

# 主題性住戶統計調查 第二十九號報告書

## Thematic Household Survey Report No. 29

公眾對教育改革的意見  
Public Views on Education Reform

執行贍養費命令的情況  
Enforcement of Maintenance Order

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# 1 引言 Introduction

## 背景

1.1 為了應付各決策局與政府部門對各類社會事項的統計數據的需求，政府統計處於一九九九年開始進行一系列的主題性住戶統計調查。統計處將各決策局及政府部門就其所需各類社會事項的統計資料而提議進行的專題訪問結集，組成不同的主題性住戶統計調查，然後外判予私營市場調查公司進行。

1.2 每一輪的主題性住戶統計調查均是獨立及涵蓋全港的統計調查，並且委托私營市場調查公司進行。統計處在這些統計調查中擔任協調及管理的角色，並負責監察承辦商的工作，以確保承辦商所提供的服務能夠符合統計標準。

## 本報告書所包括的專題

1.3 本報告書列載有關以下兩個專題的統計調查主要結果：

- (i) 公眾對教育改革的意見（訪問期間：二零零五年十一月至二零零六年三月）；
- (ii) 執行贍養費命令的情況（訪問期間：二零零六年六月至八月）。

## 統計調查方法簡述

1.4 就二零零五年十一月至二零零六年三月期間進行的主題性住戶統計調查而言，在經科學方法抽選的樣本內，約 10 000 個住戶接受了訪問，回應率為 79%。在每個接受訪問的住戶中，統計員向所有十八歲及以上的人士進行有關公眾對教育改革的意見的統計調查。

1.5 就二零零六年六月至八月期間進行的主題性住戶統計調查而言，在經科學方法抽選的樣本內，約 10 000 個住戶接受了訪問，回應率為 75%。在每個接受訪問的住戶中，統計員向所有曾經離婚/分居的十六歲及以上人士進行有關執行贍養費命令的情況的統計調查。

## Background

1.1 In order to meet the requests from policy bureaux and government departments for statistical data on selected social issues, the Census and Statistics Department (C&SD) started a series of Thematic Household Survey (THS) in 1999 such that certain enquiries for statistical information on social topics proposed by individual bureaux / departments would be packaged together to form different rounds of THS and contracted-out to private research firms.

1.2 Each round of THS is an independent, territory-wide survey commissioned to a private research firm. The C&SD plays a co-ordination and management role in the THS and is responsible for monitoring the work of the contractor to ensure that the service delivered by the contractor in connection with the THS is statistically acceptable.

## Topics included in this report

1.3 Major survey findings in respect of the following two topics are given in this report:

- (i) Public views on education reform (enquiry period: November 2005 - March 2006);
- (ii) Enforcement of maintenance order (enquiry period: June - August 2006).

## Brief description of survey method

1.4 Regarding the THS conducted during November 2005 - March 2006, some 10 000 households within a scientifically selected sample were successfully enumerated, constituting a response rate of 79%. For each enumerated household, all persons aged 18 and over were selected for interview in respect of the survey on public views on education reform.

1.5 Regarding the THS conducted during June - August 2006, some 10 000 households within a scientifically selected sample were successfully enumerated, constituting a response rate of 75%. For each enumerated household, all persons aged 16 and over who had ever been

1.6 根據從受訪住戶所搜集的資料,可推論全香港住戶及人口的有關情況(有關統計調查所涵蓋的人口範圍及統計調查方法詳情,請參閱本報告書附錄一)。

### 數字進位

1.7 由於進位關係,統計表內個別項目加起來可能與總數略有出入。此外,統計表內有關百分比分布的數字乃根據未經進位的實際數字計算。

### 代號

1.8 ‘-’ 代表「零」。由於本報告書所載列的估計有抽樣誤差,寫作零的數字,可能是一個小數值的數字,而並非是零。這些估計須謹慎闡釋。

divorced / separated were selected for interview in respect of the survey on enforcement of maintenance order.

1.6 Based on the information collected from the interviewed households, the situation related to all households and the entire population in Hong Kong can be inferred (please see [Appendix 1](#) of this report for more detailed description of the survey coverage and methodology).

### Rounding of figures

1.7 Owing to rounding, there may be a slight discrepancy between the sum of individual items and the total as shown in the tables. It should also be noted that actual figures without rounding are used in compiling the percentage shares in the tables.

### Symbol

1.8 ‘-’ signifies nil. It should be noted that since all estimates contained in this report are subject to sampling error, a zero figure may mean a non-zero figure of a small magnitude. These estimates should be interpreted with caution.

## 2 統計調查結果摘要 Summary of survey findings

### 公眾對教育改革的意見

#### 學與教

- ◆ 在統計時的 5 424 300 名十八歲及以上人士中，大部分(介乎 74.5% 與 83.2%)表示非常同意/同意各項新高中課程的目標及策略。
- ◆ 大部分(介乎 79.8% 與 84.7%)十八歲及以上人士非常同意/同意有關四個關鍵項目的個別教育改革措施。
- ◆ 大部分(介乎 76.2% 與 89.6%)十八歲及以上人士認為五種基要的學習經歷對幫助學生達致全人發展、終身學習的目標非常重要/重要。
- ◆ 大部分(介乎 84.6% 與 88.6%)十八歲及以上人士表示非常同意/同意學校應該以培養學生的「溝通能力」、「創造力」及「批判性思考能力」為幫助學生學得更好的首要達致目標。
- ◆ 87.3%十八歲及以上人士非常同意/同意「在教學上使用資訊科技，能夠令學生更有效地學習」及 83.3%表示非常同意/同意「大部分學生現時已經能夠利用資訊科技學習和溝通」。
- ◆ 在所有十八歲及以上人士中，分別有 85.6%、85.1%及 84.4%表示非常同意/同意全日制小學教育「能夠增加老師和學生之間的互動接觸，令學生可以更積極主動參與課堂的討論活動」、「能夠促進學生參加更多課外活動」及「由於學生有更多時間和老師、校長和其他同學溝通接觸，因此能夠營造出一個更有生氣的學習環境」。

### Public views on education reform

#### Learning and Teaching

- ◆ Of the 5 424 300 persons aged 18 and over at the time of enumeration, the majority (ranging from 74.5% to 83.2%) strongly agreed / agreed on the aims and strategies of the New Senior Secondary (NSS) curriculum.
- ◆ The majority (ranging from 79.8% to 84.7%) of persons aged 18 and over strongly agreed / agreed to the respective education reform measures on the Four Key Tasks.
- ◆ The majority (ranging from 76.2% to 89.6%) of persons aged 18 and over considered that the Five Essential Learning Experiences were very important / important to help students achieve the targets of whole-person development and life-long learning.
- ◆ The majority (ranging from 84.6% to 88.6%) of persons aged 18 and over strongly agreed / agreed that “communication skills”, “creativity” and “critical thinking skills” should be schools’ priorities in helping students learn better.
- ◆ 87.3% of persons aged 18 and over strongly agreed / agreed that “the application of IT in education had enabled students to learn more effectively” and 83.3%, “the majority of students were able to use IT in learning and communication”.
- ◆ Some 85.6%, 85.1% and 84.4% of all persons aged 18 and over respectively strongly agreed / agreed that Whole-day Primary Schooling “allowed more teacher-student interaction in the classroom and thus students participated more actively in discussion activities”, “allowed more extra-curricular activities to be organized for students” and “a more cordial learning environment could be achieved since students had more time to talk to teachers, principal and other students”.



- ◆ 75.3% 十八歲及以上人士表示非常同意/同意全校參與模式對無論有否特殊教育需要的學生均有益處。
- ◆ 82.6% 十八歲及以上人士表示非常同意/同意學前教育的質素在實施了 100% 的合格幼稚園教師資格的要求後已經有所提升。

#### 對學校的支援

- ◆ 在所有十八歲及以上人士中，80.6% 表示非常同意/同意家長教師會能夠加強學校和家長的聯繫及推動兩方面的合作。

#### 課程多元化

- ◆ 在所有十八歲及以上人士中，大部分表示非常同意/同意直接資助學校擁有的四項特色：(1)「由於收費較有彈性，直資學校可以為學生提供更多額外的資源，例如進行小班教學、提供額外的教師和增益課程等，以配合不同學生的需要」(80.7%)；(2)「有較大的動力去改善教學質素，以吸引更多家長選擇他們」(79.4%)；(3)「在設計課程給不同能力和性格取向的學生方面，擁有更大的自主權」(78.9%)；及(4)「直資學校的出現鼓勵了其他類型學校和他們進行良性競爭」(77.8%)。
- ◆ 79.4% 十八歲及以上人士表示非常同意/同意「一條龍」學校加強小學和中學在課程上的連貫性。
- ◆ 57.3% 十八歲及以上人士表示非常同意/同意讓六成中學畢業生接受專上教育已足夠應付經濟發展的需要，而 34.5% 則表示不同意/非常不同意。

- ◆ 75.3% of persons aged 18 and over strongly agreed / agreed that the Whole-school Approach was beneficial to students with and without a disability.
- ◆ 82.6% of persons aged 18 and over strongly agreed / agreed that the quality of pre-primary education had improved after the implementation of the 100% Qualified Kindergarten Teacher requirement.

#### Support for schools

- ◆ Of all persons aged 18 and over, 80.6% strongly agreed / agreed that the Parent-teacher Association could strengthen the link between schools and parents and promote home-school co-operation.

#### Diversity in curriculum

- ◆ Of all persons aged 18 and over, the majority strongly agreed / agreed that Direct Subsidy Scheme (DSS) schools possessed the following four characteristics : (1) “with flexibility of fee collection, DSS schools provided more extra resources such as small classes, additional teachers and student enrichment programmes to suit the needs of their students” (80.7%); (2) “had incentives to improve the quality of education they provided so as to attract parents for survival” (79.4%); (3) “have greater freedom in designing their curriculum to cater for the different abilities and aptitudes of their students” (78.9%); and (4) “the presence of DSS schools promoted healthy competition with other schools” (77.8%).
- ◆ 79.4% of persons aged 18 and over strongly agreed / agreed that “Through-train” schools enhanced continuity in the curriculum between primary and secondary schools.
- ◆ 57.3% of persons aged 18 and over strongly agreed / agreed that 60% of the secondary school leavers could receive post-secondary education would be sufficient to meet the economic development while 34.5% disagreed / strongly disagreed.

- ◆ 在所有十八歲及以上人士中，大部分表示非常同意/同意下列有關支援持續教育和增加接受專上教育課程機會的看法：(1)「為保證持續教育的質素，政府應該為課程及提供課程的機構訂立一套客觀的質素指標，以及提供清晰的資料讓公眾了解他們的水平」(87.4%)；(2)「提供清晰的課程及進修途徑資料，可以鼓勵更多人參與持續教育和終身學習」(87.2%)；(3)「為全日制自資專上課程提供詳細的評審資料，可幫助學生揀選理想的持續進修途徑」(85.5%)；及(4)「教育機構間的學分轉移和資格互相認可，能促進學生作持續進修」(84.1%)。
- ◆ 54.8%十八歲及以上人士表示非常同意/同意政府現時在推動持續教育方面的工作已經足夠，而 38.3%則對此表示不同意/非常不同意。
- ◆ Of all persons aged 18 and over, the majority strongly agreed / agreed to the following four aspects of supporting continuing education : (1) “there should be a set of objective benchmarks of qualifications and clear information on standard of courses and course providers in the continuing education sector” (87.4%); (2) “the provision of clear information on courses and the progression pathways will encourage the pursuit of continuing education and lifelong learning” (87.2%); (3) “detailed information on accredited full-time self-financed post-secondary programmes facilitated students in their pursuit of continuing education” (85.5%); and (4) “transfer of credits between further education institutions and mutual recognition of qualifications facilitated students in their pursuit of continuing education” (84.1%).
- ◆ 54.8% of persons aged 18 and over strongly agreed / agreed that the current effort of the Government in promoting continuing education was sufficient while 38.3% disagreed / strongly disagreed.

### 執行贍養費命令的情況

- ◆ 在統計時約有 227 100 名曾經離婚或分居的十六歲及以上人士，佔香港所有十六歲及以上人士的 4.0%。
- ◆ 在該 227 100 名離婚/分居人士中，51 000 人(22.5%)有向法院申請支付贍養費命令(以下簡稱為「贍養令」)，而 7 300 人(3.2%)將打算申請。大部分離婚/分居人士(168 700 人或 74.3%)既無申請也不打算申請贍養令。
- ◆ 在該 168 700 名既無申請也不打算申請贍養令的人士中，約 1 300 人(0.8%)表示他們已與前配偶達成贍養費協議。至於餘下 167 400 名(99.2%)沒有與前配偶訂定有關協議的人士被問到為何既無申請也不打算申請贍養費令時，最多人提供的的原因是「沒有需要」(佔該 167 400 人的 45.1%)。
- ◆ Some 227 100 persons aged 16 and over had ever been divorced or separated at the time of enumeration, constituting 4.0% of all persons aged 16 and over in Hong Kong.
- ◆ Of those 227 100 divorced / separated persons, some 51 000 (22.5%) had applied for a maintenance order (for payment of alimony) from the court while 7 300 (3.2%) intended to do so. The majority (168 700 persons or 74.3%) of the divorced / separated persons had neither applied nor intended to apply for a maintenance order.
- ◆ Of those 168 700 divorced / separated persons who had neither applied nor intended to apply for a maintenance order, some 1 300 (0.8%) reported that they already had a maintenance agreement with their ex-spouse. For the remaining 167 400 persons (99.2%) who did not have such agreement with their ex-spouse nor intend to apply for a maintenance order, their most commonly

- ◆ 在該 51 000 名有申請贍養令的離婚/分居人士中，大部分(78.6%)成功獲取贍養令，而 8.8%則未能成功獲取贍養令。
  - ◆ 約 41 400 名離婚/分居人士可收取贍養費，包括 40 100 名成功獲取贍養令的人士及 1 300 名與前配偶有贍養費協議由前配偶提供贍養費的人士。
  - ◆ 撇除 19 300 名象徵式收取前配偶一元的贍養費的離婚/分居人士，在餘下 22 200 名可收取贍養費的離婚/分居人士中，約 50.3%(或 11 200 人)已全數收取贍養費款項，而 49.7%(或 11 000 人)則未能全數收取贍養費款項。
- cited reason for not doing so was “no such need” (cited by 45.1% of those 167 400 persons).
- ◆ Of those 51 000 divorced / separated persons who had applied for a maintenance order, the majority (78.6%) were successful in obtaining the order while 8.8% were not successful.
  - ◆ Some 41 400 divorced / separated persons could receive maintenance, including 40 100 persons who had successfully obtained a maintenance order and 1 300 persons who had a maintenance agreement with their ex-spouse.
  - ◆ Excluding 19 300 divorced / separated persons who had obtained nominal maintenance of \$1 from their ex-spouse, some 50.3% (or 11 200 persons) reported that they had received the maintenance payment in full while 49.7% (or 11 000 persons) reported otherwise.

