The Government of the

Hong Kong Special Administrative Region

Agriculture, Fisheries and Conservation Department

Baseline Survey on the Attitude and Level of Knowledge of the General Public and Stakeholder Groups towards Biodiversity in Hong Kong

Research Report

Centre for Communication and Public Opinion Survey

The Chinese University of Hong Kong

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Content

Executive Summary

The Agriculture, Fisheries and Conservation Department (AFCD) commissioned the Centre for Communication and Public Opinion Survey (CCPOS) at The Chinese University of Hong Kong to conduct a baseline survey to examine the attitude and knowledge of the general public and stakeholder groups towards biodiversity in Hong Kong. The study consisted of three research components: (1) a telephone survey with general public aged between 15 and 64 (conducted in October 2017); (2) an online survey with two stakeholder groups, namely primary and secondary school teachers, and planning and development professionals (conducted from November 2017 to January 2018); and (3) focus group discussions with members of the general public and the two stakeholder groups (conducted from December 2017 to January 2018).

The study covered four major aspects: (1) knowledge of biodiversity; (2) importance of preserving biodiversity; (3) closeness of biodiversity to the society; and (4) willingness to preserve biodiversity. Based on these aspects, four indexes ("Knowledge Index", "Importance Index", "Closeness Index", and "Willingness Index") were constructed to quantify the knowledge and attitude level of the general public and stakeholder groups towards biodiversity.

A total of 1016 members of public and 626 stakeholders (414 teachers; 212 planning and development professionals) participated in the telephone and online survey respectively. Response rate of the telephone survey was 38%.

Around a quarter of the respondents in the telephone survey (23.7%) has heard of the term "biodiversity" and knew its meaning, and the percentage was significantly higher for teachers (70.8%) and planning and development professionals (72.2%). Only 4.3%

of the respondents in the telephone survey said that they were quite well-informed or very well-informed about biodiversity, while the percentage was higher for teachers (26.3%) and planning and development professionals (20.3%). All three groups of respondents demonstrated an overall positive orientation towards various aspects of biodiversity conservation, as indicated by the values of the "Importance Index", "Closeness Index" and "Willingness Index" below (values range from 1 (Strongly disagree/ Definitely will not) to 5 (Strongly agree/ Definitely will)).

	General Public	Teachers	Planning and Development Professionals
"Importance Index"	3.84	4.04	4.17
"Closeness Index"	3.70	3.89	3.94
"Willingness Index"	3.28	3.64	3.72

Based on the results of the surveys and the focus group discussions, several key findings were identified. First, the general public and stakeholder groups had a limited understanding of biodiversity in general. Secondly, there was a lack of societal concern about biodiversity in Hong Kong at large. As explained by focus group participants, this is because Hong Kong citizens often prioritize convenience and consumerism over biodiversity conservation. In addition, discrepancies between respondents' knowledge, attitudes and behaviors regarding biodiversity conservation were observed. For example, as illustrated by the values of the three indexes, though respondents might value the importance of conserving biodiversity and acknowledge the closeness of biodiversity to the society, they attributed less importance to personal efforts to conserve biodiversity. Lastly, collaborative efforts by the government, business sector and citizens were considered essential to biodiversity conservation in Hong Kong.

1 Introduction

In December 2016, the Environment Bureau of the Hong Kong Special Administrative Region Government issued a landmark document, the *Hong Kong Biodiversity Strategy and Action Plan (2016-21)* (hereafter BSAP), with an aim to conserve biodiversity and support sustainable development. Against this background, the Agriculture, Fisheries and Conservation Department (AFCD) commissioned the Centre for Communication and Public Opinion Survey (CCPOS) at The Chinese University of Hong Kong to carry out a baseline survey to examine the attitude and knowledge of the general public and stakeholder groups towards biodiversity in Hong Kong. The survey was among the first of its kind in the city.

The study has the following research objectives:

1. To develop a baseline picture on the attitude and level of knowledge of the general public and various stakeholder groups towards biodiversity in Hong Kong.
2. To establish an in-depth understanding on the perceptions, opinions, attitudes and beliefs of the general public and various stakeholder groups towards biodiversity in Hong Kong.
3. To develop a survey evaluation tool that can be used to track the progress in achieving a key objective of BSAP on raising awareness and knowledge of the general public and relevant stakeholders towards biodiversity in Hong Kong.
4. To provide information for the planning of public awareness and education programmes in the future.

2 Research Design and Methods

This baseline study consisted of three research components. The first component was a general public survey, which aimed to examine the knowledge and views of Hong Kong citizens towards biodiversity. The second component was an online survey with two stakeholder groups, namely teachers and planning and development professionals. Similarly, the purpose of the online survey was to gather views of the concerned stakeholder groups towards biodiversity in Hong Kong. The third component was focus group discussions, which served to gain in-depth understandings of the knowledge and views of Hong Kong citizens, teachers, planning and development professionals towards biodiversity.

2.1 Telephone Survey with the General Public

2.1.1 Target Respondents

Target respondents were Hong Kong residents (Cantonese, Mandarin and English speakers) aged between 15 and 64.

2.1.2 Sampling

To perform random sampling, all telephone numbers in the latest residential telephone directories were transformed into six-digit numbers by erasing the last two digits. A hundred two-digit numbers from 00 to 99 were then appended to each number, which generated a sampling frame of household telephone numbers. Telephone numbers were then randomly selected from the sampling frame during the survey. After successful contact with the household, if there was more than one member eligible for the interview, the “Next Birthday” rule was employed to select the eligible household member whose birthday would come soonest.

2.1.3 Data Collection Method

The computer-assisted telephone interviewing (CATI) system was deployed to conduct the telephone survey. All data were inputted into the system by the interviewers.

2.1.4 Questionnaire

To prepare for questionnaire design, the BSAP has been studied intensively to comprehend its background and objectives thoroughly. Besides, international and local studies have also been reviewed to gain a more in-depth understanding of similar public awareness surveys and the issue of biodiversity.[1]

In designing the questionnaire, it has been borne in the mind that this study should accord with the needs and purposes of the BSAP. Therefore, while references from international studies have been drawn, it has been made sure that the survey would reveal the specific situations of Hong Kong.

The questionnaire contained 30 questions, which included 24 main questions and six demographics items. The main questions covered four aspects – Knowledge of biodiversity ("Knowledge" questions), Importance of preserving biodiversity ("Importance" questions), Closeness of biodiversity to the society ("Closeness" questions), and Willingness to preserve biodiversity ("Willingness" questions).

[1] The following international and local studies were mainly reviewed for designing the study:
(1) European Commission (2015). *Attitudes of Europeans towards biodiversity*. Special Eurobarometer 436. Retrieved from http://ec.europa.eu/COMMFrontOffice/publicopinion/index.cfm;
(2) Federal Ministry for the Environment, Nature Conservation, Building and Nuclear Safety (2016). *2015 Nature Awareness Study:Population survey on nature and biological diversity*. Retrieved from http://www.bmub.bund.de/fileadmin/Daten_BMU/Pools/Broschueren/naturbewusstseinsstudie_2015_en_bf.pdf;
(3) Martin, S., & Rollason, R. (2017). *The First Baseline Study of General Public's Awareness and Attitudes Towards Biodiversity Conservation in Hong Kong*. Retrieved from http://civic-exchange.org/wp-content/uploads/2017/01/Biodiversity-report_v2-2015.C.008.15D.pdf

Before the survey was officially launched, a pilot survey was conducted to check the feasibility of the questionnaire. According to the pilot results, the questionnaire was then slightly modified (See the questionnaire in Appendix 1). Three sets of questionnaire were prepared to cater to Cantonese, Mandarin and English speakers.

2.1.5 Polling Period

The survey was conducted during the period of 9-24 October 2017.

2.1.6 Sample Size and Response Rate

CCPOS has successfully interviewed 1,016 respondents. The response rate was 38%. The calculation of the response rate is demonstrated as follows:

Total Number of Phone Calls Attempted		*43335*
A. Total Number of Confirmed Ineligible Phone Numbers for Interview (Ineligibles)		*24120*
A1. Non-working number	19779	
A2. Non-residence	1582	
A3. Fax/ Modem/ Pager	2160	
A4. No eligible living in	599	
B. Total Number of Phone Numbers with Unconfirmed Eligible Interviewee (Unknown)		*17611*
B1. No answer	8119	
B2. Busy	2085	
B3. Need password	58	
B4. Language problem	17	
B5. Without confirming as a household before hanging up	7332	
C. Total Number of Phone Numbers with Confirmed Eligible Interviewees (Eligibles)		*1604*
C1. Refusal (including refusal in the middle of interview)	458	
C2. Eligible interviewee unavailable in survey period	130	
C3. Completed	1016	
Response rate is computed in the following way:		
Completed / [Eligibles + Unknown x Eligibles / (Eligibles + Ineligibles)]		
= 1016 / [1604 + 17611 x 1604 / (1604 + 24120)]		

= 0.3760 (i.e. 38%)

2.1.7 Sampling Error

The sample size was 1,016. At the confidence level of 95%, the sampling error was ±3.1%.

2.1.8 Quality Assurance

The interviewer team mainly consisted of university students who were capable of conducting interviews in Cantonese, Mandarin and English. Before fieldwork, all interviewers received a comprehensive briefing. Besides, the CATI system at CCPOS allows fieldwork supervisors to perform real time monitoring of telephone interviews. This means supervisors can listen to the conversations between interviewers and interviewees. At the same time, they can monitor the computer screens of interviewers as well.

After data collection, all survey data were recorded in SPSS with clear variable names and labels. Before carrying out data analysis, data checking was performed to make sure that the dataset contained no flaws.

2.1.9 Weighting

To ensure the representativeness of the data, the final sample was weighted by the proportions of gender, age and educational level according to the latest population profile published by the Census and Statistics Department.

2.2 Online Survey with Stakeholder Groups

2.2.1 Target Respondents

Target respondents of the online survey were members of two stakeholder groups, namely teachers and planning and development professionals. The former group included teachers in primary and secondary schools in Hong Kong. The latter group consisted of architects, engineers, landscape architects, surveyors, urban designers, urban planners, and other related professions.

2.2.2 Data Collection Method

For the "teachers" group, random sampling was used to select 300 primary schools and 300 secondary schools in Hong Kong[2]. Teachers of various subjects in each school were invited to participate in the online survey. A total of 122 schools (51 primary schools and 71 secondary schools) have participated in the survey. Besides, the Hong Kong Professional Teachers' Union, the largest teacher association in Hong Kong, has also offered assistance in distributing the online questionnaire to its individual members.

For the "planning and development professionals" group, cooperation of professional bodies was primarily sought to disseminate the online survey questionnaire. Five professional associations have helped to distribute the online questionnaire to their members. They were The Hong Kong Institute of Architects, The Hong Kong Institute of Landscape Architects, The Hong Kong Institute of Planners, The Hong Kong Institute of Surveyors, and the Hong Kong Institute of Urban Design. Besides, snowball sampling was also employed to further expand the base of respondents.

There is a potential limitation of the sampling method of the online survey. The way

[2] International schools and special education schools were excluded in the sampling.

the respondents were recruited might exhibit a self-selection bias. That is, the people who voluntarily decided to participate in the survey were possibly the ones more interested in, and informed and concerned about the biodiversity issue. In other words, these people might be over-represented in the sample.

2.2.3 Questionnaire

The telephone survey questionnaire served as the foundation of the online survey questionnaire. On top of that, the online survey questionnaire also included some specific questions for the two stakeholder groups (See the questionnaires in Appendix 1).

For the "teachers" group, respondents were asked about their views towards various aspects of biodiversity education in their schools. Besides, they were asked to evaluate the support provided by the government for them to teach biodiversity in schools.

For the "planning and development professionals" group, respondents were asked about their understanding of the concept of biodiversity and the importance placed on biodiversity conservation in their professional fields. Besides, they were also asked to indicate whether the government has done an adequate job to promote and educate them on biodiversity.

2.2.4 Polling Period

The online survey with the two stakeholder groups was carried out from November 2017 to January 2018.

2.2.5 Sample Size

The online survey has successfully interviewed 414 teachers and 212 planning and development professionals in Hong Kong.

2.2.6 Logistics

Every professional organization/ school had an individual online questionnaire link. The respondents could easily access the questionnaire by simply clicking the link. After they have finished the survey, all data of submitted questionnaires went directly to CCPOS's system.

The layout of the online questionnaire would affect the response rate. Questionnaires with clearer layout will receive higher response rates. Therefore, efforts were put into the layout design of the online questionnaires. Besides, the online survey platform allows adjustment of questionnaire layout across different digital devices. Respondents could clearly view the questionnaire on whatever device they use. This technical feature could also enhance the response rate.

2.3 Focus Group Discussion

Five focus group discussions were conducted. Three of them were with members of the general public, one with teachers, and the remaining one with planning and development professionals.

2.3.1 Formation of Focus Groups

For the "general public" focus groups, target participants were drawn from the pool of respondents in the telephone survey who have indicated their interest in participating in the focus groups. Target participants were Cantonese-speaking Hong Kong residents aged between 15 and 64 (see Appendix 2 for the demographics of the focus group participants).

The three focus groups were formed based on the results of the telephone survey. Target participants were categorized into "high", "medium", and "low" groups according to their answers to the Importance questions in the telephone survey. The "high" group consisted of participants who scored relatively higher in the "Importance" questions, meaning that they were the ones who valued the importance of biodiversity conservation more. The "low" group comprised of participants who had relatively lower scores in the "Importance" questions, meaning that they valued the importance of biodiversity conservation less. The "medium" group was in-between. Besides, each focus group aimed to achieve a certain level of demographic diversity by mixing participants of different genders, age groups and educational levels.

Target participants for the two stakeholder focus groups were recruited from the pool of respondents in the online survey who have expressed interest in joining the focus groups (see Appendix 2 for the demographics of the focus group participants). For the

"teachers" focus group, only secondary school teachers of related subjects (i.e., Geography, Biology, Science, and Liberal Studies) were the target participants, since these subjects are more relevant to biodiversity. This arrangement could foster a more focused, thoughtful and substantive discussion among the participants.

For the "planning and development professionals" group, different fields of industry practitioners (including architects, engineers, landscape architects, surveyors, and urban planners) were recruited to join the focus group.

2.3.2 Discussion Guide

The focus groups with members of the general public served to elicit in-depth and elaborate views of Hong Kong citizens towards the concept of biodiversity and the biodiversity in Hong Kong. In this regard, the discussion items included how they evaluated their knowledge of biodiversity, how they perceived the social and personal importance in biodiversity conservation, how they viewed the relationship between biodiversity conservation and social and economic development, and why and whether they had the personal willingness to take actions to conserve biodiversity (See the discussion guide in Appendix 1). A pilot focus group was conducted in November 2017 to test and refine the discussion guide.

For the stakeholders' focus groups, the core theme was the stakeholders' views towards the mainstreaming of biodiversity in their professional fields. Therefore, the main discussion items focused on how stakeholders evaluated the importance of biodiversity conservation in their professions and how they expected the government would foster and help them implement biodiversity conservation measures in their respective fields.

In the "teachers" group, the discussion covered the views of secondary school teachers on various aspects of biodiversity education. More specifically, it included how participants evaluated the adequacy and importance of biodiversity education in their schools, how they perceived the difficulties in undertaking biodiversity education in schools, and how they assessed the effectiveness of biodiversity education. Finally, they were also asked to evaluate the level of support offered by the government for them to teach biodiversity in schools.

In the "planning and development professionals" group, participants discussed how they perceived the importance of biodiversity conservation in their professional fields, why and whether their professional fields have implemented biodiversity conservation measures, and how they evaluated the government's efforts in promoting and supporting biodiversity conservation in their fields.

2.3.3 Format

Each focus group session comprised of seven to nine participants. Each lasted for one to one-and-a-half hours. All focus groups were conducted in Cantonese.

At the beginning of each focus group discussion, the moderators made a brief presentation to introduce the background of the focus group and the whole study. This briefing could help participants better understand the objectives of the study. Throughout the discussion, participants were encouraged to freely express their opinions towards the selected discussion issues about the biodiversity in Hong Kong.

2.3.4 Time and Venue of the Focus Groups

The three focus groups with members of the general public were conducted in December 2017. The two focus groups with members of the two stakeholder groups

(namely teachers and planning and development professionals) were carried out in January 2018. All focus groups were held at The Chinese University of Hong Kong.

2.3.5 Quality Assurance

CCPOS researchers served as the moderators of the focus group discussions. Throughout the focus group discussions, participants were encouraged to freely express their views and exchange ideas with other group members. All focus group discussions were videotaped and audiotaped for later analysis.

2.3.6 Confidentiality of Personal Information

Focus group participants were fully informed about the need of audio and video taping for research purposes. Participants were assured that the audio and video recordings shall only be submitted to AFCD for its own research and archival purposes. Besides, to ensure the anonymity of the participants, their personal information shall not be disclosed in the research report (except for some general demographic descriptions).

2.4 Data Analysis Approach

As stated, the overarching research objective of this baseline survey is to develop a *baseline picture* on the attitude and level of knowledge of the general public and various stakeholder groups towards biodiversity in Hong Kong. To this end, the following analyses were conducted in this study:

2.4.1 Basic Analysis of Survey Data

For the treatment of survey data, percentage analysis of each question item was conducted to delineate the overall pattern of answers given by survey respondents. In addition, subpopulation analysis was also performed to identify the different patterns of answers given by different demographic groups (i.e., in terms of gender, age, education, occupation, living district, and household income).

2.4.2 Index Construction

A major research goal of this baseline survey is to construct indexes for the purpose of longitudinal tracking of Hong Kong people's knowledge and attitude towards biodiversity. In accordance with the conceptualization of the questionnaire, four indexes were created to benchmark Hong Kong people's knowledge level of biodiversity and their attitude towards biodiversity conservation. Hence, the "Knowledge Index", "Importance Index", "Closeness Index", and "Willingness Index" were constructed. Besides, subpopulation analysis was also conducted to examine the differences of index scores among different demographic groups.

2.4.3 Focus Group Analysis

The major arguments and opinions of the focus group participants were identified and neatly summarized to provide in-depth views of the general public and stakeholder groups towards biodiversity conservation in Hong Kong.

3 Research Findings

3.1 Telephone Survey with the General Public

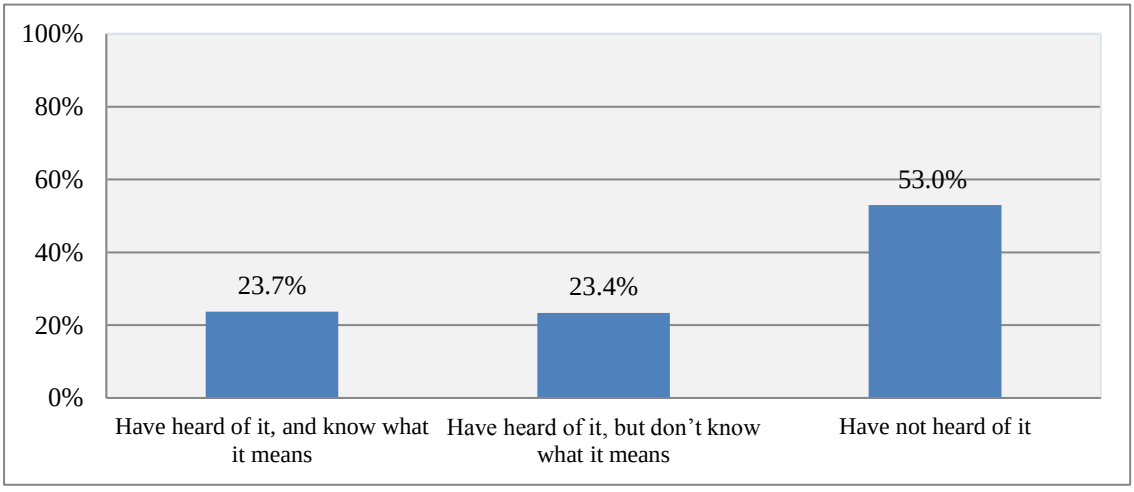
3.1.1 Knowledge of Biodiversity

The first part of the survey was about Hong Kong citizens' knowledge of biodiversity. It contained two generic questions to gauge whether they have heard of the term "biodiversity" and their overall subjective knowledge of biodiversity and three specific questions to test their objective knowledge about the selected aspects of biodiversity in Hong Kong.

3.1.1.1 Knowledge of the term "biodiversity"

First of all, respondents were asked about their knowledge of the term "biodiversity". More than half of respondents (53.0%) said they have never heard of the term "biodiversity", and 47.0% have heard of it. Among those who have heard of the term "biodiversity", 23.7% also knew what it meant, whereas 23.4% did not knew its meaning.

Figure 1: Have you ever heard of the term "biodiversity"?



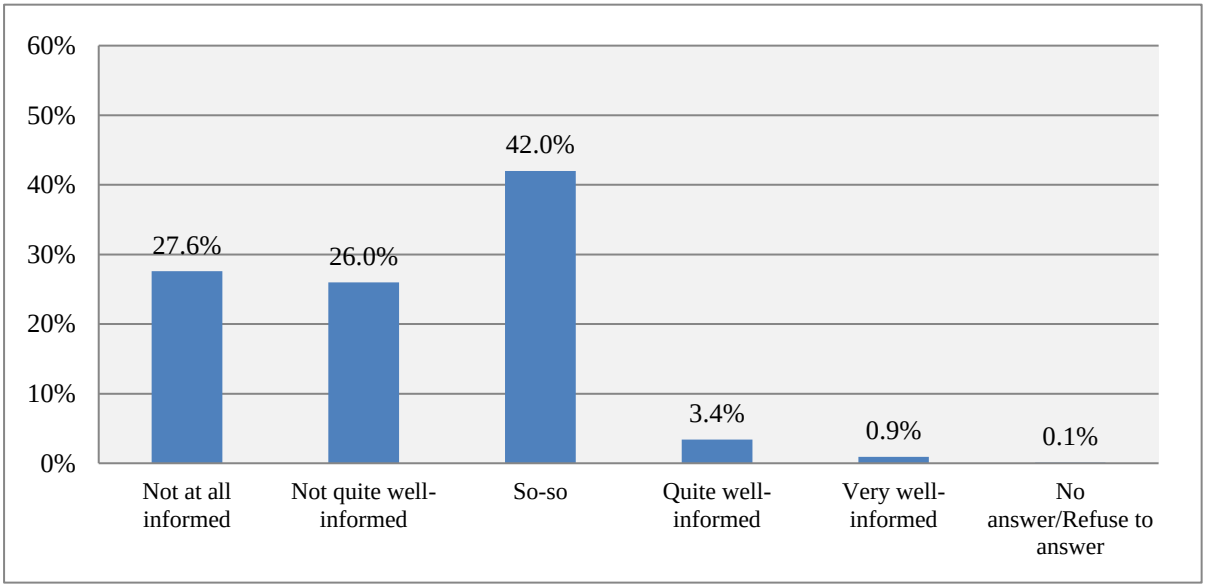
A higher proportion of the following groups has heard of the term "biodiversity" and knew what it meant (See Appendix 3, Table 3.1):

- Males (28.0%)
- Aged 15-29 (44.8%)
- With tertiary education (43.5%)
- Students (49.6%)
- With household monthly income of HK$60,000 or above (34.2%)

3.1.1.2 Knowledge of the biodiversity in Hong Kong

Besides, respondents were asked to evaluate their understanding of the biodiversity in Hong Kong. Over half of them (53.7%) indicated that they were not quite well-informed/ not at all informed about the biodiversity in Hong Kong. Only 4.3% said that they were quite well-informed/ very well-informed about the issue. Some 40% (42.0%) answered "So-so". Besides, 0.1% expressed "No answer/ Refuse to answer".

Figure 2: How informed do you feel about the biodiversity in Hong Kong? Not at all informed, Not quite well-informed, So-so, Quite well-informed, or Very informed?



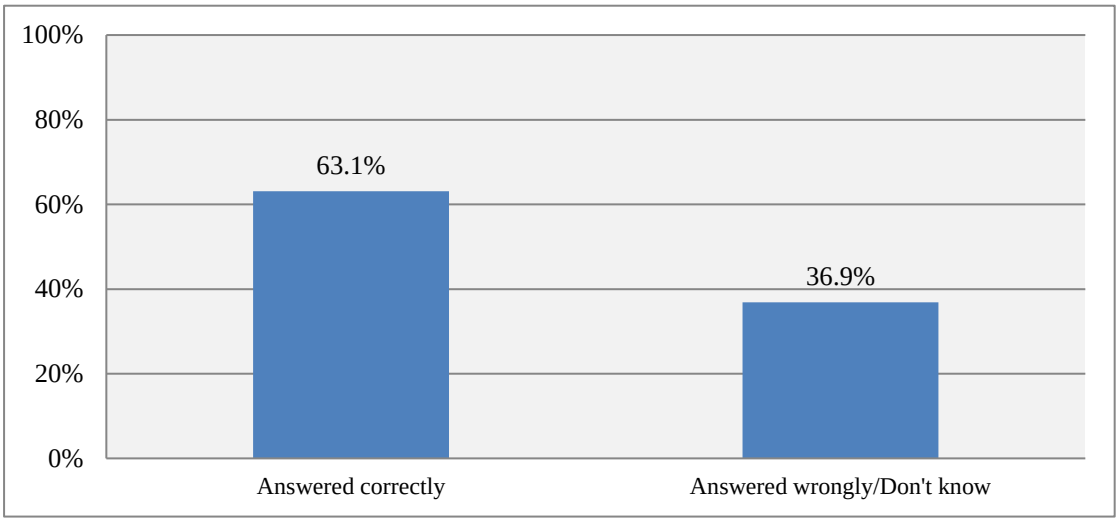
A higher proportion of the following groups indicated that they were quite well-informed/ very well-informed about the biodiversity in Hong Kong (See Appendix 3, Table 3.2):

- Males (4.9%)
- Aged 15-29 (6.5%)
- Students (7.1%)

3.1.1.3 Knowledge of designated protected area for nature conservation in Hong Kong

To examine the objective knowledge of the general public towards biodiversity, the survey contained three knowledge-based questions. First, respondents were asked to name a designated protected area for nature conservation in Hong Kong. Some 60% (63.1%) respondents could name the answer correctly. The most popular answer was Mai Po (32.7%), which was followed by Hong Kong Wetland Park (18.6%), Hoi Ha Wan (3.6%) and country parks (2.5%) (Table 1). However, 36.9% of respondents were not able to provide correct answers.

Figure 3: Can you name one designated protected area for nature conservation in Hong Kong. Please tell me the one that you are most certain about.



A higher proportion of the following groups could name a designated protected area for nature conservation in Hong Kong correctly (See Appendix 3, Table 3.3):

- Aged 40-49 (69.9%)
- With tertiary education (76.7%)
- Mangers and administers/ Professionals/ Associate professionals (76.2%)
- With household monthly income of HK$60,000 or above (80.3%)

Table 1: Can you name one designated protected area for nature conservation in Hong Kong. Please tell me the one that you are most certain about.

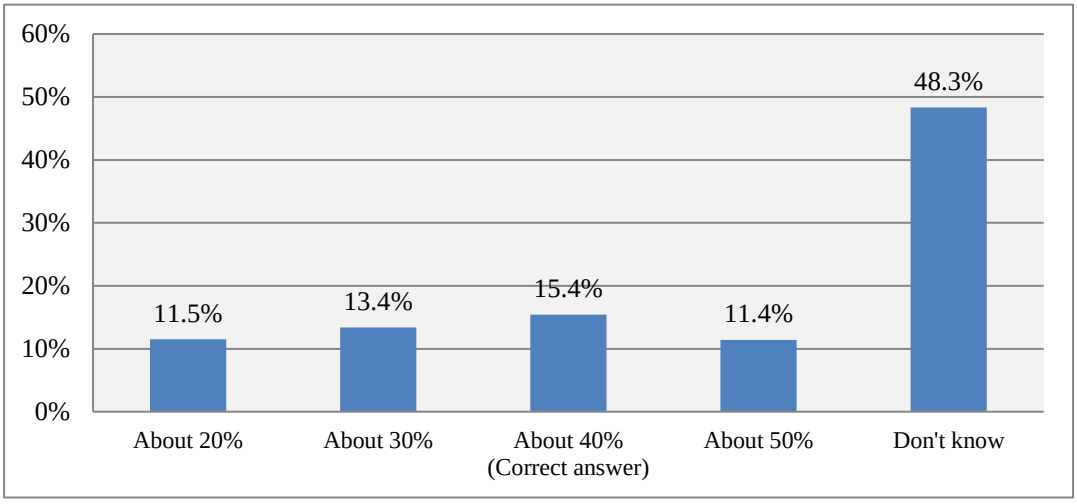
	Frequency	Percentage
Mai Po	332	32.7
Hong Kong Wetland Park	189	18.6
Hoi Ha Wan	37	3.6
Various country parks	25	2.5
Sai Kung East Country Park	5	0.5
Kam Shan Country Park	4	0.4
Country park (cannot name a specific one)	3	0.3
Sai Kung West Country Park	3	0.3
Tai Mo Shan Country Park	3	0.3
High Island Reservoir (Sai Kung East Country Park)	2	0.2
Shek O Country Park	2	0.2
Clear Water Bay Country Park	1	0.1
Kiu Tsui Country Park	1	0.1
Shing Mun Country Park	1	0.1
Tai Lam Country Park	1	0.1
Aberdeen Country Park	0	0.03
Tai Tam Country Park	0	0.03
Geopark	10	1.0
Tung Ping Chau	9	0.9
Inner Deep Bay	7	0.7
Cape D' Aguilar	6	0.6
Pak Nai	5	0.5
Sha Lo Tung	4	0.4
Sharp Island	3	0.3
Fung Yuen Valley	2	0.2
Ma Shi Chau	2	0.2
Marine park	2	0.2
Tai Po Kau Nature Reserve	2	0.2
Tsim Bei Tsui	2	0.2
Yan Chau Tong	2	0.2
Lung Kwu Tan Valley	1	0.1
Sha Chau and Lung Kwu Chau	1	0.1
Ung Kong Group	1	0.1
Wrong answers/Don't know	375	36.9
Total	1016	100.0

Note: Due to the process of weight and rounding, frequency may be less than 1. Percentages do not always add up to the total due to rounding.

3.1.1.4 Knowledge of the land area of country parks and special areas in Hong Kong

The second knowledge-based question asked whether the respondents know the area percentage of country parks and special areas in Hong Kong. An overwhelming majority (84.6%) of respondents either got the wrong answers or could not provide any answers. Only 15.4% got the answer correct that there is about 40% of Hong Kong's land being designated as country parks and special areas.

