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DER FORSCHUNG | DER LEHRE | DER BILDUNG

What's the problem
represented to be?
Media coverage of
PIAAC (MEDIAAC)

Prof. Dr. Anke Grotluschen



Foto: UHH/Lutsch

What's the problem represented to be? (MEDIAAC)

- 1 WPR Approach by Carol Bacchi
- 2 Earlier Research using WPR for PIAAC
- 3 Corpus for the Discourse Analysis
- 4 Findings: Chile, Germany, Ireland, Israel, Portugal
- 5 What is not represented?



WPR Approach by Carol Bacchi



WPR Approach by Carol Bacchi (2012)

- The 'WPR' approach is a resource, or tool, intended to facilitate critical interrogation of public policies. It starts from the premise that what one proposes to do about something reveals what one thinks is problematic (needs to change).
- Following this thinking, policies and policy proposals contain **implicit representations of what is considered to be the 'problem'** ('problem representations').
- For example, if forms of training are recommended to improve women's status and promotion opportunities, the implication is that their *lack of training* is the 'problem', responsible for 'holding them back'.

WPR Approach by Carol Bacchi (2012)

1. **What's the 'problem'** (for example, of 'problem gamblers', 'drug use/abuse', 'gender inequality', 'domestic violence', 'global warming', 'sexual harassment', etc.) represented to be in a specific policy or policy proposal?
2. What presuppositions or assumptions underpin this representation of the 'problem'?
3. How has this representation of the 'problem' come about?
4. **What is left unproblematic** in this problem representation? **Where are the silences?** Can the 'problem' be thought about differently?
5. What effects are produced by this representation of the 'problem'?
6. How/where has this representation of the 'problem' been produced, disseminated and defended? How has it been (or could it be) questioned, disrupted and replaced?



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Earlier Research using WPR for PIAAC

The non-shock of PIAAC in Denmark (Pia Cort, Anne Larsen, 2015)

- “In this paper we analyse **how the PIAAC results were covered by the media** and how different stakeholders within the field of adult literacy took PIAAC as an opportunity to try to influence how the problem of adult literacy in Denmark should be represented”
 - **Adult Literacy** is consistently seen as ‘the problem’
 - **Adult Education** is scarcely mentioned as a policy ‘solution’
- Our RQ: **What’s the problem represented to be in nine countries that participated in PIAAC and its release in December 2024?**



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Corpus for the Discourse Analysis



Foto: UHH/von Wieding

Corpus, Data and Methods

- Search from December 2024 to January 2025, webcrawled into MaxQDA, categorized by country and speaker:
 - **Press releases** by ministries and National Project Management
 - **Mass media** coverage (online print only)
 - **Social media** comments (Bluesky and LinkedIn only)
- Nine selected countries, selection by variation and by network (Canada, **Chile**, England, **Germany**, **Israel**, **Ireland**, **Portugal**, Switzerland, USA)

Data Preparation and Analysis

- **Translated** (GER/EN) and **webcrawled** into MaxQDA with full source and country information
- Fully coded following **Bacchi's Question Nr. 1** (WPR)
- Preference to the details (that means, categories are very fine-grained, e.g. *literacy skills* and *literacy skills international*)
- Development of a **system of problems**
- **Analysis of largest categories** while controlling whether the number of entries was perhaps an artefact, e.g. stems only from a few media statements
- **Summary** of the largest categories' representation of problems

System of Problems that are represented across countries

- **Competence problems (Ranking & Trend):** Low literacy/ numeracy /problem-solving skills
- **Inequality problems:** Widening gaps; Widest gap (Germany)
- **Problem Populations:** Young/Youth, Age, Ultra-orthodox (Israel), Arab Society (Israel), SES, Migration
- **Comparison problems:** Over time = Trend: Skill Declines, Widening Gaps; Cross country = Ranking: Below OECD average; Low / nearly lowest ranking position, Loss of position
- **Consequential problems of skill problems:** Low Salaries, Low Trust, Modern world, Employment
- **Causes of problems:** schools, migration, Income spread, Reading habits
- **Politics and Policy Problems:** Conservative government (Israel), Disappointing government (Portugal)
- **Adressing problems:** improve skills, close gaps (Improve schools, adult education?, Income spread?)



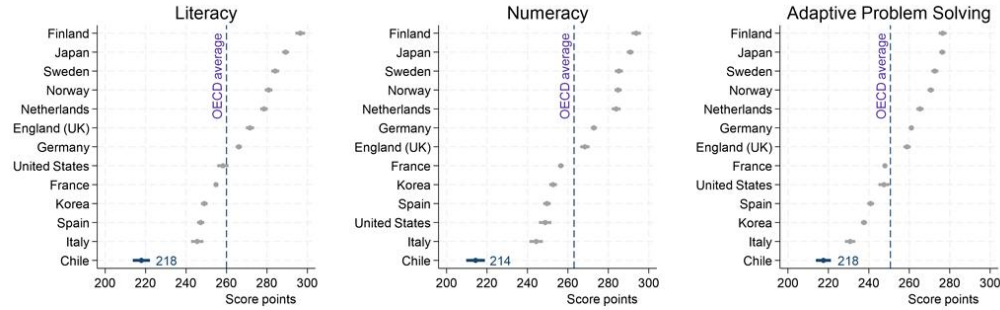
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Findings: Chile, Germany, Ireland, Israel, Portugal

Chile

Figure 1. Mean performance in literacy, numeracy and adaptive problem solving

Chile, OECD average and selected comparison countries/economies



Notes: Comparison countries include the highest-performing countries, and the participating countries and economies with the largest population of adults aged 16-65. Horizontal lines that extend beyond the markers represent a measure of uncertainty associated with mean estimates (the 95% confidence interval).

