Hong Kong, China 29
OECD average 30

Education Innovation Index

Innovation in education by category

Primary	31	31
Secondary	27	30
Maths	27	35
Science	32	29
Reading	29	27

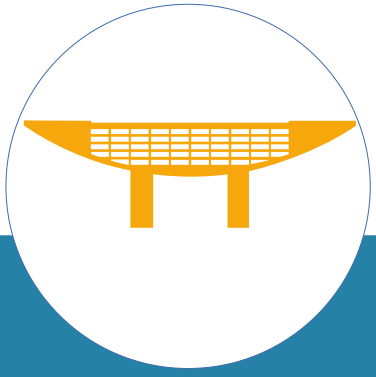
Innovation in education by type of practice

Teachers' peer learning	65	0 / 64,6	-1,2 / 40,8	42
Rote learning	40	-0,9 / 39,3	-3,2 / 28,3	32
School learning resources	39	-31,6 / 7,1	-22,6 / 9,8	32
Fostering higher order skills	37	-2,8 / 33,9	-3,3 / 20,6	24
Active learning practices in science	34	0 / 34,4	-2,1 / 25,9	28
Independent knowledge acquisition	29	-5,2 / 23,3	-6,7 / 34,6	41
School external relations and HRM	25	-2,9 / 22	-8,1 / 12,8	21
Formal teacher training	21	-20,1 / 0,6	-17,2 / 6,4	24
Homework	17	-4 / 12,6	-7,3 / 28,4	36
Assessment	13	-3,3 / 9,2	-9,3 / 16,9	26
Other practices	23	-1,9 / 20,6	-6,6 / 14,2	21

ICT Innovation

Computer availability	47	47,3 / 0	-30,5 / 8,5	39
Use of ICT in schools	21	-4,7 / 16,1	-5,4 / 27,1	33

The indices indicate innovation intensity from small (below 20) to large (over 40). When displayed, positive and negative values show how much of the index corresponds to a expansion and contraction of the covered practices between 2006 and 2016. Authors' calculations based on the PIRLS, PISA and TIMSS databases.



Hong Kong, China

Between 2006 and 2016, Hong Kong, China, has experienced moderate innovation in education, with more change in primary than in secondary education practices. Innovation has been larger in science than in reading and maths, with a different pattern than in OECD systems where innovation typically came from changes in maths education practices. As in other systems, access to computers in schools and classes has dropped a bit, but mainly the use of ICT in class has not expanded as much in comparison to the average OECD system. The main areas of innovation were the expansion of teacher peer learning, the spread of rote learning practices and of practices that foster higher order skills. Succinctly put, most educational outcomes in Hong Kong have either improved or remained stable.

Practices that changed the most

Primary

58 less students in 100 had computers (including tablets) available during reading lessons, reaching a **35%** coverage

47 more students in 100 had teachers collaborating in preparing instructional material, reaching a **70%** coverage

32 more students in 100 had their teachers visiting another classroom to learn more about teaching, reaching a **33%** coverage

Secondary

42 more students in 100 frequently observed and described natural phenomena in science lessons, reaching a **62%** coverage

32 more students in 100 regularly watched teachers demonstrate an experiment in science lessons, reaching a **51%** coverage

22 more students in 100 in science had their teachers visiting another classroom to learn more about teaching, reaching a **25%** coverage

Some trends in educational outcomes

+

Academic outcome in secondary science

Academic outcome in secondary maths

Student satisfaction in primary and secondary education

Student enjoyment in primary and secondary science lessons

Teachers' collective ambition for their students in primary education

Teachers' collective self-efficacy in primary education

=

Academic outcome in primary science

Academic outcome in primary maths

Academic outcome in primary reading

Teachers' collective ambition for their students in secondary education

Teachers' collective self-efficacy in secondary education

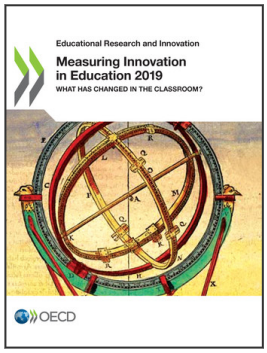
Equity of academic outcomes in primary reading

Equity of academic outcomes in primary and secondary science

Equity of academic outcomes in secondary maths

−

Equity of academic outcomes in primary maths



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