

For Official Use**English text only****17 October 2025****DIRECTORATE FOR EDUCATION AND SKILLS
PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT****Governing Board****PISA 2029 INTERNATIONAL OPTIONS****60th meeting of the PISA Governing Board**

12-14 November 2025

Tashkent, Uzbekistan

This document provides an overview of the international options for PISA 2029, cost estimates for participation and the timeline for registering.

The PGB is invited to:

- **REVIEW** the information about international options in PISA 2029.
- **NOTE** the cost estimates and timeline for signing up to the international options.

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JT03574615

PISA 2029 International Options

1. International options are survey components that offer additional insights regarding target groups that are already part of PISA (in particular students), or expand PISA to target groups that are not part of the standard PISA assessment (in particular teachers and parents).
2. International options supplement the core components of PISA 2029, which are the assessments of reading, mathematics and science, the innovative domain Media and Artificial Intelligence Literacy (MAIL), and the student and school questionnaires.
3. The choice of international options in PISA 2029 follows the PISA Governing Board's decisions regarding PISA 2029 [[EDU/PISA/GB\(2023\)2](#)], and the strategy for international options in PISA, as agreed at the 47th PGB meeting [[EDU/PISA/GB\(2019\)1](#)].
4. PISA 2029 will offer four international options, which are presented in this document:
 - Financial Literacy Student Assessment
 - Emerging Policy Questionnaire
 - Teacher Questionnaire
 - Parent Questionnaire

Cost estimates and registration

5. The cost for the development and oversight of the international options is covered by the countries/economies that participate in the options. The more participants in an option, the lower the participation cost. This is because most of the price that countries/economies pay is used to cover the international contractor costs, which are composed of a fee per country/economy participant and a base fee that is shared among those same participants. As the contractor costs may vary from cycle to cycle, the participation fee structure may also vary.
6. As in previous cycles, the participation cost for the Financial Literacy Student Assessment is composed of a base fee that covers the marginal cost of the country/economy's participation, plus a scaled component for OECD/Associate members to cover the development cost for this cycle. The base fee in PISA 2029 is 50 000 EUR. For the three questionnaire options (Emerging Policy Questionnaire, Teacher Questionnaire and Parent Questionnaire), the fee is the same for all participants, as in previous cycles.
7. Table 1 shows the estimated cost of participation in each international option in PISA 2029. The exact costs will be communicated when the number of participating countries/economies has been established.

Table 1. Cost estimates for international options in PISA 2029

	Financial Literacy Student Assessment	Emerging Policy Questionnaire	Teacher Questionnaire	Parent Questionnaire
Minimum number of participants	10	10	10	10
Number of participants in previous cycle	20	n/a	17	18
Maximum cost (if minimum number of participants)	89 587 EUR on average*	17 488 EUR	33 758 EUR	22 704 EUR
Estimated cost (if same number of participants as in previous cycle)	58 221 EUR on average (expected range 50 000 - 75 000 EUR)*	13 164 EUR**	25 496 EUR	16 387 EUR

Notes:

* For the Financial Literacy Student Assessment, the costs indicated are the average cost per country. The individual per-country cost will depend on the scaled contribution component. In the scenario with 20 participants, the cost per country will be in the range of 50 KEUR (for OECD members with the smallest scale component and non-Member countries) to 75 KEUR (for OECD countries with the largest scale component).

**As there is no previous number of participants for the Emerging Policy Questionnaire, the estimate is based on 20 participants.

8. Registration for the international options will happen in three phases:

- November 2025 – February 2026

Expression of interest

Countries/economies are asked to indicate their interest in each option by 28 February 2026, based on the cost estimates in this document.

- March – June 2026

Firm commitment

The cost estimates will be updated considering the initial expression of interest by March 2026. Countries/economies are then asked to provide their firm commitment to participate in each option by 30 June 2026.

- July – November 2026

Signing of offer letter

Countries/economies will sign an offer letter to the OECD for the amount due for their participation in the international options, according to their firm commitment provided in June 2026.

Financial Literacy Assessment

Overall description

9. The PISA Financial Literacy Assessment is the only co-ordinated assessment of the Financial Literacy of students around the world. It provides information on the Financial Literacy levels of 15-year-old students and on their financial attitudes and behaviour, access to and use of basic financial products and services, and exposure to financial education in school.

10. The 2029 round will constitute the fifth optional assessment of Financial Literacy in PISA. Overall, 38 countries and economies have participated in one or more Financial Literacy Assessments since 2012.

11. A number of new developments in financial markets are expected to be especially relevant for young people in the coming years, which will be taken into account in the revision of the Financial Literacy Assessment for PISA 2029. These include:

- the development of new financial products aimed at children and young people
- the increased reliance of both customers and providers on artificial intelligence for financial decision-making
- the surge in incidence, complexity and severity of financial scams and frauds

Sample and implementation

12. The Financial Literacy Student Assessment is composed of a cognitive assessment and additional questionnaire module for students. The one-hour cognitive assessment requires an additional sample, which in PISA 2022 was 1 650 students per country/economy, enrolled at the same schools selected for the main PISA sample. It is expected that the sample size for this option will be similar for PISA 2029. Due to the additional sample, the length of the cognitive test remains unchanged for countries/economies that participate in Financial Literacy. The questionnaire module will add around 10 minutes to the student questionnaire.

