PIAAC in Canada

Presentation at a webinar of the Centre for Literacy

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

What is PIAAC?

- OECD initiative to assess skills and competencies of working-age adults across 26 countries, including most EU countries, the US and Australia. Canada is one of 26.
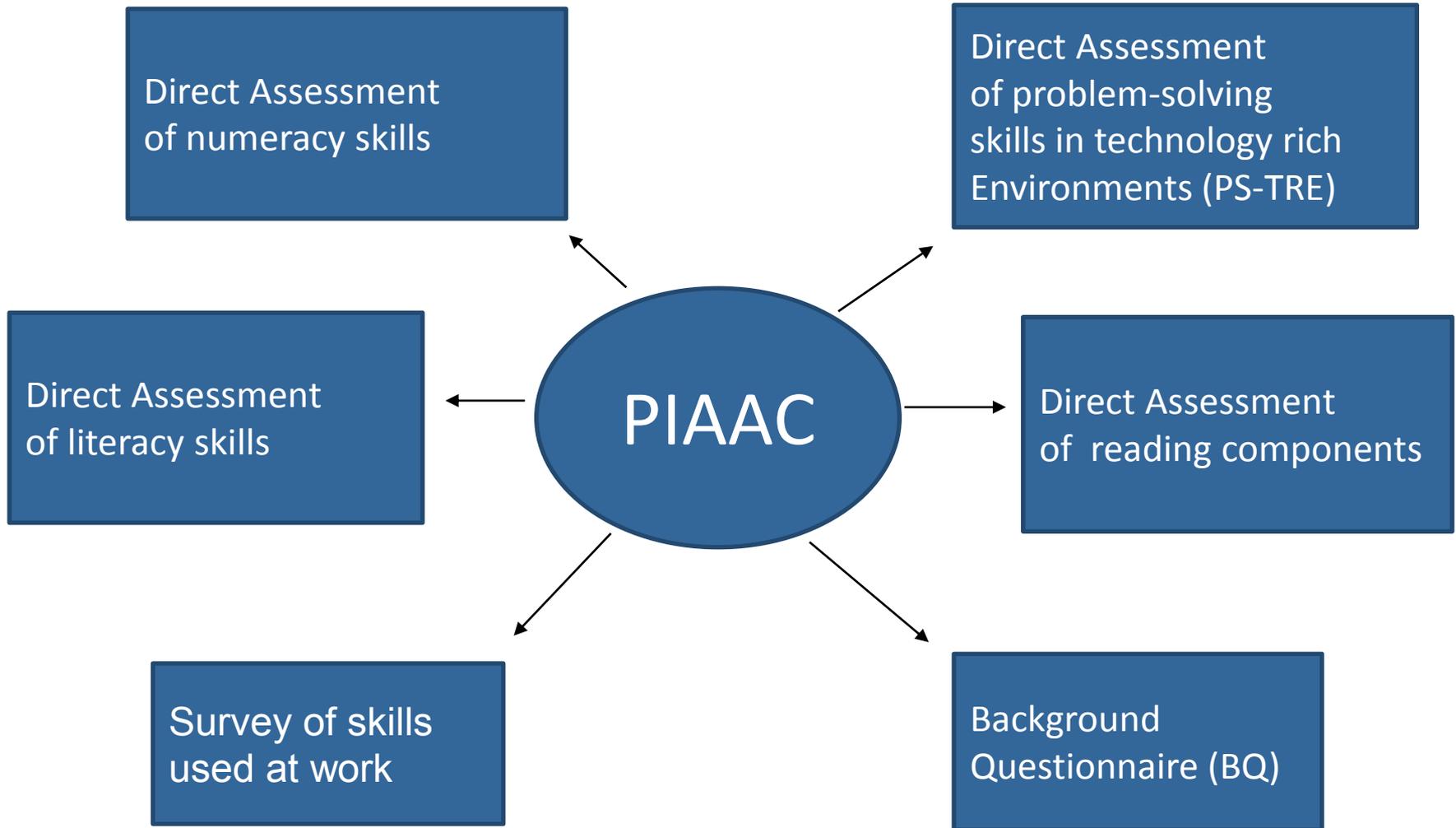
PIAAC will:

- 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

- 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.