## 3 公眾對教育改革的意見 Public views on education reform

### 引言

3.1 在每個接受訪問的住戶中，統計員訪問所有十八歲及以上人士(不包括留宿外籍家庭傭工)，進行有關公眾對教育改革的意見的統計調查。

3.2 在是項統計調查中，受訪者被問及有關他們對教育改革及主要教育措施的意見。

### 統計調查的主要結果

#### 甲. 學與教

##### *新高中課程*

3.3 教育改革措施包括推行「3+3+4」高中及高等教育新學制，讓所有學生都受惠於六年的中學教育，以應付廿一世紀的挑戰。

3.4 所有十八歲及以上人士被問及對下列新高中課程的目標及策略的意見：

- 新高中及高等教育學制提出的變革，可以擴闊課程，以配合香港的教育需要；
- 新高中及高等教育學制提出的變革，可以提供更暢順的升學及就業出路，以配合香港的教育需要；
- 透過通識教育科，學生可培養獨立學習能力、批判性思考能力、多角度思考和擴闊知識基礎；
- 學校應該向高中生提供職業導向教育，作為學術科目以外的其他選擇；

### INTRODUCTION

3.1 Within each enumerated household, all persons aged 18 and over (excluding live-in foreign domestic helpers) were interviewed in respect of the survey on public views on education reform.

3.2 In this survey, the respondents were asked about their views on the education reform and major education initiatives.

### MAJOR FINDINGS OF THE SURVEY

#### A. Learning and Teaching

##### *New Senior Secondary (NSS) Curriculum*

3.3 The education reform measures included implementing the “3+3+4” New Academic Structure for Senior Secondary Education and Higher Education, such that all students can benefit from six years of secondary education, in order to meet the challenges of the 21<sup>st</sup> century.

3.4 All persons aged 18 and over were asked about their views on the following reform measures on the NSS curriculum :

- the change in the New Academic Structure for Senior Secondary Education and Higher Education would result in a widening of the curriculum to meet the educational needs of Hong Kong;
- the change in the New Academic Structure for Senior Secondary Education and Higher Education would result in a smoother articulation to different pathways to meet the educational needs of Hong Kong;
- students could develop independent learning capability, critical thinking skills, multiple perspectives and broad-based knowledge through Liberal Studies;
- career-oriented Studies should be offered to senior secondary students as an alternative to academic subjects ;

- 學校應該採用各種模式的評估方法，以便準確地評估學生各方面的表現和能力；
- 新高中課程的公開評核應該包括校本評核；及
- 學校應該以學生學習概覽的形式，準確記錄學生在高中教育階段的表現，包括獲取其他學習經歷的活動。

3.5 統計調查結果顯示，在統計時約 5 424 300 名十八歲及以上人士中，大部分表示非常同意/同意各項新高中課程的目標及策略(有關百分比介乎 74.5%與 83.2%)。(表 3.1a)

#### 四個關鍵項目

3.6 教育改革措施亦包括四個關鍵項目：(1)專題研習；(2)從閱讀中學習；(3)德育及公民教育；及(4)運用資訊科技進行互動學習。

3.7 在所有十八歲及以上人士中，就有關推行四個關鍵項目對學生學習成效的影響時，大部分表示非常同意/同意以下的看法：(表 3.1b)

- 推行運用資訊科技進行互動學習後，學生在獲取和處理資料的能力有所提升(84.7%)；
- 推行運用資訊科技進行互動學習後，學生與世界各地的人有了更緊密的溝通(81.9%)；
- 推行從閱讀中學習後，學生的閱讀能力有所提升(81.4%)；
- 推行德育及公民教育後，學生的態度和價值觀變得更為正面(81.1%)；
- 推行從閱讀中學習後，學生對閱讀的興趣有所增加(79.9%)；
- 推行專題研習後，學生的共通能力有所改善(79.8%)；及

- a variety of assessment methods should be used to help assess accurately the performance and abilities of students in various aspects of learning;
- public assessment for the NSS curriculum should include School-based Assessment; and
- students' performance in senior secondary education should be accurately recorded in the form of a student learning profile which included activities undertaken to acquire other learning experiences.

3.5 The survey results showed that of some 5 424 300 persons aged 18 and over at the time of enumeration, the majority strongly agreed / agreed on the aims and strategies of the NSS curriculum (ranging from 74.5% to 83.2%). (Table 3.1a)

#### Four Key Tasks

3.6 The education reform measures also include Four Key Tasks: (1) Project Learning; (2) Reading to Learn; (3) Moral and Civic Education; and (4) Information Technology for Interactive Learning.

3.7 Of all persons aged 18 and over, on the views regarding the impact on student learning after the implementation of the Four Key Tasks, the majority strongly agreed / agreed: (Table 3.1b)

- after implementing Information Technology for Interactive Learning, students' competence in gaining access to and processing information had improved (84.7%);
- after implementing Information Technology for Interactive Learning, students had closer interaction with people around the world (81.9%);
- after implementing Reading to Learn, students' competence in reading had increased (81.4%);
- after implementing Moral and Civic Education, students' attitudes and values had become more positive (81.1%);
- after implementing Reading to Learn, students' interest in reading had increased (79.9%);
- after implementing Project Learning, students' generic skills had improved (79.8%); and

- 推行專題研習後，學生的獨立學習能力有所改善(79.8%)。

### 五種基要的學習經歷

3.8 為達致全人發展、終身學習的教育目標，學校必須為學生提供五種基要的學習經歷(包括「德育和公民教育」、「發展智能」、「參與社會服務」、「促進體藝發展」及「發展和工作有關的經驗」)，以配合教育目標中「德、智、體、群、美」五育的發展。

3.9 所有十八歲及以上人士被問及他們認為五種基要的學習經歷對學生的重要性。他們大部分認為「德育和公民教育」(89.6%)；「發展智能」(86.4%)；「參與社會服務」(82.7%)；「發展和工作有關的經驗」(79.8%)；及「促進體藝發展」(76.2%)均是非常重要/重要的學習經歷，可幫助學生達致終身學習的目標。(表 3.1c)

### 重要的共通能力

3.10 在所有十八歲及以上人士中，大部分表示非常同意/同意學校應該以培養學生的「溝通能力」(88.6%)、「創造力」(87.5%)及「批判性思考能力」(84.6%)為幫助學生學得更好的首要達致目標。(表 3.1d)

### 在教學上運用資訊科技

3.11 善用資訊科技以達致優質教育是一個五年策略，目的是：

- 增加學校接觸資訊科技及連接網絡的機會；
- 增強教師在資訊科技方面的知識，特別是在課堂教學上應用資訊科技；
- 發展資訊科技教學資源的配套；及
- 在社會上，尤其是在學校推動資訊科技文化，幫助學生學習。

- after implementing Project Learning, students' independent learning capabilities had improved (79.8%).

### Five Essential Learning Experiences

3.8 To help students achieve the targets of whole-person development and life-long learning, schools had to provide students with the Five Essential Learning Experiences (including “moral and civic education”, “intellectual development”, “participating in community service”, “physical and aesthetic development” and “developing career-related experiences”) that correspond to “ethics, intellect, physique, social skills and aesthetics” as stated in the aims of education.

3.9 All persons aged 18 and over were asked about their perceived importance of Five Essential Learning Experiences to students. The majority of them considered that “moral and civic education” (89.6%) ; “intellectual development” (86.4%); “participating in community service” (82.7%); “developing career-related experiences” (79.8%) and “physical and aesthetic development” (76.2%) were all very important / important learning experiences to help students prepare for life-long learning. (Table 3.1c)

### Important Generic Skills

3.10 The majority of persons aged 18 and over strongly agreed / agreed that “communication skills” (88.6%), “creativity” (87.5%) and “critical thinking skills”(84.6%) should be schools' priorities in helping students learn better. (Table 3.1d)

### Application of information technology (IT) in education

3.11 Better use of IT for quality education is a five-year strategy, which aims to :

- improve schools' access and connectivity to IT systems;
- empower teachers' IT know-how, especially in applying IT in classroom teaching;
- develop IT educational resource packages; and
- promote an IT culture in the community, especially the school sector in helping students to learn better.

3.12 在所有十八歲及以上人士中，大部分非常同意/同意「在教學上使用資訊科技，能夠令學生更有效地學習」(87.3%)及「大部分學生現時已經能夠利用資訊科技學習和溝通」(83.3%)。(圖 3.1 及表 3.1e)

#### 全日制小學教育

3.13 至於對全日制小學教育所帶來的各種好處，在所有十八歲及以上人士中，分別有 85.6%、85.1%及 84.4%表示非常同意/同意全日制小學教育「能夠增加老師和學生之間的互動接觸，令學生可以更積極主動參與課堂的討論活動」、「能夠促進學生參加更多課外活動」及「由於學生有更多時間和老師、校長和其他同學溝通接觸，因此能夠營造出一個更有生氣的學習環境」。(圖 3.2 及表 3.1f)

#### 全校參與模式

3.14 全校參與模式強調校內每名教職員均有責任照顧學生的個別差異及特殊教育需要。透過學校重整及彈性調配校內資源，為少數在學習上有困難的學生提供課程及評估調適、採用多元化的教學方法、組織朋輩輔導活動及加強家長的參與，從而建立一個共融的學習環境，令全校上下一心，提升整體學生的學習成效。

3.15 在所有十八歲及以上人士中，約 75.3%表示非常同意/同意全校參與模式對無論有否特殊教育需要的學生均有益處，而 15.4%則表示不同意/非常不同意。(表 3.1g)

#### 對學前教育的意見

3.16 所有十八歲及以上人士亦被問及對增強學前教育工作者(包括幼稚園/幼兒園教師)的專業能力方面的意見。他們中約 82.6%表示非常同意/同意學前教育的素質在實施了 100%的合

3.12 Of all persons aged 18 and over, the majority strongly agreed / agreed that “the application of IT in education had enabled students to learn more effectively” (87.3%) and “the majority of students were able to use IT in learning and communication” (83.3%). (Chart 3.1 and Table 3.1e)

#### Whole-day Primary Schooling

3.13 Regarding views on the different benefits brought by Whole-day Primary Schooling, some 85.6%, 85.1% and 84.4% of all persons aged 18 and over respectively strongly agreed / agreed that it “allowed more teacher-student interaction in the classroom and thus students participated more actively in discussion activities”, “allowed more extra-curricular activities to be organized for students” and “a more cordial learning environment could be achieved since students had more time to talk to teachers, principal and other students”. (Chart 3.2 and Table 3.1f)

#### Whole-school Approach

3.14 The Whole-school Approach emphasizes that all teachers share the responsibility to cater for the differences among students and their special educational needs. By consolidating and redeploying resources, schools are encouraged to adapt the curriculum and assessment methods, differentiate teaching, organize peer support programmes and enhance parents’ participation for the minority of students with learning difficulties. As such, an inclusive learning environment can be developed within the whole school and the learning effectiveness of all students can be enhanced.

3.15 Of all persons aged 18 and over, some 75.3% strongly agreed / agreed that the Whole-school Approach was beneficial to students with and without a disability, while 15.4% disagreed / strongly disagreed. (Table 3.1g)

#### Views on pre-primary education

3.16 Persons aged 18 and over were also asked about their views on enhancing professional competence of pre-primary educators (including kindergarten and nursery teachers). Some 82.6%

格幼稚園教師資格的要求後已經有所提升；然而，9.7%人士持相反意見。（表 3.1h）

3.17 當被問及學前教育的五個教學成果的重要性時，約三分之一的十八歲及以上人士認為「培養良好生活習慣」(32.8%)是學前教育最重要的教學成果；其次是「培養學習興趣」(20.7%)；「培養正確面對群體的態度」(20.5%)；「培養吸取知識的能力」(11.8%)及「培養創造能力」(8.1%)。（表 3.1i）

## 乙. 對學校的支援

### *家長教師會的成效*

3.18 至於家長教師會的成效方面，在所有十八歲及以上人士中，大部分(80.6%)表示非常同意/同意家長教師會能夠加強學校和家長的聯繫及推動兩方面的合作，而小部分(10.5%)則表示不同意/非常不同意。（表 3.1j）

## 丙. 課程多元化

### *直接資助(直資)學校*

3.19 直接資助計劃是政府資助及鼓勵那些已經有相當高教育水準的學校發展為一個強大的私立學校體制，同時讓學校有充分自由訂定符合基本教育標準的課程、學費和入學資格，令家長為子女選擇學校時有更多的選擇。

of them strongly agreed / agreed that the quality of pre-primary education had improved after the implementation of the 100% Qualified Kindergarten Teacher requirement. However, some 9.7% held an opposite view. (Table 3.1h)

3.17 When further asked the importance of the five outcomes of teaching and learning in pre-primary education, about one-third of persons aged 18 and over perceived that “formation of good habits” (32.8%) was the most important outcome of teaching and learning in pre-primary education; followed by “development of interest in learning” (20.7%); “development of positive attitudes towards the community” (20.5%); “development of cognitive ability” (11.8%) and “development of creativity” (8.1%). (Table 3.1i)

## B. Support for Schools

### *Effectiveness of Parent-teacher Association*

3.18 Regarding the effectiveness of Parent-teacher Association, the majority (80.6%) of all persons aged 18 and over strongly agreed / agreed that Parent-teacher Association could strengthen the link between schools and parents and promote home-school co-operation while a small proportion (10.5%) disagreed / strongly disagreed. (Table 3.1j)

## C. Diversity in Curriculum

### *Direct Subsidy Scheme (DSS) schools*

3.19 Under the DSS, the Government provides subsidies and encourages those schools which have attained a sufficiently high educational standard to develop a strong private school sector. These schools have a higher degree of freedom to decide on their curricula, fees and entrance requirements which meet the basic education standard. As such, parents have greater choice in finding suitable schools for their children.