Figure 4: Do you know how much of Hong Kong's land area is designated as country parks and special areas? About 20%, 30%, 40%, 50%, or Don't know?



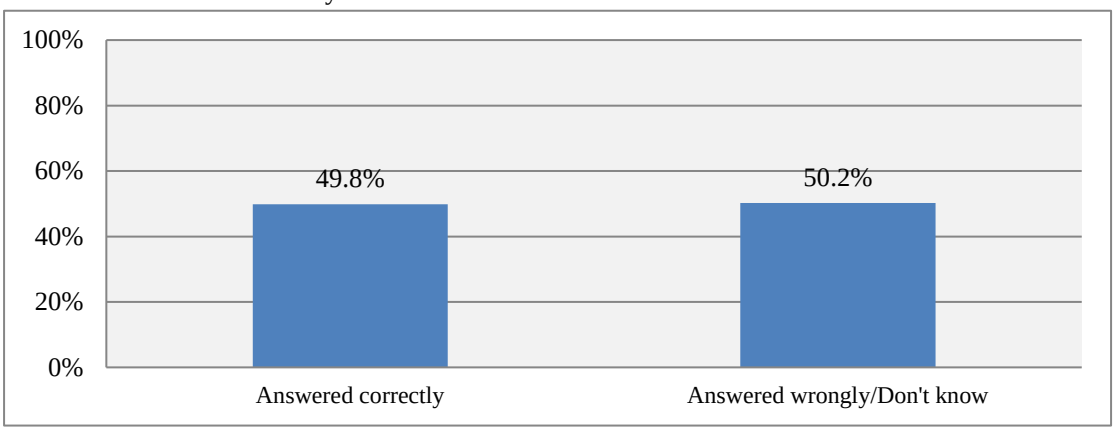
A higher proportion of the following groups got the answer correct that there is about 40% of Hong Kong's land being designated as country parks and special areas (See Appendix 3, Table 3.4):

- Aged 15-29 (20.7%)
- With tertiary education (22.6%)
- Students (28.0%)
- Residents in New Territories West (20.0%)
- With household monthly income of HK$60,000 or above (20.1%)

3.1.1.5 Knowledge of legally protected local wild animals and plants in Hong Kong

Thirdly, respondents were also asked to name a local wild animal or plant species that is legally protected in Hong Kong. Respondents were virtually split on this question. Half of the respondents (50.2%) has provided wrong answers or could not provide any answers; the other half (49.8%) could answer correctly. The two most popular correct answers were "Romer's Tree Frog" (11.7%) and "Cetaceans (Dolphins, whales, porpoises)" (11.7%). Other relatively popular answers include, for example, "All wild birds" (6.4%), "Chinese Pangolin" (4.4%), and "Primates (Monkeys, etc.)" (3.4%) (Table 2).

Figure 5: Can you name one local wild animal or plant that is legally protected in Hong Kong? Please tell me the one that you are most certain about.



A higher proportion of the following groups could name a local wild animal or plant that is legally protected in Hong Kong correctly (See Appendix 3, Table 3.5):

- Males (55.4%)
- Aged 15-29 (58.2%)
- With tertiary education (58.4%)
- Mangers and administers/ Professionals/ Associate professionals (61.1%)
- Residents in New Territories West (58.5%)

- With household monthly income of HK$60,000 or above (57.1%)

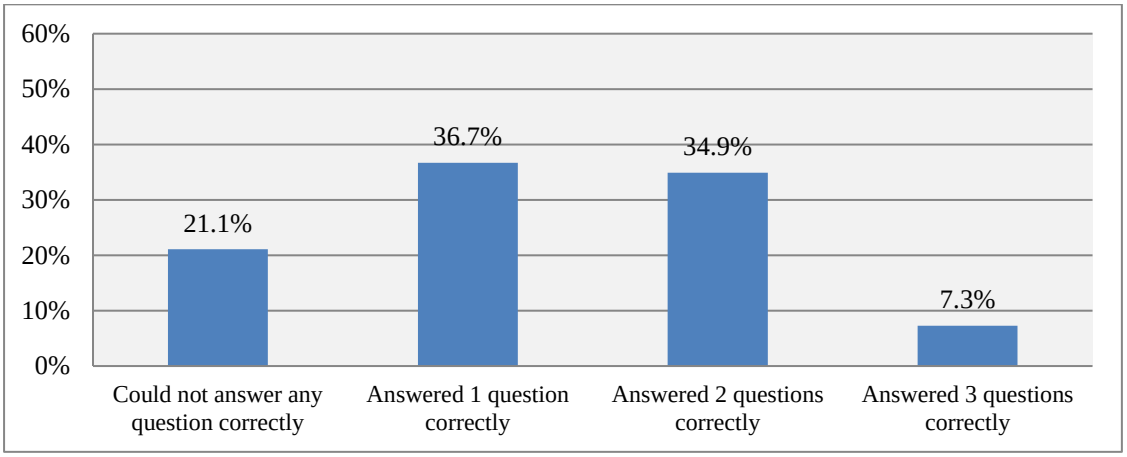
Table 2: Can you name one local wild animal or plant that is legally protected in Hong Kong? Please tell me the one that you are most certain about.

	Frequency	Percentage
Animals		
Romer's Tree Frog	119	11.7
Cetaceans (Dolphins, whales, porpoises)	118	11.7
All wild birds	65	6.4
Chinese Pangolin	44	4.4
Primates (Monkeys etc.)	35	3.4
Masked Palm Civet	30	2.9
Reeves' Muntjac/ Barking Deer	23	2.2
Burmese Python	10	1.0
Chelonians (Turtles, terrapins, tortoises etc.)	10	1.0
Hong Kong Newt	6	0.6
Chinese Porcupine	5	0.5
Bats	1	0.1
Plants		
Agarwood	18	1.8
Orchids	16	1.6
Chinese New Year Flower	3	0.3
Hong Kong Dogwood	1	0.1
Pitcher-plants	1	0.1
Wrong answers / Don't know	510	50.2
Total	1016	100.0

3.1.1.6 Overall knowledge of the three specific aspects of biodiversity in Hong Kong

An overall analysis of the three specific knowledge-testing questions found that, close to 80% (78.9%) of respondents could answer at least one question correctly. More than 35% (36.7%) of the respondents answered one question correctly, while another 35% (34.9%) got two questions correct; and 7.3% knew the correct answers to all three questions. Only about 20% (21.1%) failed to provide any correct answers to the three specific knowledge-based questions.

Figure 6: Overall knowledge of the three specific aspects of biodiversity in Hong Kong



The following groups had a higher level of knowledge of the three specific aspects of biodiversity in Hong Kong (answered 3 questions correctly) (See Appendix 3, Table 3.6):

- Males (9.4%)
- Aged 15-29 (12.5%)
- With tertiary education (14.1%)
- Students (15.2%)
- Residents in New Territories West (11.3%)
- With household monthly income of HK$60,000 or above (12.7%)

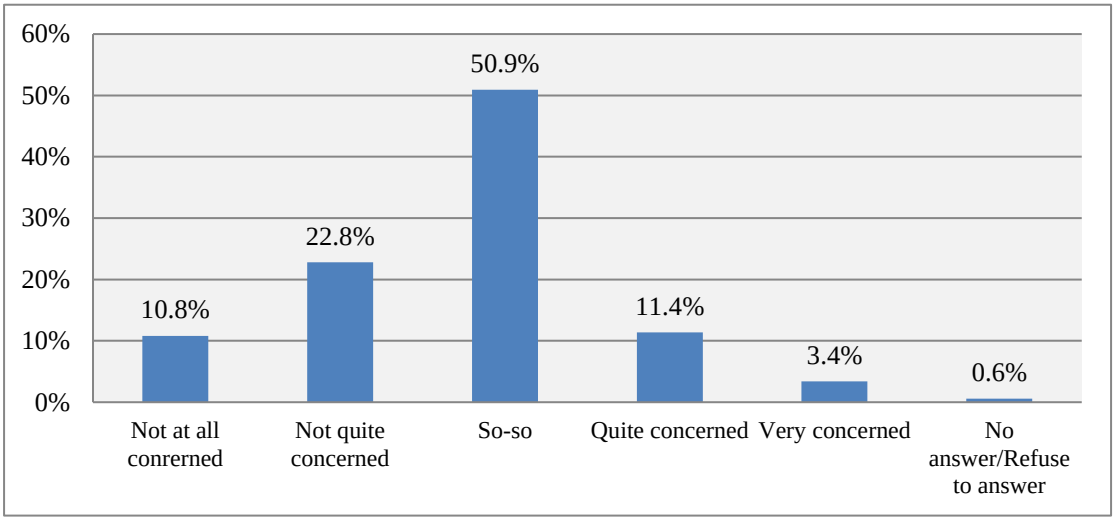
3.1.2 Importance of Preserving Biodiversity

The second part of the survey consisted of seven questions to examine Hong Kong citizens' perceived importance of biodiversity preservation.

3.1.2.1 Level of concern with the biodiversity in Hong Kong

First of all, the survey asked whether respondents were concerned about the biodiversity in Hong Kong. 33.7% of respondents were not quite concerned/ not at all concerned with the biodiversity in Hong Kong. Only 14.8% expressed that they were quite concerned/ very concerned. About half of the respondents (50.9%) answered "So-so". Another 0.6% expressed "No answer/ Refuse to answer".

Figure 7: How concerned are you about the biodiversity in Hong Kong? Not at all concerned, Not quite concerned, So-so, Quite concerned or Very concerned?



A higher proportion of the following groups indicated that they were quite concerned/ very concerned with the biodiversity in Hong Kong (See Appendix 3, Table 3.7):

- With tertiary education (17.8%)
- With household monthly income of HK$60,000 or above (17.5%)

3.1.2.2 Perceptions of the importance of preserving biodiversity

Then, respondents were asked to evaluate six statements related to the importance of biodiversity conservation.

When being asked whether economic development would be more important than preserving biodiversity, nearly half of the respondents (49.7%) somewhat disagreed/ strongly disagreed with this notion. Only 14.8% prioritized economic development over biodiversity conservation (somewhat agreed/ strongly agreed). Some 30% (34.0%) answered "So-so", and the remaining 1.6% expressed "No answer/ Refuse to answer".

With regard to the importance of public promotion and education on biodiversity, over 70% (71.6%) of respondents somewhat agreed/ strongly agreed that it was very important; only 2.5% suggested that it was not very important (somewhat disagreed/ strongly disagreed). Some 20% (25.3%) claimed "So-so", and 0.7% expressed "No answer/ Refuse to answer".

Similarly, about 70% (70.6%) of respondents also considered that biodiversity conservation must be taken into account when undertaking infrastructure and land development projects (somewhat agreed/ strongly agreed). Only 5.7% somewhat disagreed/ strongly disagreed with it. More than 20% (22.5%) answered "So-so". Another 1.2% indicated "No answer/ Refuse to answer".

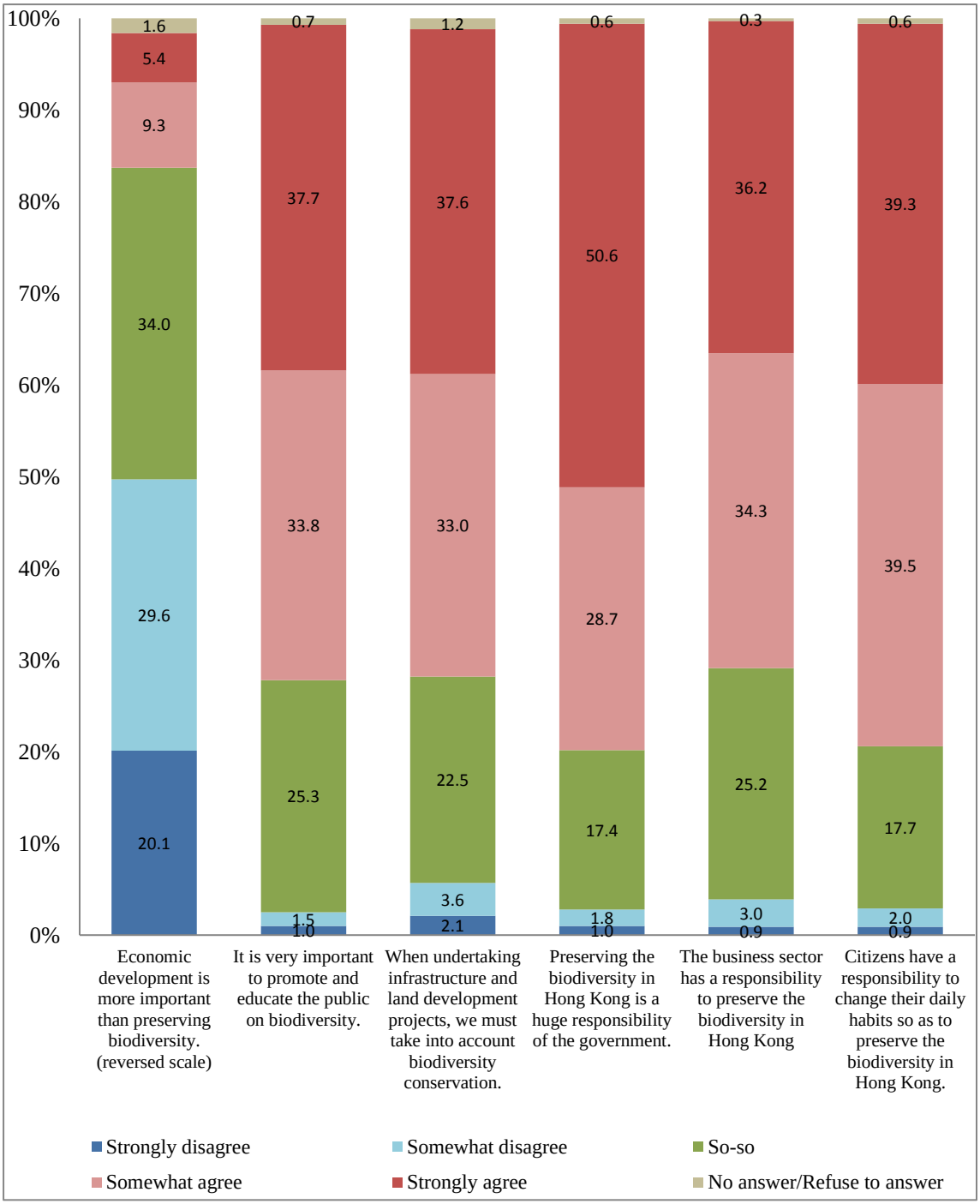
The following three questions examined how Hong Kong citizens attributed the responsibility of preserving biodiversity to different parties in the society, namely the government, the business sector, and citizens themselves.

The findings showed that a large portion of Hong Kong citizens thought that all three parties should be responsible in one way or another: Close to 80% (79.3%) of respondents thought that the government had a *huge* responsibility to preserve the biodiversity in Hong Kong (somewhat agreed/ strongly agreed). Only 2.7% did not think that the government had such responsibility (somewhat disagreed/ strongly disagreed). 17.4% answered "So-so". Another 0.6% indicated "No answer/ Refuse to answer".

About 70.6% somewhat agreed/ strongly agreed that the business sector had a responsibility to preserve the biodiversity in Hong Kong. Less than 4% (3.9%) did not think so (somewhat disagreed/ strongly disagreed). Some 20% (25.2%) answered "So-so". The remaining 0.3% expressed "No answer/ Refuse to answer".

Finally, with regard to the responsibility of the citizens, close to 80% (78.8%) of respondents claimed that citizens had a responsibility to change their daily habits so as to preserve the biodiversity in Hong Kong (somewhat agreed/ strongly agreed). Only 2.9% did not think the citizens have such a responsibility (somewhat disagreed/ strongly disagreed). 17.7% considered "So-so". Another 0.6% suggested "No answer/ Refuse to answer".

Figure 8: Respondents' perceptions of the importance of preserving biodiversity



Note: Percentages do not always add up to 100.0% due to rounding.

The following groups attached more importance to preserving the biodiversity in Hong Kong (answered "somewhat agreed" or "strongly agreed")[3]:

Importance Items	Demographic groups
Economic development is more important than preserving biodiversity. (Reversed scale) (See Appendix 3, Table 3.8)	• Aged 15-29 (66.8%) • With tertiary education (63.8%) • Students (70.7%) • With household monthly income of HK$40,000-$59,999 (59.9%)
It is very important to promote and educate the public on biodiversity. (See Appendix 3, Table 3.9)	• Aged 15-29 (85.1%) • With tertiary education (82.2%) • Students (89.0%) • With household monthly income of HK$40,000-$59,999 (78.3%)
When undertaking infrastructure and land development projects, we must take into account biodiversity conservation. (See Appendix 3, Table 3.10)	• Females (73.3%) • Aged 15-29 (85.2%) • With tertiary education (79.2%) • Students (84.9%) • With household monthly income of HK$60,000 or above (74.4%)
Preserving the biodiversity in Hong Kong is a huge responsibility of the government. (See Appendix 3, Table 3.11)	• Aged 15-29 (87.8%) • With tertiary education (88.5%) • Residents in Kowloon West (85.5%) • With household monthly income of HK$60,000 or above (84.2%)
The business sector has a responsibility to preserve the biodiversity in Hong Kong. (See Appendix 3, Table 3.12)	• Females (74.5%)

[3] Except for the first statement "Economic development is more important than preserving biodiversity." It uses a reversed scale and the percentages in the "demographic groups" column indicate the number of respondents who answered "somewhat disagreed" or "strongly disagreed" to the question.

The following groups attached more importance to preserving the biodiversity in Hong Kong (answered "somewhat agreed" or "strongly agreed") (Continued):

Importance Items	Demographic groups
Citizens have a responsibility to change their daily habits so as to preserve the biodiversity in Hong Kong. (See Appendix 3, Table 3.13)	• Females (84.5%) • Aged 15-29 (84.3%) • With tertiary education (85.4%) • With household monthly income of HK$60,000 or above (86.7%)

3.1.3 Closeness to Biodiversity

The third part of the survey gauged Hong Kong citizens' evaluation of the relationship between biodiversity and the society. It contained six questions to examine how they thought biodiversity (or lack thereof) would impact the society at large.

An overwhelming majority of respondents (80.8%) opined that biodiversity must be preserved for future generations (somewhat agreed/ strongly agreed). Only 2.4% suggested the otherwise (somewhat disagreed/ strongly disagreed). 15.9% answered "So-so", and 0.9% expressed "No answer/ Refuse to answer".

Some 60% (64.9%) of respondents thought that preserving biodiversity could enrich the leisure life of citizens (somewhat agreed/ strongly agreed). On the other hand, 4.6% considered the otherwise (somewhat disagreed/ strongly disagreed). 30.0% of respondents answered "So-so", and 0.5% indicated "No answer/ Refuse to answer".

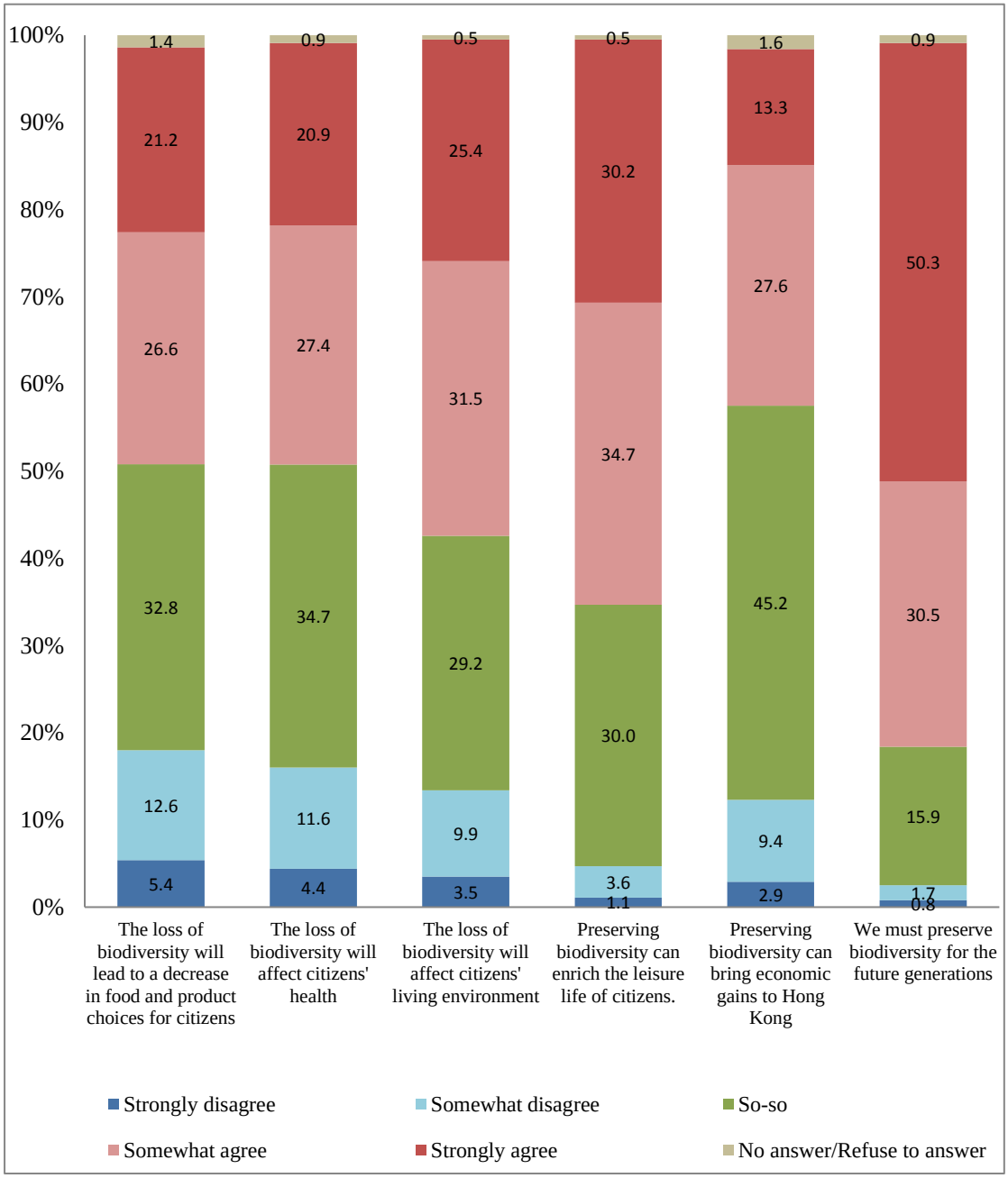
Over half of the respondents (56.9%) somewhat agreed/ strongly agreed that the loss of biodiversity would affect citizens' living environment. On the other hand, 13.4% somewhat disagreed/ strongly disagreed with this notion. Besides, 29.2% answered "So-so". Another 0.5% expressed "No answer/ Refuse to answer".

Close to half of the respondents (48.4%) suggested that the loss of biodiversity would affect citizens' health (somewhat agreed/ strongly agreed). 16.1% somewhat disagreed/ strongly disagreed that people's health would be affected by the loss of biodiversity. Some 30% (34.7%) of respondents said "So-so", and 0.9% indicated "No answer/ Refuse to answer".

Similarly, close to half of the respondents (47.8%) somewhat agreed/ strongly agreed that the loss of biodiversity would lead to a decrease in food and product choices for citizens. On the other hand, 18.0% somewhat disagreed/ strongly disagreed with this notion. About one-third of respondents (32.8%) answered "So-so", and 1.4% said "No answer/ Refuse to answer".

Finally, about 40% (40.8%) of respondents indicated that biodiversity conservation could bring economic gains to Hong Kong (somewhat agreed/ strongly agreed). However, 12.3% did not think that biodiversity preservation could bring any economic benefits (somewhat disagreed/ strongly disagreed). Besides, some 40% (45.2%) of respondents answered "So-so" to the question. Another 1.6% indicated "No answer/ Refuse to answer".

Figure 9: Respondents' perceptions of the closeness of biodiversity to the society



Note: Percentages do not always add up to 100.0% due to rounding.

The following groups perceived a significantly higher level of closeness of biodiversity to the society (answered "somewhat agreed" or "strongly agreed"):

Closeness Items	Demographic groups
The loss of biodiversity will lead to a decrease in food and product choices for citizens. (See Appendix 3, Table 3.14)	• Females (50.3%) • With senior secondary education (Form 4-7) (49.0%) • Mangers and administers/ Professionals/ Associate professionals (50.6%) • Residents of Hong Kong Island (53.3%)
The loss of biodiversity will affect citizens' health. (See Appendix 3, Table 3.15)	• Females (50.8%) • Aged 40-49 (53.2%)
The loss of biodiversity will affect citizens' living environment. (See Appendix 3, Table 3.16)	• Females (62.6%) • Aged 40-49 (62.1%) • With tertiary education (65.1%)
Preserving biodiversity can enrich the leisure life of citizens. (See Appendix 3, Table 3.17)	• Aged 30-39 (66.6%) • With tertiary education (72.5%) • Mangers and administers/ Professionals/ Associate professionals (74.7%)
Preserving biodiversity can bring economic gains to Hong Kong. (See Appendix 3, Table 3.18)	• Aged 30-39 (47.1%) • With junior secondary education (Form 3) or below (44.9%) • Mangers and administers/ Professionals/ Associate professionals (47.7%)
We must preserve biodiversity for the future generations. (See Appendix 3, Table 3.19)	• Aged 15-29 (89.8%) • With tertiary education (87.9%) • Students (89.8%) • With household monthly income of HK$60,000 or above (85.3%)

3.1.4 Willingness to Preserve Biodiversity

Finally, the survey examined the willingness of Hong Kong citizens to preserve biodiversity. Respondents were asked to indicate their willingness to engage in a range of activities related to biodiversity conservation.

The results demonstrated that Hong Kong citizens were most willing to sign petitions to support biodiversity conservation. Over half of the respondents expressed that they probably would/ definitely would do so (56.2%), whereas only 14.0% were not willing to sign petitions (probably would not/ definitely would not). Close to 30% (29.4%) of respondents indicated "Half and half". Another 0.4% expressed "No answer/ Refuse to answer".

Also more than 50% (54.4%) of respondents indicated their willingness to encourage families and friends to preserve biodiversity (probably would/ definitely would). The percentage of respondents who did not intend to take this action was 12.9% (probably would not/ definitely would not). More than 30% (32.5%) answered "Half and half". The remaining 0.2% indicated "No answer/ Refuse to answer".

About 40% (40.1%) of respondents probably would/ definitely would boycott products and services that would harm biodiversity, while about 20% (20.5%) said they probably would not/ definitely would not do so. Besides, close to 40% (39.1%) of respondents indicated "Half and half", and the remaining 0.3% expressed "No answer/ Refuse to answer".

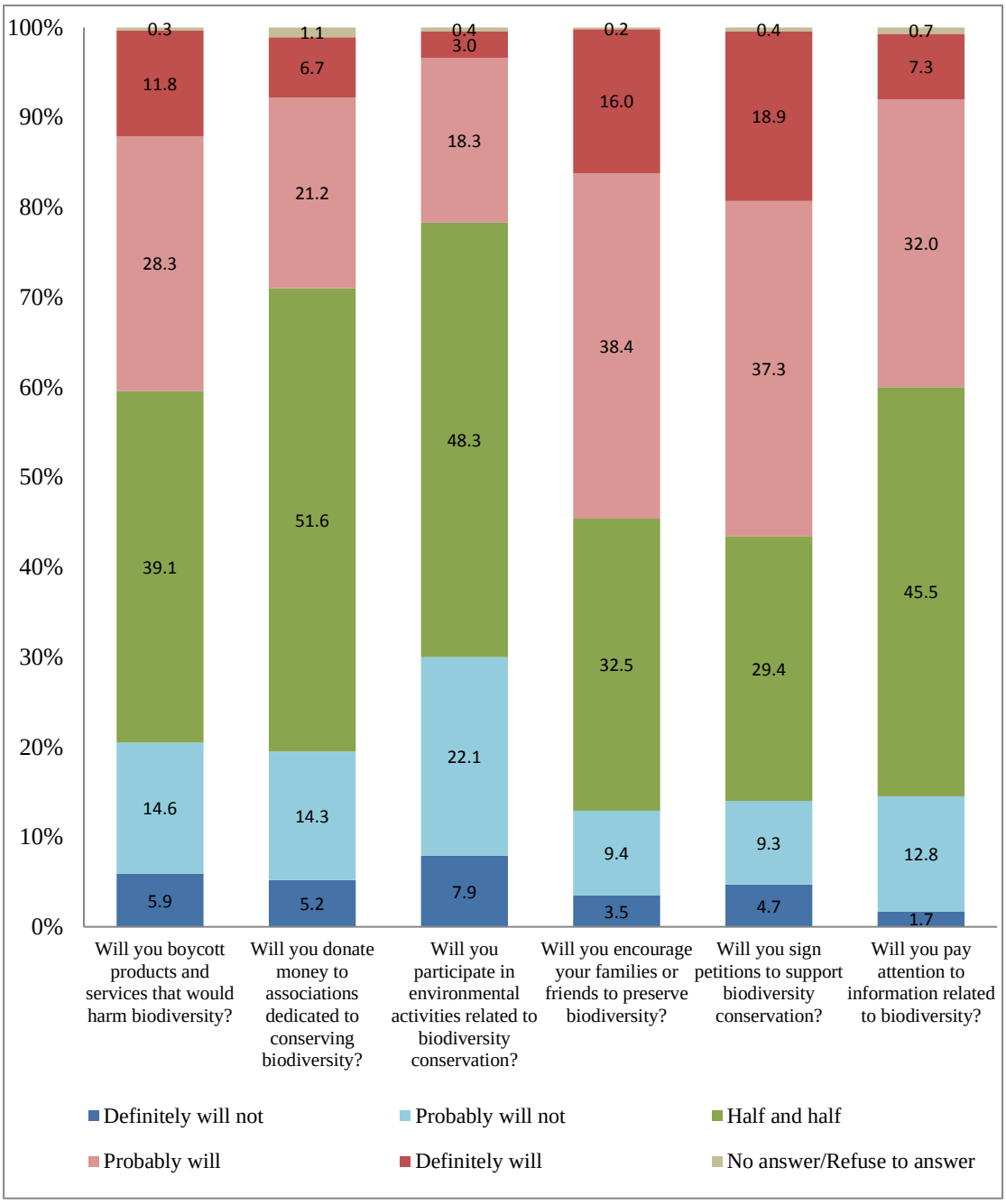
Similarly, about 40% (39.3%) of respondents probably would/ definitely would pay attention to information related to biodiversity, but about 15% (14.6%) was not willing to do so (probably would not/ definitely would not). And some 40% (45.5%)

answered “Half and half”. Another 0.7% expressed “No answer/ Refuse to answer”.

