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# Foreword

Education and social developments are intricately related. The different values of different groups and individuals contribute their different approaches to education issues. While important, conceptual and directional discussions *per se* may not help us resolve practical issues. Discussions and implementation of policies require validation and statistics can provide some of the information needed for the validation.

The Education and Manpower Bureau conducts research studies on various policies from time to time in order to obtain data for the formulation, implementation and review of policies. We also collect and collate statistics related to education in Hong Kong and other places. Nevertheless, we appreciate that all research results and statistics have their limitations, since they may be based on different assumptions and methodologies. Some education facets may also defy quantification and comprehensive research analysis. Despite this, statistics still have referential value, and can help maintain objectivity of discussion, as well as reduce intuitive but not necessarily evidence-based discussions in the political arena.

The framework of education statistics compiled by the Education Commission has extracted the more salient and important parts of the database maintained by the Education and Manpower Bureau. The compilation helps highlight the current education landscape. This booklet has succeeded in presenting complex education issues in a clear and easily comprehensible manner and for this, I am very grateful for the leadership of Dr Rosanna Wong, Chairman of the Education Commission and the views of the Commission Members.



Arthur K C LI  
Secretary for Education and Manpower

To meet the challenges and opportunities that this globalised world promises, the Education Reform was launched in 2000. This process, initiated by the Education Commission and accepted by the Administration, aims to raise the overall quality of education in Hong Kong. Subsequently, various reform measures were progressively implemented.

In 2003, the Education Commission considered that it would be helpful to formulate a framework of educational statistics to help reflect the state of education in the territory, as well as to assess the changes and impact brought about by the Education Reform. The framework is meant to identify a set of meaningful indicators that could characterize the progress, while also providing a reliable approximation of development, reflected through changes in the data or in Hong Kong's comparison with other countries. That led to the drawing up of a proposed educational statistics framework on which the education sector was invited to submit their views, which took place between June and October 2003.

This booklet is the first presentation of the set of educational statistics that encompass the views of respondents. By keeping figures to a minimum, this booklet hopes to more easily convey the overall educational situation in Hong Kong. However, as with most statistical analyses, figures do not always convey the full story and I urge readers to bear this in mind.

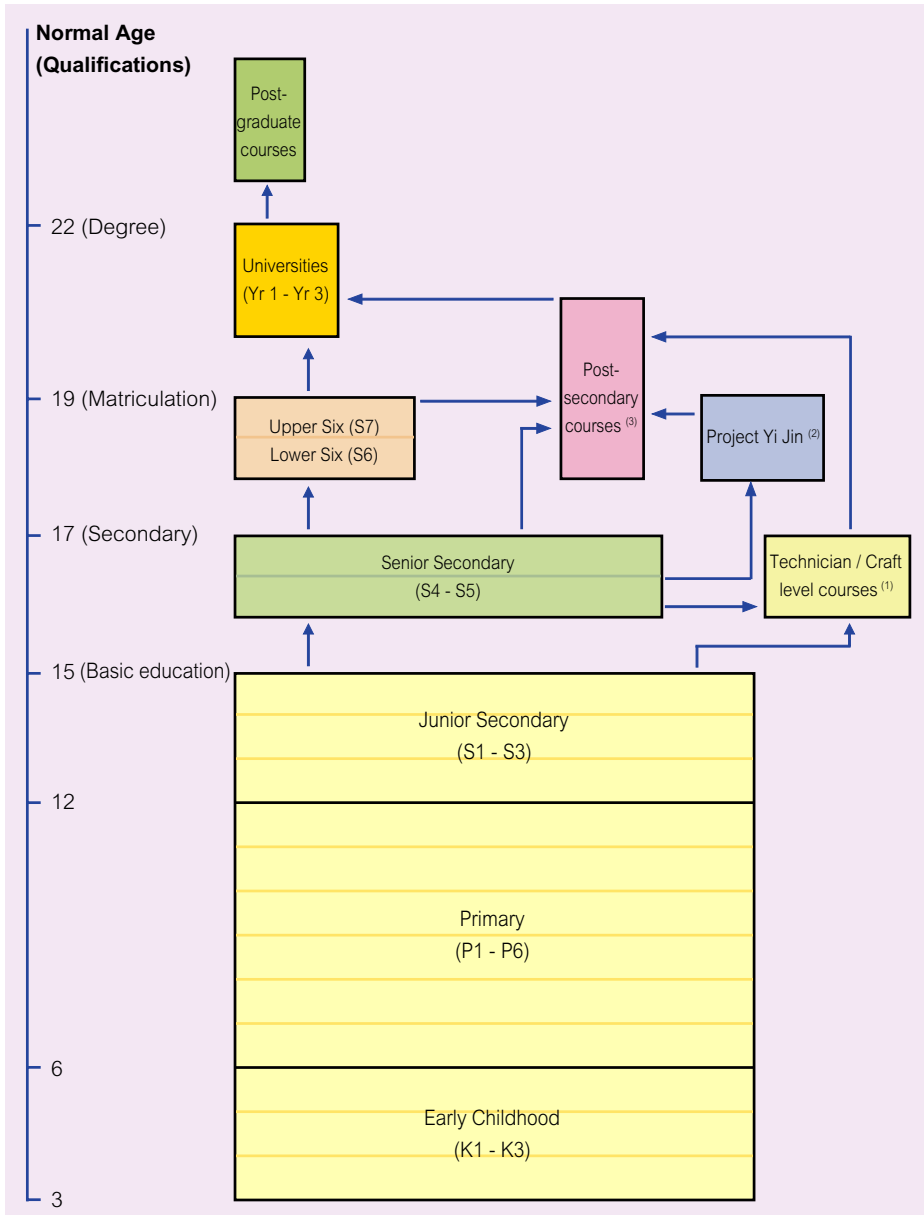
This compilation would not have been possible without the help of the Education and Manpower Bureau, the Hong Kong Examinations and Assessment Authority, the Census and Statistics Department, the Department of Health, the Hong Kong Sports Federation and the Hong Kong Police Force. My thanks to everyone involved!

The Education Reform is not just a matter of reforming our school and university systems. It is about making Hong Kong better able to cope, compete and excel in the world.



Rosanna WONG Yick-ming  
Chairman  
Education Commission

# An Overview of the Education System in Hong Kong



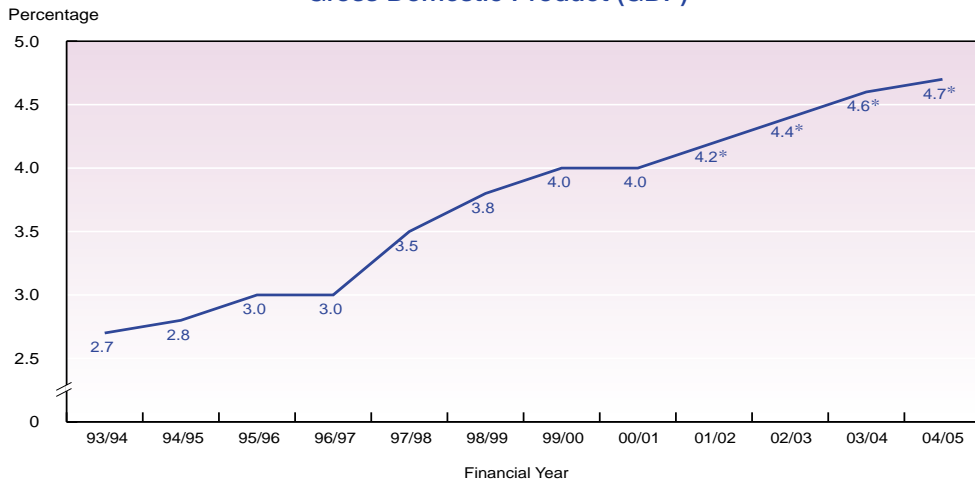
- (1) Including courses run by the Hong Kong Institute of Vocational Education (IVE), etc.
- (2) Project Yi Jin was launched in October 2000 to provide an alternative route and to expand the continuing education opportunities for secondary school leavers and adult learners. Students who can successfully complete the programme will be awarded a full certificate which has been assessed by the Hong Kong Council for Academic Accreditation as comparable to five passes in the Hong Kong Certificate of Education Examination.
- (3) Including associate degree, higher diploma/certificate and diploma/certificate courses.

