COUNTRY NOTE

SKILLS MATTER: ADDITIONAL RESULTS FROM THE SURVEY OF ADULT SKILLS

Peru

Key issues

- Adults in Peru show low levels of proficiency in literacy, numeracy and problem solving in technology-rich environments compared with adults across the OECD countries on average.
- Compared with most other participating countries and economies, the low proficiency in information processing skills is associated with high variability in scores. This is reflected in very large and above average differences in proficiency by educational attainment and parental background. Youth, those with a tertiary degree or those with at least one tertiary-educated parent, score significantly higher than their peers.
- Engagement in numeracy practices at work and at home is relatively low in Peru, limiting potential skill development through practice after school leaving. In addition, skill mismatch in Peru is the highest among participating countries, also signalling a poor use of skills in the workplace.
- In Peru, higher numeracy proficiency brings about a significant increase in wages but is not associated with higher employment rates. Years of education are more strongly associated with labour market outcomes than numeracy proficiency, in the OECD on average and for Peru.

Box 1. The Survey of Adult Skills

The Survey of Adult Skills (PIAAC) provides a picture of adults' proficiency in three key information-processing skills:

- literacy – the ability of understand and respond appropriately to written texts;
- numeracy – the ability to use numerical and mathematical concepts; and
- problem solving in technology-rich environments – the capacity to access, interpret and analyse information found, transformed and communicated in digital environments.

Proficiency is described in terms of a scale of 500 points divided into levels. Each level summarises what a person with a particular score can do. Six proficiency levels are defined for literacy and numeracy (Levels 1 through 5 plus below Level 1) and four for problem solving in technology-rich environments (Levels 1 through 3 plus below Level 1).

The survey also provides a rich array of information regarding respondents' use of skills at work and in everyday life, their education, their linguistic and social backgrounds, their participation in the labour market and other aspects of their well-being.

The Survey of Adult Skills was conducted in Peru from August 2017 to April 2018.
A total of 7 289 adults aged 16-65 were surveyed.

Adults in Peru show very low proficiency in literacy, numeracy and problem solving in technology-rich environments compared with adults across the OECD countries on average.

Only 0.5% of adults in Peru (aged 16-65) attain the two highest levels of proficiency in literacy (Level 4 or 5) compared with the average of 10.0% across OECD participating countries and economies. This is the second lowest value before Ecuador. At Level 4, adults can integrate, interpret and synthesise information from complex or lengthy texts that contain conditional and/or competing information (for more details on what adults can do at each proficiency level, see the table at the end of this note). The share of adults **proficient at Level 3 in literacy** is also low, **at 5.6%** compared to 34.6% of adults across participating OECD countries. Adults performing at this level can understand and respond appropriately to dense or lengthy texts, and can identify, interpret, or evaluate one or more pieces of information and make appropriate inferences using knowledge text structures and rhetorical devices.

Only 0.7% of adults in Peru attain Level 4 or 5 in numeracy compared with the average of 10.9% of adults across OECD participating countries and economies. At Level 4, adults understand a broad range of mathematical information that may be complex, abstract or found in unfamiliar contexts. **Some 4.9% attain Level 3 proficiency in numeracy** compared to OECD average of 31.2%. At this level, adults have a good sense of number and space; can recognise and work with mathematical relationships, patterns, and proportions expressed in verbal or numerical form; and can interpret and perform basic analyses of data and statistics in texts, tables and graphs.

Some 6.6% of adults are proficient at Level 2 or 3 in problem solving in technology-rich environments compared to the OECD average of 29.7%. Adults at Level 3 can complete tasks involving multiple computer applications, a large number of steps, and the discovery and use of ad hoc commands in a novel environment. At Level 2, adults can complete problems that involve a small number of computer applications, and require completing several steps and operations to reach a solution. More than half of Peruvian adults opted out of the problem solving assessment or could not undertake it because they failed to meet the basic ICT requirements.

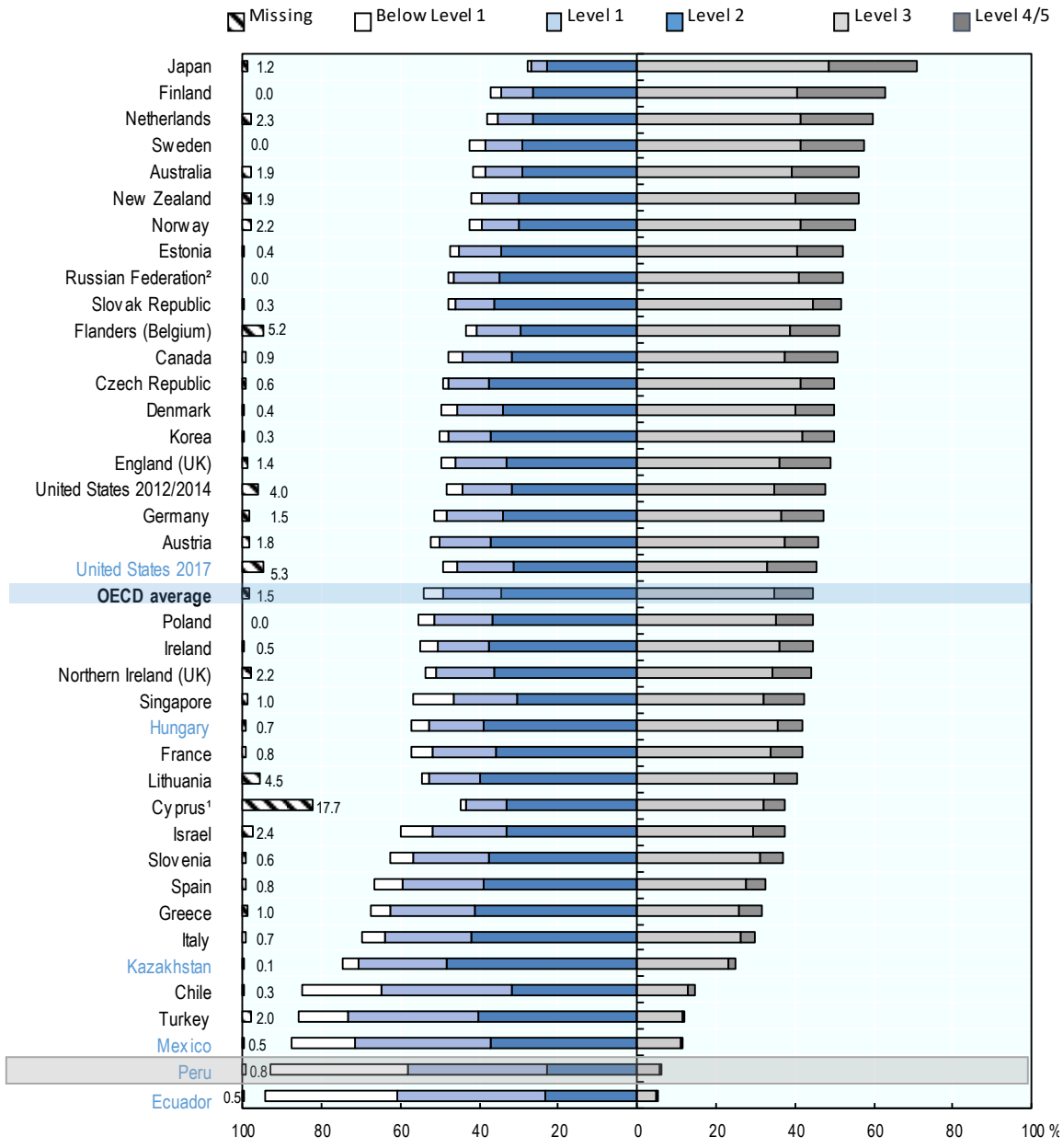
A much-larger-than-average proportion of Peruvian adults has poor literacy, numeracy and problem solving skills

