

Factsheet about Hong Kong's Participation in PISA 2025

1. Hong Kong participated in PISA 2025, marking its ninth cycle of participation. The assessments were successfully conducted from May to July 2025.
2. The sample included 239 secondary schools. Following sampling and quality assurance processes, 230 schools and 6,445 students were included in the final dataset. These students, age 15, range from Secondary One to Five, with 61.1% of students in Secondary Four. The gender distribution was approximately 52% boys and 48% girls.
3. Hong Kong fully met the quality assurance standards set by PISA 2025. All data collected and reported for Hong Kong passed the rigorous quality checks, ensuring the results are reliable and fit for reporting, in accordance with the standards outlined in the PISA 2025 Technical Report.
4. An overview of Hong Kong's PISA 2025 performance is provided in the following charts.

Chart A: Mean Scores of Participating Countries/Economies in PISA 2025 for Learning in the Digital World (Computational Problem-solving Skills), Science, Mathematics and Reading

Learning in the Digital World (Computational Problem-Solving Skills)			Science		Mathematics		Reading	
Countries / Economies	Mean		Countries / Economies	Mean	Countries / Economies	Mean	Countries / Economies	Mean
1 Macao (China)	572		1 B-S-J-Z (China)	597	1 B-S-J-Z (China)	612	1 Singapore	535
2 Singapore	563		2 Singapore	560	2 Singapore	563	2 B-S-J-Z (China)	527
B-S-J-Z (China)	560		3 Macao (China)	541	3 Macao (China)	549	3 Chinese Taipei	508
4 Japan	557		Chinese Taipei	540	4 Chinese Taipei	546	4 Japan	503
5 Chinese Taipei	551		5 Japan	538	5 Japan	525	5 Macao (China)	501
6 Hong Kong (China)	545		6 Estonia	527	Korea	522	Korea	501
7 Estonia	541		7 Korea	526	7 Hong Kong (China)	522	Ireland	500
8 Korea	538		8 United Kingdom	511	8 Estonia	508	Estonia	499
9 Australia	532		Canada*	510	9 Switzerland	499	9 New Zealand*	497
10 New Zealand*	531		New Zealand*	509	10 United Kingdom	488	10 United Kingdom	494
11 Canada*	525		11 Australia	509	Canada*	485	Australia	491
United Kingdom	523		12 Finland	504	Poland	484	Canada*	490
13 Switzerland	520		United States*	502	13 Netherlands*	483	13 United States*	490
14 Czechia	517		Switzerland	501	14 Ireland	480	14 Poland	482
United States*	513		15 Ireland	500	Belgium	480	15 Hong Kong (China)	480
Lithuania	512		16 Austria	497	New Zealand*	480	16 Finland	474
17 Ireland	511		Hong Kong (China)	496	Australia	478	Italy	474
18 Austria	509		Poland	495	Austria	477	Türkiye	472
Belgium	508		Türkiye	494	19 Czechia	477	Switzerland	470
Latvia	507		Czechia	490	20 Denmark	471	20 Czechia	468
Poland	507		21 Belgium	490	Lithuania	470	21 Austria	467
Finland	507		22 Lithuania	488	Slovak Republic	469	Sweden	466
Netherlands*	506		Germany	486	Finland	469	Belgium	466
Denmark	506		Netherlands*	485	Italy	468	Germany	465
25 Luxembourg	506		Sweden	485	Sweden	464	Lithuania	464
26 Sweden	503		Slovenia	484	Germany	464	26 Portugal	462
Portugal	501		France	483	OECD average	463	OECD average	461
OECD average	500		Italy	483	27 United States*	463	27 Denmark	460
Spain	499		OECD average	482	28 Türkiye	462	28 France	456
Germany	498		29 Portugal	482	Latvia	460	29 Croatia	453
France	497		30 Hungary	480	Portugal	460	Norway*	453
31 Slovak Republic	497		Denmark	478	Slovenia	460	Hungary	452
32 Brunei Darussalam	496		Spain	477	Hungary	459	Spain	451
33 Hungary	495		Croatia	476	Luxembourg	458	33 Slovak Republic	448
34 Norway*	491		34 Slovak Republic	475	France	458	34 Slovenia	445
Italy	490		35 Luxembourg	474	35 Spain	457	Luxembourg	443
36 Iceland	490		36 Norway*	470	36 Croatia	455	36 Netherlands*	441
37 Slovenia	486		37 Latvia	468	United Arab Emirates	453	37 Israel	436
38 Malaysia	484		38 United Arab Emirates	458	38 Norway*	452	Chile	436
39 Ukrainian regions	478		39 Viet Nam	457	39 Iceland	450	United Arab Emirates	433
Thailand	476		40 Malta	453	40 Viet Nam	443	40 Latvia	430
United Arab Emirates	476		41 Ukrainian regions	448	41 Malta	439	41 Brunei Darussalam	426
42 Türkiye	473		42 Uruguay	445	42 Brunei Darussalam	435	Uruguay	423
43 Chile	466		Chile	442	Israel	433	Greece	423
Croatia	464		Israel	442	Albania*	433	44 Iceland	422
Malta	463		45 Iceland	441	45 Ukrainian regions	431	45 Ukrainian regions	418
Uruguay	462		46 Brunei Darussalam	439	46 Greece	424	Montenegro	418
Viet Nam	461		Mauritius	438	Azerbaijan	422	Qatar	418
48 Greece	461		48 Uzbekistan	438	Romania	419	Costa Rica	416
49 Mexico	453		49 Montenegro	435	Mongolia	419	Malta	415
Moldova	452		Albania*	435	Serbia	417	Serbia	415
Qatar	452		Qatar	434	51 Georgia	416	51 Romania	413
Costa Rica	452		Greece	434	52 Qatar	416	52 Brazil	408
53 Kazakhstan	449		Thailand	432	53 Kazakhstan	414	Mexico	408

