



PIAAC: ITS USE AND IMPACT

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Purpose

- to give an overview of how has PIAAC data been used,
- and offer some reflections on its impact



Access to data

- To be used, data must be accessible with documentation available
- Considerable effort put into ensuring access
 - PUFs, Data Explorer, analysis tools, documentation
- What could be improved?
 - Countries taking less strict interpretations of data protection requirements for Public Use Files (PUFs)
 - Release national Scientific Use Files where PUFs contain aggregated data for key variables



Publications using PIAAC data

- OECD
 - International reports
 - PIAAC Thematic reports
 - Use of PIAAC data in other areas
- Participating countries
 - National reports
 - Commissioned studies
- Academic papers
 - Well over 300



- Review paper by John Martin (Martin, 2018)

Martin, J. (2018), "Skills for the 21st century: Findings and policy lessons from the OECD survey of adult skills", OECD Education Working Papers, No. 166, OECD Publishing, Paris, <https://doi.org/10.1787/96e69229-en>

- PIAAC Bibliography

Maehler, D. B., Bibow, S., & Konradt, I. (2018). PIAAC Bibliography - 2008-2017 (GESIS Papers, 2018/03). Köln: GESIS - Leibniz-Institut für Sozialwissenschaften. <https://nbn-resolving.org/urn:nbn:de:0168-ssoar-56014-4>



Conferences

- 5 international PIAAC conferences (OECD)
- National conferences
 - Germany
 - US
 - Nordic countries



Spin-offs and extensions

- Education and Skills Online
- STEP
- Longitudinal studies based on PIAAC samples
 - Canada
 - Germany
 - Italy
 - Poland



Spin-offs and extensions

- Follow-up of PISA samples
 - Denmark
 - Singapore
- Linked PIAAC-admin data data sets
 - Canada
 - Italy
 - Netherlands
 - Nordic countries
 - New Zealand



Methods

- Computer-based testing
 - PIAAC was the first large scale international assessment to be delivered on computer
- Quality control
- Data forensics



Policy impact?

- How to measure?
- Direct or 'first order' impact - a PIAAC 'Shock'?
 - No equivalent to the PISA 'shock' in Germany in 2000
- Indirect or diffuse impact
 - Help policy makers and those who advise them to think more clearly about questions of skill development, maintenance and loss, skill match/mismatch, lifelong learning etc.



Policy impact?

- Direct impacts
 - US
 - England
- Indirect
 - Considerable academic work
 - Skills match/mismatch
 - Inequality
 - Credentials/skills
 - Skills build on skills
 - Low proficiency
 - Migration



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

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