

PISA 2029

Programme for International Student Assessment

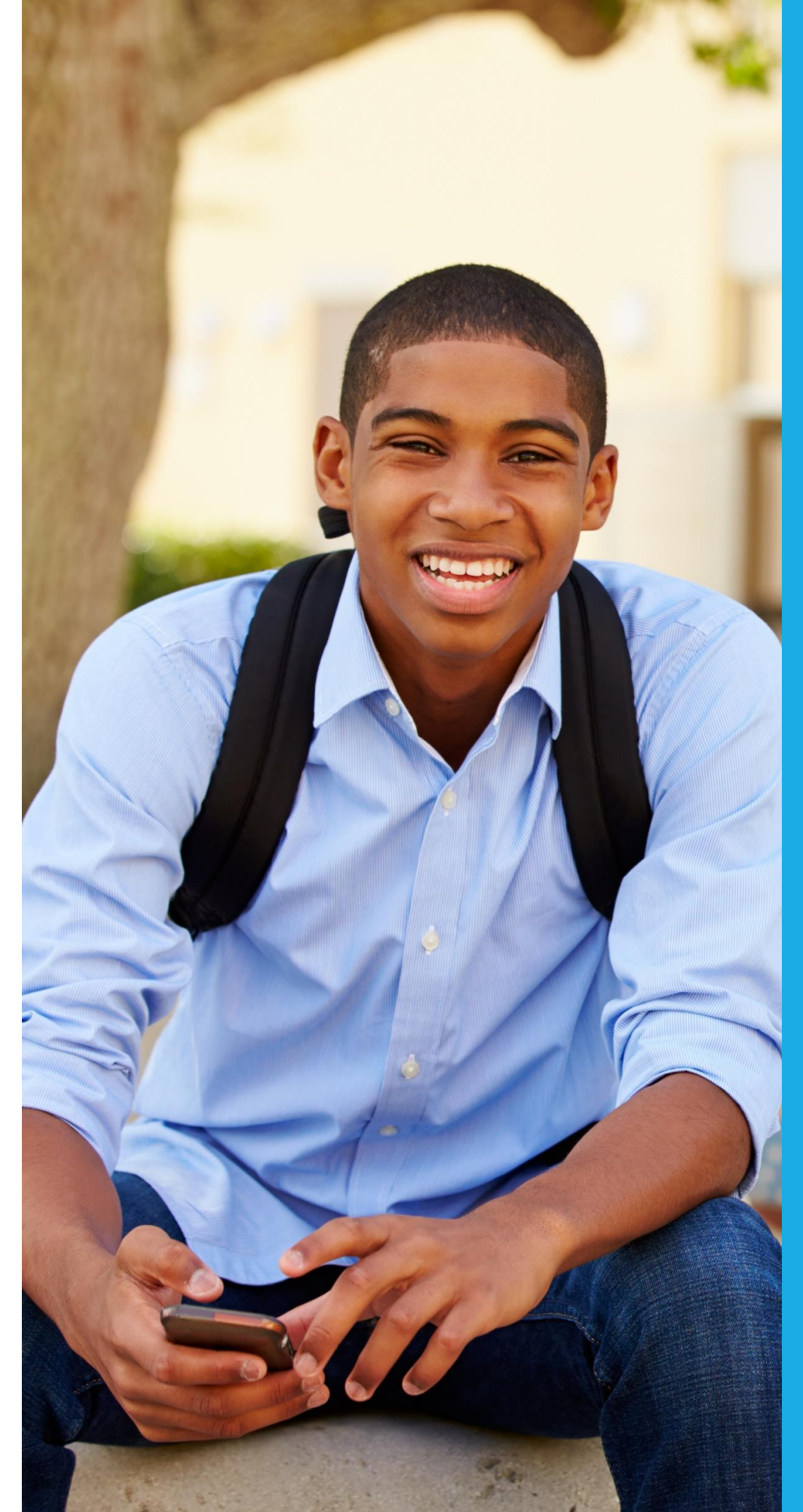


What is PISA?