About 70% of adults in Peru are proficient at or below Level 1 in literacy (compared to an OECD average of just 20%) and close to 75% score at or below Level 1 in numeracy (50 percentage points higher than the OECD average of 24%). Adding together adults who score poorly in literacy and/or numeracy yields a staggering 80% of adults in Peru who are low performers, compared to an OECD average of 27%. At level 1 in literacy, adults can read brief texts on familiar topics and locate a single piece of specific information identical in form to information in the question or directive. In numeracy, adults at Level 1 can perform basic mathematical processes in common, concrete contexts, for example, one-step or simple processes involving counting, sorting, basic arithmetic operations and understanding simple percentages. The large share of low performers in Peru may make it difficult for the country to adapt rapidly to the emerging demand for high-level cognitive skills. A significant investment in adult learning will be required for Peruvian adults to thrive in the changing labour market.

About 44% of adults in Peru failed the ICT core test compared to just 16% in the OECD on average. The proportion of adults that opted out of the computer-based assessment, while important, was very close to the OECD average (11% in Peru compared to 10% on average in the OECD). Some 38% of adults in Peru score at or below Level 1 in problem solving in technology-rich environments, lower than the OECD average of 43%, suggesting relatively high proficiency among those adults who have familiarity with ICTs. At level 1, adults can use only widely available and familiar technology applications, such as email software or a web browser. Differences by age are very marked and Peru has the largest proportion of 55-65-year olds without prior computer experience or failing the ICT core, compared with 34% in the OECD on average and 33% among 25-34-year-old Peruvians.

Figure 1. Literacy proficiency among adults

Percentage of adults scoring at each proficiency level in literacy



Notes: Adults in the missing category were not able to provide enough background information to impute proficiency scores because of language difficulties, or learning or mental disabilities (referred to as literacy-related non-response).

1. *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.

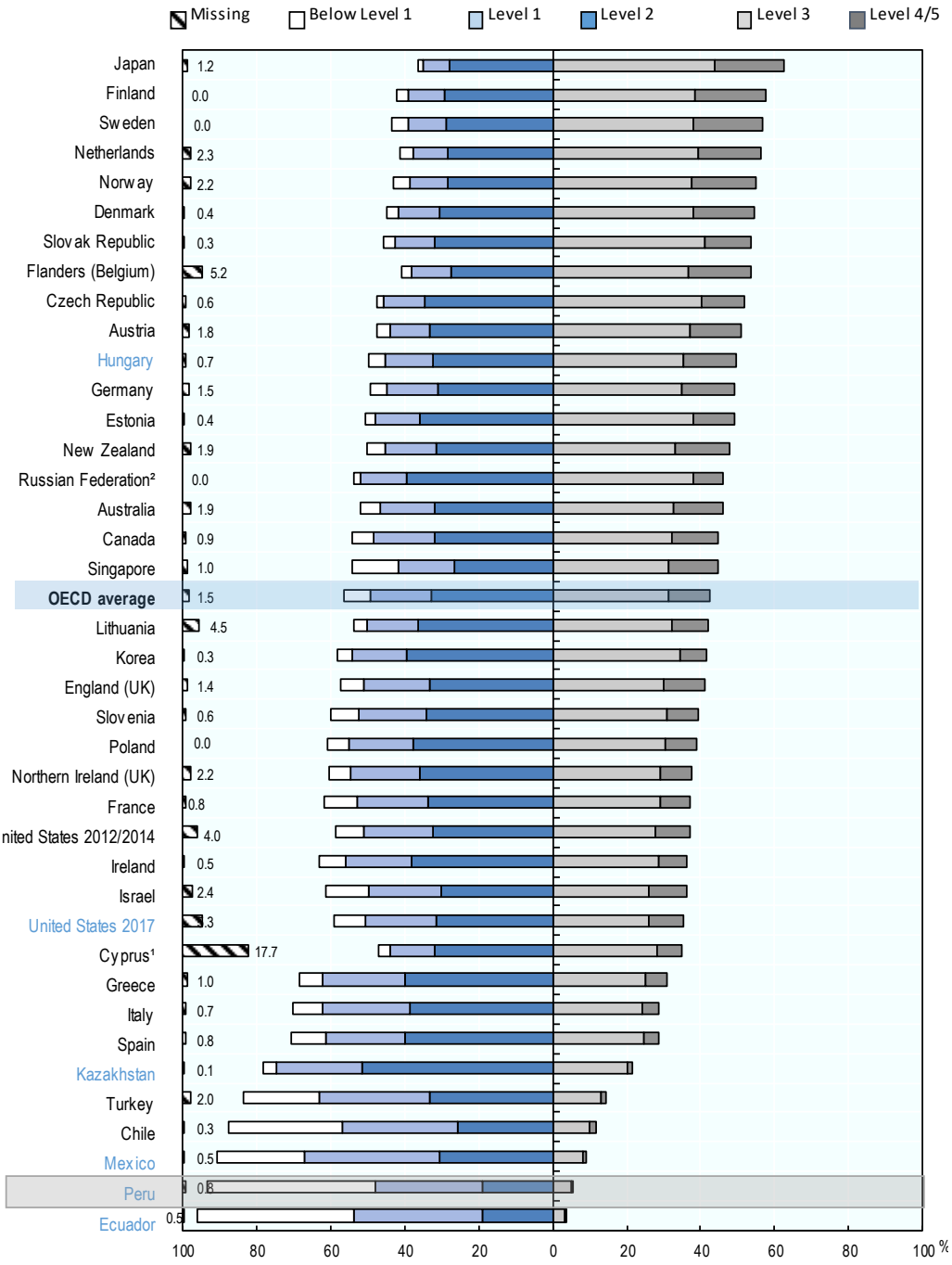
2. The sample for the Russian Federation does not include the population of the Moscow municipal area. More detailed information can be found in the Technical Report of the Survey of Adult Skills, Third Edition (OECD, 2019).