Further reading

13. A list of all previous participants and overview of the most recent policy findings from the PISA Financial Literacy Assessment can be found in [EDU/PISA/GB\(2025\)10](#).

14. A draft assessment framework for PISA 2029 Financial Literacy can be found in [[EDU/PISA/GB\(2025\)26](#)].

Emerging Policy Questionnaire

Overall description

15. The Emerging Policy Questionnaire is a new questionnaire module for students in PISA. It aims to measure constructs new to PISA, in terms of their substantive areas and/or formats, for possible future inclusion in the main student questionnaire, or to offer more comprehensive questionnaire modules on policy relevant topics that are already covered to some extent but not fully covered by the core questionnaire. The length of the Emerging Policy Questionnaire will be equivalent to around 10 additional minutes of response time for the student questionnaire.

16. Based on the selected policy priorities, it is recommended at the 59th PGB meeting [[EDU/PISA/GB\(2025\)6](#)] that the Emerging Policy Questionnaire focuses on six key content areas:

- student and collective agency, by expanding existing questions to include students' involvement in school and community issues
- school attendance and absenteeism, with new questions addressing long-term absences while maintaining trend data
- student assignment to academic tracks and groupings, through questions on how students are placed into different instructional programmes or ability groups
- school support for psychological well-being, including student access to mental health services
- cyberbullying, with questions assessing experiences as victims or perpetrators
- students' motivation to learn, with comprehensive coverage of both school-related and general learning motivation using existing or new items

Sample and implementation

17. The Emerging Policy Questionnaire does not require any additional sample. The 10-minute questionnaire module will be added to the student questionnaire for all students in countries that participate in this option.

Further reading

18. Further details on the expected constructs for the Emerging Policy Questionnaire can be found in the draft Questionnaire Framework for PISA 2029 [[EDU/PISA/GB\(2025\)23](#)].

Teacher Questionnaire

Overall description

19. By supplementing students' PISA results with data from their teachers, the PISA Teacher Questionnaire provides broader information on the teaching activities and environments in which students learn. The Teacher Questionnaire was offered for the first time in PISA 2015 in response to a growing interest in teacher-related policies.

20. The PISA 2029 Teacher Questionnaire is expected to include questions on the teachers' background and professional development, their attitudes to student learning, and their teaching practices, with a specific focus on the teaching and learning of reading skills, which is a focus area in PISA 2029.

21. In line with the revised PISA 2029 Reading Framework, the teacher questionnaire will assess several constructs related to reading instruction. These include teaching strategies that support comprehension and critical evaluation of texts, opportunities to learn through task understanding and multiple-text comprehension, and sourcing strategies such as misinformation detection and lateral reading. It will also measure teachers' use of ICT in language instruction, including AI integration, and their role in developing students' reading strategies like evaluating arguments and identifying textual similarities. A new construct on disciplinary-specific literacy will be introduced, with items in both the test language and general teacher questionnaires, capturing how literacy is taught across subjects such as science and literature.

Sample and implementation

22. The Teacher Questionnaire will be administered to all eligible teachers in the schools that are sampled to participate in PISA (no within-school sampling of teachers). The questionnaire will be highly focused and shorter than in previous cycles (around 15-20 minutes) to facilitate higher response rates. The questionnaire is computer-based and will be administered online.

23. Information from sampled teachers can only be linked to students at the school level, as there is no linkage between individual students and individual teachers. There is no plan to develop teacher weights in PISA 2029, because the primary aim of the Teacher Questionnaire is to describe students' learning environments rather than describe the teacher population.

Further reading

24. More information about the expected content areas for the Teacher Questionnaire can be found in the draft Questionnaire Framework for PISA 2029 [[EDU/PISA/GB\(2025\)23](#)].

Parent Questionnaire

Overall description

25. PISA's Parent Questionnaire collects information from the parents to the students that participate in PISA. The questionnaire includes topics such as parents' support to and engagement with the child's learning and homework, out-of-school learning settings, as well as more direct measures of the parents' background and home resources that can impact student learning.

26. The Parent Questionnaire can provide valuable insights into parents' attitudes and beliefs that are related to students' learning and development. It will also include items related to reading – such as engagement, preferences, support and social motives – mirroring constructs from the Student Questionnaire. Additionally, it can explore parents' views on failure and intelligence, which shape children's mindsets and motivation. Selected reading-related constructs from the PISA 2018 Parent Questionnaire will be included in PISA 2029 to monitor changes in home learning environments over time.

27. Furthermore, innovations introduced in the Media and Artificial Intelligence Literacy (MAIL) Framework may also be incorporated into the Parent Questionnaire. These could include topics such as parents' open-minded thinking, susceptibility to misinformation and attitudes toward AI.

Sample and implementation

28. The questionnaire is administered to the parents of all students that participate in PISA in the country/economy. As a new development, countries/economies will be able to choose whether to administer the questionnaire in paper form (as in previous cycles) or online to parents. It is estimated to take around 20 minutes to fill in the questionnaire.

Further reading

29. More information about the expected content areas for the Parent Questionnaire can be found in the draft Questionnaire Framework for PISA 2029 [[EDU/PISA/GB\(2025\)23](#)].