



Concluding Reflections

Nordic Seminar on Basic Skills

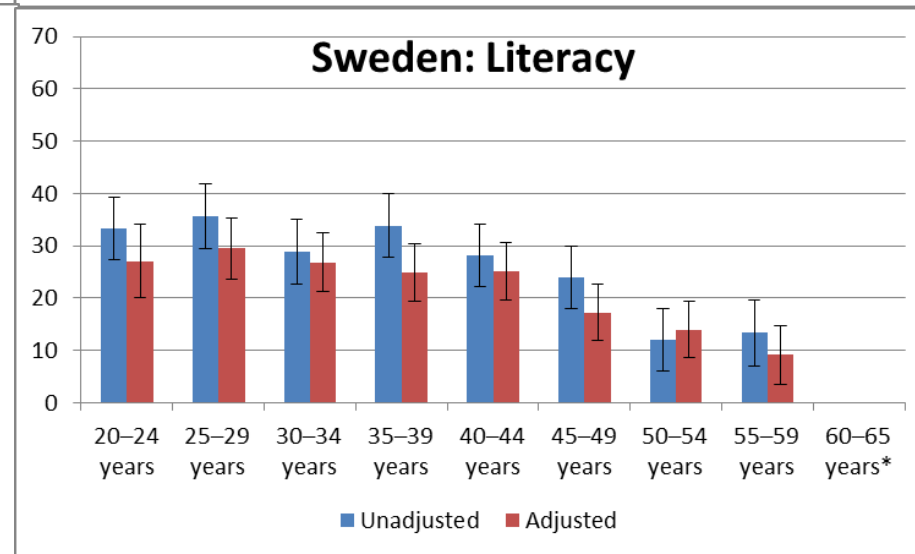
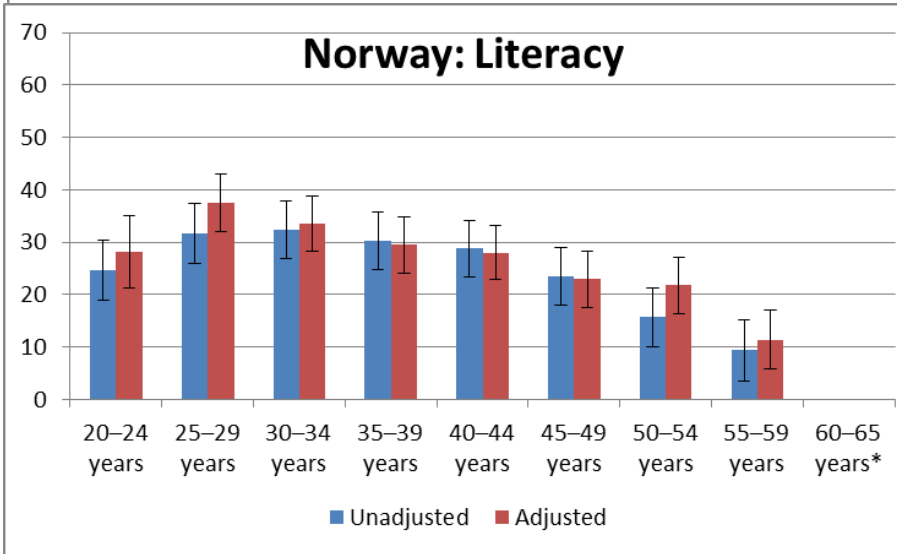
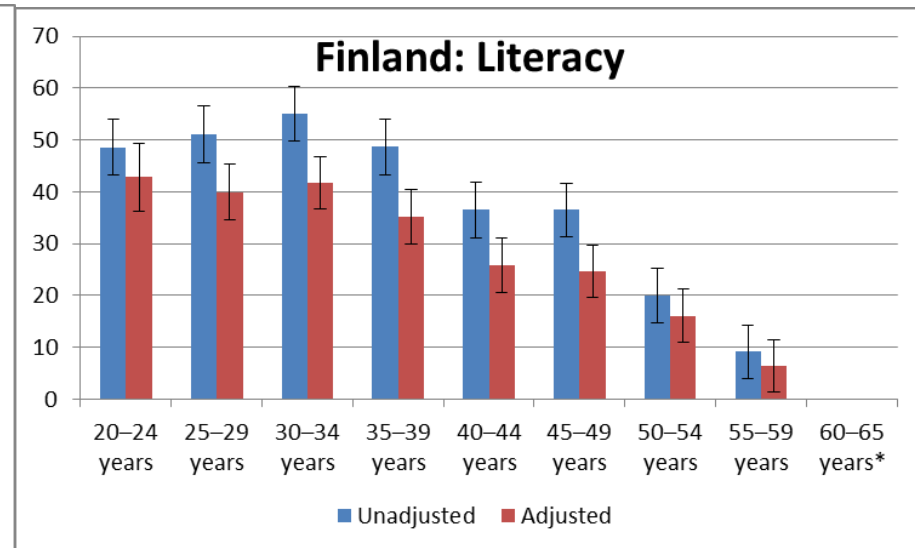
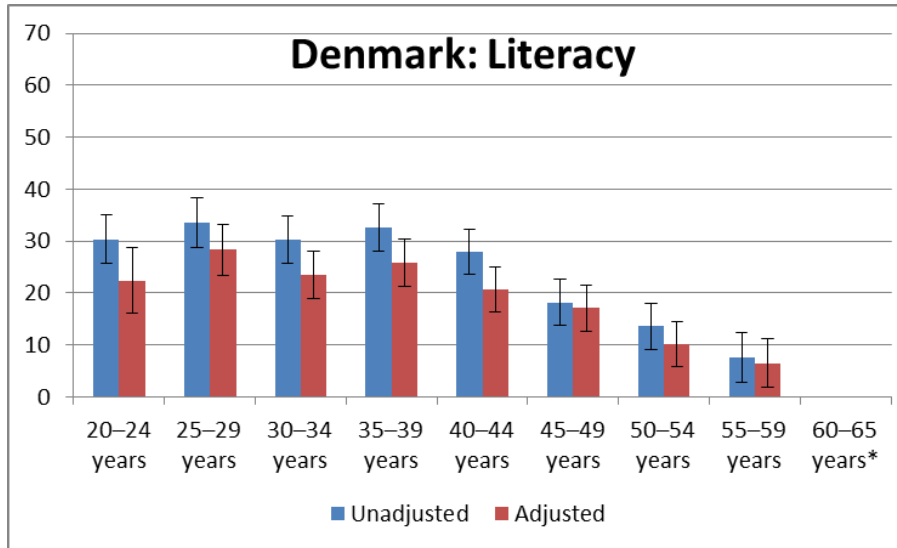
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Antero Malin
University of Jyväskylä

