

From age 15–16 to age 28–30

The relationship between literacy, education, and labour market attachment using combined PISA–PIAAC data



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Combined PISA-PIAAC data

- > Population
 - > Individuals born in 1993
 - > Participated in PISA 2009
 - > Were alive and residing in Denmark at the time of data collection for PIAAC Cycle 2
- > Measure reading skills for the young people in the final years of compulsory school and again when they are in their late twenties
- > 1,221 young individuals participated in both PISA and PIAAC

(A nonresponse adjustment weight has been calculated based on register information (including gender, country of origin, parental education level, household income) and PISA results. This weight has been multiplied with the original PISA 2009 final weight and replicate weights)

Research questions

- > How are young people's reading skills at age 15–16 (measured by PISA) related to their reading skills at age 28–30 (measured by PIAAC)?
- > What is the relationship between reading skills at age 15–16 and the likelihood of being employed or in education at age 28–30?
- > What characterizes the young people who improve or worsen their position in the skill distribution over time?

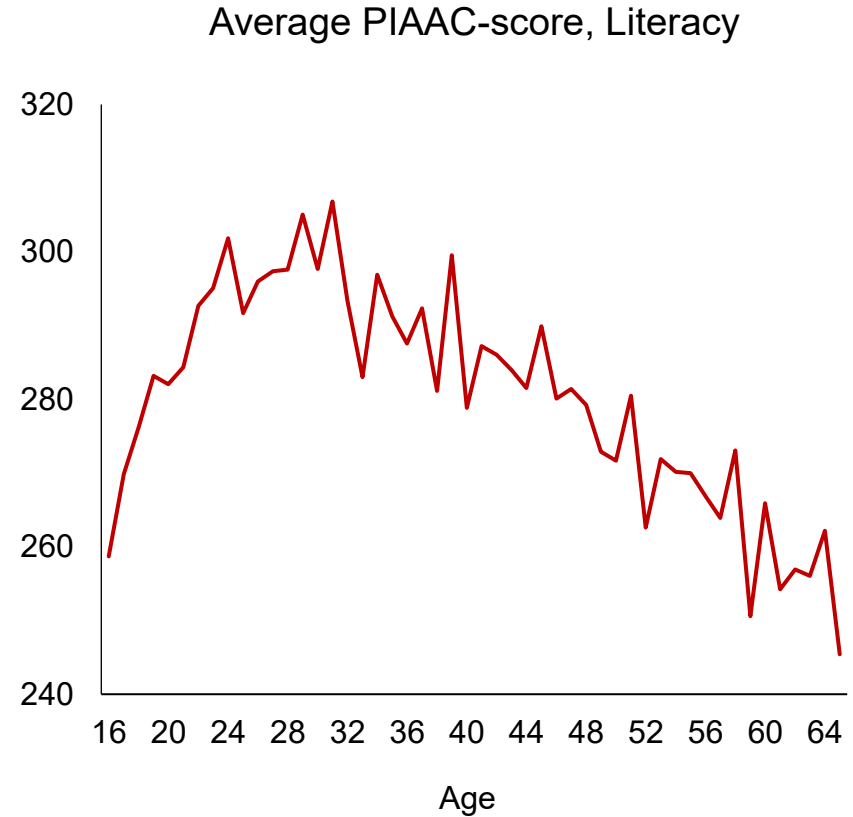
Reading skills at age 15-16 and age 28-30

What we can analyze with PISA-PIAAC data

- > We assess whether a person has moved up or down in the distribution of reading skills from PISA to PIAAC
- > Not possible to determine whether reading skills in an absolute sense have increased or decreased