# I. System

## Expenditure on Education

### Item 1 : Total Government Expenditure on Education as a Percentage of Gross Domestic Product

Ratio of Government Expenditure on Education to Gross Domestic Product (GDP)



**Note :**

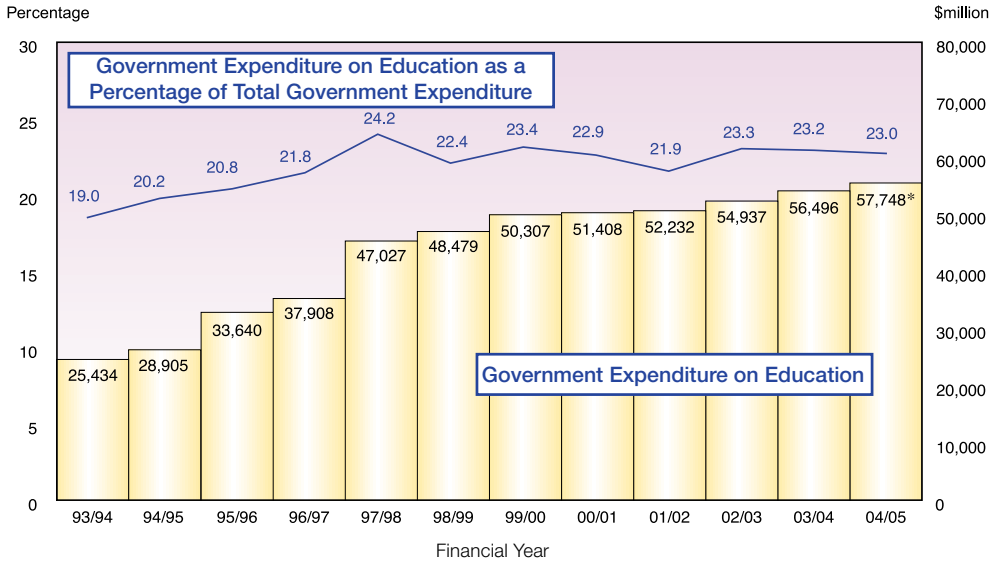
\* According to the Census and Statistics Department, figures on GDP are subject to revision.

**Remarks :**

Education expenditure relative to GDP is an important indicator of the significance of a country's investment in education. The percentage of Government expenditure on education to GDP in Hong Kong rose from 2.7% to 4.7% between 1993/94 and 2004/05. The relatively sharper increase since 1997/98 was a reflection of the Government's increased investment in education.

## Item 2 : Government Expenditure on Education and as a Percentage of Total Government Expenditure

### Government Expenditure on Education and as a Percentage of Total Government Expenditure



**Note :**

\* Approved estimate.

**Remarks :**

Education is the single largest expenditure item of the Government's budget - taking up over one-fifth of the annual total Government expenditure.

In January 1998, the Government established a \$5 billion Quality Education Fund. This accounts for the sudden increase in education expenditure in 1997/98.

## Learning Opportunities

### Item 3 : Student Enrolment In Post Secondary 3 Craft Courses, Subsidized Senior Secondary Classes and Senior Secondary Schools with Diversified Curricula

Type of education	Number of enrolment / Enrolment as a percentage <sup>(1)</sup> of S3 graduates <sup>(2)</sup> of the previous year	1999/2000	2000/01	2001/02	2002/03	2003/04	Percentage / Percentage point change in 2003/04 as compared with 1999/2000
Post S3 craft courses	First year enrolment <sup>(3)</sup>	6,014	5,539	4,875	4,726	4,770*	↓ 20.7%
	Percentage	7.5%	7.0%	6.4%	6.1%	5.8%	↓ 1.7 points
Subsidized senior secondary classes (excluding senior secondary schools (SSS <sup>(4)</sup> ))	S4 enrolment <sup>(5)</sup>	70,385	69,099	68,788	69,861	73,297	↑ 4.1%
	Percentage	88.1%	87.0%	89.6%	90.9%	88.9%	↑ 0.8 points
SSS <sup>(4)</sup>	S4 enrolment <sup>(5)</sup>	-	-	-	-	1,990	-
	Percentage	-	-	-	-	2.4%	-

#### Notes :

- (1) Referring to the ratio of corresponding enrolments to the total number of S3 graduates of the previous year.
- (2) S3 graduates include graduates of special schools, practical schools and skill opportunity schools except the special schools for children with mental handicap and the hospital schools. The number of graduates is taken to be the number of students at the beginning of the school year, except for the schools for social development whose enrolment is counted as at June.
- (3) Referring to the first year student intake of the Construction Industry Training Authority, Clothing Industry Training Authority and Hong Kong Institute of Vocational Education, and first year student enrolment of Training and Development Centres (TDC) of Vocational Training Council for full-time craft level courses. Some enrolled students may not be S3 graduates of the previous year. Figures for TDC refer to enrolments counted on a calendar year basis.
- (4) SSS is a new type of schools under Direct Subsidy Scheme with diversified curricula.
- (5) Referring to day school students only and excluding repeaters.

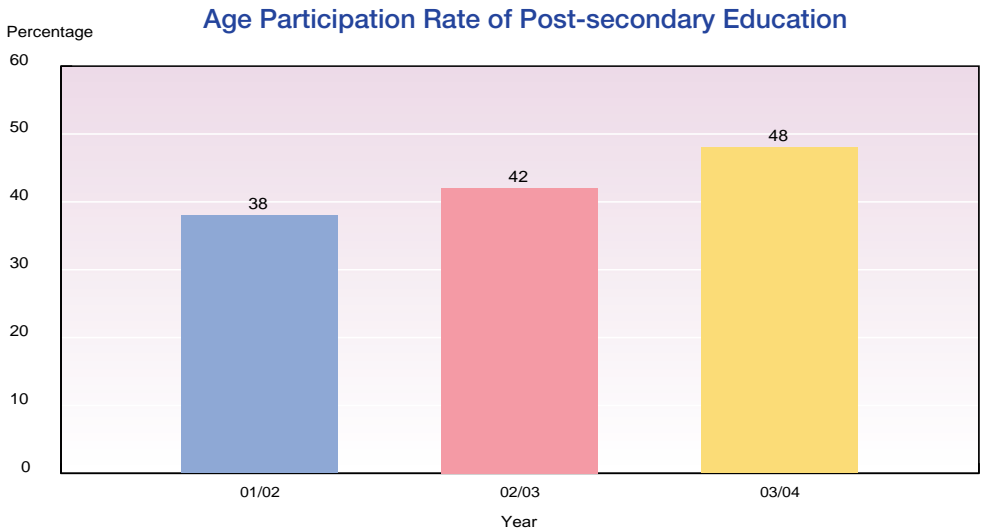
- Not applicable.

\* Figure as at October 2004.

#### Remarks :

About 90% of the S3 graduates studied in subsidized senior secondary classes. Around 6% of the S3 graduates enrolled in post S3 craft courses. Another 2% of S3 graduates studied in SSS. The remaining S3 graduates might have gone abroad for further studies, joined the work force or taken courses in private independent institutions.

## Item 4: Age Participation Rate <sup>(1)</sup> of Post-secondary Education



**Note :**

(1) Age participation rate measures the provision of post-secondary education opportunities for the target population aged 17 to 20.

