PISA
VET

Programme for International Student Assessment
Vocational Education and Training Assessment

OECD
BETTER POLICIES FOR BETTER LIVES

What is PISA-VET?

- PISA-VET is the first international large-scale assessment of VET programmes.

- It is inspired by the OECD's Programme for International Student Assessment (PISA).

- PISA-VET will provide **internationally comparable data** on how VET students apply their skills to real-world challenges.

- Analysis of PISA-VET data will offer policy insights to improve the **relevance, quality, equity and effectiveness** of VET.

- The initiative will promote peer learning opportunities between countries and boost the profile of VET.

© OECD 2025
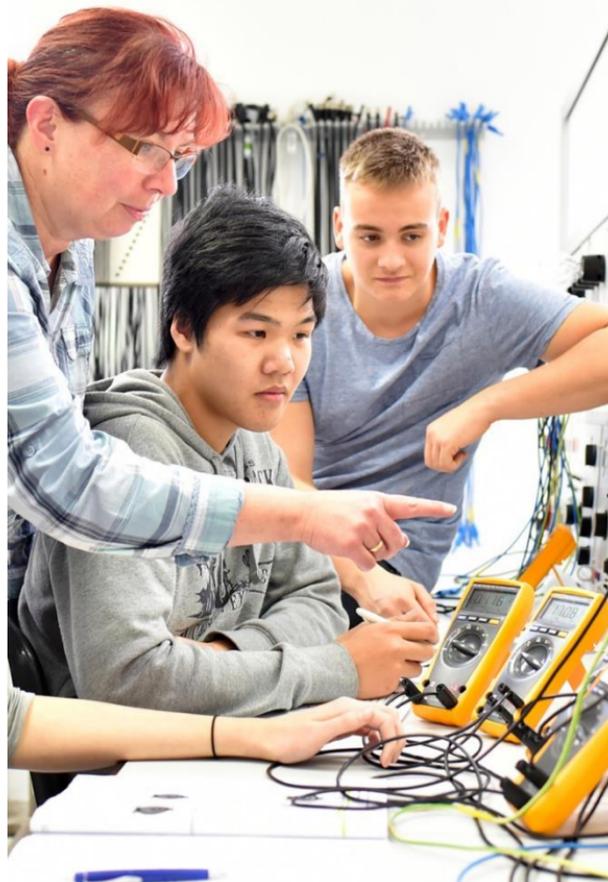
PISA-VET evaluates how VET students use their knowledge and skills to tackle and solve practical problems in real work situations.

For the first time, PISA-VET will allow countries to:

► Compare skill levels in VET programmes nationally and across countries (apprenticeships, institution-based training, public and private providers).

► Analyse differences in learner characteristics.

► Explore VET programme features and contexts and their impact on outcomes.

► Show how learning and skills relate to demographic, social and economic aspects.

The assessment framework
Learning outcomes and foundations for success

The framework was launched on 19 March 2024 and outlines the assessment and analytical modules, organised around three pillars, that will form the basis of the assessment.

1. VET programme/learning outcomes

1.1 Job-specific learning outcomes (measured through the International VET Assessment)

1.2 Employability skills performance measured through the International VET Assessment)

1.3 Health and well-being

1.4 Educational attainment

1.5 Attitudes towards VET, work and learning

1.6 Work safety

1.7 Ethics (in the workplace)

2. Foundations for Success

2.1 Type of VET programme

2.2 Inclusive environments

2.3 Quality instruction

2.4 Learning time

2.5 Work-based learning (WBL)

2.6 Material resources

2.7 Human resources

2.8 Family and community support

2.9 Social partner support

2.10 Labour market support and school interactions/exchanges with labour market

3. Demographic factors for assessing equality and equity

3.1 Age

3.2 Family structure and living arrangements

3.3 Previous educational/work experience

3.4 Gender

3.5 Socio-economic status

3.6 Language spoken at home and language of instruction

3.7 Urban/rural status

3.8 Immigrant status

3.9 Disability

PISA-VET covers both occupation-specific and employability skills.

PISA-VET tests students (typically 18-20 years-old) in the last six months of an initial formal VET programme in these **five occupational areas**:

1. Automotive Technician

2. Business and administration

3. Electrician

4. Healthcare/Nursing Assistant

5. Hotel receptionist

Additional occupational areas, such as Robotics Technicians, will be added at later stages of PISA-VET.

The assessment collects data on employability skills...

- Literacy
- Problem solving
- Task performance (conscientiousness)
- Collaboration

... and data about contextual factors.

▶ Student performance can be significantly **influenced by multiple factors**, including family background and education opportunities.