Less than 30% (27.8%) of respondents probably would/ definitely would donate money to associations dedicated to conserving biodiversity. On the other hand, close to 20% (19.5%) of respondents were not willing to make such donation (probably would not/ definitely would not). Besides, over half of the respondents (51.6%) indicated “Half and half”, while 1.1% expressed “No answer/ Refuse to answer”.

The action that Hong Kong citizens were least willing to do was to participate in environmental activities related to biodiversity conservation. Barely over 20% of respondents probably would/ definitely would do so (21.3%). It is noteworthy that unlike all other actions, the size of respondents not willing to take this action (probably would not/ definitely would not: 30.0%) outweighed that of the willing ones. Besides, close to half of respondents (48.3%) expressed “Half and half”. Another 0.4% indicated “No answer/ Refuse to answer”.

Figure 10: Respondents' willingness to preserve biodiversity



Note: Percentages do not always add up to 100.0% due to rounding.

The following groups had a significantly higher level of willingness to preserve biodiversity (answered "probably will" or "definitely will"):

Willingness Items	Demographic groups
Boycott products and services that would harm biodiversity. (See Appendix 3, Table 3.20)	• With tertiary education (47.9%) • Mangers and administers/ Professionals/ Associate professionals (49.6%) • With household monthly income of HK$60,000 or above (49.2%)
Donate money to associations dedicated to conserving biodiversity. (See Appendix 3, Table 3.21)	• With tertiary education (32.7%) • Mangers and administers/ Professionals/ Associate professionals (33.8%) • With household monthly income of HK$60,000 or above (42.8%)
Participate in environmental activities related to biodiversity conservation. (See Appendix 3, Table 3.22)	• Males (21.5%) • Aged 30-39 (29.2%) • With tertiary education (25.3%) • Students (25.8%)
Encourage your families or friends to preserve biodiversity. (See Appendix 3, Table 3.23)	• Females (59.8%)
Sign petitions to support biodiversity conservation. (See Appendix 3, Table 3.24)	• Females (57.7%) • Aged 15-29 (64.4%) • With tertiary education (64.1%) • Mangers and administers/ Professionals/ Associate professionals (64.3%) • With household monthly income of HK$60,000 or above (67.6%)
Pay attention to information related to biodiversity. (See Appendix 3, Table 3.25)	• Males (41.6%) • Aged 40-49 (41.9%) • With tertiary education (46.7%) • Mangers and administers/ Professionals/ Associate professionals (45.5%)

3.1.5 Overall Biodiversity Indexes

As stated, one of the major objectives of this baseline study was to develop a survey evaluation tool for longitudinal tracking of the awareness and knowledge of the general public towards biodiversity in Hong Kong. To this end, four biodiversity indexes – the "Knowledge Index", the "Importance Index", the "Closeness Index" and the "Willingness Index" – were constructed to benchmark Hong Kong citizens' knowledge and attitude towards biodiversity.

3.1.5.1 "Knowledge Index"

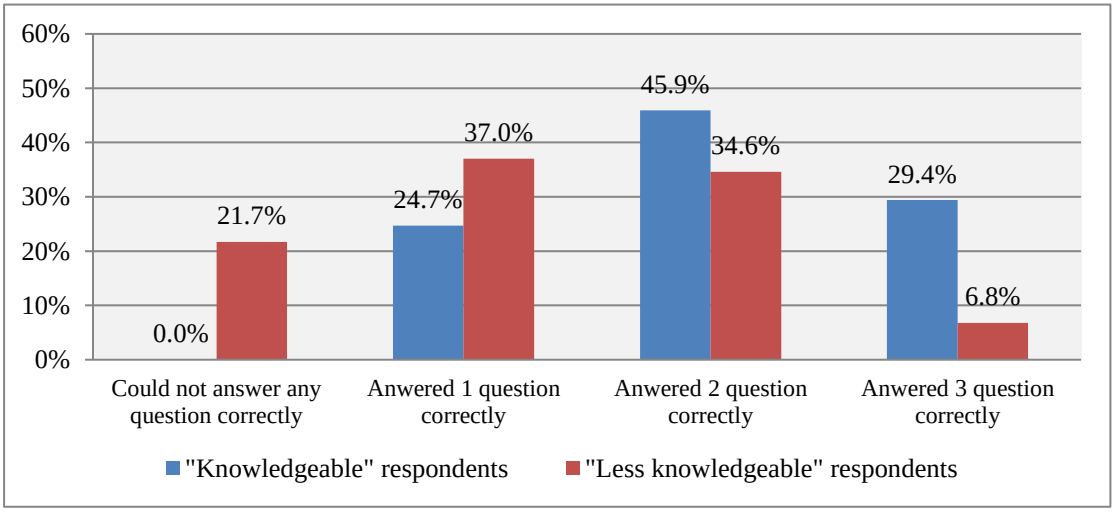
For the "Knowledge Index", two generic knowledge questions served as the indicator of the general public's subjective knowledge level of biodiversity. The index was conceptualized in the following way: if the respondents have heard of the term "biodiversity" and knew what it meant (Q1) and that they were quite well-informed/ very well-informed about the biodiversity in Hong Kong (Q2), they were regarded as knowledgeable about biodiversity (as they were familiar with both the concept of biodiversity and the biodiversity in Hong Kong). The percentage of these respondents was counted as the "Knowledge index". Hence, the index is represented by a percentage number.

The analysis showed that the value of the "Knowledge Index" is 2.4. It means only 2.4% of respondents in the telephone survey have heard of the term "biodiversity" and knew its meaning, and that they also perceived themselves as being well-informed about the biodiversity in Hong Kong. The following groups of Hong Kong citizens had higher scores in the "Knowledge Index" (See Appendix 3, Table 3.26):

- With tertiary education (4.7%)
- Students (7.1%)

To further examine whether the respondents who were defined as knowledgeable about biodiversity (i.e. the 2.4% of respondents) were really more well-informed about the biodiversity in Hong Kong, their performance in the three specific knowledge-based questions was compared with the performance of those who were defined as less knowledgeable about biodiversity (i.e. the other 97.6% of respondents). The results illustrated that the "knowledgeable" respondents had a better performance than the "less knowledgeable" respondents: All of the "knowledgeable" respondents could get at least one knowledge-based question correct, whereas 21.7% of the "less knowledgeable" respondents could not provide correct answers to any of the three knowledge-based questions. Besides, while about 30% (29.4%) of the "knowledgeable" respondents could answer all three knowledge-based questions correctly, only about 7% (6.8%) of the "less knowledgeable" respondents could be able to do[4]. This affirmed that the respondents who were defined as knowledgeable about biodiversity did possess more knowledge about certain aspects of the biodiversity in Hong Kong. This finding provided credence to the validity of the "Knowledge Index".

Figure 11: Overall knowledge of the three specific aspects of biodiversity in Hong Kong (Comparison)



[4] Chi-square test showed that the differences were significant (p< .001).

3.1.5.2 "Importance Index", "Closeness Index" and "Willingness Index"

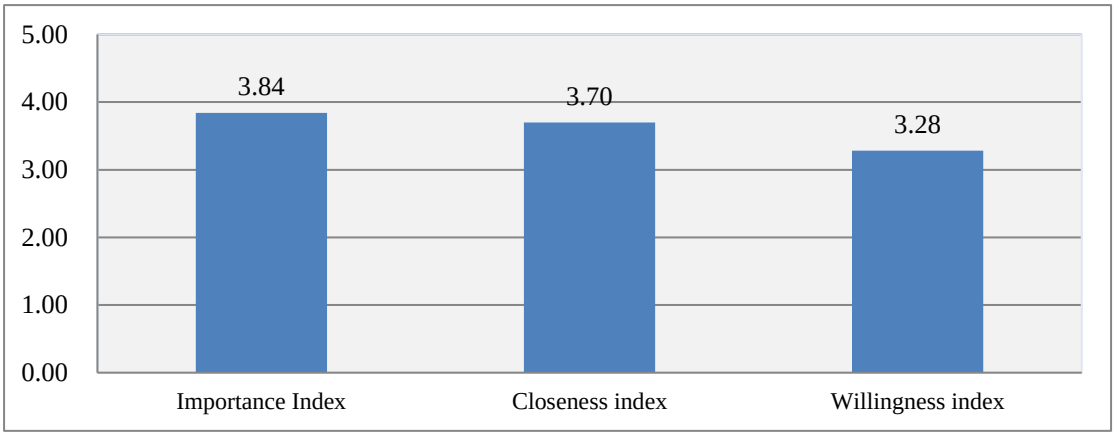
With regard to the "Importance Index", "Closeness Index" and "Willingness Index", they were constructed based on respondents' answers to the "Importance", "Closeness" and "Willingness" questions in the telephone survey.

The "Importance Index" was constructed by coding and averaging respondents' answers to seven "Importance" questions (Q6-Q12) on a five-point Likert scale (Q6: 1= Not at all concerned; 5= Very concerned; Q7-Q12: 1= Strongly disagree; 5= Strongly agree). The scale of the index ranges from 1 to 5. The higher the score, the higher the level of importance is placed on preserving biodiversity, as perceived by the general public.

Similarly, the "Closeness Index" was constructed by coding and averaging the respondents' answers to the six "Closeness" questions (Q13-Q18) on a five-point Likert scale (1= Strongly disagree; 5= Strongly agree). The higher the score, the closer the public perceives biodiversity is to the society.

Finally, in order to form the "Willingness Index", respondents' answers to six "Willingness" questions (Q19-Q24) on a five-point Likert scale (1= Definitely will not; 5= Definitely will) were coded and averaged. The scale of the index ranges from 1 to 5. The higher the score, the stronger is the personal willingness to preserve biodiversity, as expressed by the respondents.

Figure 12: The "Importance Index", "Closeness Index", and "Willingness Index"



Base: Importance index (980); Closeness index (979); Willingness index (992)
Note: Missing values were excluded from the analysis

The analysis found that the respective values of the "Importance Index", "Closeness Index" and "Willingness Index" were 3.84, 3.70, and 3.28 on a scale from 1 to 5. These findings have two implications. First, overall speaking, the values of the three indexes were all above "3.0" (which corresponds to the middle category "So-so" or "Half and half" in the five-point Likert scale). This suggested that Hong Kong citizens had an overall positive orientation towards various aspects of biodiversity conservation: Generally, Hong Kong citizens valued the importance of preserving biodiversity, acknowledged the closeness of biodiversity to the society, and were willing to take certain actions to preserve biodiversity.

Secondly, a comparison of the three Indexes demonstrated that Hong Kong citizens have placed different levels of emphasis on various aspects of biodiversity conservation[5]. It was shown that Hong Kong citizens acknowledged the importance of biodiversity conservation (3.84) more than the closeness of biodiversity to the society (3.70). Compared to their relatively higher levels of recognitions of the importance of biodiversity conservation and the closeness of biodiversity to the society, Hong Kong

[5] The differences among mean scores of the three Indexes were examined using paired-samples t-tests. It was found that the value of "Importance Index" was significantly higher than the values of both "Closeness Index" ($p < .001$) and "Willingness Index" ($p < .001$), and the value of "Closeness Index" was significantly higher than the value of "Willingness Index" ($p < .001$).

citizens have attributed less importance to personal efforts in preserving biodiversity (3.28).

To further examine the different orientations among Hong Kong citizens towards biodiversity, a subgroup analysis of the three Indexes was conducted. The following demographic groups had higher scores in the three Indexes:

Indexes	Demographic groups
"Importance Index" (See Appendix 3, Table 3.27)	• Aged 15-29 (3.95) • With tertiary education (3.97) • Mangers and administers/ Professionals/ Associate professionals (3.94) • With household monthly income of HK$40,000-$59,999 (3.93) and of HK$60,000 or above (3.93)
"Closeness Index" (See Appendix 3, Table 3.28)	• Females (3.77) • Aged 30-39 (3.79) • With tertiary education (3.78)
"Willingness Index" (See Appendix 3, Table 3.29)	• Aged 30-39 (3.34) • With tertiary education (3.40) • Mangers and administers/ Professionals/ Associate professionals (3.39) • With household monthly income of HK$60,000 or above (3.42)

3.2 Online Survey with Stakeholder Groups - Teachers and Planning and Development Professionals

3.2.1 Knowledge of Biodiversity

3.2.1.1 Knowledge of the term "biodiversity"

About 70% of teachers (70.8%) and planning and development professionals (72.2%) had heard of the term "biodiversity" and also knew what it meant. About a fifth of teachers (21.3%) and planning and development professionals (21.7%) had heard of the term but didn't know what it means. And relatively few teachers (8.0%) and planning and development professionals (6.1%) had not heard of the term.

Figure 13a: (Teachers) Have you ever heard of the term "biodiversity"?

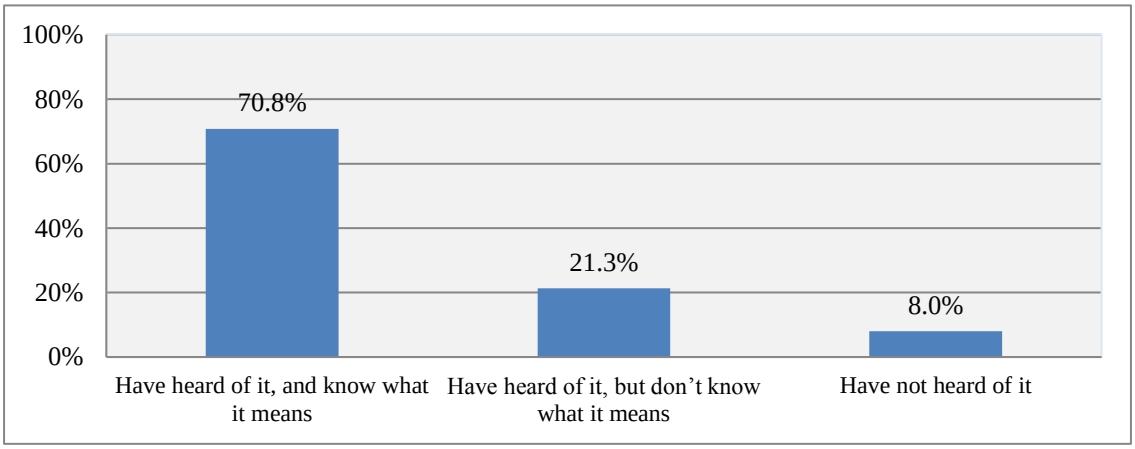
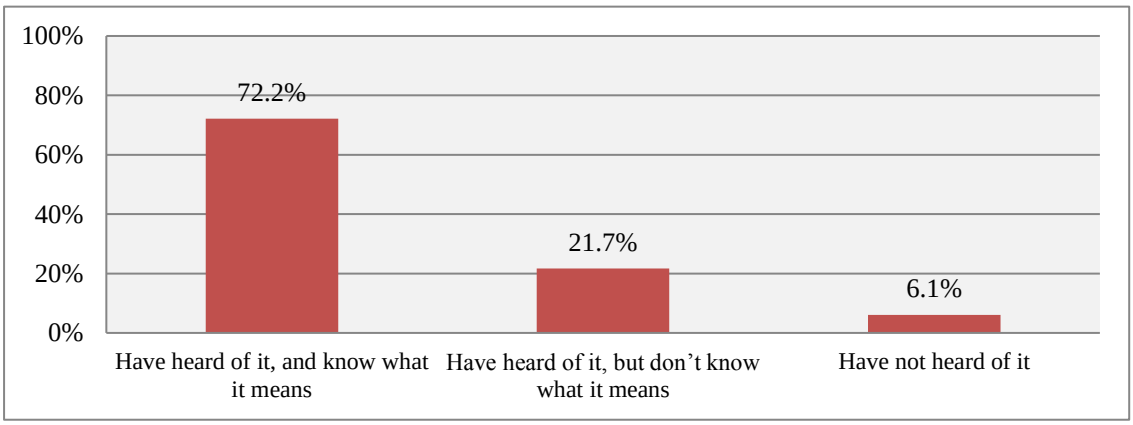


Figure 13b: (Planning and development professionals) Have you ever heard of the term "biodiversity"?



A higher proportion of the following groups has heard of the term "biodiversity" and knew what it meant:

Teachers (See Appendix 3, Table 4.1)

- Aged 20-34 (84.6%)
- Secondary school teachers (77.4%)
- Teachers of biodiversity-related subjects[6] (87.7%)
- With teaching experience of 10 years or less (82.1%)

Planning and development professionals (See Appendix 3, Table 5.1)

- Aged 50 or above (80.0%)
- Landscape architects/ urban planners/ urban designers (96.6%)

[6] Biodiversity-related subjects include Liberal Studies/ General Studies, Geography, Biology, and Science.

3.2.1.2 Knowledge of the biodiversity in Hong Kong

Although many teachers and planning and development professionals knew the term biodiversity, 27.3% of teachers and 39.2% of planning and development professionals indicated that they were not quite well-informed/ not at all informed about the biodiversity in Hong Kong.

26.3% of teachers indicated that they were quite well-informed/ very well-informed and 46.4% thought that their knowledge of biodiversity in Hong Kong was "So-so".

20.3% of planning and development professionals thought that they were quite well-informed/ very well-informed about the biodiversity in Hong Kong and 40.6% answered "So-so".

Figure 14a: (Teachers) How informed do you feel about the biodiversity in Hong Kong?

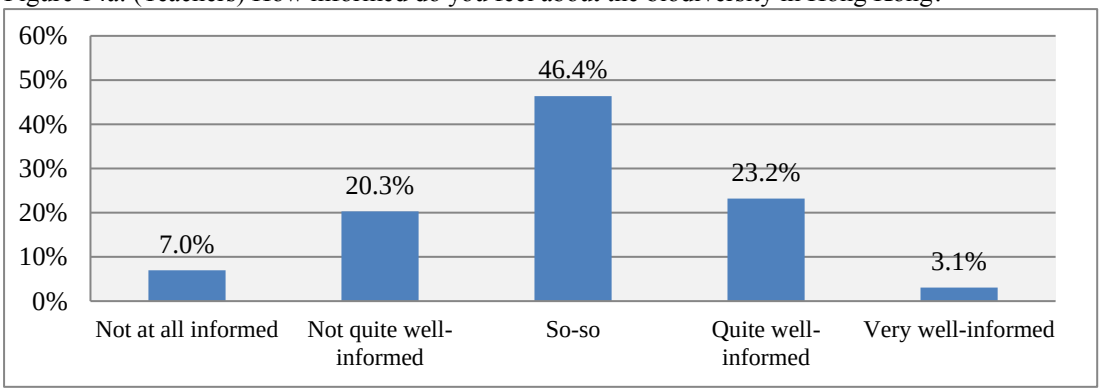
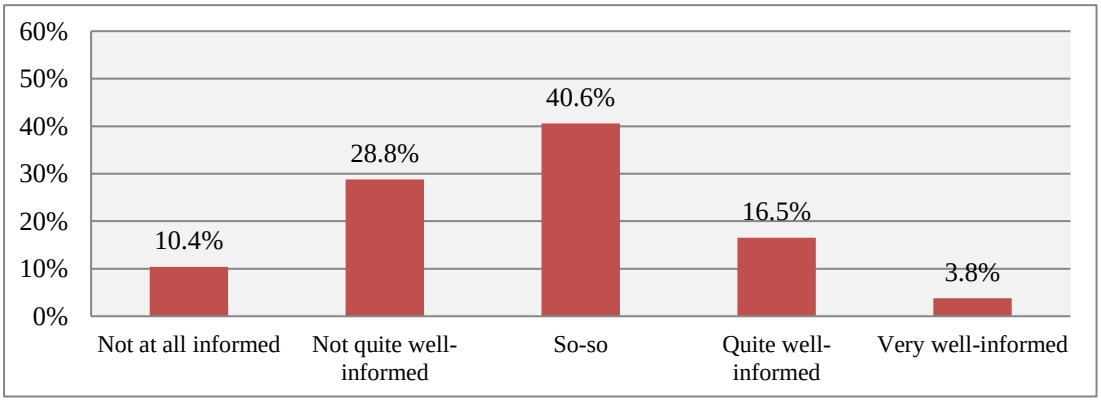


Figure 14b: (Planning and development professionals) How informed do you feel about the biodiversity in Hong Kong?



A higher proportion of the following groups indicated that they were quite well-informed/ very well-informed about the biodiversity in Hong Kong:

Teachers (See Appendix 3, Table 4.2)

- Males (34.6%)
- Aged 20-34 (36.5%)
- Secondary school teachers (33.3%)
- Teachers of biodiversity-related subjects (44.6%)
- With teaching experience of 10 years or less (37.5%)

Planning and development professionals (See Appendix 3, Table 5.2)

- Aged 50 or above (26.2%)
- Landscape architects/ urban planners/ urban designers (48.3%)

3.2.1.3 Knowledge of designated protected area for nature conservation in Hong Kong

About 80% of teachers (80.9%) and planning and development professionals (80.7%) could name a designated protected area for nature conservation in Hong Kong correctly. Most teachers answered Mai Po (58.2%), which was followed by Hoi Ha Wan (6.8%) and Hong Kong Wetland Park (5.3%) (Table 3a). For planning and development professionals, Mai Po was also the most popular answer (49.5%), which was followed by country parks (8.0%), Hoi Ha Wan (4.7%) and Hong Kong Wetland Park (4.2%) (Table 3b). About a fifth of teachers (19.1%) and planning and development professionals (19.3%) could not provide any answers or offered wrong answers.

Figure 15a: (Teachers) To your knowledge, please write down ONE designated protected area for nature conservation in Hong Kong, the one that you are most certain about.

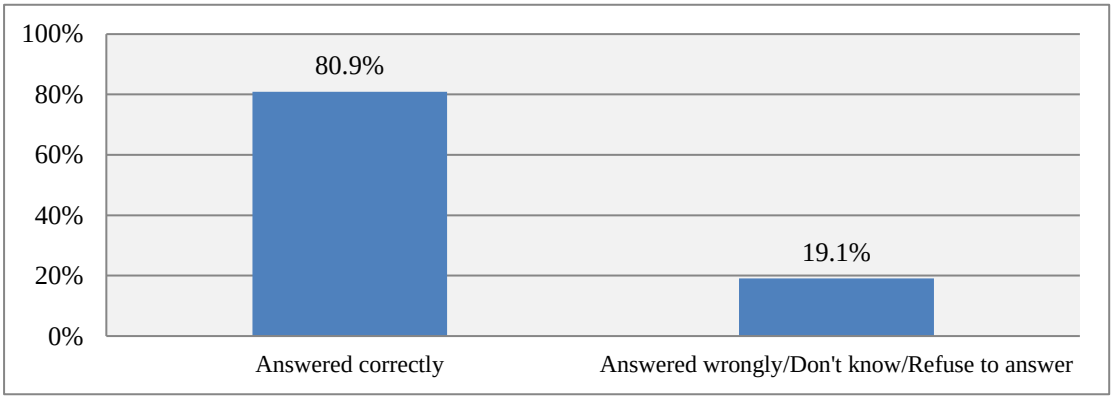
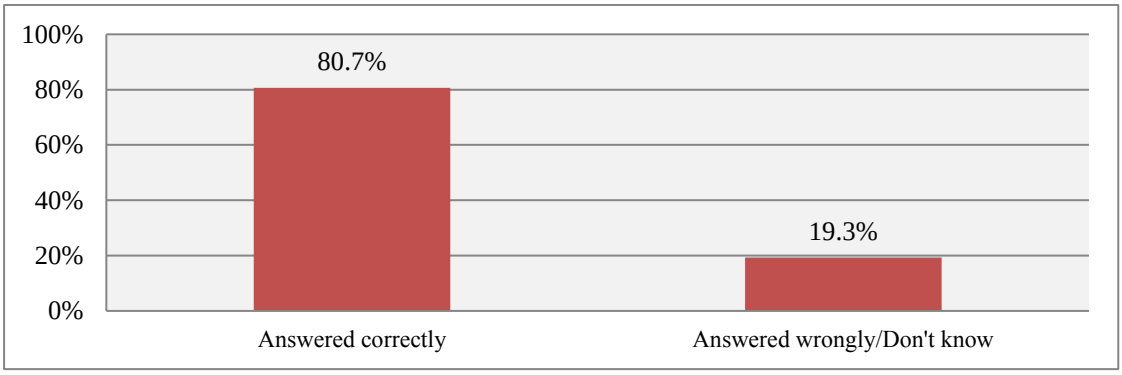


Figure 15b: (Planning and development professionals) To your knowledge, please write down ONE designated protected area for nature conservation in Hong Kong, the one that you are most certain about.



A higher proportion of the following groups could name a designated protected area for nature conservation in Hong Kong correctly:

Teachers (See Appendix 3, Table 4.3)

- Teachers of biodiversity-related subjects (89.2%)

Planning and development professionals (See Appendix 3, Table 5.3)

- Landscape architects/ urban planners/ urban designers (96.6%)

Table 3a: (Teachers) To your knowledge, please write down ONE designated protected area for nature conservation in Hong Kong, the one that you are most certain about.

	Frequency	Percentage
Mai Po	241	58.2
Hoi Ha Wan	28	6.8
Hong Kong Wetland Park	22	5.3
Various country parks	11	2.7
Country park (cannot name a specific one)	7	1.7
Clear Water Bay Country Park	1	0.2
High Island Reservoir (Sai Kung East Country Park)	1	0.2
Tai Lam Country Park	1	0.2
Tai Tam Country Park	1	0.2
Geopark	5	1.2
Inner Deep Bay	5	1.2
Tai Po Kau Nature Reserve	5	1.2
Cape D' Aguilar	4	1.0
Marine park	4	1.0
Tung Ping Chau	3	0.7
Yan Chau Tong	2	0.5
Ma Shi Chau	1	0.2
Sha Chau and Lung Kwu Chau	1	0.2
Sha Lo Tung	1	0.2
Sharp Island	1	0.2
Ting Kok	1	0.2
Wrong answers/Don't know/Refuse to answer	79	19.1
Total	414	100.0

Note: Percentages do not always add up to the total due to rounding.

Table 3b: (Planning and development professionals) To your knowledge, please write down ONE designated protected area for nature conservation in Hong Kong, the one that you are most certain about.

	Frequency	Percentage
Mai Po	105	49.5
Various country parks	17	8.0
Country park (cannot name a specific one)	7	3.3
Clear Water Bay	2	0.9
Long Ke (Sai Kung East Country Park)	2	0.9
Tai Tam Country Park	2	0.9
Lion Rock Country Park	1	0.5
Ma On Shan Country Park	1	0.5
Pat Sin Leng Country Park	1	0.5
Pok Fu Lam Country Park	1	0.5
Hoi Ha Wan	10	4.7
Hong Kong Wetland Park	9	4.2
Cape D' Aguilar	7	3.3
Tai Po Kau Nature Reserve	6	2.8
Inner Deep Bay	3	1.4
Marine park	3	1.4
Tung Ping Chau	3	1.4
Geopark	2	0.9
Lai Chi Wo	2	0.9
Lung Kwu Tan Valley	1	0.5
Ma Shi Chau	1	0.5
Sha Lo Tung	1	0.5
Sham Wan	1	0.5
Wrong answers/ Don't know	41	19.3
Total	212	100.0

3.2.1.4 Knowledge of the land area of country parks and special areas in Hong Kong

65.5% of teachers either got the answer wrong or could not provide any answers. 34.5% answered correctly that there was about 40% of Hong Kong's land being designated as country parks and special areas.

59.0% of planning and development professionals either got the answer wrong or could not provide any answers. 41.0% got the answer right.

Figure 16a: (Teachers) Do you know how much of Hong Kong's land area is designated as country parks and special areas?

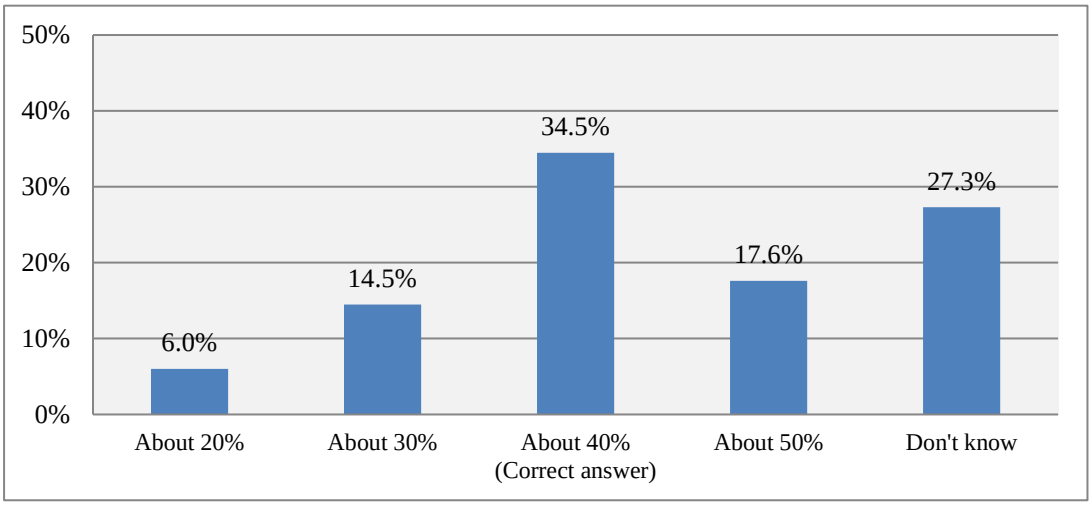
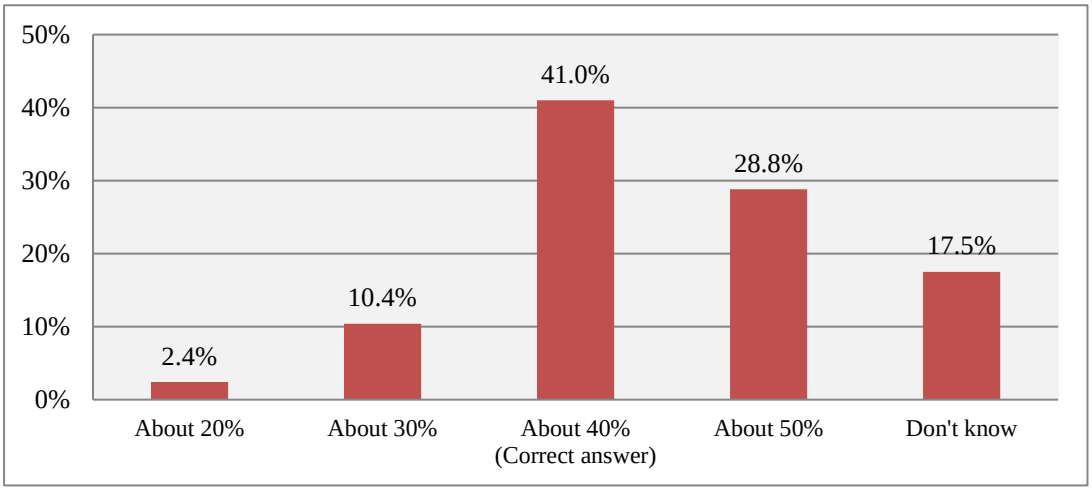


Figure 16b: (Planning and development professionals) Do you know how much of Hong Kong's land area is designated as country parks and special areas?