Source: [Table A.2.1](#).

Q Dokumente

- Dokumente
 - Ireland
 - Portugal
 - England
 - Chile
 - Politics and science
 - Bildungsministerium Chile PIAAC 11
 - Ministerio de Education Chile PIAAC wenige Unterschiede zu anderem Bildungsministerium Art... 12
 - Social Media
 - Bluesky Chile 1
 - LinkedIn Chile PIAAC CoMov Bildungsschulden Arbeitsleistung 6
 - LinkedIn Chile PIAAC letzter Platz Verbesserung Academia 5
 - Mass Media
 - EMOL El Mercurio online Chile PIAAC 9
 - Latribuna chilienische Zeitung LA Chile PIAAC 0
 - Ex Ante politische Onlinezeitung Chile PIAAC 15
 - ADN Radio Chile PIAAC 11
 - Tuopinas Chile PIAAC 12
 - OECD Country Notes Chile 15

Q Chile

- Problem Chile competences, health and progress 3
- Problem Chile employees numeracy 3
- Problem Chile adaptive problem solving 3
- Problem Chile lack of numeracy skills 3
- Problem Chile lack of literacy skills 3
- Problem Chile international teachers experiences 1
- Problem Chile international teachers experiences 2
- Problem Chile low basic skills 7
- Problem Chile school and education 11
- Problem Chile employees literacy 4
- Problem Chile ranks last PIAAC 8
- Problem Chile educational debt 1
- Problem Chile corona pandemic 3
- Problem Chile lower education spending 4
- Problem Chile old people literacy 3
- Problem Chile age 4
- Problem Chile gap depending on level of education attained 5
- Problem Chile international literacy decline 2
- Problem Chile literacy development / decline 3
- Problem Chile only Latin American country 9

Ex Ante politische Onlinezeitung Chile PIAAC (14 Absätze)

Problem Chile school and education

8 Es genügt, sich an die Arbeit von Hanushek und Woessmann (2015) zu erinnern, die eine wichtige Perspektive zum Verständnis dieses Problems bietet. Ihrer Analyse zufolge führt eine deutliche Verbesserung der kognitiven Fähigkeiten (Mathematik- oder Lesekompetenz) zu einem durchschnittlichen Lohnanstieg von 18 % bei Arbeitnehmern in Industrieländern. Dies unterstreicht, dass es nicht nur darum geht, die Zahl der Schuljahre zu erhöhen oder die Hochschulbildung breiter zugänglich zu machen, sondern sicherzustellen, dass diese Bildungsstufen in echte Fähigkeiten umgesetzt werden.

9 In Chile ist das Problem besonders deutlich. Die PIAAC-Ergebnisse bestätigen eine erschütternde Realität: Ein Arbeitnehmer mit Hochschulbildung verfügt über ein Qualifikationsniveau, das dem eines Arbeitnehmers mit Sekundarschulbildung in den OECD-Ländern entspricht. Dieses Defizit erklärt weitgehend, warum die Gehälter im Land nicht die Investitionen in Bildung widerspiegeln.

10 Auch wenn sich die Merkmale des chilenischen Arbeitsmarkts von denen anderer Länder unterscheiden, ist die Schlussfolgerung klar und allgemeingültig: Qualifikationen sind der wichtigste Faktor für individuelles Einkommen und Produktivität. Wenn Politiker eine integrativere und wettbewerbsfähigere Wirtschaft anstreben, können sie die notwendigen Diskussionen und Maßnahmen zur Entwicklung echter Kompetenzen sowohl für die Arbeitnehmer als auch für die Beschäftigten (Grund- und Sekundarschulbildung) nicht weiter aufschieben.

11 Wir haben bereits ein Jahrzehnt verloren. Wollen wir noch ein weiteres verlieren? Investitionen in Qualifikationen bedeuten Investitionen in die Zukunft des Landes. Sie stellen sicher, dass alle Studierenden, sowohl zukünftige als auch aktuelle Arbeitnehmer, sich an der Modernisierungsbewegung beteiligen und zur Entwicklung einer wissensbasierten Wirtschaft beitragen können. Hören wir auf, nur vom Rücksitz aus zuzusehen, und arbeiten wir daran, Kompetenzen zum Eckpfeiler des Fortschritts Chiles zu machen.

12 [Klicken Sie hier, um weitere After Office-Inhalte anzuzeigen.](#)

Memo...

Also Problem numeracy, but I might change the coding to only one category: Problem Chile employees literacy and numeracy.

01.06.25: I kept both categories for now.