▶ It is important to collect information on these contextual factors to correctly **interpret differences across groups of students or countries**.

PISA-VET will use three different types of instruments to test each occupational area.

1. Scenario-based questions of technical and practical knowledge – *building on PISA items*

2. Digital simulations of problem-solving at the workplace – *building on ASCOT tasks*

3. Live demonstrations with expert judges – *building on WorldSkills competitions*

A development phase will decide which type of instrument is most suitable for measuring different competences.

> ### *Not a paper and pencil test of knowledge*
> PISA-VET will measure applied skills in realistic workplace environments by building on the experiences of ASCOT and ASCOT+ in Germany, WorldSkills International, and ETS.
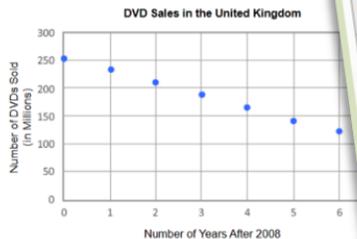
Type 1: Knowledge-based test item

DVD Sales
Introduction

Read the introduction. Then click on the NEXT arrow.

DVD SALES

The total number of DVDs sold each year in the United Kingdom from 2008 to 2014 is shown in the graph below.

The values on the horizontal axis represent the number of years **after** 2008. Place the cursor over the points in the graph to see the coordinates of that point. For example, the point (0, 252.9) indicates that there were 252.9 million DVDs sold in 2008. The point (1, indicates that there were 234.6 million DVDs sold during the year 2009, etc.

DVD Sales in the United Kingdom

(graph: Number of DVDs Sold (in Millions) vs. Number of Years After 2008)

DVD Sales
Question 1 / 3

Refer to "DVD Sales" on the right. Click on the choices in the table to answer the question.

Are the statements in the table below supported by the information shown in the graph? Click on either **Yes** or **No** for each statement.

Statement	Yes	No
The number of DVDs sold declined by about 50% from 2008 through 2014.	○	○
The number of DVDs sold declined by the same amount each year from 2008 through 2014.	○	○
The slope of the line is the average yearly decline in DVDs sold from 2008 to 2014.	○	○

DVD SALES

The total number of DVDs sold each year in the United Kingdom from 2008 to 2014 is shown in the graph below.

The values on the horizontal axis represent the number of years **after** 2008. Place the cursor over the points in the graph to see the coordinates of that point. For example, the point (0, 252.9) indicates that there were 252.9 million DVDs sold in 2008. The point (1, 234.6) indicates that there were 234.6 million DVDs sold during the year 2009, etc.

A line has been added to the graph to model these data points.

DVD Sales in the United Kingdom

(graph: Number of DVDs Sold (in Millions) vs. Number of Years After 2008)
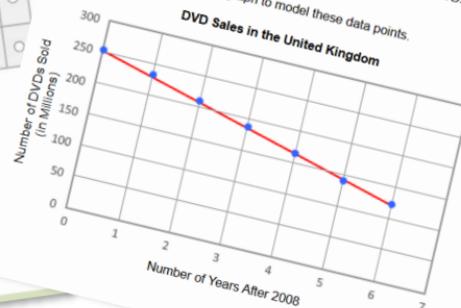
Scenario-based questions of occupation-specific knowledge and skills based on PISA template

Type 2: Digital simulations of workplace tasks

Digital simulations of occupation-specific professional skills at the workplace based on ASCOT tasks

Type 3: Demonstration tasks for practical skills

Live or recorded demonstrations of occupation-specific professional skills with expert judges, based on WorldSkills competitions

Core Team & Key Partners

Participating countries	Australia* Brazil* Belgium (Flemish) Colombia* Germany* Greece* Ireland Mongolia	Netherlands Portugal* Türkiye UAE* United Kingdom United States *Data collection countries
Working Party on International VET Assessment	Chair Luis Santos (Portugal) and 26 members	
Expert Group and sub-groups with lead experts	Chair Erik Hess (Germany) and more than 140 experts, including CTE/skills and assessment experts from governments and public agencies; research institutions; private sector; and international organisations.	
Employer Representatives	TUAC Trade union associations Trade unions	BIAC Employer federations Industries, corporations, businesses & enterprises
Partners	ASCOT+ WorldSkills UNESCO ILO	World Bank European Training Foundation Cedefop Foundations

The key role of experts in PISA-VET

More than 140 experts are advising the OECD and its partners on the development of PISA-VET.

