

PIAAC

PROGRAMME FOR INTERNATIONAL
ASSESSMENT OF ADULT
COMPETENCIES

ULUSLARARASI YETİŞKİN
BECERİLERİNİN ÖLÇÜLMESİ
PROGRAMI

What is PIAAC?

An international programme implemented by OECD, which can be regarded as a continuation to PISA. Its aims are;

- to achieve **more qualified labour force**,
- to **overcome challenges** in this respect, and
- to **define the current framework** within countries in 21st century.

What are the objectives of PIAAC?

- PIAAC is the most comprehensive international adults' competencies survey that is being implemented.
- PIAAC assesses the skills and qualifications of individuals in terms of necessary arrangements that will help governments to better understand how the individuals' participation in society and the education systems support these skills.
- The overall objective of the project is to transfer the benefits related to the competences possessed by the labour force to the economy in a more effective and efficient way. PIAAC will provide information for better understanding qualities and knowledge of adults in Turkey.

What are the objectives of PIAAC?

- Information derived from PIAAC could be utilised in development and improvement of education and training programmes for adults.
- PIAAC will help countries to prepare their adult population by developing policies and programmes for their citizens to acquire necessary skills for them to perform daily life and business life duties.
- PIAAC will allow countries to make a comparison of their adult population with other countries.

What are the objectives of PIAAC?

- PIAAC will help the country to be prepared for a competitive global economy.
- PIAAC will, for the first time, collect information on how good adults resolve problems in technological environments such as emails and Internet.
- PIAAC will show the implementation level of education and training received by adults.
- PIAAC will show the degree of applicability of adults' competences and knowledge in their daily and working lives.

PIAAC

Participating Countries

PIAAC first round countries:

- United States
- Australia
- Belgium
- Finland
- Austria
- Estonia
- Germany
- Denmark
- Czech Republic
- France
- Cyprus
- Netherlands
- Ireland
- Spain
- Italy

- Norway
- Sweden
- Hungary
- United Kingdom
- South Korea
- Japan
- Poland
- Russia
- Slovakia

PIAAC second round countries:

- Indonesia
- Israel
- Lithuania
- Singapore
- Slovenia
- Chile
- Turkey
- New Zealand
- Greece



PIAAC Implementation

- Implementation of the programme in the international arena is contracted by OECD to a consortia consisting of companies with high expertise and reputation in related fields. These consortia work under the coordination of OECD.
- Companies:
 - Educational Testing Services (ETS) - **US**
 - WESTAT Research and Statistical Survey Organization - **US**
 - CAPSTAN Linguistic Quality Control - **Belgium**
 - Maastricht University Research Centre for Education and the Labour Market (ROA) - **Netherlands**
 - Leibniz Institute for the Social Sciences (GESIS) - **Germany**
 - German Institute for International Educational Research (DIPF) - **Germany**
 - The International Association for the Evaluation of Educational Achievement (IEA) - **Germany**
 - Public Research Centre (CRP) - **Luxembourg**



PIAAC Implementation

- In the statement of participation submitted to the OECD on 1.1.2012, it is mentioned that the programme will be implemented under the partnership of European Union Coordination Department of Ministry of Labour and Social Security and Turkish Employment Agency (ISKUR).
- The **National Centre** that is formed under the Directorate in order to run the PIAACC programme, is responsible for the execution of all activities related to the programme and its compliance with the OECD standards.

National Centre's Responsibilities



PIAAC Implementation Agenda

Phase 1: Finalising materials for the pilot study ---
December 2012

Phase 2: Finalising preparations for pilot study and
implementing the pilot study --- November 2012 – July
2013

Phase 3: analysing the pilot study data, preparations for
the main study and implementing the main study --- June
2013 – December 2014

Phase 4: analysing the main study data and preparations
for publishing the data --- November 2014 – June 2016



PIAAC Implementation Process

In the scope of pilot study, our Directorate and ISKUR, which are responsible for programme's implementation at the national level;

- Appointed 169 job and vocational counsellors that are responsible for field work, and
- 5 additional personnel for supporting the helpdesk formed under the Directorate.

PIAAC Pilot Study Activities

- Translation and Adaptation of Materials
- ICT Related Work
- National Sample Activities
- Data Collection Activities
- Activities within the Scope of Field Research

Cities where Pilot Study is being implemented

Selected Attraction Centres in 14 NUTS II

İstanbul	Ankara
Tekirdağ	Konya
Aydın	Kırıkkale
Bursa	Kocaeli
Adana	Antalya
Zonguldak	Balıkesir
Manisa	İzmir

- Pilot study has been implemented in centres of attraction in 14 NUTS II.
- Field research was conducted by 169 job and vocational counsellors who were responsible for ensuring the participants to answer the questions correctly. The activity took around 2.5 hours of work.