Countries and economies are ranked in descending order of the combined percentages of adults scoring at Level 3 and at Level 4/5.

Source: Survey of Adult Skills (PIAAC) (2012, 2015, 2018), Table A2.1.

Figure 2. Numeracy proficiency among adults

Percentage of adults scoring at each proficiency level in numeracy



Notes: Adults in the missing category were not able to provide enough background information to impute proficiency scores because of language difficulties, or learning or mental disabilities (referred to as literacy-related non-response).

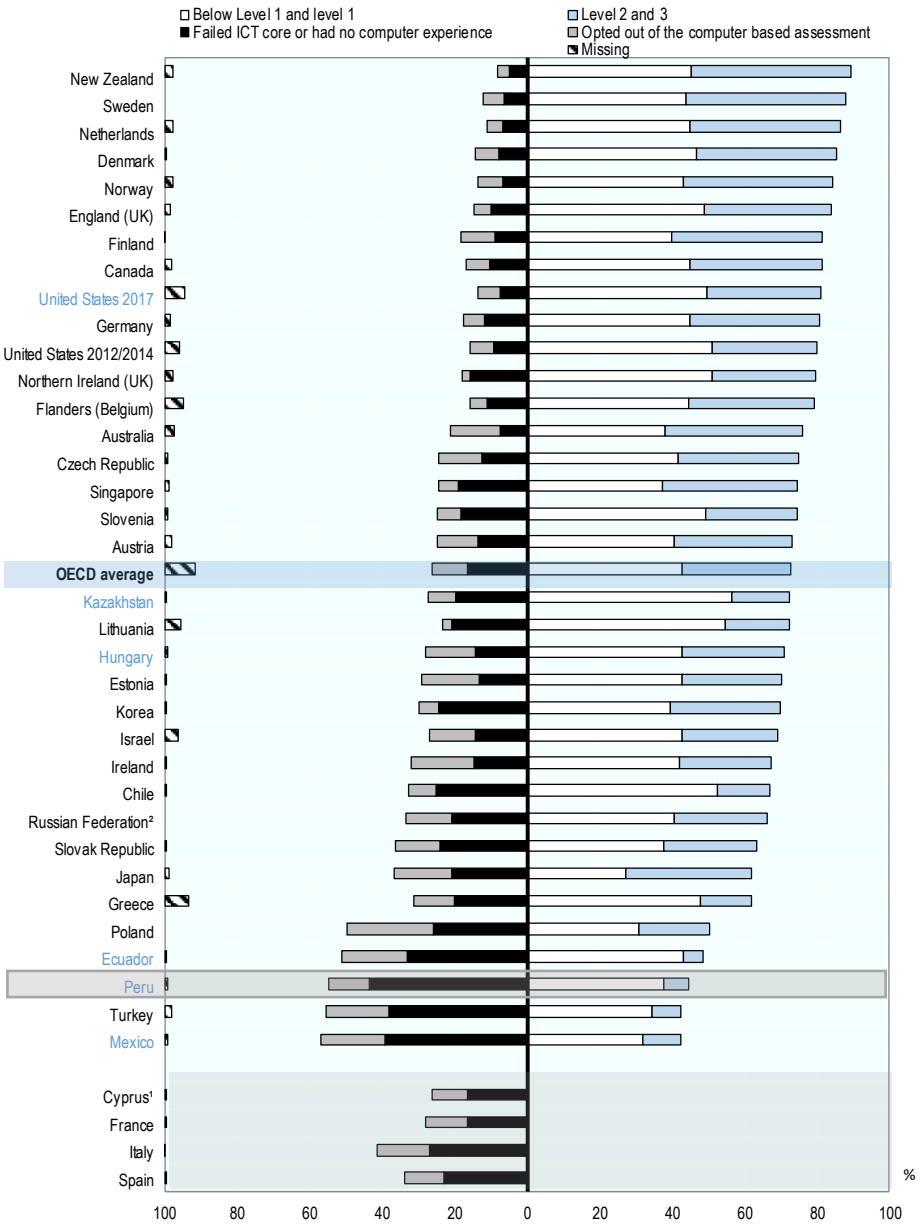
1. See note 1 under Figure 1
2. See note 2 under Figure 1

Countries and economies are ranked in descending order of the combined percentages of adults scoring at Level 3 and at Level 4/5.

Source: Survey of Adult Skills (PIAAC) (2012, 2015, 2018), Table A2.3.

Figure 3. Proficiency in problem solving in technology-rich environments among adults

Percentage of 16-65 year-olds scoring at each proficiency level



Notes: Adults included in the missing category were not able to provide enough background information to impute proficiency scores because of language difficulties, or learning or mental disabilities (referred to as literacy-related non-response). The missing category also includes adults who could not complete the assessment of problem solving in technology-rich environments because of technical problems with the computer used for the survey. Cyprus[1], France, Italy and Spain did not participate in the problem solving in technology-rich environments assessment.

1. See note 1 under Figure 1
2. See note 2 under Figure 1

Countries and economies are ranked in descending order of the combined percentages of adults scoring at Levels 2 and at Level 3.

Source: Survey of Adult Skills (PIAAC) (2012, 2015, 2018), Table A2.7.