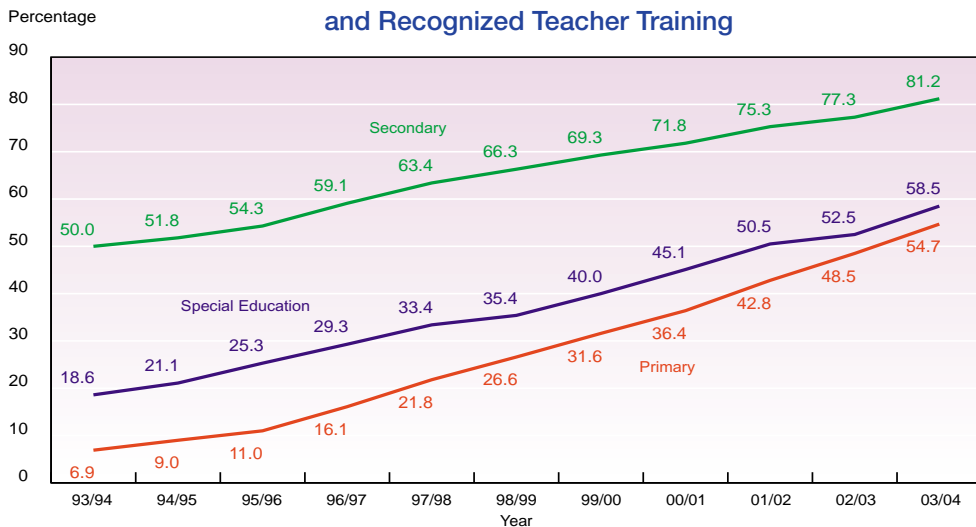
**Remarks :**

Post-secondary education opportunities for senior secondary school leavers were increasing steadily in the past few years. The Government's planning target is that by 2010/11, 60% of our senior secondary school leavers will have access to post-secondary education.

## Learning Environment

### Item 5 : Percentage of Teachers with Degree Qualification or above and Recognized Teacher Training in Primary <sup>(1)</sup>, Secondary <sup>(1)</sup> and Special Schools <sup>(2)</sup>

Percentage of Teachers with Degree Qualification or above and Recognized Teacher Training



#### Notes :

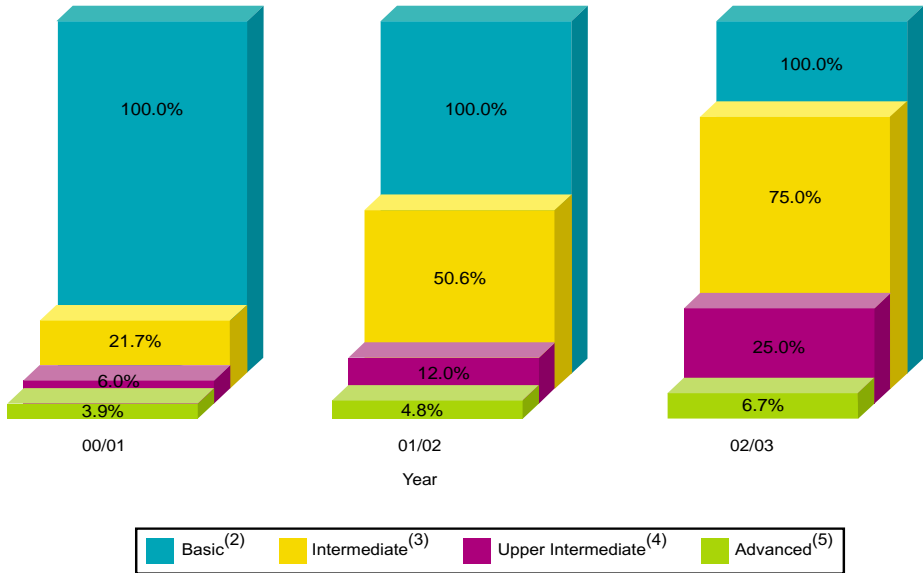
- (1) Figures include teachers in local and international day schools.
- (2) Special education teachers include those teaching in special schools, practical schools and skills opportunity schools.

#### Remarks :

It is the Government's long-term target to require all new teachers to be professionally trained and degree holders. The percentage of trained teachers with degrees in primary, secondary and special education schools has increased remarkably since the 1993/94 school year.

## Item 6: Information Technology Competency of Teachers

Number of Teachers Attaining Specific Competency Level as a Percentage of All Target Teachers <sup>(1)</sup>



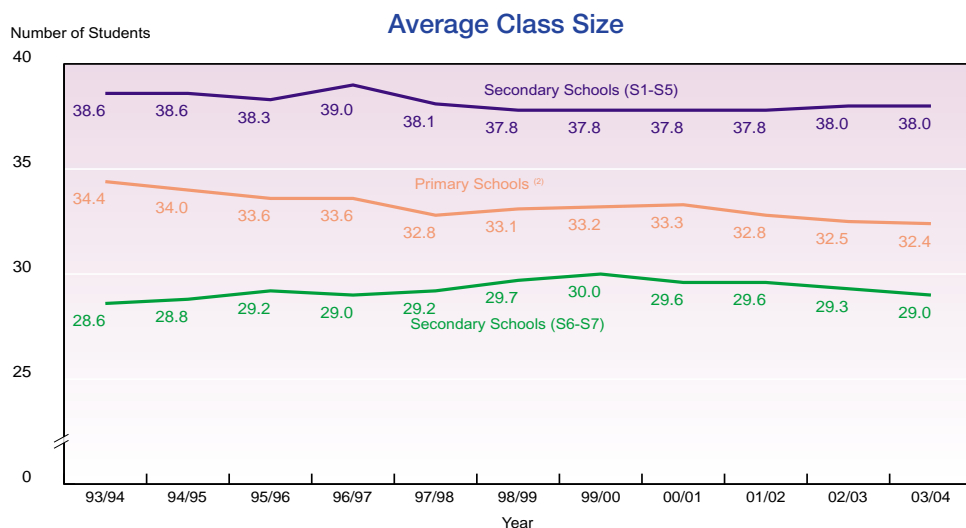
### Notes :

- (1) Target teachers refer to teachers of the public sector and schools under Direct Subsidy Scheme.
- (2) "Basic level" refers to knowledge of general computer skills and capability to operate readily available educational software.
- (3) "Intermediate level" refers to capability to use Information Technology (IT) tools and teaching resources in classroom teaching and lesson preparation.
- (4) "Upper Intermediate level" refers to capability to handle computer networking, resolve simple hardware and software problems, make use of authoring tools for lesson preparation and understand the characteristics and uses of different IT tools and resources.
- (5) "Advanced level" refers to capability to advise on a wide range of matters relating to the use of IT in teaching, promote an IT culture in the school, develop school-based IT plans or teaching software, and manage the school's IT system.

### Remarks :

Teachers had already attained the targets of IT competency as promulgated in the *Information Technology for Learning in a New Era: Five-Year Strategy 1998/99 to 2002/03* issued by Education and Manpower Bureau in November 1998.

## Item 7 : Average Class Size at Different Levels of Education <sup>(1)</sup>



### Notes :

- (1) Figures include English Schools Foundation and other international schools but exclude special schools, practical schools, skills opportunity schools and special classes.
- (2) Figures include preparatory classes reported by international primary schools.

