

NEWS AND EDUCATION POLICY IN HONG KONG

Volume II Data and Appendixes

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Table For Chapter 1

Table 1.1 Advisory Bodies Related to Education and Manpower Bureau

Advisory Bodies	Sub-organisations
Advisory Committee on Teacher Education and Qualifications	
Board of Education	
Education Commission	
Labour Advisory Board	
Quality Education Fund Steering Committee	
Standing Committee on Language Education and Research	
Tertiary Education Advisory Bodies:	<ul style="list-style-type: none"><li data-bbox="823 1290 1230 1319">• University Grants Committee<li data-bbox="823 1323 1230 1386">• Hong Kong Council for Academic Accreditation<li data-bbox="823 1391 1230 1456">• Joint Committee on Student Finance

Source: The Education and Manpower Bureau (Jan 2002)

Table For Chapter 2

Table 2.1 1988 Circulation Data of Hong Kong Newspapers

Newspapers	Category	Other Feature	Circulation	Readership
<i>Oriental Daily News</i>	Popular	Chinese	*	2,551,000
<i>Apple Daily</i>	Popular	Chinese	406,666	1,780,000
<i>Ming Pao Daily News</i>	Elite	Chinese	85,699	285,000
<i>Sing Pao Daily News</i>	Popular	Chinese	*	241,000
<i>South China Morning Post</i>	Elite	English	117,563	206,000
<i>Tin Tin Daily News</i>	Popular	Chinese	*	158,000
<i>Hong Kong Daily News</i>	Popular	Chinese	*	157,000
<i>Sing Tao Daily</i>	Elite	Chinese	59,338	118,000
<i>Hong Kong Economic Times</i>	Elite	Chinese, Finance	68,123	101,000
<i>Hong Kong Economic Journal</i>	Elite	Chinese, Finance	63,120	62,000
<i>Hong Kong Commercial Daily</i>	Party	Chinese, Finance	*	*
<i>Hong Kong Standard</i>	Elite	English	*	*
<i>Ta Kung Pao</i>	Party	Chinese	*	*
<i>The Sun</i>	Popular	Chinese	*	*
<i>Wen Wei Po</i>	Party	Chinese	*	*

Source: Hong Kong Audit Bureau of Circulation (ABC) Ltd (July-December 1998) and ACNielsen; rearranged and catalogued in terms of the nature of each newspaper by Chan et al. (2000).

* Newspapers are either non-members of the ABC or there are no reported figures.

Table 2.2 2000 Circulation Data of Hong Kong Newspapers

Newspapers	Language	Nature	Circulation
<i>Oriental Daily News</i>	Chinese	Popular	*
<i>Apple Daily</i>	Chinese	Popular	379,311
<i>Ming Pao Daily News</i>	Chinese	Elite	95,010
<i>South China Morning Post</i>	English	Elite	110,609

Source: Data from Hong Kong Audit Bureau of Circulation (ABC) Ltd.

The figure in the circulation column is the average net circulation per issue during the period from 1 July-31 December 2000 in Hong Kong.

* *The Oriental Daily News* is either a non-member of the ABC or there is no reported figure.

Table 2.3 Media Workers' Evaluation of Media Credibility

Newspapers	2001	1996	1990
<i>Hong Kong Economic Journal</i>	7.63	7.38	7.42
<i>South China Morning Post</i>	7.47	7.20	7.72
<i>Ming Pao Daily News</i>	7.27	7.16	6.99
<i>Hong Kong Economic Times</i>	6.95	6.75	6.69
<i>Sing Tao Daily</i>	6.78	6.73	6.92
<i>Hong Kong Standard / imail</i>	6.44	6.55	6.58
<i>Sing Pao Daily News</i>	5.89	5.74	6.54
<i>Wen Wei Po</i>	5.52	4.69	5.09
<i>Ta Kung Pao</i>	5.44	4.66	5.13
<i>Hong Kong Commercial Daily</i>	5.42	4.9	4.99
<i>Oriental Daily News</i>	5.14	5.85	6.90
<i>Apple Daily</i>	5.08	5.03	Not started
<i>Hong Kong Daily News</i>	5.06	5.45	5.56
<i>The Sun</i>	4.45	Not started	Not started
<i>Tin Tin Daily News</i>	Closed	5.12	5.48

Note: Scores are scaled from 1 to 10; the higher the score, the higher the credibility.

The listed figures represent the average score.

Table 2.4 Citizens' Evaluation of Media Credibility

Newspapers	2001	1998	1997
<i>Ming Pao Daily News</i>	7.54	6.55	7.15
<i>Hong Kong Economic Journal</i>	7.34	6.36	6.60
<i>South China Morning Post</i>	7.24	6.58	7.18
<i>Sing Tao Daily</i>	7.13	6.07	6.73
<i>Hong Kong Economic Times</i>	6.96	6.31	6.79
<i>Hong Kong Standard / imail</i>	6.77	6.23	7.11
<i>Sing Pao Daily News</i>	6.48	5.82	6.39
<i>Wen Wei Po</i>	5.93	4.57	5.04
<i>Hong Kong Daily News</i>	5.92	5.48	6.05
<i>Hong Kong Commercial Daily</i>	5.87	4.74	5.42
<i>Oriental Daily News</i>	5.76	5.92	6.54
<i>Ta Kung Pao</i>	5.64	4.33	5.24
<i>Apple Daily</i>	5.15	5.67	6.24
<i>The Sun</i>	5.13	Not started	Not started
<i>Tin Tin Daily News</i>	Closed	5.18	5.95

Note: Scores are scaled from 1 to 10. The higher score indicates higher credibility. The listed figures are average scores.

Table 2.5 Total Collection of News Items

Newspapers	Data	Number of Items
Chinese	Electronic	1,656
	Hard copy	252
	Subtotal	1,908
English	Electronic only	492
Total		2,400

Table 2.6 Data Screening Results And Hit-Rate Of Database Search

Data	Newspapers	Number of Items	Hit-rate
Electronic Items	Chinese	1,656 Collected	
		874 Selected	53%
	English	492 Collected	
		259 Selected	53%
Total	2,148 Collected		
	1,133 Selected	53%	
Hard Copy Items		252 Items	
All Selected Items		1,385 Items	

Table 2.7 Coding Scheme

Dimensions	Indicators	Definition	Items for Coding
Basic information of news items		Publishing date	All items
		Source newspaper	All items
Newsworthiness of issue	Coverage size	Number of items	All items
		Word count	All items
	Coverage composition	Article types	All items
		Number of reports on front page	All items
Newsworthiness of news source	Number of quotes		All items
	Appearance in news	Whether a source directly quoted or paraphrased	All items
Interpretation of issue		<ul style="list-style-type: none"> • The measures focus on the themes of coverage • Title of news page is considered a part of issue definition 	Only peak month items

Chart And Tables For Chapter 4

Chart 4.1 Important Events and News Coverage of the Instruction Medium Issue

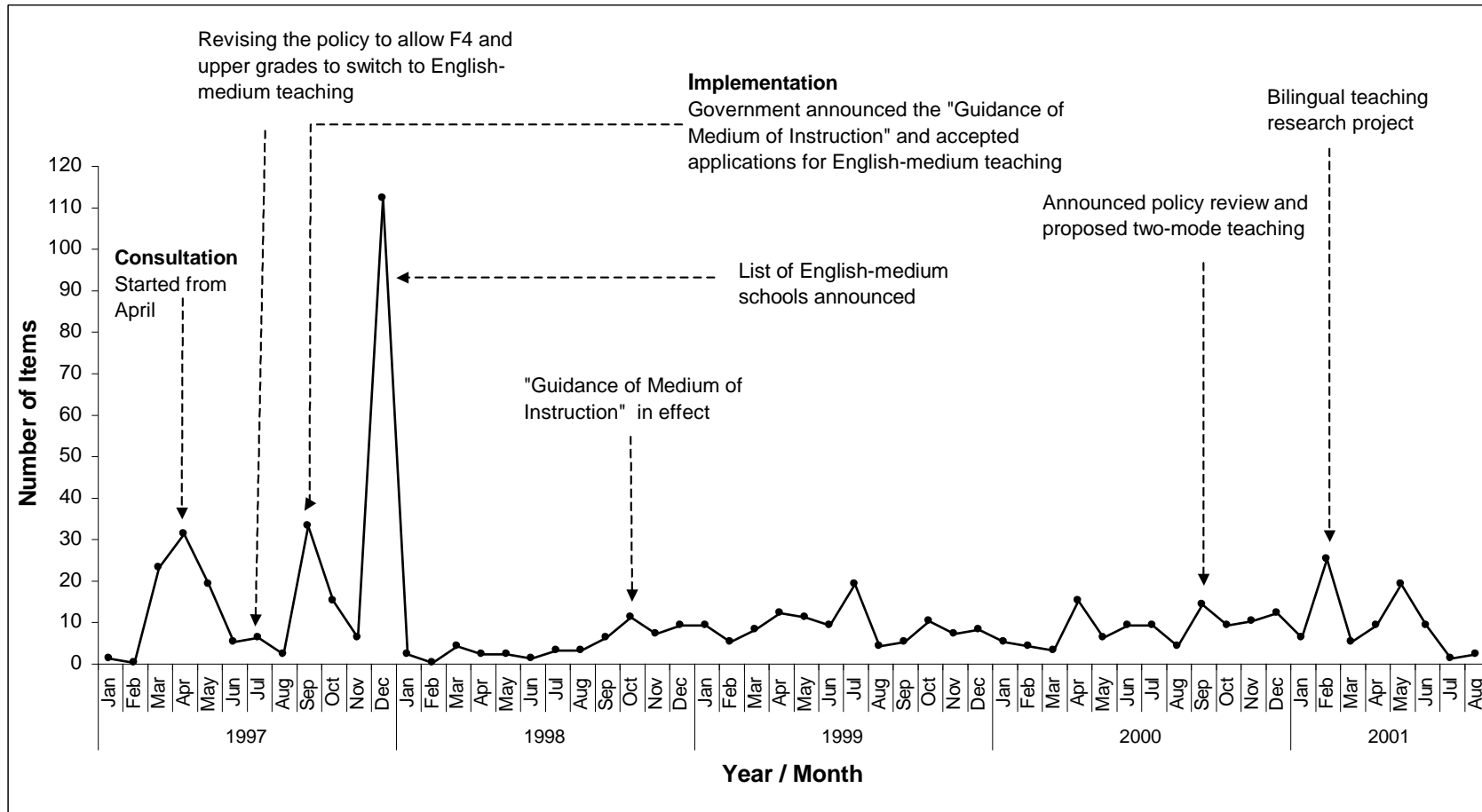


Table 4.1 Total Coverage of the Instruction Medium Issue

Indicators		Details		
Coverage Size	Number of Items		583 Items	42%
	Word Count		384,098 Words	43%
Coverage Composition	Article Types	News Reports	333 Items	57%
		Commentaries	149 Items	26%
		Letters-To-the-Editor	62 Items	11%
		Editorials	20 Items	3%
		Features	19 Items	3%
	News Sections	Front Page	7 Items	

Note: The percentages are rounded to the nearest whole number.

