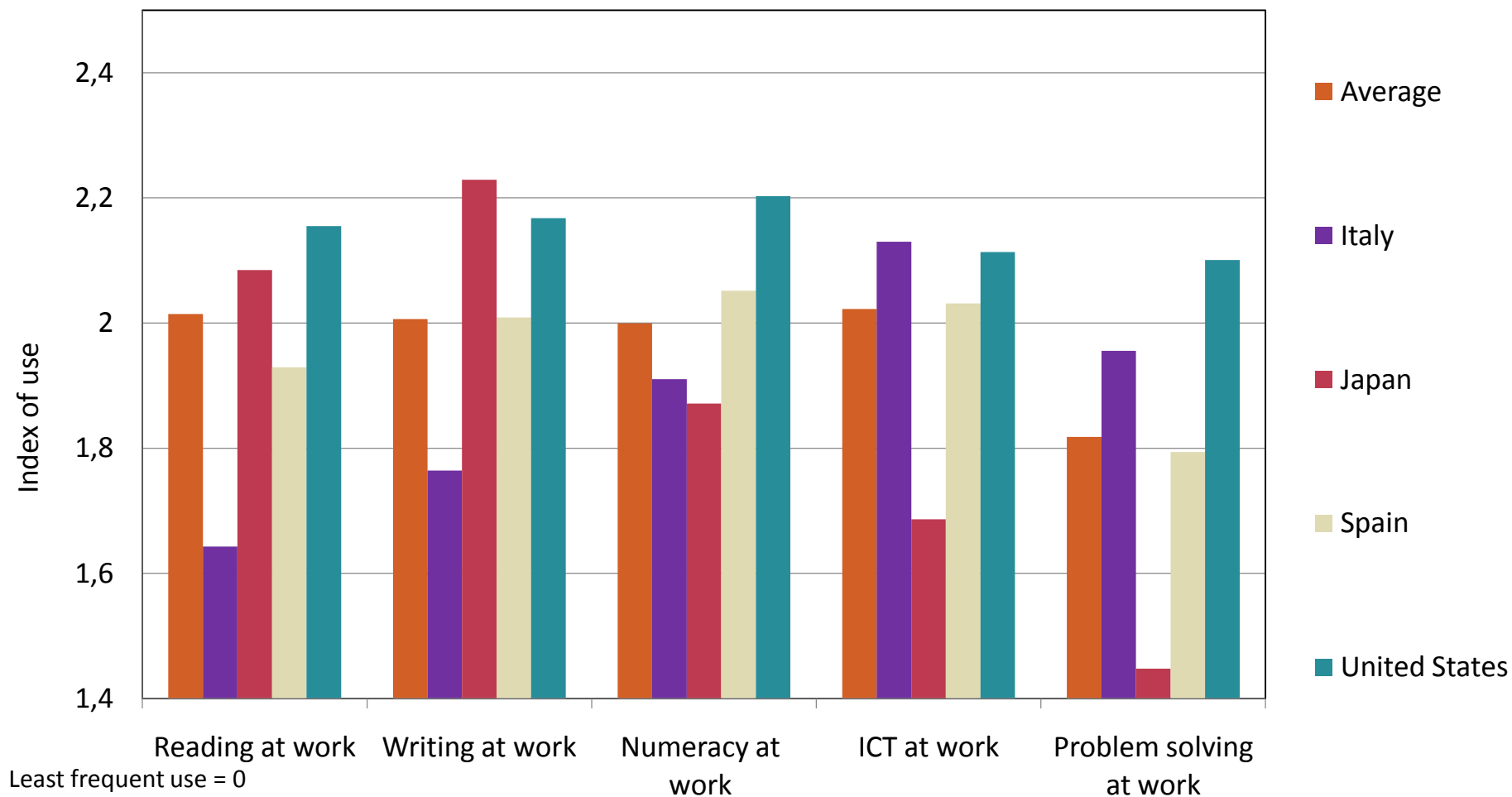


Relationship between literacy proficiency and socio-economic background among adults