3.20 在所有十八歲及以上人士中，大部分表示非常同意/同意直資學校擁有的下列特色：(表 3.1k)

- 由於收費較有彈性，直資學校可以為學生提供更多額外的資源，例如進行小班教學、提供額外的教師和增益課程等，以配合不同學生的需要(80.7%)；
- 有較大的動力去改善教學素質，以吸引更多家長選擇他們(79.4%)；
- 在設計課程給不同能力和性格取向的學生方面，擁有更大的自主權(78.9%)；及
- 直資學校的出現鼓勵了學校之間的良性競爭(77.8%)。

#### 「一條龍」學校

3.21 「一條龍」辦學模式是指擁有相同的教育理想及辦學理念的中學與小學結合一起，為學生提供富連貫性而且全面的學習經歷。小學學生毋須參加派位機制，就可以直升到所屬中學。這樣不單可以加強學校對學生的認識及照顧，還可以減少小學生因升讀中學所面對的適應和壓力問題。

3.22 在所有十八歲及以上人士中，約 79.4% 表示非常同意/同意「一條龍」學校加強小學和中學在課程上的連貫性，而 14.7% 則表示不同意/非常不同意。(圖 3.3 及表 3.1l)

3.23 當被問及若有子女就讀小學，他們會否送子女到「一條龍」學校就讀，大部分(75.0%)表示會，而 8.5% 則表示不會。(表 3.1m)

3.20 Of all persons aged 18 and over, the majority strongly agreed / agreed that DSS schools possessed the following characteristics : (Table 3.1k)

- with flexibility of fee collection, DSS schools provided more extra resources such as small classes, additional teachers and student enrichment programmes to suit the needs of their students (80.7%);
- had incentives to improve the quality of education they provided so as to attract parents (79.4%);
- have greater freedom in designing their curriculum to cater for the different abilities and aptitudes of their students (78.9%); and
- the presence of DSS schools promoted healthy competition among schools (77.8%).

#### “Through-train” schools

3.21 The “Through-train” mode of schooling means that those primary and secondary schools with the same philosophy and aspiration for education link up and provide coherent and all-round learning experiences. Primary school students can proceed directly to the linked secondary school without going through the school places allocation process. This not only strengthens the schools’ understanding of and care for their students, but also alleviates students’ adaptation problems and pressure upon entry into secondary schools.

3.22 Among all persons aged 18 and over, some 79.4% strongly agreed / agreed that “Through-train” schools enhanced continuity in the curriculum between primary and secondary schools whereas 14.7% disagreed / strongly disagreed. (Chart 3.3 and Table 3.1l)

3.23 When further asked whether they would send their children to study in a “Through-train” school if they had children studying in primary schools, the majority (75.0%) replied in an affirmative while 8.5% said the opposite. (Table 3.1m)

*對增加接受專上教育機會的意見*

3.24 在所有十八歲及以上人士中，約 57.3% 表示非常同意/同意「讓六成中學畢業生接受專上教育已足夠應付經濟發展的需要」，而 34.5% 則表示不同意/非常不同意。（表 3.1n）

*對持續教育和增加接受專上教育課程機會的意見*

3.25 在所有十八歲及以上人士中，大部分表示非常同意/同意下列有關支援持續教育和增加接受專上教育課程機會的看法：（表 3.1o）

- 為保證持續教育的質素，政府應該為課程及提供課程的機構訂立一套客觀的質素指標，以及提供清晰的資料，讓公眾了解他們的水平(87.4%)；
- 提供清晰的課程及進修途徑資料，可以鼓勵更多人參與持續教育和終身學習(87.2%)；
- 為全日制自資專上課程提供詳細的評審資料，可幫助學生揀選理想的持續進修途徑(85.5%)；及
- 教育機構間的學分轉移和資格互相認可，能促進學生作持續進修(84.1%)。

*對政府現時在推動持續教育方面工作的意見*

3.26 在所有十八歲及以上人士中，逾半(54.8%)表示非常同意/同意政府現時在推動持續教育方面的工作已經足夠，而約 38.3% 則對此表示不同意/非常不同意。（表 3.1p）

*Views on increasing post-secondary education opportunities*

3.24 Some 57.3% of all persons aged 18 and over strongly agreed / agreed that “60% of the secondary school leavers could receive post-secondary education would be sufficient to meet the economic development” while 34.5% disagreed / strongly disagreed. (Table 3.1n)

*Views on continuing education and increasing post-secondary education opportunities*

3.25 Of all persons aged 18 and over, the majority strongly agreed / agreed with the following statements regarding supporting continuing education and increasing post-secondary education opportunities : (Table 3.1o)

- there should be a set of objective benchmarks of qualifications and clear information on standard of courses and course providers in the continuing education sector (87.4%);
- the provision of clear information on courses and the progression pathways will encourage the pursuit of continuing education and lifelong learning (87.2%);
- detailed information on accredited full-time self-financed post-secondary programmes facilitated students in their pursuit of continuing education (85.5%); and
- transfer of credits between further education institutions and mutual recognition of qualifications facilitated students in their pursuit of continuing education (84.1%).

*Views on the current effort of the Government in promoting continuing education*

3.26 Among all persons aged 18 and over, over half (54.8%) strongly agreed / agreed that the current effort of the Government in promoting continuing education was sufficient while some 38.3% disagreed / strongly disagreed. (Table 3.1p)

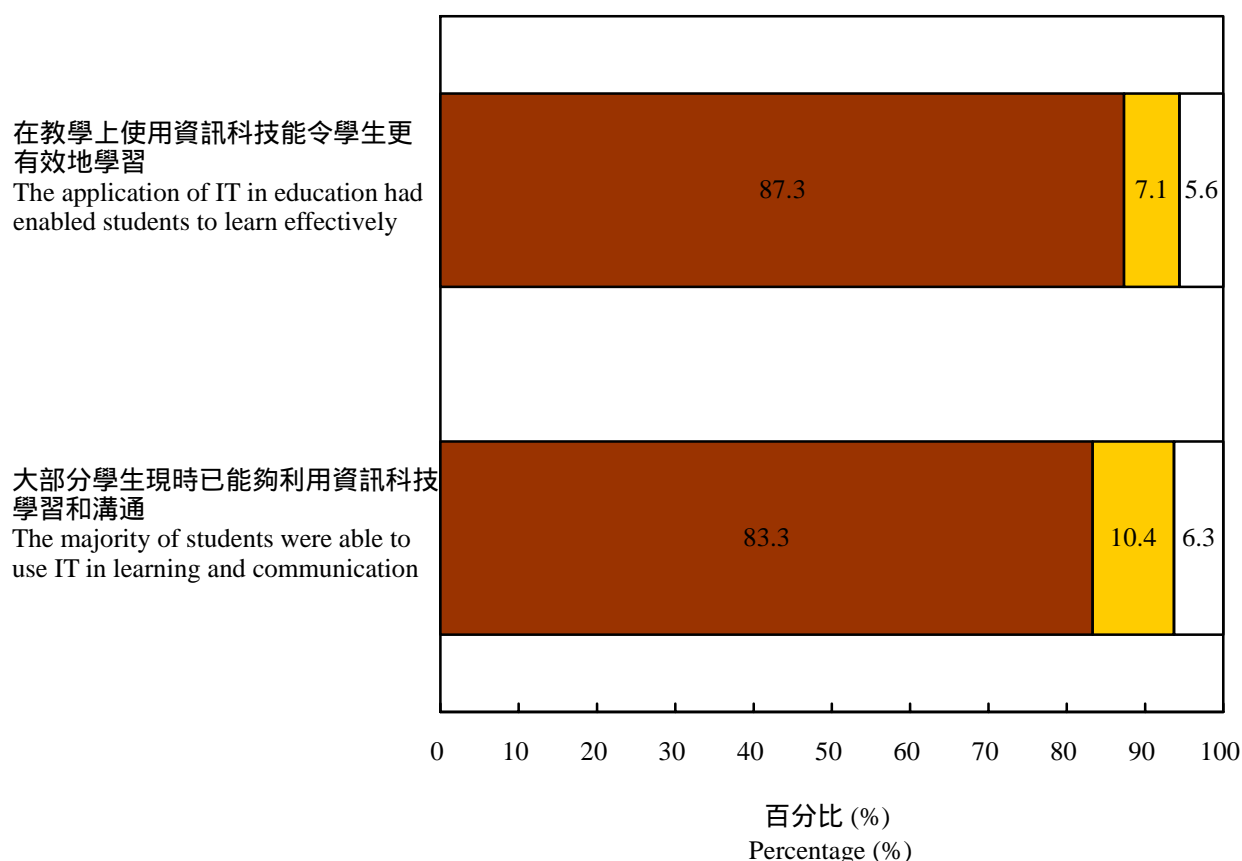
3.27 按年齡組別分析，三十至三十九歲人士中非常同意/同意政府現時在推動持續教育方面的工作已經足夠的百分比相對較高，達 56.6%；其次為六十歲及以上人士(55.5%)及四十至四十九歲人士(55.2%)。(表 3.1p)

3.28 男性與女性中非常同意/同意政府現時在推動持續教育方面的工作已經足夠的百分比大致相若，分別為 55.1%及 54.4%。(表 3.1p)

3.27 Analysed by age group, among persons aged 30 - 39, there was a relatively higher percentage (56.6%) who strongly agreed / agreed that the current effort of the Government in promoting continuing education was sufficient, followed by those aged 60 and over (55.5%) and those aged 40 - 49 (55.2%). (Table 3.1p)

3.28 Males and females had similar percentages of persons who strongly agreed / agreed that the current effort of the Government in promoting continuing education was sufficient, at 55.1% and 54.4% respectively. (Table 3.1p)

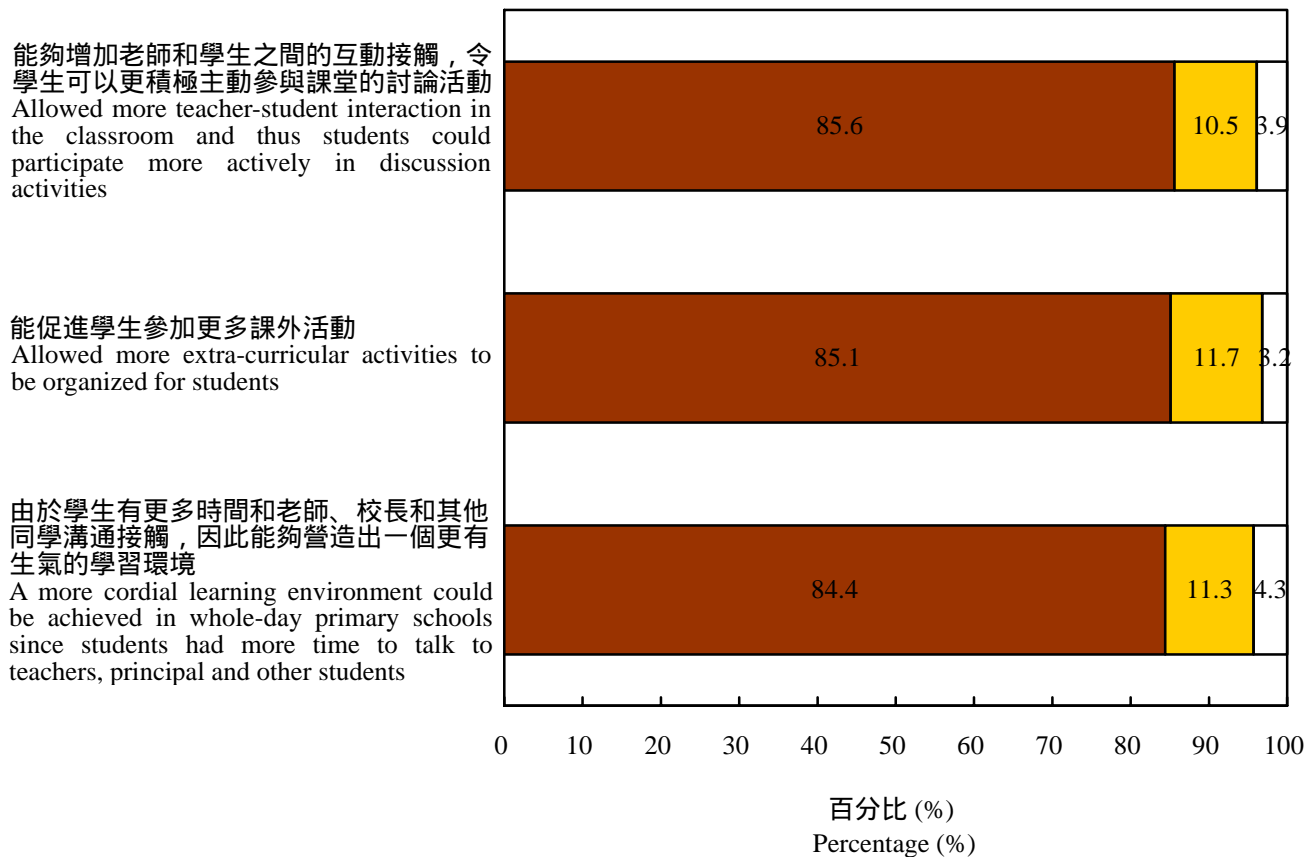
**圖 3.1 按對善用資訊科技以達致優質教育的意見劃分的十八歲及以上人士的百分比分布**  
**Chart 3.1 Percentage distribution of persons aged 18 and over by views on the application of information technology (IT) for quality education**



對善用資訊科技以達致優質教育的意見：  
 Views on the application of IT for quality education:

- 非常同意/同意  
Strongly agreed / agreed
- 不同意/非常不同意  
Disagreed / strongly disagreed
- 無意見  
No comment

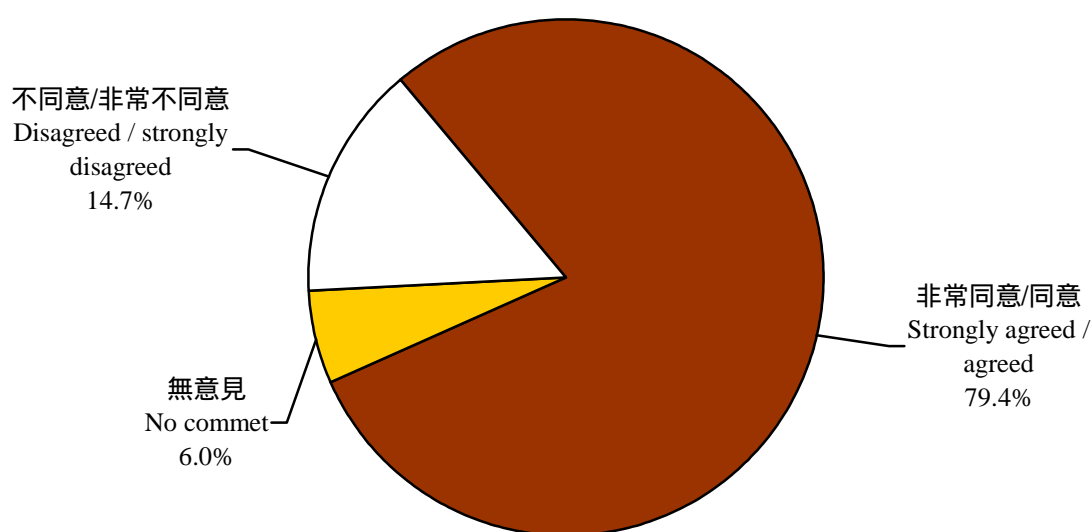
**圖 3.2 按對全日制小學教育的意見劃分的十八歲及以上人士的百分比分布**  
**Chart 3.2 Percentage distribution of persons aged 18 and over by views on Whole-day Primary Schooling**