### Remarks :

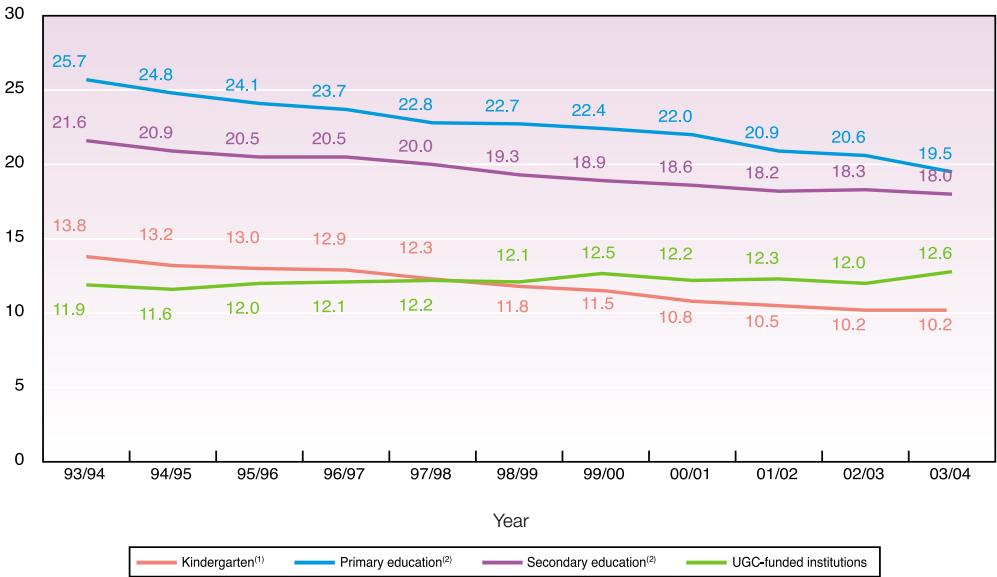
Primary schools - Prior to the 1993/94 school year, the standard class sizes of activity approach (AA) and conventional approach (non-AA) classes in local primary schools were 35 and 40 respectively. Since 1993/94, the standard class sizes for AA and non-AA classes had been reduced to 30 and 35 respectively. To meet the target of providing 60% of primary schools places in whole-day schools by 2002 and 100% by 2007, the standard class size has been slightly increased by two students starting from Primary 1 as from the 1998/99 school year. The average number of students per class has steadily dropped over the past few years. In 2003/04, about half of the classes (48%) were with class size in the range of 32 to 37 students, 16% above 37 and 36% below 32 students.

Secondary schools - The standard class size is 40 for S1 to S5 and 30 for S6 to S7 classes. In 2003/04, some 60% of S1-S5 classes were with class size in the range of 38 to 42 students, 13% above 42 and 28% below 38 students. About two-third of S6 to S7 classes were with class size in the range of 28 to 32 students, 12% above 32 and 23% below 28 students.

## Item 8: Student-Teacher Ratio at Different Levels of Education

Number of students  
per teacher

Student-Teacher Ratio



### Notes :

- Figures refer to the ratios of half-day equivalent pupils to half-day equivalent teachers, excluding international kindergartens.
- Figures include all local ordinary day schools.

### Remarks :

The student-teacher ratio is an indicator of the amount of teaching services available per student. The student-teacher ratios for school education have been improving over the past decade at kindergarten, primary and secondary levels.

## Item 9 : Availability of Computers at School and at Home for Students in Hong Kong and Selected Countries

Percentage

Availability of Computer for Students	Australia <sup>(1)</sup>	Canada <sup>(1)</sup>	Hong Kong	United States <sup>(1)</sup>	OECD Country Mean <sup>(1)</sup>
At School	98.0	95.0	100.0 <sup>(2)</sup>	90.1	86.5
At Home	91.2	87.5	74.5 <sup>(3)(4)</sup>	85.2	76.1

### Notes :

- Reference is made to *Education at a Glance - OECD Indicators, 2002* and the year of reference is 2000.
- Referring to students of aided and Government secondary day schools only.
- Reference is made to *Thematic Household Survey 2000 on Information Technology Usage and Penetration* commissioned by the Census and Statistics Department.
- Referring to full-time students aged 15.

## II. Aggregated School Data

### Item 10: Number of Schools <sup>(1)</sup> with Management Committees with both Teacher and Parent Representatives

Level of Education	Schools with Management Committees with both Teacher and Parent Representatives					
	2001/02		2002/03		2003/04	
	Number	As a percentage of all schools	Number	As a percentage of all schools	Number	As a percentage of all schools
Primary	81	15.0%	94	17.1%	114	21.0%
Secondary	85	21.0%	96	23.8%	102	25.1%
Special School	2	2.7%	3	4.1%	5	5.9%

**Note :**

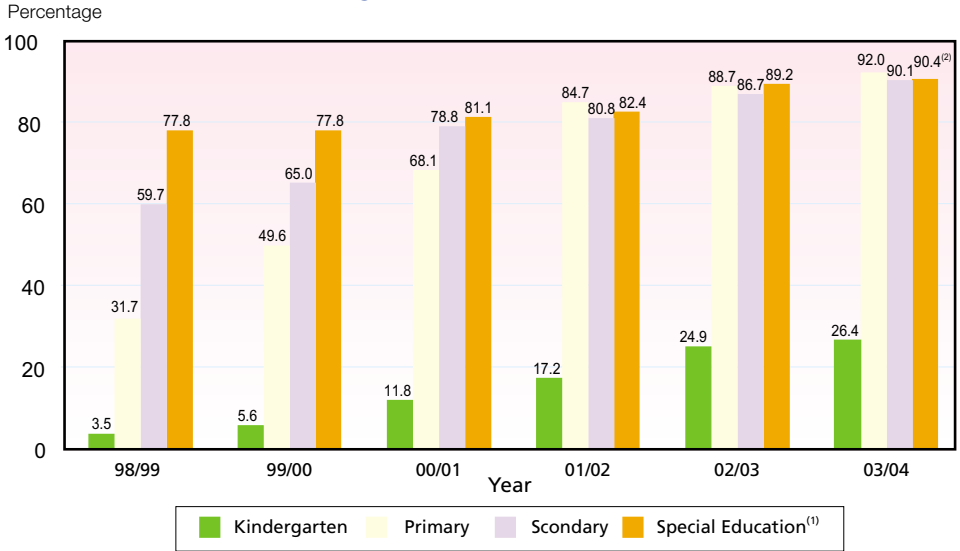
(1) Referring to aided and Government schools only.

**Remarks :**

School-based management is a management framework which seeks to provide schools with more flexibility and autonomy in managing their own operation and resources, and to enhance their transparency and accountability by allowing key stakeholders such as principal, teachers, parents, etc. to participate in school management. In line with the principle of school-based management, the number of schools having management committees with teachers' and parents' representation was on the rise.

## Item 11: Number of Schools with Parent-Teacher Associations

### Number of Schools with Parent-Teacher Associations (PTA) as a Percentage of All Schools of the Relevant Level



#### Notes :

- (1) Referring to special schools, practical schools and skills opportunity schools.
- (2) Excluding hospital schools.

#### Remarks :

The Education Commission in its Reports (ECR) No. 4 and 5 stated clearly that co-operation between schools and the parents could bring important benefits to the teaching of students. As recommended in ECR No. 5, the Committee on Home-School Co-operation was set up in February 1993 to advise on ways to stimulate and co-ordinate sustained progress in home-school co-operation. In the past few years, the number of schools with PTA had been increasing substantially.

## Item 12: Number of Schools <sup>(1)</sup> that have put in place Staff Appraisal System <sup>(2)</sup>

Level of Education	Number of schools with staff appraisal system	Schools with staff appraisal system as a percentage of all schools
Primary	650	96%
Secondary	371	98%
Special School	73	100%

### Notes :

- (1) Referring to aided schools only.  
 (2) Referring to the position as at April 2004.

