**Table 1: Aspects of the PIAAC findings identified in the OECD Country Notes as ‘key issues’**

| **Aspect** | **Japan** | **UK (England & Northern Ireland)** | **France** |
| --- | --- | --- | --- |
| *Sample Size and Coverage Rate[[1]](#endnote-1)* | 5278 adults aged 16 to 65, with coverage rate of 47%. | 8892 adults (5,131 in England, and 3761 in N.I.), with coverage rate of 60.5% (weighted average). | some 7000 adults, with coverage rate of 64%. |
| *Comparative Performance in Literacy and Numeracy (using country averages)* | top in both proficiencies | L indistinguishable from OECD average; N statistically significantly below OECD average | among the lowest in L&N |
| *Comparative Performance in PSTRE (using % at Levels 2 or 3)* | % at Levels 2/3 similar to OECD average in overall sample; but % of youngest age group at Levels 2/3 was lower than OECD average. | 49% scored at or below Level 1; but the participation rate for this element of the survey was above the OECD average. | (not assessed) |
| *Variations in L and N proficiency related to (a) age* | little variation | negligible difference between oldest and youngest groups (unlike most other countries) | the youngest group performed better than the oldest (like most other countries) |
| *Variation in L and N proficiency related to (b) educational attainment and social background (parental education)* | little variation according to educational attainment | large variation in literacy attainment according to socio-economic background particularly among young people | large variations according to both compared to other countries; i.e. higher levels of inequality |
| *Variations related to other factors: (c ) place of birth and length of residency* |  |  | performance in L of French born significantly better than performance of those born outside; limited improvement in skills with duration of residency |
| *Demands for L, N & PSTRE skills, leading to problems of over-education and over-skilling* | employers not sufficiently utilising their workforce’s competences | top in rate of self-reported ‘over-qualification’, but low rate of self-reported over-skilling (i.e. reporting workplace demands for skills less than self-perceived skill levels) | low reported demand for L, ICT and skills for “resolution of complex problems” in workplaces; demand for N in employment greater than elsewhere |
| *Relation of L and N proficiency to outcomes such as labour market participation and wage rates* | “returns to proficiency” in wage rates and employment rates are lower than elsewhere; in particular, underutilisation of women’s high skills level in the labour market | strong positive correlation (compared with other countries) | positive correlation between L levels and employment status (and level of earnings) , but weaker relationship than elsewhere |
| *Policy recommendations* | need for employers to put workforce’s competencies to better use to translate the proficiencies into economic growth and well-being | address social inequalities among young people; and increase opportunities for second chance learning for low-skilled adults | need for educational policies aiming to integrate immigrants into economic and social life |

1. The rate of coverage of the population is the response rate times (1 – rate of exclusions); certain groups are excluded from the working population if they are deemed not accessible to interviewers (e.g. living remotely, or in certain institutions). [↑](#endnote-ref-1)