對全日制小學教育的意見：  
Views on Whole-day Primary Schooling :

- 非常同意/同意  
Strongly agreed / agreed
- 不同意/非常不同意  
Disagreed / strongly disagreed
- 無意見  
No comment

圖 3.3 按是否同意「一條龍」學校加強小學和中學在課程上的連貫性劃分的十八歲及以上人士的百分比分布  
 Chart 3.3 Percentage distribution of persons aged 18 and over by whether agreed that “Through-train” schools enhanced continuity in the curriculum between primary and secondary schools



**表 3.1a 按對新高中課程的目標及策略的意見劃分的十八歲及以上人士數目**  
**Table 3.1a Persons aged 18 and over by views on the aims and strategies of the New Senior Secondary (NSS) curriculum**

	對新高中課程的目標及策略的意見 Views on the aims and strategies of on the NSS curriculum			
	非常同意/ 同意 Strongly agreed / agreed	不同意/ 非常不同意 Disagreed / strongly disagreed	無意見 No comment	總計 Total
	人數 No. of persons (‘000)	人數 No. of persons (‘000)	人數 No. of persons (‘000)	人數 No. of persons (‘000)
新高中課程的目標及策略 Aims and strategies of the NSS curriculum				
新高中及高等教育學制的變革，可以擴闊課程，以配合香港的教育需要 The change in the New Academic Structure for Senior Secondary Education and Higher Education would result in a widening of the curriculum to meet the educational needs of Hong Kong	4 101.8 (75.6%)	629.6 (11.6%)	692.9 (12.8%)	5 424.3 (100.0%)
新高中及高等教育學制的變革，可以提供更暢順的升學及就業出路，以配合香港的教育需要 The change in the New Academic Structure for Senior Secondary Education and Higher Education would result in a smoother articulation to different pathways to meet the educational needs of Hong Kong	4 043.5 (74.5%)	711.1 (13.1%)	669.7 (12.3%)	5 424.3 (100.0%)
透過通識教育科，學生可培養獨立學習能力、批判性思考能力、多角度思考和擴闊知識基礎 Students could develop independent learning capability, critical thinking skills, multiple perspectives and broad-based knowledge through Liberal Studies	4 238.3 (78.1%)	577.3 (10.6%)	608.7 (11.2%)	5 424.3 (100.0%)
學校應該向高中生提供職業導向教育，作為學術科目以外的其他選擇 Career-oriented Studies should be offered to senior secondary students as an alternative to academic subjects	4 512.7 (83.2%)	437.4 (8.1%)	474.2 (8.7%)	5 424.3 (100.0%)
學校應該採用各種模式的評估方法，以便準確地評估學生各方面的表現和能力 A variety of assessment methods should be used to help assess accurately the performance and abilities of students in various aspects of learning	4 441.7 (81.9%)	514.2 (9.5%)	468.4 (8.6%)	5 424.3 (100.0%)
新高中課程的公開評核應該包括校本評核 Public assessment for NSS curriculum should include School-based Assessment	4 278.9 (78.9%)	591.8 (10.9%)	553.6 (10.2%)	5 424.3 (100.0%)
學校應該以學生學習概覽的形式，準確記錄學生在高中教育階段的表現，包括獲取其他學習經歷的活動 Students’ performance in senior secondary education should be accurately recorded in the form of a student learning profile which included activities undertaken to acquire other learning experiences	4 503.4 (83.0%)	479.7 (8.8%)	441.2 (8.1%)	5 424.3 (100.0%)

**表 3.1b 按四個關鍵項目對學生學習成效的影響的意見劃分的十八歲及以上人士數目**  
**Table 3.1b Persons aged 18 and over by views on the impact on student learning after the implementation of the Four Key Tasks**

	四個關鍵項目對學生學習成效的影響的意見 Views on the impact on student learning after the implementation of the Four Key Tasks			
	非常同意/ 同意 Strongly agreed / agreed	不同意/ 非常不同意 Disagreed / strongly disagreed	無意見 No comment	總計 Total
四個關鍵項目對學生學習成效的影響 Impact on student learning after the implementation of the Four Key Tasks	人數 No. of persons (‘000)	人數 No. of persons (‘000)	人數 No. of persons (‘000)	人數 No. of persons (‘000)
推行運用資訊科技進行互動學習後，學生在獲取和處理資料的能力有所提升 After implementing Information Technology for Interactive Learning, students’ competence in gaining access to and processing information had improved	4 593.3 (84.7%)	406.9 (7.5%)	424.1 (7.8%)	5 424.3 (100.0%)
推行運用資訊科技進行互動學習後，學生與世界各地的人有了更緊密的溝通 After implementing Information Technology for Interactive Learning, students had closer interaction with people around the world	4 441.4 (81.9%)	523.3 (9.6%)	459.6 (8.5%)	5 424.3 (100.0%)
推行從閱讀中學習後，學生的閱讀能力有所提升 After implementing Reading to Learn, students’ competence in reading had increased	4 413.2 (81.4%)	552.1 (10.2%)	458.9 (8.5%)	5 424.3 (100.0%)
推行德育及公民教育後，學生的態度和價值觀變得更為正面 After implementing Moral and Civic Education, students’ attitudes and values had become more positive	4 401.3 (81.1%)	635.7 (11.7%)	387.3 (7.1%)	5 424.3 (100.0%)
推行從閱讀中學習後，學生對閱讀的興趣有所增加 After implementing Reading to Learn, students’ interest in reading had increased	4 332.0 (79.9%)	646.5 (11.9%)	445.8 (8.2%)	5 424.3 (100.0%)
推行專題研習後，學生的共通能力有所改善 After implementing Project Learning, students’ generic skills had improved	4 329.3 (79.8%)	517.5 (9.5%)	577.5 (10.6%)	5 424.3 (100.0%)
推行專題研習後，學生的獨立學習能力有所改善 After implementing Project Learning, students’ independent learning capabilities had improved	4 327.7 (79.8%)	573.2 (10.6%)	523.4 (9.6%)	5 424.3 (100.0%)



**表 3.1c 按認為五種基要的學習經歷對學生的重要性劃分的十八歲及以上人士數目**  
**Table 3.1c Persons aged 18 and over by perceived importance of the Five Essential Learning Experiences to students**

五種基要的學習經歷 Five Essential Learning Experiences	認為五種基要的學習經歷對學生的重要性 Perceived importance of the Five Essential Learning Experiences to students				
	非常重要/ 重要 Very important / important	一般 Average	不重要/ 非常不重要 Unimportant / very unimportant	無意見 No comment	總計 Total
	人數 No. of persons (‘000)	人數 No. of persons (‘000)	人數 No. of persons (‘000)	人數 No. of persons (‘000)	人數 No. of persons (‘000)
德育和公民教育 Moral and civic education	4 860.1 (89.6%)	255.2 (4.7%)	163.2 (3.0%)	145.7 (2.7%)	5 424.3 (100.0%)
發展智能 Intellectual development	4 686.1 (86.4%)	444.7 (8.2%)	180.1 (3.3%)	113.3 (2.1%)	5 424.3 (100.0%)
參與社會服務 Participating in Community service	4 487.7 (82.7%)	573.8 (10.6%)	228.6 (4.2%)	134.1 (2.5%)	5 424.3 (100.0%)
發展和工作有關的經驗 Developing career-related experiences	4 326.3 (79.8%)	656.2 (12.1%)	295.6 (5.4%)	146.1 (2.7%)	5 424.3 (100.0%)
促進體藝發展 Physical and aesthetic development	4 132.0 (76.2%)	912.8 (16.8%)	254.6 (4.7%)	124.8 (2.3%)	5 424.3 (100.0%)

**表 3.1d** 按是否同意學校應該以培養重要的共通能力為首要目標以幫助學生學得更好劃分的十八歲及以上人士數目  
**Table 3.1d** Persons aged 18 and over by whether agreed that developing the important Generic Skills were schools' priorities in helping students learn better

	是否同意學校應該以培養重要的 共通能力為首要目標以幫助學生學得更好 Whether agreed that developing the important Generic Skills were schools' priorities in helping students learn better			
	非常同意/ 同意 Strongly agreed / agreed	不同意/ 非常不同意 Disagreed / strongly disagreed	無意見 No comment	總計 Total
	人數 No. of persons ( '000)	人數 No. of persons ( '000)	人數 No. of persons ( '000)	人數 No. of persons ( '000)
重要的共通能力 Important Generic Skills				
溝通能力 Communication skills	4 807.4 (88.6%)	329.5 (6.1%)	287.4 (5.3%)	5 424.3 (100.0%)
創造力 Creativity	4 744.5 (87.5%)	388.8 (7.2%)	291.0 (5.4%)	5 424.3 (100.0%)
批判性思考能力 Critical thinking skills	4 590.5 (84.6%)	400.5 (7.4%)	433.2 (8.0%)	5 424.3 (100.0%)

**表 3.1e 按對善用資訊科技以達致優質教育的意見劃分的十八歲及以上人士數目**  
**Table 3.1e Persons aged 18 and over by views on the application of information technology (IT) for quality education**

對善用資訊科技以達致優質教育的意見 Views on the application of IT for quality education	人數 No. of persons ('000)	百分比 %
在教學上使用資訊科技，能夠令學生更有效地學習 The application of IT in education had enabled students to learn more effectively		
非常同意/同意 Strongly agreed / agreed	4 734.2	87.3
不同意/非常不同意 Disagreed / strongly disagreed	386.7	7.1
無意見 No comment	303.4	5.6
大部分學生現時已能夠利用資訊科技學習和溝通 The majority of students were able to use IT in learning and communication		
非常同意/同意 Strongly agreed / agreed	4 519.3	83.3
不同意/非常不同意 Disagreed / strongly disagreed	565.8	10.4
無意見 No comment	339.2	6.3
總計 Total	5 424.3	100.0

**表 3.1f** 按對全日制小學教育所帶來的各種好處的意見劃分的十八歲及以上人士數目  
**Table 3.1f** Persons aged 18 and over by views on the different benefits brought by Whole-day primary schooling

對全日制小學教育所帶來的各種好處的意見 Views on the different benefits brought by Whole-day primary schooling	人數 No. of persons ('000)	百分比 %
能夠增加老師和學生之間的互動接觸，令學生可以更積極主動參與課堂的討論活動 Allowed more teacher-student interaction in the classroom and thus students could participated more actively in discussion activities		
非常同意/同意 Strongly agreed / agreed	4 645.7	85.6
不同意/非常不同意 Disagreed / strongly disagreed	567.6	10.5
無意見 No comment	210.9	3.9
能夠促進學生參加更多課外活動 Allowed more extra-curricular activities to be organized for students		
非常同意/同意 Strongly agreed / agreed	4 617.4	85.1
不同意/非常不同意 Disagreed / strongly disagreed	632.7	11.7
無意見 No comment	174.2	3.2
由於學生有更多時間和老師、校長和其他同學溝通接觸，因此能夠營造出一個更有生氣的學習環境 A more cordial learning environment could be achieved since students had more time to talk to teachers, principal and other students		
非常同意/同意 Strongly agreed / agreed	4 577.7	84.4
不同意/非常不同意 Disagreed / strongly disagreed	615.0	11.3
無意見 No comment	231.7	4.3
總計 Total	5 424.3	100.0

**表 3.1g 按是否同意全校參與模式對無論有否特殊教育需要的學生均有益處劃分的十八歲及以上人士數目**  
**Table 3.1g Persons aged 18 and over by whether agreed that the Whole-school Approach was beneficial to students with and without a disability**

是否同意全校參與模式對無論有否特殊教育需要的學生均有益處 Whether agreed that the Whole-school Approach was beneficial to students with and without a disability	人數 No. of persons ('000)	百分比 %
非常同意/同意 Strongly agreed / agreed	4 085.1	75.3
不同意/非常不同意 Disagreed / strongly disagreed	838.0	15.4
無意見 No comment	501.2	9.2
總計 Total	5 424.3	100.0

**表 3.1h** 按是否同意學前教育的素質在實施了 100%的合格幼稚園教師資格的要求後已經有所提升劃分的十八歲及以上人士數目

**Table 3.1h** Persons aged 18 and over by whether agreed that the quality of pre-primary education had improved after the implementing of the 100% Qualified Kindergarten Teacher requirement

是否同意學前教育的素質在實施了 100%的合格 幼稚園教師資格的要求後已經有所提升 Whether agreed that the quality of pre-primary education had improved after the implementing of the 100% Qualified Kindergarten Teacher requirement	人數 No. of persons ('000)	百分比 %
非常同意/同意 Strongly agreed / agreed	4 478.4	82.6
不同意/非常不同意 Disagreed / strongly disagreed	523.6	9.7
無意見 No comment	422.3	7.8
總計 Total	5 424.3	100.0

**表 3.1i 按認為學前教育最重要的教學成果劃分的十八歲及以上人士數目**  
**Table 3.1i Persons aged 18 and over by perceived most important outcome of teaching and learning in pre-primary education**

認為學前教育最重要的教學成果 Perceived most important outcome of teaching and learning in pre-primary education	人數 No. of persons ('000)	百分比 %
培養良好生活習慣 Formation of good habits	1 776.9	32.8
培養學習興趣 Development of interest in learning	1 121.3	20.7
培養正確面對群體的態度 Development of positive attitudes towards the community	1 110.1	20.5
培養吸取知識的能力 Development of cognitive ability	641.4	11.8
培養創造能力 Development of creativity	440.9	8.1
無意見 No comment	333.7	6.2
總計 Total	5 424.3	100.0

**表 3.1j 按是否同意家長教師會能夠加強學校和家長的聯繫及推動兩方面的合作劃分的十八歲及以上人士數目**

**Table 3.1j Persons aged 18 and over by whether agreed that Parent-teacher Association can strengthen the link between schools and parents and promote home-school co-operation**

是否同意家長教師會能夠加強學校和家長的聯繫及推動兩方面的合作 Whether agreed that Parent-teacher Association can strengthen the link between schools and parents and promote home-school co-operation	人數 No. of persons ('000)	百分比 %
非常同意/同意 Strongly agreed / agreed	4 370.8	80.6
不同意/非常不同意 Disagreed / strongly disagreed	568.2	10.5
無意見 No comment	485.3	8.9
總計 Total	5 424.3	100.0



表 3.1k 按是否同意直接資助(直資)學校擁有的各種特色劃分的十八歲及以上人士數目  
 Table 3.1k Persons aged 18 and over by whether agreed that Direct Subsidy Scheme (DSS) schools possessed different characteristics