Age group differences

- Unadjusted (crude) age group differences in literacy, numeracy and problem-solving with ICT are quite large in Nordic countries.
- These skills are associated with several background factors as well.
 - e.g. reading at and outside work, participation in formal and non-formal AET, education level, field of study, gender, language background, occupation
- Controlling these factors partly reduce the age group differences.
- However, age group differences remain after adjusting for various background factors

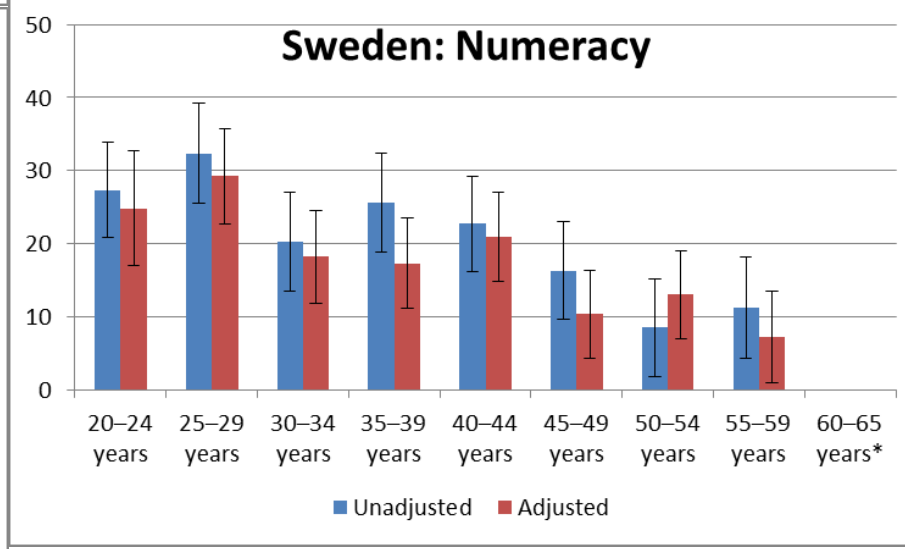
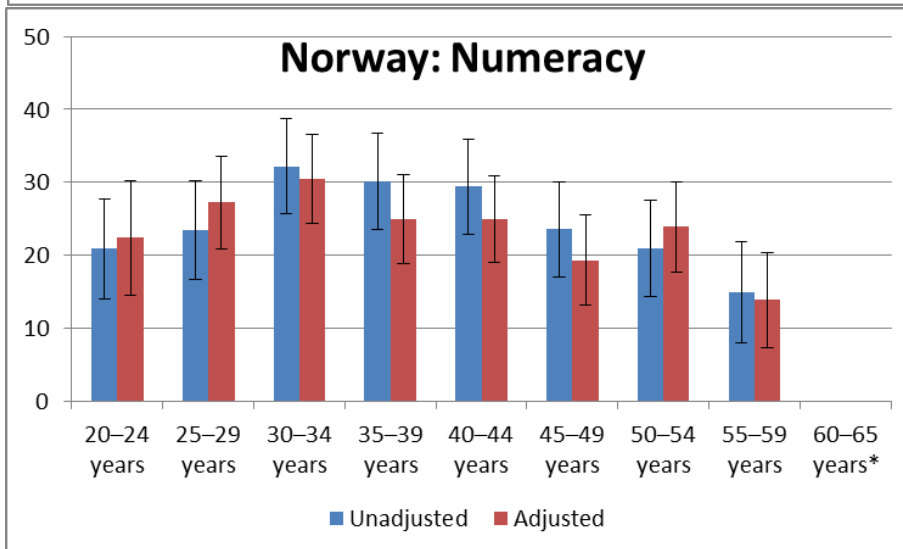
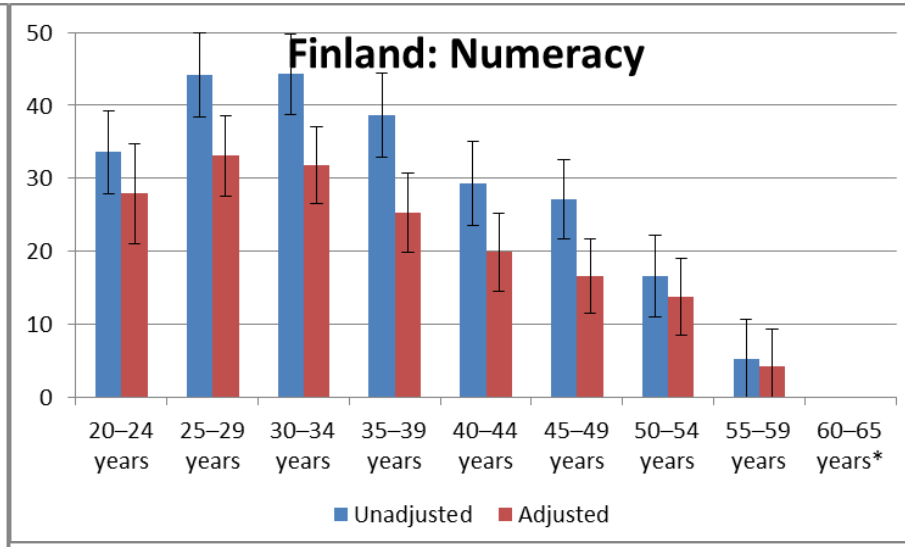
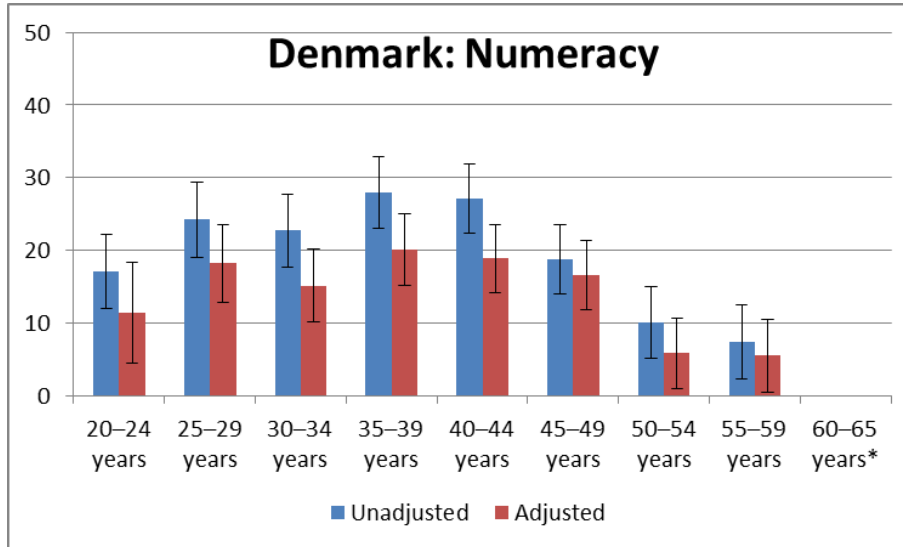
Unadjusted and adjusted age group differences in reading literacy with 95% confidence intervals (PIAAC)



Adjusted differences are adjusted for reading at and outside work, participation in formal and non-formal AET, education level, field of study, gender, language background and occupation. Aged 16–19 years excluded.