Table 4.2 Total Coverage of All Educational Issues Comparing Issues

Issues	Coverage Size	<i>Ming Pao Daily</i>		<i>Apple Daily</i>		<i>South China Morning Post</i>		<i>Oriental Daily</i>		Total	
Instruction Medium	Word Count	211,450	46%	89,001	40%	48,768	44%	34,879	36%	384098	43%
	Number of Items	273	44%	143	41%	107	41%	60	39%	583	42%
Benchmark Assessment	Word Count	120,948	26%	56,761	26%	19,281	18%	11,440	12%	208430	24%
	Number of Items	168	27%	95	27%	56	21%	18	12%	337	24%
School Placement	Word Count	59,904	13%	34,027	15%	20,705	19%	28,950	30%	143586	16%
	Number of Items	80	13%	50	14%	47	18%	41	27%	218	16%
University Funding	Word Count	41,338	9%	29,849	14%	15,875	15%	17,860	19%	104922	12%
	Number of Items	67	11%	50	14%	37	14%	28	18%	182	13%
Language Proficiency	Word Count	24,712	5%	11,532	5%	5,137	5%	2,918	3%	44299	5%
	Number of Items	32	5%	15	4%	12	5%	6	4%	65	5%
Total Word Count		458,352	100%	221,170	100%	109,766	100%	96,047	100%	885335	100%
Total Number of Items		620	100%	353	100%	259	100%	153	100%	1385	100%

Table 4.3 Total Coverage of All Educational Issues Comparing Newspapers

Issue	Coverage Size	<i>Ming Pao Daily</i>		<i>Apple Daily</i>		<i>South China Morning Post</i>		<i>Oriental Daily</i>		Total	
Instruction Medium	Word Count	211,450	55%	89,001	23%	48,768	13%	34,879	9%	384098	100%
	Number of Items	273	47%	143	25%	107	18%	60	10%	583	100%
Benchmark Assessment	Word Count	120,948	58%	56,761	27%	19,281	9%	11,440	6%	208430	100%
	Number of Items	168	50%	95	28%	56	17%	18	5%	337	100%
School Placement	Word Count	59,904	42%	34027	24%	20,705	14%	28,950	20%	143586	100%
	Number of Items	80	37%	50	23%	47	22%	41	19%	218	100%
University Funding	Word Count	41,338	39%	29,849	28%	15,875	15%	17,860	17%	104922	100%
	Number of Items	67	37%	50	28%	37	20%	28	15%	182	100%
Language Proficiency	Word Count	24,712	56%	11,532	26%	5,137	12%	2,918	7%	44299	100%
	Number of Items	32	49%	15	23%	12	19%	6	9%	65	100%
Total Word Count		458,352	52%	221,170	25%	109,766	12%	96,047	11%	885335	100%
Total Number of Items		620	45%	353	26%	259	19%	153	11%	1385	100%

Table 4.4 News Reports and Non-News Items

Issue	News Reports		Non-News Items		Total	
Instruction Medium	333	57.1%	250	42.9%	583	42.1%
Benchmark Assessment	226	67.1%	111	32.9%	337	24.3%
School Placement	152	69.7%	66	30.3%	218	15.7%
University Funding	148	81.3%	34	18.7%	182	13.1%
Language Proficiency	46	70.8%	19	29.2%	65	4.7%
Totals	905	65.3%	480	34.7%	1385	100%

Table 4.5 Composition of Non-News Items

Issue	Commentaries		Editorials		Features		Letters-To-The-Editor	
Instruction Medium	149	25.6%	20	3.4%	19	3.3%	62	10.6%
Benchmark Assessment	82	24.3%	12	3.6%	1	0.3%	16	4.7%
School Placement	45	20.6%	12	5.5%	3	1.4%	6	2.8%
University Funding	27	14.8%	3	1.6%	4	2.2%		
Language Proficiency	14	21.5%	3	4.6%			2	3.1%
Totals	317	22.9%	50	3.6%	27	1.9%	86	6.2%

Table 4.6 Number of Front-Page Reports

Issue	Ming Pao Daily	Apple Daily	Oriental Daily	Total
Instruction Medium	2	5		7
Benchmark Assessment	3	1		4
School Placement	4	2	1	7
University Funding				

Note: This table only contains data of Chinese items. Items from the *South China Morning Post* are all electronic files and do not record news sections in detail.

Table 4.7 Composition of *Ming Pao Daily's* Coverage of Educational Issues

	Instruction Medium		Benchmark Assessment		School Placement		University Funding		Total	
News reports	198	73%	116	69%	60	75%	59	88%	433	74%
Commentaries	59	22%	42	25%	16	20%	7	10%	124	21%
Editorials	7	3%	7	4%	4	5%	1	1%	19	3%
Letters-to-the-editor	5	2%	3	2%					8	1%
Features	4	1%							4	1%
Totals	273	100%	168	100%	80	100%	67	100%	588	100%

Table 4.8 Composition of *Apple Daily's* Coverage of Educational Issues

	Instruction medium		Benchmark assessment		School placement		University funding		Total	
News reports	51	36%	50	53%	33	66%	38	76%	172	51%
Commentaries	63	44%	35	37%	12	24%	12	24%	122	36%
Letters-to-the-editor	26	18%	6	6%	2	4%			34	10%
Editorials	2	1%	4	4%	3	6%			9	3%
Features	1	1%							1	
Totals	143	100%	95	100%	50	100%	50	100%	338	100%

Table 4.9 Composition of *South China Morning Post's* Coverage of Educational Issues

	Instruction medium		Benchmark assessment		School placement		University funding		Total	
News reports	62	58%	45	80%	35	74%	32	86%	174	70%
Letters-to-the-editor	14	13%	7	13%	4	9%			25	10%
Commentaries	13	12%	2	4%	4	9%	1	3%	20	8%
Features	12	11%	1	2%	3	6%	4	11%	20	8%
Editorials	6	6%	1	2%	1	2%			8	3%
Totals	107	100%	56	100%	47	100%	37	100%	247	100%

Table 4.10 Composition of *Oriental Daily's* Coverage of Educational Issues

	Instruction Medium		Benchmark Assessment		School Placement		University Funding		Total	
News reports	22	37%	15	83%	24	59%	19	68%	80	54%
Commentaries	14	23%	3	17%	13	32%	7	25%	37	25%
Letters-to-the-editor	17	28%							17	12%
Editorials	5	8%			4	10%	2	7%	11	7%
Features	2	3%							2	1%
Totals	60	100%	18	100%	41	100%	28	100%	147	100%

Table 4.11 Sources Quoted in News Reports and Features

News Source	Paraphrases		Direct Quotations		Total	
Education authorities (Education and Manpower Bureau and Education Department)	411	92%	38	8%	449	33%
School managements and related organisations	283	83%	60	17%	343	25%
Scholars and experts	80	64%	45	36%	125	9%
Teachers & teacher organisations	91	83%	18	17%	109	8%
Students and parents (individuals)	62	63%	36	37%	98	7%
Legislators	47	82%	10	18%	57	4%
Non-teachers education groups	41	84%	8	16%	49	4%
Social services organisations	32	91%	3	9%	35	3%
Education Commission	24	80%	6	20%	30	2%
Other government sources	15	63%	9	38%	24	2%
Chief Executive Officer of Hong Kong Government	12	60%	8	40%	20	1%
Parents groups	15	94%	1	6%	16	1%
Anonymous					14	1%
Democratic Alliance for the Betterment of Hong Kong	10	91%	1	9%	11	0.8%
Equal Opportunities Commission	5	100%			5	0.4%
Universities	5	100%			5	0.4%
Education professionals (individuals)	4	100%			4	0.3%
Business	1	50%	1	50%	2	0.1%
Hong Kong Democratic Party	1	100%			1	0.1%
Totals	1139	82%	244	17%	1397	100%

Table 4.12 Regular/Non-regular Sources Quoted in News Reports and Features

Regular Source			Non-regular Sources		
Education and Manpower Bureau and Education Department	449	33%	Scholars & experts	125	9%
Schools managements and related organisations	343	25%	Students and parents	98	7%
Teachers and teacher organisations	109	8%	Social services organisations	35	3%
Legislators	57	4%	Chief Executive Officer of Hong Kong Government	20	1%
Other education groups	49	4%	Anonymous	14	1%
Education Commission	30	2%	Equal Opportunities Commission	5	0.4%
Other government sources	24	2%	Individual education professionals	4	0.3%
Parent groups	16	1%	Business	2	0.1%
Democratic Alliance for the Betterment of Hong Kong	11	0.8%			
Universities	5	0.4%			
Democratic Party	1	0.1%			
Totals	1,094	78%		303	22%

Table 4.13 Advocates/Arbiters Quoted in News Reports and Features

Advocates			Arbiters		
Education and Manpower Bureau and Education Department	449	33%	Scholars & experts	125	9%
School managements and related organisations	343	25%	Social services organisations	35	3%
Teachers & teacher organisations	109	9%	Equal Opportunities Commission	5	0.4%
Students and parents	98	7%	Universities	5	0.4%
Legislators	57	4%			
Other education groups	49	4%			
Education Commission	30	2%			
Other government sources	24	2%			
Chief Executive Officer of Hong Kong Government	20	2%			
Parent groups	16	1%			
Democratic Alliance for the Betterment of Hong Kong	11	0.8%			
Education professionals (individual)	4	0.3%			
Business	2	0.1%			
Democratic Party	1	0.1%			
Totals	1,213	88%		170	12%

Note: Sources quoted by reporters without disclosing their name is not included in this table. There are only 14 (1%) quotes attributed to anonymous sources. Total number of statements=1,383.

Table 4.14 Authors of Commentaries and Letters-To-The-Editor

News Source	Commentaries		Letters-to-the-editor		Total	
The public ¹	45	30%	51	82%	96	46%
Columnists	36	24%	1	2%	36	18%
Scholars	25	17%			25	12%
Education professionals (individuals)	17	11%	2	3%	19	9%
Students and parents	2	1%	6	10%	8	4%
Teacher organisations	7	5%			7	3%
Political parties	6	4%			6	3%
Government officials	2	1%	2	3%	4	2%
Legislators	4	3%			4	2%
Business	2	1%			2	0.9%
Journalists	1	0.7%			2	0.5%
Parents groups	1	0.7%			1	0.5%
Politicians ²	1	0.7%			1	0.5%
Totals	149	100%	62	100%	211	100%

1. Individuals who write to newspapers without quoting their title are included in the group of “The public”.

2. The only one author who was coded as a “Politician” was a Hong Kong representative in the legislative authority of the central government of China.

Table 4.15 Regular Sources Quoted in News Reports and Features
(Individual Newspapers)

Regular Source	<i>Ming Pao Daily</i>		<i>South China Morning Post</i>		<i>Apple Daily</i>		<i>Oriental Daily</i>	
Education and Manpower Bureau and Education Department	253	30%	88	31%	72	45%	36	35%
School managements and related organizations	246	29%	55	20%	23	14%	19	18%
Teachers & teacher organisations	68	8%	12	4%	17	11%	12	12%
Legislators	36	4%	9	3%	4	3%	8	8%
Other education groups	27	3%	10	4%	8	5%	4	4%
Education Commission	15	2%	8	3%	7	4%		
Other government sources	23	3%	1	0.4%				
Parent groups	6	0.7%	2	0.7%	5	3%	3	3%
Democratic Alliance for the Betterment of Hong Kong	1	0.1%	4	1%			6	6%
Universities	5	0.6%						
Democratic Party	1	0.1%						
Totals	681	8%	189	66%	136	84%	88	85%

**Table 4.16...Non-regular Sources Quoted in News Reports and Features
(Individual Newspapers)**

Non-Regular Source	<i>Ming Pao Daily</i>		<i>South China Morning Post</i>		<i>Apple Daily</i>		<i>Oriental Daily</i>	
Scholars and experts	53	6%	64	23%	7	4%	1	1%
Students and parents (individuals)	65	8%	14	5%	11	7%	8	8%
Social services organisations	20	2%	10	4%	4	3%	1	1%
Chief Executive Officer of Hong Kong Government	6	0.7%	4	1%	5	3%	5	5%
Anonymous	8	1%	3	1%	3	2%		
Equal Opportunities Commission	5	0.6%						
Education professionals (individuals)	1	0.1%	1	0.4%	1	0.6%	1	1%
Business					2	1%		
Totals	158	19%	96	33%	33	20%	16	16%

Table 4.17 Advocates Quoted in News Reports and Features (Individual Newspapers)

Advocates	<i>Ming Pao Daily</i>		<i>South China Morning Post</i>		<i>Apple Daily</i>		<i>Oriental Daily</i>	
Education and Manpower Bureau and Education Department	253	30%	88	31%	72	45%	36	35%
School managements and related organizations	246	29%	55	20%	23	14%	19	18%
Teachers & Teachers Organisations	68	8%	12	4%	17	11%	12	12%
Students and parents (Individuals)	65	8%	14	5%	11	7%	8	8%
Legislators	36	4%	9	3%	4	3%	8	8%
Other education groups	27	3%	10	4%	8	5%	4	4%
Education Commission	15	2%	8	3%	7	4%		
Other government sources	23	3%	1	0.4%				
Chief Executive Officer of Hong Kong Government	6	0.7%	4	1%	5	3%	5	5%
Parent groups	6	0.7%	2	0.7%	5	3%	3	3%
Democratic Alliance for the Betterment of Hong Kong	1	0.1%	4	1%			6	6%
Education professionals (individuals)	1	0.1%	1	0.4%	1	0.6%	1	1%
Business					2	1%		
Democratic Party	1	0.1%						
Totals	748	90%	208	74%	155	34%	102	98%

Table 4.18 Arbiters Quoted in News Reports and Features (Individual Newspapers)

Arbiters	<i>Ming Pao Daily</i>		<i>South China Morning Post</i>		<i>Apple Daily</i>		<i>Oriental Daily</i>	
Scholars and experts	53	6%	64	23%	7	4%	1	1%
Social services organisations	20	2%	10	4%	4	3%	1	1%
Equal Opportunities Commission	5	0.6%						
Universities	5	0.6%						
Totals	83	10%	74	26%	11	7%	2	2%

Table 4.19 Authors of Commentaries and Letters-To-The-Editor (Individual Newspapers)

News Source	<i>Apple Daily</i>		<i>Ming Pao Daily</i>		<i>Oriental Daily</i>		<i>South China Morning Post</i>	
The public	47	53%	18	28%	17	55%	14	52%
Columnist	18	20%	5	8%	14	45%		
Scholars	2	2%	17	27%			6	2%
Education professionals (individuals)	8	9%	11	17%				
Students and parents	3	3%	3	5%			2	7%
Teacher groups	3	3%	4	6%				
Political parties	6	7%						
Government officials	2	2%					2	7%
Legislators			3	5%			1	4%
Business			1	2%			1	4%
Parent groups			1	2%				
Journalists							1	4%
Politicians			1	2%				
Totals	89	100%	64	100%	31	100%	27	100%

