

The logo for ISFOL, consisting of the letters 'ISFOL' in a blue, serif font. To the right of the text is a large, white, stylized graphic element that resembles a thick, curved line or a partial circle, partially overlapping the text.

## Regional Comparative Analysis of Regional Policies for Adult Learning

SVIMEZ

Consortium Meeting  
29-30 May 2014

*The OECD Programme for the International Assessment of Adult Competencies: empirical evidences for future policy-challenges*

**Simona Mineo**  
Ricercatore Isfol

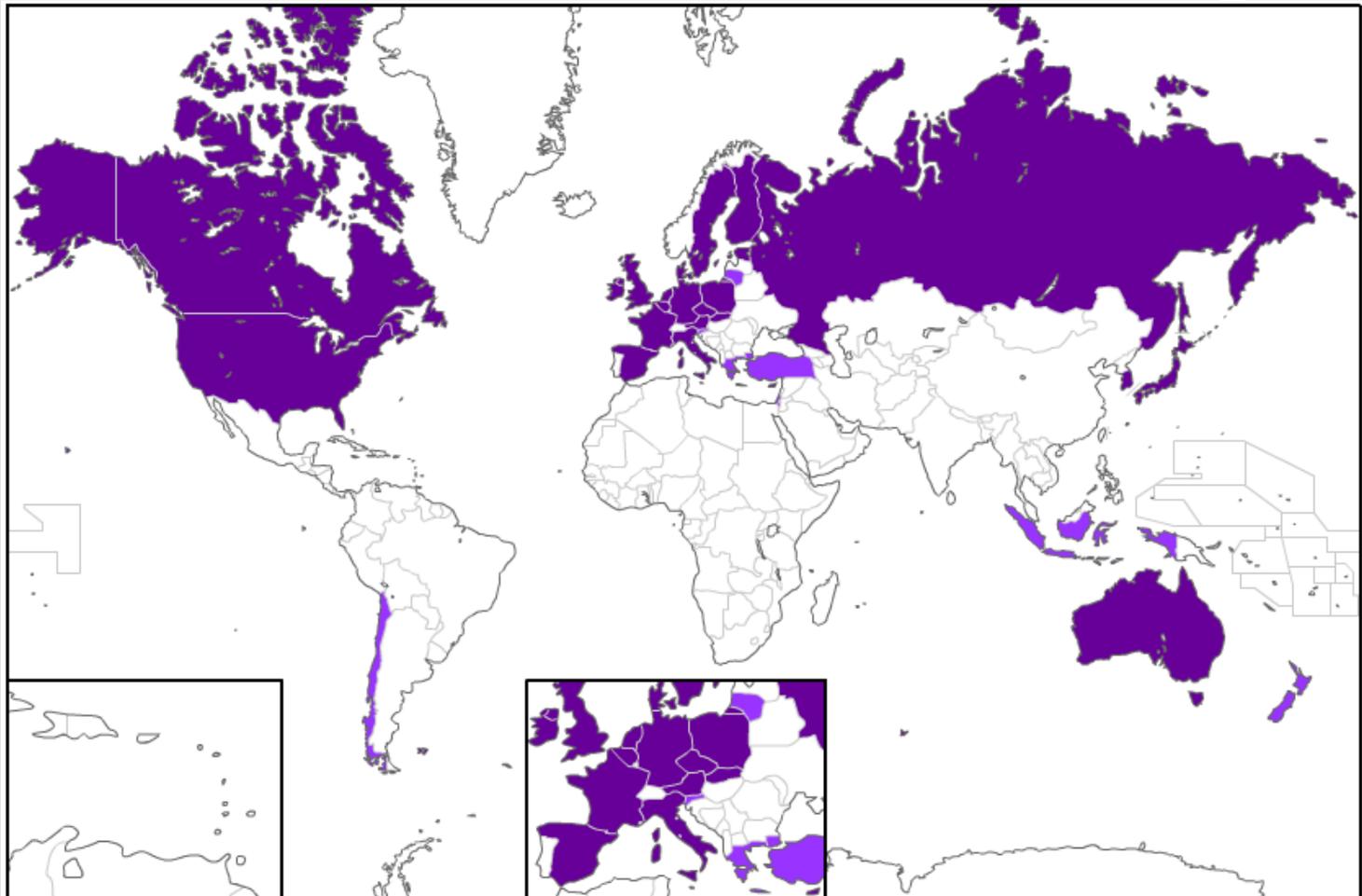
## PIAAC (*Programme for the International Assessment of Adult Competencies*)



- **PIAAC is the most comprehensive international household-based survey ever implemented.** The Survey of Adult Skills (PIAAC) assesses the proficiency of adults in literacy, numeracy and problem solving in technology-rich environments. These are considered to be “key information-processing skills” in that they are:
  - necessary for fully integrating and participating in the labour market, education and training, and social and civic life;
  - highly transferable, in that they are relevant to many social contexts and work situations;
  - “learnable” and, therefore, subject to the influence of policy.
- The **target population** for the survey was the non-institutionalised population, **aged 16-65 years**, residing in the country at the time of data collection, irrespective of nationality, citizenship or language status

**PIAAC has been underway in Italy under the scientific responsibility of ISFOL, commissioned by the Ministry of Employment and Social Policies.**

## PIAAC in the world



FOL

■ **Round 1:** Australia, Austria, Belgium (Flanders), Canada, Czech Republic, Denmark, Estonia, Finland, France, Germany, Ireland, **Italy**, Japan, Korea (Republic of), Netherlands, Norway, Poland, Slovak Republic, Spain, Sweden, United Kingdom (England and Northern Ireland), and United States; and two partner countries – Cyprus and Russian Federation.