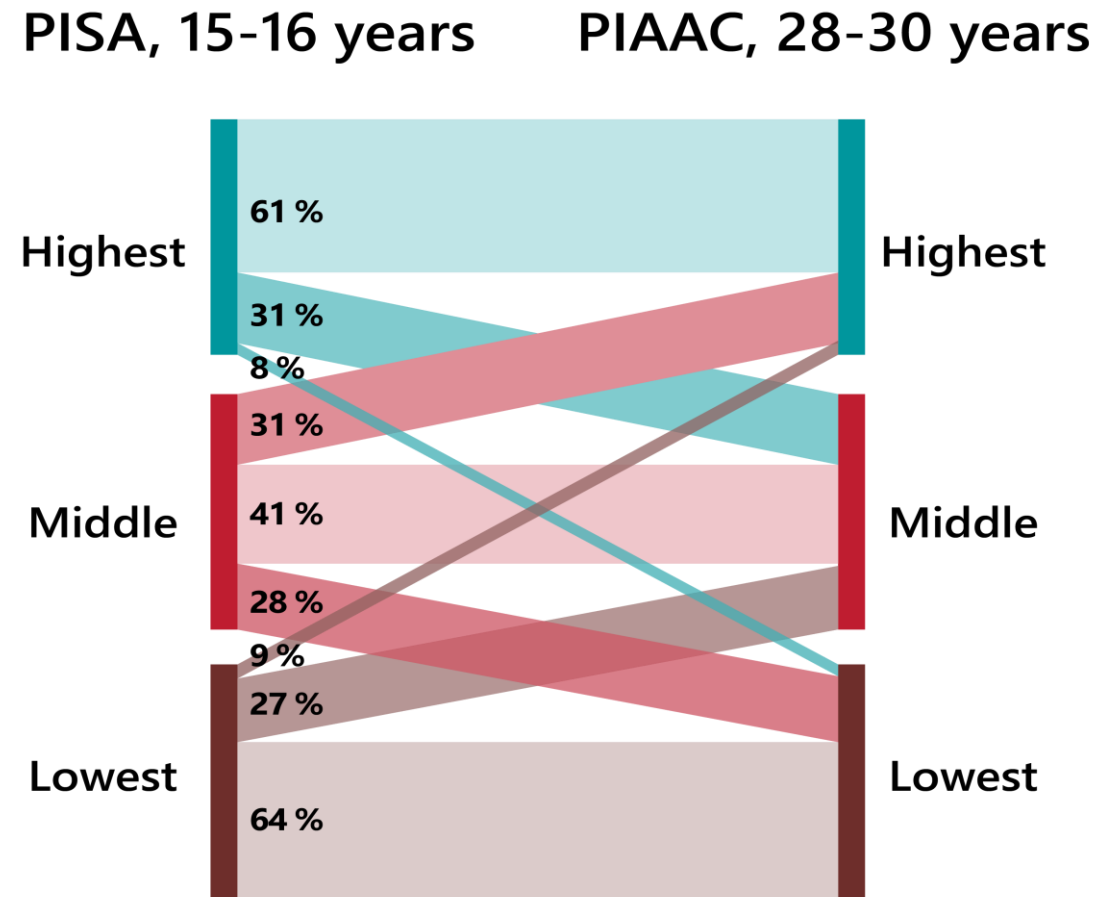
What we can analyze with PISA-PIAAC data

- > We assess whether a person has moved up or down in the distribution of reading skills from PISA to PIAAC
- > Not possible to determine whether reading skills in an absolute sense have increased or decreased
- > Nonetheless, data from PIAAC suggest an absolute increase in skills for many young people from the age of 16 to the age of 31.