Conducted by the **Organisation for Economic Co-operation and Development (OECD)**, the **Programme for International Student Assessment (PISA)** is the largest international comparative education programme in the world. Since PISA began in **2000**, more than **100 countries and economies** have participated in the programme, including 50 middle-income countries.

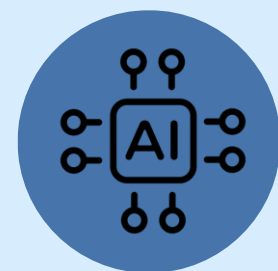
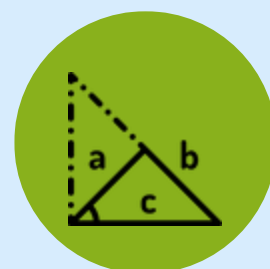
Through participation in PISA, countries become part of a global community. PISA is also one of the **primary sources of data for the United Nations** and its member states in monitoring progress towards the achievement of the Education Sustainable Development Goal by 2030.

PISA 2029 will be the **10th edition** of PISA.



15 Year olds,

Grades 7+



PISA evaluates how well students can use their knowledge and skills to tackle new challenges and practical, real-world situations

PISA tests **15-year-old students** in grades 7 and above.

Students complete a **two-hour test** in:

- reading,
- mathematics,
- science and
- an innovative domain that targets interdisciplinary skills.

For PISA 2029:

- The **focal domain** is reading
- The **innovative domain** is media and artificial intelligence literacy.

PISA shows how learning relates to **demographic, social and economic aspects**. With reliable data on gaps in access and differences in outcomes between groups of students, countries can determine whether all students are given **equal opportunities** to succeed at school and beyond.

PISA collects data on students, schools and systems:

- Students complete a 35-minute **questionnaire** on their background, well-being, learning strategies, attitudes towards reading and motivation.
- **School principals** and **system leaders** provide data on school policies, practices, resources and institutional factors that help explain performance differences.

PISA adapts to different countries' needs:

- PISA is a **computer-based assessment** that is **adaptive** and appropriate for both low- and high-performing students.
- There is an **online** and **offline** version of the survey available to the students.



Benefits of participating in PISA

PISA provides:

- An **international benchmark** of learning outcomes and trend measures that enable countries to follow progress over time.
- Insights into the most efficient policies and practices from across the world, helping policy makers **gain insight** on how to help students learn better, teachers to teach better and school systems to operate more effectively.
- Valuable opportunities for **evidence-based peer-learning** through international comparison, analysis and the sharing of policy experiences.
- Information on how much and in what ways **resources** are spent on education and how this relates to learning outcomes and for achieving equity.
- A rich **database and international reports** that can help countries to identify the strengths and weaknesses of their education systems, refine policy priorities and set new goals for improvement.



Some country experiences of PISA

Participation in PISA provided Brazil with valuable data on student performance, informing policies aimed at reducing educational disparities and improving overall educational quality. The insights gained have been instrumental in shaping strategies to enhance learning outcomes.

Brazil

Germany

The first PISA survey in 2000 set a baseline for subsequent major education reforms to promote equity, including the introduction of national standards and targeted support for disadvantaged students. This helped to achieve improved student outcomes in terms of quality and equity by 2009.

Colombia used PISA to better understand their educational shortcomings and initiated reforms that led to measurable improvements, demonstrating that even lower-income nations can benefit from international benchmarking.

Colombia

Poland

PISA insights spurred a major school reform in Poland, which reduced performance disparities between schools and significantly raised overall student achievement—equivalent to more than half a school year's learning gain.

Concerned about a narrow elite dominating top PISA results, Korea implemented education reforms that doubled its share of top-performing students within a decade, proving that high performance can be inclusive.

Korea

PISA item examples

Students need to determine what calculation(s) to perform, how to use the spreadsheet to perform them, and lastly interpret the results with respect to the context.

PISA 2022

Forested Area
Introduction


Read the introduction. Then click on the NEXT arrow.