Liste der codierten Segmente

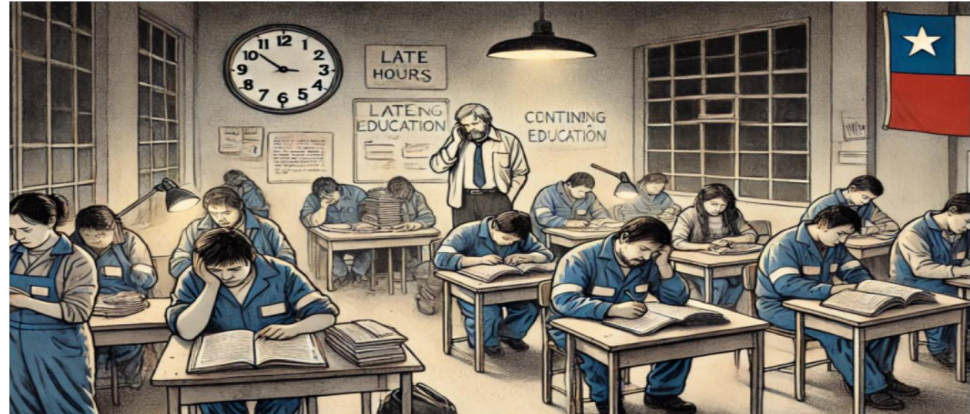
3 codierte Segmente (aus 3 Dokumenten, 2 Dokumentgruppen)

- Chile > Politics and science > Bildungsministerium Chile PIAAC
 - Chile hingegen verschlechterte seine Leseverständniswerte zwischen den beiden Zeiträumen um zwei Punkte, nämlich von 220 auf 218.
 - Bildungsministerium Chile PIAAC, Pos. 7
- Chile > Politics and science > Ministerio de Education Chile PIAAC wenige Unterschiede zu anderem Bildungsministerium Artikel
 - Chile hingegen verschlechterte seine Leseverständniswerte zwischen den beiden Zeiträumen um zwei Punkte, nämlich von 220 auf 218.
 - Ministerio de Education Chile PIAAC wenige Unterschiede zu anderem Bildungsministerium Artikel, Pos. 7
- Chile > Social Media > LinkedIn Chile PIAAC CoMov Bildungsschulden Arbeitsleistung
 - Seit 2015 haben wir keinen einzigen Punkt bei den Lesefähigkeiten verbessert.
 - LinkedIn Chile PIAAC CoMov Bildungsschulden Arbeitsleistung, S. 1

Chile at a glance: What's the problem represented to be?

- **School, school system and school policy** is the problem
- **Low basic skills** (Literacy 54/53% Level 1 and below 2012/2018, Numeracy: 62/58% Level 1 and below, discussed as improvement)
- **Only Latin American country** (Problem of the PIAAC survey)
- But not **adult (further) education** however, Ex Ante journal posts „Chile déjà vu“ – a workers' night school reading class...

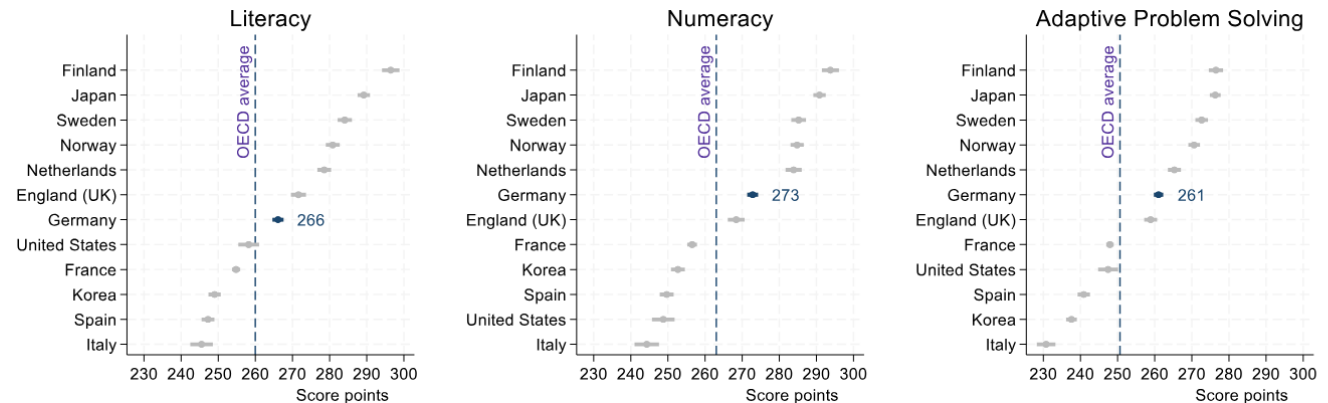
Chile, déjà vu. Por Francisco Carrillo



Germany

Figure 1. Mean performance in literacy, numeracy and adaptive problem solving

Germany, OECD average and selected comparison countries/economies



Notes: Comparison countries include the highest-performing countries, and the participating countries and economies with the largest population of adults aged 16-65. Horizontal lines that extend beyond the markers represent a measure of uncertainty associated with mean estimates (the 95% confidence interval).

Source: [Table A.2.1](#).