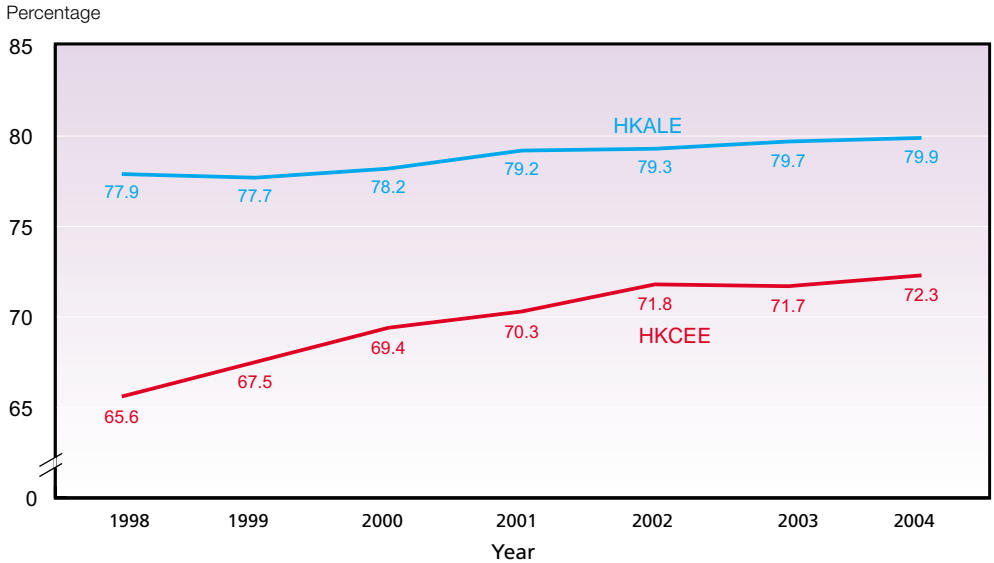
### Remarks :

One of the important elements of school-based management is the development of formal procedures for staff appraisal, which would help enhance teachers' professional competence and conscientiousness. Schools had been advised to establish a staff appraisal system by the end of the 2001/02 school year.

### III. Student Performance

#### Item 13: Percentage Awarded at Grade E or above in the Hong Kong Certificate of Education Examination and Hong Kong Advanced Level Examination <sup>(1)</sup>

Percentage Awarded at Grade E or above <sup>(2)</sup> in the Hong Kong Certificate of Education Examination (HKCEE) and Hong Kong Advanced Level Examination (HKALE)



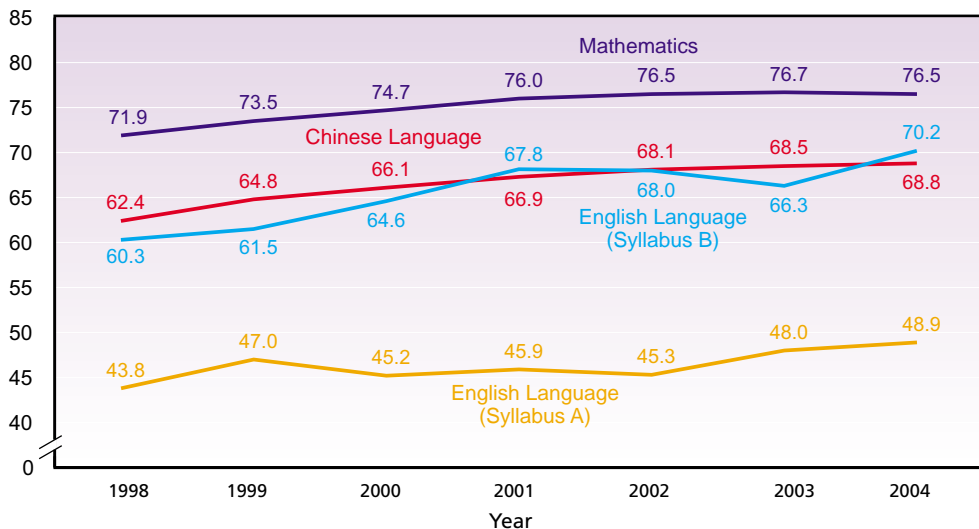
**Notes :**

- (1) The statistics include only candidates from day schools offering a normal HKCEE/HKALE curriculum.
- (2) The percentage awarded at grade E or above is obtained by taking totality of all subjects attempted by school candidates and calculating the percentage of all subjects awarded at grade E or above.

## Item 14: Percentage of Students Awarded Grade E or above in the Subjects of Chinese Language, English Language and Mathematics in the Hong Kong Certificate of Education Examination <sup>(1)</sup>

Performance of Students in Chinese Language,  
English Language and Mathematics in HKCEE  
(Percentage of Students Awarded Grade E or above)

Percentage



**Note :**

(1) The statistics include only candidates from day schools offering a normal HKCEE curriculum.

## Item 15: Students Taking Practical/Technical/Cultural Subjects in the Hong Kong Certificate of Education Examination <sup>(1)</sup>

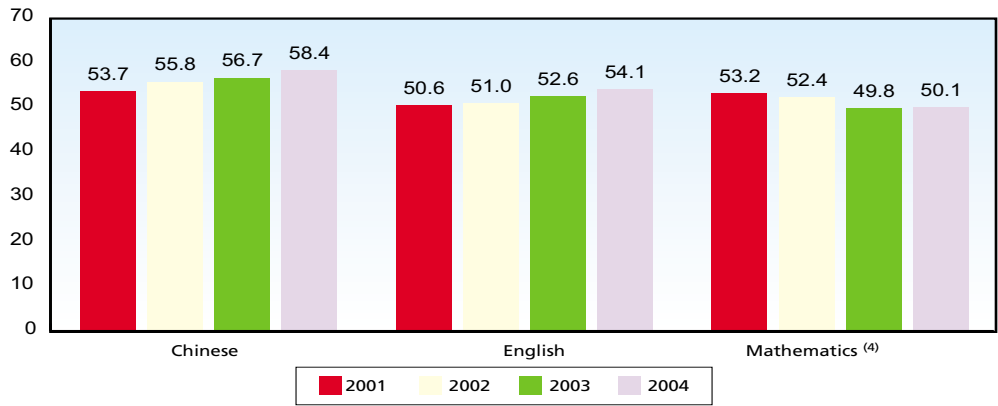
Item	1998	2001	2003	2004
Number of students who sat practical/technical/cultural subjects in HKCEE	64,104	62,146	59,858	59,558
Total number of HKCEE subjects sat by students	560,658	555,319	537,269	536,646
Percentage of practical/technical/cultural subjects sat in HKCEE	11.4%	11.2%	11.1%	11.1%

**Note :**

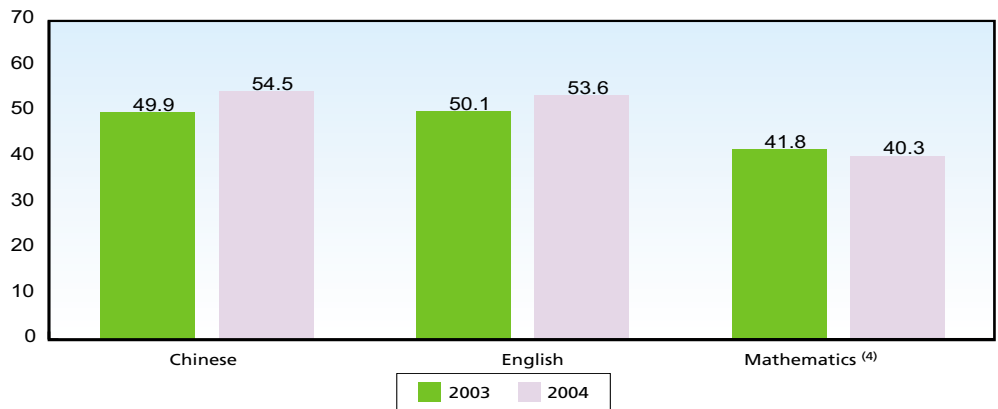
(1) The statistics include only candidates from day schools offering a normal HKCEE curriculum.