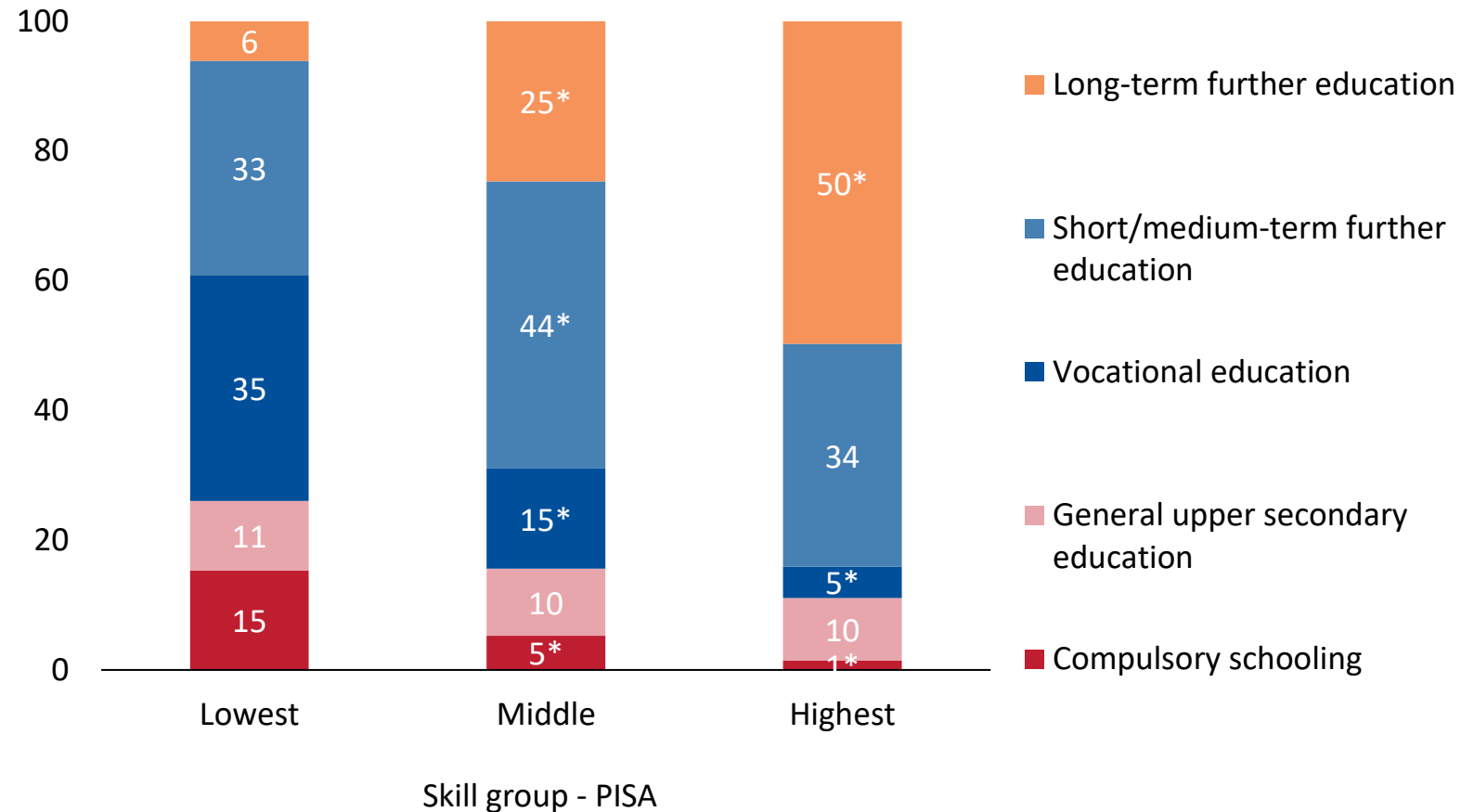
Placement in skill distribution in PISA (15-16-years-old) and PIAAC (28-30-years-old)

- Divide the respondents into three groups in 2009 and 2022/2023 respectively, using tertiles,
- Examine, for example, how the young people who are in the lowest part of the distribution in 2009 are placed in the distribution in 2022/2023.