A higher proportion of the following groups got the answer correct that there is about 40% of Hong Kong's land being designated as country parks and special areas:

Teachers (See Appendix 3, Table 4.4)

- Teachers of biodiversity-related subjects (44.6%)

Planning and development professionals (See Appendix 3, Table 5.4)

- Landscape architects/ urban planners/ urban designers (79.3%)

3.2.1.5 Knowledge of legally protected local wild animals and plants in Hong Kong

66.9% of teachers could name one local wild animal or plant that is legally protected in Hong Kong correctly. The most popular answers were "Cetaceans (Dolphins, whales, porpoises)" (18.1%) and "Romer's Tree Frog" (17.9%), which were followed by "All wild birds" (6.0%) and "Chinese Pangolin" (4.6%). One-third (33.1%) provided wrong answers or could not provide any answers (Table 4a).

62.3% of planning and development professionals could name one local wild animal or plant that is legally protected in Hong Kong correctly. The most popular answer was "Cetaceans (Dolphins, whales, porpoises)" (20.3%), which was followed by "Romer's Tree Frog" (10.8%), "Agarwood" (10.8%) and "All wild birds" (6.1%). 37.7% provided wrong answers or could not provide any answers (Table 4b).

Figure 17a: (Teachers) To your knowledge, please write down ONE local wild animal or plant that is legally protected in Hong Kong, the one that you are most certain about.

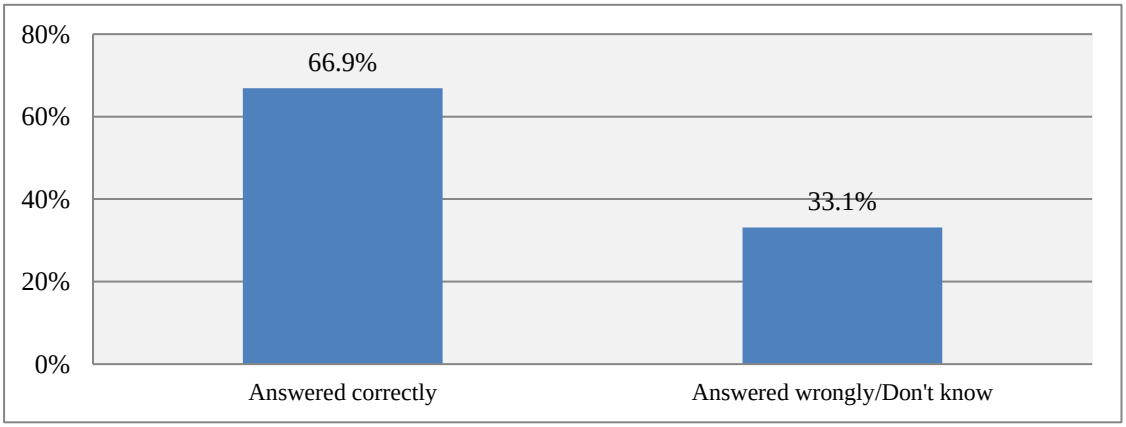
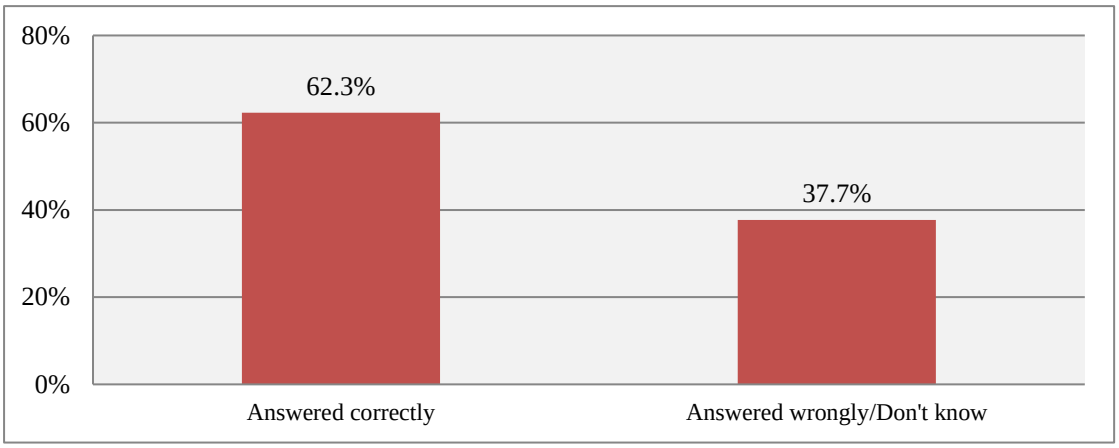


Figure 17b: (Planning and development professionals) To your knowledge, please write down ONE local wild animal or plant that is legally protected in Hong Kong, the one that you are most certain about.



A higher proportion of the following groups could name a local wild animal or plant that is legally protected in Hong Kong correctly:

Teachers (See Appendix 3, Table 4.5)

- Teachers of biodiversity-related subjects (78.4%)

Planning and development professionals (See Appendix 3, Table 5.5)

- Females (75.0%)
- Landscape architects/ urban planners/ urban designers (93.1%)

Table 4a: (Teachers) To your knowledge, please write down ONE local wild animal or plant that is legally protected in Hong Kong, the one that you are most certain about.

	Frequency	Percentage
Animals		
Cetaceans (Dolphins, whales, porpoises)	75	18.1
Romer's Tree Frog	74	17.9
All wild birds	25	6.0
Chinese Pangolin	19	4.6
Hong Kong Newt	12	2.9
Bats	9	2.2
Chelonians (Turtles, terrapins, tortoises, etc.)	7	1.7
Masked Palm Civet	7	1.7
Primates (Monkeys etc.)	5	1.2
Reeves' Muntjac/ Barking Deer	4	1.0
Hong Kong Cascade Frog	2	0.5
Leopard Cat	2	0.5
Squirrels	2	0.5
Birdwing Butterfly	1	0.2
Chinese Porcupine	1	0.2
Otter	1	0.2
Plants		
Agarwood	13	3.1
Orchids	9	2.2
Pitcher-plants	5	1.2
Camellias	3	0.7
Chinese New Year Flower	1	0.2
Wrong answers / Don't know	137	33.1
Total	414	100.0

Table 4b: (Planning and development professionals) To your knowledge, please write down ONE local wild animal or plant that is legally protected in Hong Kong, the one that you are most certain about.

	Frequency	Percentage
Animals		
Cetaceans (Dolphins, whales, porpoises)	43	20.3
Romer's Tree Frog	23	10.8
All wild birds	13	6.1
Chinese Pangolin	4	1.9
Reeves' Muntjac/ Barking Deer	4	1.9
Burmese Python	3	1.4
Hong Kong Newt	3	1.4
Masked Palm Civet	3	1.4
Chelonians (Turtles, terrapins, tortoises etc.)	1	0.5
Bats	1	0.5
Birdwing Butterfly	1	0.5
Chinese Porcupine	1	0.5
Plants		
Agarwood	23	10.8
Orchids	3	1.4
Pavetta	2	0.9
Ailanthus	1	0.5
Camellias	1	0.5
Chinese New Year Flower	1	0.5
Pitcher-plants	1	0.5
Wrong answers/ Don't know	80	37.7
Total	212	100.0

3.2.1.6 Overall knowledge of the three specific aspects of biodiversity in Hong Kong

Regarding the above three specific knowledge-based questions, a majority of teachers (88.4%) and planning and development professionals (90.6%) could answer at least one question correctly. Around 40% of teachers (41.8%) and planning and development professionals (38.2%) could answer two questions correctly. Over a quarter of teachers (26.1%) and planning and development professionals (27.8%) were able to answer all three questions correctly. 20.5% of teachers and 24.5% of planning and development professionals were able to answer one question correctly. Only 11.6% of teachers and 9.4% of planning and development professionals could not answer any questions correctly.

Figure 18a: (Teachers) Overall knowledge of the three specific aspects of biodiversity in Hong Kong

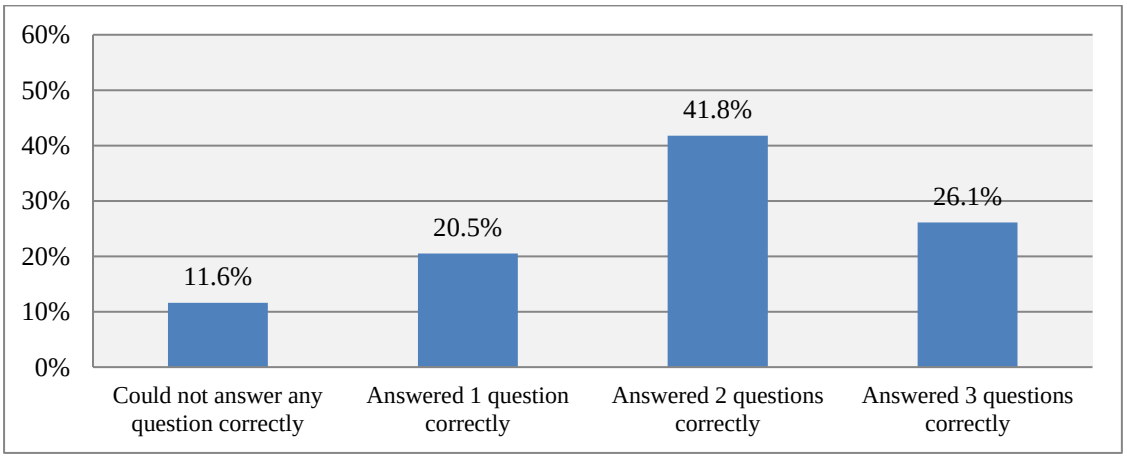
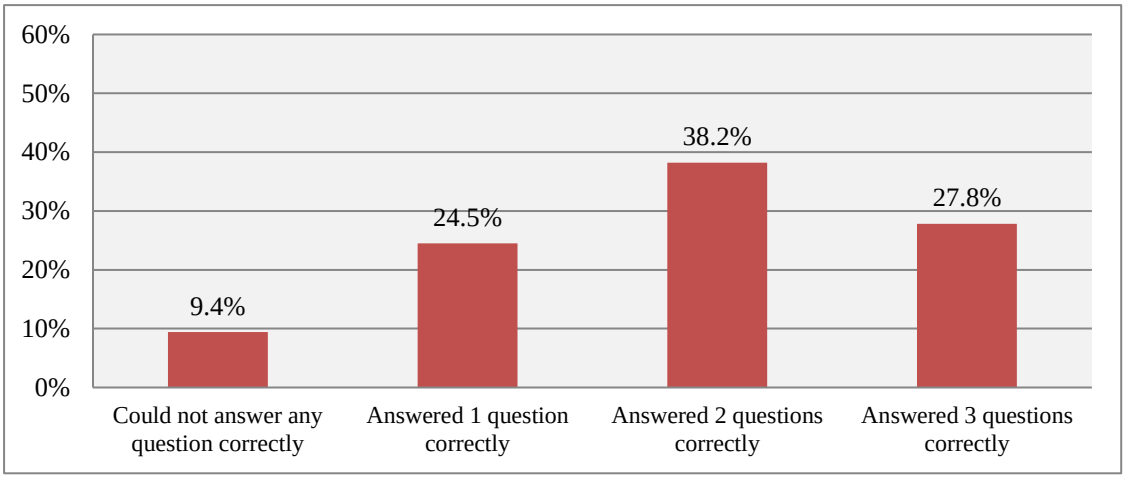


Figure 18b: (Planning and development professional) Overall knowledge of the three specific aspects of biodiversity in Hong Kong



The following groups had higher level of knowledge of the three specific aspects of biodiversity in Hong Kong (answered 3 questions correctly):

Teachers (See Appendix 3, Table 4.6)

- Males (29.6%)
- Teachers of biodiversity-related subjects (36.3%)

Planning and development professionals (See Appendix 3, Table 5.6)

- Landscape architects/ urban planners/ urban designers (75.9%)

3.2.2 Importance of Preserving Biodiversity

3.2.2.1 Level of concern about the biodiversity in Hong Kong

37.2% of teachers expressed that they were quite concerned/ very concerned about the biodiversity in Hong Kong. 12.3% were not quite concerned/ not at all concerned and half of them (50.5%) answered "So-so".

More than half (56.6%) of the planning and development professionals expressed that they were quite concerned/ very concerned about the biodiversity in Hong Kong. 11.8% were not quite concerned/ not at all concerned and 31.6% answered "So-so".

Figure 19a: (Teachers) How concerned are you about the biodiversity in Hong Kong?

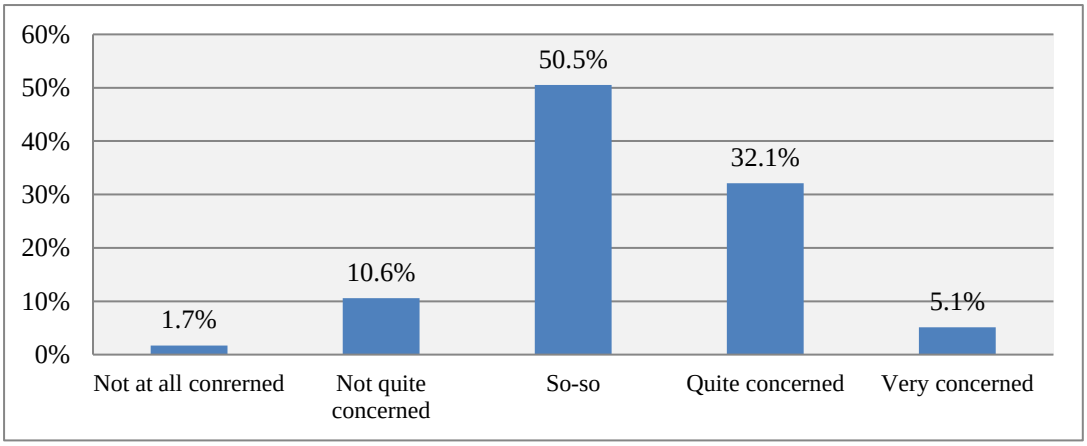
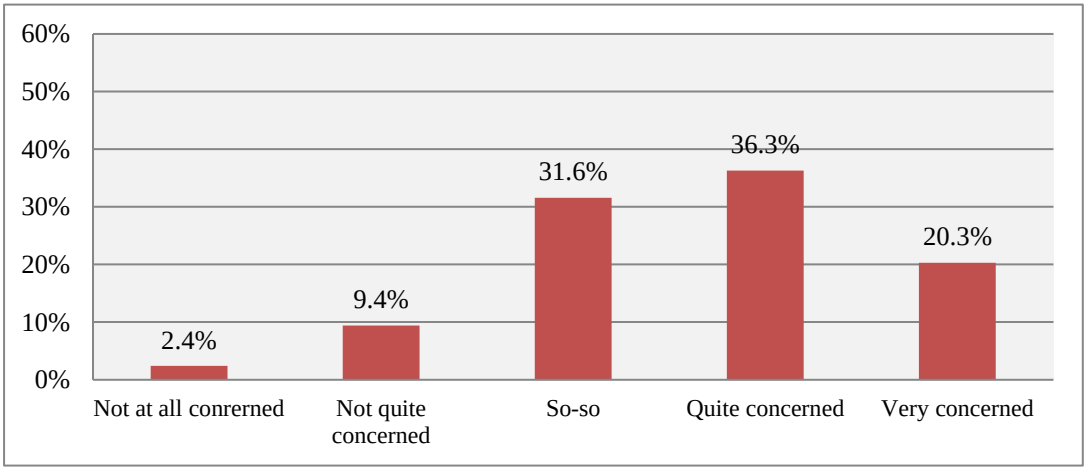


Figure 19b: (Planning and development professionals) How concerned are you about the biodiversity in Hong Kong?



A higher proportion of the following groups indicated that they were quite concerned/ very concerned about the biodiversity in Hong Kong:

Teachers (See Appendix 3, Table 4.7)

- Teachers of biodiversity-related subjects (51.5%)

Planning and development professionals (See Appendix 3, Table 5.7)

- Aged 50 or above (73.8%)
- Landscape architects/ urban planners/ urban designers (82.8%)

3.2.2.2 Perceptions of the importance of preserving biodiversity

An overwhelming majority of teachers and planning and development professionals had a positive attitude towards the importance of biodiversity preservation. Approximately 90% of teachers and planning and development professionals somewhat agreed/ strongly agree most of the sentences:

89.6% of teachers and 91.0% of planning and development professionals somewhat agreed/ strongly agreed that it was important to promote and educate the public on biodiversity. 3.1% of teachers and 1.9% of planning and development professionals somewhat disagreed/ strongly disagreed with it. About 7% of teachers (7.2%) and planning and development professionals (7.1%) answered “So-so”.

89.6% of teachers and 87.3% of planning and development professionals considered that biodiversity conservation must be taken into account when undertaking infrastructure and land development projects (somewhat agreed/ strongly agreed). 2.9% of teachers and 4.2% of planning and development professionals somewhat disagreed/ strongly disagreed with it. 7.5% of teachers and 8.5% of planning and development professionals answered “So-so”.

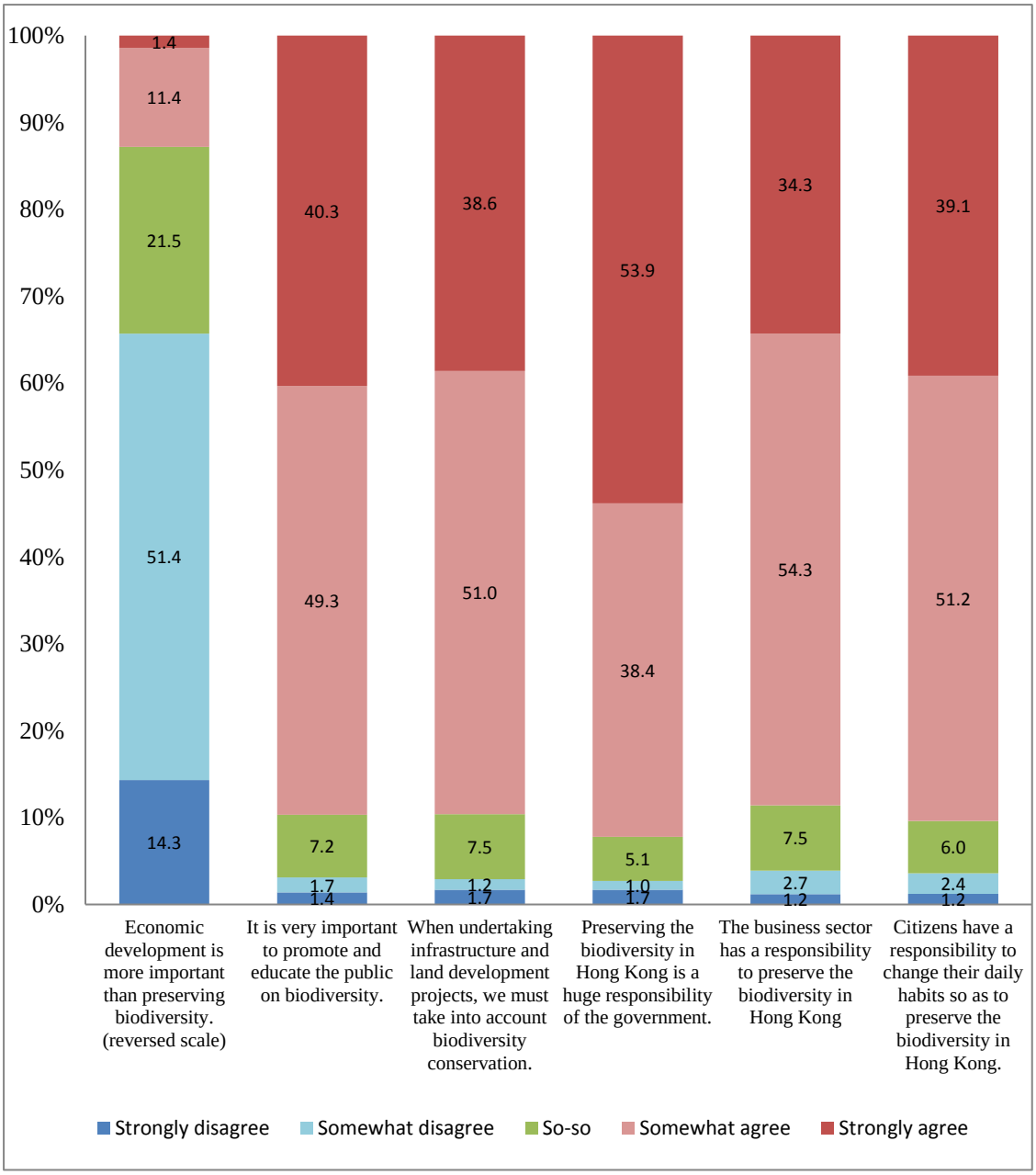
92.3% of teachers and 88.7% of planning and development professionals thought that the government had a huge responsibility to preserve the biodiversity in Hong Kong (somewhat agreed/ strongly agreed). 2.7% of teachers and 5.7% of planning and development professionals somewhat disagreed/ strongly disagreed with it. About 5% of teachers (5.1%) and planning and development professionals (5.7%) answered “So-so”.

88.6% of teachers and 86.8% of planning and development professionals somewhat agreed/ strongly agreed that the business sector had a responsibility to preserve the biodiversity in Hong Kong. 3.9% of teachers and 5.2% of planning and development professionals somewhat disagreed/ strongly disagreed with it. 7.5% of teachers and 8.0% of planning and development professionals answered “So-so”.

90.3% of teachers and 92.5% of planning and development professionals somewhat agreed/ strongly agreed that citizens had a responsibility to change their daily habits so as to preserve the biodiversity in Hong Kong. 3.6% of teachers and 2.8% of planning and development professionals somewhat disagreed/ strongly disagreed with it. 6.0% of teachers and 4.7% of planning and development professionals answered “So-so”.

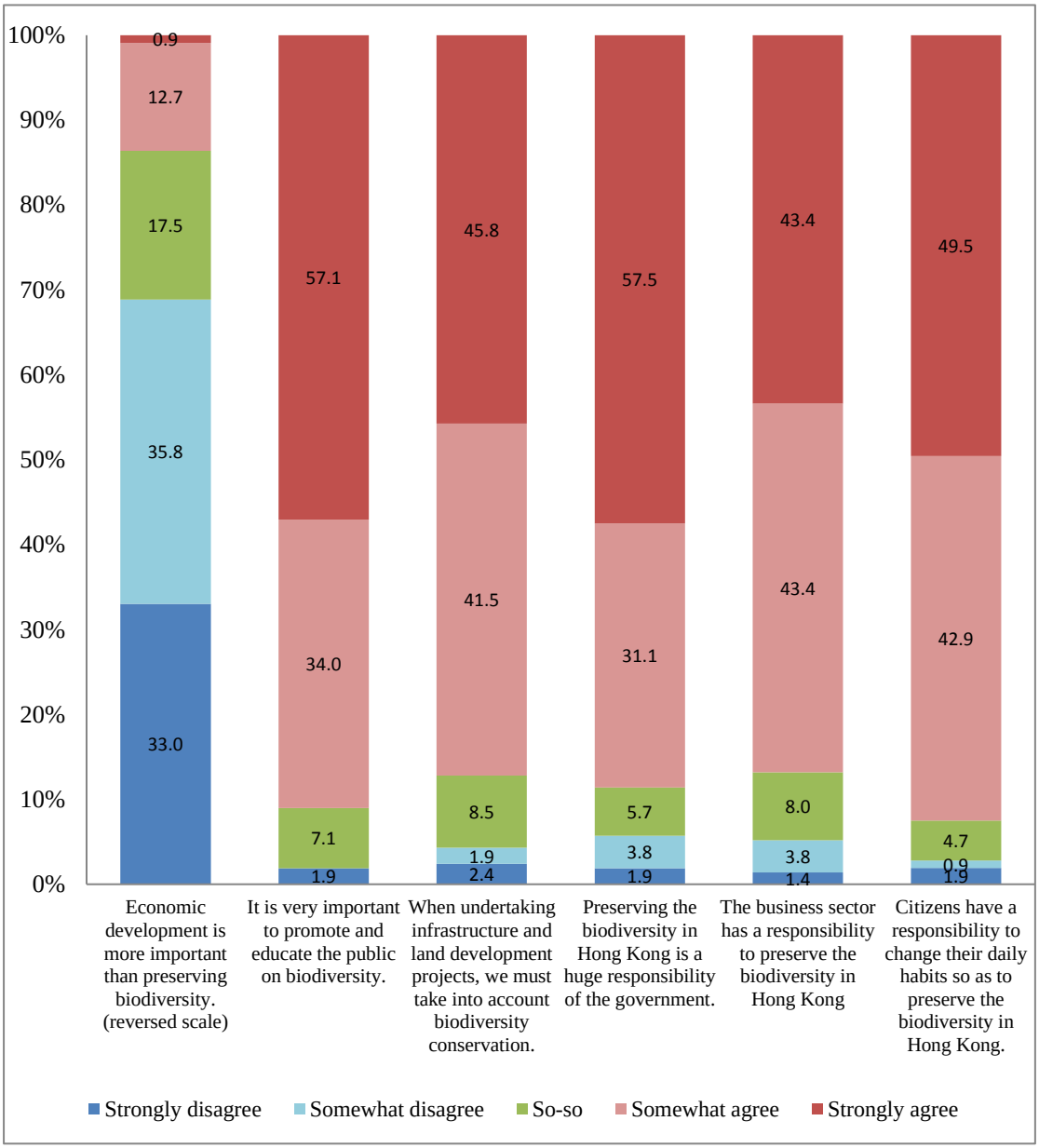
By measuring their attitudes in a reversed way, 65.7% of teachers and 68.9% of planning and development professionals somewhat disagreed/ strongly disagreed that economic development was more important than preserving biodiversity. 12.8% of teachers and 13.7% of planning and development professionals somewhat agreed/ strongly agreed with this sentence. 21.5% of teachers and 17.5% of planning and development professionals answered “So-so”. Their opinions on this statement were relatively diverse than the other statements.

Figure 20a: Teachers' perceptions of the importance of preserving biodiversity



Note: Percentages do not always add up to 100.0% due to rounding.

Figure 20b: Planning and development professionals' perceptions of the importance of preserving biodiversity



Note: Percentages do not always add up to 100.0% due to rounding.

The following groups attached more importance to preserving the biodiversity in Hong Kong (answered "somewhat agreed" or "strongly agreed")[7]:

Importance Items	Demographic groups (Teachers)	Demographic groups (Planning and development professionals)
Economic development is more important than preserving biodiversity. (Reversed scale) (See Appendix 3, Table 4.8 & 5.8)	• Females (68.9%)	• NA
It is very important to promote and educate the public on biodiversity. (See Appendix 3, Table 4.9 & 5.9)	• Teachers of biodiversity-related subjects (93.6%)	• NA
When undertaking infrastructure and land development projects, we must take into account biodiversity conservation. (See Appendix 3, Table 4.10 & 5.10)	• NA	• NA
Preserving the biodiversity in Hong Kong is a huge responsibility of the government. (See Appendix 3, Table 4.11 & 5.11)	• Teachers in government schools (96.4%)	• NA
The business sector has a responsibility to preserve the biodiversity in Hong Kong. (See Appendix 3, Table 4.12 & 5.12)	• Females (91.6%)	• NA
Citizens have a responsibility to change their daily habits so as to preserve the biodiversity in Hong Kong. (See Appendix 3, Table 4.13 & 5.13)	• Teachers in aided/ caput schools (91.5%) • Teachers of biodiversity-related subjects (94.6%)	• NA

[7] Except for the first statement "Economic development is more important than preserving biodiversity." It uses a reversed scale reversed scale and the percentages in the "demographic groups" column indicate the number of respondents who answered "somewhat disagreed" or "strongly disagreed" to the question.

3.2.3 Closeness to Biodiversity

For teachers and planning and development professionals, it seemed to be indisputable that biodiversity must be preserved for future generations. An overwhelming majority of teachers (92.0%) and planning and development professionals (90.6%) somewhat agreed/ strongly agreed with this notion. Among them, 53.4% of teachers and 68.4% of planning and development professionals strongly agreed with the statement. Merely 1.0% of teachers and 1.9% of planning and development professionals somewhat disagreed/ strongly disagreed with it. About 7% of teachers (7.0%) and planning and development professionals (7.5%) answered "So-so".

A majority of teachers (85.3%) and planning and development professionals (85.4%) believed that preserving biodiversity could enrich the leisure life of citizens (somewhat agreed/ strongly agreed). 3.4% of teachers and 2.8% of planning and development professionals considered the opposite (somewhat disagreed/ strongly disagreed). About 11% of teachers (11.4%) and planning and development professionals (11.8%) answered "So-so".

About three quarters of teachers (74.6%) and planning and development professionals (77.4%) somewhat agreed/ strongly agreed that the loss of biodiversity would affect citizens' living environment. 5.8% of teachers and 8.5% of planning and development professionals somewhat disagreed/ strongly disagreed with it. 19.6% of teachers and 14.2% of planning and development professionals answered "So-so".