Table 4.20 Issue Definition of the Language Proficiency Problem

News Source	Solutions	Problems	Causes	Importance Of English	Effects	Totals
Business	5 15%	14 48%	2 33%		2 100%	23 30%
The public	1 3%	7 24%	2 33%	2 40%		12 16%
Tertiary institutions	9 27%	1 3%				10 13%
Editorial	3 9%	1 3%		3 60%		7 9%
Columnist	1 3%	3 10%	1 17%			5 7%
Government	5 15%					5 7%
Scholar	5 15%					5 7%
Education professionals (individuals)		3 10%				3 4%
Democrat legislator	2 6%					2 3%
Education group	1 3%		1 17%			2 3%
Other legislator	1 3%					1 1%
Schools	1 3%					1 1%
Totals	34 100%	29 100%	6 100%	5 100%	2 00%	76 100%

1. As there was no peak period during the development of the language proficiency issue, the coding was done to items published in the months in which the issue was reported at least three times. In total 32 articles from four newspapers (approximately 50% of all items related to the issue) were coded. They included all types of articles.
2. "Solutions" refers to suggestions for tackling the language proficiency problem, such as the "compulsory exit language exams for university graduates".
3. "Problems" refers to the more substantial problem related to the language proficiency issue, such as "employers are dissatisfied with the university graduates' language skills", "both English and Mandarin need to be improved".
4. "Causes" refers to what should be blamed for the low language proficiency in Hong Kong, which include popular culture, universities admit too many students, mix-code teaching, etc.
5. "Importance of English" refers to how and in what ways English is important in Hong Kong.
6. "Effects" refers to the effects of low language proficiency on Hong Kong's economy.

Table 4.21 Composition of Newspapers' Coverage of the Instruction Medium Issue
In The Peak Month

	<i>Ming Pao Daily</i>		<i>Oriental Daily</i>		<i>Apple Daily</i>		<i>South China Morning Post</i>		Totals	
News reports	31	63%	7	24%	3	12%	7	78%	48	43%
Commentaries	13	27%	3	10%	16	64%			32	29%
Letters-to-the-editor	4	8%	17	59%	6	24%			27	24%
Editorials			2	7%			1	11%	3	3%
Features	1	2%					1	11%	2	2%
Totals	49	44%	29	26%	25	22%	9	8%	112	100%

Table 4.22 Issue Definition in Peak Month News Reports and Features About the Instruction Medium Issue

News Source	Problems and criticism of policy implementation		Negative effects and anti-Chinese medium teaching		Social values and perceptions related to Chinese-medium teaching		Positive effects and pro-Chinese-medium teaching		Policy content and process		Totals	
Government sources	11	22%			8	32%	9	43%	6	40%	34	23%
Schools failed in the vetting process	12	24%	10	29%	2	8%					24	16%
Parents	5	10%	8	24%	5	20%			2	13%	20	14%
Students	8	16%	6	18%	4	16%	1	5%			19	13%
Hong Kong Professional Teachers' Union	4	8%	3	9%			3	14%	2	13%	12	8%
Education convergence	5	10%	1	3%					2	13%	8	6%
Other schools	1	2%	3	9%	1	4%	1	5%	2	13%	8	6%
Individual education professionals	2	4%	2	6%	1	4%	2	10%			7	5%
Legislators (Democratic Alliance for the Betterment of Hong Kong)	1	2%			2	8%	3	14%			6	4%
Newspaper editorial	1	2%			1	4%			1	7%	3	2%
Federation of Education Workers							2	10%			2	1%
Other education groups					1	4%					1	1%
Other legislators	1	2%									1	1%
Other teachers group			1	3%							1	1%
Total	51	35%	34	23%	25	17%	21	14%	15	10%	146	100%

Table 4.23 Main Themes in Peak Month News Reports and Features About the Instruction Medium Issue

	Problems and criticism of policy implementation	Negative effects and anti-Chinese-medium teaching	Social values and perceptions related to Chinese-medium teaching
Theme I	Exemption criteria of Chinese-medium teaching are incomprehensive	The policy produces labelling effect and a revival of elitism	English-medium teaching is not a synonym of good education
Major advocates	Managements of schools failed in the vetting of students	All school managements, the Professional Teachers' Union, parents, students	Government sources
Note 1	17 / 12%	18 / 12%	8 / 6%
Theme II	The vetting committee lacks of openness and impartiality	Differentiating and producing conflicts within education community	Economic considerations (English is a necessary job skill and important to economic development)
Major advocates	Managements of schools failed in the vet	All schools managements, students	Parents, students
	9 / 6%	4 / 3%	6 / 4%
Theme III	The vetting committee and the process are open and fair	Note 2	The policy is against the principle of free choice
Major advocates	Government sources	Management of schools failed in the vetting process, parents, students	Individual education professionals, parents, students
	8 / 6%		5 / 3%

1 The percentage represents proportion of the coverage a theme in the coverage of an aspect.

2 There were 3 themes: “no equal opportunities to enter an English-medium school”, “deteriorate reputation of Chinese schools” and “worsen quality of F1 intake students”, each of them included 3 statements that comprised 2% of the peak month coverage.

Table 4.23 Continued

	Positive effects and pro-Chinese-medium teaching	Policy content and process
Theme I	Mother-tongue is the most effective instruction medium	Additional resources should be given to Chinese-medium schools to boost English teaching and learning
Major advocates	Government sources, the Professional Teachers' Union	Government sources, the Professional Teachers' Union
Note 1	5 / 3%	4 / 3%
Theme II	There is no labelling effect and elitism	Exemptions of some schools is a short-term measure
Major advocates	Government sources	Government sources
	5 / 3%	3 / 2%
Theme III	Teaching and learning will benefit from Chinese-medium teaching	Chinese-medium teaching should be adopted by all schools
Major advocates	Individual education professionals, the Professional Teachers' Union, students	Parents, schools
	4 / 3%	3 / 2%

Table 4.24 Issue Definition in Peak Month Commentaries, Editorials and Letters-To-The-Editor About the Instruction Medium Issue

	Social values and perceptions related to Chinese-medium teaching		Negative effects and anti-Chinese medium teaching		Positive effects and pro-Chinese-medium teaching		Policy content and process		Problems and criticism of policy implementation		Totals	
The public	25	56%	15	37%	8	44%	6	33%	4	44%	58	44%
Education professionals	6	13%	6	15%	3	17%	1	6%			16	12%
Columnist	7	16%	7	17%			1	6%			15	12%
Scholars and Specialists	2	4%	5	12%	3	17%	1	6%			11	8%
Legislators (Democratic Alliance for the Betterment of Hong Kong)	2	4%	2	5%	2	11%	1	6%			7	5%
Students			1	2%	1	6%			5	56%	7	5%
Editorial	3	7%	2	5%			1	6%			6	5%
Education Convergence			1	2%			5	28%			6	5%
Hong Kong Professional Teachers' Union			1	2%	1	6%	1	6%			3	2%
Other legislators			1	2%			1	6%			2	2%
Totals	45	34%	41	31%	18	14%	18	14%	9	7%	131	100%

Table 4.25 Main Themes in Commentaries, Letters-To-The-Editor and Editorials About the Instruction Medium

Aspects	Themes / Major Advocates	No. of Statements	
Negative effects and anti-Chinese-medium teaching	The policy produces labelling effect and a retrieve of elitism		
	Public, Columnists, Individual education professionals	21	16%
Social values and perceptions related to Chinese-medium teaching	Economic considerations (English is a necessary job skill and important to economic development)		
	The public, Columnists	14	11%
Social values and perceptions related to Chinese-medium teaching	The policy is against the principle of free choice		
	The public, Individual education professionals	10	8%

Table 4.26 Issue Definitions in Peak Month News Reports and Features About the Instruction Medium (Individual Newspapers)

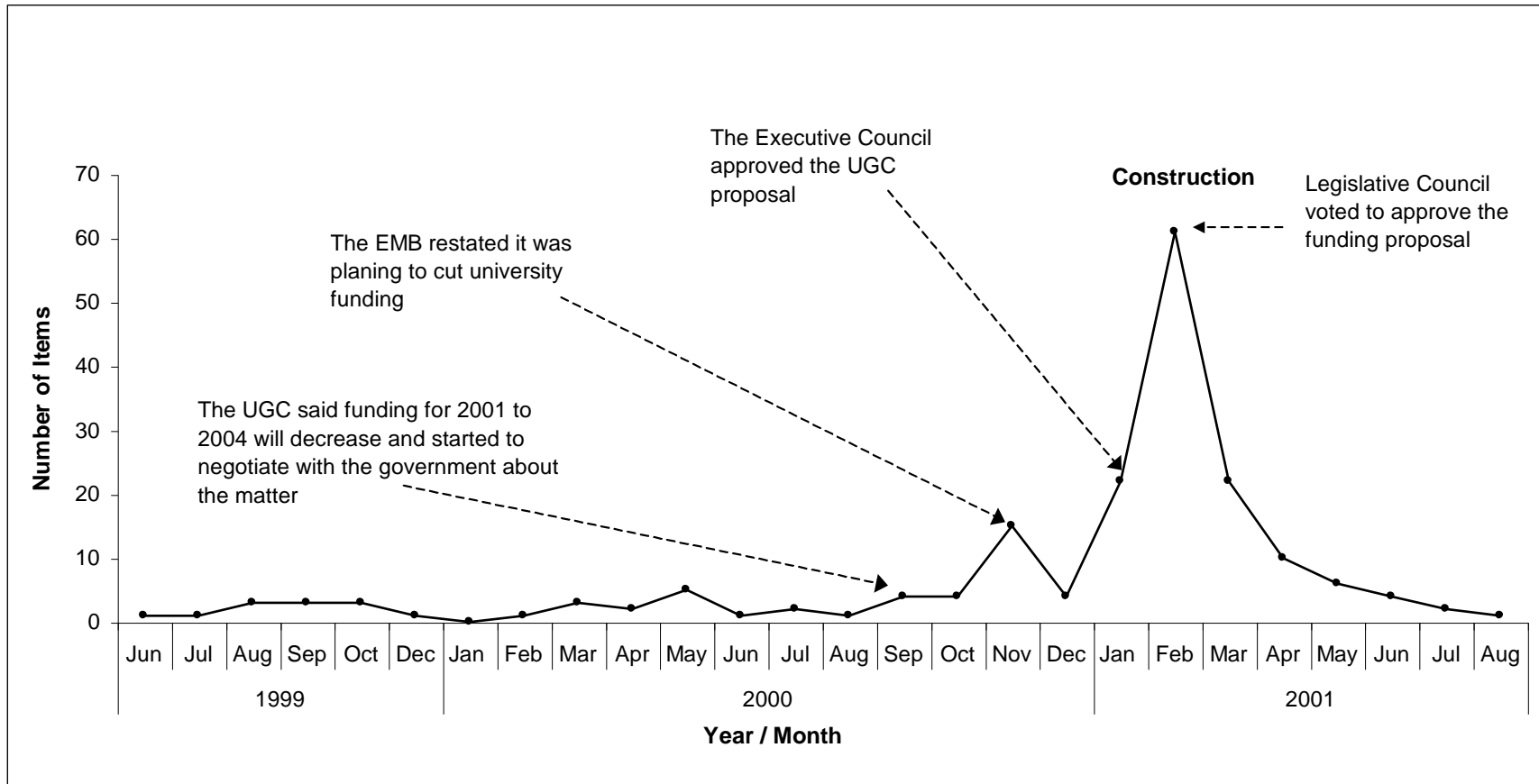
Newspapers	Problems and criticism of policy implementation		Negative effects and anti-Chinese-medium teaching		Social values and perceptions related to Chinese-medium teaching		Positive effects and pro-Chinese-medium teaching		Policy content and process		Totals	
<i>Ming Pao Daily</i>	35	38%	22	24%	14	15%	13	14%	8	9%	92	63%
<i>South China Morning Post</i>	8	33%	2	8%	7	29%	4	17%	3	13%	24	16%
<i>Oriental Daily</i>	7	32%	5	23%	3	14%	3	14%	4	18%	22	15%
<i>Apple Daily</i>	1	13%	5	63%	1	13%	1	13%			8	6%
Totals	51	35%	34	23%	25	17%	21	14%	15	10%	146	100%

Table 4.27 Issue Definitions In Peak Month Commentaries, Letters-To-The-Editor And Editorial About The Instruction Medium (Individual Newspapers)

