Annex C

THE DEVELOPMENT AND IMPLEMENTATION OF PISA –
A COLLABORATIVE EFFORT
PISA is a collaborative effort, bringing together experts from the participating countries, steered jointly by their governments on the basis of shared, policy-driven interests.

A PISA Governing Board, on which each country is represented, determines the policy priorities for PISA, in the context of OECD objectives, and oversees adherence to these priorities during the implementation of the programme. This includes setting priorities for the development of indicators, for establishing the assessment instruments, and for reporting the results.

Experts from participating countries also serve on working groups that are charged with linking policy objectives with the best internationally available technical expertise. By participating in these expert groups, countries ensure that the instruments are internationally valid and take into account the cultural and educational contexts in OECD member and partner countries and economies, that the assessment materials have strong measurement properties, and that the instruments place emphasis on authenticity and educational validity.

Through National Project Managers, participating countries and economies implement PISA at the national level subject to the agreed administration procedures. National Project Managers play a vital role in ensuring that the implementation of the survey is of high quality, and verify and evaluate the survey results, analyses, reports and publications.

The design and implementation of the surveys, within the framework established by the PISA Governing Board, is the responsibility of external contractors. For PISA 2012, the development and implementation of the cognitive assessment and questionnaires, and of the international options, was carried out by a consortium led by the Australian Council for Educational Research (ACER). Other partners in this Consortium include cApsAn Linguistic Quality Control in Belgium, the Centre de Recherche Public Henri Tudor (CRP-HT) in Luxembourg, the Department of Teacher Education and School Research (ILS) at the University of Oslo in Norway, the Deutsches Institut für Internationale Pädagogische Forschung (DIPF) in Germany, the Educational Testing Service (ETS) in the United States, the Leibniz Institute for Science and Mathematics Education (IPN) in Germany, the National Institute for Educational Policy Research in Japan (NIER), the Unité d’analyse des systèmes et des pratiques d’enseignement (aSPe) at the University of Liège in Belgium, and WESTAT in the United States, as well as individual consultants from several countries. ACER also collaborated with Achieve, Inc. in the United States to develop the mathematics framework for PISA 2012.

The OECD Secretariat has overall managerial responsibility for the programme, monitors its implementation daily, acts as the secretariat for the PISA Governing Board, builds consensus among countries and serves as the interlocutor between the PISA Governing Board and the international Consortium charged with implementing the activities. The OECD Secretariat also produces the indicators and analyses and prepares the international reports and publications in co-operation with the PISA Consortium and in close consultation with member and partner countries and economies both at the policy level (PISA Governing Board) and at the level of implementation (National Project Managers).

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Argentina: Liliana Pascual  
Brazil: Luiz Claudio Costa  
Bulgaria: Neda Kristanova  
Chinese Taipei: Gwo-Dong Chen and Chih-Wei Hue  
Colombia: Adriana Molina  
Costa Rica: Leonardo Garnier Rimolo  
Croatia: Michelle Bras Roth

Hong Kong-China: Esther Sui-chu Ho
Indonesia: Khairil Anwar Notodiputro
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Montenegro: Zeljko Jacimovic
Panama: Arturo Rivera
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Qatar: Hamda Al Sulaiti
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Russian Federation: Isak Froumin and Galina Kovaleva
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Singapore: Khah Gek Low
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United Arab Emirates: Moza al Ghufly and Ayesha G. Khalfan Almerri
Uruguay: Andrés Peri and Maria Helvecia Sanchez Nunez
Viet Nam: Le Thi My Ha

PISA 2012 National Project Managers
Albania: Alfonso Harizaj
Argentina: Liliana Pascual
Australia: Sue Thomson
Austria: Ursula Schwantner
Belgium: Inge De Meyer and Ariane Baye
Brazil: João Galvão Bacchetto
Bulgaria: Svetla Petrova
Canada: Pierre Brochu and Tamara Knighton
Chile: Ema Lagos Campos
Colombia: Francisco Reyes
Costa Rica: Liliam Mora
Croatia: Michelle Bras Roth
Czech Republic: Jana Paleckova
Denmark: Niels Egelund
Estonia: Gunda Tire
Finland: Joui Viiljärvi
France: Ginette Bourmy
Germany: Christine Sälzer and Manfred Prenzel
Greece: Vassilia Hatzinikita
Hong Kong-China: Esther Sui-chu Ho
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Iceland: Almar Midvik Halldorsson
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Kazakhstan: Gulmira Berdiebayeva and Zhannur Azmagambetova
Korea: Ji-Min Cho and Mi-Young Song
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Liechtenstein: Christian Nidegger
Lithuania: Mindaugas Stundza
Luxembourg: Bettina Boehm
Macao-China: Kwok Cheung Cheung
Malaysia: Ihsan Ismail and Muhamad Zaini Md Zain
Mexico: María Antonieta Díaz Gutierrez
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Netherlands: Jesse Koops
New Zealand: Kate Lang and Steven May
Norway: Marit Kjaersli
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Poland: Michal Federowicz
Portugal: Ana Sousa Ferreira
Qatar: Aysha Al-Hashemi and Assad Tounakti
Romania: Silviu Cristian Mirescu
Russian Federation: Galina Kovaleva
Scotland: Rebecca Wheeler
Serbia: Dragica Pavlovic-Babic
Shanghai-China: Jing Lu and Minxuan Zhang
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Slovenia: Mojca Straus
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Switzerland: Christian Nidegger
Chinese Taipei: Pi-Hsia Hung
Thailand: Sunee Klainin
Tunisia: Mohamed Kamel Essid
Turkey: Serdar Aztekin
United Arab Emirates: Moza al Ghufly
United Kingdom: Rebecca Wheeler
United States: Dana Kelly and Holly Xie
Uruguay: Maria Helvecia Sanchez Nunez
Viet Nam: Thi My Ha Le