FORESTED AREA


In this unit you will be using a spreadsheet to answer questions related to the following situation:

A forest is an ecosystem in which a variety of trees, plants, and animals can be found.

The amount of forested area in a country can change over time.



On the next screen, you will practise using the spreadsheet.



Calculator and "Help" buttons are available to students at the top of each screen if needed.

PISA 2022

Forested Area
Question 1 / 4

How to Use the Spreadsheet

Refer to "Forested Area" on the right. Use the spreadsheet to help you answer the question below. Select from the drop-down menus to answer each question.

In the table below, answer each question by selecting a country from the corresponding drop-down menu.

Question	Country
In terms of percentage points, which country had the greatest gain between 2005 and 2015?	Greece
Which country had no overall change between 2005 and 2015?	Armenia
In terms of percentage points, which country had the greatest loss between 2005 and 2015?	Panama

FORESTED AREA

The spreadsheet below shows the amount of forested area as a percentage of the total land area in each of the 15 countries in this data set. Data are shown for the years 2005, 2010, and 2015.

Country	2005	2010	2015			
Panama	64.33	63.21	62.11	-2.22		
Senegal	45.05	44.01	42.97	-2.08		
Colombia	54.26	52.85	52.73	-1.53		
Portugal	36.52	35.89	35.25	-1.27		
Peru	59.01	58.45	57.79	-1.22		
South Korea	64.42	64.08	63.69	-0.73		
Kazakhstan	1.24	1.23	1.23	-0.01		
Armenia	11.77	11.74	11.77	0.00		
Lebanon	13.34	13.38	13.42	0.08		
Germany	32.66	32.73	32.76	0.10		
Algeria	0.64	0.81	0.82	0.18		
Thailand	31.51	31.81	32.1	0.59		
United States	33.26	33.7	33.85	0.59		
India	22.77	23.47	23.77	1.00		
Greece	29.11	30.28	31.45	2.34		

Calculate

Column D Subtract Column B Run

Mean Column Run Clear All

PISA item examples

PISA 2022

Solar System
Question 1 / 2

Refer to "Solar System" on the right. Use drag and drop to answer the question.

The following model shows the average distances between three planets. (Planets and model not drawn to scale.)

Based on the distances given, which planets belong in the model? Drag the correct three planets in the correct order. To change an answer, first drag the previous planet out.

SOLAR SYSTEM

The table below shows the average distance from the Sun to the primary planets in Astronomical Units (au).

1 au is approximately 150 million kilometres.

Planet	Average distance from Sun in au
Mercury	0.39
Venus	0.72
Earth	1.00
Mars	1.52
Jupiter	5.20
Saturn	9.58
Uranus	19.20
Neptune	30.05

Below is an image of what the question stem and response area look like after the student has dragged-and-dropped the planets into their respective locations in the model.

Solar System
Question 1 / 2

Refer to "Solar System" on the right. Use drag and drop to answer the question.

The following model shows the average distances between three planets. (Planets and model not drawn to scale.)

Based on the distances given, which planets belong in the model? Drag the correct three planets in the correct order. To change an answer, first drag the previous planet out.

For more PISA items, please consult our website: <https://www.oecd.org/en/about/programmes/pisa/pisa-test.html>



PISA is relevant for all countries

PISA caters to a large and diverse set of countries, including a growing number of low- and middle-income countries. The PISA cognitive test instruments are **adapted to different contexts** to provide countries with more relevant data on their students.

In PISA, the test items given to each student are **dynamically determined**, based on how the student performed in prior stages of the test. PISA's **adaptive testing** allows for a more accurate measurement of student performance by asking students questions that are better suited to their ability.

The **background questionnaires** are adapted to better reflect the context of students in a wider range of countries.

To facilitate greater access to PISA, the OECD has developed **partnership options**, which are available to provide specific support for countries that join for the first time. These partnership options help to build country capacity to both implement PISA successfully and make the fullest use of the data.