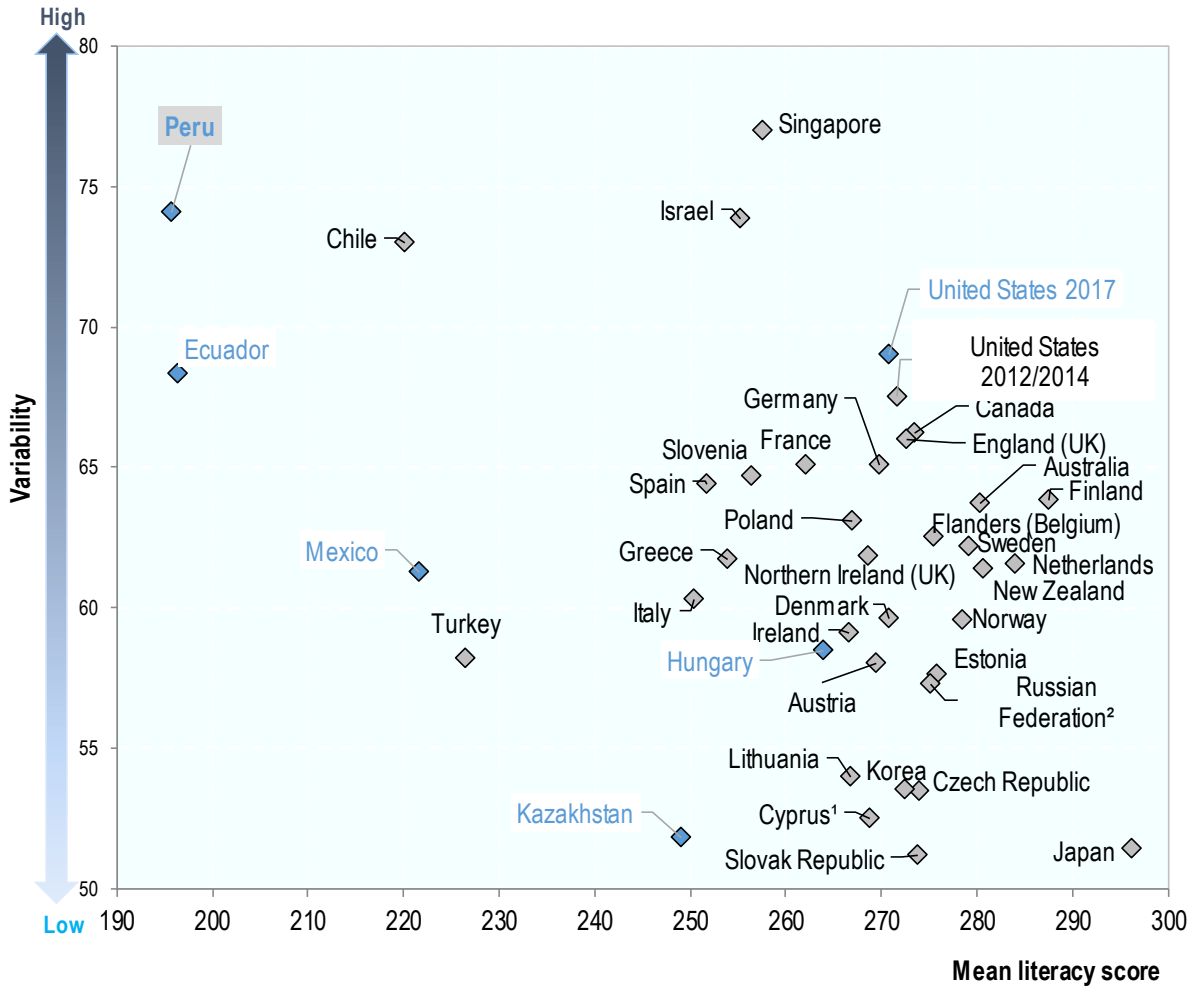
In Peru the gap between the most and least proficient adults is the second highest among participating countries

In all countries and economies participating in PIAAC, the variability of adults' scores in literacy – defined as the difference between the score of an adult who performs better than 75% of survey participant and the score of an adult who performs better than only 25% of respondents – tends to be large (more than one standard deviation) and increasing with the average literacy proficiency. **Peru stands out as one of the countries where variability**

in literacy is highest, at 74 score points (compared to an OECD average of 61 score points). This is second only to Singapore. However, contrary to Singapore where average scores are well above the OECD average, in Peru the high variability is combined with the lowest proficiency score among participating countries.

Figure 4. Average and distribution of literacy scores

Relationship between mean literacy proficiency score and variability



Notes: The measure of variability used is the interquartile range (difference between the third quartile and the first quartile).
1. See note 1 under Figure 1
2. See note 2 under Figure 1
Source: Survey of Adult Skills (PIAAC) (2012, 2015, 2018), Table A2.2.

In Peru, like in most countries, there is a strong relationship between adults' socio-demographic characteristics and proficiency in literacy

In all countries, adults with a tertiary degree score higher than adults without an upper secondary qualification. **The score point difference for Peruvian adults is particularly large at 71, higher than the difference of 61 points in the OECD on average.** In Peru, early school leavers (i.e. young adults who are not in education and who have not attained upper secondary education) have very low levels of literacy proficiency. This is of particular concern, given that this group makes up 13% of all 16-24 year-olds in Peru.

Young adults in Peru show higher proficiency in literacy, on average, than older adults. The difference amounts to 28 score points, very close to the OECD average. The age-proficiency profile observed in Peru is similar to that found in Ecuador and Mexico and is consistent with a decline in proficiency with age and with the

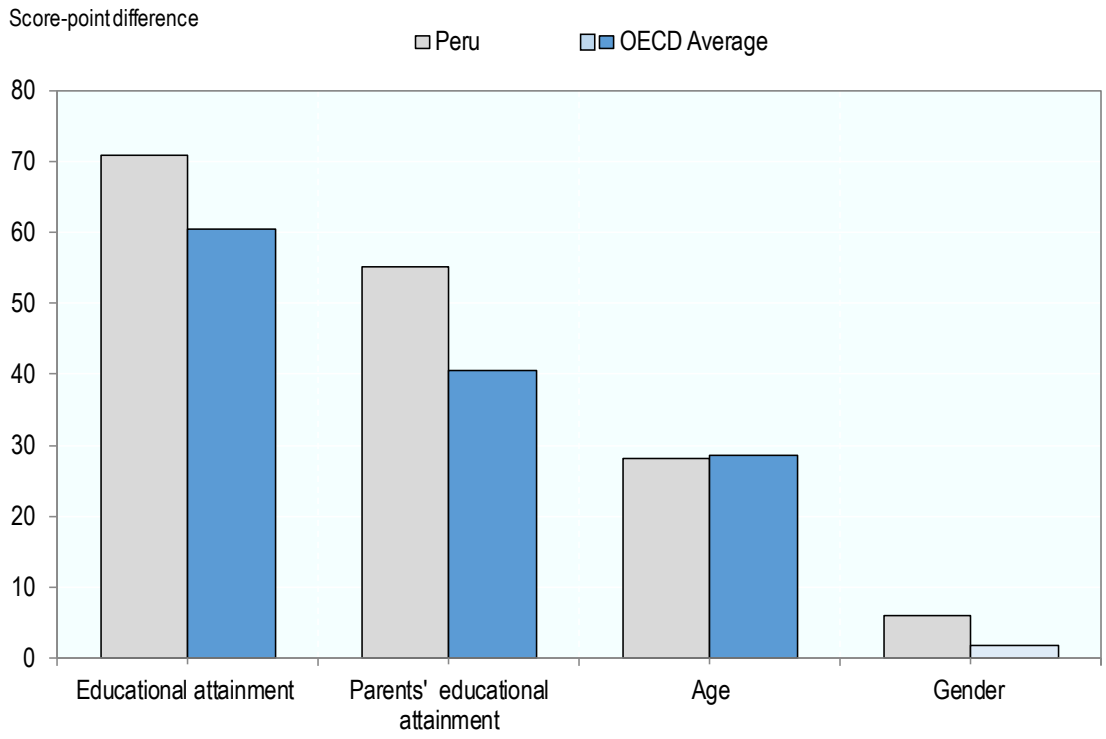
fact that younger cohorts are often more highly educated. The latter factor is likely to play a particularly big role in Latin American countries that have more recently expanded access to education. In Peru, upper secondary attainment rates have increased only very recently and consequently proficiency tends to decline linearly with age, being highest among 16-24 year-olds, in contrast to most other countries, where proficiency peaks among those aged 25-34.