## Item 16: Results of the Hong Kong Attainment Tests <sup>(1)</sup>

Score **Average Hong Kong Attainment Test (HKAT) Scores at Pre-S1 Level <sup>(2)</sup>**



Score **Average HKAT Scores at S3 Level, 2003 <sup>(3)</sup>**



### Notes :

- (1) The HKATs have been administered territory-wide at Pre-S1 level since 2001 and at S3 level since 2003. The maximum score for the two test papers is 100.
- (2) The scores of Pre-S1 are converted to the equivalent scores of 2001, the year that HKAT was first introduced to Pre-S1.
- (3) As HKAT at S3 was introduced only in 2003, there are no relevant S3 scores prior to that year. The scores of 2004 are converted to the equivalent scores of 2003.
- (4) The new Primary Mathematics curriculum was introduced in 2002. Schools are at a stage of transition from the old to the new curriculum. Slight fluctuations in the Pre-S1 students' performance in 2003 and 2004 are understandable.

The new Secondary Mathematics curriculum was introduced in 2001. The HKAT for S3 in 2004 is designed for the first time in key-stage format according to the new curriculum. The slight difference in performance from that of 2003 is understandable.

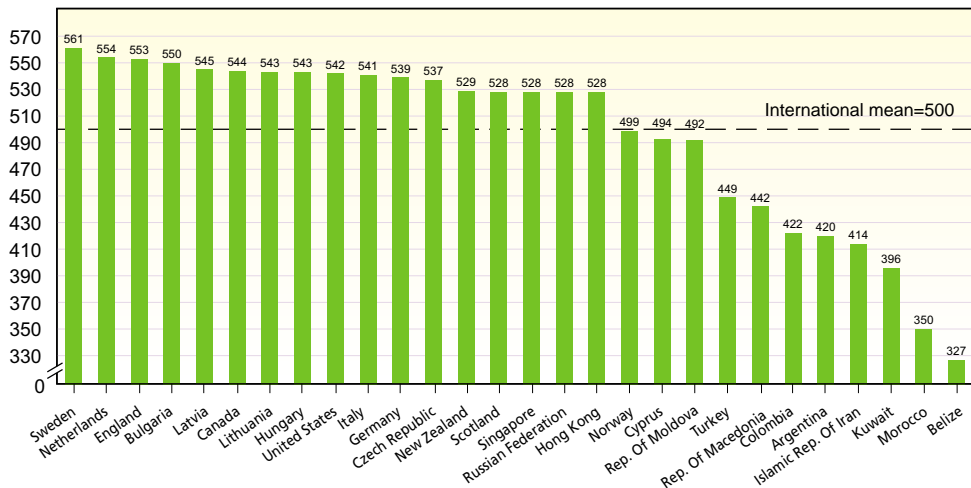
### Remarks :

As HKAT is a norm-referenced test, it is normal for the average score obtained by the students to be in the mid-range of the maximum score. Its test papers are constructed in such a way that the different levels of academic ability of the students are measured. The charts show the average sum of the marks scored by the students.

## Item 17: The Reading Literacy of Students at Primary 4 Level in Hong Kong and Selected Countries <sup>(1)</sup>

Average Scale  
Score

### Reading Achievement



#### Note :

(1) Reference is made to *Education At A Glance - OECD Indicators, 2003*. Based on the findings of the Progress in International Reading Literacy Study (PIRLS) conducted under the auspices of the International Association for the Evaluation of Education in 2001 in 35 countries, PIRLS provides a vehicle for countries/economies to obtain internationally comparative data about the reading achievement of their fourth grade primary school students.

#### Remarks :

As an international practice, the scores in the evaluation were scaled at a mean of 500. The average score of Hong Kong pupils was 528, ranking the 14th amongst the 35 countries in the study.

## Item 18: The Mathematics and Science Achievement of Students at the Age of 9 and 13 in Hong Kong and Selected Countries <sup>(1)</sup>

### (A) Trends in Mathematics Achievement

Country/Economy	Average Scale Score		1999-1995 Difference in Scale Scores
	1995	1999	
Latvia (LSS)	488	505	+ 17
<b>Hong Kong</b>	<b>569</b>	<b>582</b>	<b>+ 13</b>
Netherlands	529	540	+ 11
Canada	521	531	+ 10
Lithuania	472	482	+ 10
United States	492	502	+ 9
Cyprus	468	476	+ 9
Belgium (Flemish)	550	558	+ 8
Republic of Korea	581	587	+ 6
Australia	519	525	+ 6
<b>International Average</b>	<b>519</b>	<b>521</b>	<b>+ 2</b>

### (B) Trends in Science Achievement

Country/Economy	Average Scale Score		1999-1995 Difference in Scale Scores
	1995	1999	
Latvia (LSS)	476	503	+ 27
Lithuania	464	488	+ 25
<b>Hong Kong</b>	<b>510</b>	<b>530</b>	<b>+ 20</b>
Canada	514	533	+ 19
Hungary	537	552	+ 16
Australia	527	540	+ 14
Cyprus	452	460	+ 8
Russian Federation	523	529	+ 7
England	533	538	+ 5
Netherlands	541	545	+ 3
<b>International Average</b>	<b>518</b>	<b>521</b>	<b>+ 3</b>

#### Note :

(1) Reference is made to the Third International Mathematics and Science Study (TIMSS) 1999 Mathematics and Science Report. The data collection took place in 1995 and 1999. The 26 participating countries/economies are presented in descending order of the difference in scale scores (1999 minus 1995 scores). The population of students being studied in 1995 was at the age of nine. The same cohort of students as those studied in 1995 (though may not be the same group) were studied in 1999 when they aged 13. Due to limited space, only the top ten countries obtaining the greatest difference in scale scores are presented.

#### Remarks :

Hong Kong was among the five participating countries/economies which had an increase of ten or more scale-score points in Mathematics achievement. Hong Kong had a significant increase in Science achievement.

## Item 19: The Reading, Mathematics and Science Literacy of 15-year-olds in Hong Kong and Selected Countries <sup>(1)</sup>

Mathematics Literacy		Science Literacy		Reading Literacy	
Country/Economy	Mean Score	Country/Economy	Mean Score	Country/Economy	Mean Score
<b>Hong Kong</b>	<b>560</b>	Korea	552	Finland	546
Japan	557	Japan	550	Canada	534
Korea	547	<b>Hong Kong</b>	<b>541</b>	New Zealand	529
New Zealand	537	Finland	538	Australia	528
Finland	536	United Kingdom	532	Ireland	527
Australia	533	Canada	529	<b>Hong Kong</b>	<b>525</b>
Canada	533	New Zealand	528	Korea	525
Switzerland	529	Australia	528	United Kingdom	523
United Kingdom	529	Austria	519	Japan	522
Belgium	520	Ireland	513	Sweden	516
<b>International mean</b>	<b>500</b>	<b>International mean</b>	<b>500</b>	<b>International mean</b>	<b>500</b>

### Notes :

- (1) Only the mean scores of the top ten countries/economies are shown.
- (2) Shaded area indicates scores significantly different from that of Hong Kong, taking into account the standard error of the mean score.

### Remarks :

Reference is made to *Education At A Glance - OECD Indicators, 2003*. The results are based on the first cycle of the Programme for International Student Assessment (PISA) carried out by OECD in 2000. This international study compared and evaluated the effectiveness of the education systems in over 40 countries/economies.