Albania
Algeria
Argentina
Armenia
Australia
Austria
Azerbaijan
Belarus
Belgium
Bosnia and Herzegovina
Brazil
Brunei Darussalam
Bulgaria
Cambodia
Canada
Chile
China
Chinese Taipei
Colombia
Costa Rica
Croatia

Czechia
Denmark
Dominican Republic
Ecuador
Egypt
El Salvador
Estonia
Finland
France
Georgia
Germany
Ghana
Greece
Guatemala
Honduras
Hong Kong (China)
Hungary
Iceland
India
Indonesia
Ireland

Israel
Italy
Jamaica
Japan
Jordan
Kazakhstan
Kenya
Korea
Kosovo
Kurdistan Region (Iraq)
Kyrgyzstan
Latvia
Lebanon
Lithuania
Luxembourg
Macao (China)
Malaysia
Malta
Mauritius
Mexico
Moldova

Mongolia
Montenegro
Morocco
Netherlands
New Zealand
North Macedonia
Norway
Palestinian Authority
Panama
Paraguay
Peru
Philippines
Poland
Portugal
Qatar
Romania
Russian Federation
Rwanda
Saudi Arabia
Senegal
Serbia

Singapore
Slovak Republic
Slovenia
Spain
Sweden
Switzerland
Tajikistan
Thailand
Trinidad & Tobago
Tunisia
Türkiye
Ukraine
United Arab Emirates
United Kingdom
United States
Uruguay
Uzbekistan
Venezuela
Viet Nam
Zambia

PISA participants

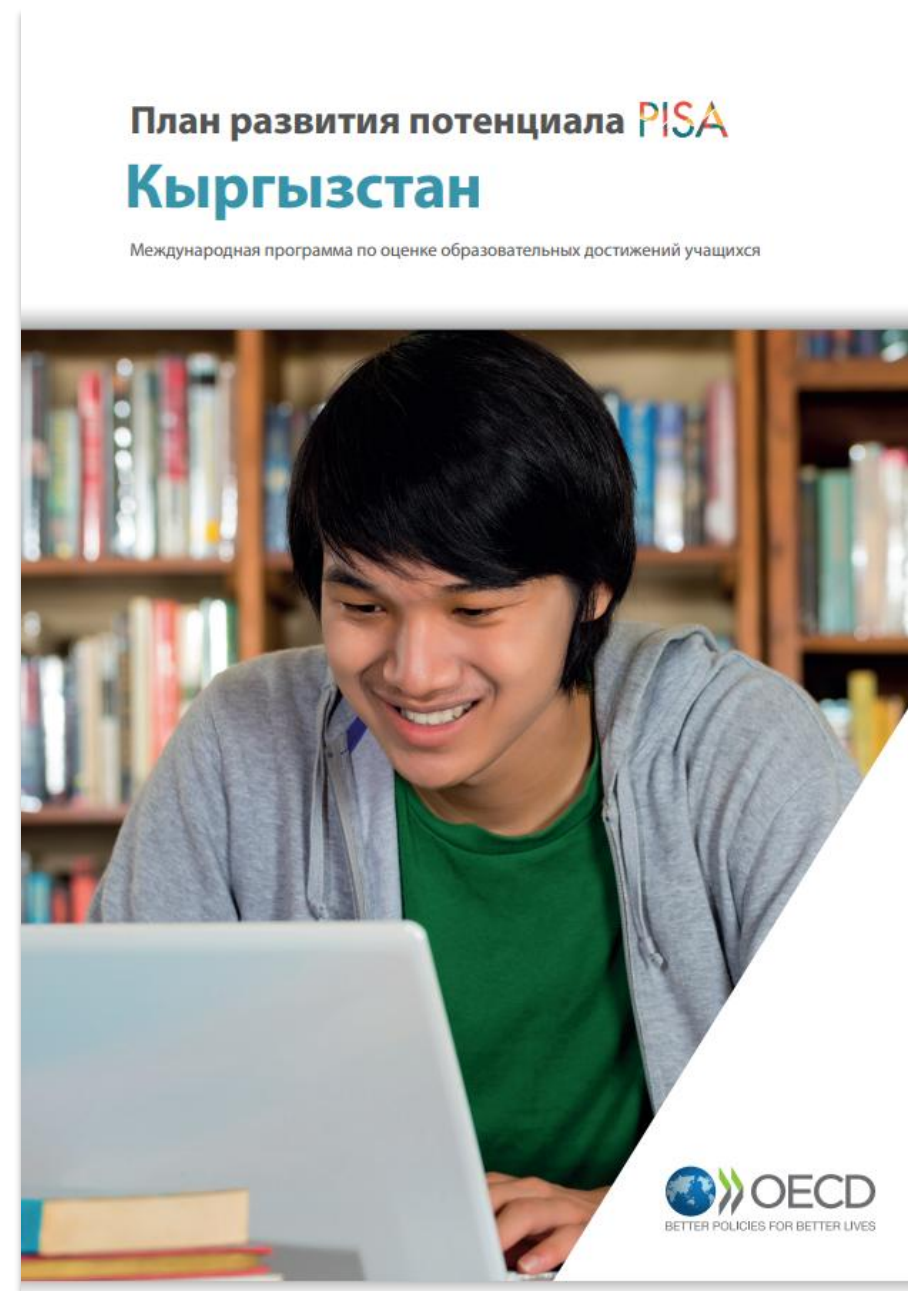
For more information about years of participation and national coverage, please consult our website:

<https://www.oecd.org/en/about/programmes/pisa/pisa-participants.html>

Partnership options



Capacity Needs Assessment for Tajikistan (Dushanbe)



Capacity Building Plan for Kyrgyzstan



National PISA 2022 Report for Ukraine



PISA 2029 offers two partnership options for countries that participate in PISA:

**Capacity Building
and Implementation
Support (CBIS)**

**Analysis and
Reporting
(A&R)**

The partnership options are aimed at maximising the benefits of participation in PISA.

Capacity Building and Implementation Support

This partnership option offers an optimal level of support to ensure the successful implementation of PISA according to the assessment's technical standards and timeline, and to build national capacity for implementing future international and national large-scale assessments.

Countries that participate in this partnership option will collaborate with the OECD on:



A **capacity needs survey** including a country visit by PISA specialists to assess and engage the participating country's capacity to implement PISA and target support where there are gaps.



Planning and preparation activities, resources and tools, including determining the financial and human resources needed in the national context and mitigating risks.





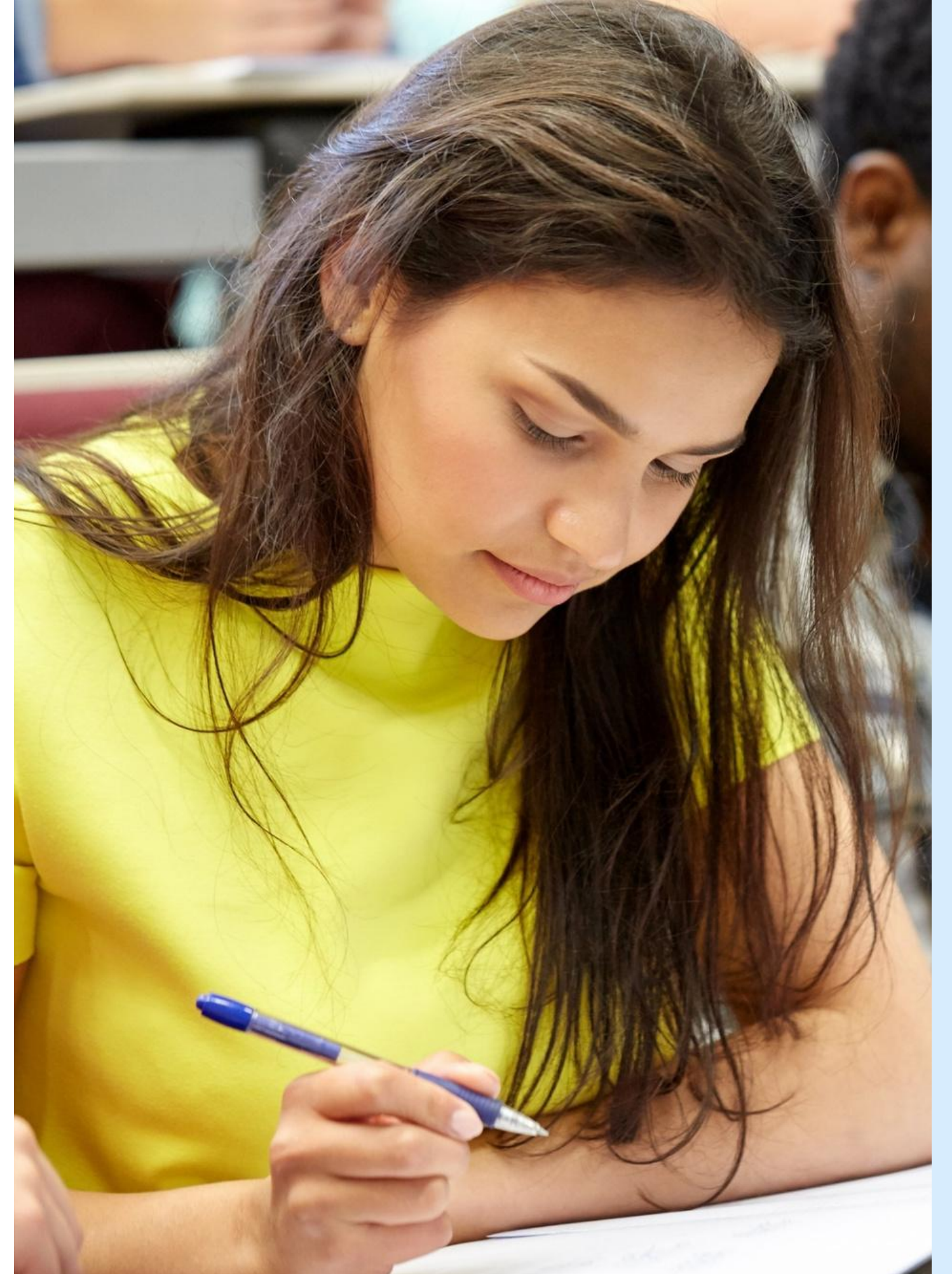
A dedicated **liaison officer** in OECD's international contractor team to support the participating country.



Meetings, workshops and consultations to support PISA implementation and solve any problems that may arise.