Adults with more highly educated parents tend to have higher proficiency in literacy. Differences in literacy proficiency related to family background are particularly pronounced in Peru. **Peruvian adults with at least one parent who is tertiary educated score on average 55 points higher than adults with parents who have not completed upper secondary education**. The average across OECD countries and economies is 41 score points. Much of the difference is accounted for by other individual characteristics, as people with highly educated parents also tend to attain higher levels of education themselves. This is especially true in Peru, where adjusting for individual characteristics strongly reduces the differences related to family background to just 29 score points.

Peruvian men score 6 points higher in literacy than women. This is in contrast with the situation across OECD countries where, on average, there is no statistically significant difference between the performance of men and women in literacy. Because proficiency is related to educational attainment, and in Peru women have tended to attain lower levels of education than men in the past, gender gaps are more pronounced among older cohorts. The gender gap in literacy are much smaller among younger adults than they are among older adults.

Figure 5. Synthesis of socio-demographic differences in literacy proficiency

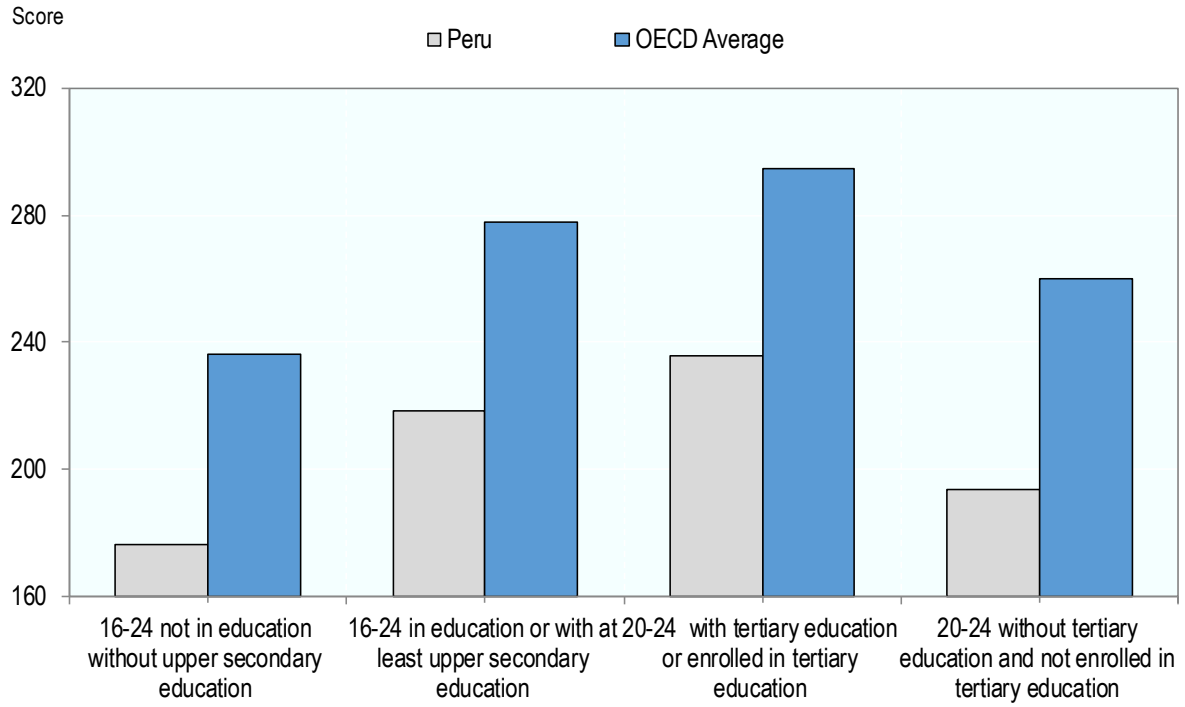
Difference in literacy scores between contrast categories within various socio-demographic groups



Notes: Statistically significant differences are marked in a darker tone. The estimates show the differences between the two means for each contrast category. The differences are: tertiary minus less than upper secondary (educational attainment), at least one parent attained tertiary minus neither parent attained upper secondary (parents' educational attainment), 25-34 year-olds minus 55-65 year-olds (age) and men minus women (gender).
Source: Survey of Adult Skills (PIAAC) (2012, 2015, 2018), Tables A3.1(L), A3.2(L), A3.5(L), A3.8(L), and A3.11(L).

Figure 6. Youth literacy scores

Mean literacy proficiency scores of 16-24 year-olds, by educational attainment



Notes: Lower than upper secondary includes ISCED 1, 2 and 3C short. Upper secondary includes ISCED 3A, 3B, 3C long and 4. Tertiary includes ISCED 5A, 5B and 6. Where possible, foreign qualifications are included as the closest corresponding level in the respective national education systems.
Source: Survey of Adult Skills (PIAAC) (2012, 2015, 2018), Tables A3.1(L), A3.2(L), A3.5(L), A3.8(L), and A3.11(L).

Engagement in numeracy practices at work and in everyday life is relatively low in Peru, limiting potential skill development through practice after school leaving. Skill mismatch in Peru is the highest among participating countries.