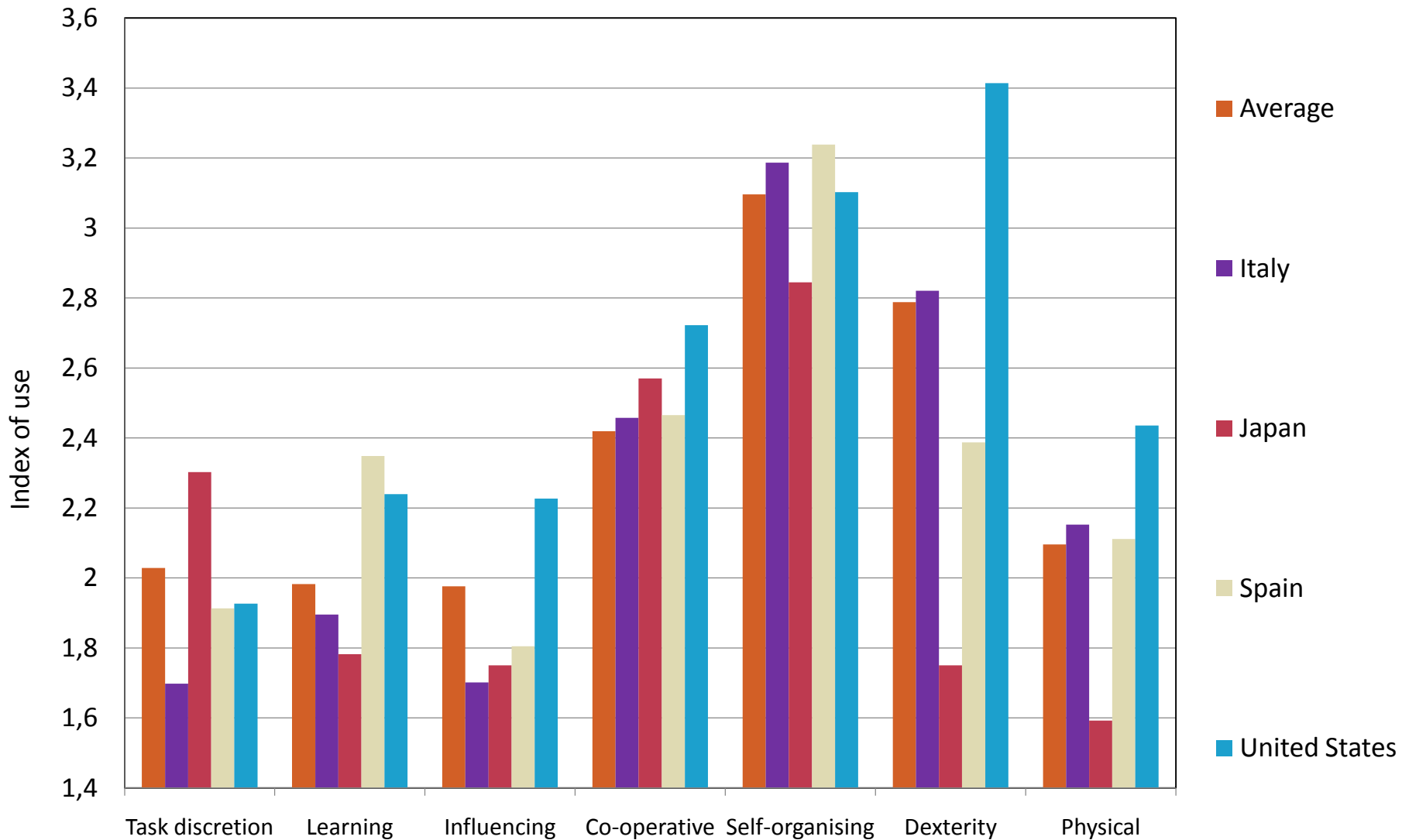
Use of skills at work

Most frequent use = 4