Specifically, it assessed how well 15-year-olds approaching the end of compulsory education had acquired the knowledge and skills essential for participation in society. The evaluation results review that in reading, Finland scored significantly above Hong Kong. In Mathematics, Hong Kong achieved the highest mean score. Hong Kong was also among the top three performing countries/economy on Science literacy. Overall, the mean performance of Hong Kong students in all the three domains (i.e. Reading Literacy, Mathematics Literacy and Science Literacy) was well above the international mean. Like most international studies, the scores were scaled at a mean of 500 and a standard deviation of 100.

## Item 20: Physical Development of Students <sup>(1)</sup>

School Year	1998/99				2003/04			
Sex	Male		Female		Male		Female	
Age	Mean Weight (kg)	Mean Height (cm)	Mean Weight (kg)	Mean Height (cm)	Mean Weight (kg)	Mean Height (cm)	Mean Weight (kg)	Mean Height (cm)
6	22.4	118.6	21.5	117.6	23.2	119.4	22.0	118.3
12	44.0	152.2	42.9	152.2	45.1	153.2	43.7	152.6
15	56.9	168.1	49.4	157.8	57.7	168.6	49.7	158.0
17	60.4	170.5	50.3	158.6	60.5	170.8	50.4	158.5

**Note :**

(1) Figures refer to students who had attended the Student Health Service Centres of the Department of Health.

## Item 21: Computer Usage of Students <sup>(1)</sup>

Item	Primary			Junior Secondary			Senior Secondary <sup>(2)</sup>		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Percentage of students having knowledge of using computer	88.6%	94.5%	94.6%	95.5%	98.8%	98.3%	96.0%	99.3%	99.0%
Average duration of using computer per week (hours) <sup>(3)</sup>	5.6	8.3	10.7	10.8	15.6	19.6	15.5	17.8	23.8
Major purposes of using computer <sup>(4)</sup>									
- Internet services <sup>(5)</sup>	75.8%	90.9%	93.1%	87.8%	96.7%	98.0%	92.8%	97.4%	98.7%
- Word processing	39.7%	55.8%	50.7%	45.4%	65.3%	59.9%	49.0%	67.7%	62.4%
- Playing computer game (offline)	69.8%	59.8%	56.1%	68.0%	59.2%	54.8%	61.7%	55.2%	49.2%

### Notes :

- (1) Reference is made to the three rounds of *Thematic Household Survey 2003 on Information Technology and Penetration* commissioned by the Census and Statistics Department during 2001 to 2003. The above figures refer only to students aged ten and above studying full time in primary and secondary schools.
- (2) Including students at S6-S7 levels.
- (3) Including only those who had used computer at least once a week during the year before enumeration.
- (4) Including only those who had used computer during the year before enumeration.
- (5) Including communication with others, browsing, searching for information, using online digital entertainment and electronic business services, etc.

### Remarks :

In general, most of the students had knowledge of using computers. Among those students who had used computers for at least once a week during the year before enumeration, their average time spent in using computers per week increased significantly from 2001 to 2003. Regarding the major purposes of using computers, an upward trend was observed for the proportions of students who had used computers for Internet services while a downward trend was noted for playing computer game (offline).

## Item 22: Pupils' Reading Habits <sup>(1)</sup>

### (A) Percentage of Students Spending Two or More Hours Per Week on Leisure Reading

Reading Material	Percentage of Students (%)											
	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Newspapers / Magazines	8.4	10.3	15.2	16.6	16.2	21.0	20.8	24.1	32.4	37.5	44.5	56.1
Books	42.4	38.8	42.5	33.0	36.8	38.7	41.3	34.4	38.5	40.5	36.4	51.2
Surfing the Internet	14.0	17.5	19.2	27.1	35.2	40.5	46.5	60.5	68.4	73.4	71.2	79.2

### (B) Percentage of Students Borrowing Books from School or Public Libraries Once Every Two Weeks or More Frequently

Library	Percentage of Students (%)											
	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
School Libraries	67.1	75.7	76.3	81.1	76.6	74.9	58.5	44.7	33.1	29.4	21.5	28.2
Public Libraries	43.1	50.8	55.2	55.0	55.5	48.9	39.9	31.3	24.5	24.3	17.7	27.7

#### Note :

(1) Reference is made to the Survey on the Reading Habits of Students in Hong Kong conducted by Education and Manpower Bureau, 2003.

#### Remarks :

The percentage of students spending two hours or more per week on reading books varied within ten percentage points from P1 to S5 with a greater rise at S6. The percentage on reading newspapers/magazines showed a general rising trend from S1 to S6 and a similar but steeper trend in the percentage on surfing the Internet. On the whole, students spent more time reading books at primary levels whilst at secondary levels, more time was spent on surfing the Internet.

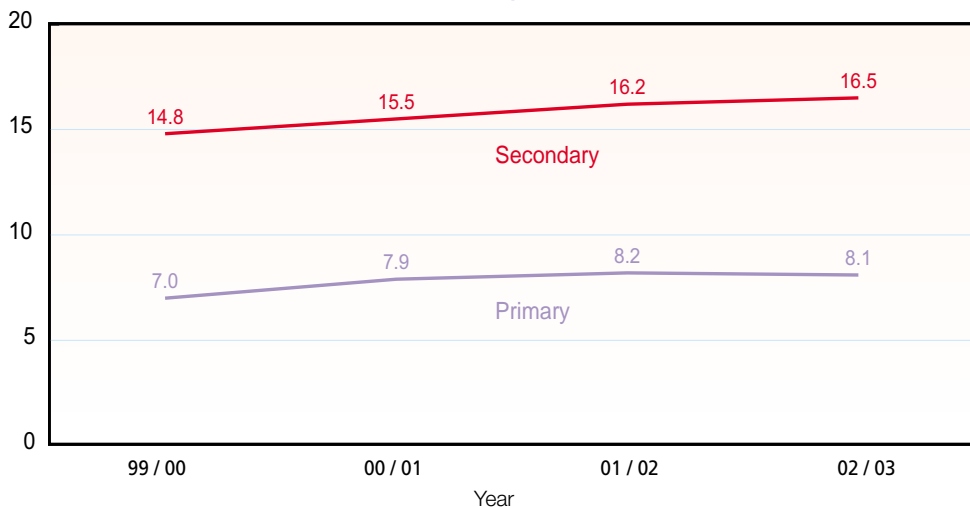
The frequency of students borrowing books from the school or public libraries also reflected their reading habits to some extent. The percentages of students borrowing books once every two weeks or more frequently from the school or public libraries were steady at primary levels, followed by a declining trend from S1 through S5 and a slight bounce back in S6.

## Item 23: Students' Participation in Inter-school and Inter-port Sports Events <sup>(1)</sup>

### (A) Students' Participation in Inter-school Sports Events

Students' Participation in Inter-school Sports Events  
as a Ratio to the Student Population of the Relevant Level

Percentage



### (B) Students' Participation in Inter-port Sports Events <sup>(2)</sup>

Number of participants

School Year	Events								
	Badminton	Cross Country	Swimming	Athletic	Basketball	Football	Table Tennis	Hockey	Volleyball
1998/99	24	20	32	-	-	-	-	16	24
1999/00	-	-	-	44	36	28	16	16	-
2000/01	24	20	32	-	-	-	-	16	24
2001/02	-	-	-	38	36	28	16	-	-
2002/03	24	20	32	-	-	-	-	16	-