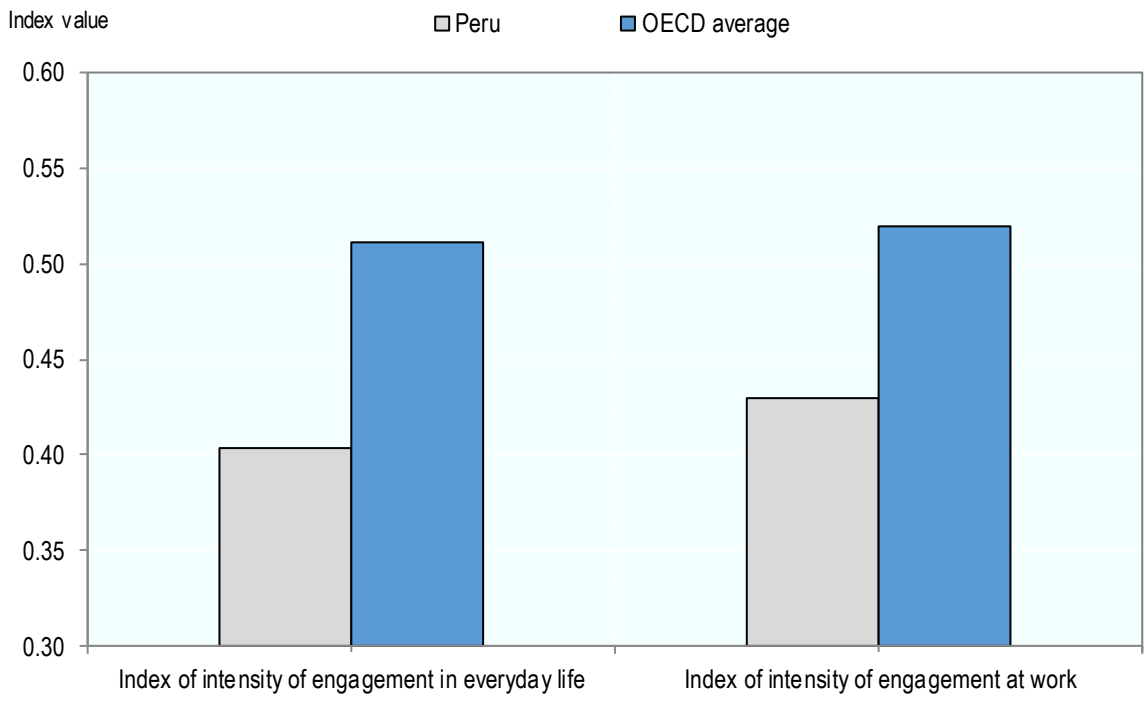
The survey collects information about the use of information-processing skills in the workplace and in everyday life. It also allows comparing education, proficiency and field of study with the average education and proficiency and typical field of workers in similar jobs, to derive measures of mismatch.

Regular practice of numeracy at home and at work is essential in maintaining and further developing skills. In Peru, this practice is rare and well below the average across OECD participating countries and economies. Peru has the third lowest index of numeracy practice, after Kazakhstan and Turkey.

Peru stands out for having the highest incidence of overskilling – i.e. workers with a proficiency level that is higher than what required in their job – among participating countries. 47% of Peruvian workers are overskilled compared to just 11% in the OECD on average. Although measured differently, this is in line with the relatively low use of literacy and numeracy skills in Peruvian workplace. Field-of-study mismatch, whereby workers are employed in a field that is unrelated to their field of study is also very high, affecting 38% of Peruvian workers. These mismatches signal a disconnect between labour market needs and the level and type of skills developed in initial education. They could be temporary, due to the slow response of education systems to changing skill needs in the labour market, or signal more structural problems such as reduced geographical mobility or wage rigidities preventing firms from identifying and attracting suitable talent.

Figure 7. Engagement in numeracy practices in everyday life and work

Index of intensity of engagement in numeracy practices in everyday life and at work



Notes: The index of intensity of engagement is an average across individuals in the country, and ranges between 0 and 1.
Source: Survey of Adult Skills (PIAAC) (2012, 2015, 2018),Table A4.2.

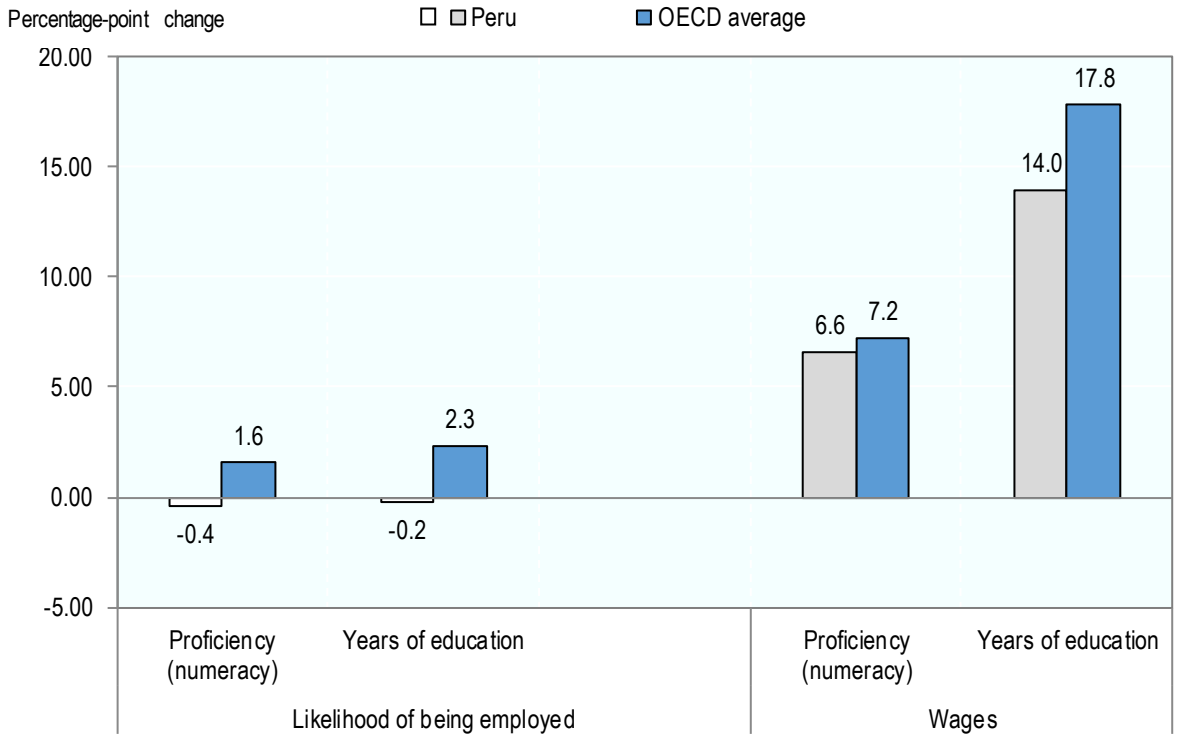
In Peru, higher numeracy proficiency brings about a significant increase in wages but is not associated with higher employment rates.

In many participating countries and economies, there is a positive relationship between proficiency and labour market outcomes; in Peru, this is seen only in wages and it remains strong, even after educational attainment and the use of numeracy skills at work are considered. In Peru, an increase in numeracy proficiency by one standard deviation (56 score points) is associated with a 14% increase in wages, compared with 18% on average in the OECD.

On the other hand, there is no relationship between numeracy proficiency and the likelihood of employment while the association is small but positive and statistically significant on average across OECD participating countries and economies. The lack of a relationship between employment status and education and proficiency in Peru is common across other Latin American countries as well. It may be due to the absence of a strong social protection system, which may lead to most adults engaging in any employment they can find, possibly in the informal sector. More education and greater proficiency could therefore translate into higher quality jobs, rather than a greater chance of being employed.