	是否同意直資學校擁有的各種特色 Whether agreed that DSS schools possessed different characteristics			
	非常同意/ 同意 Strongly agreed / agreed	不同意/ 非常不同意 Disagreed / strongly disagreed	無意見 No comment	總計 Total
	人數 No. of persons (‘000)	人數 No. of persons (‘000)	人數 No. of persons (‘000)	人數 No. of persons (‘000)
直資學校的特色 Characteristics of DSS schools				
由於收費較有彈性，直資學校可以為學生提供更多額外的資源，例如進行小班教學、提供額外的教師和增益課程等，以配合不同學生的需要 With flexibility of fee collection, DSS schools provided more extra resources such as small classes, additional teachers and student enrichment programmes to suit the needs of their students	4 376.6 (80.7%)	591.4 (10.9%)	456.3 (8.4%)	5 424.3 (100.0%)
有較大的動力去改善教學質素，以吸引更多家長選擇他們 Had incentives to improve the quality of education to attract parents	4 307.9 (79.4%)	648.3 (12.0%)	468.1 (8.6%)	5 424.3 (100.0%)
在設計課程給不同能力和性格取向的學生方面，擁有更大的自主權 Have greater freedom in designing their curriculum to cater for the different abilities and aptitudes of their students	4 280.9 (78.9%)	579.1 (10.7%)	564.2 (10.4%)	5 424.3 (100.0%)
直資學校的出現鼓勵了學校之間的良性競爭 The presence of DSS schools promoted healthy competition among schools	4 219.3 (77.8%)	712.7 (13.1%)	492.3 (9.1%)	5 424.3 (100.0%)

**表 3.1/** 按是否同意「一條龍」學校加強小學和中學在課程上的連貫性劃分的十八歲及以上人士數目  
**Table 3.1/** Persons aged 18 and over by whether agreed that “Through-train” schools enhanced continuity in the curriculum between primary and secondary schools

是否同意「一條龍」學校加強小學和中學在課程上的連貫性 Whether agreed that “Through-train” schools enhanced continuity in the curriculum between primary and secondary schools	人數 No. of persons ('000)	百分比 %
非常同意/同意 Strongly agreed / agreed	4 306.0	79.4
不同意/非常不同意 Disagreed / strongly disagreed	794.7	14.7
無意見 No comment	323.5	6.0
總計 Total	5 424.3	100.0

**表 3.1m** 按若有子女就讀小學，會否送子女到「一條龍」學校就讀劃分的十八歲及以上人士數目

**Table 3.1m** Persons aged 18 and over by whether they would send their children to study in a “Through-train” school if they had children studying in primary schools

若有子女就讀小學，會否送子女到「一條龍」學校就讀		
Whether they would send their children to study in a “Through-train” school if they had children studying in primary schools	人數 No. of persons (’000)	百分比 %
會 Yes	4 069.3	75.0
不會 No	459.7	8.5
無意見 No comment	895.3	16.5
總計 Total	5 424.3	100.0

**表 3.1n** 按是否同意讓六成中學畢業生接受專上教育已足夠應付經濟發展的需要劃分的十八歲及以上人士數目

**Table 3.1n** Persons aged 18 and over by whether agreed that 60% of the secondary school leavers could receive post-secondary education would be sufficient to meet the economic development

是否同意讓六成中學畢業生接受專上教育已足夠 應付經濟發展的需要 Whether agreed that 60% of the secondary school leavers could receive post-secondary education would be sufficient to meet the economic development	人數 No. of persons (‘000)	百分比 %
非常同意/同意 Strongly agreed / agreed	3 110.7	57.3
不同意/非常不同意 Disagreed / strongly disagreed	1 869.1	34.5
無意見 No comment	444.4	8.2
總計 Total	5 424.3	100.0

**表 3.1o 按對支援持續教育和增加接受專上教育課程機會的意見劃分的十八歲及以上人士數目**  
**Table 3.1o Persons aged 18 and over by views on supporting continuing education and increasing post-secondary education opportunities**

	對支援持續教育和增加接受 專上教育課程機會的意見 views on supporting continuing education and increasing post-secondary education opportunities			
	非常同意/ 同意 Strongly agreed / agreed	不同意/ 非常不同意 Disagreed / strongly disagreed	無意見 No comment	總計 Total
	人數 No. of persons (‘000)	人數 No. of persons (‘000)	人數 No. of persons (‘000)	人數 No. of persons (‘000)
支援持續教育和增加接受專上教育課程 機會 Supporting continuing education and increasing post-secondary education opportunities				
爲了保證持續教育的質素，政府應該爲 課程及提供課程的機構訂立一套客觀 的質素指標，以及提供清晰的資料讓 公眾了解他們的水平 There should be a set of objective benchmarks of qualifications and clear information on standard of courses and course providers in the continuing education sector	4 739.7 (87.4%)	303.7 (5.6%)	380.8 (7.0%)	5 424.3 (100.0%)
提供清晰的課程和進修途徑資料，可以 鼓勵更多人參與持續教育和終身學習 The provision of clear information on courses and the progression pathways will encourage the pursuit of continuing education and lifelong learning	4 731.9 (87.2%)	363.2 (6.7%)	329.2 (6.1%)	5 424.3 (100.0%)
爲全日制自資專上課程提供詳細的評審資 料，可幫助學生揀選理想的持續進修途 徑 Detailed information on accredited full-time self-financed post-secondary programmes facilitated students in their pursuit of continuing education	4 638.4 (85.5%)	390.1 (7.2%)	395.8 (7.3%)	5 424.3 (100.0%)
教育機構間的學分轉移和資格互相認方便 學生作持續進修 Transfer of credits between further education institutions and mutual recognition of qualifications facilitated students in their pursuit of continuing education	4 559.2 (84.1%)	460.8 (8.5%)	404.3 (7.5%)	5 424.3 (100.0%)

**表 3.1p** 按年齡/性別及是否同意政府現時在推動持續教育方面的工作已經足夠劃分的十八歲及以上人士數目  
**Table 3.1p** Persons aged 18 and over by age / sex and whether agreed that the current effort of the Government in promoting continuing education was sufficient

年齡組別/性別 Age group / Sex	是否同意政府現時在推動持續教育方面的工作已經足夠 Whether agreed that the current effort of the Government in promoting continuing education was sufficient			
	非常同意/ 同意 Strongly agreed / agreed	不同意/ 非常不同意 Disagreed / strongly disagreed	無意見 No comment	總計 Total
	人數 No. of persons (‘000)	人數 No. of persons (‘000)	人數 No. of persons (‘000)	人數 No. of persons (‘000)
年齡組別 Age group				
18 - 29	536.9 (52.2%)	463.0 (45.0%)	27.9 (2.7%)	1 027.8 (100.0%)
30 - 39	612.5 (56.6%)	426.6 (39.4%)	42.7 (3.9%)	1 081.7 (100.0%)
40 - 49	735.1 (55.2%)	526.9 (39.6%)	70.1 (5.3%)	1 332.1 (100.0%)
50 - 59	510.6 (54.0%)	358.2 (37.9%)	77.5 (8.2%)	946.3 (100.0%)
≥ 60	575.2 (55.5%)	302.9 (29.2%)	158.3 (15.3%)	1 036.3 (100.0%)
性別 Sex				
男 Male	1 456.4 (55.1%)	1 030.2 (39.0%)	157.0 (5.9%)	2 643.7 (100.0%)
女 Female	1 513.8 (54.4%)	1 047.3 (37.7%)	219.5 (7.9%)	2 780.6 (100.0%)
合計 Overall	2 970.2 (54.8%)	2 077.6 (38.3%)	376.5 (6.9%)	5 424.3 (100.0%)

## 4 執行贍養費命令的情況 Enforcement of maintenance order

### 引言

4.1 在每個接受訪問的住戶中，統計員訪問所有曾經離婚/分居的十六歲及以上人士，以搜集有關執行贍養費命令(以下簡稱為「贍養令」)的情況的資料。

4.2 在是項統計調查中，目標受訪者被問到有否向法庭申請/打算向法庭申請贍養令。該些沒有申請或不打算申請贍養令的受訪者會再被問到沒有申請或不打算申請贍養令的原因，包括有否與前配偶私下達成協議，由後者提供贍養費(以下簡稱為「贍養費協議」)。至於那些已成功獲取贍養令或已與前配偶達成贍養費協議的受訪者，則被問到他們是否已全數收取贍養費款項；若沒有，他們有否採取任何法律行動追討贍養費欠款。

### 概念及定義

4.3 就是項統計調查而言，「離婚/分居人士」是指曾經離婚/分居的十六歲及以上人士，不論他們在統計時有否再婚。

### 專題訪問的主要結果

4.4 根據是項統計調查的結果，在統計時約有 227 100 名曾經離婚/分居的十六歲及以上人士，佔香港所有十六歲及以上人士的 4.0%。下表載列了按申請贍養令的情況及有否與前配偶達成贍養費協議劃分的離婚/分居人士數目。

### INTRODUCTION

4.1 Within each enumerated household, all persons aged 16 and over who had been divorced / separated were interviewed for the purpose of the survey on enforcement of maintenance order.

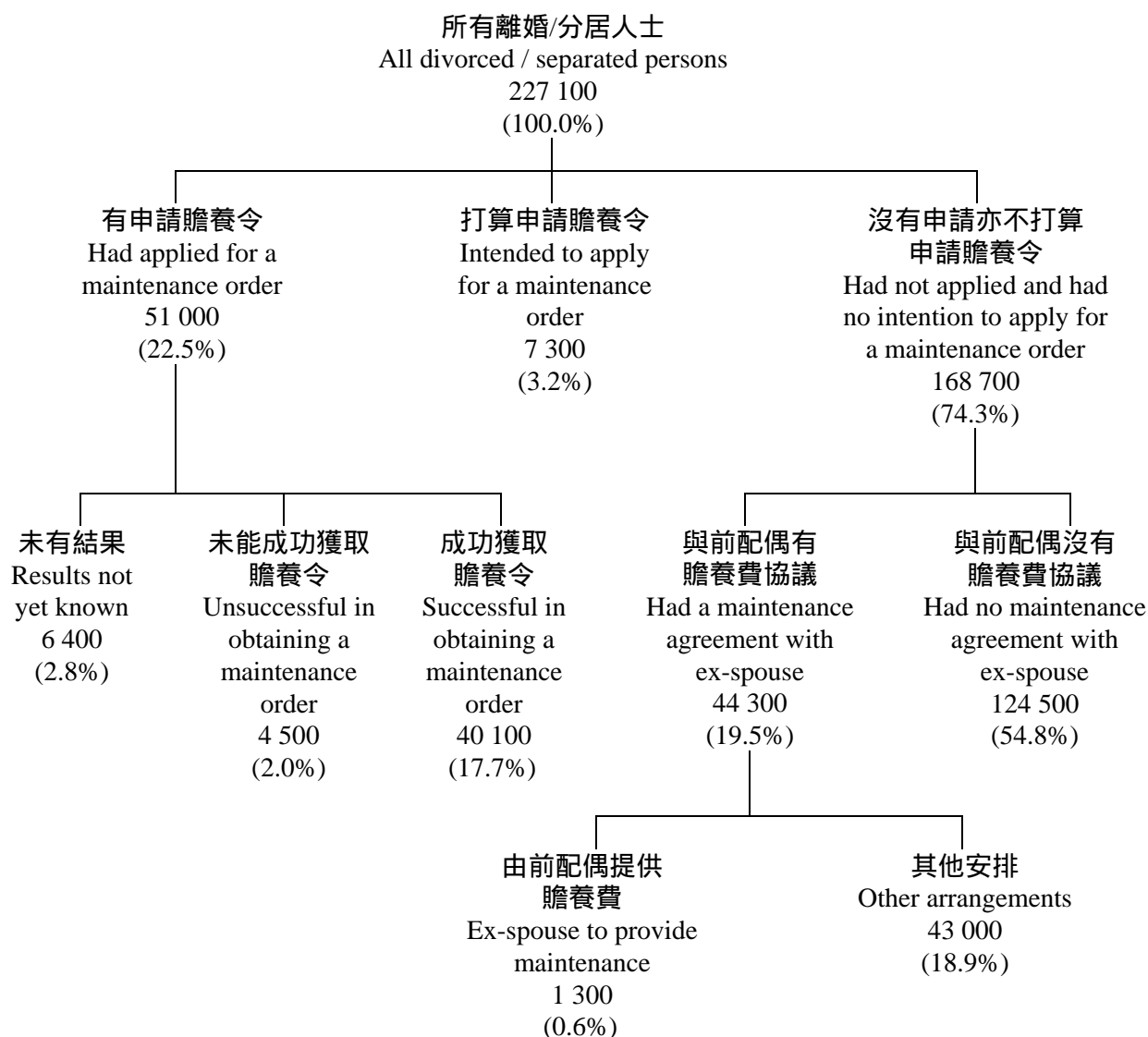
4.2 In this survey, the target respondents were asked whether they had applied / intended to apply for a maintenance order from the court and if not, the reasons for not doing so, including whether they had an agreement in private with their ex-spouse that the latter would provide them with maintenance (hereafter referred to as “maintenance agreement”). For those respondents who either had successfully obtained a maintenance order or had a maintenance agreement with their ex-spouse, they were asked whether they had received the maintenance payment in full and if not, whether they had taken any legal action to recover the arrears of maintenance.

### CONCEPTS AND DEFINITIONS

4.3 For the purpose of this survey, “divorced / separated persons” referred to persons aged 16 and over who had been divorced / separated, regardless of whether they had been re-married at the time of enumeration.

### MAJOR FINDINGS OF THE ENQUIRY

4.4 It was estimated that some 227 100 persons aged 16 and over had been divorced / separated at the time of enumeration, constituting 4.0% of all persons aged 16 and over in Hong Kong. An overview of the number of divorced / separated persons analysed by their status of application for a maintenance order and whether they had a maintenance agreement with their ex-spouse was presented below.



註釋：括號內的數字顯示在所有離婚/分居人士中所佔的百分比。

Note: Figures in brackets represent the percentages in respect of all divorced / separated persons.