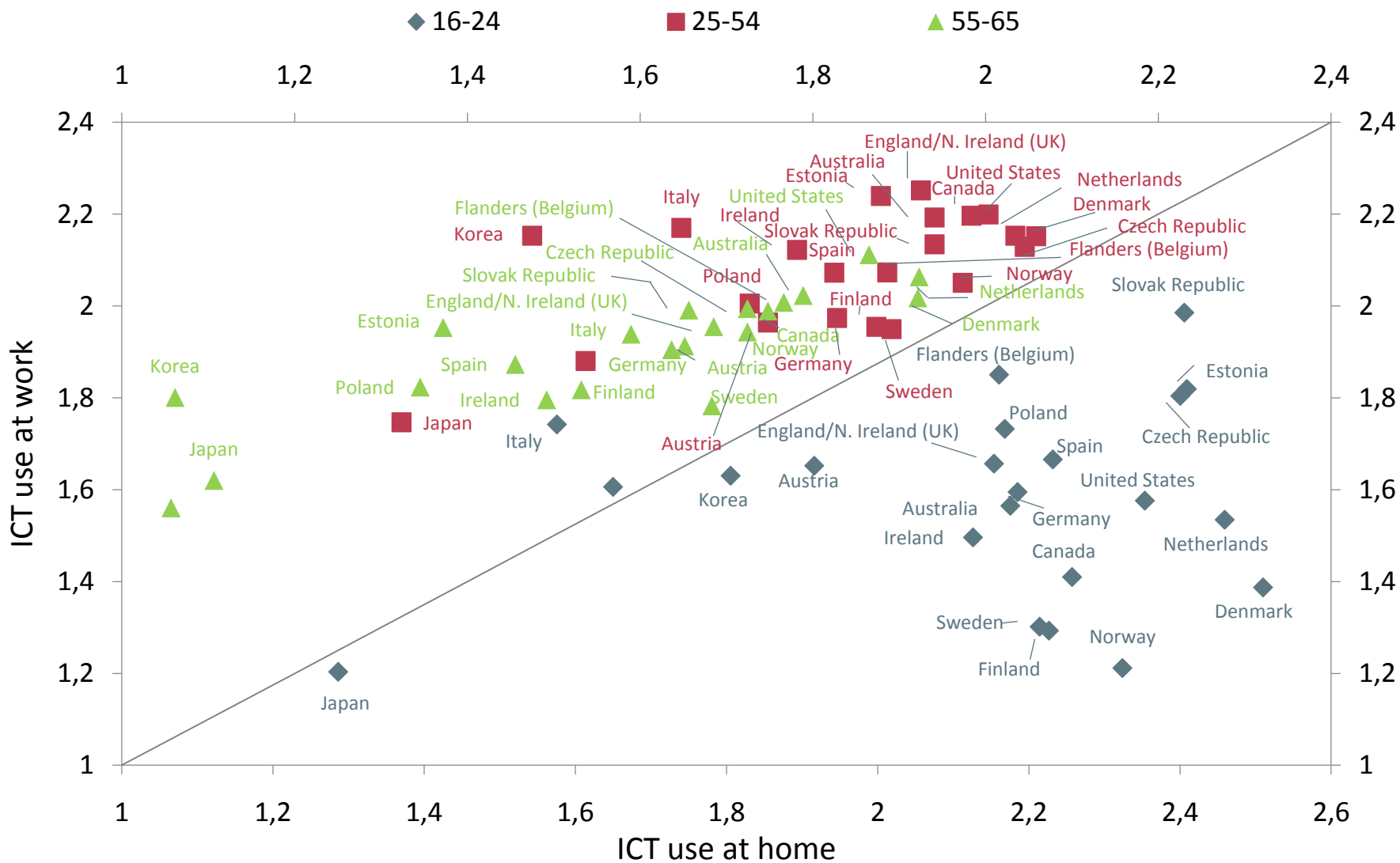
Use of skills at work

Most frequent use = 4