These experts are drawn from:

▶ **WorldSkills International**, including experts from universities, VET institutes and industry

▶ **Institutions responsible for ASCOT**, such as the Technical University of Munich, Germany and the University of Hohenheim, Germany

▶ **Participating countries**, including experts from SENA, Colombia, SENAI, Brazil and representatives of ministries of education and national assessment centres

▶ **International organisations**, such as UNESCO, World Bank, European Training Foundation, Cedefop

▶ **Employers**, including: ALAFARPE, Costa Rica Health Chamber, Cummins Inc., FANUC, Siemens, Tourism Training Australia
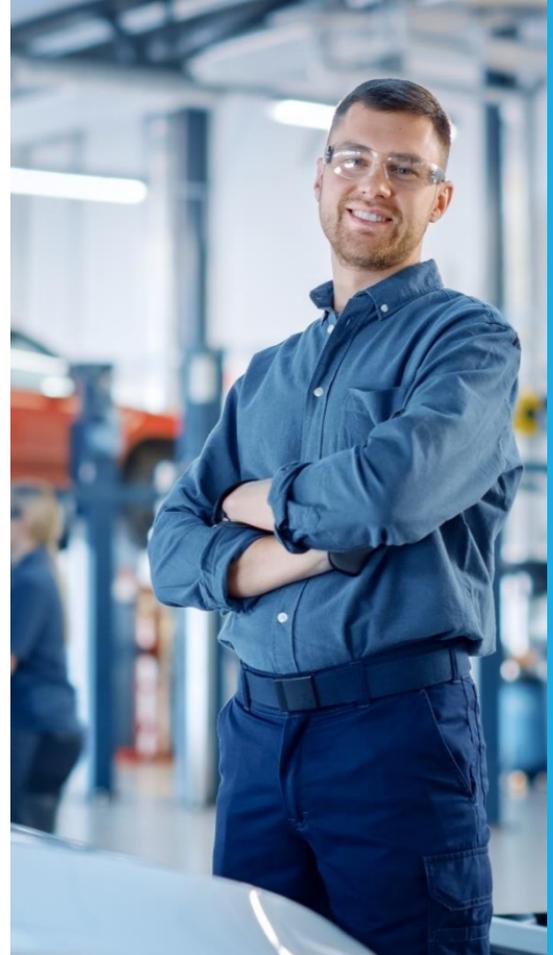
Employers are contributing to make PISA-VET more relevant, more valid and more authentic

- ▶ More than 40 employers are sharing their skills needs, expectations and experiences of training VET students.

- ▶ This information helps the OECD to design a relevant assessment and **ensure its validity and credibility.**

- ▶ The OECD is encouraging more employers to join the project in the future.
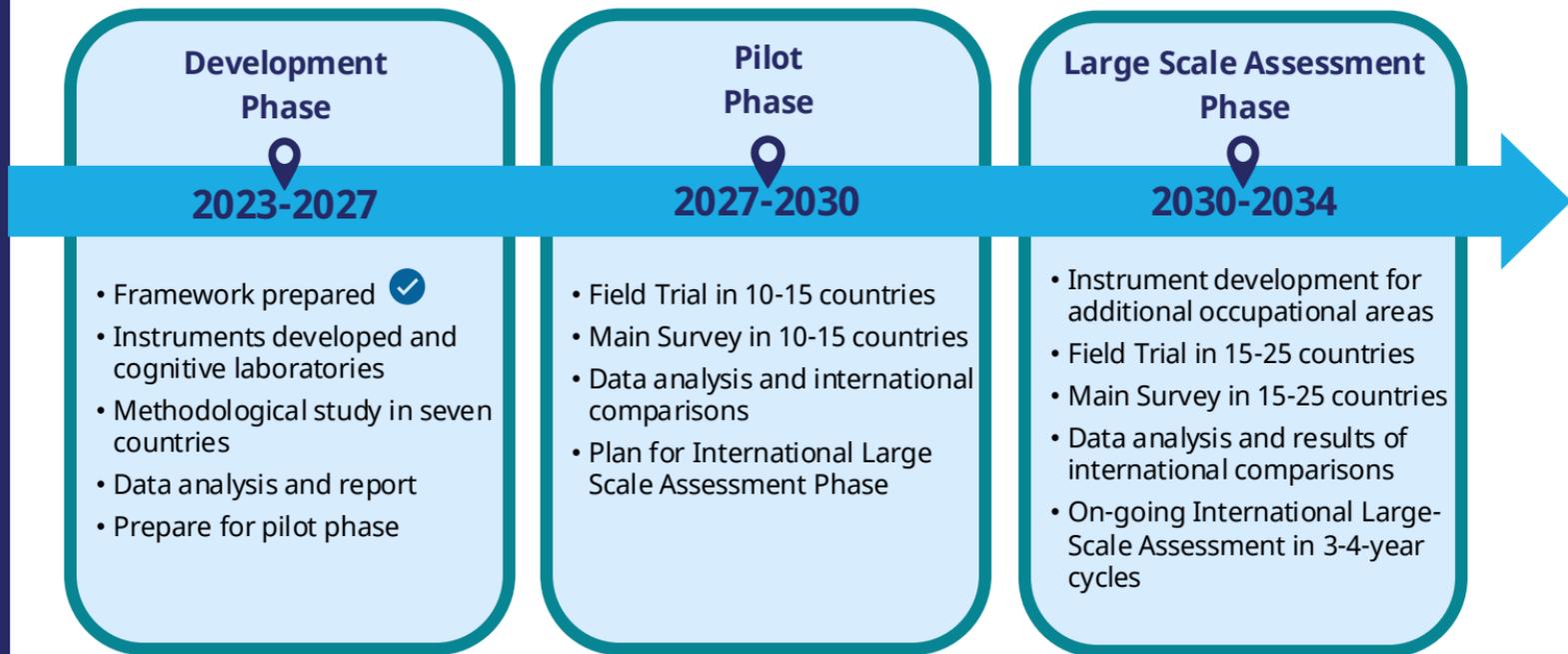
The role of other stakeholders in PISA-VET