■ **Round 2:** Chile, Greece, Indonesia, Israel, Lithuania, New Zealand, Singapore, Slovenia, Turkey

# Agenda



- 1. The Main Elements of the Survey**
- 2. Computer delivery platform**
- 3. Summary of results**
- 4. The policy challenges**



# The Main Elements of the Survey

BQ

- Demographic characteristics and background
- Educational attainment and participation in learning activities
- Labour-force status and employment
- Social outcomes
- Literacy and numeracy practices and the use of skills

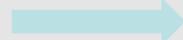
Module on  
skills use

- Cognitive skills – reading, writing, numeracy and problem solving
- Technology skills – ICT
- Interaction skills – co- operation, influencing
- Learning skills – learning
- Organisation skills – organisation and planning
- Physical skills – physical requirements: use of gross and fine motor skills

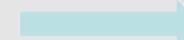
DA

- Literacy
- Numeracy
- Reading Components (optional)
- Problem-solving in technology rich Environments (optional)

# Computer delivery platform



PIAAC VM



PIAAC\_IT\_MS\_VM\_0308\_002 - VMware Player

Scrivi un commento (F4) Visualizza calendario (F7) Avanti

Devo verificare alcune informazioni:

[CI\_Name] Il nome  
Nome dell'intervistato: Famiglia 240840013 Lara

[CI\_Gender] Il genere  
 < 01 > Maschio  < 02 > Femmina

[CI\_Month] Il mese di nascita  
 < 01 > Gennaio  < 02 > Febbraio  < 03 > Marzo  
 < 04 > Aprile  < 05 > Maggio  < 06 > Giugno  
 < 07 > Luglio  < 08 > Agosto  < 09 > Settembre  
 < 10 > Ottobre  < 11 > Novembre  < 12 > Dicembre

[CI\_Year] L'anno di nascita  
Anno: 1973

[CI\_Age] L'età  
Età dell'intervistato: 37

[CI\_Telephone] Il numero di telefono

Istruzioni per l'intervistatore  
Non inserire il prefisso internazionale, inserire il prefisso di zona e il numero di telefono completo senza separatori  
Numero di telefono dell'intervistato:

[CI\_Address] Il suo indirizzo

Istruzioni per l'intervistatore

Background Questionnaire

Preview - Mozilla Firefox

http://login.piaac-portal.de/genera/eTesting/delivery/compiled/debug/start\_item.php

Unità 1 - Domanda 1/3

Guardare il grafico sulle insegnanti in Europa. Fare clic sul grafico per rispondere alla domanda seguente.

Qual è la percentuale di donne attive nell'insegnamento in Grecia?

**POCHE LE DONNE OLANDESI IN CATTEDRA**

Rispetto agli altri stati, in Olanda la percentuale di donne insegnanti è molto più bassa. Nella maggior parte degli altri paesi, la maggioranza degli insegnanti è costituita da donne. Tuttavia, se includiamo i dati relativi agli ispettori e ai dirigenti scolastici, la percentuale scende notevolmente e le donne risultano in minoranza in tutti i paesi.

Percentuale di donne insegnanti (scuola dell'infanzia, elementari e medie).

Assessment

## Computer delivery platform



**PIAAC was the first large-scale assessment delivered on a laptop computer to respondents in their homes.**

The integration of the 3 components (Case Management System, Virtual Machine e TAO platform) address the following issues:

- all countries fully met the required quality standards;
- test and evaluate the functioning of the cognitive portion of the delivery platform, particularly response capturing and automatic scoring;
- test and evaluate the functioning of the CAPI system, particularly the flow of questions and efficiency of the system in capturing information.

