

5

Relationship of the Survey of Adult Skills (PIAAC) to Other International Skills Surveys

This chapter examines the relationship between the Survey of Adult Skills (PIAAC) and previous international skills surveys, notably the International Adult Literacy Survey (IALS) and the Adult Literacy and Life Skills Survey (ALL). It also discusses the differences and similarities between the Survey of Adult Skills and the Literacy Assessment and Monitoring Programme (LAMP) of UNESCO and the STEP Measurement Study, conducted by the World Bank.



Prior to the Survey of Adult Skills (PIAAC), two international assessments of adult skills were conducted in OECD countries: the International Adult Literacy Survey (IALS) of 1994-98 and the Adult Literacy and Life Skills Survey (ALL) of 2003-07.¹ In total, 18 countries participating in the Survey of Adult Skills also participated in one or both of its predecessors. In addition, both UNESCO (the Literacy Assessment and Monitoring Programme – LAMP) and the World Bank (the STEP Measurement Study) have also conducted adult literacy and skills surveys in recent years.

This chapter describes the relationship between the Survey of Adult Skills and these other international adult skills surveys. Its objective is to help readers understand the links between the surveys and the factors that need to be taken into account when comparing results. It focuses on the Survey of Adult Skills, and IALS and ALL given the fact that many countries participating in the Survey of Adult Skills also participated in IALS and/or ALL, and given the ultimate objective of providing comparable measures of proficiency in the domains of literacy and numeracy. Specifically, the discussion covers the factors that affect the degree to which valid comparisons may be made among the literacy and numeracy scores from the Survey of Adult Skills and the other assessments (see, for example, Mislevy, 1992), in particular:

- the comparability of the constructs measured and the content of the instruments used;
- the comparability of the populations assessed; and
- the degree of similarity of the methodology used when conducting the survey.

The first four sections of the chapter cover the relationship between the Survey of Adult Skills and IALS and ALL, including information on the countries for which repeated measures of literacy and/or numeracy proficiency are available; links between the surveys, in terms of the constructs, assessment instruments and background questionnaires; and the operational aspects of the three surveys.

The final section describes the relationship between the Survey of Adult Skills and LAMP and STEP, respectively.

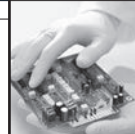
COUNTRIES PARTICIPATING IN THE SURVEY OF ADULT SKILLS (PIAAC) AND IALS AND/OR ALL

In total, 18 of the countries participating in the first round of the Survey of Adult Skills participated in either IALS, ALL or both IALS and ALL (Table 5.1 below), with 16 countries participating in IALS, and six participating in both IALS and ALL.

Table 5.1
Countries in Round 1 of the Survey of Adult Skills (PIAAC); participation in IALS and ALL

National entities	IALS			ALL	
	94	96	98	2003	2006-07
Australia		X			X
Austria					
Canada	X			X	
Czech Republic			X		
Denmark			X		
Estonia					
Finland			X		
Germany	X				
Ireland	X				
Italy			X	X	
Japan					
Netherlands	X				X
Norway			X	X	
Poland	X				
Slovak Republic					
Spain					
Sweden	X				
United States	X			X	
Sub-national entities					
Flanders (Belgium)		X			
England (UK)		X			
Northern Ireland (UK)		X			
Partner					
Cyprus ¹					

1. See notes at the end of this chapter.



As can be seen from Table 5.1, IALS was undertaken in three separate waves with data collection occurring in 1994, 1996 and 1998. ALL was undertaken in two waves with data collection taking place in 2003 and 2006-07. Table 5.2 shows the number of observations of literacy and numeracy performance available for countries that undertook IALS or ALL prior to the Survey of Adult Skills as well as the period between observations. This varies significantly between countries in the case of literacy, depending on whether a country participated in IALS only or in both IALS and ALL.