OECD Secretariat
Andreas Schleicher (Strategic development)
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Francesco Avisati (Analytic services)
Brigitte Beyeler (Administrative support)
Simone Bloem (Analytic services)
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Juliet Evans (Administration and partner country/economy relations)
Tue Halgreen (Project management)
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Tadakazu Miki (Analytic services)
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Diana Tramontano (Administration)
Sophie Vayssettes (Analytic services)
Elisabeth Villoutreix (Production co-ordination)
Pablo Zoido (Analytic services)

**PISA 2012 mathematics expert group**
Kaye Stacey (Chair) (University of Melbourne, Australia)
Caroline Bardini (University of Melbourne, Australia)
Werner Blum (University of Kassel, Germany)
Joan Ferrini-Mundy (Michigan State University, United States)
Solomon Garfunkel (COMAP, United States)
Toshikazu Ikeda (Yokohama National University, Japan)
Zbigniew Marciniak (Warsaw University, Poland)
Mogens Niss (Roskilde University, Denmark)
Martin Ripley (World Class Arena Limited, United Kingdom)
William Schmidt (Michigan State University, United States)

**PISA 2012 problem solving expert group**
Joachim Funke (Chair) (University of Heidelberg, Germany)
Benő Csápos (University of Szeged, Hungary)
John Dossey (Illinois State University, United States)
Arthur Graesser (The University of Memphis United States)
Detlev Leutner (Duisburg-Essen University, Germany)
Romain Martin (Université de Luxembourg FLSHASE, Luxembourg)
Richard Mayer (University of California, United States)
Ming Ming Tan (Ministry of Education, Singapore)

**PISA 2012 financial literacy expert group**
Annamarie Lusardi (Chair) (The George Washington University School of Business, United States)
Jean-Pierre Boisivon (Université de Paris II Panthéon-Assas, France)
Diana Crossan (Commission for Financial Literacy and Retirement Income, New Zealand)
Peter Czuzner (Australian Securities and Investments Commission, Australia)
Jeanne Hogarth (Federal Reserve System, United States)
Dušan Hradil (Ministry of Finance, Czech Republic)
Stan Jones (Consultant, Canada)
Sue Lewis (Consultant, United Kingdom)

**PISA 2012 questionnaire expert group**
Eckhard Klieme (Chair) (Deutsches Institut für Internationale Pädagogische Forschung (DIPF), Germany)
Eduardo Backhoff (University of Baja California at the Institute of Educational Research and Development, Mexico)
Ying-yi Hong (Nanyang Business School of Nanyang Technological University, Singapore)
David Kaplan (University of Wisconsin – Madison, United States)
Henry Levin (Columbia University, United States)
Jaap Scheerens (University of Twente, Netherlands)
William Schmidt (Michigan State University, United States)
Fons van de Vijver (Tilburg University, Netherlands)

**Technical advisory group**
Keith Rust (Chair) (Westat, United States)
Ray Adams (ACER, Australia)
Cees Glas (University of Twente, Netherlands)
John de Jong (Language Testing Services, Netherlands)
David Kaplan (University of Wisconsin – Madison, United States)
Christian Monseur (University of Liège, Belgium)
Sophia Rabe-Hesketh (University of California – Berkeley, United States)
Thierry Rocher (Ministry of Education, France)
Norman Verhelst (CITO, Netherlands)
Kentarou Yamamoto (ETS, United States)
Rebecca Zwick (University of California, United States)

**PISA 2012 Consortium**

**Australian Council for Educational Research**
Ray Adams (International Project Director)
Susan Bates (Project administration)
Alla Berezner (Data management and analysis)
Yan Bibby (Data processing and analysis)
Phillie Bickham (IT services)
Esther Brakey (Administrative support)
Robin Buckley (IT services)
Mark Butler (Financial literacy instruments and test development)
Wei Buttress (Project administration and quality monitoring)
Reene Chow (Data processing and analysis)
John Cresswell (Reporting and dissemination)
Alex Daraganov (Data processing and analysis)
Jorge Fallas (Data processing and analysis)
Kate Fitzgerald (Data processing and sampling)
Kim Fitzgerald (IT Services)
Paul Golden (IT and helpdesk support)
Jennifer Hong (Data processing and sampling)
Nora Kovarcikova (Survey operations)
Winson Lam (IT services)
Petra Lietz (Questionnaire development)
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Greg Macaskill (Data management and processing and sampling)
Ron Martin (Science instruments and test development)
Barry McCrae (Problem solving and science instruments and test development)
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Juliette Mendelovits (Reading and financial literacy instruments and test development)
Martin Murphy (Field operations and sampling)
Thoa Nguyen (Data processing and analysis)
Stephen Oakes (IT management and support)
Elizabeth O’Grady (Questionnaire development and project support)
Heiko Rolke (Software Design & Software Development)
Jean-Paul Reeff (International Consultant)
Silke Hertel (Questionnaire development)
Eckhard Klieme (Chair of Questionnaire Expert Group)
Frank Goldhammer (Test developer, problem solving)

