

» Directorate for Education & Skills
Centre for Skills

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

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



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

Chapter 1
+ Annex A



Five
Occupational
Areas

Chapter 2-6



Employability
Skills

Chapter 7



Background
Questionnaires
for students,
teachers,
institutions and
work-based
learning
trainers

Chapter 8
+ Annex B



System
Level Data

Chapter 9



List of
experts
contributing
to
the
framework

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

Definition	Servicing, overhauling and troubleshooting light vehicles
Context	Workshop
Processes	Investigate and rectify – from first contact with the client to delivery of the product
Underlying capabilities	Investigation capability and skills and rectification capability and skills
Knowledge Content	Light vehicles systems



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



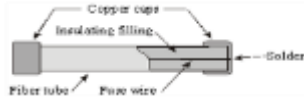
Not a paper and pencil test of knowledge

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

The band saw where you work will not start. This saw uses 240 volts, draws 25 amps, and has 30-amp cartridge fuses. These fuses (see diagram shown) are designed to protect an electrical circuit. Your supervisor has told you to check the fuses in the band saw. By looking at the fuses, you cannot tell if they are good or bad.



You have turned off the power to the saw and removed one of the fuses. You check this fuse with a volt-ohmmeter (a device that measures resistance to the flow of electrical current). If the fuse is good, the resistance (measured in ohms) for the fuse will be:

- A. 0
- B. 10
- C. 50
- D. 100

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

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





Thank you!

More info

<https://www.oecd.org/pisa/vet.htm>

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