Table 5.2
Participation in literacy and numeracy assessments, dates of, and periods between, observations

National entities	Domain	Observations	Date of survey	Years between observations
Australia	Literacy	3	1996, 2006, 2011	10, 5
	Numeracy	2	2006, 2011	5
Canada	Literacy	3	1994, 2003, 2011	9, 8
	Numeracy	2	2003, 2011	8
Czech Republic	Literacy	2	1998, 2011	13
Denmark	Literacy	2	1998, 2011	13
Finland	Literacy	2	1998, 2011	13
Germany	Literacy	2	1994, 2011	17
Ireland	Literacy	2	1994, 2011	17
Italy	Literacy	3	1998, 2003, 2011	5, 8
	Numeracy	2	2003, 2011	8
Netherlands	Literacy	3	1994, 2006, 2011	12, 5
	Numeracy	2	2006, 2011	5
Norway	Literacy	3	1998, 2003, 2011	5, 8
	Numeracy	2	2003, 2011	8
Poland	Literacy	2	1994, 2011	17
Sweden	Literacy	2	1994, 2011	17
United States	Literacy	3	1994, 2003, 2011	9, 8
	Numeracy	2	2003, 2011	8
Sub-national entities				
Flanders (Belgium)	Literacy	2	1996, 2011	15
England (UK)	Literacy	2	1996, 2011	15
Northern Ireland (UK)	Literacy	2	1996, 2011	15

CONSTRUCTS AND INSTRUMENTS: THE SURVEY OF ADULT SKILLS, ALL AND IALS

The domains of skills assessed in the Survey of Adult Skills and its predecessors are presented graphically in Table 5.3. Shading indicates links between assessments in terms of the constructs measured and the content of the assessment instruments.

Table 5.3
Skills assessed in the Survey of Adult Skills (PIAAC), ALL and IALS

Survey of Adult Skills (PIAAC) (2012)	ALL (2003-2007)	IALS (1994-1998)
Literacy (encompasses the reading of prose and document texts as well as digital texts)	Literacy (rescaled to combine prose and document literacy)	Literacy (rescaled to combine prose and document literacy)
	Prose literacy	Prose literacy
	Document literacy	Document literacy
Reading components		
Numeracy	Numeracy	
		Quantitative literacy
Problem solving in technology-rich environments		
	Problem solving	

Note: The same colour indicates comparability between surveys in the domains concerned.



The domains of literacy, including reading components, and problem solving in technology-rich environments, as assessed in the Survey of Adult Skills, represent new domains of assessment, notwithstanding the close links between literacy as conceived and measured in the Survey of Adult Skills and prose and document literacy as assessed in IALS and ALL. Reading components is also a new domain. The conceptualisation of numeracy in the Survey of Adult Skills is very close to that used in ALL.

Literacy

As defined in the Survey of Adult Skills, *literacy* is conceived more broadly than in IALS and ALL. *Literacy* encompasses the domains of *prose* and *document* literacy,² which were assessed separately in IALS and ALL. In addition, literacy includes the reading of digital texts in addition to the reading of print-based texts (see Chapter 1 above). Apart from including digital texts and mixed-format texts (i.e. texts containing both continuous and non-continuous elements) in the corpus of texts defining the domain, there is, by design, considerable overlap between the concept of literacy and those of prose and document literacy (see OECD/Statistics Canada, 2005, pp. 277-290, for a description of the conceptualisation of prose and document literacy). The conceptualisation of the cognitive processes used in gaining meaning from text, the definition of the contexts in which reading takes place and the factors affecting the difficulty of test items are very similar. Table 5.4 below summarises the main differences between the concept of literacy used in the Survey of Adult Skills and the concepts of prose and document literacy in terms of the coverage of texts defined by medium (digital and print-based) and format (continuous, non-continuous and mixed texts).

Table 5.4
**The literacy framework as covered by the Survey of Adult Skills (PIAAC), IALS and ALL:
medium and text format**

Medium	Format		
	Continuous (prose)	Non-continuous (document)	Mixed
Digital	PIAAC	PIAAC	PIAAC
Print-based	PIAAC, IALS, ALL	PIAAC, IALS, ALL	

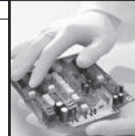
In addition to the similarities in the definition of literacy, the Survey of Adult Skills is linked to IALS and ALL through the use of a number of common test items. Twenty-nine of the 52 literacy items included in the computer-based version of the literacy assessment were linking items (i.e. items that had been used in the assessments of prose and document literacy in IALS and/or ALL). In the paper-based versions, 18 of the 24 items administered were linking items.

Reading components represents a new element of the assessment of literacy that was not included in either IALS or ALL. The reading-components assessment in the Survey of Adult Skills should not be confused with the identically named reading-components assessment of the International Study of Reading Skills (ISRS) (Grenier et al., 2008), administered in 2005 to a sample of respondents to ALL in Canada and to a sample of just over 1 000 adults (for the most part enrolled in adult literacy centres) in the US (Strucker, Kirsch and Yamamoto, 2007). The ISRS tested word recognition, vocabulary, basic text processing and spelling.³ The only direct point of convergence between the ISRS and the Survey of Adult Skills is in the area of vocabulary, where a broadly similar approach was used.