Figure 8. Effect of education and numeracy proficiency on the likelihood of being employed and on wages

Marginal effects (as percentage-point change) of one standard-deviation increase in years of education and numeracy on the likelihood of being employed among adults not in formal education, and on wages



Notes: The figure plots coefficients from the OLS regression of the probability of being employed vs unemployed (left side of the figure) or of log hourly wages (right side of the figure) on years of education and proficiency. The model controls for gender, age, marital and foreign-born status for the employment equation, and for age, gender, foreign-born status, numeracy skills at work and tenure for the wage equation. Hourly wages inclusive of bonuses are used, and expressed in PPP-adjusted USD (2012). The wage distribution was trimmed to eliminate the 1st and 99th percentiles. One standard deviation in proficiency in literacy is 56.1 points. One standard deviation in years of education is 3.3 years. Statistically significant values are shown in a darker tone (at the 5% level).
Source: Survey of Adult Skills (PIAAC) (2012,2015,2018) ;Table A4.2.

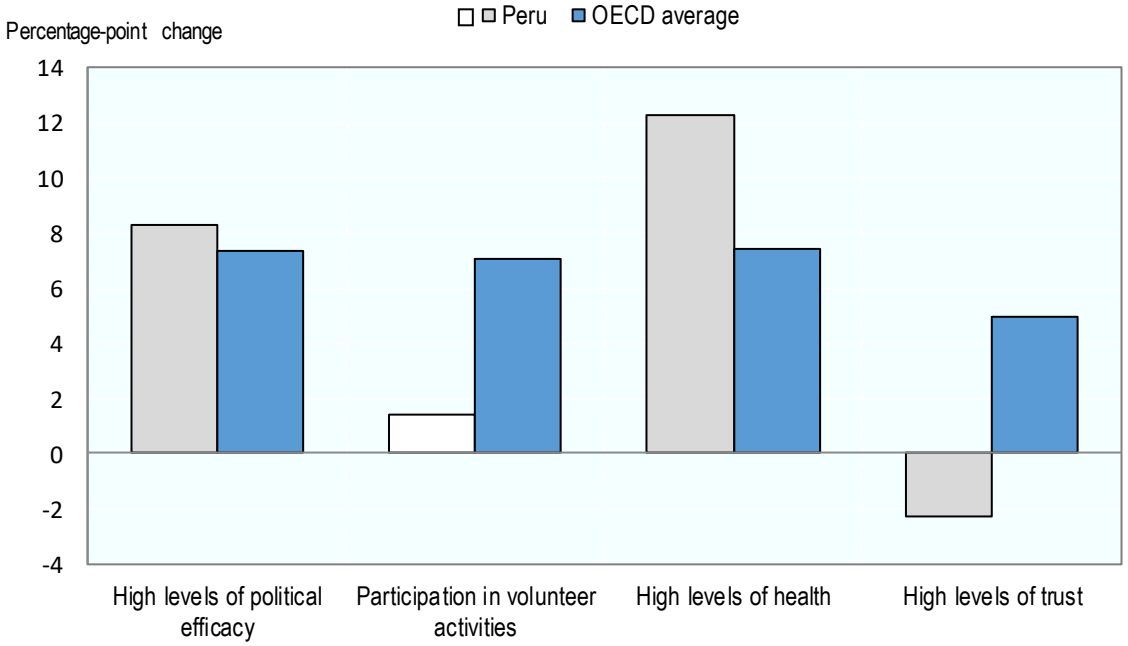
Higher proficiency among Peruvian adults is strongly correlated with self-reported health outcomes and with the belief that one has an impact on the political process.

In Peru, adults who score at Level 4 and 5 in numeracy are more likely than adults who score at or below Level 1 to report excellent health outcomes and the belief that they can influence the political process (political efficacy). Both relationships remain strong after individual characteristics are taken into account. In both cases, the percentage point change of a one standard deviation increase in the numeracy proficiency score on the probability to report high- and low- levels of political efficacy and good to excellent health is higher in Peru than in the OECD on average.

Peru is one of only three countries, with Mexico and Ecuador, where numeracy proficiency is negatively associated with the level trust in others. With Ecuador, Peru is also unique in the lack of a statistically significant relationship between numeracy proficiency and the participation in volunteering activities, once individual characteristics are taken into account.

Figure 9. Effect of literacy proficiency on positive social outcomes

Marginal effects (as percentage-point change) of one standard-deviation increase in literacy score on the probability to report high – and low – levels of trust and political efficacy, good to excellent health, or participating in volunteer activities



Notes: Statistically significant values are shown in a darker tone (at the 5% level).
Source: Survey of Adult Skills (PIAAC) (2012, 2015, 2018), Table A5.8(L).

Key facts about the Survey of Adult Skills (PIAAC)

What is assessed

- The Survey of Adult Skills (PIAAC) assesses the proficiency of adults from age 16 onwards in literacy, numeracy and problem solving in technology-rich environments. These skills are "key information-processing competencies" that are relevant to adults in many social contexts and work situations, and necessary for fully integrating and participating in the labour market, education and training, and social and civic life.
- In addition, the survey collects a range of information on the reading- and numeracy-related activities of respondents, the use of information and communication technologies at work and in everyday life, and on a range of generic skills, such as collaborating with others and organising one's time, required of individuals in their work. Respondents are also asked whether their skills and qualifications match their work requirements and whether they have autonomy over key aspects of their work.

Methods

- The first cycle of the Survey of Adults Skills has been conducted over three rounds of data collection. The first round surveyed around 166 000 adults aged 16-65 years in 24 countries (or regions within these countries) in 2011-12. In Australia, Austria, Canada, Cyprus*, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Ireland, Italy, Japan, Korea, the Netherlands, Norway, Poland, the Slovak Republic, Spain, Sweden and the United States – the sample was drawn from the entire national population. In Belgium, the data were collected in Flanders; in the United Kingdom, the data were collected in England and Northern Ireland (data are reported separately for England and Northern Ireland in the report).
- Nine countries (or regions within these countries) took part in a second round of data collection in 2014-15: Chile, Greece, Jakarta (Indonesia), Israel, Lithuania, New Zealand, Singapore, Slovenia and Turkey. A total of 50 250 adults were surveyed. In all countries except Indonesia, the entire national population was covered. In Indonesia, the data were collected in the Jakarta municipal area only.
- The third round was conducted in 2017-18 in six countries: Ecuador, Hungary, Kazakhstan, Mexico, Peru and the United States. A total of 34 792 adults were surveyed. Note that the United States had already participated in Round 1. This brought the number of participating countries and economies to a total of 39.
- The language of assessment was the official language or languages of each participating country. In some countries, the assessment was also conducted in widely spoken minority or regional languages.
- Two components of the assessment were optional: the assessment of problem solving in technology-rich environments and the assessment of reading components.
- The target population for the survey was the non-institutionalised population, aged 16 to 65 years, residing in the country at the time of data collection, irrespective of nationality, citizenship or language status.
- Sample sizes depended primarily on the number of cognitive domains assessed and the number of languages in which the assessment was administered. Some countries boosted sample sizes in order to have reliable estimates of proficiency for the residents of particular geographical regions and/or for certain sub-groups of the population such as indigenous inhabitants or immigrants. The achieved samples ranged from a minimum of approximately 4 500 to a maximum of nearly 27 300.
- The survey was administered under the supervision of trained interviewers either in the respondent's home or in a location agreed between the respondent and the interviewer. The background questionnaire was administered in Computer-Aided Personal Interview format by the interviewer. Depending on the situation of the respondent, the time taken to complete the questionnaire ranged between 30 and 45 minutes.
- After having answered the background questionnaire, the respondent completed the assessment either on a laptop computer or by completing a paper version using printed test booklets, depending on their computer skills. Respondents could take as much or as little time as needed to complete the assessment. On average, the respondents took 50 minutes to complete the cognitive assessment.