Suche Dokumente

- Canada 0
- Israel 146
- Switzerland 0
- Germany 240
 - Social Media 8
 - L Woessmann Universität München LinkedIn PIAAC 1
 - Andreas Schleicher OECD LinkedIn PIAAC INTERNATIONAL 1
 - Tim Stanik LinkedIn PIAAC 2
 - Bundesministerium für Bildung und Forschung auf LinkedIn PIAAC 4
 - Politics and science 9

Suche ger

1/28 Aa a* abc

- Codes
- Problem Germany international perspective on migration 1
 - Problem Germany gap internationally 2
 - Problem Germany older adults internationally 1
 - Problem Germany (literacy) skills like a child 11
 - Problem Germany education policy 4
 - Problem Germany participation with low basic skills 3
 - Problem Germany dyslexia and dyscalculia 4
 - Problem Germany dyslexia 1
 - Problem Germany low literacy and numeracy 7
 - Problem Germany over-qualified employees 1
 - Problem Germany further education underrated 1
 - Problem Germany example task 10
 - Problem Germany low basic skills internationally 12
 - Problem Germany lack of numeracy skills 5
 - Problem Germany development over time 10
 - Problem Germany trust in government and people 8
 - Problem Germany young people 9
 - Problem Germany age 2
 - Problem Germany lack of literacy skills 11
 - Problem Germany migration background 26
 - Problem Germany school and education 20
 - Problem Germany gap 25
 - Problem Germany not matching the modern skills needed 2
 - Problem Germany participation with low literacy 3
 - Problem Germany social background 27
 - Problem Germany unemployment 6

L Woessmann Universität München LinkedIn PIAAC

Problem Germany social background

Suche

Ludger Woessmann · 3+
Professor of Economics, ifo Insti...
1 Woche ·

Neue PIAAC-Ergebnisse für Deutschland:

- Lesen- + Mathematik-Kompetenzen Erwachsener
- über Durchschnitt der Teilnehmerländer
- stabil im Vergleich zu vor 10 Jahren
- im int. Vergleich große Unterschiede nach sozialer Herkunft + Migration, stark vergrößert

<https://lnkd.in/d/KqnWfFs>

Beruflich vorankommen – mit LinkedIn Premium
Nicht verpassen: Premium für 0 EUR

Liste der codierten Segmente

Manoelidatt PIAAC_Pos_12 · Problem Germany social background (0)

Germany > Mass Media > Tagesspiegel PIAAC

Ähnlich vorhersehbar war auch, dass die Leistungen von Deutschen auch im Erwachsenenalter noch stark vom Bildungsniveau ihrer Eltern abhängig sind. Menschen aus Akademikerfamilien lesen so gut wie der finnische Durchschnitt, Menschen aus Arbeiterfamilien sind dagegen nicht viel besser als der chilenische.

Tagesspiegel PIAAC_S_4 · Problem Germany social background (0)

Germany > Mass Media > DIE RHEINPFALZ PIAAC

Außerdem hat in keinem anderen Land der PIAAC-Studie die soziale Herkunft einen so großen Einfluss auf die Alltagskompetenzen wie in Deutschland. Soziale Herkunft beschreibt, welche Bildungsabschlüsse die Eltern haben.

DIE RHEINPFALZ PIAAC_Pos_9 · Problem Germany social background (0)

Germany > Mass Media > Epoch Times Deutschland

Insbesondere stark wirkt sich die soziale Herkunft auf die Bildung aus.

Epoch Times Deutschland_Pos_4 · Problem Germany social background (0)

Auch die familiäre Herkunft spielte eine große Rolle.

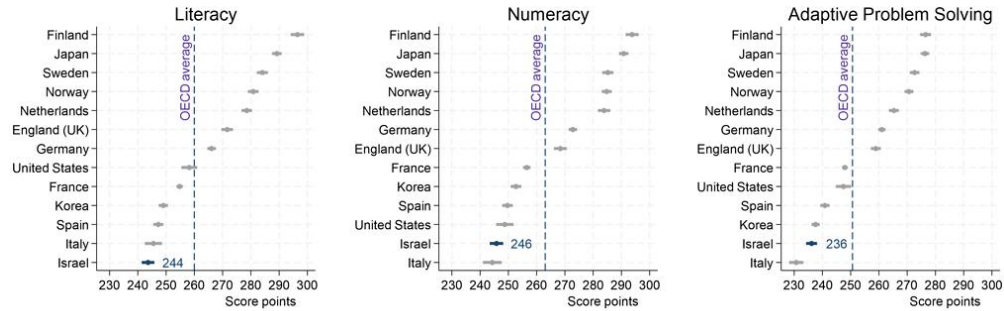
Germany at a glance: What's the problem represented to be?

- **Socio-economic status** discourse is stronger than **migration** discourse (GESIS, BMBF, Social Media, Mass Media)
- **Social gaps** are concerning (widening and world-championing)
- **School** and early childhood is discussed (by Government)
- **Literacy Skills Decrease** (18 > 20% Level 1 and Below) is not discussed
- But very little **adult (further) education** (statements by Educational Ministry, Employer Umbrella Organisation,, PIAAC National Project Manager in ZEIT, journalist in SZ)

Israel

Figure 1. Mean performance in literacy, numeracy and adaptive problem solving

Israel, OECD average and selected comparison countries/economies



Notes: Comparison countries include the highest-performing countries, and the participating countries and economies with the largest population of adults aged 16-65. Horizontal lines that extend beyond the markers represent a measure of uncertainty associated with mean estimates (the 95% confidence interval).