Numeracy

The conceptualisation of numeracy in the Survey of Adult Skills is similar to that used in ALL. As can be seen in Table 5.3 above, the domain of numeracy was introduced in ALL to replace that of quantitative literacy, which had been measured in IALS. *Quantitative literacy* covered the skills needed to undertake arithmetic operations such as addition, subtraction, multiplication, and division, either singly or in combination, using numbers or quantities embedded in printed material. *Numeracy* is conceived as a broader domain than quantitative literacy, covering a wider range of quantitative skills and knowledge, not just computational operations. It also covers a broader range of situations in which actors have to deal with mathematical information of different types, not just situations involving numbers embedded in printed materials (Gal et al., 2005, p. 151).

As in the case of the literacy assessment, a number of numeracy items are common to both the Survey of Adult Skills and ALL. Of the 52 literacy items included in the computer-based version of the numeracy assessment, 30 were taken from ALL. In the paper-based versions, 19 of the 24 items administered had been previously used in ALL.



Problem solving in technology-rich environments

The domain of problem solving in technology-rich environments is one that has not previously been assessed. In particular, its emphasis on “information problems” and the solution of problems in an ICT context, rather than on analytic problem-solving skills per se, distinguishes it from previous conceptualisations of problem solving.⁴

Mode of delivery

A major difference between the Survey of Adult Skills and IALS and ALL is that it was designed as a computer-based assessment (with a pencil-and-paper option for respondents who did not have sufficient computer skills to take the assessment in computer-based mode). In contrast, both IALS and ALL were exclusively paper-and-pencil-based assessments in which respondents received printed booklets in which they responded to questions in writing.

Despite the similarity in the skills measured and the use of common items, the difference in the delivery mode adopted for the Survey of Adult Skills compared to IALS and ALL had the potential to negatively affect the comparability of results in the domains of literacy and numeracy. It was possible that response patterns could be affected by the mode of delivery of test items; and the difficulty and degree of discrimination of some items could vary according to whether they were answered in computer-based or paper-based format.

The existence and extent of mode effects was explored in the field test, which was implemented from March to July 2010. A proportion of respondents undertaking the field test in each country was randomly assigned to either the computer-based or paper-based version of the assessment.⁵ The results for the two randomly equivalent samples were compared. Overall, no significant mode effects were identified.⁶

COMPARABILITY OF BACKGROUND QUESTIONS

The extent to which comparisons can be made between the Survey of Adult Skills and its predecessors depends not only on the psychometric links between the assessments. For the results for subgroups of the population to be reliably compared between surveys, the definitions of the relevant subgroups must be similar between the surveys.

In areas such as the personal characteristics of respondents, language background, immigration status, educational attainment and participation, and labour-force status, there is high degree of similarity between the questions and response categories used in the Survey of Adult Skills and those used in IALS and ALL. Comparable information is also collected regarding literacy, numeracy and ICT use at work. Where there are differences in response categories, derived variables were created to facilitate comparisons between assessments; these have been included in published files with full documentation for analysts. Annex B provides a list of the background variables common to the Survey of Adult Skills and one or both of IALS and ALL.

A revised version of the International Standard Classification of Occupations (ISCO) – ISCO-08 – was adopted in 2007, replacing the former ISCO-88 (ILO, 2007). This has necessitated the mapping of the ISCO-88 categories used in the coding of occupations in IALS and ALL to the ISCO-08. As a consequence, comparisons can only be made at the one-digit level between the occupational information contained in the Survey of Adult Skills and that available from IALS and ALL.

SURVEY METHODS AND OPERATIONAL STANDARDS AND PROCEDURES

Other things being equal, differences in design, methodology and operational procedures may have a potentially significant effect on the comparability of different assessments. This section presents a comparison of the extent of comparability between IALS, ALL and the Survey of Adult Skills in terms of:

- the target population;
- sample design and procedures;
- survey operations; and
- response rates.