Newspapers	Social values and perceptions related to Chinese-medium teaching		Negative effects and anti-Chinese-medium teaching		Positive effects and pro-Chinese-medium teaching		Policy content and process		Problems and criticism of policy implementation		Totals	
<i>Apple Daily</i>	22	40%	18	33%	5	9%	7	13%	3	6%	55	42%
<i>Ming Pao Daily</i>	11	22%	14	28%	11	22%	9	18%	5	10%	50	38%
<i>Oriental Daily</i>	11	46%	8	33%	2	8%	2	8%	1	4%	24	18%
<i>South China Morning Post</i>	1	50%	1	50%							2	2%
Total	45	34%	41	31%	18	14%	18	14%	9	7%	131	100%

Chart And Tables For Chapter 5

Chart 5.1 Important Events and News Coverage of the Issue of University Funding 2001-2004



Note: “EMB” is the abbreviation of the Education and Manpower Bureau; “UGC” is the abbreviation of the University Grants Committee

Table 5.1 Total Coverage of the University Funding Issue

Indicators	Details			
Coverage Size	Number of items		182 Items	13%
	Word count		104,922 Words	12%
Coverage Composition	Article types	News reports	148 Items	81%
		Commentaries	27 Items	15%
		Features	4 Items	2%
		Editorials	3 Items	2%
		Letters-to-the-editor		
	News sections	Front page		

Note: The percentages are rounded off to the nearest whole number

Table 5.2 News Sources Quoted in News Reports and Features

News Sources	Paraphrases		Direct Quotations		Total	
University presidents	167	80%	43	21%	210	34%
Education authorities (Education and Manpower Bureau and Education Department)	70	86%	11	14%	81	13%
University Grants Committee	64	84%	12	16%	76	12%
Legislators (Democrat)	49	94%	3	6%	52	8%
University staff	32	84%	6	16%	38	6%
University administrations	28	88%	4	13%	32	5%
Scholars and experts	19	70%	8	30%	27	4%
Education Commission	14	67%	7	33%	21	3%
Financial Secretary	18	90%	2	10%	20	3%
Student organisations	15	83%	3	17%	18	3%
Legislators (others)	11	92%	1	8%	12	2%
Legislators (Democratic Alliance for the Betterment of Hong Kong)	10	100%			10	2%
Executive Council	7	100%			7	1%
Individual teachers & teacher organisations	6	100%			6	1%
CEO of the Hong Kong Government	4	100%			4	0.6%
Anonymous					4	0.6%
Legislators (Liberal)	3	100%			3	0.5%
Non-teachers education groups	2	67%	1	33%	3	0.5%
Business	2	67%	1	33%	3	0.5%
Totals	521	83%	102	16%	627	100.0%

Table 5.3 Regular/Non-Regular Sources Quoted in News Reports and Features

Regular Sources			Non-regular Sources		
Education authorities (Education and Manpower Bureau and Education Department)	81	13%	University presidents	210	34%
University Grants Committee	76	12%	University staffs	38	6%
Legislators (Democrat)	52	8%	Scholar & Experts	27	4%
University administrations	32	5%	CEO of the Hong Kong Government	4	1%
Education Commission	21	3%	Anonymous	4	1%
Financial Secretary	20	3%	Business	3	1%
Student organisations	18	3%			
Legislators (others)	12	2%			
Legislators (Democratic Alliance for the Betterment of Hong Kong)	10	2%			
Executive Council	7	1%			
Teachers & teacher organisations	6	1%			
Legislators (Liberal)	3	1%			
Non-teacher education groups	3	1%			
Totals	341	54%		286	46%

Table 5.4 Advocates/Arbiters Quoted In News Reports And Features

Advocates			Arbiters		
University presidents	210	34%	Non-teacher education groups	3	1%
Education authorities (Education and Manpower Bureau and Education Department)	81	13%	Teachers & teacher organisations	6	1%
University Grants Committee	76	12%			
Legislators (Democrat)	52	8%			
University staff	38	6%			
University administrations	32	5%			
Scholar & experts	27	4%			
Education Commission	21	3%			
Financial Secretary	20	3%			
Student organisations	18	3%			
Legislators (others)	12	2%			
Legislators (Democratic Alliance for the Betterment of Hong Kong)	10	2%			
Executive Council	7	1%			
Legislators (Liberal)	3	1%			
CEO of the Hong Kong Government	4	1%			
Business	3	1%			
Total	614	99%		9	1%

Table 5.5 Authors of Commentaries

News Source	Commentaries	
Columnists	11	41%
The public	5	19%
Scholars	4	15%
Other interest groups	2	7%
Journalists	1	4%
Legislators	1	4%
Political parties	1	4%
Student organisations	1	4%
Teacher organisations	1	4%
Totals	27	100%

Table 5.6 Regular Sources Quoted in News Reports and Features
(Individual Newspapers)

Regular Source	<i>Ming Pao Daily</i>		<i>Apple Daily</i>		<i>South China Morning Post</i>		<i>Oriental Daily</i>	
Education authorities (Education and Manpower Bureau and Education Department)	42	16%	10	7%	19	14%	10	12%
University Grants Committee	31	12%	14	10%	21	15%	10	12%
Legislators (Democrat)	18	7%	19	13%	8	6%	7	9%
University administrations	19	7%	4	3%	7	5%	2	3%
Education Commission	2	1%	3	2%	13	10%	3	4%
Financial Secretary	9	3%	5	4%	2	2%	4	5%
Student organisations	11	4%	3	2%	3	2%	1	1%
Legislators (others)	4	2%	7	5%	1	1%		
Legislators (Democratic Alliance for the Betterment of Hong Kong)	4	2%	3	2%	2	2%	1	1%
Executive Council	3	1%	1	1%			3	4%
Teacher organisations	1	0.4 %	3	2%			2	3%
Legislators (Liberal)	2	1%					1	1%
Non-teacher education groups			2	1%	1	1%		
Totals	146	55%	74	52%	77	56%	44	54%

Table 5.7 Non-Regular Sources Quoted in News Reports and Features
(Individual Newspapers)

Non-Regular Source	<i>Ming Pao Daily</i>		<i>Apple Daily</i>		<i>South China Morning Post</i>		<i>Oriental Daily</i>	
University presidents	91	34%	48	34%	41	30%	30	37%
University staff (individual)	15	6%	12	8%	6	4%	5	6%
Scholars & Experts	11	4%	6	4%	10	7%		
CEO of the Hong Kong Government	3	1%					1	1%
Anonymous			3	2%			1	1%
Business					3	2%		
Totals	120	45%	69	48%	60	44%	37	46%

Table 5.8 Advocates Quoted in News Reports and Features
(Individual Newspapers)

Advocates	<i>Ming Pao Daily</i>		<i>Apple Daily</i>		<i>South China Morning Post</i>		<i>Oriental Daily</i>	
University presidents	91	34%	48	33.6%	41	29.9%	30	37.0%
Education authorities (Education and Manpower Bureau and Education Department)	42	16%	10	7.0%	19	13.9%	10	12.3%
University Grants Committee	31	12%	14	9.8%	21	15.3%	10	12.3%
Legislators (Democrat)	18	7%	19	13.3%	8	5.8%	7	8.6%
University staff	15	6%	12	8.4%	6	4.4%	5	6.2%
University administrations	19	7%	4	2.8%	7	5.1%	2	2.5%
Scholars & Experts	11	4%	6	4.2%	10	7.3%		
Education Commission	2	1%	3	2.1%	13	9.5%	3	3.7%
Financial Secretary	9	3%	5	3.5%	2	1.5%	4	4.9%
Student organisations	11	4%	3	2.1%	3	2.2%	1	1.2%
Legislators (others)	4	2%	7	4.9%	1	0.7%		
Legislators (Democratic Alliance for the Betterment of Hong Kong)	4	2%	3	2.1%	2	1.5%	1	1.2%
Executive Council	3	1%	1	0.7%			3	3.7%
Legislators (Liberal)	2	1%					1	1.2%
CEO of the Hong Kong Government	3	1%					1	1.2%
Business					3	2.2%		
Totals	265	99.6%	135	96%	136	99.3%	78	97%

Table 5.9 Arbiters Quoted in News Reports and Features (Individual Newspapers)

Arbiters	<i>Ming Pao Daily</i>		<i>Apple Daily</i>		<i>South China Morning Post</i>		<i>Oriental Daily</i>	
Teacher organisations	1	0.4%	3	2%			2	3%
Non-teacher education groups			2	1%	1	0.7%		
Totals	1	0.4%	5	4%	1	0.7%	2	3%

Table 5.10 Author of Commentaries (Individual Newspapers)

News Source	<i>Apple Daily</i>		<i>Ming Pao Daily</i>		<i>Oriental Daily</i>		<i>South China Morning Post</i>		Totals	
Columnists	5	42%	1	14%	5	71%			11	41%
The public			4	57%			1	100.0%	5	19%
Scholars	3	25%	1	14%					4	15%
Other interest groups	1	8%			1	14%			2	7%
Journalists			1	14%					1	4%
Legislators					1	14%			1	4%
Political parties	1	8%							1	4%
Student organisations	1	8%							1	4%
Teacher organisations	1	8%							1	4%
Totals	12	44%	7	26%	7	26%	1	4%	27	100%

Table 5.11 Composition of Newspapers Coverage of the University Funding Issue In The Peak Month

	<i>Ming Pao Daily</i>		<i>Apple Daily</i>		<i>Oriental Daily</i>		<i>South China Morning Post</i>		Totals	
Commentaries	2	10%	3	17%	6	43%			11	18%
News reports	19	90%	15	83%	8	57%	8	100%	50	82%
Totals	21	34%	18	30%	14	23%	8	13%	61	100%

Table 5.12 Number of News Items on Local Politics Page

	<i>Ming Pao Daily</i>	<i>Apple Daily</i>	<i>Oriental Daily</i>	Totals
University Funding			12	12
Instruction Medium	3		1	4

Note: This table only contains data of all Chinese items.
 Items from the *South China Morning Post* are all electronic files which do not record news section

Table 5.13 Issue Definition In Peak Month News Reports About The University Funding Issue

	Economic and financial effects of funding cut		Effects of funding cut on the quality of education		Criticism of the government		Values, principles and perceptions related to tertiary education		Justifications of funding cut	
University presidents and administrations	38	76%	14	38%	2	9%	13	59%	1	5%
Education authorities							2	9%	15	68%
Democrat legislators	4	8%	4	11%	14	64%	2	9%		
University staff	7	14%	12	32%						
Other legislators	1	2%	3	8%	6	27%	1	5%	1	5%
Student groups			4	11%			1	5%		
University Grant Committee									5	23%
Liberal legislator										
Scholars & Specials							2	9%		
DAB ¹ legislators							1	5%		
Total	50	26%	37	19%	22	12%	22	12%	22	12%

1. DAB is the abbreviation of the pro-China political party Democratic Alliance for the Betterment of Hong Kong

Table 5.13 Continued

	Plans of tertiary institutions responding to funding cut		The operation of funding mechanism		Criticism of university presidents		Criticism of University Administrations		Total	
University presidents and administrations	12	100%	6	55%					86	45%
Education authorities			2	18%	6	67%	4	67%	29	15%
Democrat legislators					1	11%			25	13%
University staff									19	10%
Other legislators									12	6%
Student groups			2	18%	1	11%			8	4%
University Grant Committee			1	9%	1	11%			7	4%
Liberal legislator							2	33%	2	1%
Scholars & Specials									2	1%
DAB ¹ legislators									1	0.5%
Total	12	6%	11	6%	9	5%	6	3%	191	100%

1. DAB is the abbreviation of the pro-China political party Democratic Alliance for the Betterment of Hong Kong.

Table 5.14 Main Themes in the Peak Month News Reports About The University Funding Issue

	Economic and financial effects of funding cut	Effects of funding cut on the quality of education	Criticism of the government	Justifications of funding cut	Values, principles and perceptions related to tertiary education
Theme I	Voluntary resignations and staff lay-offs	Deterioration of education quality	Threaten the universities	The 1996 agreement of funding cut	Cost of tertiary education is not high in Hong Kong
Major advocates	University presidents and administrations, Democrat legislators	University presidents and staff, student organisation, Democrat legislators	Democrat legislators	The government, the University Grants Committee (UGC)	University presidents and academics
Note 1	29 / 15%	24 / 13%	5 / 3%	6 / 3%	8 / 4%
Theme II	Freeze/reduce salaries	Demoralise	Note 2	Time pressure (If the proposal is voted down, universities will have no money to carry out daily operations)	Funding policy contradicts long-term educational and economic developments
Major advocates	University presidents and administrations, Democrat legislators	University presidents and staffs		The UGC	University presidents, students, legislators
	10 / 5%	5 / 3%		6 / 3%	4 / 2%
Theme III	Increase universities' financial burden/deficit	Foster a culture of flattering		A better education does not necessarily need more money	Education is not a business
Major advocates	University presidents and staff	University staff		The government	University presidents
	6 / 3%	3 / 2%		4 / 2%	3 / 2%