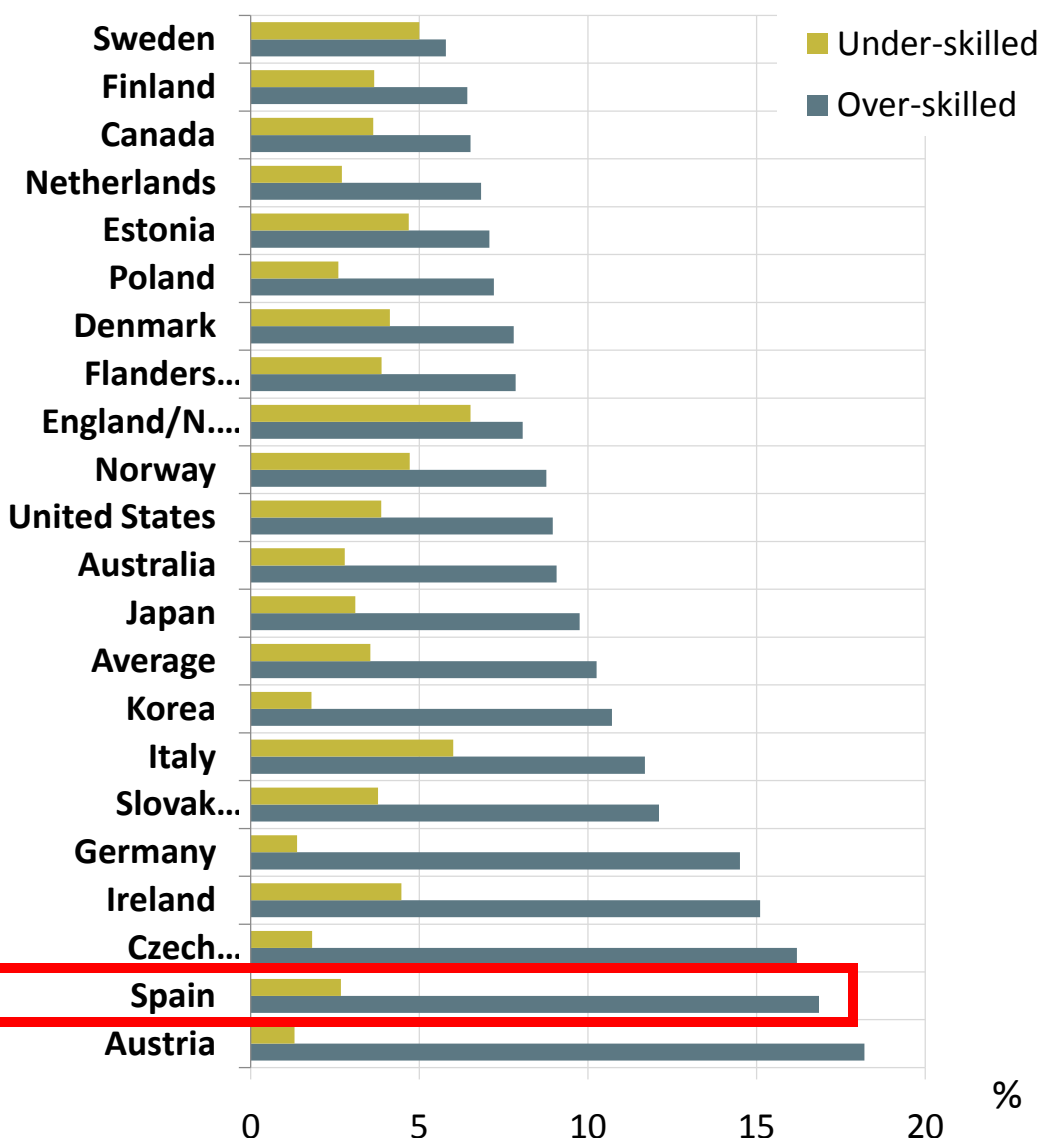
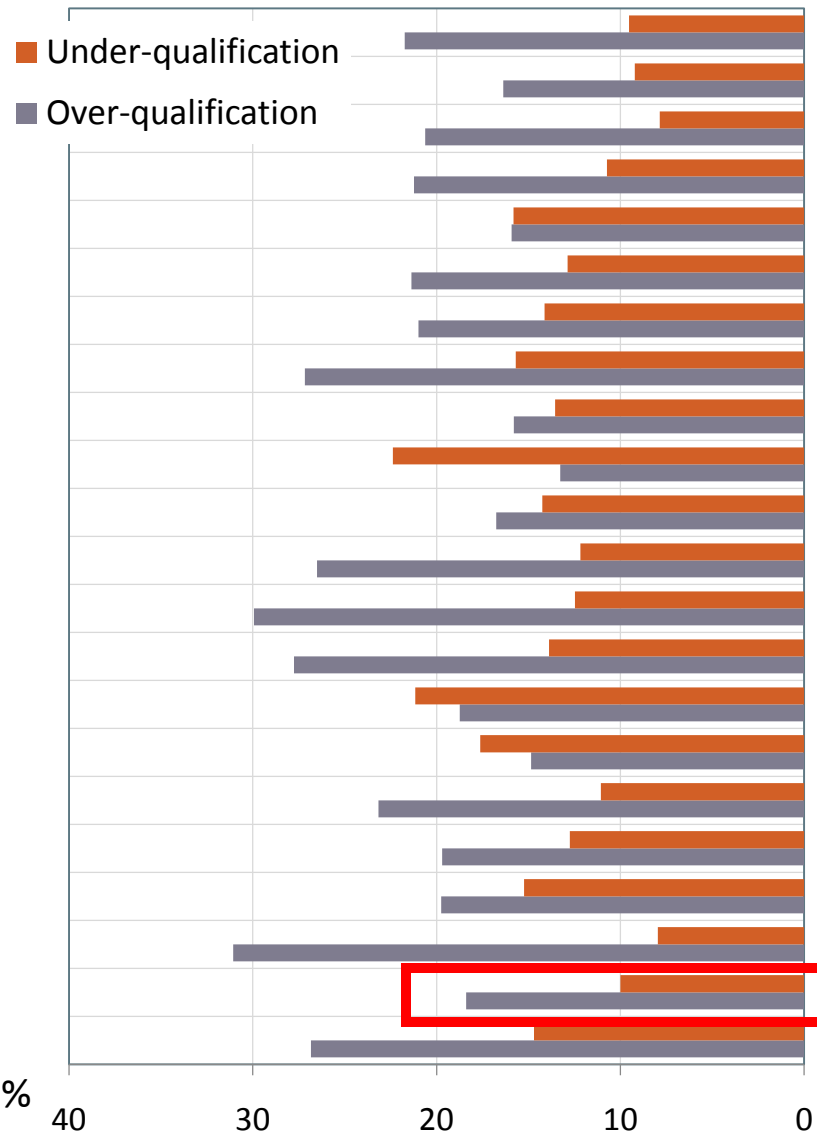