### 有否申請/打算申請贍養令

4.5 在該 227 100 名離婚/分居人士中，51 000 人(22.5%)有向法庭申請贍養令，而 7 300 人(3.2%)則打算申請。大部分離婚/分居人士(168 700 人或 74.3%)既無申請也不打算申請贍養令。(圖 4.1 及表 4.1)

### Whether had applied / intended to apply for a maintenance order

4.5 Of the 227 100 divorced / separated persons, 51 000 (22.5%) had applied for a maintenance order from the court while 7 300 (3.2%) intended to do so. The majority (168 700 persons or 74.3%) of the divorced / separated persons had neither applied nor intended to apply for a maintenance order. (Chart 4.1 and Table 4.1)

### 年齡及性別

4.6 按年齡組別分析，有申請/打算申請贍

### Age and sex

4.6 Analysed by age group, the percentage of divorced / separated persons who had applied /



養令人士所佔的百分比在十六至三十四歲的離婚/分居人士中最高，達 35.0%。其次是三十五至四十四歲(32.6%)及四十五至五十四歲的離婚/分居人士(27.8%)。(表 4.1)

4.7 在男性離婚/分居人士中，有申請/打算申請贍養令的百分比為 5.0%，顯著較女性的相應百分比(38.9%)為低。(表 4.1)

*有否與前配偶達成贍養費協議，並按既無申請也不打算申請贍養令的原因進一步分析*

4.8 在該 168 700 名既無申請也不打算申請贍養令的人士中，1 300 人(0.8%)表示他們已與前配偶達成贍養費協議。至於餘下 167 400 名(99.2%)沒有與前配偶訂定有關協議的人士被問到為何既無申請也不打算申請贍養令時，最多人提供的理由是「沒有需要」(佔該 167 400 人的 45.1%)。其他原因包括「雙方同意不需要提供贍養費予對方」(23.4%)、「認為男方不應收取贍養費」(16.6%)及「前配偶無能力支付贍養費」(12.4%)。(表 4.2)

4.9 按性別分析，較多男性離婚/分居人士表示既無申請也不打算申請贍養令的原因包括「沒有需要」(佔既無申請也不打算申請贍養令以及沒有與前配偶達成贍養費協議的男性離婚/分居人士的 46.2%)，「認為男方不應收取贍養費」(33.0%)以及「雙方同意不需要提供贍養費予對方」(24.9%)。女性較多表示既無申請也不打算申請贍養令的原因為「沒有需要」(佔有關人士的 44.0%)，其次為「雙方同意不需要提供贍養費予對方」(21.9%)以及「前配偶無能力支付贍養費」(19.9%)。(表 4.2)

intended to apply for a maintenance order was the highest among those aged 16 - 34, at 35.0%. This was followed by divorced / separated persons aged 35 - 44 (32.6%) and those aged 45 - 54 (27.8%). (Table 4.1)

4.7 The percentage of male divorced / separated persons who had applied / intended to apply for a maintenance order was 5.0% significantly lower than that of their female counterpart (38.9%). (Table 4.1)

*Whether had a maintenance agreement with the ex-spouse, further analysed by reason for not applying or intending to apply for a maintenance order*

4.8 Of the 168 700 divorced / separated persons who had neither applied nor intended to apply for a maintenance order, 1 300 (0.8%) reported that they already had a maintenance agreement with their ex-spouse. For the remaining 167 400 persons (99.2%) who did not have such agreement with their ex-spouse nor intend to apply for a maintenance order, their most commonly cited reason for not doing so was “no such need” (cited by 45.1% of those 167 400 persons). Other reasons included “both parties agreed not to require each other to provide maintenance” (23.4%), “opined that men should not receive maintenance” (16.6%) and “the ex-spouse was unable to pay maintenance” (12.4%). (Table 4.2)

4.9 Analysed by sex, the most commonly reasons cited by male divorced / separated persons for not applying nor intending to apply for a maintenance order were “no such need” (cited by 46.2% of the male divorced / separated persons who had neither applied nor intended to apply for a maintenance order and did not have a maintenance agreement with their ex-spouse), “opined that men should not receive maintenance” (33.0%), and “both parties agreed not to require each other to provide maintenance” (24.9%). The most commonly reasons cited by their female counterpart for not applying nor intending to apply for a maintenance order were “no such need” (cited by 44.0% of the persons concerned), followed by “both parties agreed not to require each other to provide maintenance” (21.9%), and “the ex-spouse was unable to pay maintenance”(19.9%). (Table 4.2)

**是否成功獲取贍養令**

4.10 在該 51 000 名有申請贍養令的離婚/分居人士中，大部分(78.6%)成功獲取贍養令，而 8.8%則未能成功獲取贍養令。至於其餘 12.6%人士的申請則尚未有結果。(表 4.3)

4.11 在已得悉申請贍養令結果的人士中，女性離婚/分居人士成功獲取贍養令的比率為 91.0%，較男性的相應比率(72.1%)為高。(表 4.3)

**贍養令的執行情況**

4.12 統計調查結果顯示，約 41 400 名離婚/分居人士可收取贍養費，包括 40 100 名成功獲取贍養令的人士及 1 300 名與前配偶有贍養費協議的人士。

*贍養費支付方式*

4.13 撇除 19 300 名象徵式收取前配偶一元的贍養費的離婚/分居人士，在餘下 22 200 名可收取贍養費的離婚/分居人士中，大部分(81.8%)表示其贍養費是以定期方式收取，而 18.2%則是以一次過方式收取。(表 4.4)

*是否已全數收取贍養費款項*

4.14 在該 22 200 名離婚/分居人士中，約 50.3%(或 11 200 人)表示已全數收取贍養費款項，而 49.7%(或 11 000 人)則未能全數收取贍養費款項。(圖 4.2 及表 4.4)

*有否採取任何法律行動追討贍養費欠款*

4.15 在 11 000 名未能全數收取贍養費款項的離婚/分居人士中，只有 2 000 人(18.3%)採取了法律行動追討贍養費欠款，而其餘 9 000 人

**Whether successful in obtaining a maintenance order**

4.10 Of those 51 000 divorced / separated persons who had applied for a maintenance order, the majority (78.6%) were successful in obtaining the order while 8.8% were not successful. For the remaining 12.6%, the results of their applications were not yet known. (Table 4.3)

4.11 Among those who had already known the results of their applications for a maintenance order, the success rate for female divorced / separated persons was 91.0%, which was higher than their male counterpart (72.1%). (Table 4.3)

**Enforcement of maintenance order**

4.12 The survey results showed that 41 400 divorced / separated persons could receive maintenance, including 40 100 persons who had successfully obtained a maintenance order and 1 300 persons who had a maintenance agreement with their ex-spouse.

*Mode of maintenance payment*

4.13 Excluding the 19 300 divorced / separated persons who had obtained nominal maintenance of \$1 from their ex-spouse, the majority (81.8%) of the remaining 22 200 divorced / separated persons who could receive maintenance had their maintenance settled by periodic payments while 18.2% by a lump sum payment. (Table 4.4)

*Whether had received maintenance payment in full*

4.14 Among those 22 200 divorced / separated persons, 50.3% (or 11 200 persons) reported that they had received the maintenance payment in full while 49.7% (or 11 000 persons) reported the opposite. (Chart 4.2 and Table 4.4)

*Whether had taken any legal action to recover the arrears of maintenance*

4.15 For those 11 000 divorced / separated persons who had not received maintenance payment in full, only 2 000 (18.3%) had taken

(81.7%)則沒有採取任何法律行動。(圖 4.2 及表 4.5)

#### 沒有採取任何法律行動的原因

4.16 該 9 000 名離婚/分居人士被問到為何沒有採取任何法律行動時，最多人提供的原因是「前配偶無能力支付贍養費」(佔該 9 000 人的 45.9%)。其他原因包括「認為前配偶不會支付贍養費」(27.6%)、「提出法律訴訟的程序太繁複」(24.6%)、「經濟上沒有問題亦沒有迫切需要追討贍養費」(21.1%)、「未能聯絡前配偶」(15.9%)及「沒有時間」(13.6%)。(表 4.5)

legal action to recover the arrears of maintenance while the remaining 9 000 persons (81.7%) had not. (Chart 4.2 and Table 4.5)

#### *Reason for not taking any legal action*

4.16 For those 9 000 divorced / separated persons who had not taken any legal action, the most commonly cited reason for not doing so was “the ex-spouse was unable to pay maintenance” (accounting for 45.9% of those 9 000 persons). Other reasons included “believed that the ex-spouse would not pay maintenance” (27.6%), “application procedures for legal proceedings too complicated” (24.6%), “had no financial problem and no urgent need to recover the maintenance in default” (21.1%), “unable to contact the ex-spouse” (15.9%) and “could not afford the time” (13.6%). (Table 4.5)

圖 4.1 按有否申請/打算申請贍養令劃分的離婚/分居人士的百分比分布  
Chart 4.1 Percentage distribution of divorced / separated persons by whether had applied / intended to apply for a maintenance order

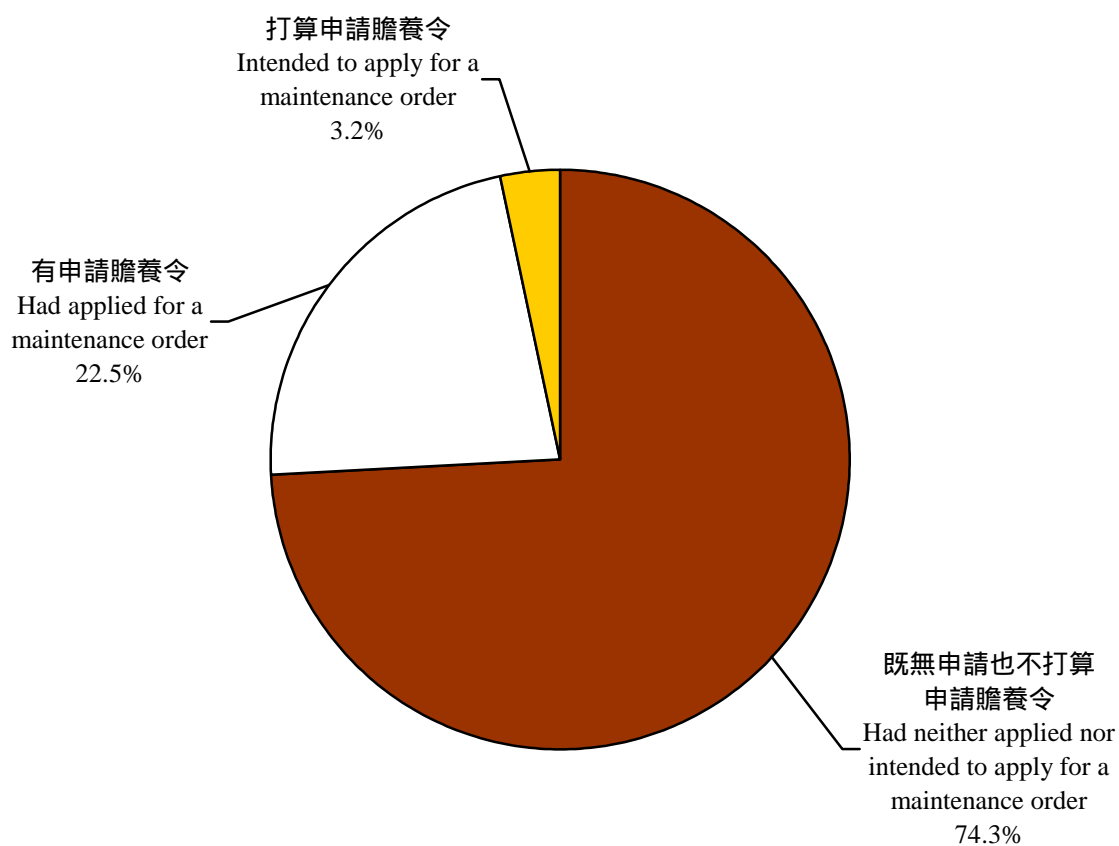
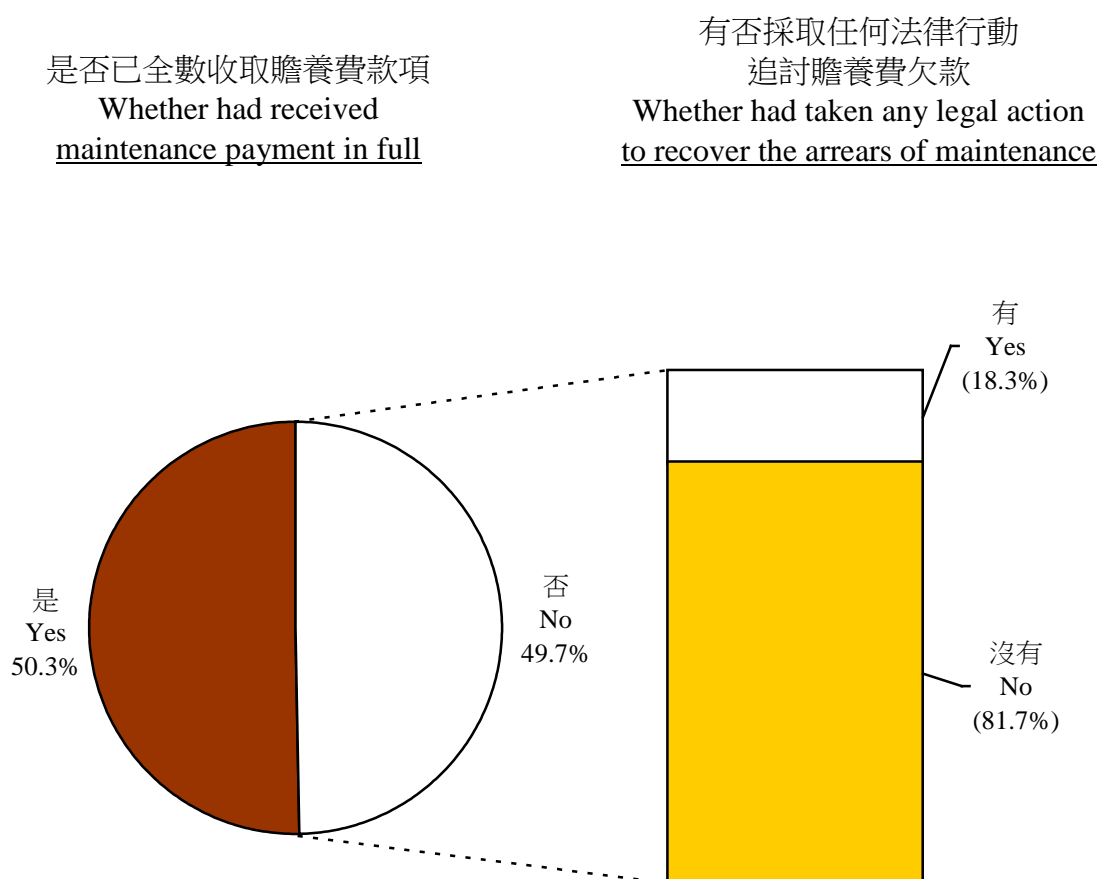


圖 4.2 按是否已全數收取贍養費款項及有否採取任何法律行動追討贍養費欠款劃分的可收取贍養費的離婚/分居人士\*的百分比分布  
 Chart 4.2 Percentage distribution of divorced / separated persons who could receive maintenance\* by whether had received maintenance payment in full and whether had taken any legal action to recover the arrears of maintenance



註釋：\* 不包括象徵式收取前配偶一元的贍養費的離婚/分居人士。

Notes: \* Excluding those divorced / separated persons who received nominal maintenance of \$1 from their ex-spouse.

括號內的數字顯示在所有未能全數收取贍養費款項的離婚/分居人士中所佔的百分比。

Figures in brackets represent the percentages in respect of all divorced / separated persons who had not received maintenance payment in full.