The target population

The target population defined for both IALS and ALL is identical to that of the Survey of Adult Skills, i.e. civilian, non-institutionalised persons aged 16-65. In each of the three surveys, participating countries were required to use sampling frames that covered the target population. Exclusions of up to a maximum of 5% of the target population were permitted.⁷ The estimated coverage of the target population in each of the three surveys is presented in Table 5.5.



Table 5.5
Population coverage: IALS, ALL and the Survey of Adult Skills (PIAAC)

National entities	IALS	ALL	Survey of Adult Skills (PIAAC)
Australia	98	>95	97
Canada	98	>95	98
Czech Republic	98	-	98
Denmark	99	-	95
Finland	94	-	97
Germany	na	-	97
Ireland	100	-	100
Italy	na	>95	99
Netherlands	99	>95	97
Norway	99	>95	99
Poland	99	-	95
Sweden	98	-	99
United States	97	>95	99
Sub-national entities			
Flanders (Belgium)	99	-	95
England (UK)	97	-	98
Northern Ireland (UK)	97	-	98

Sources: OECD/Statistics Canada (2000), OECD/Statistics Canada (2011).

Sample design

In the Survey of Adult Skills, ALL and IALS, participating countries were required to use a probability sample representative of the target population. Of the countries participating in the Survey of Adult Skills and one or both of IALS or ALL, there is only one documented case of deviation from this requirement. In IALS, Germany employed a non-probability selection method at the second stage of its three-stage sample design (Murray et al., 1998, p. 28). However, the extent of deviation from strict probability sampling was assessed to be “relatively minor” and was not believed to have “introduced significant bias into the survey estimates” (Murray et al., 1998, p. 39).

Survey operations

Both the degree of standardisation of survey procedures and the effort put into monitoring compliance with these standards have been greater in the Survey of Adult Skills than was the case in either IALS or ALL. An external review of the implementation of the first round of IALS⁸ conducted in the second half of 1995 (Kalton, Lyberg and Rempp, 1998) concluded that while there were no concerns regarding the development of instrumentation: “The variation in survey execution across countries is so large that we recommend that all comparative analyses across countries should be interpreted with due caution” (Kalton, Lyberg and Rempp, 1998, p. 4). In particular, while guidance on survey procedures was provided to the participating countries, the reviewers found that little was done to “enforce adherence to specific procedures” (Kalton, Lyberg and Rempp, 1998, p. 4). Quality-assurance procedures were subsequently improved for the second and third rounds of IALS (OECD/Statistics Canada, 2000, p. 129) and in ALL.⁹

Maximising standardisation in processes and procedures and, therefore, minimising any differentials in error resulting from variation in implementation was a central objective of the Survey of Adult Skills. The quality-assurance and quality-control procedures put in place are among the most comprehensive and stringent ever implemented for an international household-based survey. The standards that participating countries are required to meet in implementing the Survey of Adult Skills were set out in a comprehensive set of *Technical Standards and Guidelines* (PIAAC, 2011). These were accompanied by a quality-assurance and quality-control process that involved review of and sign-off by the international consortium at key stages of implementation (e.g. sampling designs) and data collection throughout the project. The results of the quality-control activity fed into an assessment of the overall quality of the data from each participating country.

Survey response

Non-response is a potentially significant source of error in any sample survey. In comparing results across the Survey of Adult Skills, IALS and ALL, it is important to be aware of the response rates for the different surveys. Table 5.6 presents the response rates of the three surveys for those countries for which repeated observations are available.

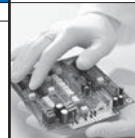


Table 5.6
Response rates: IALS, ALL and the Survey of Adult Skills (PIAAC)

National entities	IALS	ALL	Survey of Adult Skills (PIAAC)
Australia	96	79	71
Canada	69	66	59
Czech Republic	61	-	66
Denmark	66	-	50
Finland	69	-	66
Germany	69	-	55
Ireland	60	-	72
Italy	35	44	56
Netherlands	45	47	51
Norway	61	56	62
Poland	75	-	56
Sweden	60	-	45
United States	60	66	70
Sub-national entities			
Flanders (Belgium)	36	-	62
England (UK)	63	-	59
Northern Ireland (UK)	58	-	65

Sources: OECD/Statistics Canada (2000), OECD/Statistics Canada (2011).