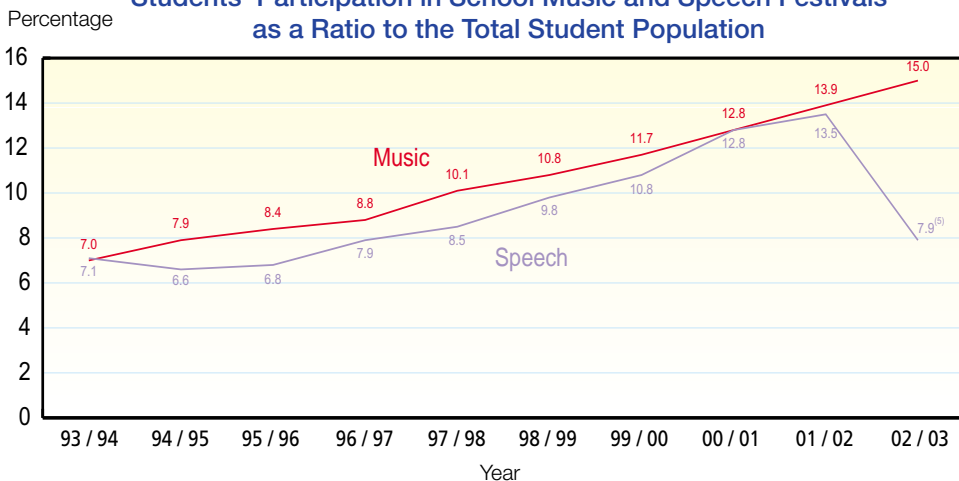
#### Notes :

(1) Inter-school and inter-port sports events are organised by the Hong Kong Schools Sports Federation. Data for 2003/04 are not yet available.

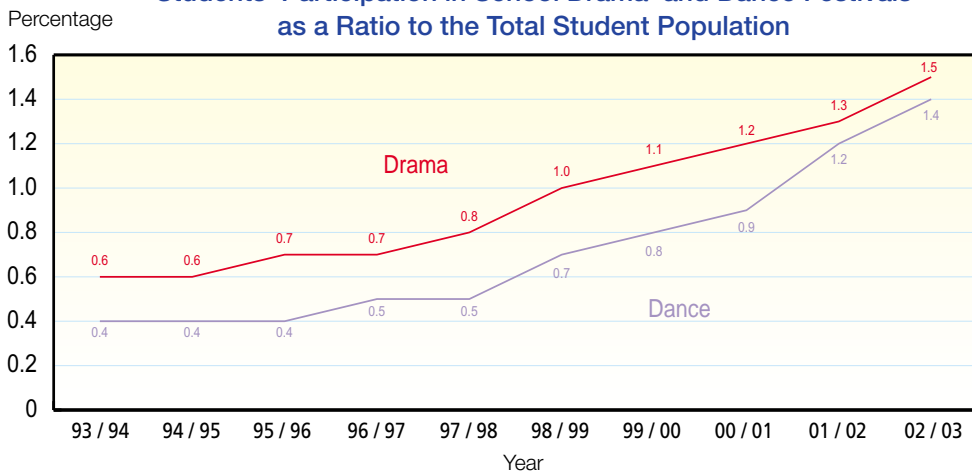
(2) Different sports events (except hockey and volleyball) have been organised in alternate year since 1998/99.

**Item 24: Students' Participation in School Music <sup>(1)</sup>, Speech <sup>(1)</sup>, Drama <sup>(2)</sup> and Dance <sup>(3)</sup> Festivals <sup>(4)</sup>**

**Students' Participation in School Music and Speech Festivals as a Ratio to the Total Student Population**



**Students' Participation in School Drama and Dance Festivals as a Ratio to the Total Student Population**



**Notes :**

- (1) The Hong Kong Schools Music Festival and Speech Festival are organised by the Hong Kong Schools Music and Speech Association.
- (2) The School Drama Festival is organised by the School Activities Unit of Education and Manpower Bureau.
- (3) The School Dance Festival is organised by the Physical Education Section of Education and Manpower Bureau.
- (4) Data for 2003/04 are not yet available.
- (5) Due to the spread of Severe Acute Respiratory Syndrome (SARS) in early 2003, only solo classes for P4 or above (classes separated by grades) and aged nine or above (classes separated by age) were held for the 2003 Speech Festival.

**Remarks :**

A slight rising trend is observed in the percentages of students participating in music, drama and dance events. This might reflect their enhanced awareness, knowledge and appreciation of different forms of art and aesthetic activities. The participation for the 2003 Speech Festival was affected by the spread of SARS.

## Item 25: Students' Participation in Social and Voluntary Services <sup>(1)</sup>

Number of Participants

Organ- isation School Year	Community Youth Club	Hong Kong Girl Guides Association	Hong Kong Red Cross	Scout Association of Hong Kong	Hong Kong Road Safety Patrol	Junior Police Call
1993/94	111,607	30,390	8,484	32,289	7,809	171,187
1997/98	111,195	31,634	8,412	35,669	7,487	192,499
2002/03	130,718	36,070	13,071	58,193	7,434	146,272

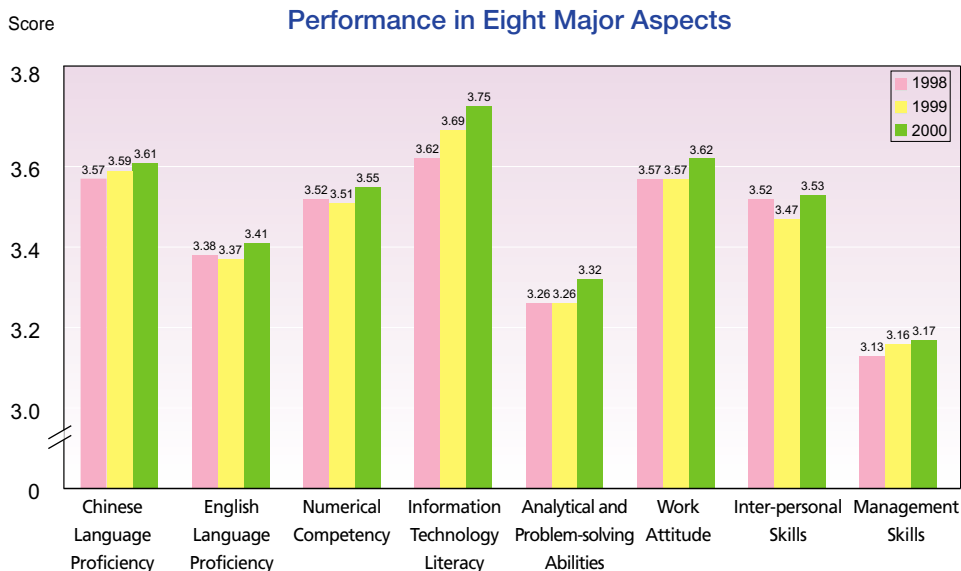
### Notes :

(1) The figures include the total number of primary and secondary students and those in the preparatory classes as reported by the international primary schools.

### Remarks :

The above school-based youth groups are supervised and supported by their corresponding voluntary agencies, which provide specific skills and systematic training to student participants. Through active participation in these social services, students have the opportunities to develop their leadership abilities, organisation skills and initiatives, foster respect for discipline and contribute to the welfare of the community. As revealed, students' participation in most of these social services had been increasing.

## Item 26: Employers' Overall Satisfaction of the Local University Graduates <sup>(1)</sup>



### Note :

- (1) Reference is made to the three reports on *Survey on Opinions of Employers on Major Aspects of Performance of First Degree Graduates*, which cover the respective first degree graduates from 1998 to 2000 of the seven local universities funded by the University Grants Committee. The objective of the Surveys is to obtain the opinions of employers on graduates with regard to the above eight major aspects of performance. The assessments are indicated by a score on a 5-point scale in which "5" is interpreted as "always exceeds the employers' required standard" and "1" as "always fails to meet the employers' required standard".

### Remarks :

The graduates' overall performance score in the survey on the 2000 graduates was 3.51, about mid-way between "generally meeting the employers' required standard" and "sometimes exceeding the employers' required standard". It was slightly better than those of the first two surveys on the 1998 and 1999 graduates in which they scored 3.46. The results also showed that the local graduates continued to score highest in information technology literacy.