**表 4.1 按年齡/性別及有否申請/打算申請贍養令劃分的離婚/分居人士數目**  
**Table 4.1 Divorced / separated persons by age / sex and whether had applied / intended to apply for a maintenance order**

年齡組別/性別 Age group / Sex	有否申請/打算申請贍養令 Whether had applied / intended to apply for a maintenance order					
	有申請/打算申請 Had applied / intended to apply		沒有申請 亦不打算申請 Had neither applied nor intended to apply		總計 Total	
	人數 No. of persons ('000)	百分比 %	人數 No. of persons ('000)	百分比 %	人數 No. of persons ('000)	百分比 %
年齡組別 Age group						
16 - 34	5.3	35.0	9.8	65.0	15.1	100.0
35 - 44	24.1	32.6	49.8	67.4	73.9	100.0
45 - 54	22.1	27.8	57.3	72.2	79.3	100.0
≥ 55	6.9	11.8	51.9	88.2	58.8	100.0
性別 Sex						
男 Male	4.4	5.0	83.9	95.0	88.3	100.0
女 Female	54.0	38.9	84.8	61.1	138.8	100.0
合計 Overall	58.4	25.7	168.7	74.3	227.1	100.0

**表 4.2 按性別以及有否與前配偶達成贍養費協議，以及既無申請也不打算申請贍養令的原因劃分的既無申請也不打算申請贍養令的離婚/分居人士數目**  
**Table 4.2 Divorced / separated persons who had neither applied nor intended to apply for a maintenance order by sex and whether had a maintenance agreement with the ex-spouse, further analysed by reason for not applying nor intending to apply for a maintenance order**

有否與前配偶達成贍養費協議 既無申請也不打算申請贍養令的原因 <sup>#</sup> Whether had a maintenance agreement with the ex-spouse Reason for not applying nor intending to apply for a maintenance order <sup>#</sup>	男 Male		女 Female		合計 Overall	
	人數 No. of persons (‘000)	百分比 %	人數 No. of persons (‘000)	百分比 %	人數 No. of persons (‘000)	百分比 %
有 Yes	-	-	1.3	1.5	1.3	0.8
沒有 <sup>#</sup> No <sup>#</sup>	83.9	100.0	83.5	98.5	167.4	99.2
沒有需要 No such need	38.7	(46.2)	36.8	(44.0)	75.5	(45.1)
雙方同意不需要提供贍養費予對方 Both parties agreed not to require each other to provide maintenance	20.9	(24.9)	18.3	(21.9)	39.2	(23.4)
認為男方不應收取贍養費 Opined that men should not receive maintenance	27.7	(33.0)	-	(-)	27.7	(16.6)
前配偶無能力支付贍養費 The ex-spouse was unable to pay maintenance	4.2	(5.0)	16.7	(19.9)	20.8	(12.4)
經濟環境較前配偶好 Had better financial condition than the ex-spouse	4.7	(5.6)	7.3	(8.7)	12.0	(7.2)
認為前配偶不會支付贍養費 Believed that the ex-spouse would not pay maintenance	1.3	(1.6)	8.5	(10.1)	9.8	(5.8)
未能聯絡前配偶 Unable to contact the ex-spouse	3.0	(3.5)	6.5	(7.8)	9.4	(5.6)
與前配偶達成協議提供贍養費予對方 Had a maintenance agreement with the ex-spouse that maintenance would be provided for the ex-spouse	3.7	(4.5)	-	(-)	3.7	(2.2)
其他 Others	3.2	(3.8)	8.6	(10.3)	11.8	(7.0)
總計 Total	83.9	100.0	84.8	100.0	168.7	100.0

註釋：# 可選擇多項答案。

Notes：# Multiple answers were allowed.

括號內的數字顯示在個別性別組別內所有既無申請也不打算申請贍養令並且沒有與前配偶達成贍養費協議的離婚/分居人士中所佔的百分比。

Figures in brackets represent the percentages in respect of all divorced / separated persons in the respective sex groups who had neither applied nor intended to apply for a maintenance order and did not have a maintenance agreement with their ex-spouse.

**表 4.3 按是否成功獲取贍養令及性別劃分的申請贍養令的離婚/分居人士數目**  
**Table 4.3 Divorced / separated persons who had applied for a maintenance order by whether had successfully obtained a maintenance order and sex**

	男 Male		女 Female		合計 Overall	
	人數 No. of persons (‘000)	百分比 %	人數 No. of persons (‘000)	百分比 %	人數 No. of persons (‘000)	百分比 %
是否成功獲取贍養令 Whether had successfully obtained a maintenance order						
是 Yes	1.7	56.7 (72.1)	38.4	80.0 (91.0)	40.1	78.6 (90.0)
否 No	0.7 <sup>^</sup>	21.9 (27.9)	3.8	7.9 (9.0)	4.5	8.8 (10.0)
未有結果 Results not yet known	0.7 <sup>^</sup>	21.4	5.8	12.0	6.4	12.6
總計 Total	3.1	100.0	48.0	100.0	51.0	100.0

註釋：<sup>^</sup> 估計只基於少數的觀察值所得，故須謹慎闡釋。

括號內的數字顯示在個別性別組別內所有申請了贍養令並且已知道申請結果的離婚/分居人士中所佔的百分比。

Notes: <sup>^</sup> The estimate is based on only a small number of observations and thus should be interpreted with caution.

Figures in brackets represent the percentages in respect of all divorced / separated persons in the respective sex groups who had applied for a maintenance order and had already known the results of their application.



**表 4.4 按贍養費支付方式/是否已全數收取贍養費款項劃分的可收取贍養費的離婚/分居人士數目\***  
**Table 4.4 Divorced / separated persons who could receive maintenance\* by mode of maintenance payment / whether had received maintenance payment in full**

贍養費支付方式 是否已全數收取贍養費款項 Mode of maintenance payment Whether had received maintenance payment in full	人數 No. of persons (‘000)	百分比 %
贍養費支付方式 Mode of maintenance payment		
以定期方式收取 Periodic payments	18.1	81.8
以一次過方式收取 Lump sum payment	4.0	18.2
是否已全數收取贍養費款項 Whether had received maintenance payment in full		
是 Yes	11.2	50.3
否 No	11.0	49.7
總計 Total	22.2	100.0

註釋：\* 不包括 19 300 名象徵式收取前配偶一元的贍養費的離婚/分居人士。

Note: \* Excluding 19 300 divorced / separated persons who received nominal maintenance of \$1 from their ex-spouse.

**表 4.5 按有否採取任何法律行動追討贍養費欠款，以及沒有採取任何法律行動的原因劃分的未能全數收取贍養費款項的離婚/分居人士數目**  
**Table 4.5 Divorced / separated persons who had not received maintenance payment in full by whether had taken any legal actions to recover the arrears of maintenance, further analysed by reason for not taking any legal actions**

有否採取任何法律行動追討贍養費欠款/ 沒有採取任何法律行動的原因 <sup>#</sup>	人數 No. of persons (‘000)	百分比 %
有 Yes	2.0	18.3
沒有 <sup>#</sup> No <sup>#</sup>	9.0	81.7
前配偶無能力支付贍養費 <i>The ex-spouse was unable to pay maintenance</i>	4.1	(45.9)
認為前配偶不會支付贍養費 <i>Believed that the ex-spouse would not pay maintenance</i>	2.5	(27.6)
提出法律訴訟的程序太繁複 <i>Application procedures for legal proceedings too complicated</i>	2.2	(24.6)
經濟上沒有問題亦沒有迫切需要追討贍養費 <i>Had no financial problem and no urgent need to recover the arrears of maintenance</i>	1.9	(21.1)
未能聯絡前配偶 <i>Unable to contact the ex-spouse</i>	1.4	(15.9)
沒有時間 <i>Could not afford the time</i>	1.2	(13.6)
總計 Total	11.0	100.0

註釋：# 可選擇多項答案。

Notes：# Multiple answers were allowed.

括號內的數字顯示在所有沒有採取任何法律行動追討贍養費欠款的離婚/分居人士中所佔的百分比。

Figures in brackets represent the percentages in respect of all divorced / separated persons who had not taken any legal action to recover the arrears of maintenance.

# 附錄一：統計調查方法

## Appendix 1 : Survey methodology

### 統計調查的涵蓋範圍及樣本設計

主題性住戶統計調查涵蓋全港陸上非住院人口。以下類別人士並不包括在內：

- (a) 公共機構/社團院舍的住院人士；及
- (b) 水上居民。

這項統計調查的涵蓋範圍約佔居港人口(包括常住居民<sup>1</sup>及流動居民<sup>2</sup>)的99%。

2. 這項統計調查是以屋宇單位的樣本作依據。該樣本是從全港所有供居住用途及只部分作居住用途的永久性屋宇單位和小區內的屋宇單位中，以一個根據科學方法設計的抽樣系統選出。抽樣單位包括在已建設地區內的永久性屋宇單位及在非建設地區內的小區。

3. 主題性住戶統計調查採用政府統計處設立的屋宇單位框作為抽樣框，當中包括兩部分：(i) 屋宇單位檔案庫和(ii) 小區檔案庫。屋宇單位檔案庫載有在已建設地區內所有永久性屋宇單位地址的電腦化紀錄，包括市區、新市鎮和其他主要發展區。每個屋宇單位均以一個獨有的地址作識別，並詳列街道名稱、大廈名稱、層數和單位號碼。

<sup>1</sup> 「常住居民」包括兩類人士：(一)在統計時點之前的六個月內，在港逗留最少三個月，又或在統計時點之後的六個月內，在港逗留最少三個月的香港永久性居民，不論在統計時點他們是否身在香港；及(二)在統計時點身在香港的非永久性居民。

<sup>2</sup> 至於「流動居民」，是指在統計時點之前的六個月內，在港逗留最少一個月但少於三個月，又或在統計時點之後的六個月內，在港逗留最少一個月但少於三個月的香港永久性居民，不論在統計時點他們是否身在香港。

### Survey coverage and sample design

The Thematic Household Survey (THS) covers the land-based non-institutional population of Hong Kong. The following categories of people are excluded :

- (a) inmates of institutions; and
- (b) persons living on board vessels.

This survey covers about 99% of the Hong Kong Resident Population (i.e. including both Usual Residents<sup>1</sup> and Mobile Residents<sup>2</sup>).

2. The THS is based on a sample of quarters selected from all permanent quarters and quarters in segments which are for residential and partially residential purposes in Hong Kong in accordance with a scientifically designed sampling scheme. The sampling units are permanent quarters in built-up areas and segments in non-built-up areas.

3. The THS makes use of the frame of quarters maintained by the Census and Statistics Department as the sampling frame. The frame consists of two parts : (i) Register of Quarters (RQ) and (ii) Register of Segments (RS). The RQ contains computerized records of all addresses of permanent quarters in built-up areas, including urban areas, new towns and other major developed areas. Each unit of quarters is identified by unique address with details such as street name, building name, floor number and flat number.

<sup>1</sup> “Usual Residents” include two categories of people: (1) Hong Kong Permanent Residents who have stayed in Hong Kong for at least three months during the six months before the reference time-point or for at least three months during the six months after the reference time-point, regardless of whether they are in Hong Kong or not at the reference time-point; and (2) Hong Kong Non-permanent Residents who are in Hong Kong at the reference time-point.

<sup>2</sup> As for “Mobile Residents”, they are Hong Kong Permanent Residents who have stayed in Hong Kong for at least one month but less than three months during the six months before the reference time-point or for at least one month but less than three months during the six months after the reference time-point, regardless of whether they are in Hong Kong or not at the reference time-point.

4. 小區檔案庫載有在非建設地區內的小區的紀錄，有關紀錄以相對較永久和可辨認的標記(例如小徑和河流)來劃分。每個小區約有 10 個屋宇單位。由於在非建設地區內的屋宇單位未必有明確的地址，以致未能個別識認，故此以小區作為在非建設地區內的抽樣單位的安排是有必要的。

4. The RS contains records of segments in non-built-up areas which are delineated by relatively permanent and identifiable landmarks such as footpath and river. There are about 10 quarters in each segment. The use of segments as the sampling unit in non-built-up areas is necessary since the quarters in these areas may not have clear addresses and cannot readily be identified individually.

### 統計調查問卷

5. 每一輪的主題性住戶統計調查均採用獨立的問卷。就本報告書所包括的兩個專題而言，有關的問卷旨在分別搜集有關公眾對教育改革的意見，以及執行贍養費命令的情況等資料。

### Survey questionnaire

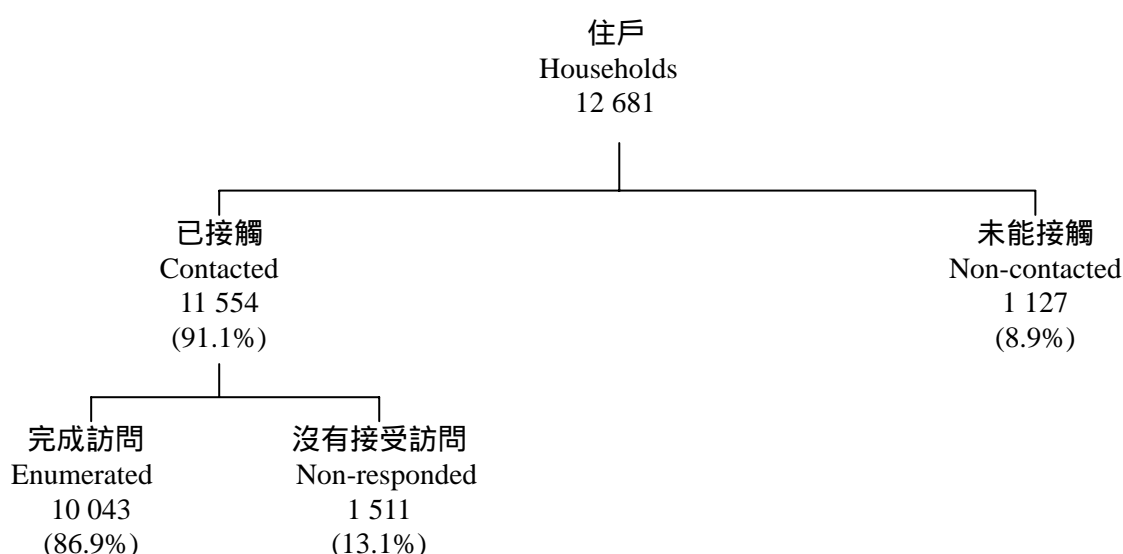
5. Independent questionnaire was adopted for each round of the Thematic Household Survey. Regarding the two topics covered in this report, the questionnaires concerned are designed to collect information on public views on education reform and enforcement of maintenance order respectively.