Least frequent use = 0

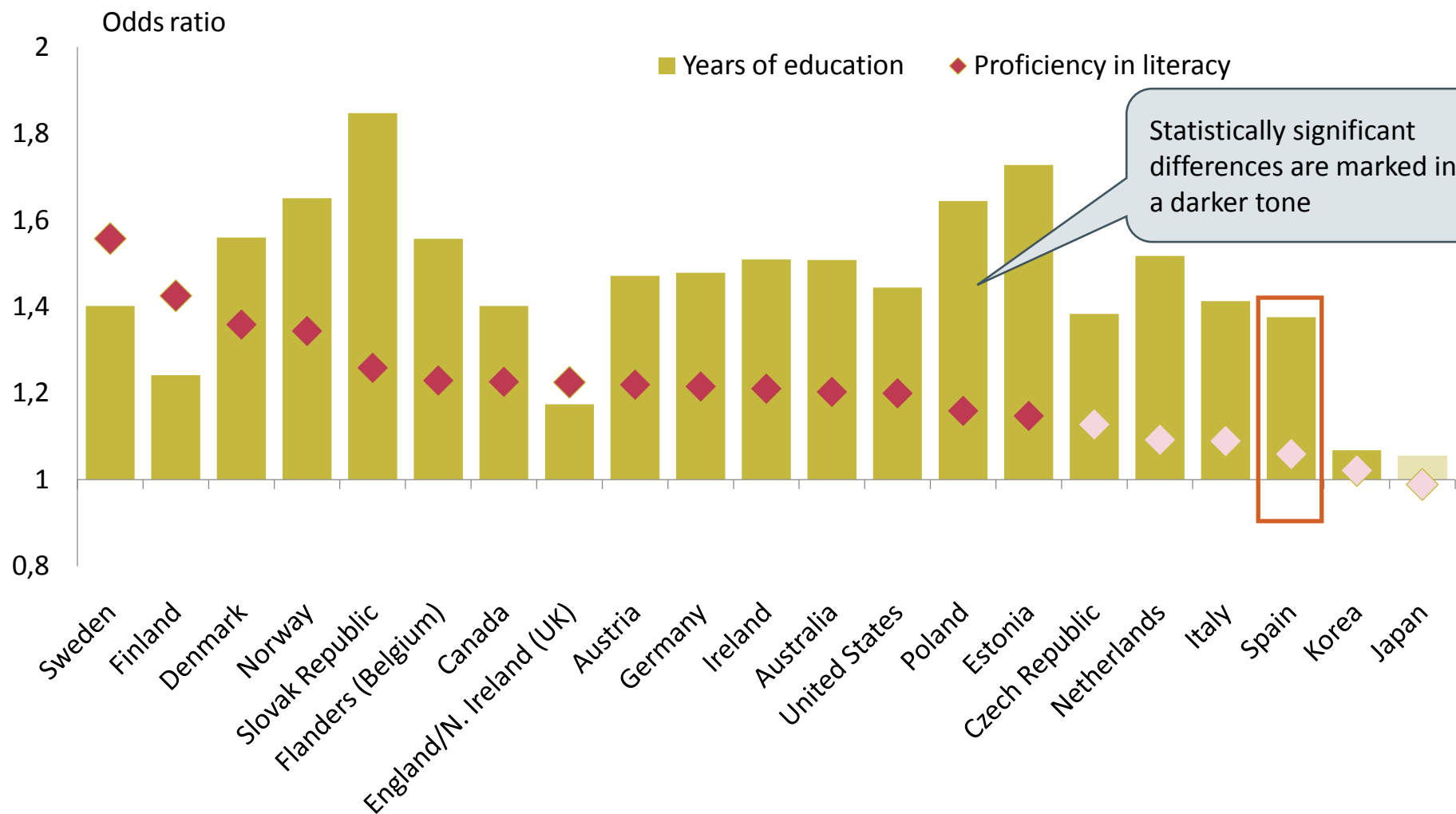
4.10 Mean ICT use at work and at home, by age group