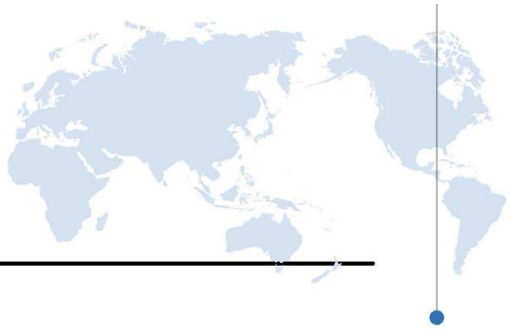
Proficiency levels: Literacy and numeracy

Level	Score range	Literacy	Numeracy
Below Level 1	Below 176 points	Tasks at this level require the respondent to read brief texts on familiar topics and locate a single piece of specific information. There is seldom any competing information in the text. Only basic vocabulary knowledge is required, and the reader is not required to understand the structure of sentences or paragraphs or make use of other text features.	Tasks at this level require the respondent to carry out simple processes such as counting, sorting, performing basic arithmetic operations with whole numbers or money, or recognising common spatial representations.
1	176 to less than 226 points	Tasks at this level require the respondent to read relatively short digital or print texts to locate a single piece of information that is identical to or synonymous with the information given in the question or directive. Knowledge and skill in recognising basic vocabulary, determining the meaning of sentences, and reading paragraphs of text is expected.	Tasks at this level require the respondent to carry out basic mathematical processes in common, concrete contexts where the mathematical content is explicit. Tasks usually require one-step or simple processes involving counting; sorting; performing basic arithmetic operations; and identifying elements of simple or common graphical or spatial representations.
2	226 to less than 276 points	Tasks at this level require the respondent to make matches between the text, either digital or printed, and information, and may require paraphrasing or low-level inferences.	Tasks at this level require the application of two or more steps or processes involving calculation with whole numbers and common decimals, percents and fractions; simple measurement and spatial representation; estimation; and interpretation of relatively simple data and statistics in texts, tables and graphs.
3	276 to less than 326 points	Texts at this level are often dense or lengthy. Understanding text and rhetorical structures is often required, as is navigating complex digital texts.	Tasks at this level require the application of number sense and spatial sense; recognising and working with mathematical relationships, patterns, and proportions expressed in verbal or numerical form; and interpreting data and statistics in texts, tables and graphs.
4	326 to less than 376 points	Tasks at this level often require the respondent to perform multiple-step operations to integrate, interpret, or synthesise information from complex or lengthy texts. Many tasks require identifying and understanding one or more specific, non-central idea(s) in the text in order to interpret or evaluate subtle evidence-claim or persuasive discourse relationships.	Tasks at this level require analysis and more complex reasoning about quantities and data; statistics and chance; spatial relationships; and change, proportions and formulas. They may also require understanding arguments or communicating well-reasoned explanations for answers or choices.
5	Equal to or higher than 376 points	Tasks at this level may require the respondent to search for and integrate information across multiple, dense texts; construct syntheses of similar and contrasting ideas or points of view; or evaluate evidence based arguments. They often require respondents to be aware of subtle, rhetorical cues and to make high-level inferences or use specialised background knowledge.	Tasks at this level may require the respondent to integrate multiple types of mathematical information where considerable translation or interpretation is required; draw inferences; develop or work with mathematical arguments or models; and critically reflect on solutions or choices.

Description of proficiency levels in problem solving in technology-rich environments

Level	Score range	The types of tasks completed successfully at each level of proficiency
No computer experience	Not applicable	Adults in this category reported having no prior computer experience; therefore, they did not take part in the computer-based assessment but took the paper-based version of the assessment, which does not include the problem solving in technology-rich environment domain.
Failed ICT core	Not applicable	Adults in this category had prior computer experience but failed the ICT core test, which assesses basic ICT skills, such as the capacity to use a mouse or scroll through a web page, needed to take the computer-based assessment. Therefore, they did not take part in the computer-based assessment, but took the paper-based version of the assessment, which does not include the problem solving in technology-rich environment domain.
"Opted out" of taking computer-based assessment	Not applicable	Adults in this category opted to take the paper-based assessment without first taking the ICT core assessment, even if they reported some prior experience with computers. They also did not take part in the computer-based assessment, but took the paper-based version of the assessment, which does not include the problem solving in technology-rich environment domain.
Below Level 1	Below 241 points	Tasks are based on well-defined problems involving the use of only one function within a generic interface to meet one explicit criterion without any categorical or inferential reasoning, or transforming of information. Few steps are required and no sub-goal has to be generated.
1	241 to less than 291 points	At this level, tasks typically require the use of widely available and familiar technology applications, such as e-mail software or a web browser. There is little or no navigation required to access the information or commands required to solve the problem. The tasks involve few steps and a minimal number of operators. Only simple forms of reasoning, such as assigning items to categories, are required; there is no need to contrast or integrate information.
2	291 to less than 341 points	At this level, tasks typically require the use of both generic and more specific technology applications. For instance, the respondent may have to make use of a novel online form. Some navigation across pages and applications is required to solve the problem. The task may involve multiple steps and operators. The goal of the problem may have to be defined by the respondent, though the criteria to be met are explicit.
3	Equal to or higher than 341 points	At this level, tasks typically require the use of both generic and more specific technology applications. Some navigation across pages and applications is required to solve the problem. The task may involve multiple steps and operators. The goal of the problem may have to be defined by the respondent, and the criteria to be met may or may not be explicit. Integration and inferential reasoning may be needed to a large extent.

COUNTRY NOTE



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Contact:
Directorate for Education and Skills
Directorate for Employment, Labour and Social Affairs
OECD Headquarters
2 Rue André Pascal
75016 Paris
Email: edu.piaac@oecd.org.
Telephone: + 33 1 45 24 82 00

For more information on the Survey of Adult Skills (PIAAC) and to access the full *International* report, visit:

www.oecd.org/site/piaac

BETTER POLICIES FOR BETTER LIVES