Direct Assessment of numeracy skills

Direct Assessment of problem-solving skills in technology rich Environments (PS-TRE)

Direct Assessment of literacy skills

PIAAC

Direct Assessment of reading components

Survey of skills used at work

Background Questionnaire (BQ)

- 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.

- 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.

- 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.

- 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.

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.

Flow Chart PIAAC Background Questionnaire
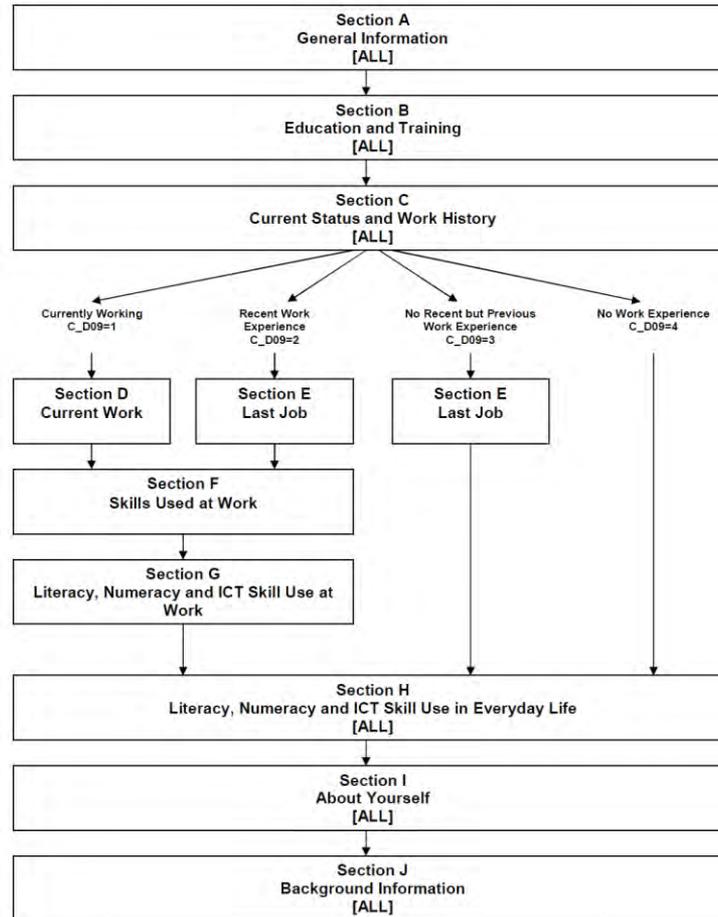
Demographic characteristics

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, immigration category, year of arrival

- Aboriginal status

- Language background and proficiency in both 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) and whether the highest level of schooling was obtained in Canada, and what is the field of study
- The highest level of foreign education, from where, and in which field of study
- Total years of schooling
- Current program and field of study

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 employment contract (Canadian list), required educational qualification for the job (Canadian category), language used most often at work

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:

na

- Largest net sample of all participating countries (approximately 25,000 respondents) in order to provide general population estimates both at the national level (for both official languages), and for each of Canada's 13 provinces and territories.

- Over sampling for targeted population:
  - Recent immigrants
  - Aboriginal populations
  - Official language populations living in minority settings
 - Youth (16-24)

- 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.

Longitudinal Platform

- The **Longitudinal Platform** (LP) is a new Canadian longitudinal data instrument which will contribute to further the understanding of the relationship 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).