Source: [Table A.2.1](#).

Dokumente

- Ireland
- Portugal
- England
- Chile
- USA
- Canada
- Israel
 - Social Media
 - Facebook Israel PIAAC
 - Bluesky Israel PIAAC
 - A Filut economist Israel LinkedIn PIAAC
 - Israel Central Bureau of Statistics Israel LinkedIn PIAAC
 - Politics and Science
 - Press Release
 - Mass Media
 - Haaretz Israel PIAAC
 - Makor Rishon Israel PIAAC
 - Calcalist Israel PIAAC
 - Israelhayom PIAAC
 - Globes Israel PIAAC
 - OECD Country Notes Israel PIAAC

israel

- Problem **israel** young people 1
- Problem **israel** ranks behind other countries 7
- Problem **israel** (literacy) skills like a child 3
- Problem **israel** low salary 3
- Problem **israel** over-qualified employees 2
- Problem **israel** trust in government and people 2
- Problem **israel** low basic skills 5
- Problem **israel** not matching the modern skills needed 13
- Problem **israel** differences within **israeli** society 7
- Problem **israel** age 6
- Problem **israel** ultra-orthodox population / men 14
- Problem **israel** employees / employment 10
- Problem **israel** Arab society 19
- Problem **israel** development over time 17
- Problem **israel** lack of numeracy skills 6
- Problem **israel** lack of literacy skills 10

Haaretz Israel PIAAC (57 Absätze)

Problem Israel Arab society

1 **Israelis aren't ready for modern life, OECD survey shows**

2 Israeli adults placed 27th out of 31 countries in the survey that tested skills, suggesting that the country's future in a high-tech world may prove challenging

3 Yarden Ben Gal Hirshorn

Liste der codierten Segmente

Facebook Israel PIAAC_Pos_29 Problem Israel Arab society (0)

Israel > Press Release > Bank of Israel Press Release PIAAC

- The gap was particularly prominent in Arab society—roughly one full standard deviation relative to the OECD average.

Bank of Israel Press Release PIAAC_Pos_5 Problem Israel Arab society (0)

- Alongside the general decline in reading achievements globally in the past decade, the literacy gaps between Israel and the OECD average widened due to a marked decline in literacy skills among the Arab population.

Bank of Israel Press Release PIAAC_Pos_6 Problem Israel Arab society (0)

Skill scores in Israel are 15 points (approximately 0.3 standard deviations) below the OECD average, with significant differences between population groups. The scores of the Arab population are significantly lower, with a gap of 45-60 points (a whole standard deviation) compared to the average score among non-Haredi Jews.

Bank of Israel Press Release PIAAC_Pos_10 Problem Israel Arab society (0)

Israel > Mass Media > Haaretz Israel PIAAC

For example, in the three skills there is a yawning gap between Jews and Arabs; the Arab community registered a 26-point drop in literacy compared with the previous survey, from 225 to 199.

Haaretz Israel PIAAC_Pos_49 Problem Israel Arab society (0)

The gap between Jews and Arabs widened from 39 points in the previous survey to 60 points in the current one. In math the gap was little changed at 40 points, along with a similar gap in problem solving.

Haaretz Israel PIAAC_Pos_50 Problem Israel Arab society (0)

