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
## Snapshot: IALS, ALL and PIAAC

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

- Direct Assessment of numeracy skills
- Direct Assessment of literacy skills
- Direct Assessment of problem-solving skills in technology-rich environments (PS-TRE)
- Direct Assessment of reading components
- Survey of skills used at work
- Background Questionnaire (BQ)
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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