EDUCATIONAL ATTAINMENT IN IALS

For four countries participating in IALS (the Czech Republic, Germany, Poland and the United Kingdom), the proportion of the adult population classified as having educational attainment at lower secondary level (ISCED 0-2) is considerably lower and the proportion with secondary attainment (ISCED 3-4) is considerably higher than is found in other statistics on educational attainment for the years as IALS data was collected (1994 or 1996 depending on the country) such as those published by the OECD in *Education at a Glance* (Gesthuizen, Solga and Künster, 2009). Analysts should bear this in mind when comparing results between IALS and ALL and the Survey of Adult Skills for these countries. Gesthuizen, Solga and Künster (2009) propose a method to correct the attribution of respondents to levels of educational attainment in the IALS data set that provides distributions in line with other attainment statistics.

SUMMARY OF THE RELATIONSHIP BETWEEN THE SURVEY OF ADULT SKILLS (PIAAC), IALS AND ALL

In summary, the Survey of Adult Skills was designed to be linked psychometrically with IALS and ALL in the domain of literacy and ALL in the domain of numeracy. Analysis of data from the field trial and from the main data collection confirmed that results from IALS, ALL and the Survey of Adult Skills could be placed on the same scale in literacy and that the results from the survey and ALL could be placed on the same scale in numeracy. At the same time, caution is advised in comparing the results of the Survey of Adult Skills and previous surveys, particularly IALS, due to possible variations in operational procedures and low response rates in some countries.

THE RELATIONSHIP BETWEEN THE SURVEY OF ADULT SKILLS (PIAAC), LAMP AND STEP

Two other international surveys of adults that have been administered since 2003 – UNESCO's Literacy Assessment Monitoring Programme (LAMP) and the World Bank's STEP measurement study¹⁰ – have assessed either the same (STEP) or related (LAMP) skills as the Survey of Adult Skills. Table 5.7 provides an overview of the common skills assessed in the three studies; the relationship of these studies to the Survey of Adult Skills is addressed in more detail below.

LAMP

The development of LAMP began in 2003 under the aegis of the UNESCO Institute for Statistics (UIS). Its aim is “to provide policymakers with robust information on population profiles in terms of literacy and numeracy” (UNESCO Institute for Statistics, 2009, p. 7). LAMP assesses proficiency in the domains of prose literacy, document literacy and numeracy. In addition, it involves an assessment of reading components (recognition of letters and numbers, word recognition, print vocabulary, sentence processing and passage fluency). The design of LAMP owes much to that of IALS



and ALL. In particular, the conceptualisation of prose and document literacy and numeracy was based on the assessment frameworks developed for these studies. In each of the domains assessed, some items from IALS and ALL were included in the test instruments. Four countries¹¹ have completed the assessment. The implementation of LAMP followed a rather different model from that adopted in the Survey of Adult Skills. In particular, the timing of implementation was left to the discretion of participating countries, and process of quality assurance and control was far lighter.

Table 5.7
Skills assessed in the Survey of Adult Skills (PIAAC), STEP, LAMP, ALL and IALS

Survey of Adult Skills (PIAAC)	STEP	LAMP	ALL	IALS
Literacy (combined prose and document and digital reading)	Literacy (combined prose and document)		Literacy (combined prose and document*)	Literacy (combined prose and document*)
		Prose literacy	Prose literacy	Prose literacy
		Document literacy	Document literacy	Document literacy
Reading components	Reading components	Reading components		
Numeracy		Numeracy	Numeracy	
				Quantitative literacy

*Rescaled on the single Survey of Adult Skills (PIAAC) literacy scale.

Note: The same colour indicates comparability between surveys in the domains concerned.

Despite its relationship to IALS and ALL (and, by virtue of this, to the Survey of Adult Skills) at the level of the assessment frameworks, LAMP was not designed to have psychometric links to either of these surveys in any of the domains measured. In the presentation of results, the distinct nature of the LAMP scales was emphasised by using scales with values from 0-2 000 with a mean of 1 000 (as opposed to a 0-500 point scale) and by defining three (as opposed to five) proficiency levels.

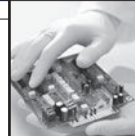
STEP

The World Bank's STEP measurement study was launched in 2010 with the aim of enhancing the information available to policy makers regarding the level and distribution of skills relevant to the labour market in the adult populations of developing countries. Eight countries were involved in the first wave of data collection, which took place in 2011: Bolivia, Colombia, Ghana, Laos, Sri Lanka, Ukraine, Vietnam, and Yunnan province of China. The second wave, which took place in 2012/13, involved five countries, including: Armenia, Azerbaijan, Georgia, Kenya and Macedonia.