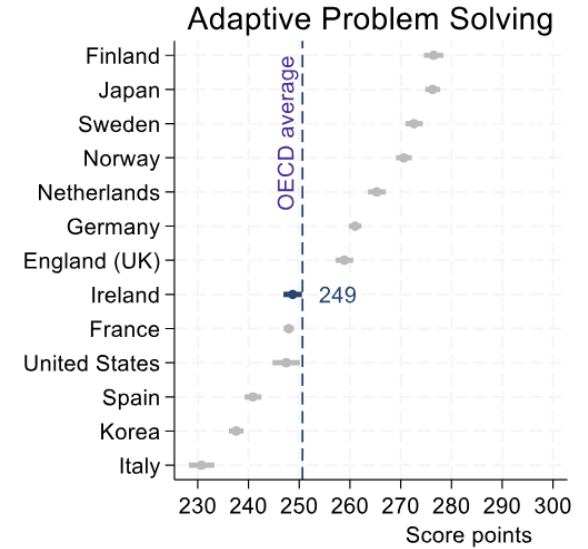
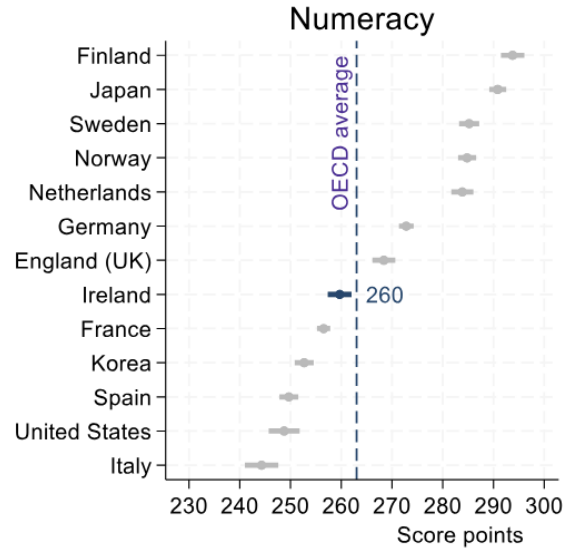
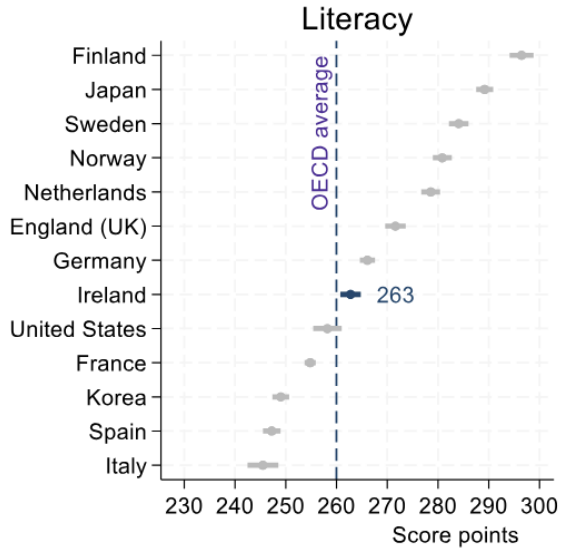
Israel > Mass Media > Makor Rishon Israel PIAAC

Finer vorläufigen Analyse der vom Central Bureau of Statistics (CBS) veröffentlichten Umfrage zufolge sind vor allem Araber und ultraorthodoxe Männer für den Rückgang im Ranking

Israel at a glance: What's the problem represented to be?

- The **Arab Society** (Facebook, Ha'areetz, Bank of Israel)
- The **Literacy Skills Decrease** (28% >36% Level 1 and below)
- The Literacy Skills Decrease of the Arab Society (-26 points)
- The Literacy Skills Decrease of the Ultra-orthodox Men (-10 points).
- Skills needed in a **High-Tech and AI future** (Facebook, Bank of Israel, Haaretz)
- But little on **learning over the lifespan** or adult education (1 statement by Bank of Israel, 1 by Haaretz)

Ireland



Dokumente

- Dokumente 622
 - Ireland 81
 - Politics and science 19
 - NALA Ireland PIAAC 11
 - adultliteracyforlife governmentnewsletter-issue-3-december-2024 8
 - Mass Media 46
 - The Irish Times internation article Are we becoming a post-lite 10
 - Irish Times Ireland PIAAC 17
 - The Journal Ireland PIAACpublished 9th of February sent by NALA 19
 - Social Media 2
 - LinkedIn Ireland NALA 2 0
 - LinkedIn Ireland NALA 2
 - OECD Country Notes Ireland PIAAC 14
 - Portugal 58
 - England 0
 - Chile 97
 - USA 0
 - Canada 0

ireland

0/19 Aa a* abc

Codes

Problem Ireland unmet literacy needs	622
Problem Ireland employees numeracy	1
Problem Ireland under-qualified employees OECD	2
Problem Ireland gap in numeracy OECD	1
Problem Ireland international literacy decline	2
Problem Ireland smartphone usage and world through (...) pictures	10
Problem Ireland literacy decline	10
Problem Ireland (modern) skills for employment	3
Problem Ireland gender differences	2
Problem Ireland school and education	4
Problem Ireland in international comparison	3
Problem Ireland trust in government / polarisation / election	6
Problem Ireland age	4
Problem Ireland skills needed for everyday life	12
Problem Ireland lack of literacy skills	5
Problem Ireland lack of numeracy skills	7
Problem Ireland adaptive problem solving	4
Problem Ireland development over time	3
Problem Ireland inequality in educational access	1

OECD Country Notes Ireland PIAAC

Problem Ireland literacy decline

te: The shaded area represents a measure of uncertainty associated with estimates (the 95% confidence interval).

source: [Table A.2.4.](#)

How did adults' skills evolve over the past decade?

In Ireland, average results in 2022-23 remained similar compared to 2011-12 in literacy and numeracy ([Table A.3.1](#)). The share of high-performing adults (scoring at Levels 4 or 5) increased in numeracy, and remained stable in literacy. Meanwhile, the share of low-performing adults (scoring at Level 1 or below) remained stable (Figure 4). As a result, the gap between the highest- and lowest-performing adults widened between 2011-12 and 2022-23 in numeracy, and remained stable in literacy ([Tables A.3.3](#)).