Pilot Study Field Activities

- Field activities in PIAAC pilot study were conducted by a team of İŞKUR job and vocational counsellors. The counsellors first received a two-day training on 21-22 May 2013 on how to conduct the field study. The training was provided by Centre for Labour and Social Security Training and Research (ÇASGEM).
- During the training, counsellors were provided with computers and materials to be used in the field. The field study was started on 3 June 2013 and ended on 31 July 2013.

Main Study Preparations

- Within the scope of PIAAC Main Study, it is aimed to reach minimum 5000 filled out tests.
- Data collected through pilot study were not analysed in detail. Pilot study was conducted in order to prepare countries for the main study and take precautions against possible mistakes that could be made during the main study.
- Data collected through main study, on the other hand, will be analysed by the consortia and a benchmark report comparing the countries will be prepared.
- International benchmark report will be accompanied by a national report which will be prepared by the National Centre.

Main Study Preparations

- 285 ISKUR job and vocational counsellors for field study and 15 personnel for supporting the helpdesk in National Centre, were appointed.
- 10 personnel were requested to be appointed from Ministry of National Education to work at the helpdesk.
- Personnel that will be appointed by ISKUR will be provided with a detailed and applied training about how to conduct the tests in the field. The training will take place in Antalya on 23-26 March.
- Ministry of Interior and Ministry of National Education will be communicated for ensuring coordinated action and receiving support in the field.

Main Study Activities

- The main study field work, that is aimed to reach 5.000 filled out tests in total, will be implemented between April and November 2014.
- Parallel to the 8-month data collection process, National Centre will prepare reports every one week, every two weeks and every one month.
- The dataset will be ready until March 2015 and data analysis process will take place between March and November in the same year. Finally, the international report is planned to be published in the first quarter of 2016.

The Cities where the Main Study will be implemented

SELECTED CITIES	NUMBER OF COUNSELLORS	NUMBER OF EXPECTED INTERVIEWS	NUMBER OF INTERVIEWS PER COUNSELLOR	TIME TO BE SPENT IN THE FIELD
İstanbul	51	940	19	35 WEEKS
Ankara	20	360	18	35 WEEKS
İzmir	20	323	17	35 WEEKS
Kocaeli	6	108	18	35 WEEKS
Antalya	9	152	17	35 WEEKS
Bursa	10	190	19	35 WEEKS
Eskişehir	4	68	17	35 WEEKS
Muğla	4	68	17	35 WEEKS
Denizli	7	126	18	35 WEEKS
Çanakkale	7	126	18	35 WEEKS
Adana	8	133	17	35 WEEKS
Kayseri	7	126	18	35 WEEKS
Aydın	7	126	18	35 WEEKS
Konya	8	140	18	35 WEEKS
Balıkesir	7	126	18	35 WEEKS

The Cities where the Main Study will be implemented (continuing)

SELECTED CITIES	NUMBER OF COUNSELLORS	NUMBER OF EXPECTED INTERVIEWS	NUMBER OF INTERVIEWS PER COUNSELLOR	TIME TO BE SPENT IN THE FIELD
Manisa	7	126	18	35 WEEKS
Mersin	7	126	18	35 WEEKS
Zonguldak	7	126	18	35 WEEKS
Trabzon	7	126	18	35 WEEKS
Samsun	8	126	16	35 WEEKS
Kütahya	7	126	18	35 WEEKS
Malatya	7	126	18	35 WEEKS
Hatay	7	126	18	35 WEEKS
Çorum	7	126	18	35 WEEKS
Aksaray	7	126	18	35 WEEKS
Erzurum	8	126	16	35 WEEKS
Kilis	7	126	18	35 WEEKS
Diyarbakır	8	126	16	35 WEEKS
Şanlıurfa	8	126	16	35 WEEKS
Ağrı	8	126	16	35 WEEKS

Expectations from Main Study Report

- **Educational achievements** of the Labour force, the **use of these achievements during the transition to worklife** and how the **educational system responds to the necessities of socio-economic life** and execute comparative studies,
- **Gathering international data** in order to transform the **labour force qualifications** parallel to the expectations of the labour market,
- Obtained results will be used to **create occupational standarts, update training and education plans, identify regional needs** and **provide inputs** for future project and programmes





ÇSGB
T.C. ÇALIŞMA VE
SOSYAL GÜVENLİK
BAKANLIĞI

**OECD
PIAAC
Türkiye**



RECOMMENDATIONS AFTER PIAAC 1st ROUND



ÇSGB
T.C. ÇALIŞMA VE
SOSYAL GÜVENLİK
BAKANLIĞI

OECD
PIAAC
Türkiye



High quality initial training and life long learning

Investment should be made in high quality pre-school education and initial training especially for disadvantaged children. Financial support directed to disadvantaged groups should be provided.



RECOMMENDATIONS

Teaching people their jobs

There is a need for efficient and equalitarian regulations about who is doing what, why, when and how they do them for governments, employers, employees and families.

Educating low skilled people

It is not so likely that they get education with their own resources and they can attend employer supported training. Measures should be taken for providing education to these people.