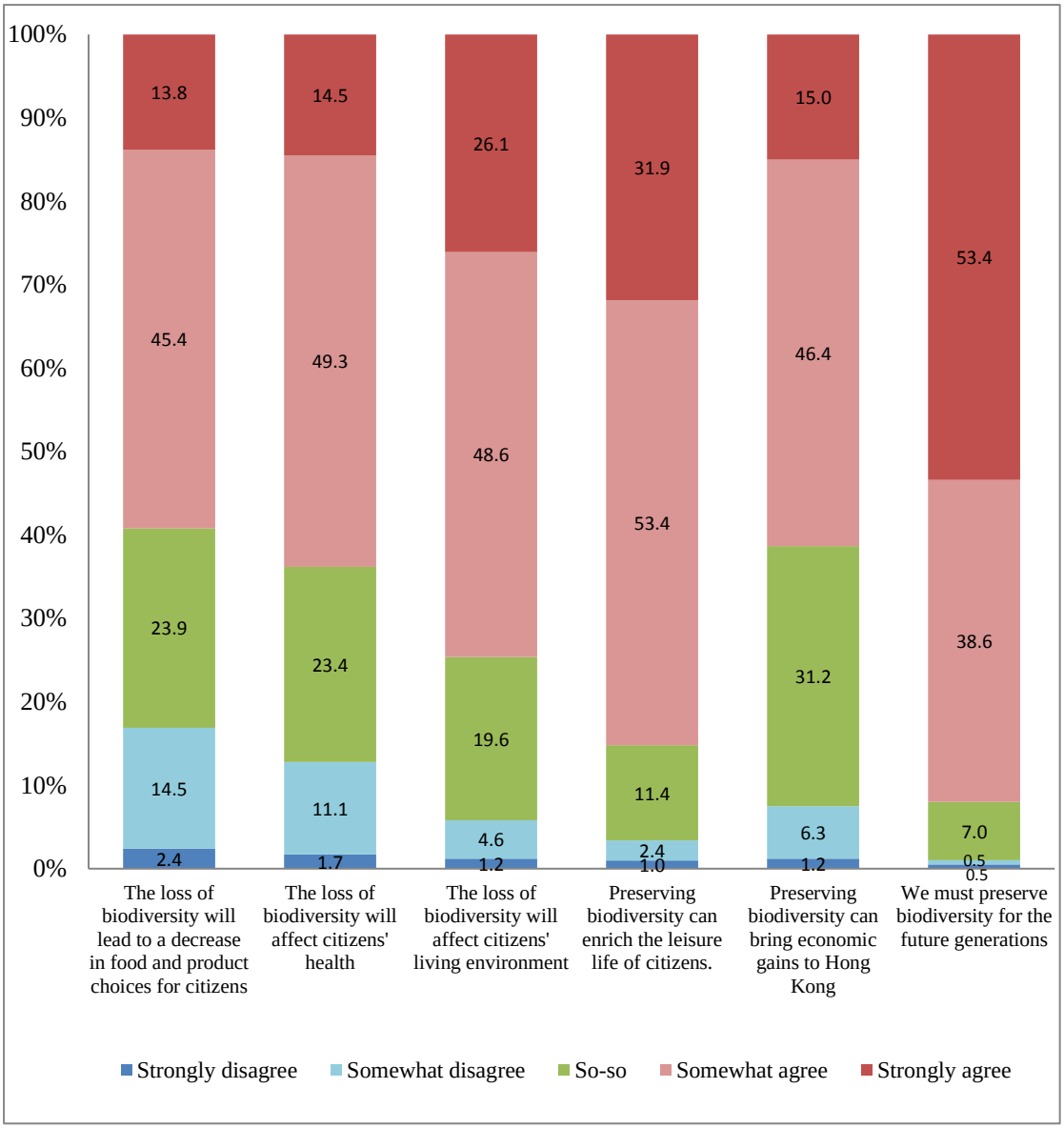
Some 60% (63.8%) of teachers and some 50% (53.3%) of planning and development professionals somewhat agreed/ strongly agreed that the loss of biodiversity would affect citizens' health. 12.8% of teachers and 14.6% of planning and development

professionals somewhat disagreed/ strongly disagreed with it. 23.4% of teachers and 32.1% of planning and development professionals indicated “So-so”.

Over 60% (61.4%) of teachers and over 55% (55.7%) of planning and development professionals believed (somewhat agreed/ strong agreed) that preserving biodiversity could bring economic gains to Hong Kong. 7.5% of teachers and 9.4% of planning and development professionals suggested the otherwise (somewhat disagreed/ strongly disagreed). And 31.2% of teachers and 34.9% of planning and development professionals said “So-so”.

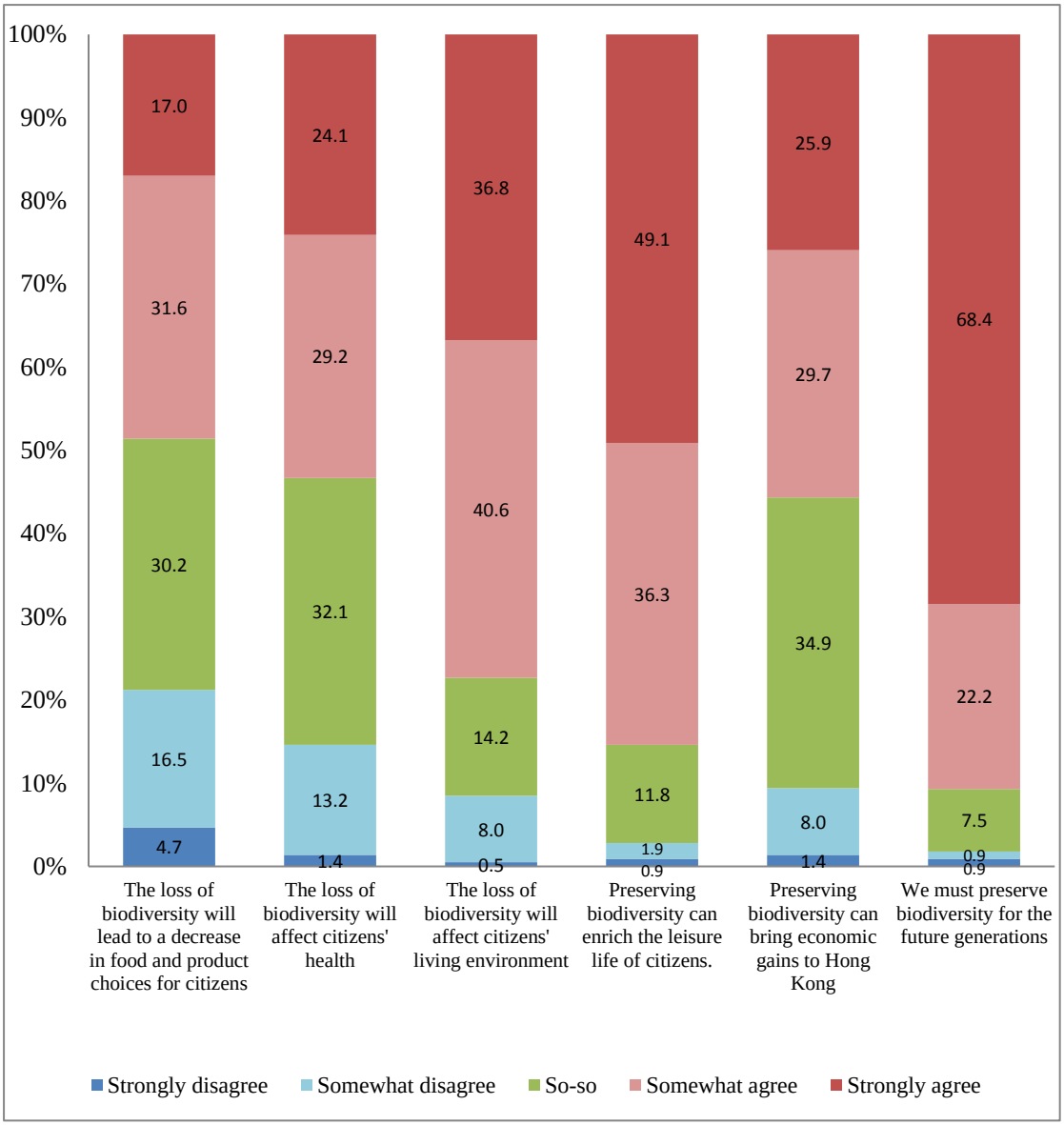
Close to 60% (59.2%) of teachers and close to 50% (48.6%) of planning and development professionals somewhat agreed/ strongly agreed that the loss of biodiversity would lead to a decrease in food and product choices for citizens. 16.9% of teachers and 21.2% did not think so (somewhat disagreed/ strongly disagreed). And 23.9% of teachers and 30.2% of planning and development professionals answered “So-so”

Figure 21a: Teachers' perceptions of the closeness to biodiversity



Note: Percentages do not always add up to 100.0% due to rounding.

Figure 21b: Planning and development professionals' perceptions of the closeness to biodiversity



Note: Percentages do not always add up to 100.0% due to rounding.

The following groups perceived a significantly higher level of closeness of biodiversity to the society (answered "somewhat agreed" or "strongly agreed"):

Closeness Items	Demographic groups (Teachers)	Demographic groups (Planning and development professionals)
The loss of biodiversity will lead to a decrease in food and product choices for citizens. (See Appendix 3, Table 4.14 & 5.14)	• NA	• NA
The loss of biodiversity will affect citizens' health. (See Appendix 3, Table 4.15 & 5.15)	• With bachelor's degree or below (69.3%)	• Landscape architects/ urban planners/ urban designers (75.9%)
The loss of biodiversity will affect citizens' living environment. (See Appendix 3, Table 4.16 & 5.16)	• Teachers of biodiversity-related subjects (79.9%)	• NA
Preserving biodiversity can enrich the leisure life of citizens. (See Appendix 3, Table 4.17 & 5.17)	• NA	• Professionals in companies with 100 employees or less (91.2%)
Preserving biodiversity can bring economic gains to Hong Kong. (See Appendix 3, Table 4.18 & 5.18)	• NA	• NA
We must preserve biodiversity for the future generations. (See Appendix 3, Table 4.19 & 5.19)	• Females (95.2%)	• NA

3.2.4 Willingness to Preserve Biodiversity

Teachers and planning and development professionals were most willing to sign petitions to support biodiversity conservation and pay attention to information related to biodiversity. 71.7% of teachers probably would/ definitely would do the former and 68.8% probably would/ definitely would do the latter; while 6.5% and 4.3% of teachers probably would not/ definitely would not do so. Some 20% (21.7% and 26.8%) of teachers answered "So-so". For planning and development professionals, 68.9% probably would/ definitely would sign petitions to support biodiversity conservation and 74.1% probably would/ definitely would pay attention to information related to biodiversity. 10.4% and 6.1% probably would not/ definitely would not do so. About 20% (20.8% and 19.8%) answered "So-so".

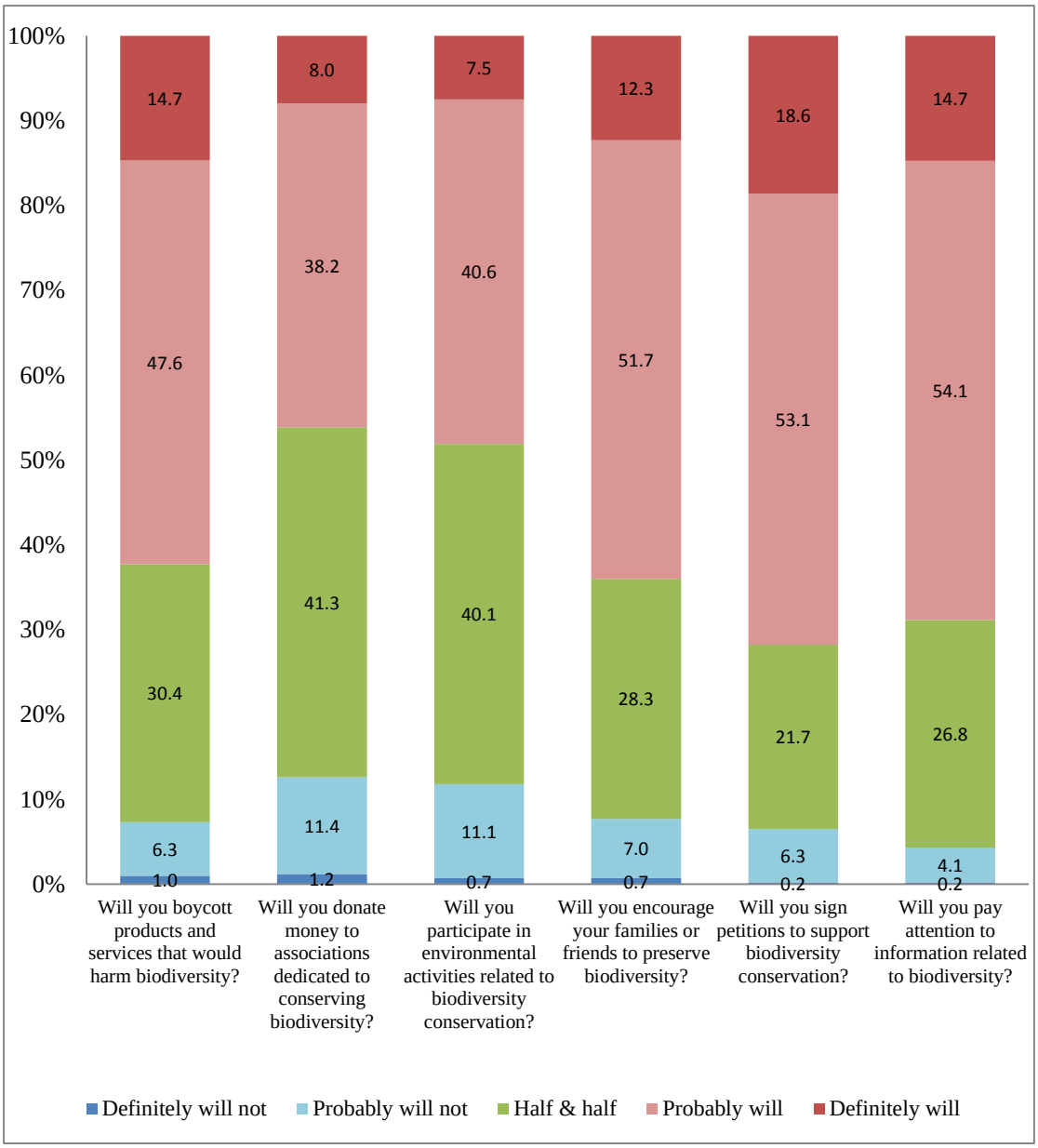
Encouraging families or friends to preserve biodiversity was the third action they were most willing to do. 64.0% of teachers and 67.9% of planning and development professionals expressed willingness to do so (probably would/ definitely would); while 7.7% of teachers and 6.6% of planning and development professionals probably would not/ definitely would not do so. 28.3% of teachers and 25.5% of planning and development professionals answered "So-so".

Boycotting products and services that would harm biodiversity came in the fourth place. 62.3% of teachers and 66.0% of planning and development professionals were willing to take this action (probably would/ definitely would). 7.2% of teachers and 5.7% of planning and development professionals probably would not/ definitely would not do so. 30.4% of teachers and 28.3% of planning and development professionals answered "So-so".

However, less than half of the teachers probably would/ definitely would participate

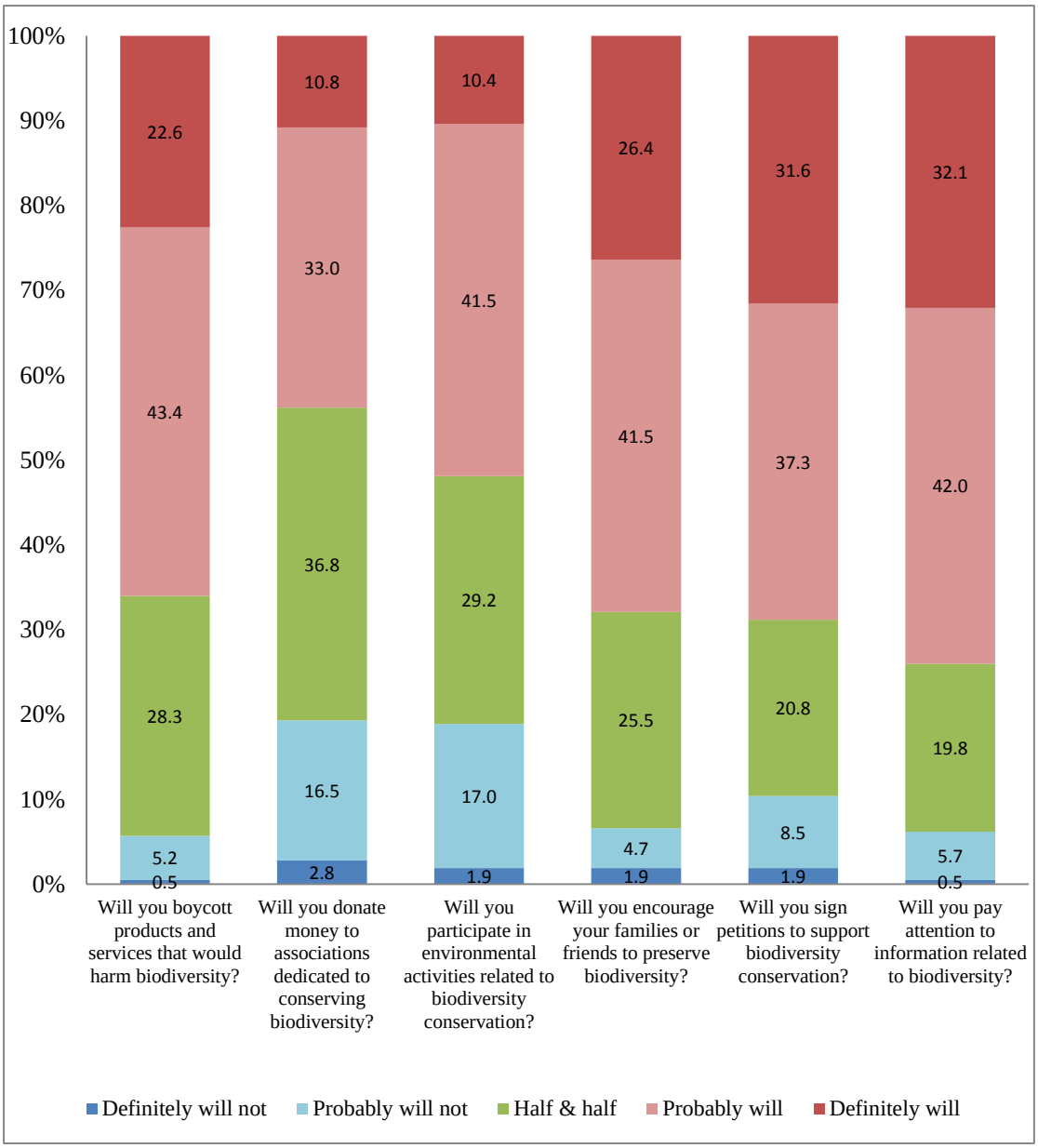
in environmental activities related to biodiversity conservation (48.1%) and donate money to associations dedicated to conserving biodiversity (46.1%). 11.8% and 12.6% of teachers probably would not/ definitely would not take part in the two actions respectively, while about 40% (40.1% and 41.3%) answered "So-so". Similarly, planning and development professionals were least willing to take these two actions. 51.9% of planning and development professionals indicated that they probably would/ definitely would participate in environmental activities related to biodiversity conservation and less than half of them (43.9%) probably would/ definitely would donate money to associations dedicated to conserving biodiversity. Nearly 20% (18.9% and 19.3%) of them probably would not/ definitely would not take the two actions respectively. 29.2% and 36.8% of them answered "So-so". It seemed that teachers and planning and development professionals tended to be less willing to take actions that involve a lot of efforts (such as time and money) to preserve biodiversity.

Figure 22a: Teachers' willingness to preserve biodiversity



Note: Percentages do not always add up to 100.0% due to rounding.

Figure 22b: Planning and development professionals' willingness to preserve biodiversity



Note: Percentages do not always add up to 100.0% due to rounding.

The following groups had a significantly higher level of willingness to preserve biodiversity (answered "probably will" or "definitely will"):

Willingness Items	Demographic groups (Teachers)	Demographic groups (Planning and development professionals)
Boycott products and services that would harm biodiversity. (See Appendix 3, Table 4.20 & 5.20)	• NA	• NA
Donate money to associations dedicated to conserving biodiversity. (See Appendix 3, Table 4.21 & 5.21)	• NA	• Landscape architects/ urban planners/ urban designers (65.5%)
Participate in environmental activities related to biodiversity conservation. (See Appendix 3, Table 4.22 & 5.22)	• Secondary school teachers (52.8%) • Teachers of biodiversity-related subjects (55.4%)	• Landscape architects/ urban planners/ urban designers (82.8%) • Professionals in companies with 100 employees or less (58.8%)
Encourage your families or friends to preserve biodiversity. (See Appendix 3, Table 4.23 & 5.23)	• NA	• Engineers (88.6%)
Sign petitions to support biodiversity conservation. (See Appendix 3, Table 4.24 & 5.24)	• Females (72.1%) • With bachelor's degree or below (77.6%)	• Professionals in companies with 100 employees or less (86.8%)
Pay attention to information related to biodiversity. (See Appendix 3, Table 4.25 & 5.25)	• Secondary school teachers (73.4%) • Teachers of biodiversity-related subjects (80.4%)	• With postgraduate education (85.1%) • Landscape architects/ urban planners/ urban designers (96.6%)

3.2.5 Overall Biodiversity Indexes

3.2.5.1 "Knowledge Index"

The "Knowledge Index" of teachers and planning and development professionals was 25.6 and 20.3 respectively. It means a quarter of teachers and a fifth of planning and development professionals have heard of the term "biodiversity" and knew its meaning, and that they also perceived themselves as being well-informed about the biodiversity in Hong Kong.

The following groups had higher scores in the "Knowledge Index":

Teachers (See Appendix 3, Table 4.26)

- Males (33.3%)
- Aged 20-34 (35.6%)
- Secondary school teachers (32.5%)
- Teachers of biodiversity related subjects (44.6%)
- With teaching experience of 10 years or less (36.6%)

Planning and development professionals (See Appendix 3, Table 5.26)

- Landscape architects/ urban planners/ urban designers (48.3%)

To further examine whether teachers and planning and development professionals who were defined as knowledgeable about biodiversity (i.e. the 25.6% of teachers and 20.3% of planning and development professionals) were really more well-informed about the biodiversity in Hong Kong, their performance in the three specific knowledge-based questions was compared with that of those who were defined as less knowledgeable about biodiversity (i.e. the other 74.4% of teachers and 79.7% of planning and development professionals). The results illustrated that, for both

stakeholder groups, "knowledgeable" respondents had better performances than "less knowledgeable" respondents: Nearly all "knowledgeable" teachers (99.1%) and planning and development professionals (97.7%) could answer at least one knowledge-based question correctly, whereas only 84.7% of "less knowledgeable" teachers and 88.8% of "less knowledgeable" planning and development professionals could answer at least one knowledge-based question correctly. Besides, while more than 40% (42.5%) of "knowledgeable" teachers and more than 55% (55.8%) of "knowledgeable" planning and development professionals could answer all three knowledge-based questions correctly, only about 20% of their "less knowledgeable" counterparts (20.5% and 20.7% respectively) could do so.[8]

Figure 23a: (Teachers) Overall knowledge of the three specific aspects of biodiversity in Hong Kong (Comparison)

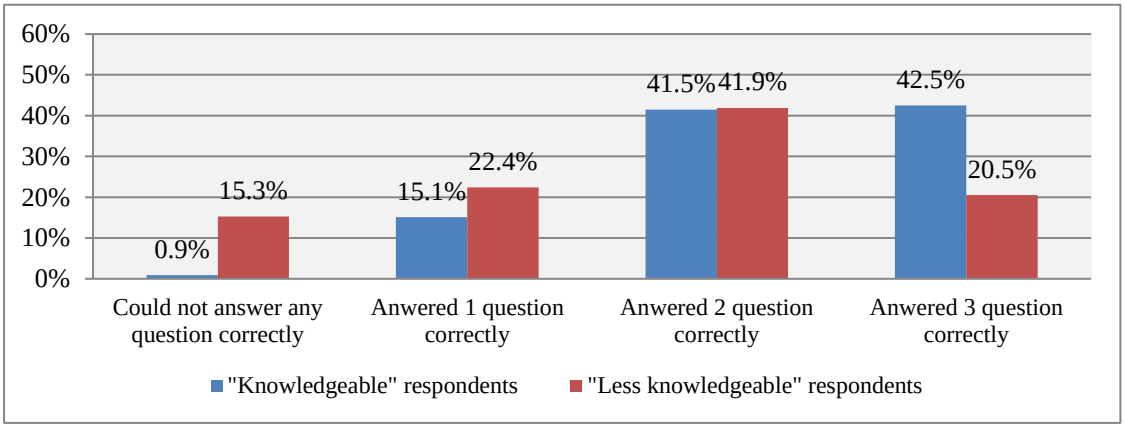
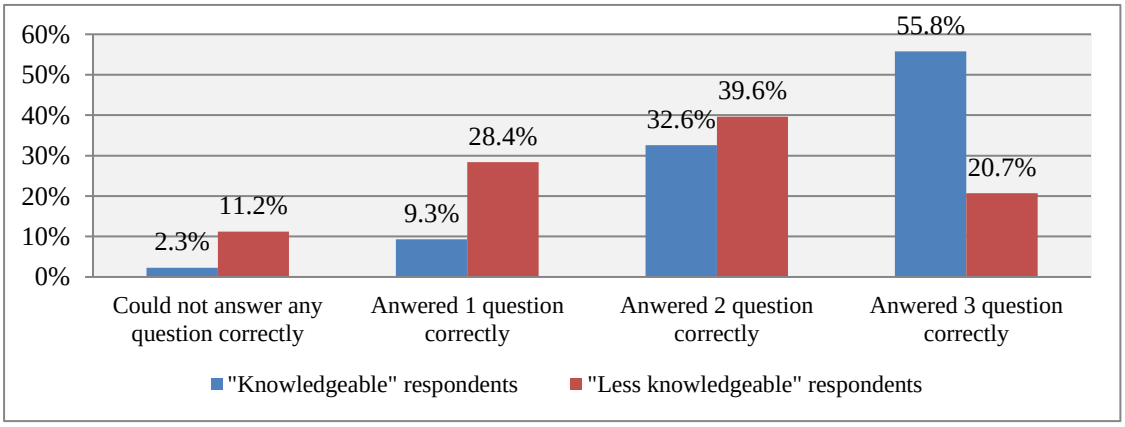


Figure 23b: (Planning and development professionals) Overall knowledge of the three specific aspects of biodiversity in Hong Kong (Comparison)



[8] Chi-square test showed that the differences were significant for both stakeholder groups ($p < .001$).

3.2.5.2 "Importance Index", "Closeness Index" and "Willingness Index"

The respective values of the "Importance Index", "Closeness Index" and "Willingness Index" were 4.04, 3.89, and 3.64 for teachers and 4.17, 3.94 and 3.72 for planning and development professionals. In general, teachers and planning and development professionals had positive attitude towards biodiversity conservation. They tended to think that preserving biodiversity is important and agreed that biodiversity was closely connected to the society in various aspects. They also tended to be willing to take actions to preserve biodiversity.

Among all three indexes, the two stakeholder groups scored the highest in the "Importance Index". This was followed by the "Closeness Index" and both stakeholder groups scored the lowest in the "Willingness Index". This suggested that although members of the two stakeholder groups valued biodiversity conservation, they were less aware of the connection between biodiversity conservation and the society. Moreover, although they recognized the importance of biodiversity conservation and in some point were aware that it was closely connected to the society, they were less prepared to make personal contributions[9].

Figure 24a: (Teachers) The "Importance Index", "Closeness Index", and "Willingness Index"

[9] The differences among mean scores of the three Indexes were examined using paired-samples t-tests. For the "teachers" group, it was found that value of "Importance Index" was significantly higher than the values of both "Closeness Index" ($p < .001$) and "Willingness Index" ($p < .001$), and the value of "Closeness Index" was significantly higher than the value of "Willingness Index" ($p < .001$). The very same results also apply to the "planning and development professionals" group.

Figure 24b: (Planning and development professionals) The "Importance Index", "Closeness Index", and "Willingness Index"

To further examine the different orientations among teachers and planning and development professionals towards biodiversity, a subgroup analysis of the three Indexes was conducted. The following demographic groups had higher scores in the three Indexes:

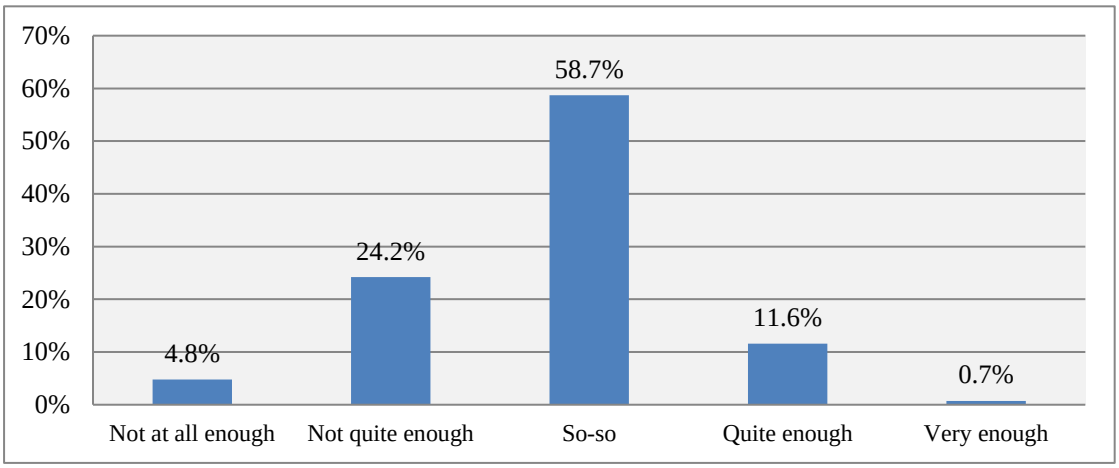
Indexes	Demographic groups (Teachers)	Demographic groups (Planning and development professionals)
"Importance Index" (See Appendix 3, Table 4.27 & 5.27)	• Teachers of biodiversity related subjects (4.13)	• Landscape architects/ urban planners/ urban designers (4.47)
"Closeness Index" (See Appendix 3, Table 4.28 & 5.28)	• Teachers of biodiversity related subjects (3.98)	• With postgraduate education (4.07) • Landscape architects/ urban planners/ urban designers (4.32) • Professionals in companies with 100 employees or less (4.10)
"Willingness Index" (See Appendix 3, Table 4.29 & 5.29)	• Teachers of biodiversity related subjects (3.73)	• Aged 50 or above (3.94) • With postgraduate education (3.87) • Engineer (4.15) • Professionals in companies with 100 employees or less (3.90)

3.2.6 Teachers' opinions and attitudes towards biodiversity in the sector

3.2.6.1 Whether their schools have enough teachers who are knowledgeable about biodiversity

29.0% indicated that their schools did not have quite enough/ not at all enough teachers who were knowledgeable about biodiversity. 12.3% expressed that they had quite enough/ very enough teachers who were knowledgeable about biodiversity in their schools. 58.7% answered "So-so".