Liste der codierten Segmente

11 codierte Segmente (aus 4 Dokumenten, 3 Dokumentgruppen)

Ireland > Politics and science > NALA Ireland PIAAC

The percentage of adults in Ireland with literacy needs has risen from 18% in 2013 to 21% now

NALA Ireland PIAAC, S. 1 Problem Ireland literacy decline (0)

The percentage of adults in Ireland with literacy needs has risen from 18% in 2013 to 21%. This means more adults struggle with basic daily tasks than 10 years ago;

NALA Ireland PIAAC, S. 1 Problem Ireland literacy decline (0)

The share of adults with literacy needs in Ireland has risen by 3 percentage points since 2013 (from 18% to 21%);

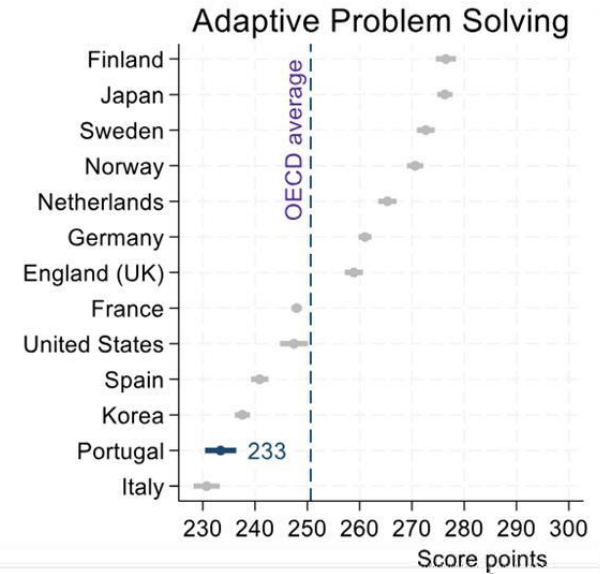
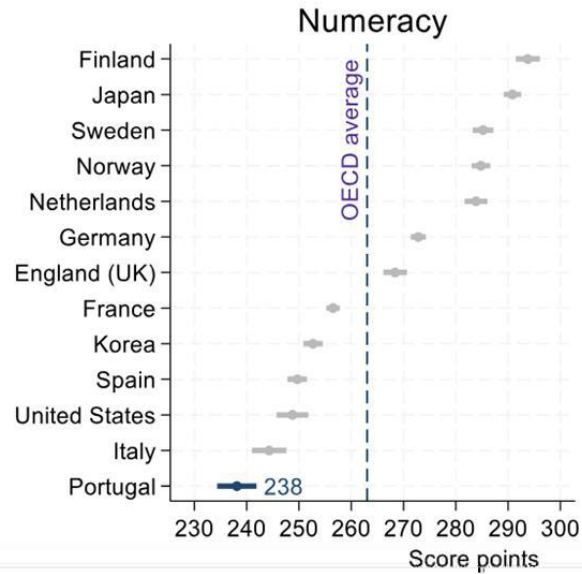
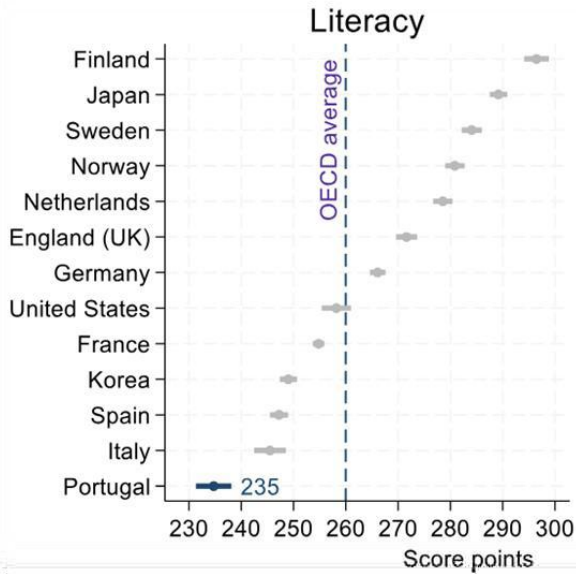
NALA Ireland PIAAC, S. 1 Problem Ireland literacy decline (0)

Ireland > Mass Media > Irish Times Ireland PIAAC

Ireland at a glance: What's the problem represented to be?

- **Percentage of low skilled** (18% > 21%)
 - a) „is stable“ (OECD country note)
 - b) „has risen“ (10 entries, e.g. NALA)
- **Reading habits:** Smartphone, TV, AI versus ‚distinguishing fact from opinion‘ (OECD representatives, by Mass Media)
- **Again: Very little about adult (further) education** (NALA is quoted in Irish Times)

Portugal



Dokumente	622
Ireland	81
Portugal	58
Politics and science	0
Brochura_PIAAC_PRT_02_12_2024 (2) de	0
Mass Media	33
SOL Portugal PIAAC	6
CM Jornal PIAAC Portugal	18
Diario de Noticia Portugal PIAAC	9
Social Media	14
Bluesky Post Portugal	3
Facebook Portugal Centro de Estudos e Sondagens de ODeepL PIAAC	0
LinkedIn Portugal expert education and training INTERNATIONAL post	3
LinkedIn Portugal Professor of Statistics Universidade Lusofona	8
Facebook Portugal PIAAC Pessoas 2030	0
Facebook PortugalPIAAC Centro de Estudos e Sondagens de Opinião	0
OECD Country Notes Portugal PIAAC	11
England	0

