

The PIAAC results – what do they mean for basic skills development in Europe?

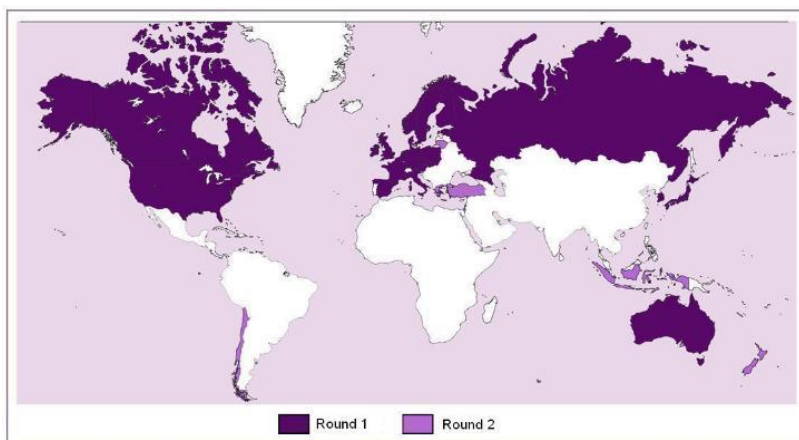
- PIAAC, the basics
- Problems revealed/confirmed by PIAAC
- Key points for policy



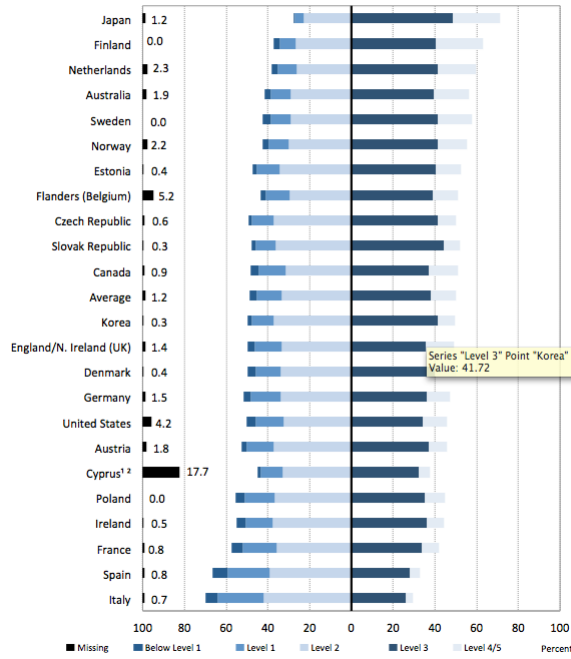


- Adults aged 16–65
- Approx. 5000 persons in each country

Participating countries

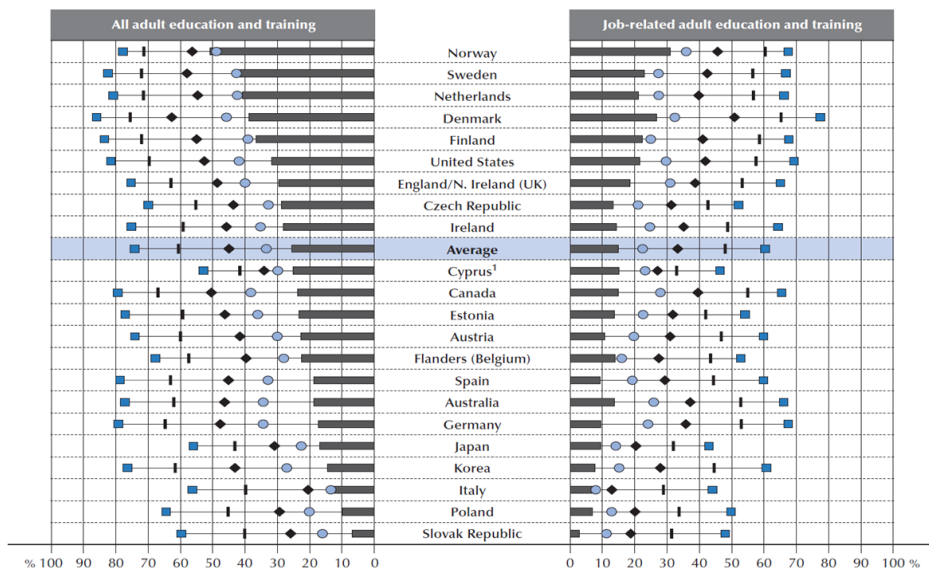


Literacy proficiency among 16-65 years-olds
Percentage of adults scoring at each proficiency level in literacy



Source: Survey of Adult Skills (PIAAC) (2012), Tables A2.1 and A2.2a.

■ Below Level 1 ● Level 1 ◆ Level 2 ▬ Level 3 ■ Level 4/5



What are the challenges?

- The least proficient groups have others issues to deal with as well.
- The high-skilled are progressing well through adult learning, but the low achievers are caught in a «low skills trap»
- Local variations and «mysteries»
- Even in the top performing countries, there are thousands of people with insufficient basic skills.



Norwegian skills policy – an example

- On average, Norway is doing quite well in PIAAC
- Very scarce media coverage on the release of the results in october 2013
- Despite good national results, several hundred thousand Norwegians perform on the lowest levels
- PIAAC results combined with the OECD Skills Strategy Diagnostic Report for Norway have paved the way for a new white paper on lifelong learning.



Key points for policy (from the OECD)

- Provide high-quality education (both initial and lifelong)
- Make life-long learning accessible to all
- Provide training for workers and develop the link between the world of learning and the world of work
- Identify those most at risk of poor skills proficiency



More Key points for policy (still from the OECD)

- Provide easy-to-find information about adult education activities
- Recognize and certify skills proficiency (Education and Skills Online)
- Understand how skills are used at work
- Discussing: who should pay for learning beyond school?



Tinkering toward Utopia

- Research-programs
- Thematic reports
- Systematic reviews
- Dissemination