Figure 25: Does your school have enough teachers who are knowledgeable about biodiversity?



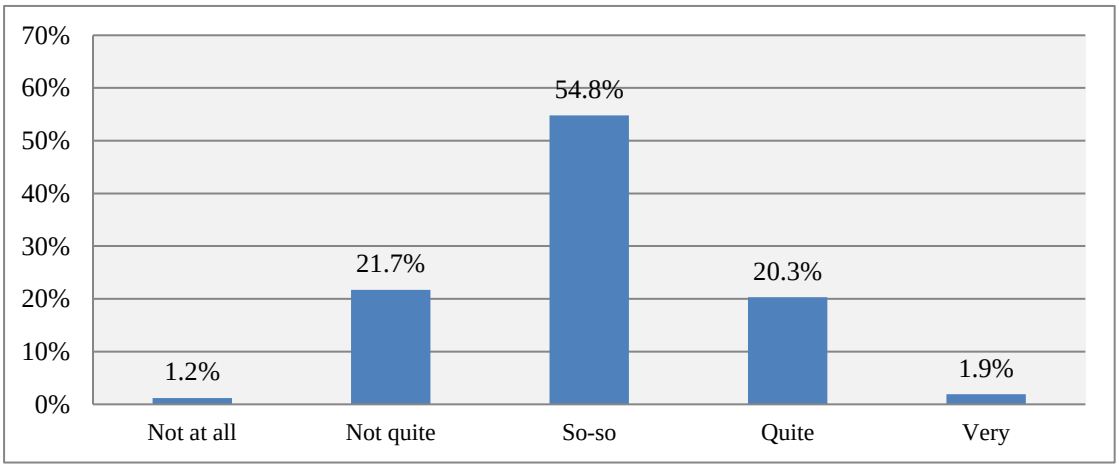
A higher proportion of the following groups thought that there were quite enough/ very enough teachers who were knowledgeable about biodiversity in their schools (See Appendix 3, Table 4.30):

- Secondary school teachers (15.9%)
- Teachers in private schools/ schools under direct subsidy scheme (23.3%)

3.2.6.2 Whether their schools value teaching students about biodiversity conservation

22.9% considered their schools did not quite value/ not at all value teaching students about biodiversity conservation while nearly the same number of teachers (22.2%) suggested the opposite (quite valued/ very valued). Over half of them (54.8%) answered "So-so".

Figure 26: How much does your school value teaching students about biodiversity conservation?



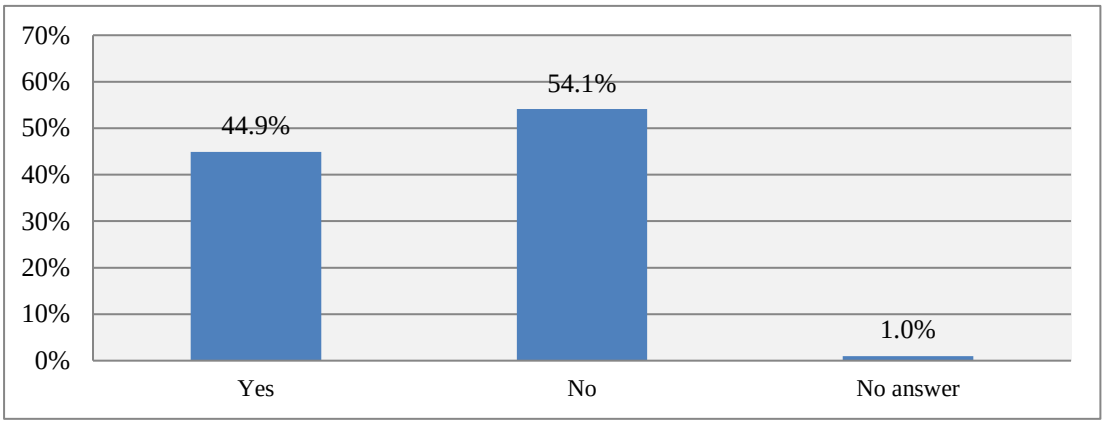
A higher proportion of the following groups thought that their schools quite valued/ very valued biodiversity education (See Appendix 3, Table 4.31):

- Teachers of biodiversity-related subjects (25.5%)
- With teaching experience of 21 years or more (25.0%)

3.2.6.3 Whether their schools organize any biodiversity-related activities

More teachers (54.1%) indicated that their schools have never organized any biodiversity-related activities than those indicated that their schools have done so (44.9%). 1.0% expressed "No answer".

Figure 27: Has your school ever organized any biodiversity-related activities?



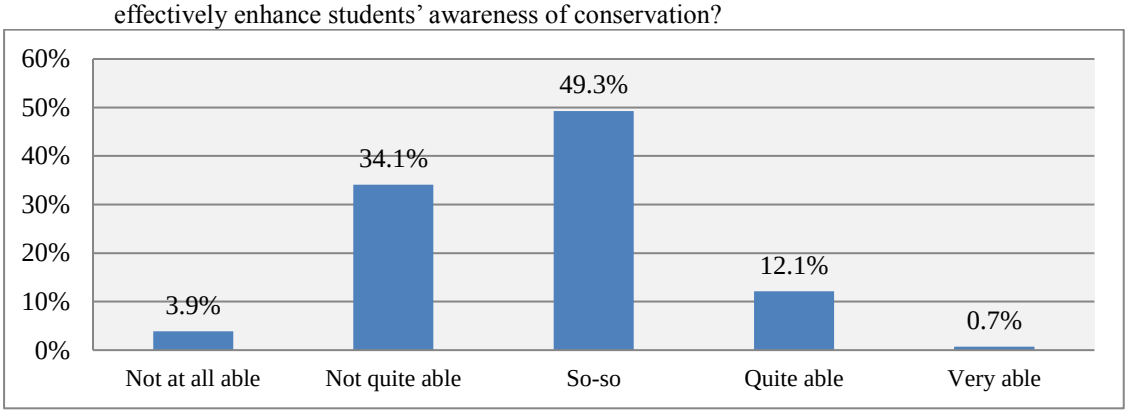
A higher proportion of the following groups indicated that their schools have organized biodiversity-related activities (See Appendix 3, Table 4.32):

- Secondary school teachers (53.2%)
- Teachers of biodiversity-related subjects (52.0%)

3.2.6.4 The effectiveness of the current curriculum and teaching materials on biodiversity education

37.9% suggested that the current curriculum and teaching materials on biodiversity were not quite able/ not at all able to effectively enhance students' awareness of conservation. 12.8% were positive (quite able/ very able) about the effectiveness of the current curriculum and teaching materials on biodiversity education. Approximately half of them (49.3%) answered "So-so".

Figure 28: Do you think the current curriculum and teaching materials on biodiversity are able to effectively enhance students' awareness of conservation?

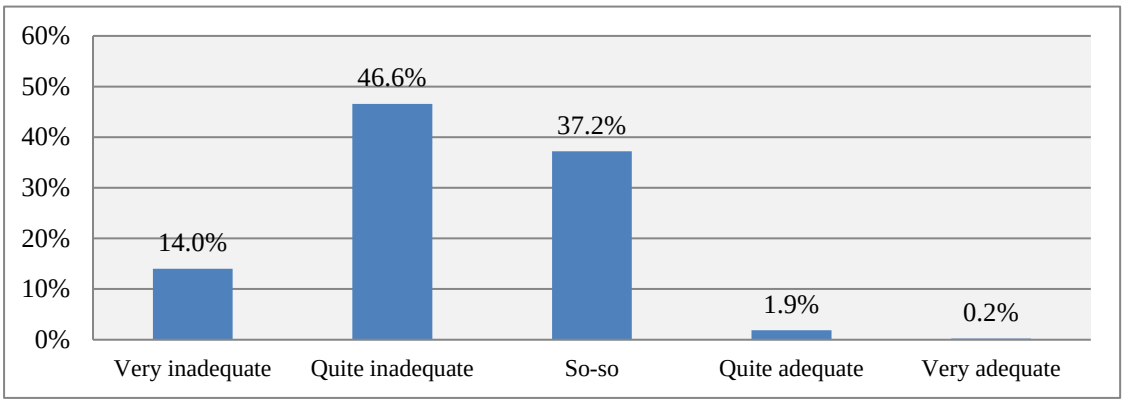


A subgroup analysis found no significant differences between different groups of teachers in terms of their answers to the question. (See Appendix 3, Table 4.33)

3.2.6.5 The government's support to schools or teachers to teach biodiversity

60.6% thought that the government's support to schools or teachers to teach biodiversity was quite inadequate/ very inadequate. Merely 2.2% suggested the opposite (quite adequate/ very adequate). 37.2% answered "So-so".

Figure 29: Do you think the government has offered adequate support to schools or teachers to teach biodiversity?



A higher proportion of the following groups considered the government's support to schools or teachers to teach biodiversity was quite adequate/ very adequate (See Appendix 3, Table 4.34):

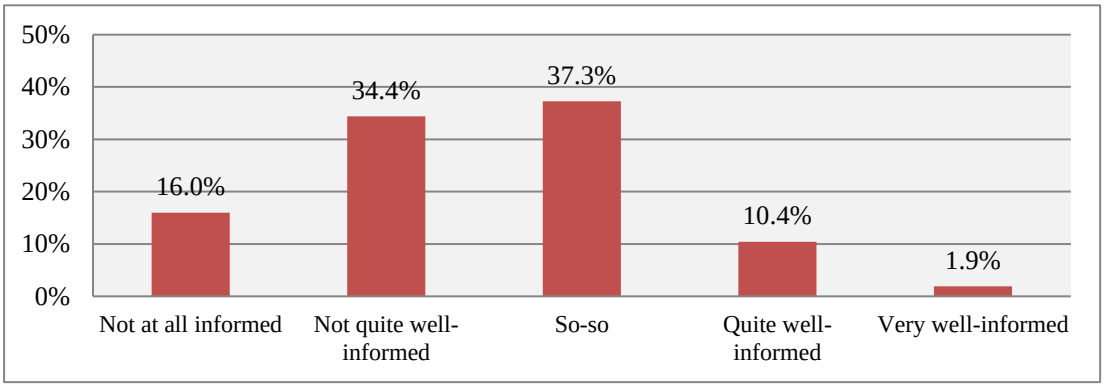
- Teachers in private schools/ schools under direct subsidy scheme (10.0%)

3.2.7 Planning and development professionals' opinions and attitudes towards biodiversity in the sector

3.2.7.1 Whether their professional sector is informed about biodiversity

Half (50.5%) of the planning and development professionals considered their professional sector not quite well-informed/ not at all informed about biodiversity. 12.3% thought that it was quite well-informed/ very well-informed. 37.3% answered "So-so".

Figure 30: How informed do you feel your professional sector is about biodiversity?



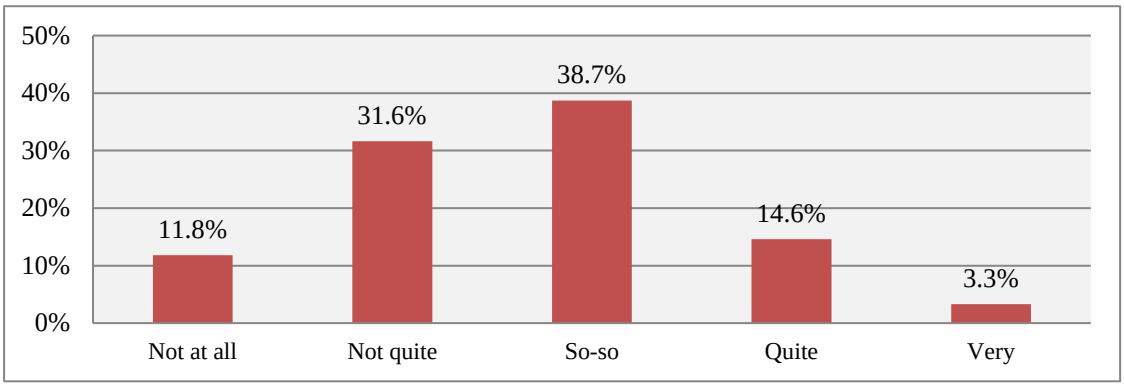
A higher proportion of the following groups thought that their professional sector was quite well-informed/ very well-informed about biodiversity (See Appendix 3, Table 5.30):

- Aged 50 or above (18.5%)
- With postgraduate education (19.5%)
- Landscape architects/ urban planners/ urban designers (37.9%)

3.2.7.2 Whether their professional sector values biodiversity conservation

43.4% thought that biodiversity conservation was not quite valued/ not at all valued in their professional sector. 17.9% suggested the opposite (quite valued and very valued). 38.7% answered "So-so"

Figure 31: How much does your professional sector value biodiversity conservation?



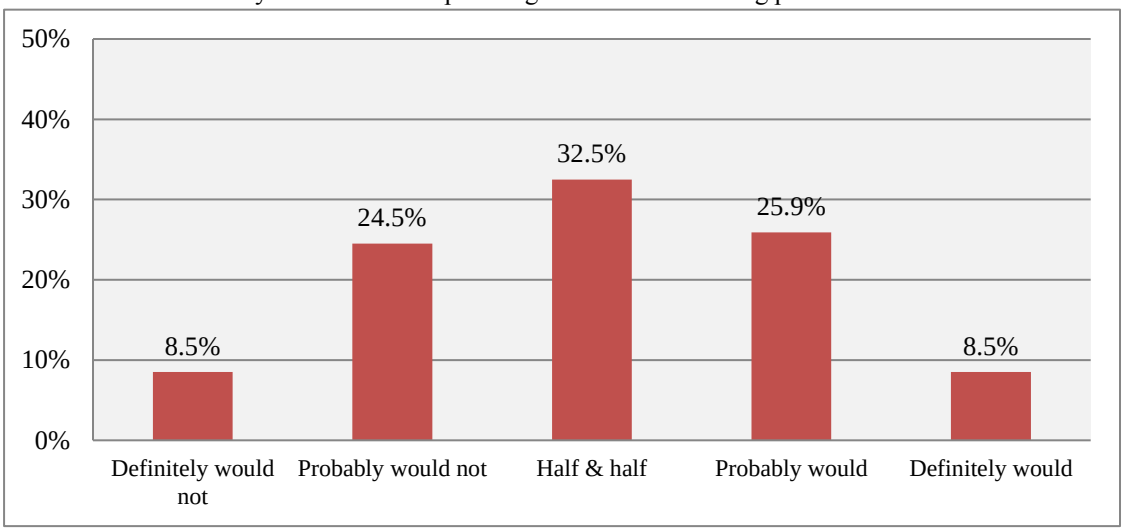
A higher proportion of the following groups indicated that their professional sector quite valued/ very valued biodiversity conservation (See Appendix 3, Table 5.31):

- Aged 50 or above (32.3%)
- Landscape architects/ urban planners/ urban designers (51.7%)
- With industry experience of 21 years or more (32.4%)

3.2.7.3 The considerations for biodiversity conservation in planning and decision-making processes

When being asked whether their professional sectors incorporated considerations for biodiversity conservation in planning and decision-making processes, the opinions were diverse. One-third (34.4%) suggested that they probably would/ definitely would do it, while one-third (33.0%) suggested that they probably would not/ definitely would not do so. The remaining one-third (32.5%) answered "half & half".

Figure 32: To your knowledge, would your professional sector incorporate considerations for biodiversity conservation in planning and decision-making processes?



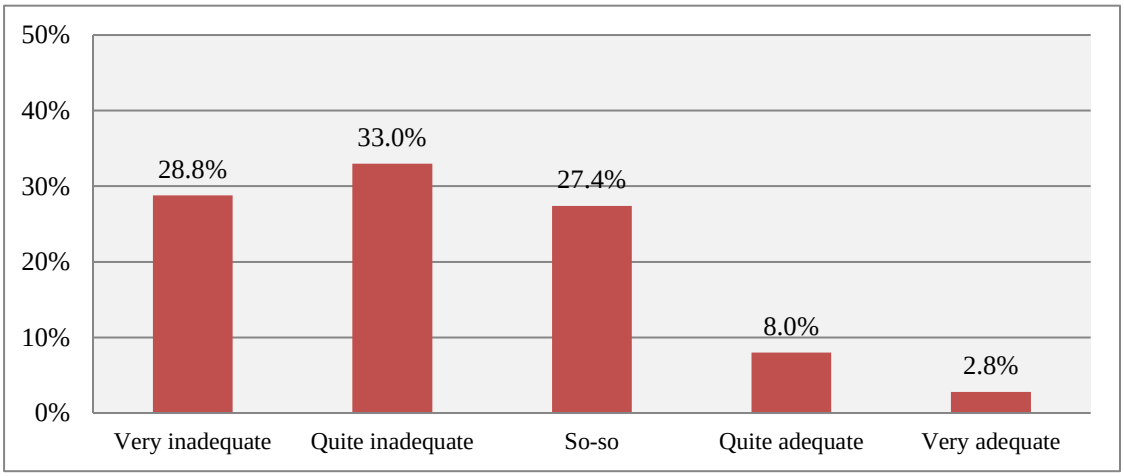
A higher proportion of the following groups thought that their professional sector probably would/ definitely would incorporate considerations for biodiversity conservation in planning and decision-making processes (See Appendix 3, Table 5.32):

- Aged 50 or above (50.8%)
- Landscape architects/ urban planners/ urban designers (79.3%)
- With industry experience of 21 years or more (52.1%)

3.2.7.4 Whether incentives or pressures are adequate to urge their professional sector to incorporate considerations for biodiversity conservation in planning and decision making processes

61.8% considered the incentives or pressures quite inadequate/ very inadequate to urge their professional sector to incorporate considerations for biodiversity conservation in its planning and decision making processes. Only a tenth (10.8%) considered the incentives or pressures quite adequate/ very adequate. 27.4% answered "So-so".

Figure 33: Are there sufficient incentives or pressure that urge your professional sector to incorporate considerations for biodiversity conservation in its planning and decision making processes?



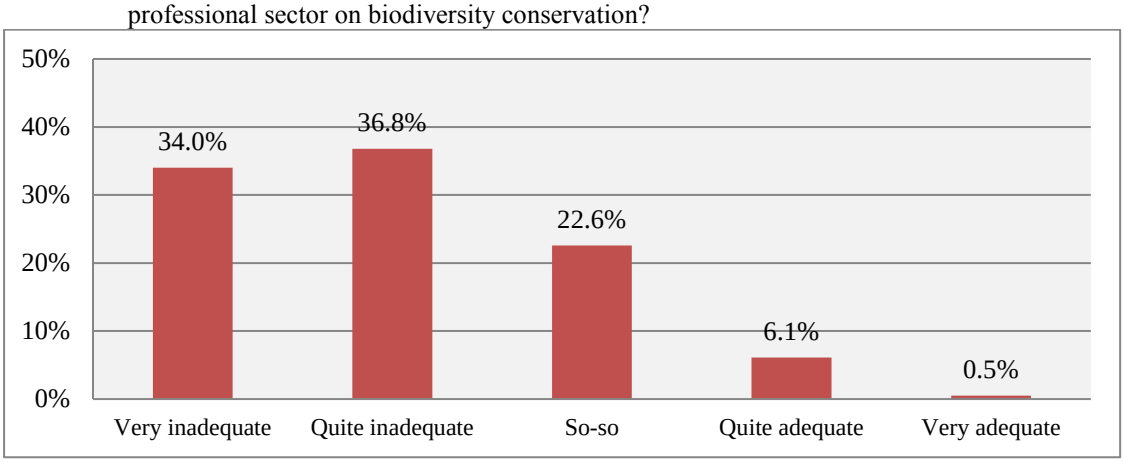
A higher proportion of the following groups considered that there were sufficient incentives or pressure for their professional sector to incorporate considerations for biodiversity conservation in planning and decision-making processes (See Appendix 3, Table 5.33):

- With postgraduate education (14.9%)
- Landscape architects/ urban planners/ urban designers (27.6%)

3.2.7.5 Views on the government's job in promoting and educating their professional sector on biodiversity conservation

70.8% thought that the government did not do an adequate job (very inadequate/ quite inadequate) to promote and educate their professional sectors on biodiversity conservation. Only 6.6% thought that the government had done a quite adequate/ very adequate job. 22.6% answered "So-so".

Figure 34: Do you think the government has done an adequate job to promote and educate your professional sector on biodiversity conservation?



A subgroup analysis found no significant differences between different groups of planning and development professionals in terms of their answers to the question. (See Appendix 3, Table 5.34)

3.3 Focus Group Discussion (Summary)

(*A brief English summary of focus group findings is provided here. The full text in Chinese is attached in Appendix 4.*)

3.3.1 General Public

I. Knowledge towards biodiversity

- About half of the focus group participants have heard of the term "biodiversity" before, mainly through three channels: media, school education, and participation in activities related to environmental protection and nature conservation. Most of these participants expressed that they were not very well-informed about the concept. Among the three aspects of biodiversity, they were most familiar with species diversity but least familiar with genetic diversity.

II. Attitude toward biodiversity

- Most focus group participants indicated that they cared about biodiversity for a number of reasons: (1) they cherished the nature; (2) they thought that biodiversity was closely related to life quality; and (3) they did not wish to witness the loss or even extinction of species. Some participants were less concerned about biodiversity because they did not consider it had much to do with their daily lives. Besides, they did not think that, as ordinary citizens, they would be able to affect the urban development of the city.
- Most focus group participants acknowledged the closeness of biodiversity to their daily lives. For example, biodiversity would be related to their food choices, air and water quality, and climate, etc. However, they did not think that the loss of biodiversity would make many direct and instant impacts on

them, as its negative consequences would only start to surface in a long and gradual time period. In this regard, they did recognize the long-term problems of biodiversity loss, and therefore thought that biodiversity should be conserved for future generations.

- Many focus group participants would pay attention to whether their daily habits would undermine the environment and were willing to take certain actions (such as reduce household waste, avoid using products that are harmful to the environment, and educate family members and friends about environmental protection) to conserve the environment. However, some of the participants were less willing to do so mainly because they would like to live a convenient life.
- As noted in the methodology section (section 2.3.1), participants of the "general public" focus groups were categorized into "high", "medium", and "low" groups according to their answers to the "Importance" questions in the telephone survey. It was found that the three groups exhibited no major differences in terms of their attitudes towards biodiversity conservation. As discussed above, most participants were concerned about biodiversity and thought that it was important to conserve it. However, some nuanced differences among the three groups could be identified: a very tiny portion of participants in the "low" group expressed that they actually had not much concern about biodiversity, whereas no such participants were found in the other two groups. Besides, participants in the "high" group have expressed more concern about biodiversity and were more willing to take actions in their daily lives to conserve biodiversity.

III. Social importance of biodiversity

- Focus group participants opined that Hong Kong people generally lacked a consciousness of environmental protection and a willingness to conserve the environment. However, they noted that there have been improvements in recent years, especially among the young people.
- Many of them also thought that the Hong Kong government did not value environmental protection either. In their views, over the years the government has been placing more emphasis on economic developments at the expense of nature conservation. Besides, it also lacked determination to implement environmental protection policies.
- Focus group participants held different views towards the relationship between biodiversity conservation and urban development. Most of them sensed the seriousness of the housing problem in Hong Kong (i.e., lack of land supply for housing), but they were divided as to whether solving the housing problem should come at the expense of biodiversity conservation (e.g. developing the country parks). While many participants opposed the development of country parks, some others found it acceptable as it could mitigate the housing problem. Nevertheless, they all hoped to see the co-existence of biodiversity conservation and economic development.
- Most focus group participants considered that citizens, businesses, and the government all had the responsibilities of conserving biodiversity. In particular, the leading role of the government was of utmost importance. The participants suggested the government to co-operate with businesses to conserve biodiversity and also make efforts to promote and educate the public about the issue.

3.3.2 Secondary School Teachers

I. Level of importance of biodiversity education in secondary schools

- Focus group participants opined that, although the current secondary school curriculum covers biodiversity, generally speaking, secondary schools do not attach much importance to biodiversity education.
- The reasons for this, as explained by the participants, were: (1) there are limitations in the secondary school curriculum; (2) the school principals usually prioritize other issues over biodiversity education; and (3) there are inadequate teachers who were informed about biodiversity.

II. Opinions on teaching materials and the effectiveness of biodiversity-related curriculum

- Focus group participants mainly make use of teaching kits supplied by publishers and online information as teaching materials.
- The opinions of focus group participants were divided as to whether the current curriculum is able to enhance the students' consciousness of environmental protection. While some participants believed that the students would benefit from the curriculum, others had reservations because many students only care about exams.

III. Difficulties in organizing biodiversity-related activities in secondary schools

- Focus group participants believed that extra-curricular outdoor activities are the key to biodiversity education, as it could bring students closer to the nature.

- However, they acknowledged several limitations and difficulties in organizing such activities: (1) different schools might place different levels of emphasis on extra-curricular outdoor activities; (2) lack of adequate manpower and resources; and (3) lack of affordable environmental tours in the community.

IV. Opinions on government support for biodiversity education in secondary schools

- Focus group participants suggested the government to offer support for biodiversity education in secondary schools in the following ways: (1) to strengthen the biodiversity-related curriculum; (2) to set concrete learning goals; (3) to enhance teacher education and increase teaching resources; (4) to support biodiversity-related teaching activities in secondary schools; and (5) to provide incentives for schools, teachers and students.

3.3.3 Planning and Development Professionals

I. Consciousness and level of importance of biodiversity conservation in the planning and development sector

- Focus group participants indicated that the practitioners in the professional sector are not very conscious of biodiversity conservation and do not attach much importance to it.
- The reasons for this, as explained by the participants, were: (1) the sector merely acts according to minimum requirements of the law; (2) it prioritizes economic efficiency over biodiversity conservation; and (3) the sector lacks adequate understanding of the issue.

II. Incentives and pressures for the planning and development sector to conserve biodiversity

- As mentioned above, the professional sector would only abide by the law and focus on economic efficiency when undertaking infrastructure projects. Biodiversity conservation is not their main consideration in the planning and decision-making process. However, focus group participants noted that in recent years there has been a growing trend of developers and their professional sector paying more attention to environmental protection. For example, they have become increasingly concerned about their performances in the "Beam Plus", as this initiative would provide economic incentives for their infrastructure projects. Besides, they also thought that developers might value environmental protection as it would be conducive to corporate branding.
- In terms of pressure, focus group participants acknowledged no pressure to

conserve biodiversity. For example, their works would not be swayed by public opinion.

III. Opinions on government's efforts in promoting and educating the planning and development sector on biodiversity

- Focus group participants considered that the government had done an inadequate job to promote and educate the professional sector on biodiversity.
- They advised the government to organize more professional seminars and make continuous efforts to promote the issue to the practitioners.

IV. Opinions on government support for the implementation of biodiversity conservation measures in the planning and development sector

- Focus group participants suggested the government support the professional sector implement biodiversity conservation measures in several ways: (1) to review the existing environment impact assessment mechanism; (2) to devise policies to regulate the business sector and the planning and development sector; (3) to serve as a role model for others to follow; and (4) to designate the Development Bureau to implement biodiversity conservation policies.

4 Discussion and Conclusion

Based on the research findings of the telephone survey, online survey and focus group discussions, this concluding chapter will summarize and discuss the overall findings of the study.

4.1 Limited Understanding of Biodiversity

First of all, the study has shown a limited understanding of biodiversity among Hong Kong's citizens, as indicated by the low value of the "Knowledge Index" (2.4). Specifically, the telephone survey results demonstrated that over half of Hong Kong citizens (53.0%) have not heard of the term "biodiversity" (section 3.1.1.1). Besides, only less than 5% (4.3%) of Hong Kong citizens thought that they were well-informed about the biodiversity in Hong Kong, whereas more than half of them (53.7%) said they were not well-informed about the issue (section 3.1.1.2). Likewise, Hong Kong citizens who participated in focus group discussions also appeared to lack understanding of the concept of biodiversity. For instance, while some of them knew that the concept referred to "species diversity", most of them were not aware of the other two components of the concept ("genetic diversity" and "ecosystem diversity").

Compared to the general public, the two stakeholder groups seemed to have a better understanding of biodiversity. The online survey found that the respective values of "Knowledge Index" of teachers and planning and development professionals were 25.6 and 20.3 (section 3.2.5.1). However, as noted in the methodology section (section 2.2.2), due to the self-selection bias of the sampling method of the online survey, respondents who were more knowledgeable about biodiversity tended to be over-represented in the sample. Therefore, these results should be interpreted with

caution. Indeed, a closer look at other question items in the online survey and the focus group findings would reveal a lack of adequate understanding of biodiversity in the two sectors. Results of the online survey demonstrated that, only about 12% (12.3%) of teachers thought that their schools had enough teachers who were knowledgeable about biodiversity (section 3.2.6.1). Similarly, around 12% (12.3%) of planning and development professionals considered their professional sector well-informed about biodiversity (section 3.2.7.1). These survey results echoed the focus group findings. In the focus group discussion with teachers, participants indicated that most teachers, except those teaching related subjects (e.g. Geography, Biology, Science, General Studies/ Liberal Studies) were generally were not well-informed about the issue. Planning and development professionals participating in the focus groups noted a dearth of understanding of biodiversity among the practitioners in the field.

4.2 Lack of Societal Concern about Biodiversity

The study has revealed a lack of societal concern about biodiversity in Hong Kong. Only about 15% (14.8%) of Hong Kong citizens have indicated their concern for the biodiversity in Hong Kong, as found by the telephone survey (section 3.1.2.1). In the focus group discussions with the general public, many participants expressed notable personal concern about biodiversity conservation for various reasons (i.e. cherishing the nature; maintaining quality of life; and preventing the loss and extinction of species). However, they perceived a relatively lack of concern about biodiversity conservation in the society at large. They attributed this phenomenon to the lifestyle of Hong Kong citizens, who often prioritized convenience and consumerism over environmental protection.

A general lack of concern about biodiversity could also be discerned in the two stakeholder groups. While in the online survey a considerable amount of teachers (37.2%) and planning and development professionals (56.6%) expressed that they were personally concerned about the biodiversity in Hong Kong (section 3.2.2.1), they suggested a different scenario in their respective fields at large. In the education sector, only a small portion (22.2%) of teachers conceived that their schools valued teaching students about biodiversity conservation (section 3.2.6.2). Besides, over half of the teachers (54.1%) said that their schools have not organized any biodiversity-related activities (section 3.2.6.3). In the focus group discussion with teachers, the participants pointed out various reasons that have hindered biodiversity education in secondary schools − limitations of biodiversity-related curriculum; school principals usually prioritized other issues over biodiversity education; and a lack of teachers who are knowledgeable about biodiversity.