### 訪問結果

6. 就二零零五年十一月至二零零六年三月期間進行的主題性住戶統計調查而言，在有人居住的 12 606 個屋宇單位中，共有 12 681 個住戶。於該 12 681 個住戶中，成功訪問了 10 043 個住戶，回應率為 79%。統計調查的訪問結果概列如下：

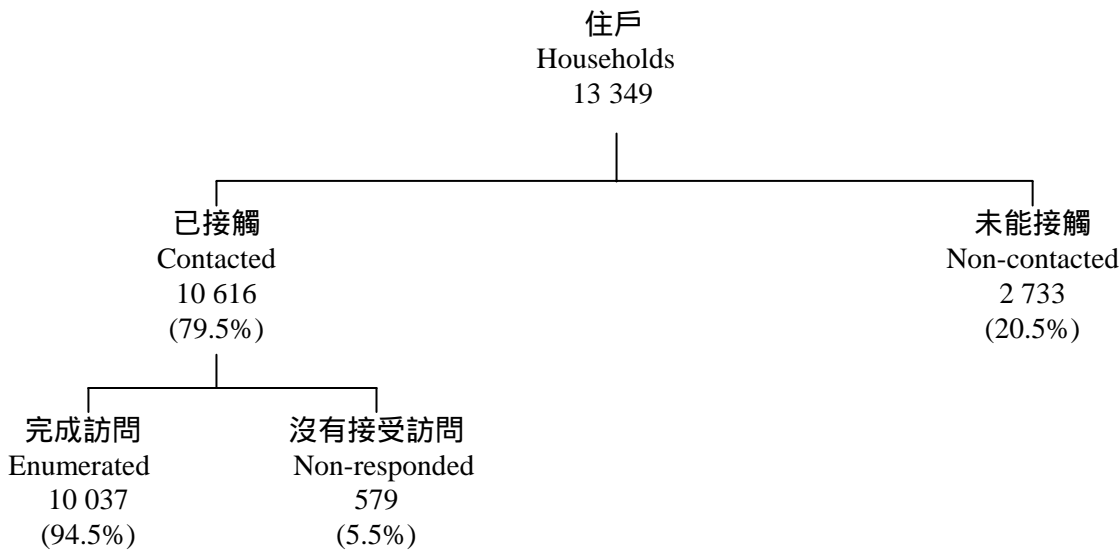
### Enumeration experience

6. Regarding the THS conducted during November 2005 - March 2006, a total of 12 681 households were found in the sample of 12 606 occupied quarters. Among those 12 681 households, 10 043 households had been successfully enumerated, constituting an overall response rate of 79%. The enumeration experience of the survey is summarized below:-



7. 就二零零六年六月至八月期間進行的主題性住戶統計調查而言，在有人居住的 13 092 個屋宇單位中，共有 13 349 個住戶。於該 13 349 個住戶中，我們成功訪問了 10 037 個住戶，回應率為 75%。統計調查的訪問結果概列如下：

7. Regarding the THS conducted during June - August 2006, a total of 13 349 households were found in the sample of 13 092 occupied quarters. Among those 13 349 households, 10 037 households had been successfully enumerated, constituting an overall response rate of 75%. The enumeration experience of the survey is summarized below:-



**估計的可靠性**

**Reliability of the estimates**

8. 主題性住戶統計調查的結果受抽樣誤差和非抽樣誤差的影響。本報告書所載的估計是根據一個特定樣本所得的資料編製。以同樣的抽樣方式，可抽選出許多大小相同的可能樣本，而是項統計調查的樣本為眾多樣本的其中之一。由於每次抽選的樣本都會略有不同，因此不同樣本得出的估計亦互有差異。「抽樣誤差」正是計算這些差異的統計量數，可用以量度從一個特定樣本所得的估計，在估算總體數據方面的精確程度。

8. Results of the THS are subject to sampling error and non-sampling error. The estimates contained in this report were based on information obtained from a particular sample, which was one of a large number of possible samples that could be selected using the same sample design. By chance, estimates derived from different samples would differ from each other. The 'sampling error' is a measure of these variations and is thus a measure of the precision with which an estimate derived from a particular sample would approximate the population parameter to be measured.

9. 由於本報告書所載列的估計有抽樣誤差，寫作零的數字，可能是一個小數值的數字，而並非是零。這些估計須謹慎闡釋。

9. It should be noted that since all estimates contained in this report are subject to sampling error, a zero figure may mean a non-zero figure of a small magnitude. These estimates should be interpreted with caution.

10. 在比較本報告書所載列各種變數的估計的精確程度時，可採用離中系數。離中系數的計算方法，是將標準誤差除以有關估計，再

10. For comparing the precision of the estimates of various variables contained in this report, the *coefficient of variation* (CV) can be used. CV is obtained by expressing the *standard*

以百分比表示。標準誤差是根據統計原理所訂的公式計算。一般來說，標準誤差與總體內各元素的變異、樣本規模和樣本設計相關。

*error* (SE) as a percentage of the estimate to which it refers. In turn, the SE is computed according to a formula which is established on the basis of statistical theory. Generally speaking, the SE is related to the variability of the elements in the population, the size of the sample and the sample design adopted for the survey.

11. 本報告書所載列的選定變數的估計的離中系數如下：

11. The CV of the estimates of the selected variables presented in this report are given below :

變數 <u>Variable</u>	估計 <u>Estimate</u>	離中系數 <u>CV</u> (%)
非常同意/同意善用資訊科技以達至優質教育的五年策略能為學生提供更多學習機會並令他們更有效地學習的十八歲及以上人士佔全香港所有十八歲及以上人士的百分比 Percentage of persons aged 18 and over who strongly agreed / agreed that the five-year strategy on the application of information technology for quality education had increased students' opportunity to learn and enabled them to learn effectively among all persons aged 18 and over in Hong Kong	87.3%	0.2
非常同意/同意「一條龍」學校可以促進小學和中學課程的連貫性的十八歲及以上人士佔全香港所有十八歲及以上人士的百分比 Percentage of persons aged 18 and over who strongly agreed / agreed that "Through-train" schools enhanced continuity in the curriculum between primary and secondary schools among all persons aged 18 and over in Hong Kong	79.4%	0.3
可收取贍養費的十六歲及以上離婚/分居人士佔全香港所有十六歲及以上曾離婚/分居人士的百分比 Percentage of divorced / separated persons aged 16 and over who could receive maintenance among all persons aged 16 and over who had ever been divorced / separated in Hong Kong.	18.2%	7.4

## 附錄二：曾出版的主題性住戶統計調查報告書

### Appendix 2 : Previously released Thematic Household Survey Reports

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#### 主題性住戶統計調查第一號報告書

中英文對照版

印刷版：港幣六十元，下載版：免費

(統計期間：4/2000-6/2000)

- 有關就業機會的關注事項 – 現職情況
- 有關就業機會的關注事項 – 對事業的冀望
- 對自己創業的冀望
- 曾參加的培訓/再培訓課程
- 計劃參加的培訓/再培訓課程
- 對政府在經濟轉型時期所擔當角色的期望

#### Thematic Household Survey Report No. 1

Bilingual version

Print version: HK\$60, Download version: Free

(Survey period: 4/2000-6/2000)

- Concerns on employment opportunities – current situation
- Concerns on employment opportunities – career aspirations
- Aspirations for setting up own business
- Training / retraining courses attended
- Plan for attending training / retraining courses
- Expectations for the role of the Government under the economic transformation

#### 主題性住戶統計調查第二號報告書

中英文對照版

印刷版：港幣六十六元，下載版：免費

(統計期間：1/2000-3/2000)

- 個人電腦及互聯網的普及程度
- 個人電腦的使用情況
- 互聯網服務的使用情況
- 對中文輸入法的認識及使用情況
- 電子商業服務的使用情況
- 對「公共服務電子化計劃」的認識
- 對資訊科技發展的意見

#### Thematic Household Survey Report No. 2

Bilingual version

Print version: HK\$66, Download version: Free

(Survey period: 1/2000-3/2000)

- Penetration of personal computer and Internet
- Usage of personal computer
- Usage of Internet service
- Knowledge and usage of Chinese input methods
- Usage of electronic business services
- Awareness of Electronic Service Delivery scheme
- Views on the development of information technology

#### 主題性住戶統計調查第三號報告書

中英文對照版

印刷版：港幣四十四元，下載版：免費

(統計期間：9/1999-11/1999)

- 香港居民的健康狀況
- 就醫情況
- 入住醫院情況
- 牙醫診治情況
- 使用中藥產品和食品情況

#### Thematic Household Survey Report No. 3

Bilingual version

Print version: HK\$44, Download version: Free

(Survey period: 9/1999-11/1999)

- Health status of Hong Kong residents
- Doctor consultation
- Hospitalization
- Dental consultation
- The usage of Chinese medical products and food

**主題性住戶統計調查第四號報告書**  
中英文對照版  
印刷版：港幣六十六元，下載版：免費  
(統計期間：10/1999-1/2000)

- 公眾對樓宇安全檢驗計劃的認識
- 公眾對緊急事故及天災的應變情況
- 公眾對申訴專員公署的認識
- 香港的少數族裔人士的特徵

**Thematic Household Survey Report No. 4**  
Bilingual version  
Print version: HK\$66, Download version: Free  
(Survey period: 10/1999-1/2000)

Public awareness of the Building Safety  
Inspection Scheme  
The public's responses to emergency incidents  
and natural disasters  
Public awareness of the Office of The  
Ombudsman  
The characteristics of the ethnic minorities in  
Hong Kong

**主題性住戶統計調查第五號報告書**  
中英文對照版  
印刷版：港幣五十二元，下載版：免費  
(統計期間：10/2000-11/2000)

- 吸煙情況
- 對《基本法》的認識
- 對聘請家庭傭工的意見
- 購買新鮮食品的情況

**Thematic Household Survey Report No. 5**  
Bilingual version  
Print version: HK\$52, Download version: Free  
(Survey period: 10/2000-11/2000)

Pattern of cigarette smoking  
Understanding of the Basic Law  
Views on employment of domestic helpers  
Pattern of purchasing fresh food produce

**主題性住戶統計調查第六號報告書**  
中英文對照版  
印刷版：港幣五十四元，下載版：免費  
(統計期間：4/2001-6/2001)

- 個人電腦及互聯網的普及程度
- 對使用個人電腦及中文輸入法的認識
- 個人電腦的使用情況
- 互聯網服務的使用情況
- 電子商業服務的使用情況
- 對「公共服務電子化計劃」的認識

**Thematic Household Survey Report No. 6**  
Bilingual version  
Print version: HK\$54, Download version: Free  
(Survey period: 4/2001-6/2001)

Penetration of personal computer and Internet  
Knowledge of using personal computer and  
Chinese input methods  
Usage of personal computer  
Usage of Internet service  
Usage of electronic business services  
Awareness of Electronic Service Delivery  
scheme

**主題性住戶統計調查第七號報告書**  
中英文對照版  
印刷版：港幣五十二元，下載版：免費  
(統計期間：4/2001-6/2001)

- 在中國內地居住的意向及情況
- 執行支付贍養費命令的情況

**Thematic Household Survey Report No. 7**  
Bilingual version  
Print version: HK\$52, Download version: Free  
(Survey period: 4/2001-6/2001)

Aspiration and experience of taking up  
residence in the mainland of China  
Enforcement of order for payment of alimony



**主題性住戶統計調查第八號報告書**

中英文對照版

印刷版：港幣四十六元，下載版：免費

(統計期間：1/2001-5/2001)

- 香港居民的健康狀況
- 就醫情況
- 入住醫院情況
- 接受牙醫診治情況
- 僱主或機構提供醫療福利予僱員及個人購買醫療保險的情況

**Thematic Household Survey Report No. 8**

Bilingual version

Print version: HK\$46, Download version: Free

(Survey period: 1/2001-5/2001)

- Health status of Hong Kong residents
- Doctor consultation
- Hospitalization
- Dental consultation
- Provision of medical benefits by employers / companies and purchase of medical insurance by individuals

**主題性住戶統計調查第九號報告書**

中英文對照版

印刷版：港幣四十元，下載版：免費

(統計期間：3/2002-5/2002)

- 在香港以外地方就讀的香港學生
- 對家居廢物分類及回收的認識及參與的情況
- 長者的足部健康情況
- 對保險服務的需求及意見

**Thematic Household Survey Report No. 9**

Bilingual version

Print version: HK\$40, Download version: Free

(Survey period: 3/2002-5/2002)

- Hong Kong students studying outside Hong Kong
- Knowledge of and participation in source separation and recycling of domestic wastes
- Foot health of older persons
- Insurance needs and opinions on insurance services

**主題性住戶統計調查第十號報告書**

中英文對照版

印刷版：港幣五十四元，下載版：免費

(統計期間：5/2002-7/2002)

- 個人電腦及互聯網的普及程度
- 對使用個人電腦及中文輸入法的認識
- 個人電腦的使用情況
- 互聯網服務的使用情況
- 電子商業服務的使用情況
- 網上政府服務的使用情況
- 資訊保安

**Thematic Household Survey Report No. 10**

Bilingual version

Print version: HK\$54, Download version: Free

(Survey period: 5/2002-7/2002)

- Penetration of personal computer and Internet
- Knowledge of using personal computer and Chinese input methods
- Usage of personal computer
- Usage of Internet service
- Usage of electronic business services
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- Characteristics of dependent parents
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- Concerns on employment opportunities – current situation
- Concerns on employment opportunities – career aspiration
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- Engagement in job-related business activities in the Mainland
  
- Aspiration for working in the Mainland
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(Survey period: 12/2001-2/2002)

- Time use pattern
- Pattern of participation in unpaid activities
- Pattern of participation in social activities
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Penetration of personal computer and Internet  
Knowledge of using personal computer and  
Chinese input methods  
Usage of personal computer  
Usage of Internet service  
Usage of electronic business services  
Usage of online Government services  
Information technology security

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- 吸煙情況

**Thematic Household Survey Report No. 16**

Bilingual version

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Pattern of outbound travel  
Pattern of smoking

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**Thematic Household Survey Report No. 18**

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(Survey period: 5/2003-8/2003)

Experience of taking up residence in the  
Mainland  
Pattern of owning / renting residential  
properties in the Mainland  
Aspiration for taking up residence in the  
Mainland  
Aspiration for owning / renting residential  
properties in the Mainland

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Thematic Household Survey Report No. 23  
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Knowledge of using personal computer and  
Chinese input methods  
Usage of personal computer  
Usage of Internet service  
Usage of electronic business services  
Usage of electronic Government services  
Information technology security  
Pattern of playing electronic games

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Understanding of the Basic Law

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Thematic Household Survey Report No. 25  
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Experience of taking up residence in the  
Mainland  
Pattern of owning / renting residential  
properties in the Mainland  
Aspiration for taking up residence in the  
Mainland  
Aspiration for owning / renting residential  
properties in the Mainland

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Keeping of pets by households  
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resided in Hong Kong for less than 7 years  
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