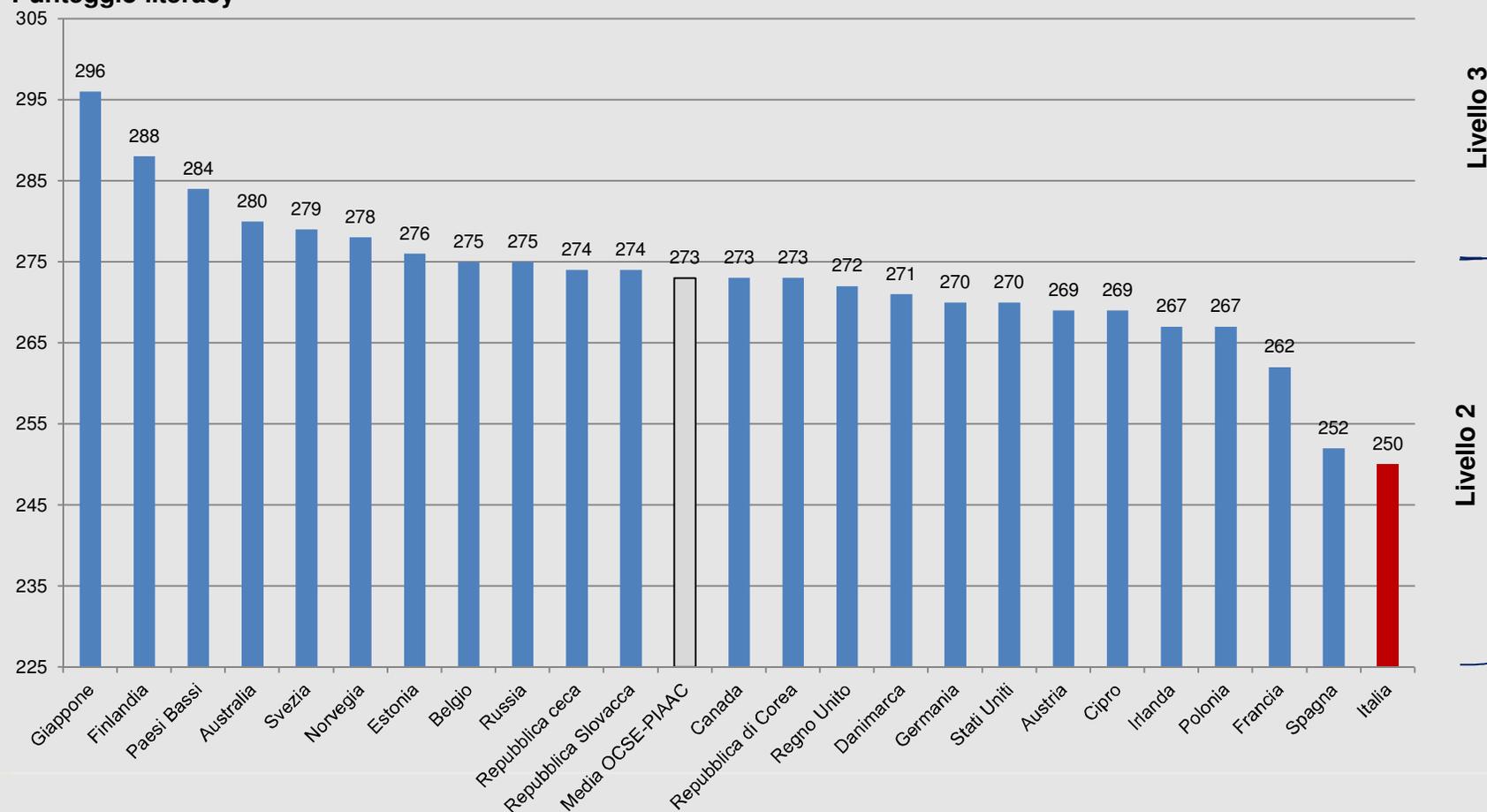
**Overview of the quality**



# The level and distribution of skills across country


 ISFOL

Punteggio literacy

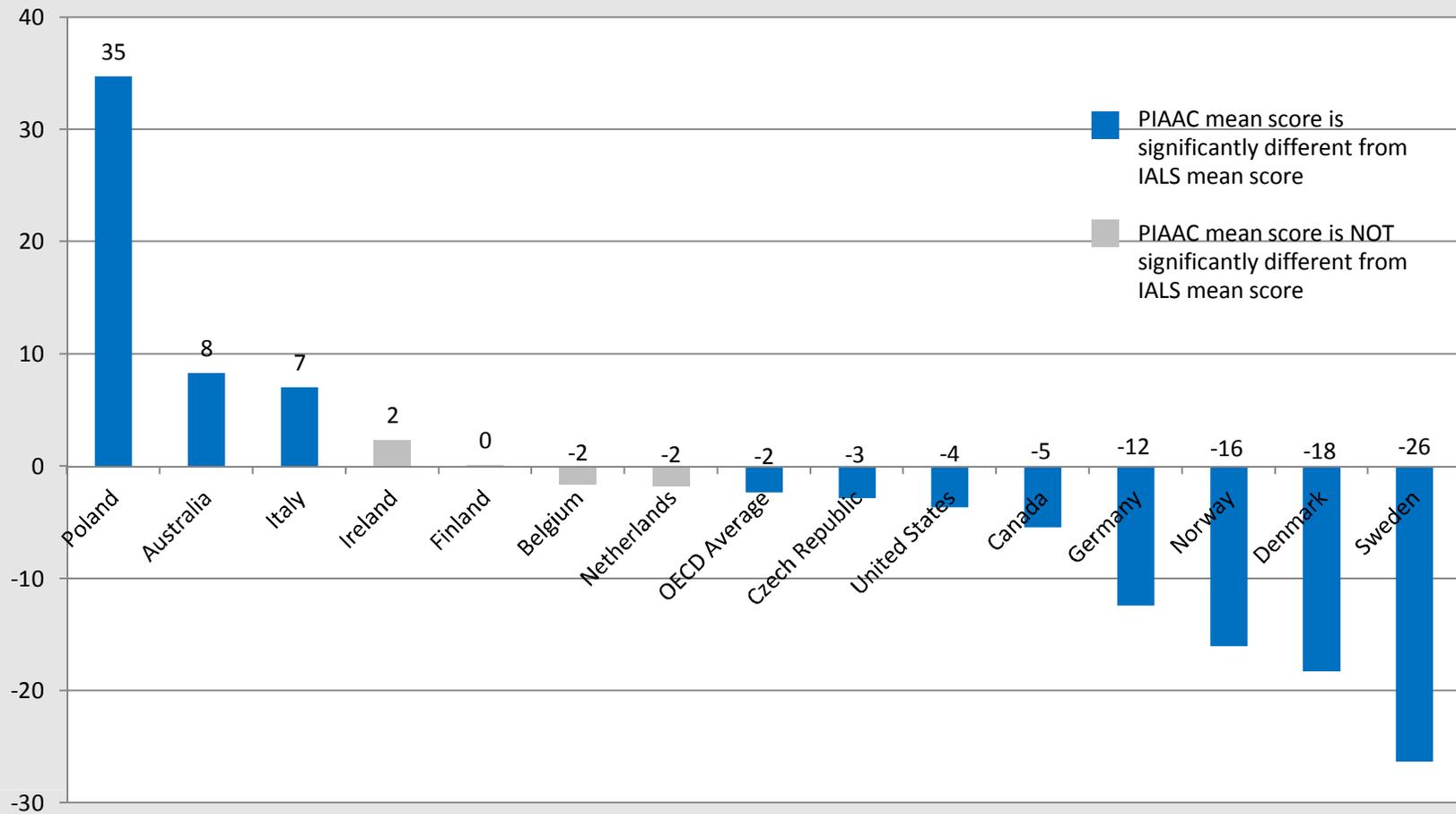


# The level and distribution of skills across country