Similarly, there was only a small size (17.9%) of planning and development professionals who thought that their professional sector valued biodiversity conservation (section 3.2.7.2). Besides, just more than one-third (34.4%) of them suggested that their professional sector would incorporate considerations for biodiversity conservation in planning and decision-making processes (section 3.2.7.3). In the focus group with planning and development professionals, participants explained that their professional sector did not attach much importance to biodiversity conservation because the sector merely acted according to minimum requirements of the law regarding environmental protection; it prioritized economic efficiency over biodiversity conservation; and it basically lacked adequate understanding of biodiversity. All these have undermined the consciousness and willingness of the professional sector to conserve biodiversity.

4.3 Gap between Knowledge, Attitude and Behavior in Biodiversity Conservation

The study has identified a discrepancy between people's knowledge and attitude towards biodiversity. While people lacked knowledge about biodiversity, a large percentage of them considered biodiversity conservation important to them. A possible explanation for this is that although people might not regard themselves as knowledgeable about biodiversity specifically, they might have a general sense that biodiversity was closely related to environmental protection, which has a widespread support in Hong Kong. For example, in the focus groups, some members of the public noted that they would undertake certain pro-environment actions (such as reducing household waste, recycling, and avoiding non-environmental friendly products) for the sake of protecting environment in general, but without knowing whether these actions had anything to do with the conservation of biodiversity.

Besides, the research findings have also revealed a gap between the attitude and behavior of Hong Kong citizens in biodiversity conservation. This was indicated by the significant differences between the "Importance Index" (3.84), "Closeness Index" (3.70) and "Willingness Index" (3.28), as explained in the following paragraphs.

Hong Kong citizens have expressed a high level of recognition of the importance to preserve biodiversity (section 3.1.2). In the telephone survey, about 70% (71.6%) of respondents indicated that public promotion and education on biodiversity was important. Similarly, about 70% (70.6%) of respondents stated that biodiversity conservation must be taken into account when undertaking infrastructure and land development projects. Besides, around 70% to 80% of respondents thought that the government, businesses and Hong Kong citizens had their own responsibilities to

preserve the biodiversity of Hong Kong. All these results suggest a pretty consistent view of Hong Kong citizens towards various aspects of the importance of biodiversity preservation.

However, Hong Kong citizens have expressed mixed views about the closeness of biodiversity to the society (section 3.1.3). In the telephone survey, respondents evaluated the closeness of biodiversity to different aspects of the society in varying degrees: most respondents (80.8%) agreed that biodiversity has to be preserved for future generations; some 60% (64.9%) thought that preserving biodiversity could enrich the leisure life of citizens; close to half of the respondents suggested that the loss of biodiversity would affect people's health (48.4%) and would lead to a decrease in food and product choices for citizens (47.8%); and the least amount of respondents indicated that biodiversity conservation could bring economic gains to Hong Kong (40.8%). In the focus groups, participants explained their discrepancies in evaluating the closeness of biodiversity. It is found that they generally recognized the long-term significance of biodiversity conservation for the sustainable development of the city, and hence the need to conserve biodiversity for future generations. However, many of them did not acknowledge the loss of biodiversity as an urgent problem for they believed the loss of biodiversity would not affect their present lives and the society at large immediately.

Compared to the relatively higher levels of recognitions of the importance of biodiversity conservation and the closeness of biodiversity to the society, Hong Kong citizens have expressed a lower level of willingness in making personal efforts to conserve biodiversity (section 3.1.4). Over half of the respondents in the telephone survey indicated that they were willing to sign petitions to support biodiversity

conservation (56.2%) and to encourage families and friends to conserve biodiversity (54.4%). However, less than half of the respondents were willing to boycott products and services that would harm biodiversity (40.1%), pay attention to information related to biodiversity (39.3%), donate money to associations dedicated to conserving biodiversity (27.8%), and participate in environmental activities related to biodiversity conservation (21.3%). In the focus groups, participants discussed the attitude-behavior gap of Hong Kong citizens in biodiversity conservation. While many participants would take certain actions to preserve biodiversity, some of them, though recognizing the importance of biodiversity conservation, were less willing to make personal efforts to preserve biodiversity due to laziness and lack of a sense of efficacy (i.e. do not believe individual actions matter). With regard to the public in general, as mentioned in earlier sections, participants thought that Hong Kong citizens generally were quite reluctant to make efforts to conserve biodiversity as they have attached more importance to convenience and efficiency than environmental protection.

For the two stakeholder groups, a similar gap between attitude and behavior in biodiversity conservation also existed, which was demonstrated by the significant differences between the three Indexes in the online survey (section 3.2.5.2). The pattern observed was similar to that of the general public.

4.4 Importance of Collaborative Efforts

One major finding of the study is that the general public and the two stakeholder groups generally thought that collaborative efforts are the key to biodiversity conservation in Hong Kong. For the general public, the telephone survey found that about 80% of respondents opined that the Hong Kong government had a *huge*

responsibility to conserve the biodiversity in Hong Kong (79.3%) and that citizens had a responsibility to change their daily habits so as to conserve the biodiversity in Hong Kong (78.8%). Besides, about 70% (70.5%) of respondents indicated that the business sector also had its share of responsibility (section 3.1.2.2). These data resonate with the findings identified in focus groups, where many participants suggested that all three parties had their relevant responsibilities to contribute to biodiversity conservation.

Overall speaking, the general public demanded the government to assume a leading role in biodiversity conservation. It was suggested that the government, as the largest developer in Hong Kong, could create exemplar public infrastructure projects that implement biodiversity conservation measures at the highest standards. Doing so will demonstrate the government's commitment to biodiversity conservation and send out a clear message to the public that infrastructural developments could be done without at the expense of biodiversity conservation.

In addition to the government's own efforts, members of the general public also envisioned the business sector and the society at large to play important roles in the collective endeavor of conserving biodiversity in Hong Kong with the support of the government. For the latter, more efforts have to be paid to public education and promotion, which would be the key to the enhancement of citizens' knowledge and awareness towards biodiversity and to the long-term facilitation of biodiversity conservation in Hong Kong. As for the business sector, the general public believed that it also had an unavoidable responsibility to help conserve biodiversity. In focus groups, some participants attributed the businesses as a main culprit of environmental degradation. The businesses were accused of prioritizing their vested interests at the

expense of environmental protection for a long time. Hence, they had the obligation to right the wrongs. In this regard, the government could consider enforcing tougher environmental regulations on the business sector. At the same time, it could also provide more incentives to engage the business sector in environmental protection.

The views regarding the importance of collaborative efforts were also shared by the two stakeholder groups. Similar to the general public, the two stakeholder groups have also demanded for stronger government leadership to facilitate and support their respective sectors to engage in the collaborative efforts of biodiversity conservation. Yet, both stakeholder groups conceived government's support to them insufficient: About 60% (60.6%) of teachers thought that inadequate support was provided by the government to teachers and schools to teach biodiversity (section 3.2.6.5). Besides, about 70% (70.8%) of planning and development professionals considered an inadequate job by the government in promoting and educating their professional sector on biodiversity conservation (section 3.2.7.5).

In view of the lack of adequate understanding of biodiversity in their sectors, both the teachers and planning and development professionals expressed that they would like to have more professional training opportunities so as to equip themselves with necessary knowledge about biodiversity.

To enhance biodiversity education in schools, the teachers suggested strengthening the biodiversity-related curriculum, stipulating concrete learning goals of biodiversity education, increasing manpower and resources for teaching biodiversity in schools, providing support for schools to organize biodiversity-related teaching activities, and offering incentives to schools, teachers and students to engage in biodiversity education.

For helping the planning and development sector to better understand biodiversity and incorporate biodiversity conservation measures in infrastructure projects, the practitioners advised the government to make continuous efforts to promote the issue of biodiversity to the sector, such as organizing more professional seminars to educate practitioners about biodiversity. Besides, the government could also raise the awareness of biodiversity conservation in the sector through legal and policy means, such as by strengthening biodiversity-related components in the existing environment impact assessment mechanism, and devising policies to guide and encourage the business sector and the planning and development sector to implement biodiversity conservation measures.

All in all, both the general public and the two stakeholder groups have recognized the importance of collaborative efforts to biodiversity conservation in Hong Kong. To this end, the government is expected to be a leader and a facilitator to devise and implement policies and supportive measures to help and rally different social sectors to conserve biodiversity together.

Appendix 1

Questionnaires and Discussion Guides

Questionnaire for Telephone Survey

Centre for Communication and Public Opinion Survey
School of Journalism and Communication
The Chinese University of Hong Kong

Telephone Survey on the Attitude and Knowledge of the General Public towards Biodiversity in Hong Kong

Part 1 Sampling & Confirmation

Introduction

Good evening. This is the Centre for Communication and Public Opinion Survey at the Chinese University of Hong Kong. We are conducting an opinion survey on "Hong Kong Society and Environment". The survey is commissioned by the Agriculture, Fisheries & Conservation Department of the HKSAR Government. May I take a moment to ask you a few questions? We would highly appreciate your assistance.

Sampling

First, we have to randomly select a member in your family for this interview.

Could you please tell us, how many family members are aged between 15 and 64 in your household, excluding domestic helper?

【If there is only one eligible respondent, interview him/her.】
【If there are more than one eligible respondent：
"**In order to randomly select a respondent, we would like to interview the family member whose birthday will come the soonest.**"】

Confirmation

Just as a confirmation, are you currently a Hong Kong resident aged between 15 and 64, Sir/Madam?

1. Yes
2. No【**"Sorry, but we only interview Hong Kong residents aged between 15 and 64."** - Back to 'Sampling'】

DM1. Gender: 【No need to ask】

1. Male
2. Female

Part 2 Main Questions

1. Knowledge towards biodiversity

Q1. Have you ever heard of the term "biodiversity"?

If the answer is "yes", ask "Do you know what does the term mean?"

1. Have heard of it, and know what it means
2. Have heard of it, but don't know what it means
3. Have not heard of it
4. No answer/ Refuse to answer

The interviewer reads out: "Biodiversity refers to the variety of life forms. It has three main aspects: 1. variation among individuals within the same species; 2. different kinds of species; and 3. a variety of habitats, such as forests, grasslands, and mudflats, etc. With a favorable climatic condition and geographical location, Hong Kong has rich biodiversity."

Q2. How informed do you feel about the biodiversity in Hong Kong? Not at all informed, Not quite well-informed, So-so, Quite well-informed, or Vey well-informed?

1. Not at all informed
2. Not quite well-informed
3. So-so
4. Quite well-informed
5. Very well-informed
6. No answer/ Refuse to answer

Q3. Can you name ONE designated protected area for nature conservation in Hong Kong? Please tell me the one that you are most certain about.

【Do not read out the answer】

1. Shing Mun
2. Kam Shan
3. Lion Rock
4. Aberdeen
5. Tai Tam
6. Sai Kung East
7. Sai Kung West
8. Plover Cover
9. Lantau South
10. Lantau North
21. Yan Chau Tong
22. Hoi Ha Wan
23. Sha Chau & Lung Kwu Chau
24. Tung Ping Chau
25. Cape D' Aguilar
26. Tolo Channel
27. Bluff Head
28. High Island
29. Sharp Island
30. Ung Kong Group

11. Pat Sin Leng
12. Tai Lam
13. Tai Mo Shan
14. Lam Tsuen
15. Ma On Shan
16. Kiu Tsui
17. Shek O
18. Pok Fu Lam
19. Clear Water Bay
20. Lung Fu Shan
31. Ninepin Island
32. Sham Wan
33. Tim Tso Ha
34. Mai Po
35. Hong Kong Wetland Park
36. Others (Please Specify)
98. Can't tell/ Don't know
99. Refuse to answer

Q4. Do you know how much of Hong Kong's land area is designated as country parks and special areas? About 20%, 30%, 40%, 50%, or Don't Know?

1. About 20%
2. About 30%
3. About 40%
4. About 50%
5. Don't know
6. Refuse to answer

Q5. Can you name <u>ONE</u> local wild animal or plant that is legally protected in Hong Kong? Please tell me the one that you are most certain about.

【Do not read out the answer】

1. Cetaceans (Dolphins, whales, porpoises)
2. Chelonians (Turtles, terrapins, tortoises etc.)
3. Primates (Monkeys etc.)
4. All wild birds
5. Romer's Tree Frog
6. Hong Kong Newt
7. Hong Kong Cascade Frog
8. Bats
9. Chinese Pangolin
10. Chinese Porcupine
11. Squirrels
12. Common Red Fox
13. Masked Palm Civet
14. Small Indian Civet
24. Camellias
25. Crape Myrtles
26. Orchids
27. Azaleas
28. Star-anises
29. Magnolias
30. Tree Ferns
31. Ailanthus
32. Amentotaxus
33. Mules-foot Fern
34. India Birthwort
35. Bird's-nest Fern
36. Hong Kong Dogwood
37. Crescent-leaved Sundew

15. Large Indian Civet
16. Otter
17. Chinese Ferret Badger
18. Leopard Cat
19. Dugongs
20. Reeves' Muntjac/ Barking Deer
21. Burmese Python
22. Water Monitor
23. Birdwing Butterfly
38. Chinese New Year Flower
39. Illigera
40. Hong Kong Balsam
41. Hong Kong Iris
42. Keteleeria
43. Chinese Lily
44. Pitcher-plants
45. Pavetta
46. Balloon Flower
47. Kwangtung Rehdertree
48. Rhodoleia
49. Tutcheria
50. Schoepfia
51. Others (Please specify)
98. Can't tell /Don't know
99. Refuse to answer

2. Attitude towards HK's biodiversity

I. Importance of preserving biodiversity

Q6. How concerned are you about the biodiversity in Hong Kong? Not at all concerned, Not quite concerned, So-so, Quite concerned or Very concerned?

1. Not at all concerned
2. Not quite concerned
3. So-so
4. Quite concerned
5. Very concerned
6. No answer/ Refuse to answer

The following are several statements about biodiversity. Please tell me to what extent do you agree with them.

Q7. "Economic development is more important than preserving biodiversity." Strongly disagree, Somewhat disagree, So-so, Somewhat agree, or Strongly agree?

Q8. "It is very important to promote and educate the public on biodiversity." Strongly disagree, Somewhat disagree, So-so, Somewhat agree, or Strongly agree?

Q9. "When undertaking infrastructure and land development projects, we must take into account biodiversity conservation." Strongly disagree, Somewhat disagree, So-so, Somewhat agree, or Strongly agree?

Q10. "Preserving the biodiversity in Hong Kong is a huge responsibility of the government." Strongly disagree, Somewhat disagree, So-so, Somewhat agree, or Strongly agree?

Q11. "The business sector has a responsibility to preserve the biodiversity in Hong Kong." Strongly disagree, Somewhat disagree, So-so, Somewhat agree, or Strongly agree?

Q12. "Citizens have a responsibility to change their daily habits so as to preserve the biodiversity in Hong Kong." Strongly disagree, Somewhat disagree, So-so, Somewhat agree, or Strongly agree?

1. Strongly disagree
2. Somewhat disagree
3. So-so
4. Somewhat agree
5. Strongly agree
6. No answer/ Refuse to answer

II. Closeness to biodiversity

Q13. "The loss of biodiversity will lead to a decrease in food and product choices for citizens." Strongly disagree, Somewhat disagree, So-so, Somewhat agree, or Strongly agree?

Q14. "The loss of biodiversity will affect citizens' health." Strongly disagree, Somewhat disagree, So-so, Somewhat agree, or Strongly agree?

Q15. "The loss of biodiversity will affect citizens' living environment." Strongly disagree, Somewhat disagree, So-so, Somewhat agree, or Strongly agree?

Q16. "Preserving biodiversity can enrich the leisure life of citizens." Strongly disagree, Somewhat disagree, So-so, Somewhat agree, or Strongly agree?

Q17. "Preserving biodiversity can bring economic gains to Hong Kong." Strongly disagree, Somewhat disagree, So-so, Somewhat agree, or Strongly agree?

Q18. "We must preserve biodiversity for the future generations." Strongly disagree, Somewhat disagree, So-so, Somewhat agree, or Strongly agree?

1. Strong disagree
2. Somewhat disagree
3. So-so
4. Somewhat agree
5. Strongly agree
6. No answer/ Refuse to answer

III. Willingness to preserve biodiversity

Please tell me whether you will do the following things to preserve biodiversity.

Q19. Will you boycott products and services that would harm biodiversity? Definitely will not, Probably will not, Half & half, Probably will, or Definitely will?

Q20. Will you donate money to associations dedicated to conserving biodiversity? Definitely will not, Probably will not, Half & half, Probably will, or Definitely will?

Q21. Will you participate in environmental activities related to biodiversity conservation? Definitely will not, Probably will not, Half & half, Probably will, or Definitely will?

Q22. Will you encourage your families or friends to preserve biodiversity? Definitely will not, Probably will not, Half & half, Probably will, or Definitely will?

Q23. Will you sign petitions to support biodiversity conservation? Definitely will not, Probably will not, Half & half, Probably will, or Definitely will?

Q24. Will you pay attention to information related to biodiversity? Definitely will not, Probably will not, Half & half, Probably will, or Definitely will?

1. Definitely will not
2. Probably will not
3. Half& half
4. Probably will
5. Definitely will
6. No answer/ Refuse to answer

Part 3 Demographics

Finally, we would like to ask you some basic information for statistics analysis.

DM2. What is your age?

1. 15-19
2. 20-24
3. 25-29
4. 30-34
5. 35-39
6. 40-44
7. 45-49
8. 50-54
9. 55-59
10. 60-64
11. Refuse to answer

DM3. What is your educational level?

1. No formal schooling/ Kindergarten
2. Primary
3. Secondary (F.1 – F.3)
4. Secondary (F.4 – F.5)
5. Secondary (F.6 – F.7)
6. Tertiary (non-degree)
7. Tertiary (Bachelor degree)
8. Postgraduate (Such as Master or PhD degree)
9. Refuse to answer

DM4. What is your occupation?

If the answer is "not working", ask "Are you a student, a home-maker, retired or unemployed?"

1. Managers and administers
2. Professionals
3. Associate professionals
4. Clerks
5. Service workers and shop sales workers
6. Blue-collar workers
7. Students
8. Housewives/ Home-makers
9. Retired
10. Unemployed
11. Others 【Please specify】

12. Refuse to answer

DM5. Which district do you live in? Hong Kong Island, Kowloon East, Kowloon West, New Territories East, or New Territories West?

1. Hong Kong Island
2. Kowloon East
3. Kowloon West
4. New Territories East
5. New Territories West
6. Refuse to answer

DM6. What is your monthly household income?

【Include all kinds of income: salary, profits or interests from business/investments, social security etc.】

1. $9,999 or below
2. $10,000 - $19,999
3. $20,000 - $29,999
4. $30,000 - $39,999
5. $40,000 - $49,999
6. $50,000 – $59,999
7. $60,000- $99,999
8. $100,000 or above
9. Don't know/ Refuse to answer

**** This is the end of the interview. Thanks a lot, goodbye!****

Questionnaire for Online Survey – Teachers

Centre for Communication and Public Opinion Survey
School of Journalism and Communication
The Chinese University of Hong Kong

Online Survey on the Attitude and Knowledge of Primary and Secondary School Teachers towards Biodiversity in Hong Kong

Hello. In order to understand the attitude and knowledge of primary and secondary school teachers towards the biodiversity in Hong Kong, the Agriculture, Fisheries & Conservation Department of the HKSAR Government has commissioned the Centre for Communication and Public Opinion Survey at the Chinese University of Hong Kong to conduct an online survey.

We would like to invite you to participate in this survey, the results of which shall greatly contribute to the policy formulation of the government in the future.

The survey is very simple, which would take you around 5 minutes. The information you provide will be kept strictly confidential and used for statistical and research purposes only.

Part 1: Knowledge towards biodiversity

Q1. Have you ever heard of the term "biodiversity"?

If the answer is "yes", Do you know what does the term mean?

1. Have heard of it, and know what it means
2. Have heard of it, but don't know what it means
3. Have not heard of it

Biodiversity refers to the variety of life forms. It has three main aspects: 1. variation among individuals within the same species; 2. different kinds of species; and 3. a variety of habitats, such as forests, grasslands, and mudflats, etc. With a favorable climatic condition and geographical location, Hong Kong has rich biodiversity.

Q2. How informed do you feel about the biodiversity in Hong Kong?

1. Not at all informed
2. Not quite well-informed
3. So-so
4. Quite well-informed
5. Very well-informed

Q3. To your knowledge, please write down <u>ONE</u> designated protected area for nature conservation in Hong Kong, <u>the one that you are most certain about</u>.

1. Please write down: _____
2. Don't know

Q4. Do you know how much of Hong Kong's land area is designated as country parks and special areas?

1. About 20%
2. About 30%
3. About 40%
4. About 50%
5. Don't know

Q5. To your knowledge, please write down <u>ONE</u> <u>local</u> wild animal or plant that is legally protected in Hong Kong, <u>the one that you are most certain about</u>.

1. Please write down: _____
2. Don't know

<u>Part 2: Attitude towards HK's biodiversity</u>

I. Importance of preserving biodiversity

Q6. How concerned are you about the biodiversity in Hong Kong?

1. Not at all concerned
2. Not quite concerned
3. So-so
4. Quite concerned
5. Very concerned

To what extent do you agree with the following statements about preserving biodiversity?

	Strongly disagree	Somewhat disagree	So-so	Somewhat agree	Strongly agree
Q7. Economic development is more important than preserving biodiversity.					
Q8. It is very important to promote and educate the public on biodiversity.					
Q9. When undertaking infrastructure and land development projects, we must take into account biodiversity conservation.					
Q10. Preserving the biodiversity in Hong Kong is a huge responsibility of the government.					
Q11. The business sector has a responsibility to preserve the biodiversity in Hong Kong					
Q12. Citizens have a responsibility to change their daily habits so as to preserve the biodiversity in Hong Kong.					

II. Closeness to biodiversity

To what extent do you agree with the following statements about the impacts of biodiversity on citizens?

	Strongly disagree	Somewhat disagree	So-so	Somewhat agree	Strongly agree
Q13. The loss of biodiversity will lead to a decrease in food and product choices for citizens.					
Q14. The loss of biodiversity will affect citizens' health.					
Q15. The loss of biodiversity will affect citizens' living environment.					
Q16. Preserving biodiversity can enrich the leisure life of citizens.					
Q17. Preserving biodiversity can bring economic gains to Hong Kong.					
Q18. We must preserve biodiversity for the future generations.					

III. Willingness to preserve biodiversity

Will you do the following things to preserve biodiversity?

	Definitely will not	Probably will not	Half & half	Probably will	Definitely will
Q19. Will you boycott products and services that would harm biodiversity?					
Q20. Will you donate money to associations dedicated to conserving biodiversity?					
Q21. Will you participate in environmental activities related to biodiversity conservation?					
Q22. Will you encourage your families or friends to preserve biodiversity?					
Q23. Will you sign petitions to support biodiversity conservation?					
Q24. Will you pay attention to information related to biodiversity?					

Part 3: Opinion and Attitude towards biodiversity in the education sector

Q25. Does your school have enough teachers who are knowledgeable about biodiversity?

1. Not at all enough
2. Not quite enough
3. So-so
4. Quite enough
5. Very enough

Q26. How much does your school value teaching students about biodiversity conservation?

1. Not at all
2. Not quite
3. So-so
4. Quite
5. Very

Q27. Has your school ever organized any biodiversity-related activities?

1. Yes
2. No

Q28. Do you think the current curriculum and teaching materials on biodiversity are able to effectively enhance students' awareness of conservation?

1. Not at all able
2. Not quite able
3. So-so
4. Quite able
5. Very able

Q29. Do you think the government has offered adequate support to schools or teachers to teach biodiversity?

1. Very inadequate
2. Quite inadequate
3. So-so
4. Quite adequate
5. Very adequate

Part 4: Demographics

DM1. Gender:

1. Male
2. Female

DM2. Age:

1. 20-24
2. 25-29
3. 30-34
4. 35-39
5. 40-44
6. 45-49
7. 50-54
8. 55-59
9. 60 or above

DM3. Educational level:

1. Secondary
2. Tertiary (non-degree)
3. Tertiary (Bachelor degree)
4. Postgraduate (Such as Master or PhD degree)

DM4a. Current teaching school:

1. Primary
2. Secondary

DM4b. Type of your current teaching school:

1. Government school
2. Aided school
3. Private school
4. School under direct subsidy scheme
5. Caput school

DM5. Current teaching subjects:

【Can choose multiple items】

1. Chinese
2. English
3. Mathematics
4. Liberal studies/ General studies
5. Geography
6. Biology
7. Chemistry/ Physics
8. Science
9. Accountancy/ Economics
10. Chinese history/ History
11. Music/ Visual arts/ Physical education
12. Other (please specify): _____

DM6. Years of teaching experience:

_____ Year(s)

This is the end of the survey. Thank you for your time to complete the survey.

Questionnaire for Online Survey – Planning and Development Professionals

Centre for Communication and Public Opinion Survey
School of Journalism and Communication
The Chinese University of Hong Kong

Online Survey on the Attitude and Knowledge of Planning and Development Professionals towards Biodiversity in Hong Kong

Hello. In order to understand the attitude and knowledge of planning and development professionals towards the biodiversity in Hong Kong, the Agriculture, Fisheries & Conservation Department of the HKSAR Government has commissioned the Centre for Communication and Public Opinion Survey at the Chinese University of Hong Kong to conduct an online survey.

We would like to invite you to participate in this survey, the results of which shall greatly contribute to the policy formulation of the government in the future.

The survey is very simple, which would take you around 5 minutes. The information you provide will be kept strictly confidential and used for statistical and research purposes only.

Part 1: Knowledge towards biodiversity

Q1. Have you ever heard of the term "biodiversity"?

If the answer is "yes", Do you know what does the term mean?

1. Have heard of it, and know what it means
2. Have heard of it, but don't know what it means
3. Have not heard of it

Biodiversity refers to the variety of life forms. It has three main aspects: 1. variation among individuals within the same species; 2. different kinds of species; and 3. a variety of habitats, such as forests, grasslands, and mudflats, etc. With a favorable climatic condition and geographical location, Hong Kong has rich biodiversity.

Q2. How informed do you feel about the biodiversity in Hong Kong?

1. Not at all informed
2. Not quite well-informed
3. So-so
4. Quite well-informed
5. Very well-informed

Q3. To your knowledge, please write down <u>ONE</u> designated protected area for nature conservation in Hong Kong, <u>the one that you are most certain about</u>.

1. Please write down: _____
2. Don't know

Q4. Do you know how much of Hong Kong's land area is designated as country parks and special areas?

1. About 20%
2. About 30%
3. About 40%
4. About 50%
5. Don't know

Q5. To your knowledge, please write down <u>ONE</u> <u>local</u> wild animal or plant that is legally protected in Hong Kong, <u>the one that you are most certain about</u>.

1. Please write down: _____
2. Don't know

<u>Part 2: Attitude towards HK's biodiversity</u>

I. Importance of preserving biodiversity

Q6. How concerned are you about the biodiversity in Hong Kong?

1. Not at all concerned
2. Not quite concerned
3. So-so
4. Quite concerned
5. Very concerned

To what extent do you agree with the following statements about preserving biodiversity?

	Strongly disagree	Somewhat disagree	So-so	Somewhat agree	Strongly agree
Q7. Economic development is more important than preserving biodiversity.					
Q8. It is very important to promote and educate the public on biodiversity.					
Q9. When undertaking infrastructure and land development projects, we must take into account biodiversity conservation.					
Q10. Preserving the biodiversity in Hong Kong is a huge responsibility of the government.					
Q11. The business sector has a responsibility to preserve the biodiversity in Hong Kong					
Q12. Citizens have a responsibility to change their daily habits so as to preserve the biodiversity in Hong Kong.					

II. Closeness to biodiversity

To what extent do you agree with the following statements about the impacts of biodiversity on citizens?

	Strongly disagree	Somewhat disagree	So-so	Somewhat agree	Strongly agree
Q13. The loss of biodiversity will lead to a decrease in food and product choices for citizens.					
Q14. The loss of biodiversity will affect citizens' health.					
Q15. The loss of biodiversity will affect citizens' living environment.					
Q16. Preserving biodiversity can enrich the leisure life of citizens.					
Q17. Preserving biodiversity can bring economic gains to Hong Kong.					
Q18. We must preserve biodiversity for the future generations.					

III. Willingness to preserve biodiversity

Will you do the following things to preserve biodiversity?

	Definitely will not	Probably will not	Half & half	Probably will	Definitely will
Q19. Will you boycott products and services that would harm biodiversity?					
Q20. Will you donate money to associations dedicated to conserving biodiversity?					
Q21. Will you participate in environmental activities related to biodiversity conservation?					
Q22. Will you encourage your families or friends to preserve biodiversity?					
Q23. Will you sign petitions to support biodiversity conservation?					
Q24. Will you pay attention to information related to biodiversity?					

Part 3: Opinion and Attitude towards biodiversity in the planning and development sector

Q25. How informed do you feel your professional sector is about biodiversity?

1. Not at all informed
2. Not quite well-informed
3. So-so
4. Quite well-informed
5. Very well-informed

Q26. How much does your professional sector value biodiversity conservation?

1. Not at all
2. Not quite
3. So-so
4. Quite
5. Very

Q27. To your knowledge, would your professional sector incorporate considerations for biodiversity conservation in planning and decision-making processes?

1. Definitely would not
2. Probably would not
3. Half & half
4. Probably would
5. Definitely would

Q28. Are there sufficient incentives or pressure that urge your professional sector to incorporate considerations for biodiversity conservation in its planning and decision making processes?

1. Very inadequate
2. Quite inadequate
3. So-so
4. Quite adequate
5. Very adequate

Q29. Do you think the government has done an adequate job to promote and educate your professional sector on biodiversity conservation?