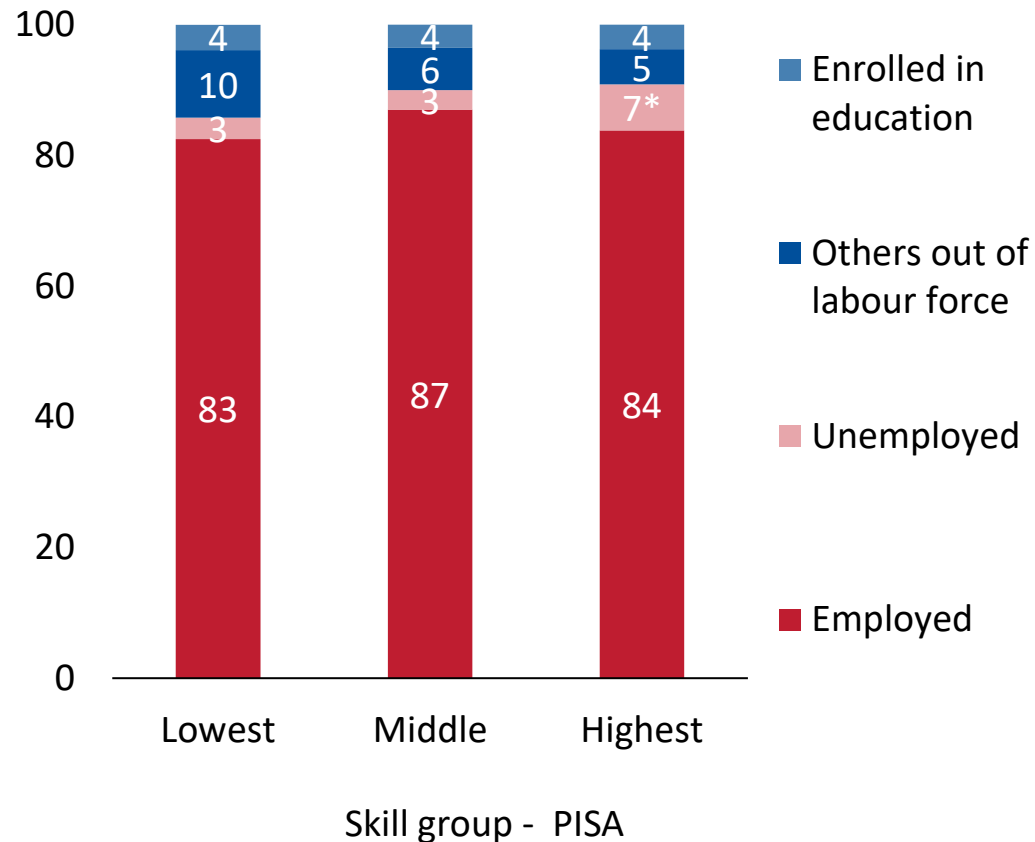


Reading skills at age 15–16 and the level of education, employment status, health and life satisfaction at age 28–30

Highest completed or ongoing education at age 28-30, separately for reading skill groups at age 15-16. Percentage.

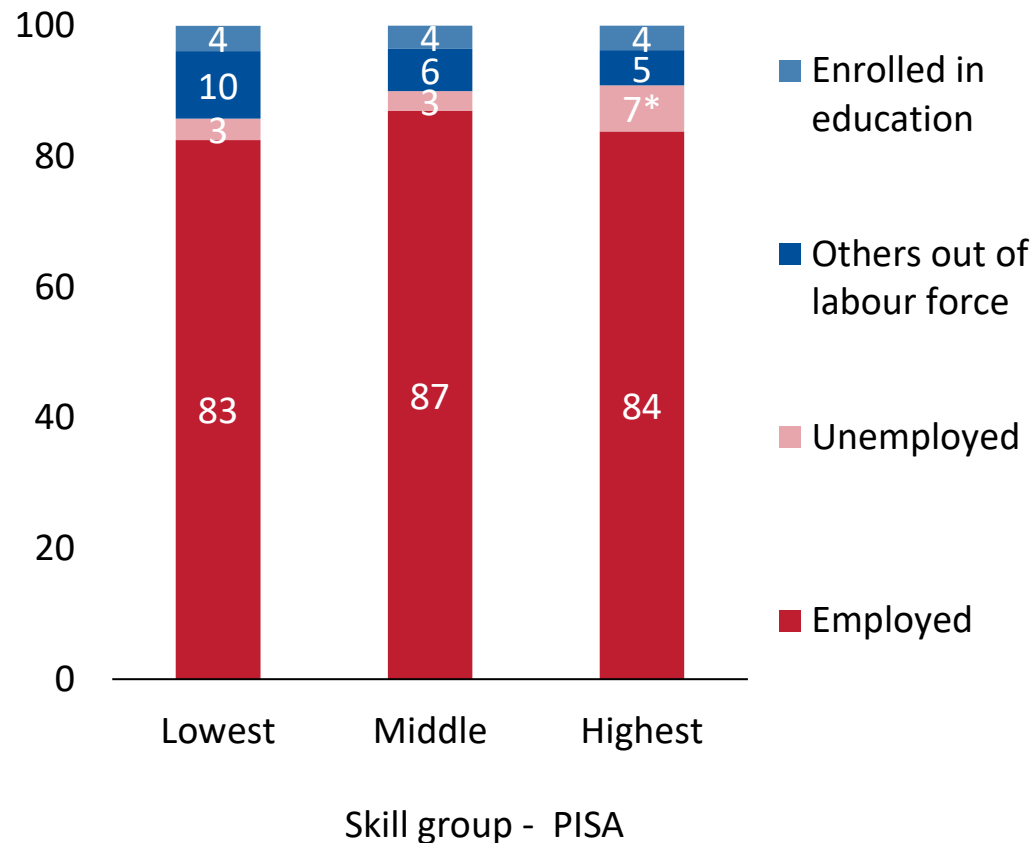


Labour market status in 2022/23, separately for reading skill groups in 2009. Percentage.