1. The percentage represents proportion of the coverage a theme in the coverage of an aspect.

2. The government was also criticised for being “distrustful”, “ignoring the voice of students and staff” and “insulting university presidents”. The criticism mainly came from the Democrat legislators. Each of these three themes has three related statements recorded from the peak month items, which respectively accounted for 1.5% of the peak month coverage

Table 5.15 Issue Definition in Peak Month Commentaries About The University Funding Issue

	Values, principles and perceptions related to tertiary education		Criticism of government		Effects of funding cut on the quality of education		The operation of funding mechanism		Economic and financial effects of funding cut		Criticism of University Administration		Criticism of university presidents		Justifications of funding cut		Total	
Columnists	5	46%	6	67%	2	25%	2	40%	2	67%	2	67%	3	100%	1	100%	23	54%
Scholars & experts	4	36%			1	13%	3	60%	1	33%	1	33%					10	23%
Student groups			2	22%	4	50%											6	14%
Other legislators	2	18%	1	11%	1	13%											4	10%
Total	12	28%	9	21%	8	19%	4	9%	3	7%	3	7%	3	7%	1	2%	43	100%

Table 5.16 Main Themes In Peak Month Commentaries About The University Funding Issue

Aspects	Themes/Major Advocates	No. of Statements	
Effects of funding cut on the quality of education	Deterioration of education quality		
	Scholars, students, columnists	3	7%
Criticism of the government	Ignore the voice of students and staff		
	Columnists, legislators	3	7%
	Excessive economic consideration		
	Columnists, students	3	7%
Tertiary education development and funding policy	Funding policy contradicts long-term educational and economic developments		
	Columnists, scholars	3	7%
Criticism of university presidents	Cowardly		
	Columnists	3	7%

Table 5.17 Issue Definitions In Peak Month News Reports About The University Funding Issue (Individual Newspapers)

Newspaper	Economic and financial effects of funding cut		Effects of funding cut on the quality of education		Criticism of government		Justifications of funding cut		Values, principles and perceptions related to tertiary education	
<i>Ming Pao Daily</i>	23	29%	22	28%	6	8%	3	4%	7	9%
<i>Apple Daily</i>	11	21%	10	19%	10	19%	9	17%	6	12%
<i>Oriental Daily</i>	10	28%	4	11%	2	6%	6	17%	6	17%
<i>South China Morning post</i>	6	25%	1	4%	4	17%	4	17%	3	13%
Total	50	26%	37	19%	22	12%	22	12%	22	12%

Table 5.17 Continue

Newspaper	Plans of tertiary institutions responding to funding cut		The operation of funding mechanism		Criticism of university chancellor		Criticism of University Administration		Total	
<i>Ming Pao Daily</i>	7	9%	6	8%	5	6%			79	41%
<i>Apple Daily</i>	2	4%	2	4%	2	4%			52	27%
<i>Oriental Daily</i>	2	6%	1	3%	1	3%	4	11%	36	19%
<i>South China Morning post</i>	1	4%	2	8%	1	4%	2	8%	24	13%
Total	12	6%		11 6%	9	5%	6	3%	191	100%

Table 5.18 Issue Definitions In Peak Month Commentaries About The University Funding Issue (Individual Newspapers)

Newspaper	Values, principles and perceptions related to tertiary education		Criticism of government		Effects of funding cut on the quality of education		The operation of funding mechanism		Economic and financial effects of funding cut	
<i>Oriental Daily</i>	6	33%	3	17%	3	17%			1	6%
<i>Ming Pao Daily</i>	4	29%	2	14%	1	7%	4	29%	1	7%
<i>Apple Daily</i>	2	18%	4	36%	4	36%			1	9%
Total	12	28%	9	21%	8	19%	4	9%	3	7%

Table 5.18 Continue

Newspaper	Criticism of university chancellor		Criticism of University Administration		Justifications of funding cut		Total	
<i>Oriental Daily</i>	2	11%	2	11%	1	6%	18	42%
<i>Ming Pao Daily</i>	1	7%	1	7%			14	33%
<i>Apple Daily</i>							11	26%
Total	3	7%	3	7%	1	2%	43	100%

Chart And Tables For Chapter 6

Chart 6.1 Important Events and News Coverage of the Benchmark Assessment Issue

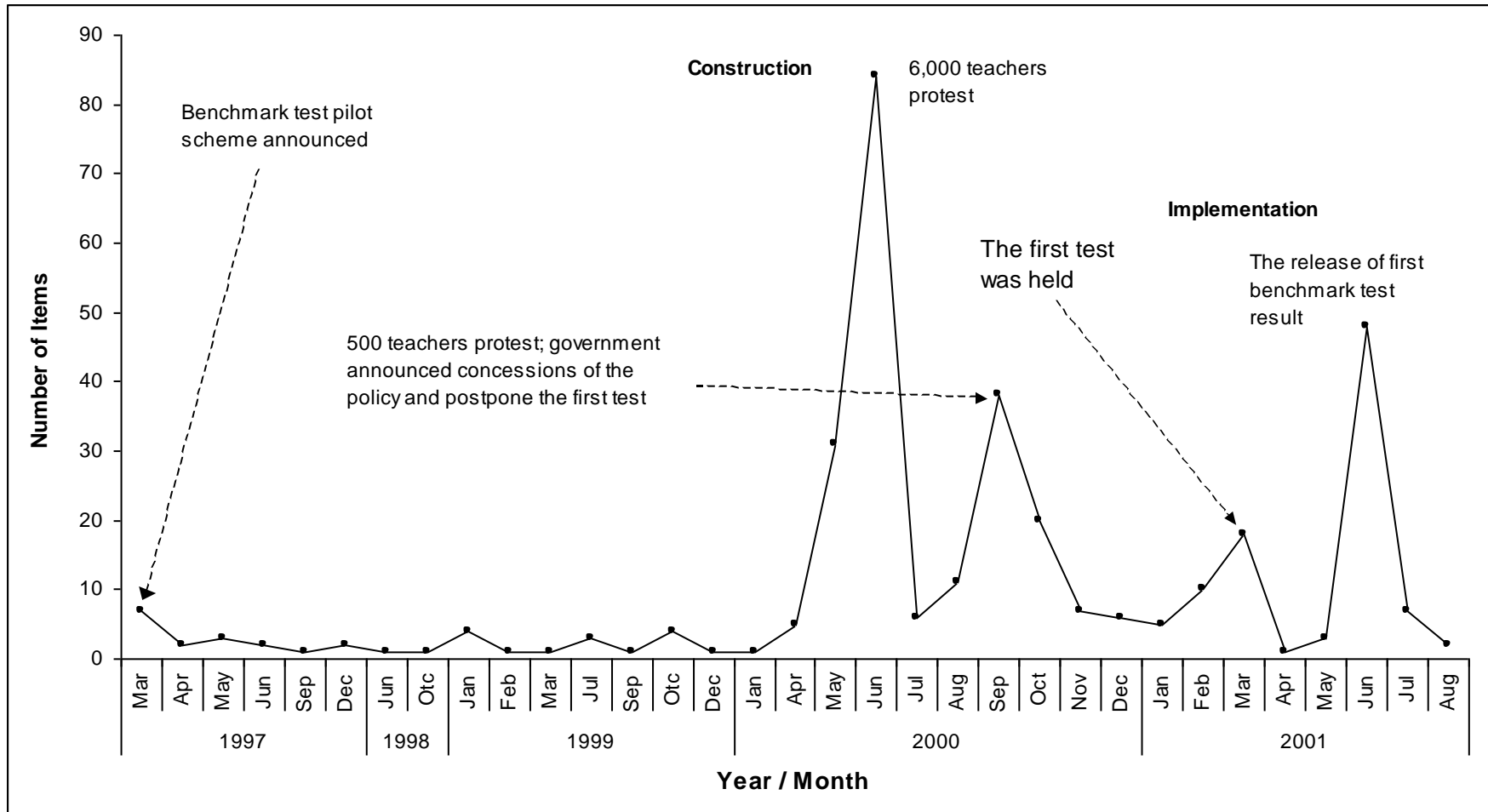


Table 6.1 Total Coverage Of The Benchmark Assessment Issue

Indicators	Details			
Coverage Size	Number of items		337 Items	24%
	Word count		208,430 Words	24%
Coverage Composition	Article types	News reports	226 Items	67%
		Commentaries	82 Items	24%
		Letters-to-the-editor	16 Items	5%
		Editorials	12 Items	4%
		Features	1 Items	0.3%
	News sections	Front page	4 Items	

Table 6.2 Sources Quoted In News Reports And Features

News Sources	Paraphrases		Direct Quotations		Total	
Teachers & Teachers organisations	250	67%	122	33%	372	39%
Education authorities (Education and Manpower Bureau and Education Department)	282	86%	47	14%	329	34%
Schools (managements and related organisations)	33	59%	23	41%	56	6%
Student & Parents (individual)	18	47%	20	53%	38	4%
Scholar & experts	23	64%	13	36%	36	4%
Universities	21	64%	12	36%	33	3%
Non-teachers education groups	23	89%	3	12%	26	3%
Student organisations	12	100%			12	1%
Anonymous					12	1%
Parents groups	8	89%	1	11%	9	1%
Legislators (individual)	6	86%	1	14%	7	1%
Business	4	67%	2	33%	6	1%
Other Interest groups	6	100%			6	1%
Education Commission	4	100%			4	0.4%
Democratic Party	4	100%			4	0.4%
Democratic Alliance for the Betterment of Hong Kong	4	100%			4	0.4%
University Grants Committee	2	100%			2	0.2%
Social services organisation	2	100%			2	0.2%
Equal Opportunities Commission	1	100%			1	0.1%
CEO of Hong Kong government			1	100%	1	0.1%
Total	703	73%	245	26%	960	100%

Table 6.3 Regular/Non-Regular Sources Quoted In News Reports And Features

Regular Sources			Non-regular Sources		
Teachers & Teacher organisations	372	39%	Student & Parents (individual)	38	4%
Education authorities (Education and Manpower Bureau and Education Department)	329	34%	Scholar & experts	36	4%
Schools (managements and related organisations)	56	6%	Anonymous	12	1%
Universities	33	3%	Business	6	1%
Non-teachers education groups	26	3%	CEO of Hong Kong government	1	0%
Student organisations	12	1%			
Parents groups	9	1%			
Legislators (individual)	7	1%			
Other Interest groups	6	1%			
Democratic Alliance for the Betterment of Hong Kong	4	0%			
Democratic Party	4	0%			
Education Commission	4	0%			
University Grants Committee	2	0%			
Social services organisation	2	0%			
Equal Opportunities Commission	1	0%			
Total	867	90%		93	10%

Table 6.4 Advocates/Arbiters Quoted In News Reports And Features

Advocates			Arbiters		
Teachers & Teacher organisations	372	39%	Scholar & experts	36	4%
Education authorities (Education and Manpower Bureau and Education Department)	329	34%	Universities	33	3%
Schools (managements and related organisations)	56	6%	Non-teachers education groups	26	3%
Student & Parents (individual)	38	4%	Other Interest groups	6	0.6%
Student organisations	12	1%	University Grants Committee	2	0.2%
Parents groups	9	0.9%	Social services organisation	2	0.2%
Legislators (individual)	7	0.7%	Equal Opportunities Commission	1	0.1%
Business	6	0.6%			
Democratic Alliance for the Betterment of Hong Kong	4	0.4%			
Democratic Party	4	0.4%			
Education Commission	4	0.4%			
CEO of Hong Kong government	1	0.1%			
Total	842	88%		106	11.0%

Note: "Anonymous" accounted for about 1% of all news sources is excluded in this table.