Deutches Institut für Internationale Pädagogische Forschung (DIPF, GERMANY)

Deutches Institut für Internationale Pädagogische Forschung and test development

Kentaro Yamamoto (Member TAG, problem-solving instruments development)

Matthias von Davier (Questionnaire instruments and test development)

Richard Roberts (Questionnaire instruments and test development)

Marylou Lennon (Questionnaire instruments and test development)

Patrick Kyllonen (Questionnaire instruments and test development)

Irwin Kirsch (Reading Components)

Jonas Bertling (Questionnaire instruments and test development)

Educational Testing Service (ETS)

Linguistic Quality Control (BELGIUM)

Raphael Chopinnet (Computer-based verification management)
Steve Dept (Translation and verification operations)
Andrea Ferrari (Linguistic quality assurance and quality control designs)

Musab Hayatli (Right-to-left scripts, cultural adaptations)
Elica Krajceva (Questionnaire verification co-ordinator)
Shinoh Lee (Cognitive test verification co-ordinator)
Irene Liberati (Manuals verification co-ordinator)
Laura Wayrynne (Verifier training and verification procedures)

The TAO Initiative: Henry Tudor Public Research Centre, University of Luxembourg (LUXEMBOURG)

Joel Billard (Software Engineer, School Questionnaire)
Marilyn Binkley (Project Consultant, Assessment Expert)
Jerome Bogaerts (Software Engineer, TAO Platform)

Gilbert Busana (Electronic Instruments, Usability)
Christophe Henry (System Engineer, School Questionnaire and Hosting)
Raynald Jadoul (Technical Lead, School Questionnaire and Hosting)

Isabelle Jars (Project Manager)
Vincent Koenig (Electronic Instruments, Usability)
Thibaud Latour (Project Leader, TAO Platform)

Lionel Lecaque (Software Engineer, Quality)
Primael Lorbat (Software Engineer, Electronic Instruments)
Romain Martin (Problem Solving Expert Group Member)
Matteo Melis (Software Engineer, School Questionnaire)
Patrick Plichart (Software Architect, TAO Platform)
Vincent Porro (Software Engineer, Electronic Instruments)
Igor Ribassin (Software Engineer, Electronic Instruments)
Somsack Sipasseuth (Software Engineer, Electronic Instruments)

Unité d’analyse des Systèmes et des Pratiques d’enseignement (ASPE, BELGIUM)

Isabelle Demonty (Mathematics instruments and test development)
Annick Fagnant (Mathematics instruments and test development)
Anne Matoul (French source development)
Christian Monseur (Member of Technical Advisory Group)
WESTAT
Susan Fuss (Sampling and weighting)
Amita Gopinath (Weighting)
Jing Kang (Sampling and weighting)
Sheila Krawchuk (Sampling, weighting and quality monitoring)
Thanh Le (Sampling, weighting and quality monitoring)
John Lopdell (Sampling and weighting)
Keith Rust (Director of the PISA Consortium for sampling and weighting)
Erin Willey (Sampling and weighting)
Shawn Lu (Weighting)
Teresa Strickler (Weighting)
Yumiko Sugawara (Weighting)
Joel Wakesberg (Sampling and weighting)
Sergey Yagodin (Weighting)

Achieve Inc.
Michael Cohen (Mathematics framework development)
Kaye Forgione (Mathematics framework development)
Morgan Saxby (Mathematics framework development)
Laura Slover (Mathematics framework development)
Bonnie Verrico (Project support)

HallStat SPRL
Beatrice Halleux (Consultant, translation/verification referee, French source development)

University of Heidelberg
Joachim Funke (Chair, Problem Solving Expert Group)
Samuel Greiff (Problem-solving instruments and test development)

University of Melbourne
Caroline Bardini (Member Mathematics Expert Group)
John Dowsey (Mathematics instruments and test development)
Derek Holton (Mathematics instruments and test development)
Kaye Stacey (Chair Mathematics Expert Group)

Other experts
Michael Besser (Mathematics instruments and test development, University of Kassel, Germany)
Khurrem Jehangir (Data analysis for TAG, University of Twente, Netherlands)
Kees Lagerwaard (Mathematics instruments and test development, Institute for Educational Measurement of Netherlands, Netherlands)
Dominik Leiss (Mathematics instruments and test development, University of Kassel, Germany)
Anne-Laure Monnier (Consultant French source development, France)
Hanako Senuma (Mathematics instruments and test development, Tamagawa University, Japan)

Publication layout
Fung Kwan Tam