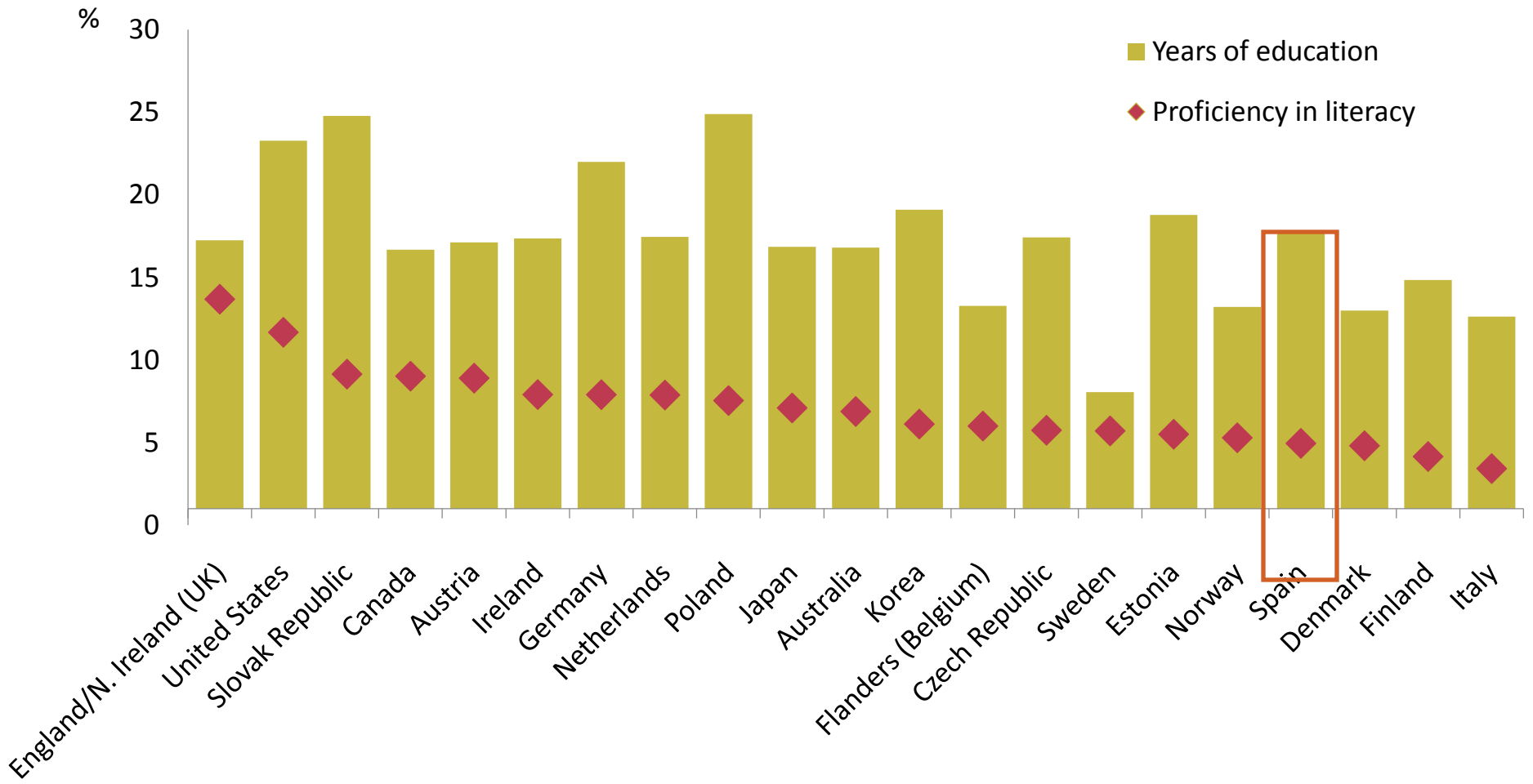
Percentage of workers who are over or under qualified over- or under-skilled in literacy