Table 6.5 Authors Of Commentaries And Letters-To-The-Editor

News Sources	Commentaries		Letters-to-the-editor		Total	
Public	19	23%	11	69%	30	31%
Scholars	23	28%	1	6%	24	25%
Columnist	17	21%			17	17%
Education Professionals	10	12%	4	25%	14	14%
Teachers Groups	4	5%			4	4%
Journalists	4	5%			4	4%
Parents & Students	2	2%			2	2%
Students Groups	1	1%			1	1%
Political Parties	1	1%			1	1%
Legislators	1	1%			1	1%
Total	82	84%	16	16.3%	98	100%

Table 6.6 Regular Sources Quoted In News Reports And Features (Individual Newspapers)

Regular Sources	<i>Ming Pao Daily</i>		<i>South China Morning Post</i>		<i>Apple Daily</i>		<i>Oriental Daily</i>	
Teachers & Teacher organisations	195	43%	79	45%	76	45%	22	33%
Education authorities (Education and Manpower Bureau and Education Department)	163	36%	59	34%	73	43%	34	51%
Schools (managements and related organisations)	33	7%	13	8%	3	2%	7	10%
Universities	17	4%	12	7%	4	2%		
Non-teachers education groups	16	4%	6	3%	4	2%		
Student organisations	8	2%			2	1%	2	3%
Parents groups	4	0.9%	2	1%	2	1%	1	2%
Legislators (individual)	4	0.9%	3	2%				
Other Interest groups	4	0.9%			1	0.6%	1	2%
Democratic Alliance for the Betterment of Hong Kong	2	0.4%			2	1.2%		
Democratic Party	3	0.7%			1	0.6%		
Education Commission	3	0.7%			1	0.6%		
University Grants Committee	2	0.4%						
Social services organisation	2	0.4%						
Equal Opportunities Commission	1	0.2%						
Total	457	53%	174	20%	169	20%	67	8%

Table 6.7 Non-Regular Sources Quoted In News Reports And Features
(Individual Newspapers)

Non-Regular Sources	<i>Ming Pao Daily</i>		<i>South China Morning Post</i>		<i>Apple Daily</i>		<i>Oriental Daily</i>	
Student & Parents (individual)	31	51%			5	39%	2	67%
Scholar & experts	21	34%	13	81%	2	15%		
Anonymous	4	7%	1	6%	6	46%	1	33%
Business	4	7%	2	13%				
CEO of Hong Kong Government	1	2%						
Total	61	66%	16	17%	13	14%	3	3%

Table 6.8 Advocates Quoted In News Reports And Features
(Individual Newspapers)

Advocates	<i>Ming Pao Daily</i>		<i>South China Morning Post</i>		<i>Apple Daily</i>		<i>Oriental Daily</i>	
Teachers & Teacher organisations	195	43%	76	46%	79	50%	22	32%
Education authorities (Education and Manpower Bureau and Education Department)	163	36%	73	44%	59	37%	34	50%
Schools (managements and related organisations)	33	7%	3	2%	13	8%	7	10%
Student & Parents (individual)	31	7%	5	3%			2	3%
Student organisations	8	2%	2	1%			2	3%
Parents groups	4	0.9%	2	1%	2	1%	1	2%
Legislators (individual)	4	0.9%			3	2%		
Business	4	0.9%			2	1%		
Democratic Alliance for the Betterment of Hong Kong	2	0.4%	2	1%				
Democratic Party	3	0.7%	1	0.6%				
Education Commission	3	0.7%	1	0.6%				
CEO of Hong Kong government	1	0.2%						
Total	451	54%	165	20%	158	19%	68	8%

Table 6.9 Arbiters Quoted In News Reports And Features (Individual Newspapers)

Arbiters	<i>Ming Pao Daily</i>		<i>South China Morning Post</i>		<i>Apple Daily</i>		<i>Oriental Daily</i>	
Scholar & experts	21	33%	13	42%	2	18%		
Universities	17	27%	12	39%	4	36%		
Non-teachers education groups	16	25%	6	19%	4	36%		
Other Interest groups	4	6%			1	9%	1	100%
University Grants Committee	2	3%						
Social services organisation	2	3%						
Equal Opportunities Commission	1	2%						
	63	59%	31	29%	11	10%	1	0.9%

Table 6.10 Authors Of Commentaries And Letters-To-The-Editor (Individual Newspaper)

	<i>Ming Pao Daily</i>		<i>Apple Daily</i>		<i>South China Morning Post</i>		<i>Oriental Daily</i>		Total	
Public	11	24%	13	32%	6	67%			30	31%
Scholars	16	36%	6	15%	2	22%			24	25%
Columnists	3	7%	11	27%			3	100%	17	17%
Education Professionals	6	13%	8	20%					14	14%
Teachers Groups	3	7%	1	2%					4	4%
Journalists	3	7%			1	11%			4	4%
Parents & Students	2	4%							2	2%
Students Groups			1	2%					1	1%
Political Parties			1	2%					1	1%
Legislators	1	2%							1	1%
Total	45	46%	41	42%	9	9%	3	3%	98	100%

Table 6.11 Composition Of Newspapers' Coverage Of The Benchmark Assessment Issue In The Peak Month

	<i>Ming Pao Daily</i>		<i>Apple Daily</i>		<i>South China Morning Post</i>		Total	
News reports	27	61%	15	52%	10	91%	52	62%
Commentaries	16	36%	12	41%			29	35%
Editorials	1	2%	2	7%	1	9%	3	4%
Total	44	52%	29	35%	11	13%	84	100%

Table 6.12 Issue Definition In Peak Month News Reports About The Benchmark Assessment Issue

News Sources	Anti-benchmark test		Policy substance		Policy alternatives		Pro-benchmark test		The protest		Criticism to the government	
Professional Teachers' Union	9	36%	1	4%	16	73%			4	27%	4	67%
Government			8	33%			6	40%	4	27%		
Individual education professionals	8	32%	3	13%	1	5%	1	7%	1	7%	2	33%
Democrat legislators	3	12%			2	9%						
Education Convergence			2	8%	3	14%						
Parents & Students							6	40%				
Students (Education institute)	1	4%	4	17%					1	7%		
Education Commission									3	20%		
Schools	1	4%	1	4%					1	7%		
Business groups							2	13%				
The Hong Kong Institute of Education			2	8%								
Public	1	4%							1	7%		
Scholars	2	8%										
Other tertiary institutions			2	8%								
Federation of Education Workers			1	4%								
Total	25	21%	24	20%	22	18%	15	12%	15	12%	6	5%

Table 6.12 Continue

News Sources	Policy process and legitimacy		Problems of language education		Who responsible for the language problem?		Criticism to the PTU ¹		Politics		Total	
Professional Teachers' Union	2	40%			2	67%			1	100%	39	32%
Government	1	20%					3	100%			22	18%
Individual education professionals	1	20%	2	67%	1	33%					20	16%
Democrat legislators			1	33%							6	5%
Education Convergence	1	20%									6	5%
Parents & Students											6	5%
Students (Education institute)											6	5%
Education Commission											3	3%
Schools											3	3%
Business groups											2	2%
The Hong Kong Institute of Education											2	2%
Public											2	2%
Scholars											2	2%
Other tertiary institutions											2	2%
Federation of Education Workers											1	1%
Total	5	4%	3	3%	3	3%	3	3%	1	0.8%	122	100%

1. PTU is the abbreviation of the Professional Teachers' Union

Table 6.13 Main Themes In Peak Month News Reports About The Benchmark Assessment Issue

	Anti-benchmark test	Policy substance	Policy alternatives	Pro-benchmark test	The protest
Theme I	Benchmark test is an insult	Criteria of exemption	Abolish the benchmark test	An assessment has to be erected as a choice for teachers to meet the benchmark and as an objective quality indicator of language teachers	The protest damages teachers' image
Major advocates	The Professional Teachers' Union, individual teachers	Government, schools and teacher organisations	The Professional Teachers' Union, individual teachers	Government	Government, schools, the Hong Kong Institute of Education, some non-union teachers groups
Note 1	9 / 36%	8 / 33%	10 / 45%	6 / 40%	6 / 40%
Theme II	More work pressure, additional workload	It is unfair to require diploma student to take the test	A comprehensive continue training and assessment system for teachers instead of the benchmark test	Note 3	The protest became a long-term social movement
Major advocates	The Professional Teachers' Union, individual teachers	The Hong Kong Institute of Education and its students	The Professional Teachers' Union and other teachers organisations	Parents, Students, Business groups	The Professional Teachers' Union
	4 / 16%	6 / 25%	7 / 32%		3 / 20%
Theme III	Note 2	Benchmark test denies current tertiary education and professional qualification	Government has to propose a workable plan to reduce class size	Benchmark test can effectively maintain and improve teachers language ability	Note 4
Major advocates	The Professional Teachers' Union, individual teachers and schools	The Professional Teachers' Union, individual teachers	The Professional Teachers' Union	Parents, Students, Business groups	
		5 / 20%	3 / 13.6%	2 / 13%	

1. The percentage represents the proportion of the coverage of a theme in the coverage of an aspect.

2. Both “demoralise” and “benchmark test cannot improve or ensure language standards or education quality” were the third common themes in the “anti-benchmark test” aspect. Each contains three statements that comprised 12% of this aspect.

3. Each of the two themes, “Test is a guarantee of quality” and the “Benchmark test can be a professional recognition”, had three related statements that comprised 20% of this aspect.

4. The union argued, “Protest is just and reasonable and teachers have the right to protest” but some non-union teachers groups maintained that “Both the government and teachers are losers in the battle”. Each of these themes comprises 13% (two related statements) of this aspect.

Table 6.14 Issue Definition In Peak Month Commentaries And Editorials About The Benchmark Assessment Issue

	Who are responsible for the language problem?		Anti-benchmark test		The protest		Policy substance		Policy alternatives	
Individual education professionals	4	27%	3	25%	4	36%	3	30%	2	22%
Scholars	4	27%	5	42%	2	18%	1	10%	1	11%
Public	4	27%	2	17%		1 9%	2	20%		
Columnist	3	20%	1	8%	2	18%	1	10%	2	22%
Editorial			1	8%		1 9%			3	33%
DAB ¹ legislator						1 9%	3	30%		
Other Teachers group									1	11%
Grand Total	15	18%	12	14%		11 13%	10 12%	9	11%	

1. DAB is the abbreviation of the pro-China political party Democratic Alliance for the Betterment of Hong Kong.

Table 6.14 Continue

	Policy process and legitimacy		Criticism to the government		Pro-benchmark test		Problems of language education		Criticism to the PTU ¹		Total
Individual education professionals					1	17%					17 20%
Scholars	1	11%	1	13%			2	50%			17 20%
Public	1	11%	2	25%	1	17%	1	25%			14 17%
Columnist			2	25%	1	17%			1	100.0%	13 15%
Editorial	4	44%			2	33%	1	25%			12 14%
DAB legislator	2	22%	2	25%	1	16%					9 11%
Other Teachers group	1	11%	1	13%							3 4%
Grand Total	9	11%	8	9%	6	7%	4	5%	1	1%	85 100%

1. PTU is the abbreviation of the Professional Teachers' Union.

Table 6.15 Main Themes In Peak Month Commentaries And Editorials About The Benchmark Assessment Issue

Aspects	Themes and Major Advocates	No. of Statements	
Who is responsible for the language problem?	Teaching quality is not the only reason for the decline of language ability in students		
	Scholars, columnists, other individuals	8	9%
	The government shifted responsibility and made teachers the scapegoat		
Policy alternatives	Scholars, columnists, teachers, other individuals	5	6%
	A comprehensive continuous training and assessment system for teachers needs to be developed instead of the benchmark test		
Policy process and legitimacy	Editorials, columnists	4	5%
	Teachers and the public have to be involved in the development of the policy of training teachers		
Criticism of the government	Editorial, DAB1 legislator	4	5%
	Authoritarian and bureaucratic		
	Scholars, columnists, teachers, other individuals	4	5%

1. DAB is the abbreviation of the pro-China political party Democratic Alliance for the Betterment of Hong Kong.

Table 6.16 Issue Definitions In Peak Month News Reports About The Benchmark Issue (Individual Newspaper)

Newspapers	Anti-benchmark test		Policy substance		Policy alternatives		Pro-benchmark test		The protest		Criticism to the government	
<i>Ming Pao Daily</i>	12	19%	15	23%	10	15%	10	15%	8	12%	4	6%
<i>Apple Daily</i>	9	27%	5	15%	6	17%	3	9%	4	12%	2	6%
<i>South China Morning Post</i>	4	17%	4	17%	6	26%	2	9%	3	13%		
Total	25	21%	24	20%	22	18%	15	12%	15	12%	6	5%

Table 6.16 Continue

Newspapers	Policy process and legitimacy		Problems of language education		Who responsible for the language problem?		Criticism to the PTU¹		Politics		Total	
<i>Ming Pao Daily</i>	2	3%	2	3%	1	2%	1	2%			65	53%
<i>Apple Daily</i>	2	6%			1	3%	1	3%	1	3%	34	28%
<i>South China Morning Post</i>	1	4%	1	4%	1	4%	1	4%			23	19%
Total	5	4%	3	3%	3	3%	3	3%	1	1%	122	100%

1. PTU is the abbreviation of the Professional Teachers' Union.

Table 6.17 Issue Definitions In Peak Month Commentaries And Editorials About The Benchmark Issue (Individual Newspaper)

Newspapers	Who are responsible for the language problem?		Anti-benchmark test		The protest		Policy substance		Policy alternatives	
<i>Ming Pao Daily</i>	8	16%	4	8%	8	16%	4	8%	6	12%
<i>Apple Daily</i>	7	21%	8	24%	3	9%	6	18%	3	9%
<i>South China Morning Post</i>										
Total	15	18%	12	14%	11	13%	10	12%	9	11%