Learning in the Digital World (Computational Problem-Solving Skills)			Science		Mathematics		Reading	
Countries / Economies	Mean		Countries / Economies	Mean	Countries / Economies	Mean	Countries / Economies	Mean
54 Israel	444		54 Serbia	429	54 Cyprus	412	Albania*	408
Mongolia	443		55 Romania	425	Montenegro	411	Mauritius	405
Romania	442		Mongolia	424	Moldova	410	56 Moldova	404
Serbia	437		Costa Rica	424	Mauritius	407	57 Colombia	399
Albania*	437		Georgia	422	Thailand	407	Malaysia	393
59 Peru	436		Moldova	422	59 Bulgaria	405	Thailand	392
60 Philippines	434		Bulgaria	421	60 Uruguay	405	60 Viet Nam	392
61 Colombia	432		Kazakhstan	420	61 Chile	403	61 Peru	390
62 Cyprus	427		62 Malaysia	419	62 Malaysia	397	Argentina	389
Indonesia	427		63 Colombia	414	63 Saudi Arabia	390	Saudi Arabia	387
Saudi Arabia	426		Mexico	414	Mexico	388	Bulgaria	387
Bulgaria	425		Saudi Arabia	413	Jordan	388	Ecuador	385
Montenegro	423		Cyprus	411	66 Costa Rica	387	Kazakhstan	385
67 Ecuador	422		Azerbaijan	409	67 Peru	382	67 Georgia	384
68 Georgia	413		Brazil	409	Dushanbe (Tajikistan)	382	68 Cyprus	379
69 Jordan	408		Jordan	407	Colombia	381	69 Mongolia	374
70 Brazil	406		70 Peru	406	North Macedonia	380	70 Azerbaijan	374
Argentina	403		71 Ecuador	393	Lebanon	377	71 Dushanbe (Tajikistan)	368
Uzbekistan	402		Argentina	393	72 Brazil	377	Philippines	367
73 El Salvador	401		73 Indonesia	389	73 Armenia	376	El Salvador	366
74 Palestinian Authority	393		74 El Salvador	385	74 Philippines	371	74 Indonesia	365
North Macedonia	389		75 Cambodia	382	75 Argentina	367	75 Jordan	363
Azerbaijan	388		76 North Macedonia	378	76 Cambodia	366	76 North Macedonia	357
77 Kyrgyzstan	388		77 Philippines	373	Ecuador	366	77 Paraguay	352
78 Dominican Republic	379		Lebanon	372	Indonesia	364	Palestinian Authority	350
79 Morocco	374		79 Armenia	369	79 Kyrgyzstan	364	79 Armenia	348
80 Guatemala	369		80 Kyrgyzstan	363	80 Morocco	355	80 Cambodia	347
81 Kosovo	359		Dominican Republic	361	Palestinian Authority	354	Dominican Republic	346
Lebanon	358		Palestinian Authority	359	82 Kosovo	350	82 Kyrgyzstan	344
83 Armenia	354		83 Morocco	358	83 El Salvador	346	83 Kosovo	340
84 Paraguay	352		84 Kosovo	357	84 Dominican Republic	339	84 Guatemala	337
85 Kenya	278		85 Paraguay	355	Iraqi Kurdistan	339	85 Lebanon	331
- Mauritius	m		86 Iraqi Kurdistan	352	86 Guatemala	334	86 Zambia	325
- Zambia	m		Guatemala	351	87 Paraguay	334	87 Morocco	321
- Cambodia	m		88 Zambia	337	88 Kenya	326	88 Kenya	320
- Rwanda	m		89 Kenya	335	89 Zambia	314	89 Iraqi Kurdistan	312
- Iraqi Kurdistan	m		90 Dushanbe (Tajikistan)	334	90 Rwanda	312	90 Rwanda	301
- Dushanbe (Tajikistan)	m		91 Rwanda	317	- Uzbekistan	m	- Uzbekistan	m