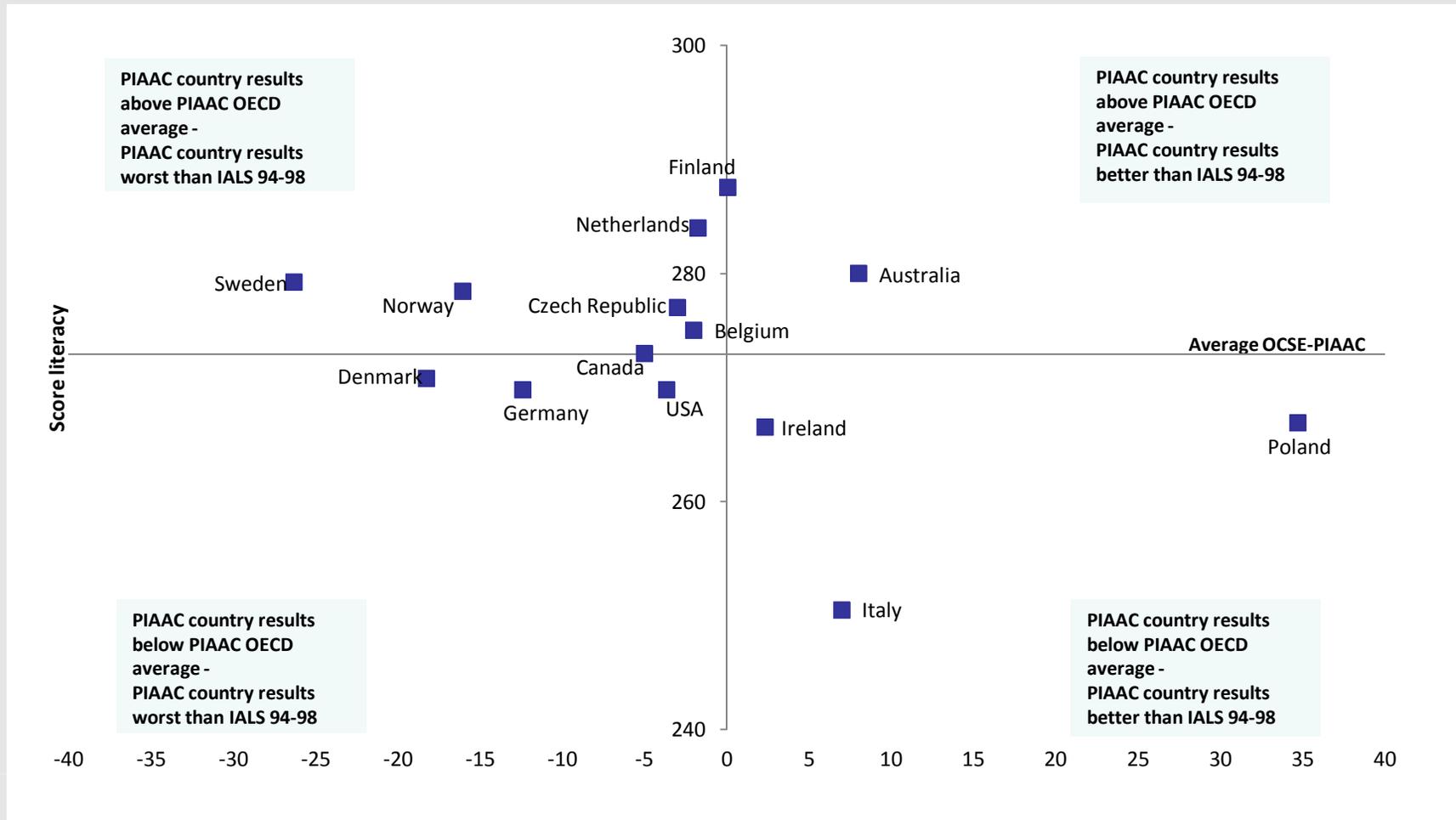


# The adult proficiency across survey





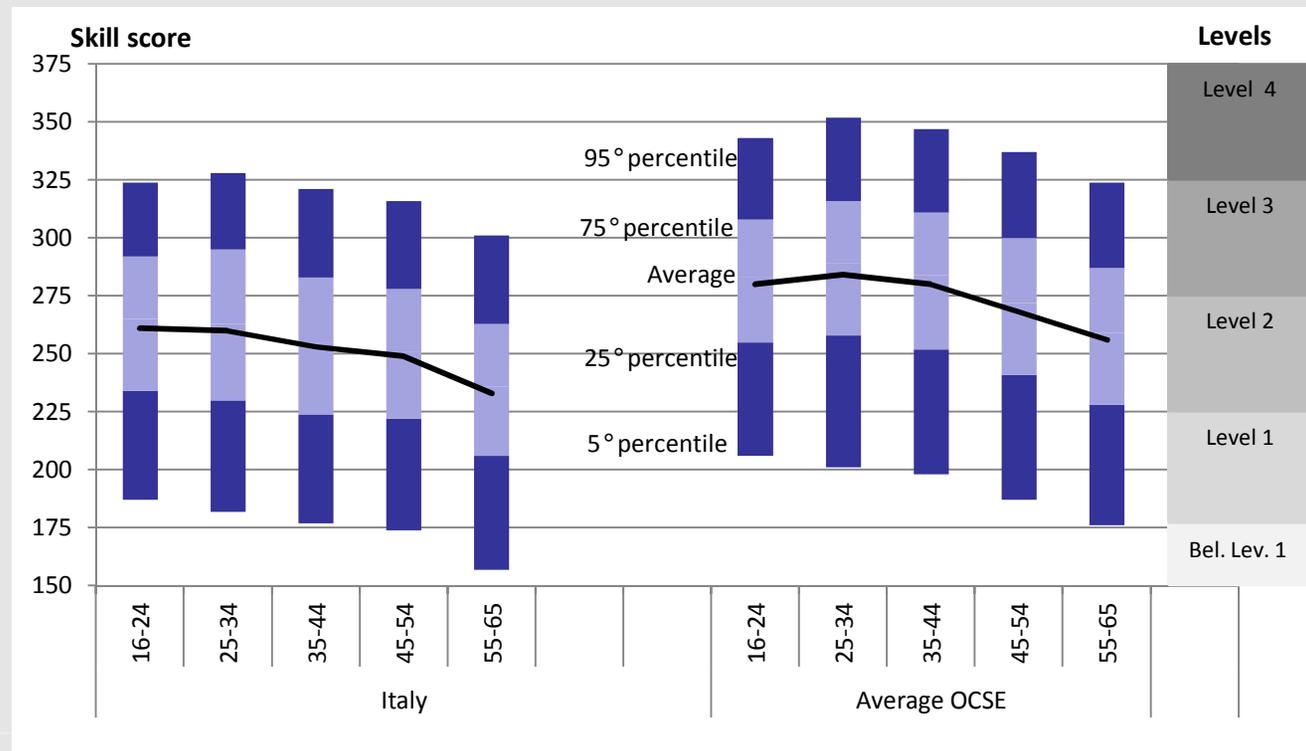
# The adult proficiency across survey





# Italy

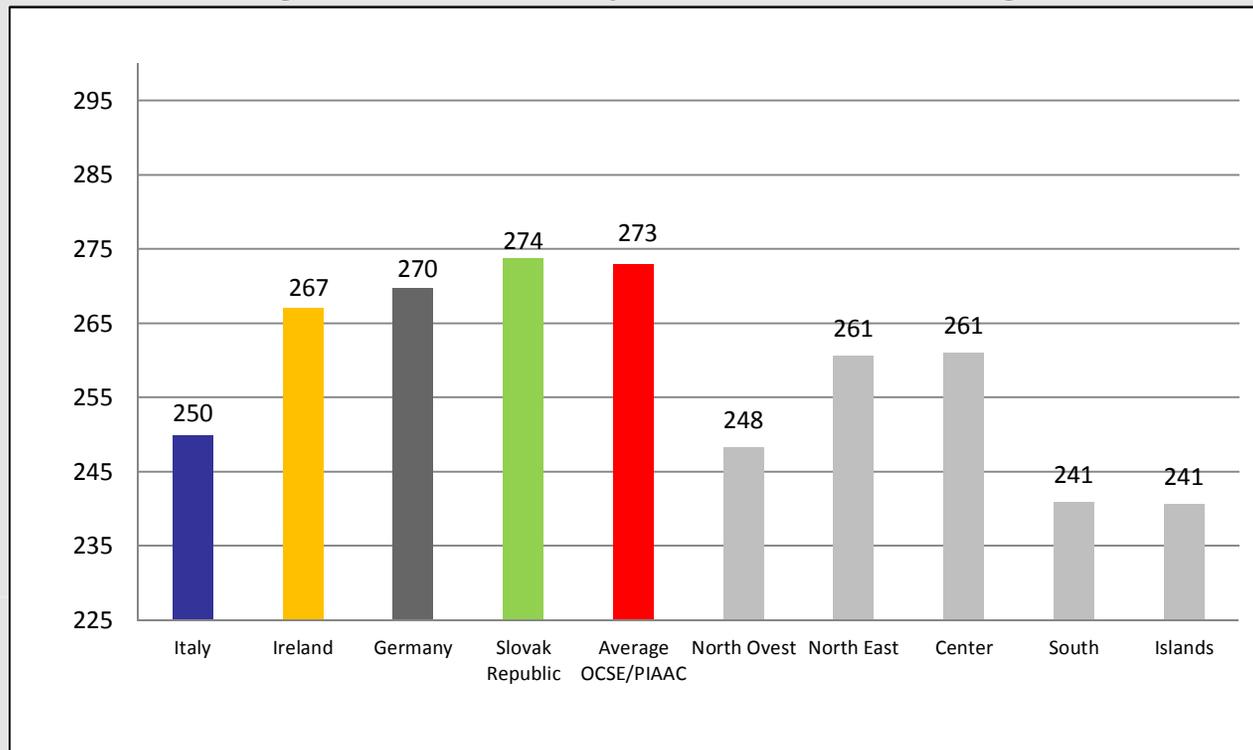
- Italy badly performed in adult skills proficiency:
  - A significant number of adults have low levels of proficiency in the information-processing skills increasingly needed in the information societies of today (28% at or below level 1).
  - Young adults perform better than older ones.