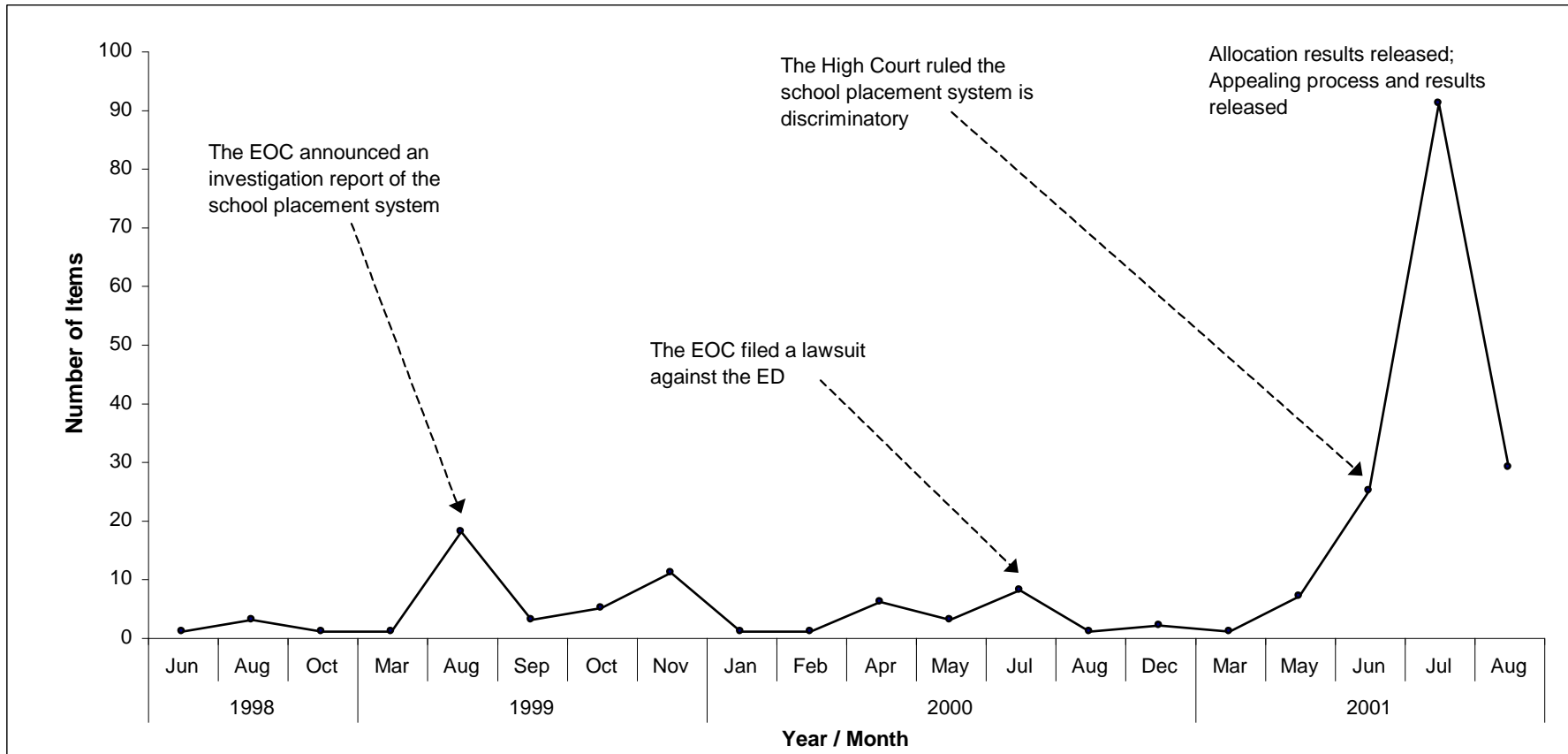
Table 6.17 Continue

Newspapers	Policy process and legitimacy		Criticism to the government		Pro-benchmark test		Problems of language education		Criticism to the PTU ¹		Total	
<i>Ming Pao Daily</i>	6	12%	7	14%	2	4%	4	8%	1	2%	50	59%
<i>Apple Daily</i>	3	9%	1	3%	2	6%					33	39%
<i>South China Morning Post</i>					2	100%					2	2%
Total	9	11%	8	9%	6	7%	4	5%	1	1%	85	100%

1. PTU is the abbreviation of the Professional Teachers' Union.

Chart And Tables For Chapter 7

Chart 7.1 Important events and news coverage of the school placement issue



Note: "EOC" is the abbreviation of the Equal Opportunities Commission; "ED" is the abbreviation of the Education Department.

Table 7.1 Total Coverage Of The School Placement Issue

Indicators	Details			
Coverage size	Number of items		218 Items	15.7%
	Total word count		143,586 Words	16.2%
Coverage composition	Article types	News	152 Items	69.7%
		Commentary	45 Items	20.6%
		Editorial	12 Items	5.5%
		Letters-to-the-editor	6 Items	2.8%
		Feature	3 Items	1.4%
	News sections	Front	7 Items	

Table 7.2 Sources Quoted In News Reports And Features

News Sources	Paraphrases		Direct Quotations		Total	
Education authorities (Education and Manpower Bureau and Education Department)	270	87%	39	13%	309	31%
Equal Opportunities Commission	232	88%	31	12%	263	27%
School managements and related organisations	58	70%	25	30%	83	8%
Students & Parents (individual)	31	48%	33	52%	64	7%
Parents groups	30	60%	20	40%	50	5%
Legislators	30	73%	11	27%	41	4%
Legal professionals	31	82%	7	18%	38	4%
Teachers & teachers organisations	29	83%	6	17%	35	4%
Other government sources	26	90%	3	10%	29	3%
Scholar & experts	18	64%	10	36%	28	3%
Non-teachers education groups	19	83%	4	17%	23	2%
Anonymous					19	2%
Education Commission	5	63%	3	38%	8	1%
Total	779	79%	192	19%	990	100%

Table 7.3 Regular/Non-Regular Sources Quoted In News Reports And Features

Regular Sources			Non-regular Sources		
Education authorities (Education and Manpower Bureau and Education Department)	309	31%	Students & Parents (individual)	64	7%
Equal Opportunities Commission	263	27%	Legal professionals	38	4%
School (managements and related organisations)	83	8%	Scholar & experts	28	3%
Parents groups	50	5%	Anonymous	19	2%
Legislators	41	4%			
Teachers & teachers organisations	35	4%			
Other government sources	29	3%			
Non-teachers education groups	23	2%			
Education Commission	8	1%			
Total	841	85%		149	15%

Table 7.4 Advocates/Arbiters Quoted In News Reports And Features

Advocates			Arbiters		
Education authorities (Education and Manpower Bureau and Education Department)	309	31%	Legal professionals	38	4%
Equal Opportunities Commission	263	27%	Scholar & experts	28	3%
School (managements and related organisations)	83	8%			
Students & Parents (individual)	64	7%			
Parents groups	50	5%			
Legislators	41	4%			
Teachers & teachers organisations	35	4%			
Other government sources	29	3%			
Non-teachers education groups	23	2%			
Education Commission	8	1%			
Total	905	91%		66	7%

*Note: Unnamed sources, the “Anonymous” is excluded from this table.

Table 7.5 Authors Of Commentaries And Letters-To-The-Editor

News Sources	Commentaries		Letters-to-editor		Total	
Columnists	12	27%			12	24%
Scholars	10	22%	1	17%	11	22%
Public	5	11%	1	17%	6	12%
Legislators	5	11%	1	17%	6	12%
Education Professionals	5	11%			5	10%
Teachers Groups	3	7%			3	6%
Other Interest Groups	3	7%			3	6%
Parents & Students			2	33%	2	4%
EOC ¹			1	17%	1	2%
Government Officials	1	2%			1	2%
Parents Groups	1	2%			1	2%
Total	45	100%	6	100%	51	100%

1. "EOC" is the abbreviation of the Equal Opportunities Commission.

Table 7.6 Regular Sources Quoted In News Reports And Features (Individual Newspapers)

Regular Sources	<i>Ming Pao Daily</i>		<i>Apple Daily</i>		<i>South China Morning Post</i>		<i>Oriental Daily</i>	
Education authorities (Education and Manpower Bureau and Education Department)	106	35%	59	33%	112	43%	32	32%
Equal Opportunities Commission	104	34%	56	32%	74	29%	29	29%
School (managements and related organisations)	42	14%	12	7%	20	8%	9	9%
Parents groups	12	4%	14	8%	11	4%	13	13%
Legislators	20	7%	3	2%	16	6%	2	2%
Teachers & teachers organisations	13	4%	12	7%	6	2%	4	4%
Other government sources	5	2%	5	3%	14	5%	5	5%
Non-teachers education groups	2	1%	13	7%	4	2%	4	4%
Education Commission	2	1%	4	2%	1	0%	1	1%
Total	306	36%	178	21%	258	31%	99	12%

Table 7.7 Non-Regular Sources Quoted In News Reports And Features (Individual Newspapers)

Non-regular Sources	<i>Apple Daily</i>		<i>Ming Pao Daily</i>		<i>South China Morning Post</i>		<i>Oriental Daily</i>	
Students & Parents (individual)	26	57%	13	41%	11	25%	14	52%
Legal professionals	15	33%	7	22%	12	27%	4	15%
Scholar & experts	1	2%	5	16%	15	34%	7	26%
Anonymous	4	9%	7	22%	6	14%	2	7%
Total	46	31%	32	22%	44	30%	27	18%

Table 7.8 Advocate Quoted In News Reports And Features (Individual Newspapers)

Advocates	<i>Ming Pao Daily</i>		<i>Apple Daily</i>		<i>South China Morning Post</i>		<i>Oriental Daily</i>	
Education authorities (Education and Manpower Bureau and Education Department)	106	33%	59	29%	112	42%	32	28%
Equal Opportunities Commission	104	33%	56	28%	74	28%	29	26%
School (managements and related organisations)	42	13%	12	6%	20	7%	9	8%
Students & Parents (individual)	13	4%	26	13%	11	4%	14	12%
Parents groups	12	4%	14	7%	11	4%	13	12%
Legislators	20	6%	3	2%	16	6%	2	2%
Teachers & teachers organisations	13	4%	12	6%	6	2%	4	4%
Other government sources	5	2%	5	3%	14	5%	5	4%
Non-teachers education groups	2	1%	13	6%	4	2%	4	4%
Education Commission	2	1%	4	2%	1	0%	1	1%
Total	319	35%	204	23%	269	30%	113	13%

Table 7.9 Arbiters Quoted In News Reports And Features (Individual Newspapers)

Arbiters	<i>Apple Daily</i>		<i>Ming Pao Daily</i>		<i>South China Morning Post</i>		<i>Oriental Daily</i>	
Legal professionals	15	94%	7	58%	12	44%	4	36%
Scholar & experts	1	6%	5	42%	15	56%	7	64%
Total	16	24%	12	18%	27	41%	11	17%

Table 7.10 Authors Of Commentaries And Letters-To-The-Editor (Individual Newspaper)

	<i>Ming Pao Daily</i>		<i>Apple Daily</i>		<i>Oriental Daily</i>		<i>South China Morning Post</i>		Total	
Columnist	2	13%			10	77%			12	
Scholars	5	31%	3	21%			3	38%	11	22%
Public	2	13%	1	7%			3	38%	6	12%
Legislators	2	13%	3	21%			1	13%	6	12%
Education Professionals	2	13%	3	21%					5	10%
Teachers Groups	1	6%	2	14%					3	6%
Other Interest Groups					3	23%			3	6%
Parents & Students (individual)			2	14%					2	4%
EOC							1	13%	1	2%
Government Officials	1	6%							1	2%
Parents Groups	1	6%							1	2%
Total	16	31%	14	28%	13	26%	8	16%	51	100%

Note: The *Apple Daily* had few column articles about the school placement issue but the articles did not directly comment on the school placement issue but rather took the issue as an example for commenting on public administration. Therefore, they did not coded.