Invitation of the experienced staff from previous participating countries in PISA, referred to as peers, to contribute to supporting first time participants as **peer-to-peer learning** resources.



Country experience with CBIS

19 countries and economies have benefited from the Capacity Building and Implementation Support partnership option in PISA for Development, PISA 2018, PISA 2022 and PISA 2025.



Capacity Needs Assessment reports for Kenya, Ecuador and Egypt

Armenia
Cambodia
Ecuador
Egypt
El Salvador
Guatemala
Honduras
Kenya
Kurdistan Region (Iraq)
Kyrgyzstan
Mongolia
Panama
Paraguay
Rwanda
Senegal
Tajikistan
Ukraine
Uzbekistan
Zambia

Country feedback on CBIS

Since 2023, the CBIS journey has kept the Kenyan team enthusiastically engaged and empowered. Simple, concise, and practical sessions have enabled the team to adhere to the technical standards and learn what counts when collecting quality data even when country contexts differ.

– Epha Ngota, Kenya

CBIS was the best decision Kyrgyzstan could make when we decided to participate in PISA 2025. As a new participant there were many unknown areas, procedures and study peculiarities that we could have missed, but were able to catch up on time thanks to the support and guidance that was provided by the CBIS team.

– Onolkan Umankulova, Kyrgyzstan

Participating in the CBIS partnership has been a highly valuable experience for Egypt. It provided us with a structured and well-supported pathway to enhance our work in PISA, align more closely with PISA standards, and build internal capacity at every stage.