## Italy

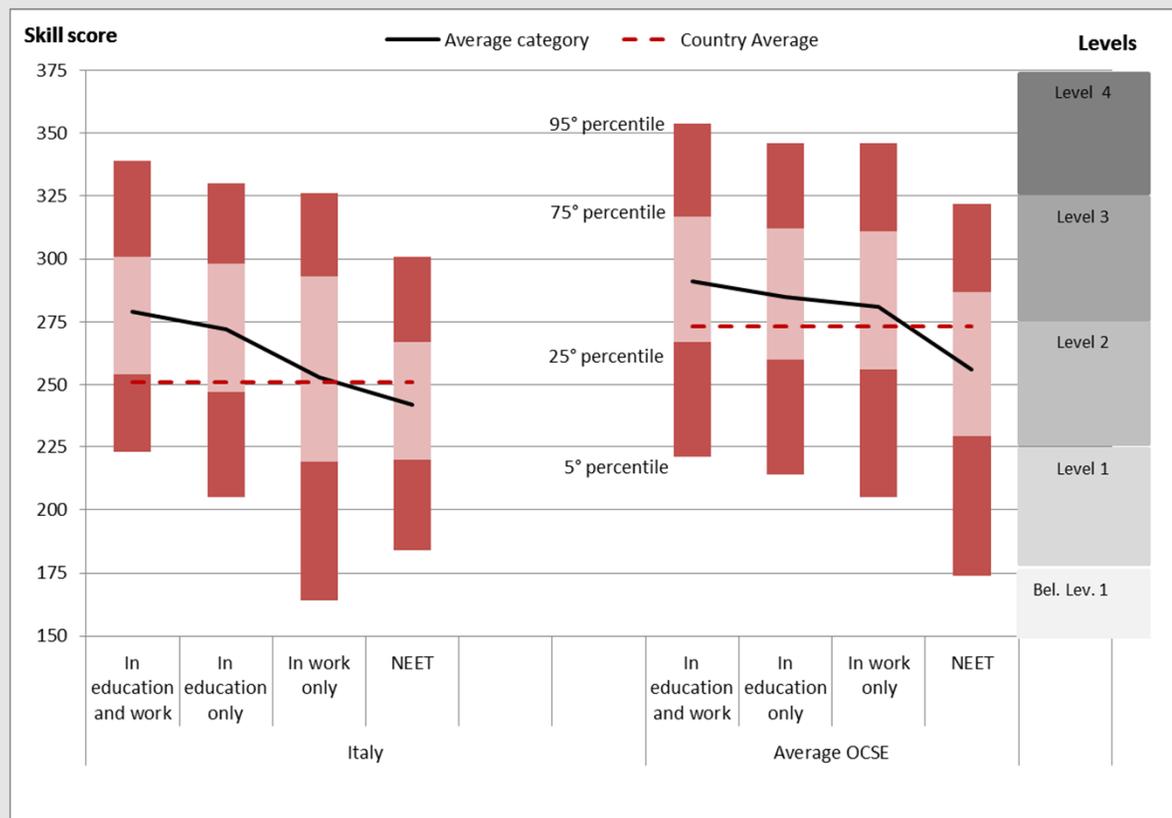
- Italy badly performed in adult skills proficiency:
  - A significant number of adults have low levels of proficiency in the information-processing skills increasingly needed in the information societies of today (28% at or below level 1).
  - Young adults perform better than older ones.
  - Women perform as men.
  - Performance gap is wide between regions: North Eastern and Central Italy with scores around OECD average and Southern Italy much below the average