portugal

1/19 Aa a* abc

Codes	622
Problem Portugal adaptive problem solving and numeracy	1
Problem Portugal low basic skills international	1
Problem Portugal literacy internationally	1
Problem Portugal employment and skills	1
Problem Portugal OECD underqualified employees	1
Problem Portugal OECD migration background	1
Problem Portugal OECD gender differences	1
Problem Portugal gaps are widening internationally	1
Problem Portugal politicians and politics	4
Problem Portugal low literacy and numeracy skills	2
Problem Portugal school and education	3
Problem Portugal age	3
Problem Portugal unequal qualification landscape	1
Problem Portugal adaptive problem solving	5
Problem Portugal low basic skills	5
Problem Portugal years of dictatorship	1
Problem Portugal lack of supervisory skills	7
Problem Portugal lack of literacy skills	7
Problem Portugal in international comparison	12

Problem Portugal in international comparison

- 40 % der Erwachsenen in Portugal verstehen nur einfache Texte und grundlegende Mathematik
- Nur Chilenen haben größere Schwierigkeiten als die Portugiesen, Texte zu interpretieren oder mathematische Operationen durchzuführen, die sie im täglichen Leben benötigen.
- Portugiesisch

Liste der codierten Segmente

CM Jornal PIAAC Portugal_Pos_9 Problem Portugal in international comparison (0)

Modus: Einfache Segmentsuche

Im Vergleich der 31 teilnehmenden Länder liegt Portugal nur vor Chile.

Portugal > Mass Media > Diario de Noticia Portugal PIAAC

Von den 31 Ländern, die am von der OECD geförderten [Programm zur internationalen Erfassung der Kompetenzen Erwachsener \(PIAAC\)](#) teilnehmen, lag Portugal nur vor einem Land, nämlich Chile, und deutlich unter dem Durchschnitt der Länder der Organisation für wirtschaftliche Zusammenarbeit und Entwicklung.

Sowohl in der Lese- als auch in der Rechenkompetenz lagen die Portugiesen nur in Chile über den Ergebnissen der Erwachsenen, dem südamerikanischen Land, das bei den drei Hauptparametern der Studie die schlechtesten Ergebnisse erzielte.

Portugal > Social Media > LinkedIn Portugal Professor of Statistics Universidade Lusofona

Portugal's Education Crisis: Literacy and Numeracy Lag Far Behind OECD Standards, now with adults!

LinkedIn Portugal Professor of Statistics Universidade Lusofona_S_1 Problem Portugal in international comparison (0)

In Portugal, this age group shows below-average OECD competencies in reading literacy, mathematical literacy, and adaptive problem-solving, ranking second-to-last among the 31 countries evaluated, only ahead of Chile (a country that also ranks low in , , , etc., but tops the rankings – a study similar to TIMSS but exclusive to Latin American countries).

Even when compared to countries with relatively low performance, such as Spain and Italy, Portugal exhibits clear weaknesses in its national education system.

LinkedIn Portugal Professor of Statistics Universidade Lusofona_S_1 Problem Portugal in international comparison (0)

Portugal at a glance: What's the problem represented to be?

- **Ranking position** (below OECD average, lower than Spain and Italy, only better than Chile)
- **Low skills:** 42% Literacy Level 1 and below, 40% Numeracy (all media, sometimes with regard to money and income)
- **Disappointment** and aggression against the government (but be careful, this is based on only 4 social media entries)
- No comparison with other **trend** data (the PISA success story until 2018). No discourse regarding the high illiteracy rates during the dictatorship (45% in 1975).
- Again: Nothing about **adult (further) education**



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What is not
represented?

AP 1

Foto: UHH/von Wieding

What's the problem represented to be (by country govmt)

- **Germany:** We have no problem, all is stable. (ctry note: increase from 18 to 20% in low skills).
- **Ireland:** We improved and we have Literacy Strategies. Our policy solves the problem. (ctry note: increase from 18 to 21% in low skills).
- **Israel:** The Arab population lost track. That is no problem. (ctry note: increase from 28 to 36% in low skills)
- **Portugal:** We have very low skills but Chile performs worse. No problem. (Portugal participated in the survey for the first time).
- **Chile:** We are last, but we improved in Numeracy. We are the only Latin American country. No problem.
- **Recognizing Adult Skills as a ,problem‘ seems to be a problem.**

What is not represented? Silence?

- If at all, then **Adult Basic/Literacy/Language Education** seems to solve the problem, while there is a silence on other forms of **Adult Education** (for those with low literacy skills).
- This is visible in the EU policy solution that addresses the ‚problem‘, as a separation of **Adult Basic Skills** in a subsection of the **Union of Skills**
- This **excludes** Adults with low literacy skills from all except ABE, and a feeling of exclusion may be a core **reason** why so few adults participate in ABE (less than 1% in Germany) compared to their participation in AE (28% in 2018 in Germany)

What's the problem represented to be? (MEDIAAC)

- 1 WPR Approach by Carol Bacchi
- 2 Earlier Research using WPR for PIAAC
- 3 Corpus for the Discourse Analysis
- 4 Findings: Chile, Germany, Ireland, Israel, Portugal
- 5 What is not represented?

Kontakt



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