PISA-Vocational Education and Training (VET)

The first international large-scale assessment of the professional skills of learners in VET

ETF Workshop, Stockholm, Sweden 22-23 May 2024
What is the PISA-VET initiative aiming to achieve?

VET has fueled phenomenal economic growth in some countries and fallen short of expectations in others. Yet, currently, it is impossible to compare the achievements of VET programmes in one country with those in another.
Why PISA-VET? The data gap it is designed to fill

<table>
<thead>
<tr>
<th>Current VET data</th>
<th>PISA-VET fills the data gap</th>
<th>Benefits for policymakers</th>
<th>Benefits for employers</th>
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<tbody>
<tr>
<td><strong>Enrolments</strong></td>
<td></td>
<td>Gain insights for improving initial VET programs, making these more relevant, inclusive and attractive, and informing the practice of VET teachers and trainers</td>
<td>Improve alignment between education and employer needs and <strong>promote participation in VET - ultimately contributing to a better talent pool</strong></td>
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<td><strong>Qualifications</strong></td>
<td>Analyze differences in learner characteristics</td>
<td>Facilitate peer learning through outcome analysis and promote participation in VET</td>
<td>Provide data for employer planning and investments</td>
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<td><strong>Labour market outcomes</strong></td>
<td>Explore VET program features and contexts and their impact on outcomes to identify characteristics of successful VET provision</td>
<td>Learn about new and effective skills assessment practices</td>
<td>Evaluate national vocational programs against <strong>international standards</strong> and assess skill evaluation methods</td>
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</table>
A 10-year+ project implemented in three phases

**Development Phase**
- 2023-2026
- Methodological study in four countries
- Data analysis and report
- Prepare for pilot phase
- Feasibility and affordability of the assessment confirmed

**Pilot Phase**
- 2026-2030
- 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
The PISA-VET framework (launched on 19/3/2024)

Intended to guide the work of the instrument developers, help policy makers understand the purpose and the appropriate use of the International VET Assessment results, and inform researchers and educators about methodological choices.

Overview
Five Occupational Areas
Employability Skills
Background Questionnaires for students, teachers, institutions and work-based learning trainers
System Level Data
List of experts contributing to the framework

Chapter 1 + Annex A
Chapter 2-6
Chapter 7
Chapter 8 + Annex B
Chapter 9
Annex C
Focus on selected occupational areas

- Automotive technician
- Electrician
- Business and administration
- Healthcare/nursing assistant
- Hotel receptionist

Selection criteria

- The occupational area is important in VET and in the labour market.
- The occupational area comprises a student population which is large enough to come to reliable and valid judgments on important parts of VET and the labour market.
- The occupational area is of significant economic and societal importance and is likely to remain so.
- The occupational area requires mainly professional (VET) skills.
- The occupational area is sufficiently comparable at the international level.
- Resources are available to support measurement of skills in the occupational area (e.g. internationally validated task inventories and simulation environments).
- The occupational area has strategic importance in relation to the digital and/or green transformation.
- The occupational area represents both male and female learners.
For each occupational area, the framework:

- **DEFINEs** the domain/occupation for the assessment *in broad and holistic terms*
- **DESCRIBEs** the context for the occupation.
- **PRESENTS** the processes involved in the occupation from the *first contact with the client to the delivery of the product*
- **SETS OUT** the underlying *capabilities, skills and competences* required to complete the processes for the occupation
- **ELABORATES** the *knowledge content* required for the occupation

**Target Population**

Students, apprentices and trainees in the last six months of their initial VET programmes, corresponding to *ISCED levels 3-4 and EQF levels 3-4, or equivalents.*
### Example: Automotive Technicians

Framework & Reporting Results

<table>
<thead>
<tr>
<th>Definition</th>
<th>Servicing, overhauling and troubleshooting light vehicles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context</td>
<td>Workshop</td>
</tr>
<tr>
<td>Processes</td>
<td>Investigate and rectify – from first contact with the client to delivery of the product</td>
</tr>
<tr>
<td>Underlying capabilities</td>
<td>Investigation capability and skills and rectification capability and skills</td>
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<tr>
<td>Knowledge Content</td>
<td>Light vehicles systems</td>
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#### Reporting Results

Three proficiency levels that will be based on a numeric scale.
In addition to occupational-specific skills, VET graduates also need employability skills that are relevant for all occupations.

PISA-VET will measure key transversal employability skills using existing OECD frameworks and instruments:

- **Literacy**
- **Problem Solving**
- **Task performance** (conscientiousness)
- **Collaboration**
Not a paper and pencil test of knowledge

Building on the experiences of ASCOT and ASCOT + in Germany and WorldSkills International, PISA-VET will measure applied skills in realistic workplace environments.
Three assessment types to demonstrate professional skills

Type #1
Knowledge assessment

Type #2
Interactive simulations of workplace tasks

Type #3
Demonstration tasks to efficiently generate insights about learners’ practical skills

Data on comparative skill levels of learners across countries within specific VET programmes.
Vision

PISA-VET becomes the world’s premier yardstick for comparing quality, equity, and efficiency in VET learning outcomes across countries.
## Core Team & Key Partners

<table>
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<tr>
<th>Participating countries</th>
<th>Working Party on International VET Assessment</th>
<th>Expert Group and sub-groups with lead experts</th>
<th>Social Partners</th>
<th>Partners</th>
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</thead>
<tbody>
<tr>
<td>Australia Brazil Belgium (Flanders) Germany Greece Ireland Mongolia Netherlands Portugal Türkiye UAE UK US</td>
<td>Chair Luis Santos (Portugal) and 26 members</td>
<td>Chair Erik Hess (Germany) and more than 100 experts with backgrounds in VET and assessment</td>
<td>TUAC Trade unions Associations BIAC Employer federations Corporations Industries Businesses &amp; enterprises</td>
<td>ASCOT+ WorldSkills UNESCO ILO World Bank ETF Cedefop</td>
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Thank you!

More info
https://www.oecd.org/pisa/vet.htm

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