* Reference group

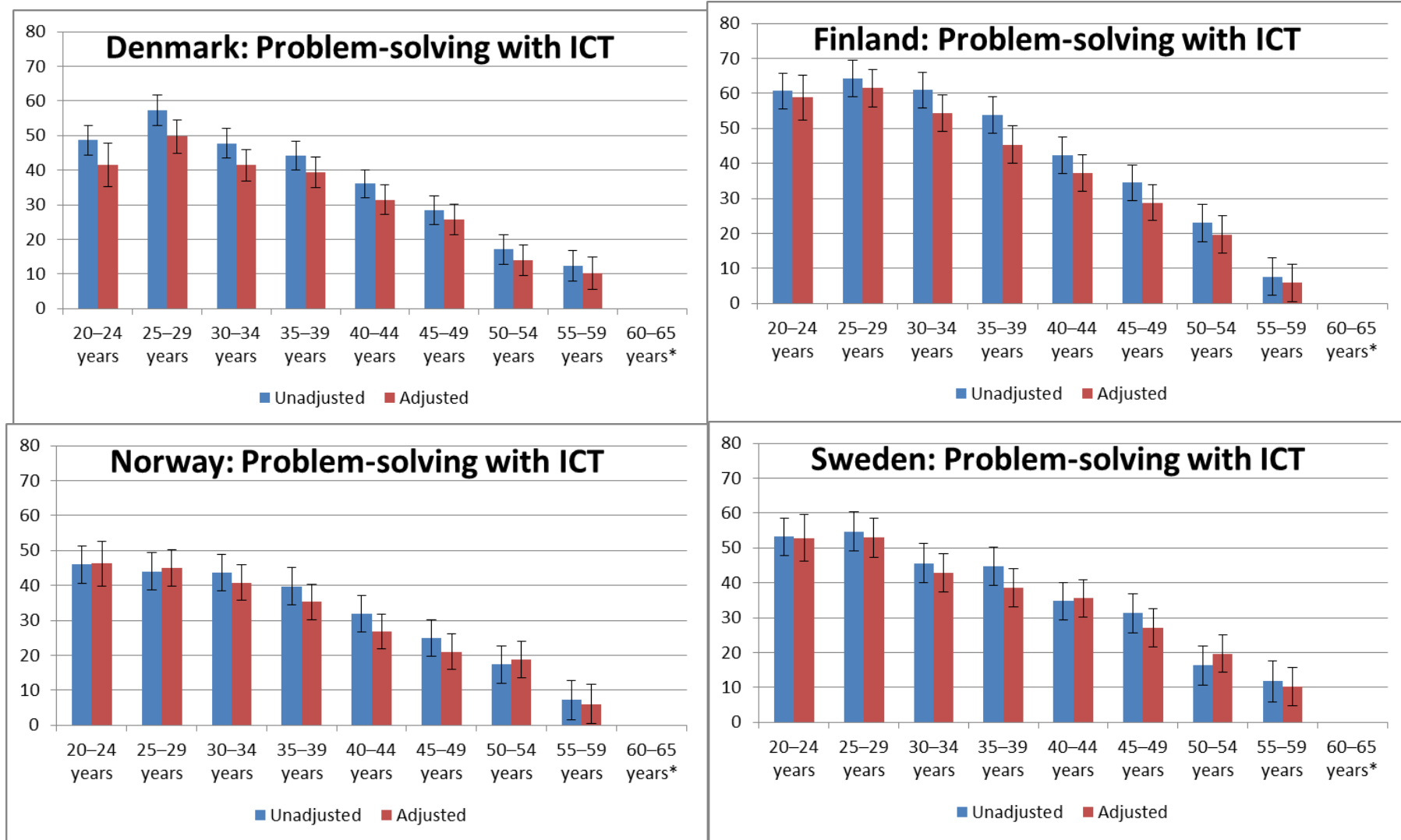
Unadjusted and adjusted age group differences in numeracy with 95% confidence intervals (PIAAC)



Adjusted differences are adjusted for reading at and outside work, participation in formal and non-formal AET, education level, field of study, gender, language background and occupation. Aged 16–19 years excluded.

* Reference group

Unadjusted and adjusted age group differences in problem solving with ICT with 95% confidence intervals (PIAAC)



Adjusted differences are adjusted for reading at and outside work, participation in formal and non-formal AET, education level, field of study, gender, language background and occupation. Aged 16–19 years excluded.

* Reference group

Age and education (1)

- The study has shown the importance of **initial formal education** in developing and maintaining basic cognitive skills during adulthood. The significance of the initial (compulsory) education is difficult to compensate later in life.
- Education after basic school, in particular **higher education**, promotes reading skills.

Age and education (2)

- In general, the challenge of enhancing and updating the **education of older adults with low proficiency levels** is crucial if countries aim to keep them in the workforce longer.
- There is clear need to develop forms of **adult education and training** which help adults to update their skills to keep up with new demands in working and everyday life.

Young people

- The life course of young people from age 15 to 27 impacts reading skills at age 27.
- **Young people** who are long periods **without education or work** are at risk => drop-outs?
- Policy efforts targeted at young people are important.

<https://ktl.jyu.fi/sasla>



Thank you very much!

