Foreword

Over the past decade, the OECD Programme for International Student Assessment, PISA, has become the world's premier yardstick for evaluating the quality, equity and efficiency of school systems. But the evidence base that PISA has produced goes well beyond statistical benchmarking. By identifying the characteristics of high-performing education systems, PISA allows governments and educators to identify effective policies that they can then adapt to their local contexts.

While the latest PISA assessment in 2015 focused on science, it also looked beyond students' academic proficiency to offer a more detailed examination of their enjoyment of life. Are students basically happy? Do they feel that they belong to a community at school? Do they enjoy supportive relations with their peers, their teachers and their parents? Is there any association between the quality of students' relationships in and outside of school and their academic performance?

By and large, PISA finds that most 15-year-old students are relatively satisfied with their life, and those who are motivated to achieve reported even greater satisfaction. But PISA results also indicate that schoolwork-related anxiety and the prevalence of bullying at school (on average, there's a bully in every class…) erode students' well-being.

As with improving student performance, there is no single combination of policies and practices that will nurture the well-being of all students, everywhere; and every country has room for improvement, even the top performers. But it is fair to say that unless they are given the support they need to blossom in their life as students, adolescents are unlikely to enjoy well-being as adults.

This report is the product of a collaborative effort between the countries participating in PISA, the national and international experts and institutions working within the framework of the PISA Consortium, and the OECD Secretariat.

The development of this volume was guided by Andreas Schleicher and Yuri Belfali, and managed by Francesco Avvisati and Miyako Ikeda. This volume was drafted by Mario Piacentini with Esther Carvalhaes, Anna Choi, Hélène Guillou, Bonaventura Francesco Pacileo and Judit Pál. The volume was edited by Marilyn Achiron. Statistical and analytical support was provided by Guillaume Bousquet and Nadine Chami. Rose Bolognini co-ordinated production and Fung Kwan Tam designed the publication. Administrative support was provided by Claire Chetcuti, Juliet Evans, Thomas Marwood and Lesley O'Sullivan. Additional members of the OECD PISA and communications teams who provided analytical and communications support include Cassandra Davis, Alfonso Echazarra, Carlos Gonzalez-Sancho, Jeffrey Mo, Giannina Rech, Michael Stevenson and Sophie Vayssettes. Leslie Rutkowski provided external support on the analysis of data on bullying, and Jonas Bertling and René Veenstra acted as external peer reviewers. Communication support was provided by Simone Bloem.

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managed by Catherine Hayes of Pearson. Survey operations were led by Merl Robinson and managed by Michael Lemay of Westat. Sampling and weighting operations were led by Keith Rust and managed by Sheila Krawchuk of Westat. Design and development of the questionnaires were led by Eckhard Klieme and managed by Nina Jude of the Deutsches Institut für Pädagogische Forschung (DIPF).

Jonathan Osborne chaired the expert group that guided the preparation of the science assessment framework and instruments. This group included Marcus Hammann, Sarah Howie, Jody Clarke-Midura, Robin Millar, Andrée Tiberghien, Russell Tytler and Darren Wong. Charles Alderson and Jean-Francois Rouet assisted in adapting the reading framework, and Zbigniew Marciniak, Berinderjeet Kaur and Oh Nam Kwon assisted in adapting the mathematics framework. David Kaplan chaired the expert group that guided the preparation of the questionnaire framework and instruments. This group included Eckhard Klieme, Gregory Elacqua, Marit Kjærnsli, Leonidas Kyriakides, Henry M. Levin, Naomi Miyake, Jonathan Osborne, Kathleen Scalise, Fons van de Vijver and Ludger Woessmann. Keith Rust chaired the Technical Advisory Group, whose members include Theo Eggen, John de Jong, Jean Dumais, Cees Glas, David Kaplan, Irwin Kirsch, Christian Monseur, Sophia Rabe-Hesketh, Thierry Rocher, Leslie A. Rutkowski, Margaret Wu and Kentaro Yamamoto.

The development of the report was steered by the PISA Governing Board, chaired by Lorna Bertrand (United Kingdom) and Michelle Bruniges (Australia), with Maria Helena Guimarães de Castro (Brazil), Sungsook Kim (Korea) and Dana Kelly (United States) as vice chairs. Annex C of the volume lists the members of the various PISA bodies, including Governing Board members and National Project Managers in participating countries and economies, the PISA Consortium, and the individual experts and consultants who have contributed to PISA in general.

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