The study contained a survey administered to individuals and an employer survey. The individual survey contained three modules focused on cognitive skills, technical skills and socio-emotional skills. In addition to collecting self-reported information regarding certain cognitive skills, the cognitive module involved administering a direct assessment of reading literacy based on the Survey of Adult Skills instruments.

The STEP literacy assessment involved two versions. The first used an extended version of the paper-based literacy assessment administered by the Survey of Adult Skills as well as the latter's reading components assessment. This was implemented in Armenia, Bolivia, Colombia, Georgia, Ghana, Kenya, Ukraine and Vietnam. The second used the literacy core test from the Survey of Adult Skills only, and was implemented in Lao PDR, Macedonia, Sri Lanka and Yunnan province in China. The STEP literacy assessment was designed with the objective of recording results on the literacy scale of the Survey of Adult Skills.

There are important differences between STEP and the Survey of Adult Skills. First, the target population for STEP was not the resident adult population of the participating country or region as a whole but the population of urban centres. Second, although similar technical standards for the literacy assessment were followed in both surveys, the operational standards applied (including the quality-assurance and control processes) followed protocols established by each data collection agency. Both these factors need to be taken into account when comparing results from STEP and the Survey of Adult Skills.



Notes

1. See OECD/Statistics Canada (2000), OECD/Statistics Canada (2005) and OECD/Statistics Canada (2011) for information on the methods and results of IALS and ALL.
2. In IALS and ALL, *prose literacy* was defined as the knowledge and skills needed to understand and use *continuous* texts – information organised in sentence and paragraph formats. *Document literacy* represented the knowledge and skills needed to process documents (or non-continuous texts) in which *information is organised in matrix structures* (i.e. in rows and columns). The type of documents covered by this domain included tables, signs, indexes, lists, coupons, schedules, charts, graphs, maps, and forms.
3. Word recognition was assessed with the Test of Word Recognition Efficiency (TOWRE) – real words (TOWRE-A) and pseudo-words (TOWRE-B). Vocabulary was assessed with the abridged Peabody Picture Vocabulary Test (PPVT-m), general processing skills were assessed with the Rapid Automatized Naming (RAN) test and the Digit-Span test, and spelling with an abridged version of a test developed by Moats (Grenier, et al., 2008, p. 94).
4. In ALL, problem solving was defined as “goal-directed thinking and action in situations for which no routine solution procedure is available” (OECD/Statistics Canada, 2005, p.16).
5. Of the respondents who passed the ICT core, 27% were directed to the paper-based assessment and 63% to the computer-based assessment.
6. A complete description of the field test design and analysis of mode effects can be found in Chapters 18 and 19 of the *Technical Report* (OECD, 2013, forthcoming).
7. Exclusions were permitted for “practical operational” reasons in ALL (OECD/Statistics Canada, 2005, p. 216). Murray Kirsch and Jenkins (1998, p. 26) provides a list of exclusions in participating countries for the first wave of IALS.
8. The first round involved nine countries: Canada, France, Germany, Ireland, the Netherlands, Poland, Sweden, Switzerland, and the United States. France withdrew from the study in 1995 citing concerns regarding data quality.
9. A technical report covering the first wave of IALS was published in 1998 (Murray, Kirsch and Jenkins [eds], 1998). Some information on the implementation of the 2nd and 3rd rounds of IALS and the implementation of ALL is available in the methodological appendices of OECD/Statistics Canada (2000), OECD/Statistics Canada (2005), and OECD/Statistics Canada (2011). However, technical reports covering the 2nd and 3rd rounds of IALS and the two rounds of ALL have not been released.
10. Information regarding LAMP can be found at: www.uis.unesco.org/literacy/Pages/lamp-literacy-assessment.aspx and information regarding STEP in World Bank (n.d.).
11. Jordan, Mongolia, Palestine and Paraguay.

Notes regarding Cyprus

Note by Turkey: The information in this document with reference to “Cyprus” relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the “Cyprus issue”.

Note by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

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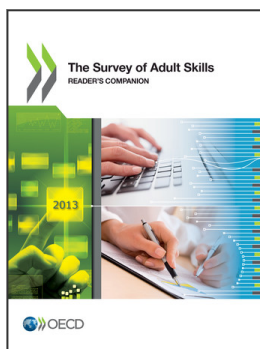
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