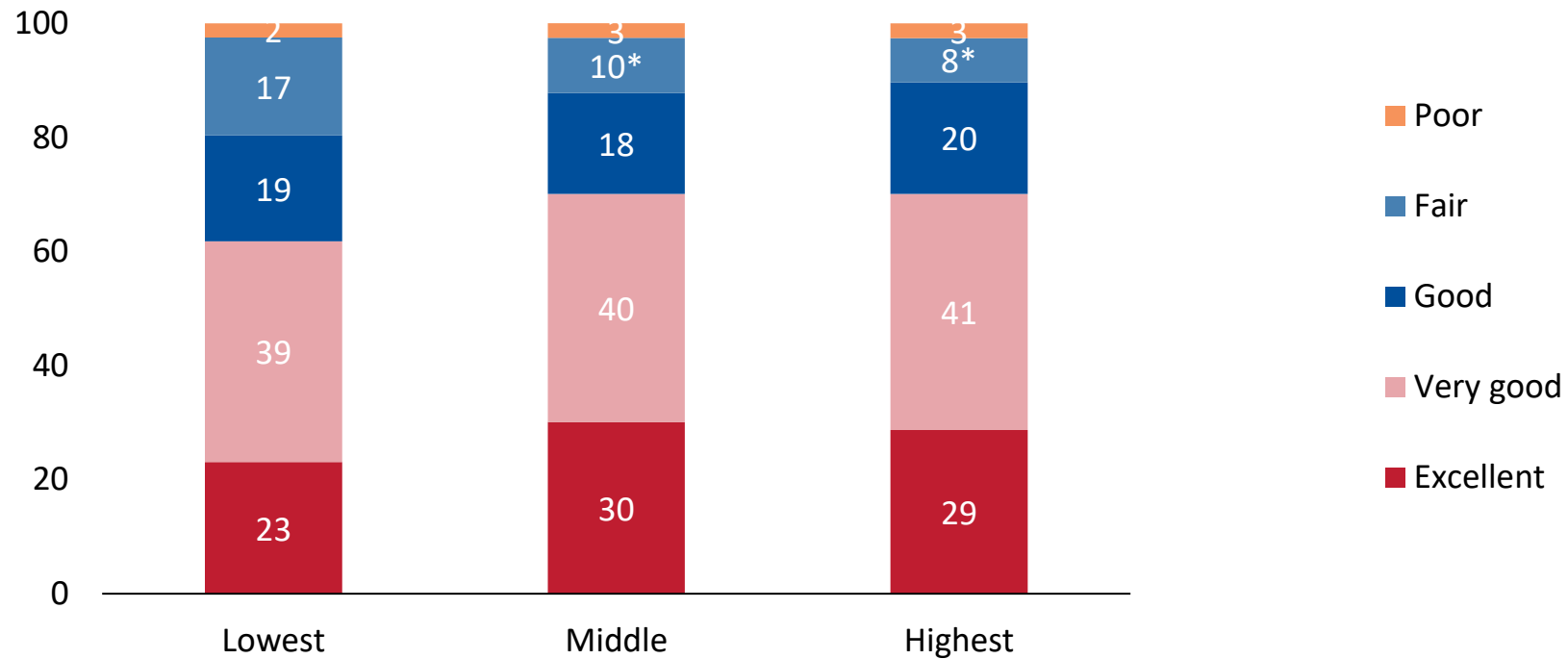
- The share “Not in Education, Employment, or Training” do not differ for skill groups
- The composition of the group without employment differs for skill groups

Labour market status in 2022/23, separately for reading skill groups in 2009. Percentage.



- The share “Not in Education, Employment, or Training” do not differ for skill groups
- The composition of the group without employment differs for skill groups
- However, the share who received transfer income at some point during 2010–2022 is significantly higher among young people with the poorest reading skills than among those with the best reading skills

Self-reported health at age 28-30, separately for reading skill groups at age 15-16. Percentage.



Life satisfaction at age 28-30, separately for reading skill groups at age 15-16.

- There is no strong association between reading skills in PISA at age 15–16 and life satisfaction at age 28-30

What characterizes the young people who improve or worsen their position in the skill distribution?

Development in reading skills from age 15-16 to age 28-30 varies with individual characteristics

- > **Gender:** Men have had a more positive development in reading skills than women
- > **Immigrant status:** Immigrants and descendants have had a less positive development in reading skills than individuals of Danish origin
- > **Education at age 28-30:** Young people with higher education—especially those with a long higher education—show a more positive development in reading skills than young people with only primary school or vocational education.
- > **Health status at age 28-30:** Young people with fair or poor health show a less positive development in reading skills than those with very good health

Thank you for listening