# NEET

- NEETs are the worst performers

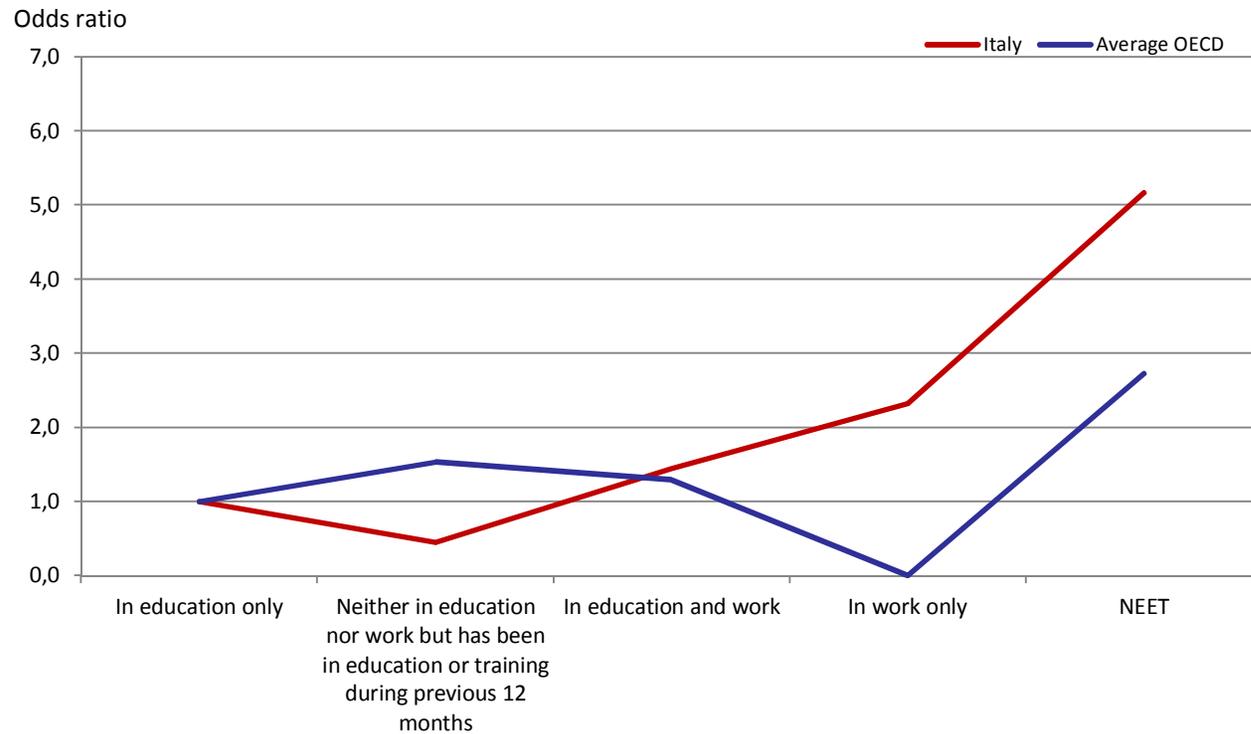




# NEET

- NEETs are the worst performers

**Adjusted odds ratios of 16-24 year-olds scoring at or below proficiency Level 2 on the literacy scale, by education and work status**



## Formal education and its relationship to proficiency



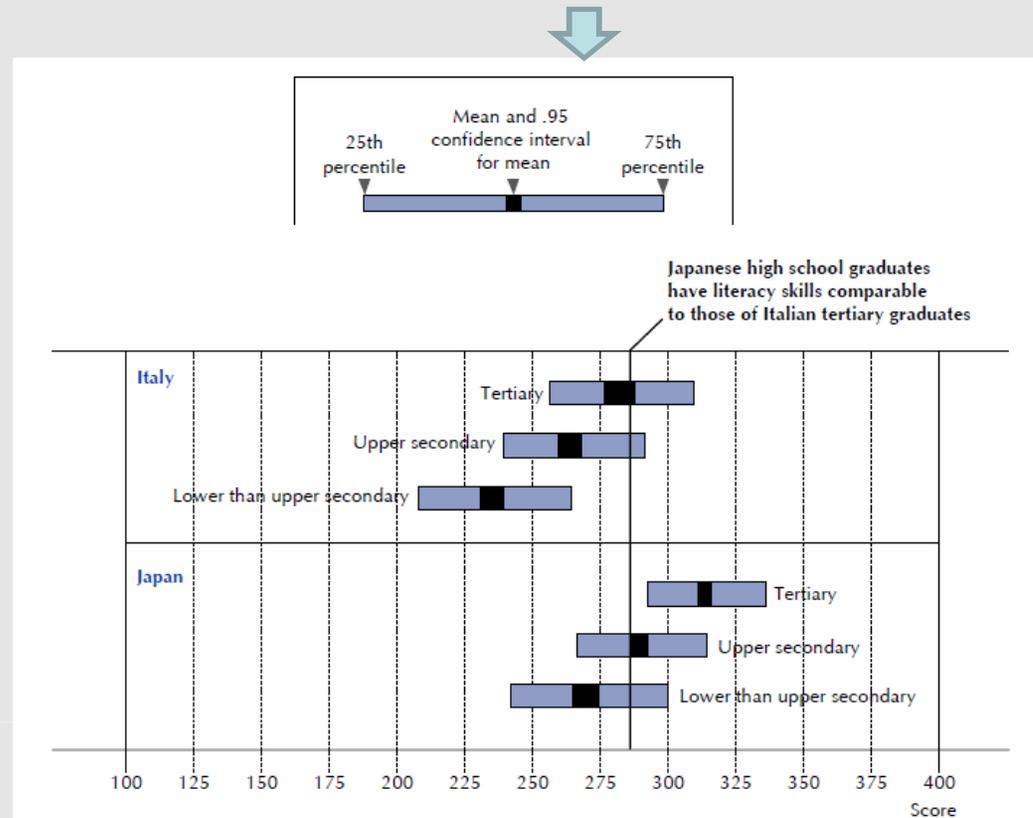
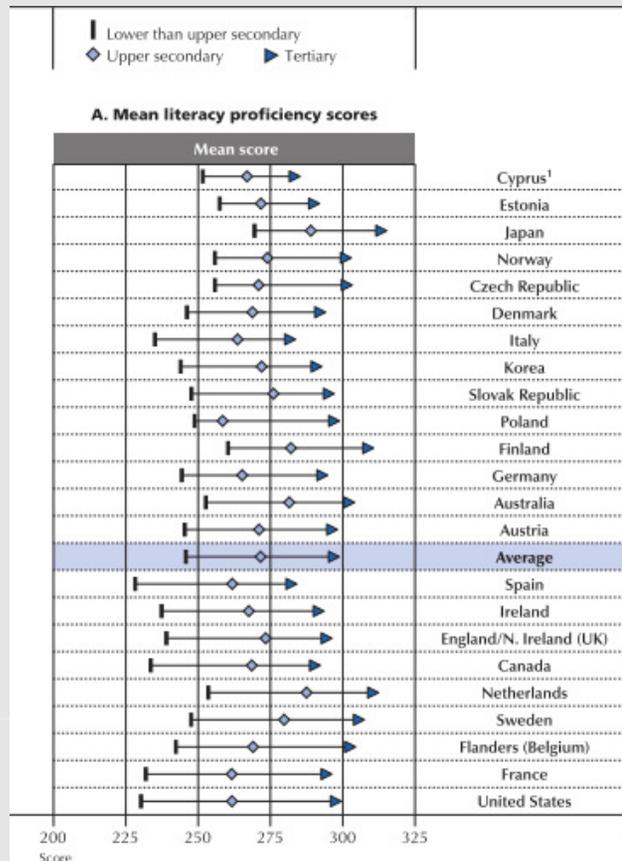
- Formal education plays a key role in developing foundation skills:
  - Students are the best performer in Italy (273 score)
  - 16-24 aged students show an evident advantage than workers