– Khaled Mohamed Sayed, Egypt

Analysis and Reporting

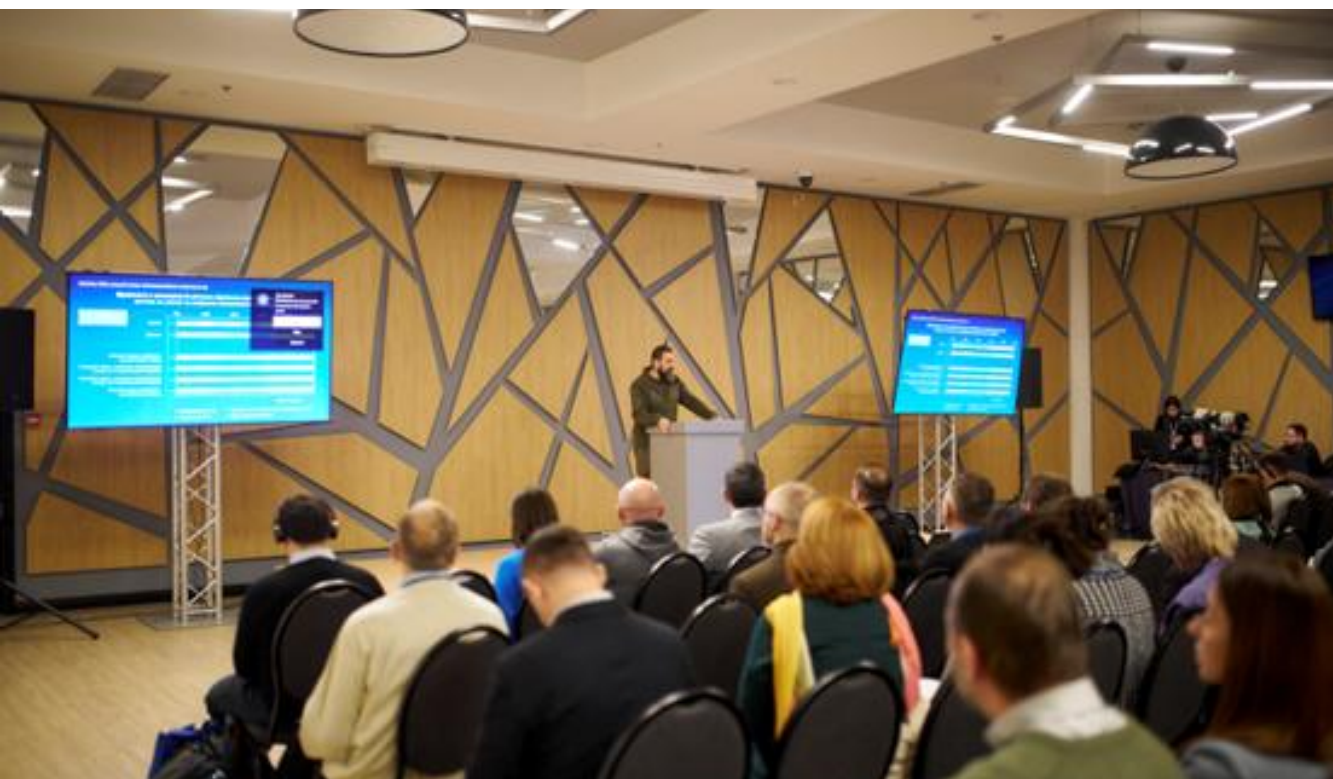
The Analysis and Reporting partnership (A&R) supports participating countries in building national capacity for PISA **analysis, interpretation and reporting** to inform quality evidence-based education policy debates and reforms.