6.5 The effect of education and literacy on labour market participation



6.7 The effect of education and literacy on wages

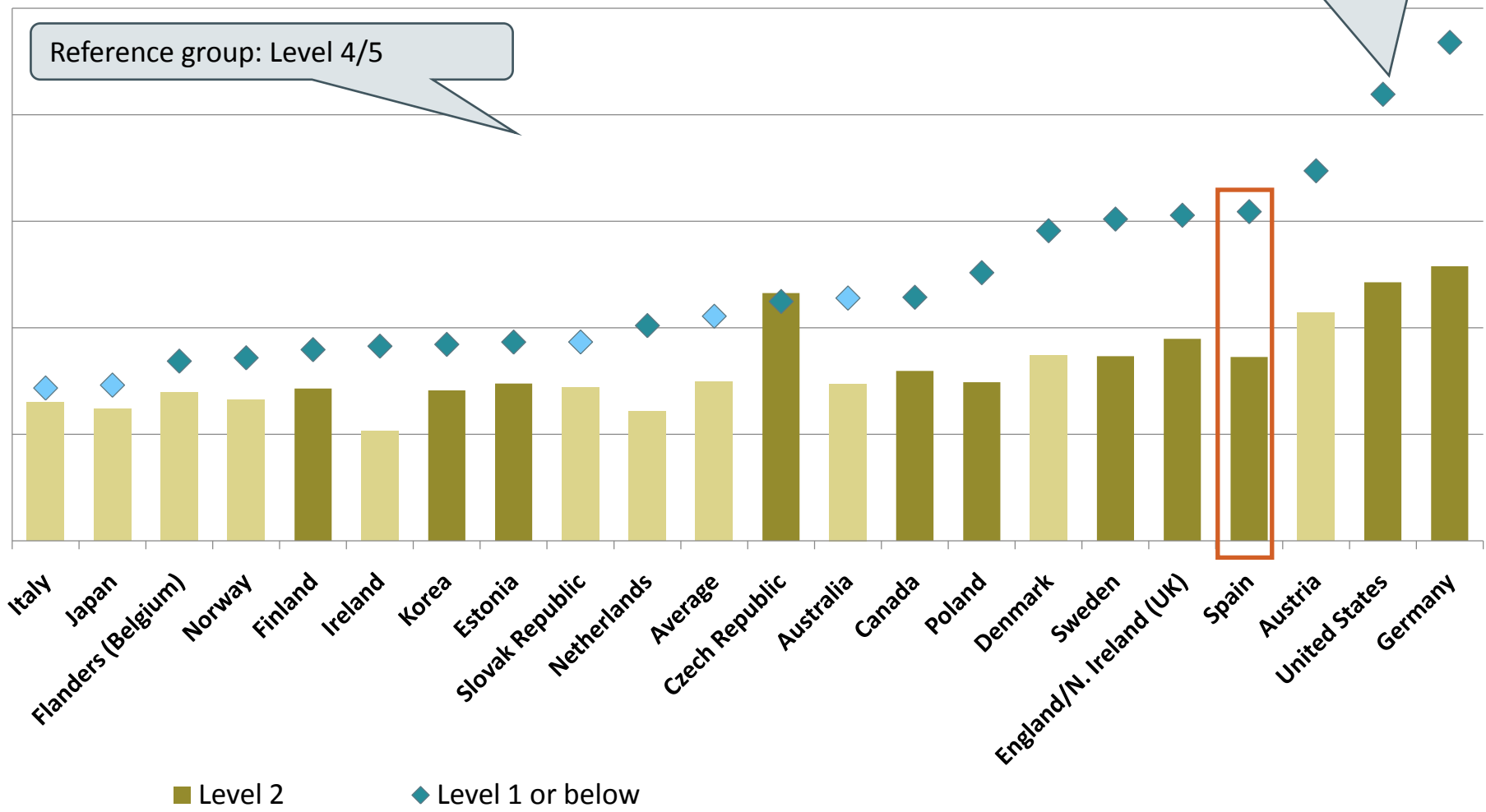


6.13(L) Reported health and literacy proficiency

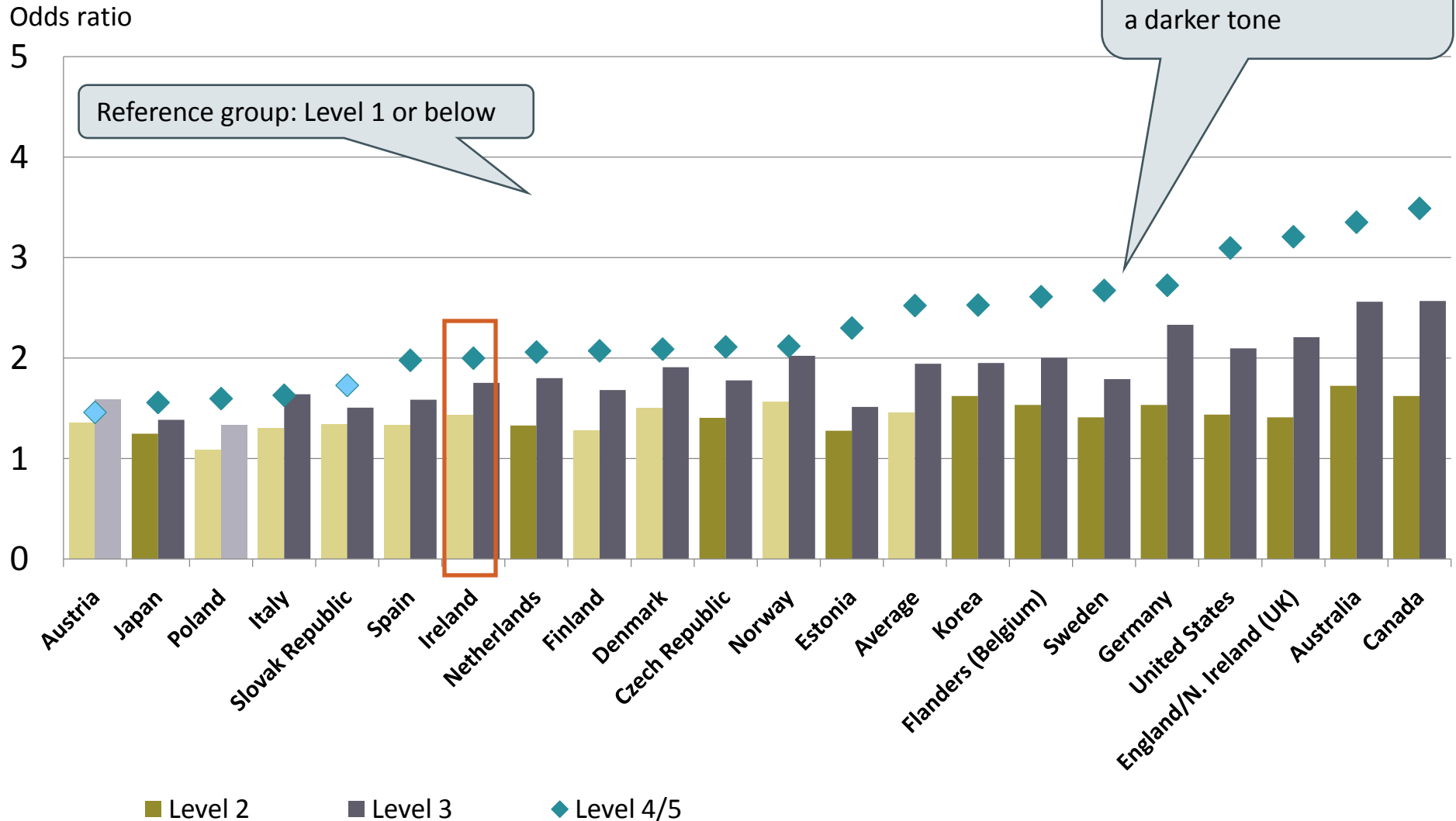
Statistically significant differences are marked in a darker tone

Odds ratio

Reference group: Level 4/5



6.11(L) Volunteering and literacy proficiency



Key issues

- Low levels of proficiency in literacy and numeracy across the adult population
- Young adults perform considerably better than their older compatriots. However, proficiency of young people is still low relative to that of their peers in other participating countries.
- Immigrants have particularly poor skills in the languages of Spain
- Proficiency in literacy and numeracy matters:
 - Higher levels of literacy and numeracy are associated with better chances of employment and higher wages as well as better 'non-economic' outcomes

Data products

Data Explorer

Public Use File (some countries have suppressed or coarsened data)

Background Questionnaire

Codebook

SAS and STATA tools

IEA Data Analyser

Technical Report

Education and Skills On-line (forthcoming)

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