# Level of education and skills proficiency

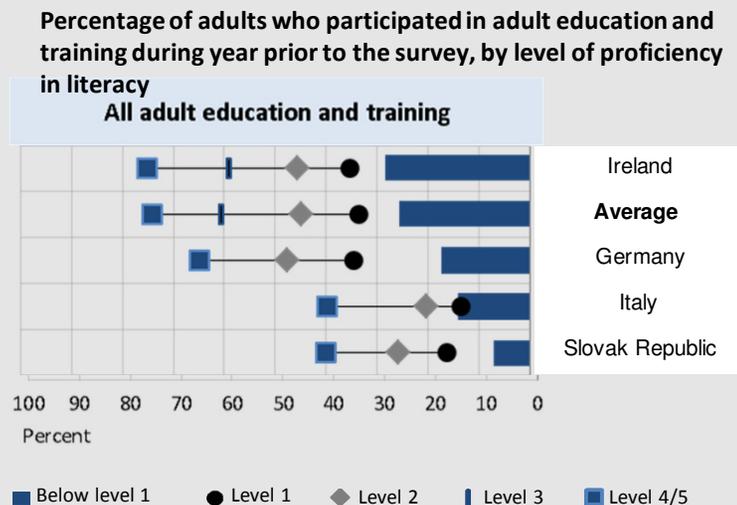
- The relationship between **formal education** (educational attainment) and proficiency in the skills assessed by the survey is strong and complex.
- More education does not automatically translate into better skills





## Adult education and training and proficiency

- PIAAC results show a strong positive relationship between participation in adult education and literacy skills



- In Italy there is the lowest participation rates in adult education and training activities: 24,3% vs. 51,9% OCSE average.

## The policy challenges



- PIAAC evidences allow for systemic analyses, as a prerequisite for setting up consistent strategies and skills policies.
- In Italy many factors have an impact on foundation skills performance:
  - Early School Leaving
  - Low Levels of Participation in Tertiary Education
  - Low Levels of Participation in Adult Education and Training
  - High Level of Needs
  - Women Low Activity Rates
  - Aged Population (Older Cohorts with Very Low Levels of Edu)
  - Spells of Long-term Unemployment
  - Social Background
  - Mismatch and Low Skills Use
- Improve virtuous cycle for adults with high proficiency as adult learning can play an important role in helping adults to develop and maintaining key information-processing skills and acquire other knowledge and skills.
- The key policy challenge is to help low-skilled adults breaking the vicious cycle for those with low proficiency.

Migliorare le competenze degli adulti italiani  
High Level italian expert group report on PIAAC Project

## Key points for policy



- Make lifelong learning opportunities accessible to all
- Provide high-quality initial education and lifelong learning opportunities
- Make sure all children have a strong start in education
- Develop links between the world of learning and the world of work
- Provide training for workers
- Identify those most at risk of poor skills proficiency
- Show how adults can benefit from better skills
- Recognise and certify skills proficiency



**Thank you for your attention**

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[www.isfol.it/piaac](http://www.isfol.it/piaac)