

The PIAAC BQ – maintaining trend, accounting for societal change, and adding innovative elements

Prof. dr. Tim Huijts

PIAAC Symposium
March 24, 2022



Outline of this presentation

- The role of the BQ in PIAAC
- The BQ and skills in changing societies
- Development process of the BQ for Cycle 2
- What's new for the BQ in Cycle 2?

The role of the BQ in PIAAC

The BQ has been developed to support three broad policy questions that are central to PIAAC as a whole:

- 1) How are skills *distributed* across countries as well as relevant subgroups (e.g. age, migration status, sector etc.)?
- 2) Why are skills important: *effects* on outcomes (economic and non-economic)?
- 3) What are the *antecedents* of skills: relation with education, training, informal learning experiences?

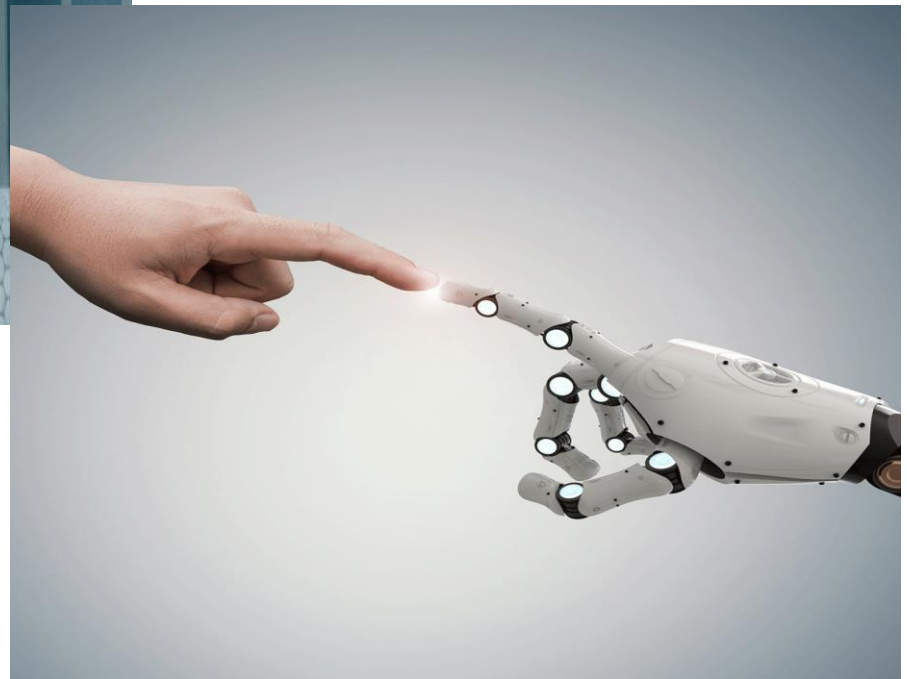
Main aims of the BQ

The main aims of the PIAAC BQ are:

- To provide information on possible *outcomes and antecedents* of key skills, as well as on demographic and structural indicators that are needed to describe the *distribution* of such skills within and between participating countries
- To ensure a reliable, valid, and equivalent *measurement* of constructs relevant for understanding the causes and consequences of key information-processing skills across countries



Skills in changing societies



Development process of the BQ for CY2

- Cycle 1 BQ as obvious starting point: most concepts are still relevant, and most measurements worked well
- Also, maintaining measurements enables examination of trends
- However:
 - Societies have changed since Cycle 1 (e.g., considering the use of digital technology at work and in everyday life), and these changes also need to be reflected in the BQ
 - Some relevant concepts (e.g., social and emotional skills) were not yet sufficiently covered in Cycle 1
 - Room for improvement for some measurements in Cycle 1
- Striking the right balance between continuity and change is key

Development process of the BQ for CY2

All in all, in practice this means that in the development of the BQ for Cycle 2 it was important to:

- (a) maintain a majority of items in the same form as in Cycle 1 (*“strict trend items”*);
- (b) improve the measurement of concepts that were already included in Cycle 1 (*“soft trend items”*);
- (c) add a limited number of new items, mostly capturing concepts that were not covered yet in Cycle 1 (*“new items”*, largely derived from existing data sources); and
- (d) drop items that were included in Cycle 1, but that appeared to be lacking in usefulness or quality

Development process of the BQ for CY2

- Evaluation of Cycle 1 BQ, and development work by different OECD working groups (e.g., education and training, skill use and mismatch, non-economic outcomes, social and emotional skills)
- Identification of trend items and new items to balance continuity and change; improvement of Cycle 1 items
- Draft versions discussed with the BQ expert group and countries
- Adaptation, extension and translation process in consultation with the countries
- Mixed-method pre-test of selection of items
- Field Trial to check the quality, validity and reliability of the items and concepts

Criteria for selection of BQ items

- Clearly established relation to skills and other relevant outcomes
- Good measurement properties
- Comparable across groups and countries
- National adaptations to be kept to a minimum
- Comparability to other international surveys
- Relevance for majority of respondents



What's new for the BQ in Cycle 2?

Key examples include:

- Section on social and emotional skills
- Items to capture changes in working environments and societies (e.g. use of digital skills)
- Improved measurement of education and training
- More information on being out of work
- More information on social background



The sections of the BQ for CY2

- Section A: Personal characteristics
- Section B: Education and training
- Section C: Current status and work history
- Section D: Current work
- Section E: Last job
- Section F: Literacy, numeracy, and ICT practices at work
- Section G: Literacy, numeracy, and ICT practices in everyday life
- Section H: Working environment
- Section I: Non-economic outcomes
- Section J: Background
- Section K: Social and emotional skills (15-item BFI-2-XS)

Two international extension options: (A) full 30-item BFI-2-S for social and emotional skills; (B) additional items on the working environment

Thank You

t.huijts@maastrichtuniversity.nl