Notes:

1. For countries/economies with an asterisk (*), caution is required when interpreting score estimates because one or more PISA sampling standards were not met.
2. The four regions in Chinese Mainland that participated are Beijing, Shanghai, Jiangsu and Zhejiang (B-S-J-Z).
3. Uzbekistan participated in PISA 2025 and partial results are presented.

Chart B: International Average Scores (OECD Average-23) Across Evolving PISA Cycles

B1: Science Average Scores and Competencies

Year	International Average Score (OECD Average-23)	Competencies
2006	503	Identify scientific questions, explain everyday scientific phenomena and use scientific evidence in real-world situations.
2009	506	
2012	505	
2015	497	Explain scientific phenomena, evaluate and design scientific investigations , and interpret data and evidence scientifically in real-world situations.
2018	493	
2022	491	
2025	486	All of the above, as well as use scientific knowledge and evidence to make decisions and take action in complex social, environmental, and information-rich situations.

B2: Mathematics Average Scores and Competencies

Year	International Average Score (OECD Average-23)	Competencies
2003	502	Use school mathematics, including computations, procedures, and representations , to solve real-life problems and reflect on problem-solving processes.
2006	501	
2009	502	
2012	499	Formulate real-world problems mathematically, use mathematics to solve them, and interpret and evaluate the results.
2015	496	
2018	496	
2022	480	All of the above, as well as use mathematical reasoning to solve and judge solutions to complex, data-rich and changing real-world problems.
2025	469	

B3: Reading Average Scores and Competencies

Year	International Average Score (OECD Average-23)	Competencies
2000	500	Understand, use and reflect on print-based text with graphs and charts, for reading as key skill for real-life purposes.
2003	497	
2006	495	
2009	499	Understand, use, reflect on, and engage with both print and digital texts , including webpages and charts for real-life purposes and active participation in society.
2012	501	
2015	497	
2018	493	Understand, use, evaluate , reflect on, and engage with multiple print and digital texts, especially online texts , to judge information , build meaning and participate in society.
2022	482	
2025	466	

Note:

OECD Average-23 (Long-Term Trends): This metric restricts the calculation to a consistent set of 23 countries, allowing researchers to evaluate very long-term trends across all PISA cycles from 2000 to 2025.