ÇSGB
T.C. ÇALIŞMA VE
SOSYAL GÜVENLİK
BAKANLIĞI

OECD
PIAAC
Türkiye

Strong relation between learning and job

- **Job based learning** enable people to improve their skills to use modern tools through real world experiences.
- **SMEs and employer related regulations** should be put into practice through education and training support.

RECOMMENDATIONS





ÇSGB
T.C. ÇALIŞMA VE
SOSYAL GÜVENLİK
BAKANLIĞI

**OECD
PIAAC
Türkiye**

RECOMMENDATIONS

Workers should be empowered to meet their own needs.

Distance learning and open education resources should be promoted.



RECOMMENDATIONS

Those who benefit the most from learning should be determined

- Disadvantaged adults should be encouraged for learning.
- Immigrants speaking foreign language
- Elder people
- Awareness should be raised on the economic and social gains resulted from adults' skills development.



RECOMMENDATIONS

Transperancy should be enhanced

Easy access to information on the adults education activities should be ensured.

A strong combination of individual guidance and coaching services through easily searchable up-to-date online information should be implemented.

For poorly educated people it is harder to get information on opportunities. Measures should be taken to prevent this.

Personel skills should be recognised and certified.



ÇSGB
T.C. ÇALIŞMA VE
SOSYAL GÜVENLİK
BAKANLIĞI

OECD
PIAAC
Türkiye

Guidance

Data on demand and supply of skills should be available on time.

Competent personnel who have the updated information on labour market have the power to guide new learners.

RECOMMENDATIONS





ÇSGB
T.C. ÇALIŞMA VE
SOSYAL GÜVENLİK
BAKANLIĞI

OECD
PIAAC
Türkiye



Flexible labour markets

Labour market regulations should be implemented that will enable efficient use of skills and prevent **skills mismatch**.

Mobilisation should be promoted for skills matching .



Employees should be supported for using their skills in a better way

Older (experienced) workers should be incentivated to stay in the labour market.

Employees should be incentivated to employ workers who are temporarily displaced from labour markets.



ÇSGB

T.C. ÇALIŞMA VE
SOSYAL GÜVENLİK
BAKANLIĞI

OECD
PIAAC
Türkiye

RECOMMENDATIONS

Efforts should be made to expand supply chains in economies.

- Governments could affect both employer competition strategies and also firms' **commodity market strategies** to define in which markets the firms should compete.
- 21st century's skills should be strengthened.
- **Entrepreneurship should be promoted** and development of entrepreneurship should be supported.

PIAAC 1st ROUND REPORT

- The report comprising the programme's first round results and analysis was published by OECD on October 2013.
- In line with this report, age groups, gender, education conditions of countries were assessed and they were compared to each other.



ÇSGB
T.C. ÇALIŞMA VE
SOSYAL GÜVENLİK
BAKANLIĞI

OECD
PIAAC
Türkiye



166,000 adults...

This study represents 724 m 16-65
aged people from 24
countries/economies.

In this study, use of literacy, quantitative
skills and problem solving skills on
technology-rich environments was
demonstrated.



Also, the ways adults use general skills such as
cooperation and time-management skills were
investigated..



IMPORTANT FINDINGS

- **Finland and Japan** are the best performing countries in terms of literacy; while **Italy and Spain** are the least performers.
- When literacy competences of countries are considered, the situation is the best in **Japan and Finland** and the worst in **Italy and Spain**.

IMPORTANT FINDINGS

- When **quantitative skills** of countries are investigated, **Japan** is the best performing country while **Italy and Spain** is the least performing countries.
- In addition, it is observed that two developed countries, **US and France**, have **low quantitative skills**.

IMPORTANT FINDINGS

- The relation between **labour force efficiency** and use of **literacy** skills in work place is **very powerful in Sweden**. There is **opposite** situation in **Estonia, Norway, Denmark, Ireland and Italy**.

IMPORTANT FINDINGS

- While **employment rates** in fields such as **finance, insurance, real estate and commerce** has been increasing since 1980s, employment rate is **decreasing** in **production** sector.
- Since 1998, share of **highly educated** people in employment is **increasing**, while the share of **low and medium level educated** people has been **decreasing**.



IMPORTANT FINDINGS

- Countries where **reading** skills are used **the most**:
Australia and **Norway**
- Countries where **writing** skills are used **the most**: **Japan**
and **Korea**
- Countries where **quantitative** skills are used **the most**:
Canada and **USA**
- Countries where **informatics** skills are used **the most**:
Estonia and **UK/North Ireland**
- Countries where **problem solving** skills are used **the most**: **Australia** and **USA**.

IMPORTANT FINDINGS

The summary of the countries' performances in the first round;

- **Japan** and **Finland** has the **highest success level**;
- Western and Northern European countries and Australia are following these two countries,
- **South Korea** is the country with the **highest progress**,
- **Eastern European countries** are **below average** and especially **Italy** and **Spain** are the **least performing** countries.

THANK YOU

Cengiz Aydemir

**Director of EU Affairs and
International Projects Unit**

**PIAAC International Project
Manager**