Sample size: 30,000 households (gross)

(A)
ISA
Only,
35,000

(C)
Both LISA and
ISA,
15,000 cases

(B)
LISA
Only,
15,000
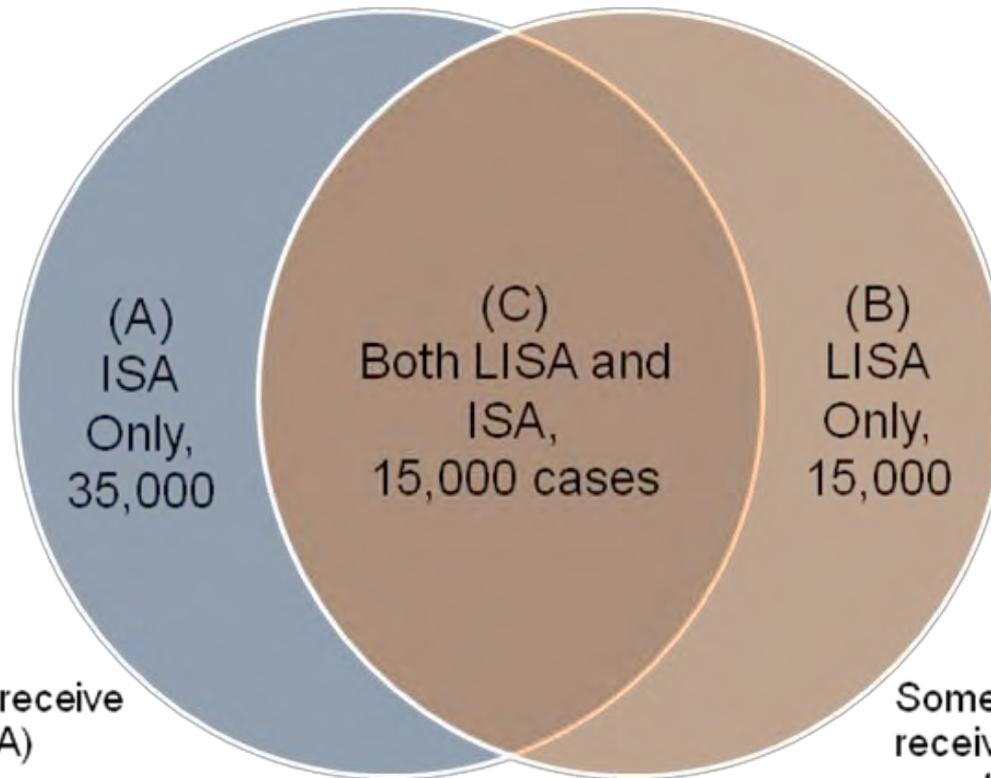
Some households receive
only the PIAAC (ISA)
questionnaire

Some households
receive only the LISA
questionnaire

Some households receive both
questionnaires

- **In a PIAAC household**
  - 1 person aged 16-65 receives a detailed background questionnaire (approximately 1 hour) and the PIAAC assessment (approx. 1 hour)
  - Other household members aged 15+ receive a basic background questionnaire (approx. 20 minutes)
  - Income and employer information from all respondents will be linked from administrative income tax data (T1 and T4 data); information on pension programs will be obtained from Pension Plan in Canada data

- **In a non-PIAAAC 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

Non PIAAC households	PIAAC households	
	PIAAC respondent	Non-PIAAC respondent
Basic Background Questionnaire	**Detailed Background Questionnaire**	**Basic Background Questionnaire**
• Family relationship matrix • Demographics • Education • Labour market and job characteristics • Basic health status • Parent's education status	• Family relationship matrix • Demographics • Education • Labour market and job characteristics • Basic health status • Parent's education status, main job • Skills, Literacy, numeracy and ICT skills at work • Literacy, numeracy and ICT skills in everyday life • General household and respondent information and opinions	• Family relationship matrix • Demographics • Education • Labour market and job characteristics • Basic health status • Parent's education status
	PIAAC assessment	
Additional content		
• Annual labour supply • Retirement • Children • Housing • Subjective well being		
Linked from admin. Data	**Linked from admin. Data**	**Linked from admin. data**
	• 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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