Table 7.11 Composition Of Newspapers' Coverage Of The School Placement Issue In The Peak Month

	<i>Ming Pao Daily</i>		<i>Apple Daily</i>		<i>Oriental Daily</i>		<i>South China Morning Post</i>		Total	
News reports	23	89%	16	62%	18	72%	11	79%	68	75%
Commentaries	3	12%	8	31%	4	16%	2	14%	17	19%
Editorials			1	4%	3	12%			4	4%
Feature							1	7%	1	1%
Letter-to-the-editor			1	4%					1	1%
Total	26	29%	26	29%	25	28%	14	15%	91	100%

Table 7.12 Issue Definition In Peak Month News Reports And Features About The School Placement Issue

	Appealing & Reallocation Mechanism		Allocation system		Suggestions for Parents		2001 allocation result	
Appealing students/parents			2	9%				
Democratic legislator								
Education Commission			1	5%				
Education convergence	3	5%			1	5%	3	16%
Equal Opportunities Commission	12	21%	1	5%	3	15%		
Government	27	47%	6	27%	9	45%	7	37%
Liberal legislator			1	5%				
Other legislator	1	2%					1	5%
Parents (individual)			6	27%				
Parents groups	3	5%					4	21%
Legal professionals	1	2%			1	5%		
Professional Teachers Union							1	5%
Scholars and experts					1	5%		
Schools	10	18%	1	5%	2	10%	3	16%
Social worker					3	15%		
Students			3	14%				
Unnamed sources			1	5%				
Total	57	40%	22	15%	20	14%	19	13%

Table 7.12 Continue

	Criticism of government		Sexual discrimination in education system		Parents respond to the appeals process		Total	
Appealing students/parents	2	20%					4	3%
Democratic legislator	2	20%					2	1%
EC members							1	1%
Education convergence	1	10%					8	6%
Equal Opportunities Commission			3	33%			19	13%
Government			2	22%			51	35%
Liberal legislator							1	1%
Other legislator	2	20%					4	3%
Parents (individual)	1	10%	2	22%	7	100%	16	11%
Parents groups	1	10%					8	6%
Professionals (Law)							2	1%
Professional Teachers Union	1	10%					2	1%
Scholars & Specialists							1	1%
Schools			2	22%			18	13%
Social worker							3	2%
Students							3	2%
Unnamed sources							1	1%
Total	10	7%	9	6%	7	5%	144	100%

Table 7.13 Main Themes In Peak Month News Reports And Features about the school placement issue ^{Note 1}

	Appealing & Reallocation Mechanism	Allocation system	Suggestions for Parents	2001 allocation result
Theme I	About the operation of appealing and reallocation process	The system is unfair	Taking into account the psychological effects made on students by the appeals process	Note 5
Major advocates	The Government	Parents and Students	Social workers, government, scholars and teachers groups	
Note 2	20 / 35%	12 / 55%	7 / 35%	
Theme II	Accept complaints about the appeals process, offer help to parents and students	New allocation method will be implemented next year	Think carefully and do not lodge an appeal just for luck	All students should be reallocated together
Major advocates	Equal Opportunities Commission	The Government	Government, Schools	Teacher groups, parent groups
	11 / 19%	6 / 27%	4 / 20%	6 / 32%
Theme III	Not enough places for reallocation; the possibility to change school successfully is low	Note 3	Note 4	Parents are unsatisfied with the allocation results is not only because of the gender lawsuit but also it is caused by the reduction of banding categories
Major advocates	The Government, Schools			The Government, Schools
	10 / 18%			4 / 21%

1.This table only displays the details of the first four aspects because coverage of these aspects already comprised 82% of the whole peak month coverage.

2.The percentage represent the proportion of the coverage a theme in the coverage of an aspect.

3.The debate on reducing banding categories between schools and the education authorities occupied 18 % (four statements) of this aspect.

4.The government tried to “persuade parents to accept allocation results” but the Equal Opportunities Commission and some legal professionals argued that “parents have the right to resort to legal action”. These arguments comprised 30% coverage of this aspect.

5 The Professional Teachers’ Union, parents and some legislators condemned the appeals process as falling into chaos but the government defended its position saying the description chaos was exaggerative. 39% of the coverage about the allocation result related to this quarrel

Table 7.14 Issue Definition In Peak Month Commentaries, Editorials And Letter-To-The-Editor About The School Placement Issue

	Allocation system		2001 allocation result		Suggestions for Parents	
Editorial	5	42%	6	55%	3	33%
Columnist	1	8%	2	18%	4	44%
Scholars & experts	6	50%	1	9%	1	11%
Other legislator			1	9%		
Professional Teachers Union						
Public			1	9%		
Parents groups					1	11%
Total	12	25%	11	23%	9	19%

Table 7.14 Continue

	Criticism of government		Appealing & Reallocation Mechanism		Sexual discrimination in education system		Total	
Editorial	2	33%	1	20%			17	35%
Columnist			1	20%	2	40%	10	21%
Scholars & experts					2	40%	10	21%
Other legislator	1	17%	2	40%			4	8%
Professional Teachers Union	2	33%	1	20%	1	20%	4	8%
Public	1	17%					2	4%
Parents groups							1	2%
Total	6	13%	5	10%	5	10%	48	100%

Table 7.15 Main Themes In Commentaries, Letter-To-The-Editor And Editorials About The School Placement Issue

Aspects	Themes and Major Advocates	No. of Statements
Suggestions for Parents	Taking into account the psychological effects made by the appeals process on students	
	Columnists, editorials and scholars	5 / 10%
2001 allocation result	The situation is in chaos	
	Editorials	4 / 8%
	The chaos is mainly caused by the reduction of banding categories	
Allocation system	Columnists, editorials and scholars	3 / 6%
	The reduction of banding categories is a kind of egalitarianism and communism (negative usage)	
Appealing & Reallocation Mechanism	Editorials and scholars	3 / 6%
	The appeal mechanism is illegal	
	Legislators, the Professional Teacher Union	3 / 6%

Table 7.16 Issue Definitions In Peak Month News Reports And Features About The School Placement Issue (Individual Newspapers)

	Appealing & Reallocation Mechanism		Allocation system		Suggestions for Parents		2001 allocation result	
<i>Ming Pao Daily</i>	22	43%	8	16%	5	10%	8	16%
<i>Apple Daily</i>	12	29%	7	17%	8	19%	6	14%
<i>Oriental Daily</i>	15	44%	4	12%	5	15%	3	9%
<i>South China Morning Post</i>	8	47%	3	18%	2	12%	2	12%
Total	57	40%	22	15%	20	14%	19	13%

Table 7.16 Continue

	Criticism of government		Sexual discrimination in education system		Parents respond		Total	
<i>Ming Pao Daily</i>	3	6%	4	8%	1	2%	51	35%
<i>Apple Daily</i>	4	10%	2	5%	3	7%	42	29%
<i>Oriental Daily</i>	2	6%	3	9%	2	6%	34	24%
<i>South China Morning Post</i>	1	6%			1	6%	17	12%
Total	10	7%	9	6%	7	5%	144	100%

Table 7.17 Issue Definitions In Peak Month Commentaries, Editorials And Letters-To-The-Editor About The School Placement Issue (Individual Newspapers)

	Allocation system		2001 allocation result		Suggestions for Parents	
<i>Ming Pao Daily</i>	2	33%	1	17%	3	50%
<i>Apple Daily</i>	6	30%	3	15%	2	10%
<i>Oriental Daily</i>	4	21%	6	32%	3	16%
<i>South China Morning Post</i>			1	33%	1	33%
Total	12	25%	11	23%	9	19%

Table 7.17 Continue

	Criticism of government		Appealing & Reallocation Mechanism		Sexual discrimination in education system		Total	
<i>Ming Pao Daily</i>							6	13%
<i>Apple Daily</i>	4	20%	3	15%	2	10%	20	42%
<i>Oriental Daily</i>	2	11%	2	11%	2	11%	19	40%
<i>South China Morning Post</i>					1	33%	3	6%
Total	6	13%	5	10%	5	10%	48	100%

Appendix I Keywords for Database Searching

Chinese Database

Instruction Medium

Combinations (use “and” combine two keywords):

	教學 (teaching)	教育 (education)	競爭力 (competitiveness)
母語 (mother tongue)	✓	✓	---
雙語 (bilingual)	✓	✓	---
語言 (language)	✓	✓	---
語文能 (language proficiency)	---	---	✓

Single keyword:

語言政策 (language policy)

教學語言 (medium of instruction)

Benchmark Assessment

Combinations (use “and” combine two keywords):

	語文基準試 (benchmark test)	語文評核試 (another Chinese term of benchmark test)	語文能力 (language proficiency)	學生語文能力 (pupils' language proficiency)
教師 (teachers)	✓	✓	✓	✓
學生 (pupils)	---	---	✓	---

Single keyword:

語文教師 (language teaching)

School Placement

Combinations (use “and” combine two keywords):

	性別 (gender)	女生 (female)	男生 (male)	平機 Equal (Opportunity Commission)	歧視 (discrimination)
中學 (secondary school)	✓	✓	✓	✓	✓
升中 (upgrade to secondary), a Chinese term	✓	✓	✓	✓	✓
中一 (Form one)	✓	✓	✓	✓	✓

Single keyword:

派位制度 (allocation system)

University Funding

Combinations (use “and” combine two keywords):

	撥款 (funding)	經費 (another Chinese term funding)	預算 (budget)	政府預算 (government budget)
大學 (university)	✓	✓	✓	---
大專 (college)	✓	✓	✓	---
專上學院 (another Chinese term mean university and college)	✓	✓	✓	---
大學校長 (principle)	✓	✓	✓	---
教資會 (University Grants Committee)	✓	✓	✓	---
大學撥款 (university funding)	---	---	---	✓

English Databases

Instruction Medium

Combinations (use “and” combine two keywords):

	Teaching	Education	Competitiveness
Mother-tongue	✓	✓	
Bilingual	✓	✓	
Language	✓	✓	
Language proficiency			✓

Other combinations and single keyword:

“Language policy”

“Medium of instruction”

Benchmark Assessment

Combinations (use “and” combine two keywords):

	Benchmark test	Language proficiency
Teachers	✓	✓
Students	---	✓

Other combinations and single keyword:

Language teachers

School Placement

Combinations (use “and” combine two keywords):

	Gender	Sex	Girls	Boys	Discrimination	Equity Opportunity Commission
Form 1	✓	✓	✓	✓	✓	✓
Secondary school allocation	✓	✓	✓	✓	✓	✓
School places	✓	✓	✓	✓	✓	✓
Allocation system	✓	✓	✓	✓	✓	✓
School	---	---	---	---	✓	---

Single keyword:

Secondary school allocation system

University Funding

Combinations (use “and” combine two keywords):

	Budget	Funding	it funding	university committee	government budget
university	✓	✓	✓	---	---
tertiary education	✓	✓	✓	---	---
university Grants Committee	---	---	✓	---	---
tertiary funding	---	---	---	✓	---
legislative council &	---	---	---	---	✓

Single keyword:

“University funding”

“University Grants Committee”

Appendix II List of Interviewees

Name	Title	Interview status	Date of interview
	Education Editor and Report, <i>Oriental Daily</i>	Rejected	
Cheung Man-kwong	President of Professional Teachers' Union	Rejected	
Chow, Kam-ming	Discipline Master, Pooi Tun Secondary School; Secretary, Education Convergence	Interviewed	22 August 2001
Fong, Yuen-wah	Vice-Principal, Ju Ching Chu Secondary School; Member of Executive Committee, Education Convergence	Interviewed	21 August 2001
Forestier, Katherine	Education Editor, <i>South China Morning Post</i>	Interviewed	27 August 2001
Hui, Fung-yi, Polly	Education Reporter, <i>South China Morning Post</i>	Interviewed	17 August 2001
Government Information Officers	Education Commission, Education and Manpower Bureau, Information Services Department	Rejected	
Liu, Kin-ming	Former General Manager, <i>Apply Daily</i>	Interviewed	12 August 2001
Ms Pan	Education Editor, <i>Ming Pao Daily</i>	No interview due to diary problem	
Siu, Wai-chun, Terry	Deputy News Editor, <i>Apply Daily</i>	Interviewed	15 August 2001
Tam, Sau-han, Patty	Principal Reporter, <i>Apply Daily</i>	Interviewed	15 August 2001

Appendix III Interview Questions

For reporters:

1. How long have you been in the education area?
2. How do you cover education news? How does it differ from other news areas?
3. What type of people do you usually contact?
4. Which sources are best for you? (Co-operative? Understand media?)
5. How do you perceive the relationship between you and your sources?
6. Any difficulties in education news reporting (Institutional and non-institutional)?
7. How do you gain knowledge of education affairs?
8. Do you normally decide what to cover by yourself? Any public reactions, editorial intervention?
9. Do you employ different strategies to report different issues?
10. What are the important issues in education?
11. What do you think is good and bad about reporting on education?

For editors:

1. Can you introduce your publication and organisation? (readership etc.)
2. What is education news about?
3. What are the criteria for education news?
4. Since you became an editor, what have been the big stories in education? (What is your perception of the language policy issue, secondary school place allocation and ?)
5. How do you gain knowledge of education affairs?
6. Do you employ different editorial treatments on different issues?
7. How well does the Hong Kong press cover education issues?

For media managers:

1. How long have you been in this position? Do you have editorial experience, and how do you think about it?
2. What is the editorial policy in your company?
3. How do you evaluate education? How important to your newspaper is the education news in the present and the future?
4. What do you think is important to this topic?

For government officials and interest groups:

1. How do you perceive your work and your aims?
2. What ways do you use to release statements?
3. How can you ensure the message that you want to deliver, and are your perspective or opinions included in the news coverage?
4. When dealing with journalists, what do you have to pay attention to? Which strategies are best for you?
5. How do you perceive the relationship between you and the journalists?
6. What have been the major issues or concerns to you and your organisation?
7. How well does the Hong Kong press cover education issues?