Other partners working with the OECD on PISA-VET include:

▶ Business at OECD (BIAC)

▶ Trade Union Advisory Committee to the OECD (TUAC)

▶ Global Apprenticeship Network

▶ VET students, VET schools and sub-national authorities are participating in the data collection in Australia, Brazil, Colombia, Germany, Greece, Portugal and United Arab Emirates.

PISA-VET Timeline:

A 10-year project implemented in three phases

Development Phase

2023-2027

- Framework prepared ✓
- Instruments developed and cognitive laboratories
- Methodological study in seven countries
- Data analysis and report
- Prepare for pilot phase

Pilot Phase

2027-2030

- Field Trial in 10-15 countries
- Main Survey in 10-15 countries
- Data analysis and international comparisons
- Plan for International Large Scale Assessment Phase

Large Scale Assessment Phase

2030-2034

- Instrument development for additional occupational areas
- Field Trial in 15-25 countries
- Main Survey in 15-25 countries
- Data analysis and results of international comparisons
- On-going International Large-Scale Assessment in 3-4-year cycles

Help us shape the future of vocational education and training

Please contact PISA-VET at **EDU.Pisa-Vet@oecd.org** to discuss your participation in PISA-VET by **28 February 2026**.

The success of the PISA-VET initiative depends on the active participation of all stakeholders in vocational education and training.

We invite businesses, industry associations, VET institutions, students and researchers to partner with the OECD in this exciting new initiative. Their engagement will help ensure we deliver valuable, internationally comparable insights on VET systems.

> I invite representatives of all stakeholders that are interested in becoming part of the PISA-VET initiative to contact us now.
>
> *Andreas Schleicher*
>
> Andreas Schleicher
> OECD Director of Education and Skills

What the OECD does

The Organisation for Economic Co-operation and Development (OECD) is an international organisation that works to build better policies for better lives. Our goal is to shape policies that foster prosperity, equality, opportunity and well-being for all. We draw on 60 years of experience and insights to better prepare the world of tomorrow. Together with governments, policy makers and citizens, we work on establishing evidence-based international standards and finding solutions to a range of social, economic and environmental challenges. From improving economic performance and creating jobs to fostering strong education and fighting international tax evasion, we provide a unique forum and knowledge hub for data and analysis, exchange of experiences, best-practice sharing, and advice on public policies and international standard-setting.

Education and Skills at the OECD

The OECD Directorate for Education and Skills seeks to help individuals and nations to identify and develop the knowledge, skills and values that drive better jobs and better lives, generate prosperity and promote social inclusion. It assists OECD countries and partner economies in designing and managing their education and skills systems, and in implementing reforms, so that citizens can develop the knowledge, skills, attitudes, and values they need throughout their lives. The OECD Directorate for Education and Skills focuses on helping countries to identify and develop the knowledge and skills that drive better jobs and better lives, generate prosperity and promote social inclusion, and accompanies them in the difficult process of policy implementation.

The OECD Centre for Skills supports countries to achieve better economic and social outcomes by taking a whole-of-government approach and engaging with stakeholders to develop and implement better skills policies. One of the key focus areas of the OECD Centre for Skills is vocational education and training (VET), contributing to strengthening VET systems around the world based on solid international data and policy insights.

For more information:

EDU.Pisa-Vet@oecd.org
https://oecdedutoday.com/
https://www.oecd-ilibrary.org/education
www.oecd.org/pisa/
https://www.oecd.org/en/about/directorates/centre-for-skills.html

OECD