Countries that participate in this option will collaborate with the OECD on:

- **Training a national team** on how to access, manage, analyse and interpret PISA 2029 data
- Developing a national **knowledge mobilisation and dissemination strategy** to promote the use of PISA evidence in support of national policy priorities
- Organising a **PISA promotion event** with the participation of the OECD to prepare stakeholders for the PISA results
- Producing a **PISA 2029 national report** with relevant analysis for the national context
- Organising a **national PISA 2029 launch event** with participation of OECD experts to present the results of the national report



What to expect from your country's participation in PISA A&R



Training

Online training

In-person practical training

Reporting

Review and feedback on the national PISA report

Key messaging workshop

PISA Knowledge Mobilisation and Dissemination

Initial PISA promotion event

Knowledge mobilisation and dissemination strategy

Launch of the PISA 2029 findings

Country experience in A&R

27 countries and economies have taken up the A&R partnership option in PISA or PISA for Development since 2018.

Albania	El Salvador	Paraguay
Armenia	Guatemala	Philippines
Bhutan	Honduras	Romania
Bosnia and Herzegovina	Indonesia	Rwanda
Cambodia	Jamaica	Senegal
Ecuador	Kurdistan Region (Iraq)	Serbia
Kenya	Moldova	Tajikistan
Egypt	Mongolia	Ukraine
	Panama	Uzbekistan
		Zambia



National reports of Romania in PISA 2022 and of Bhutan in PISA for Development

Country feedback on A&R

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The Analysis and Reporting partnership is an extremely valuable professional experience that helped to strengthen the analytical team in Ukraine. Working directly with the OECD experts provided deeper insights into the data as well as a better understanding of some findings and a vaster view on the policies applicable to certain situations.

– *Tetiana Vakulenko, Ukraine*

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PISA A&R is well-organised and planned, which is important for those who are new to PISA analysis. I really appreciated the OECD's support in each step of the development of our PISA 2022 national report and in the preparation of the national launch event for PISA 2022.

– *Kodir Karimberdiyev, Uzbekistan*

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The A&R programme exceeded my expectations. I was able to finalise the drafting of the national report, met some wonderful people and gained experience working within a multicultural international organization. In particular, the experts in charge of the PISA international reports were always open to share their knowledge and experience.

– *Mario Rivera, El Salvador*

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The PISA Analysis and Reporting option allowed me to learn how to do analysis of large-scale assessments in my country, such as analysis of PISA and TIMSS data. Using what I learned, I now prepare and analyse data similar to the PISA data as part of my current work.

– *Zaneta Dzumhur, Bosnia and Herzegovina*

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PISA 2029 timeline

2026

Signature of the participation agreement with the OECD

2026

Establish national team for PISA

2027

Translation and adaptation of instruments into national version

2028

Field Trial pre-test in all participating countries

2029

Main Survey data collection in all participating countries

2030

Data analysis, report production and publication of results



Join us in shaping the future of education

Please contact PISA at EDU.Pisa@oecd.org to discuss your participation by **28 February 2026**.
The agreement for PISA 2029 should be reviewed and signed in **mid-2026**.

Country participation cost for PISA 2029 (new participant): 234 000 EUR

In addition to the participation cost, the partnership option costs are:

- **Capacity Building and Implementation Support:** 192 000 EUR
- **Support for Analysis and Reporting:** 220 000 EUR*

The fees are payable in instalments over three years: 2027, 2028 and 2029.

In-country costs are approximately 350 000 EUR but depend on the country's cost of living. They include the costs of preparing PISA instruments, administering PISA's field trial and main survey, as well as attending PISA's international meetings and training events.

*Subject to minimum five countries participating

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I invite countries that are interested in becoming part of a global community of education systems to contact us now.

Andreas Schleicher

Andreas Schleicher
OECD Director of Education and Skills

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We work closely with policy makers, stakeholders and citizens to establish evidence-based international standards and to find solutions to social, economic and environmental challenges. From improving economic performance and strengthening policies to fight climate change to bolstering education and fighting international tax evasion, the OECD is a unique forum and knowledge hub for data, analysis and best practices in public policy. Our core aim is to set international standards and support their implementation – and help countries forge a path towards stronger, fairer and cleaner societies.