1. Very inadequate
2. Quite inadequate
3. So-so
4. Quite adequate
5. Very adequate

Part 4: Demographics

DM1. Gender:

1. Male
2. Female

DM2. Age:

1. 20-24
2. 25-29
3. 30-34
4. 35-39
5. 40-44
6. 45-49
7. 50-54

8. 55-59
9. 60 or above

DM3. Educational level:

1. Secondary
2. Tertiary (non-degree)
3. Tertiary (Bachelor degree)
4. Postgraduate (Such as Master or PhD degree)

DM4. Occupation:

1. Architect
2. Engineer
3. Landscape architect
4. Surveyor
5. Urban planner
6. Other (Please specify)

DM5. Years of industry experience:

_____ Year(s)

DM6. The size of your company in Hong Kong:

About _____ employees

This is the end of the survey. Thank you for your time to complete the survey.

Discussion Guide for Focus group discussion – General Public

Centre for Communication and Public Opinion Survey
The Chinese University of Hong Kong

Focus Group Discussion on the "Attitude and Knowledge of the General Public Towards Biodiversity in Hong Kong"

Discussion Guide

1. Knowledge towards biodiversity

- To participants who have already heard of biodiversity before participating in this research:
  - Where did you learn about biodiversity?
  - The host would briefly introduce the three aspects of biodiversity:
    1. Variation of genes; 2. Variation of species; 3. Variation of habitats
    - Without this introduction, is there any concept you have not heard of before?

2. Attitude towards biodiversity

I. Personal importance of preserving biodiversity

- How concerned are you about biodiversity? Why?
- If there is a loss of biodiversity, will it affect your daily life? In what aspects will your daily life be affected?

II. Willingness to preserve biodiversity

- Are you aware of the potential impacts of your daily life habits to biodiversity? And have you actively changed your habits in order to preserve biodiversity?

III. Social importance of preserving biodiversity

- Overall speaking, do you think the society is concerned about biodiversity?
- How do you think about the relationship between economic development and biodiversity conservation?
- Do you think citizens, the business sector and the government have responsibilities to preserve biodiversity?

3. Other opinions

- Do you think the government has done an adequate job to promote biodiversity?
- Recommendations on how the government can promote biodiversity more efficiently.

-THE END-

Discussion Guide for Focus group discussion – Secondary School Teachers

Centre for Communication and Public Opinion Survey
The Chinese University of Hong Kong

Focus Group Discussion on the
"Attitude and Knowledge of the Education Sector Towards Biodiversity in Hong Kong"

Discussion Guide

1. Overall opinion on biodiversity education in secondary schools

- To your knowledge, do secondary schools value teaching students about biodiversity?
  - What are the reasons for that?

- Do you think there are enough secondary school teachers who are informed about biodiversity?
  - If no, can you think of any ways that can increase the number of teachers who are informed about biodiversity?

2. Opinions on biodiversity-related curriculum and activities

- Where do you acquire the teaching materials about biodiversity?

- Do you think the current curriculum and teaching materials about biodiversity are able to effectively enhance the students' consciousness of environmental conservation? Why are the reasons for that? Do you have any suggestions?

- To your knowledge, do secondary schools organize activities related to biodiversity?
  - What is the nature of these activities?
  - How frequent does your school hold these activities?
  - Are they effective?
  - Are there any suggestions?

- Have you encountered any difficulties when teaching biodiversity or organizing

activities related to biodiversity?

3. Opinions on government's support

- Do you think the government has offered adequate support to schools and teachers to teach biodiversity, such as providing teaching materials, and offering training and other assistance?
  - Are there any suggestions?

-THE END-

Discussion Guide for Focus group discussion – Planning and Development Professionals

Centre for Communication and Public Opinion Survey
The Chinese University of Hong Kong

Focus Group Discussion on the "Attitude and Knowledge of the Planning and Development Sector Towards Biodiversity in Hong Kong"

Discussion Guide

1. Overall opinion on the professional sector's attitude and knowledge towards biodiversity

- Does your professional sector have the consciousness that development projects may affect biodiversity?

- Does your professional sector value biodiversity conservation? Does it incorporate biodiversity considerations into planning and decision-making processes?
  - What are the reasons for that?
  - If "no", why?
  - If "yes", what are the concrete actions or initiatives? Are they effective?

2. The factors affecting the professional sector's implementation of biodiversity conservation measures

- Are there any incentives for your professional sector to preserve biodiversity? What kinds of incentives?
  - How strong are the incentives?

- Is there any pressure for your professional sector to preserve biodiversity? What kind of pressure?
  - How strong is the pressure?

- Do you have any suggestions on how to encourage your professional sector to implement more biodiversity conservation measures in its works?

3. Opinions on government's effort

- Do you think the government has done an adequate job to promote and educate your professional sector on biodiversity conservation?
  - Are there any suggestions for better promotion and education?

- How can the government support your professional sector to better implement biodiversity conservation measures in its works?

-THE END-

Appendix 2

Demographics of Survey Respondents and Focus Group Participants[10]

[10] Percentages do not always add up to 100.0% due to rounding.

Demographics of Respondents – Telephone Survey

Table 1 Sex

	Frequency	Percentage
Male	486	47.8
Female	530	52.2
Total	1 016	100.0

Table 2 Age

	Frequency	Percentage
15-19	68	6.7
20-24	106	10.4
25-29	74	7.3
30-34	78	7.7
35-39	119	11.7
40-44	100	9.8
45-49	112	11.1
50-54	138	13.6
55-59	111	10.9
60-64	99	9.7
Refuse to answer	10	1.0
Total	1 016	100.0

Table 3 Educational Level

	Frequency	Percentage
No formal schooling / Kindergarten	8	0.8
Primary	79	7.8
Secondary (F.1 – F.3)	172	17.0
Secondary (F.4 – F.5)	265	26.0
Matriculation (F.6 – F.7)	106	10.4
Tertiary (non-degree)	73	7.2
Tertiary (degree)	238	23.4
Postgraduate (Such as Master or PhD degree)	71	7.0
Refuse to answer	5	0.5
Total	1016	100.0

Table 4 Occupation

	Frequency	Percentage
Managers and administrators	102	10.0
Professionals	59	5.9
Associate professionals	107	10.5
Clerks	136	13.4
Service workers and shop sales workers	62	6.1
Blue-collar workers	139	13.7
Students	120	11.8
Housewives/ Home-makers	158	15.6
Retired	70	6.9
Unemployed	38	3.7
Refuse to answer	25	2.5
Total	1016	100.0

Table 5 Living District

	Frequency	Percentage
Hong Kong Island	161	15.9
Kowloon East	212	20.9
Kowloon West	112	11.0
New Territories East	273	26.8
New Territories West	249	24.5
Refuse to answer	9	0.9
Total	1 016	100.0

Table 6 Monthly Personal Income

	Frequency	Percentage
$9,999 or below	65	6.4
$10,000 - $19,999	143	14.1
$20,000 - $29,999	183	18.0
$30,000 - $39,999	160	15.8
$40,000 - $49,999	89	8.7
$50,000 - $59,999	91	9.0
$60,000 - $69,999	85	8.4
$100,000 or above	78	7.7
Refuse to answer	123	12.1
Total	1016	100.0

Demographics of Respondents – Online Survey (Teachers)

Table 1 Sex

	Frequency	Percentage
Male	162	39.1
Female	251	60.6
Refuse to answer	1	0.2
Total	414	100.0

Table 2 Age

	Frequency	Percentage
20-24	7	1.7
25-29	44	10.6
30-34	53	12.8
35-39	59	14.3
40-44	93	22.5
45-49	72	17.4
50-54	56	13.5
55-59	26	6.3
60 or above	1	0.2
Refuse to answer	3	0.7
Total	414	100.0

Table 3 Educational Level

	Frequency	Percentage
Tertiary (non-degree)	5	1.2
Tertiary (degree)	187	45.2
Postgraduate (Such as Master or PhD degree)	218	52.7
Refuse to answer	4	1.0
Total	414	100.0

Table 4 Current Teaching School

	Frequency	Percentage
Primary	162	39.1
Secondary	252	60.9
Total	414	100.0

Table 5 Type of Current Teaching School

	Frequency	Percentage
Government school	55	13.3
Aided school	323	78.0
Private school	6	1.4
School under direct subsidy scheme	24	5.8
Caput school	6	1.4
Total	414	100.0

Table 6 Current Teaching Subjects

	Frequency	Percentage
Chinese	76	18.4
English	77	18.6
Mathematics	103	24.9
Liberal studies/ General studies	117	28.3
Geography	32	7.7
Biology	41	9.9
Chemistry/ Physics	26	6.3
Science	35	8.5
Accountancy/ Economics	5	1.2
Chinese history/ History	7	1.7
Music/ Visual arts/ Physical education	56	13.5
Other	23	5.6

Note: The summation of figures may exceed the total as respondents can choose more than one answer.

Table 7 Years of Teaching Experience

	Frequency	Percentage
5 years or below	44	10.6
6-10 years	68	16.4
11-15 years	53	12.8
16-20 years	97	23.4
21-25 years	75	18.1
26-30 years	41	9.9
30 years or above	16	3.9
Refuse to answer	20	4.8
Total	414	100.0

Demographics of Respondents – Online Survey (Planning and Development Professionals)

Table 1 Sex

	Frequency	Percentage
Male	156	73.6
Female	56	26.4
Total	212	100.0

Table 2 Age

	Frequency	Percentage
20-24	9	4.2
25-29	30	14.2
30-34	49	23.1
35-39	21	9.9
40-44	16	7.5
45-49	22	10.4
50-54	24	11.3
55-59	18	8.5
60 or above	23	10.8
Total	212	100.0

Table 3 Educational Level

	Frequency	Percentage
Secondary	1	0.5
Tertiary (non-degree)	13	6.1
Tertiary (degree)	111	52.4
Postgraduate (Such as Master or PhD degree)	87	41.0
Total	212	100.0

Table 4 Occupation

	Frequency	Percentage
Architect	22	10.4
Engineer	35	16.5
Landscape architect	17	8.0
Surveyor	123	58.0
Urban planner	10	4.7
Urban designer	2	0.9
Other (Arborist, Project Planning Officer, Consultant)	3	1.4
Total	212	100.0

Table 5 Years of Industry Experience

	Frequency	Percentage
5 years or below	32	15.1
6-10 years	48	22.6
11-15 years	19	9.0
16-20 years	28	13.2
21-25 years	19	9.0
26-30 years	25	11.8
30 years or above	27	12.7
Refuse to answer	14	6.6
Total	212	100.0

Table 6 The Size of Company in Hong Kong

	Frequency	Percentage
100 employees or below	68	32.1
101 – 300 employees	28	13.2
301 – 500 employees	19	9.0
501 – 1,000 employees	19	9.0
1,001 employees or above	45	21.2
Refuse to answer	33	15.6
Total	212	100.0

Demographics of Participants – Focus Group Discussion (General Public)

Table 1 Sex

	Number of participants		
	Group 1	Group 2	Group 3
Male	5	3	5
Female	4	4	3
Total	9	7	8

Table 2 Age

	Number of participants		
	Group 1	Group 2	Group 3
20-34	2	2	3
35-49	4	3	2
50-64	3	2	2
Refuse to answer	-	-	1
Total	9	7	8

Table 3 Educational Level

	Number of participants		
	Group 1	Group 2	Group 3
F.3 or below	-	1	-
F.4-F7	3	1	2
Tertiary	6	5	6
Total	9	7	8

Demographics of Participants – Focus Group Discussion (Secondary teachers)

Table 1 Sex

	Number of participants
Male	4
Female	4
Total	8

Table 2 Age

	Number of participants
20-34	2
35-49	4
50-59	2
Total	8

Table 3 Type of Current Teaching School

	Number of participants
Government school	3
Aided school	3
School under direct subsidy scheme	2
Total	8

Table 4 Current Teaching Subjects

	Number of participants
Liberal studies/ General studies	1
Geography	2
Biology/ Science	5
Total	8

Table 5 Years of Teaching Experience

	Number of participants
10 year or below	4
11-20 years	1
21 years or above	3
Total	8

Demographics of Participants – Focus Group Discussion (Planning and Development Professionals)

Table 1 Sex

	Number of participants
Male	4
Female	4
Total	8

Table 2 Age

	Number of participants
20-34	3
35-49	3
50-59	2
Total	8

Table 3 Occupation

	Number of participants
Architect	1
Engineer	2
Landscape architect	1
Surveyor	2
Urban planner	2
Total	8

Table 4 Years of Industry Experience

	Number of participants
10 year or below	3
11-20 years	3
21 years or above	2
Total	8

Table 5 The Size of Company in Hong Kong

	Number of participants
300 employees or below	3
301 – 1,000 employees	2
1,001 employees or above	3
Total	8

Appendix 3

Statistical Tables

Statistical Tables – Telephone Survey

Table 3.1 Have you ever heard of the term "biodiversity"?

(Percentage)

	Have heard of it, and know what it means	Have heard of it, but don't know what it means	Have not heard of it	Total
Total	23.7	23.4	53.0	100.0
* Sex				
Males	28.0	21.1	51.0	100.0
Females	19.7	25.5	54.8	100.0
* Age				
15-29	44.8	31.2	24.0	100.0
30-39	21.0	20.8	58.2	100.0
40-49	18.0	20.8	61.2	100.0
50-64	13.3	21.1	65.6	100.0
* Educational level				
F.3 or below	5.8	18.5	75.7	100.0
F.4-F.7	16.0	24.5	59.5	100.0
Tertiary or above	43.5	25.8	30.6	100.0
* Occupation				
Managers and administers/ Professionals/ Associate professionals	34.8	22.7	42.5	100.0
Clerks/ Service workers and shop sales workers/ Blue-collar workers	14.2	23.5	62.3	100.0
Students	49.6	30.8	19.6	100.0
Housewives/ Home-makers/ Retired/ Unemployed	11.6	20.8	37.6	100.0
Living district				
Hong Kong Island	26.1	22.6	51.4	100.0
Kowloon East	17.2	29.4	53.3	100.0
Kowloon West	17.1	24.6	58.3	100.0
New Territories East	24.2	21.3	54.6	100.0
New Territories West	29.1	21.3	49.6	100.0
* Monthly household income				
$19,999 or below	13.5	24.1	62.3	100.0
$20,000－$39,999	20.7	24.1	55.2	100.0
$40,000－$59,999	29.1	24.2	46.7	100.0
$60,000 or above	34.2	23.7	42.1	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 3.2 How informed do you feel about the biodiversity in Hong Kong?

(Percentage)

	Not informed	So-so	Well-informed	No answer/ Refuse to answer	Total
Total	53.7	42.0	4.3	0.1	100.0
* Sex					
Males	48.4	46.7	4.9	0.0	100.0
Females	58.5	37.6	3.8	0.1	100.0
* Age					
15-29	39.4	54.1	6.5	0.0	100.0
30-39	54.3	40.5	5.1	0.0	100.0
40-49	63.1	33.8	3.1	0.0	100.0
50-64	57.7	39.0	3.2	0.2	100.0
Educational level					
F.3 or below	55.3	40.7	4.0	0.0	100.0
F.4-F.7	58.4	38.3	3.3	0.0	100.0
Tertiary or above	48.2	46.0	5.7	0.1	100.0
* Occupation					
Managers and administers/ Professionals/ Associate professionals	52.6	42.6	4.8	0.0	100.0
Clerks/ Service workers and shop sales workers/ Blue-collar workers	51.9	43.7	4.2	0.2	100.0
Students	31.7	61.3	7.1	0.0	100.0
Housewives/ Home-makers/ Retired/ Unemployed	68.9	28.0	3.1	0.0	100.0
Living district					
Hong Kong Island	51.0	43.8	5.2	0.0	100.0
Kowloon East	57.3	38.3	4.4	0.0	100.0
Kowloon West	57.9	40.5	1.2	0.5	100.0
New Territories East	55.9	40.7	3.4	0.0	100.0
New Territories West	48.7	44.9	6.3	0.0	100.0
Monthly household income					
$19,999 or below	55.1	38.3	6.3	0.3	100.0
$20,000－$39,999	57.4	39.1	3.5	0.0	100.0
$40,000－$59,999	51.0	46.3	2.6	0.0	100.0
$60,000 or above	53.0	42.0	4.9	0.0	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Don’t know/ Refuse to answer” are excluded.

Table 3.3 Can you name ONE designated protected area for nature conservation in Hong Kong? Please tell me the one that you are most certain about.

(Percentage)

	Answered Correctly	Answered Wrongly/ Don't know	Total
Total	63.1	36.9	100.0
Sex			
Males	65.6	34.4	100.0
Females	60.8	39.2	100.0
* Age			
15-29	68.9	31.1	100.0
30-39	69.1	30.9	100.0
40-49	69.9	30.1	100.0
50-64	51.1	48.9	100.0
* Educational level			
F.3 or below	40.2	59.8	100.0
F.4-F.7	65.3	34.7	100.0
Tertiary or above	76.7	23.3	100.0
* Occupation			
Managers and administers/ Professionals/ Associate professionals	76.2	23.8	100.0
Clerks/ Service workers and shop sales workers/ Blue-collar workers	61.5	38.5	100.0
Students	64.9	35.1	100.0
Housewives/ Home-makers/ Retired/ Unemployed	49.5	50.5	100.0
Living district			
Hong Kong Island	70.6	29.4	100.0
Kowloon East	58.1	41.9	100.0
Kowloon West	60.5	39.5	100.0
New Territories East	60.1	39.9	100.0
New Territories West	66.6	33.4	100.0
* Monthly household income			
$19,999 or below	48.9	51.1	100.0
$20,000－$39,999	61.3	38.7	100.0
$40,000－$59,999	71.4	28.6	100.0
$60,000 or above	80.3	19.7	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Don’t know/ Refuse to answer” are excluded.

Table 3.4 Do you know how much of Hong Kong's land area is designated as country parks and special areas?

(Percentage)

	About 40 (correct answer)	Wrong answers	Don't know	Total
Total	15.4	36.3	48.3	100.0
Sex				
Males	17.8	35.2	47.0	100.0
Females	13.3	37.3	49.5	100.0
* Age				
15-29	20.7	32.3	47.0	100.0
30-39	17.3	42.6	40.1	100.0
40-49	15.4	31.8	52.8	100.0
50-64	10.8	38.0	51.2	100.0
* Educational level				
F.3 or below	9.2	34.2	56.7	100.0
F.4-F.7	12.7	35.1	52.2	100.0
Tertiary or above	22.6	38.8	38.7	100.0
* Occupation				
Managers and administers/ Professionals/ Associate professionals	16.4	42.1	41.4	100.0
Clerks/ Service workers and shop sales workers/ Blue-collar workers	13.4	32.4	54.2	100.0
Students	28.0	34.9	37.1	100.0
Housewives/ Home-makers/ Retired/ Unemployed	11.4	34.9	53.7	100.0
* Living district				
Hong Kong Island	18.0	35.0	47.0	100.0
Kowloon East	11.9	32.9	55.2	100.0
Kowloon West	10.4	46.6	43.0	100.0
New Territories East	13.7	33.4	52.9	100.0
New Territories West	20.0	38.6	41.4	100.0
* Monthly household income				
$19,999 or below	8.0	34.5	57.5	100.0
$20,000－$39,999	15.0	35.2	49.8	100.0
$40,000－$59,999	14.8	39.1	46.2	100.0
$60,000 or above	20.1	42.8	37.1	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 3.5 Can you name ONE local wild animal or plant that is legally protected in Hong Kong? Please tell me the one that you are most certain about.

(Percentage)

	Answered Correctly	Answered Wrongly/ Don't know	Total
Total	49.8	50.2	100.0
* Sex			
Males	55.4	44.6	100.0
Females	44.7	55.3	100.0
* Age			
15-29	58.2	41.8	100.0
30-39	57.4	42.6	100.0
40-49	48.6	51.4	100.0
50-64	40.7	59.3	100.0
* Educational level			
F.3 or below	40.3	59.7	100.0
F.4-F.7	48.3	51.7	100.0
Tertiary or above	58.4	41.6	100.0
* Occupation			
Managers and administers/ Professionals/ Associate professionals	61.1	38.9	100.0
Clerks/ Service workers and shop sales workers/ Blue-collar workers	45.3	54.7	100.0
Students	57.7	42.3	100.0
Housewives/ Home-makers/ Retired/ Unemployed	40.2	59.8	100.0
* Living district			
Hong Kong Island	50.7	49.3	100.0
Kowloon East	48.4	51.6	100.0
Kowloon West	44.0	56.0	100.0
New Territories East	45.0	55.0	100.0
New Territories West	58.5	41.5	100.0
* Monthly household income			
$19,999 or below	39.7	60.3	100.0
$20,000－$39,999	52.1	47.9	100.0
$40,000－$59,999	52.7	47.3	100.0
$60,000 or above	57.1	42.9	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Don’t know/ Refuse to answer” are excluded.

Table 3.6 Overall knowledge of the three specific aspects of biodiversity in Hong Kong

(Percentage)

	Could not answer any question correctly	Answered 1 Question Correctly	Answered 2 Questions Correctly	Answered 3 Questions Correctly	Total
Total	21.1	36.7	34.9	7.3	100.0
* Sex					
Males	18.2	34.2	38.2	9.4	100.0
Females	23.8	39.0	31.8	5.4	100.0
* Age					
15-29	16.4	31.9	39.2	12.5	100.0
30-39	12.4	39.6	39.8	8.2	100.0
40-49	15.7	39.9	39.3	5.2	100.0
50-64	32.6	36.6	26.4	4.4	100.0
* Educational level					
F.3 or below	39.1	32.1	28.7	0.0	100.0
F.4-F.7	18.3	42.6	33.7	5.4	100.0
Tertiary or above	11.3	33.9	40.7	14.1	100.0
* Occupation					
Managers and administers/ Professionals/ Associate professionals	9.2	36.5	45.8	8.5	100.0
Clerks/ Service workers and shop sales workers/ Blue-collar workers	23.5	37.9	33.3	5.3	100.0
Students	15.6	33.4	35.8	15.2	100.0
Housewives/ Home-makers/ Retired/ Unemployed	32.8	37.6	25.3	4.3	100.0
* Living district					
Hong Kong Island	17.0	34.6	40.8	7.7	100.0
Kowloon East	24.7	36.9	33.8	4.6	100.0
Kowloon West	23.5	42.8	29.1	4.7	100.0
New Territories East	26.4	34.4	33.3	6.0	100.0
New Territories West	14.3	37.6	36.8	11.3	100.0
* Monthly household income					
$19,999 or below	31.7	42.1	24.2	2.0	100.0
$20,000－$39,999	20.9	37.6	33.8	7.7	100.0
$40,000－$59,999	16.4	35.3	41.3	7.0	100.0
$60,000 or above	11.4	32.5	43.4	12.7	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Don’t know/ Refuse to answer” are excluded.

Table 3.7 How concerned are you about the biodiversity in Hong Kong?

(Percentage)

	Not concerned	So-so	Concerned	No answer/ Refuse to answer	Total
Total	33.7	50.9	14.8	0.6	100.0
Sex					
Males	31.8	51.4	16.2	0.7	100.0
Females	35.4	50.5	13.5	0.6	100.0
Age					
15-29	34.6	52.1	13.3	0.0	100.0
30-39	39.0	44.7	15.8	0.5	100.0
40-49	33.0	50.9	16.1	0.0	100.0
50-64	29.9	54.3	14.3	1.6	100.0
* Educational level					
F.3 or below	30.2	55.0	13.0	1.8	100.0
F.4-F.7	39.8	47.3	12.6	0.3	100.0
Tertiary or above	30.2	51.8	17.8	0.3	100.0
Occupation					
Managers and administers/ Professionals/ Associate professionals	27.1	54.8	17.8	0.4	100.0
Clerks/ Service workers and shop sales workers/ Blue-collar workers	34.3	51.4	13.4	0.9	100.0
Students	33.6	52.4	14.0	0.0	100.0
Housewives/ Home-makers/ Retired/ Unemployed	40.0	46.7	12.6	0.7	100.0
Living district					
Hong Kong Island	35.0	49.9	15.1	0.0	100.0
Kowloon East	38.3	49.6	11.6	0.5	100.0
Kowloon West	32.4	51.9	13.2	2.5	100.0
New Territories East	31.4	53.7	14.2	0.7	100.0
New Territories West	32.9	48.9	17.9	0.3	100.0
* Monthly household income					
$19,999 or below	39.3	44.2	14.3	2.2	100.0
$20,000－$39,999	36.3	50.2	13.0	0.5	100.0
$40,000－$59,999	27.4	58.0	14.6	0.0	100.0
$60,000 or above	30.1	52.4	17.5	0.0	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Don’t know/ Refuse to answer” are excluded.

Table 3.8 "Economic development is more important than preserving biodiversity."

(Percentage)

	Disagree	So-so	Agree	No answer/ Refuse to answer	Total
Total	49.7	34.0	14.8	1.6	100.0
Sex					
Males	49.2	33.1	16.5	1.1	100.0
Females	50.1	34.8	13.1	2.0	100.0
* Age					
15-29	66.8	22.1	11.1	0.0	100.0
30-39	57.1	27.0	13.1	2.8	100.0
40-49	45.6	42.0	10.9	1.5	100.0
50-64	36.3	40.9	20.8	2.1	100.0
* Educational level					
F.3 or below	32.7	46.1	18.2	3.0	100.0
F.4-F.7	47.3	34.9	15.8	2.0	100.0
Tertiary or above	63.8	24.8	11.4	0.0	100.0
* Occupation					
Managers and administers/ Professionals/ Associate professionals	60.2	28.1	11.7	0.0	100.0
Clerks/ Service workers and shop sales workers/ Blue-collar workers	43.7	39.4	15.8	1.2	100.0
Students	70.7	20.3	9.0	0.0	100.0
Housewives/ Home-makers/ Retired/ Unemployed	38.1	37.9	19.9	4.2	100.0
Living district					
Hong Kong Island	53.6	30.7	15.2	0.5	100.0
Kowloon East	44.8	37.9	14.2	3.1	100.0
Kowloon West	47.7	37.9	13.2	1.2	100.0
New Territories East	52.8	31.0	14.3	2.0	100.0
New Territories West	49.3	33.2	16.7	0.8	100.0
* Monthly household income					
$19,999 or below	39.2	41.6	15.1	4.1	100.0
$20,000－$39,999	49.9	34.1	14.4	1.6	100.0
$40,000－$59,999	59.9	25.9	13.6	0.6	100.0
$60,000 or above	56.3	29.8	13.4	0.5	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 3.9 "It is very important to promote and educate the public on biodiversity."

(Percentage)

	Disagree	So-so	Agree	No answer/ Refuse to answer	Total
Total	2.5	25.3	71.6	0.7	100.0
Sex					
Males	2.1	25.8	70.9	1.2	100.0
Females	2.8	24.8	72.1	0.3	100.0
* Age					
15-29	0.5	14.4	85.1	0.0	100.0
30-39	3.6	21.0	73.6	1.9	100.0
40-49	3.1	29.2	67.7	0.0	100.0
50-64	2.9	32.5	63.5	1.0	100.0
* Educational level					
F.3 or below	2.0	40.8	54.7	2.5	100.0
F.4-F.7	3.9	23.3	72.6	0.2	100.0
Tertiary or above	1.5	16.3	82.2	0.0	100.0
* Occupation					
Managers and administers/ Professionals/ Associate professionals	1.9	20.4	77.7	0.0	100.0
Clerks/ Service workers and shop sales workers/ Blue-collar workers	4.0	28.5	67.2	0.3	100.0
Students	0.0	11.0	89.0	0.0	100.0
Housewives/ Home-makers/ Retired/ Unemployed	2.3	32.7	62.5	2.4	100.0
Living district					
Hong Kong Island	0.9	26.2	72.9	0.0	100.0
Kowloon East	2.7	24.7	70.8	1.8	100.0
Kowloon West	0.0	25.5	74.5	0.0	100.0
New Territories East	3.4	24.0	71.9	0.7	100.0
New Territories West	3.4	25.9	70.0	0.7	100.0
* Monthly household income					
$19,999 or below	2.2	31.3	64.3	2.2	100.0
$20,000－$39,999	2.2	27.9	69.9	0.0	100.0
$40,000－$59,999	3.3	18.0	78.3	0.5	100.0
$60,000 or above	2.4	19.9	77.6	0.0	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 3.10 "When undertaking infrastructure and land development projects, we must take into account biodiversity conservation."

(Percentage)

	Disagree	So-so	Agree	No answer/ Refuse to answer	Total
Total	5.7	22.5	70.6	1.2	100.0
* Sex					
Males	7.3	23.3	67.7	1.8	100.0
Females	4.3	21.8	73.3	0.6	100.0
* Age					
15-29	2.9	11.9	85.2	0.0	100.0
30-39	4.0	17.3	76.7	1.9	100.0
40-49	5.9	25.2	68.9	0.0	100.0
50-64	8.8	30.8	58.1	2.4	100.0
* Educational level					
F.3 or below	7.0	30.0	59.0	4.0	100.0
F.4-F.7	6.6	22.9	70.1	0.5	100.0
Tertiary or above	3.8	17.0	79.2	0.0	100.0
* Occupation					
Managers and administers/ Professionals/ Associate professionals	5.7	20.3	73.9	0.0	100.0
Clerks/ Service workers and shop sales workers/ Blue-collar workers	5.4	23.5	69.4	1.7	100.0
Students	0.8	14.4	84.9	0.0	100.0
Housewives/ Home-makers/ Retired/ Unemployed	8.5	26.7	62.4	2.4	100.0
Living district					
Hong Kong Island	3.6	25.9	69.5	1.1	100.0
Kowloon East	6.2	23.6	68.4	1.8	100.0
Kowloon West	4.9	19.9	75.2	0.0	100.0
New Territories East	3.5	24.1	70.7	1.7	100.0
New Territories West	9.2	19.2	70.9	0.7	100.0
* Monthly household income					
$19,999 or below	4.4	27.8	63.8	4.1	100.0
$20,000－$39,999	6.1	21.5	71.6	0.7	100.0
$40,000－$59,999	6.2	20.8	72.4	0.5	100.0
$60,000 or above	5.6	19.9	74.4	0.0	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 3.11 "Preserving the biodiversity in Hong Kong is a huge responsibility of the government."

(Percentage)

	Disagree	So-so	Agree	No answer/ Refuse to answer	Total
Total	2.7	17.4	79.3	0.6	100.0
Sex					
Males	3.4	19.3	76.7	0.6	100.0
Females	2.1	15.6	81.7	0.6	100.0
* Age					
15-29	0.8	11.1	87.8	0.2	100.0
30-39	2.9	13.9	83.3	0.0	100.0
40-49	3.9	18.3	76.5	1.2	100.0
50-64	3.4	22.4	73.4	0.8	100.0
* Educational level					
F.3 or below	1.7	27.8	68.7	1.9	100.0
F.4-F.7	4.2	18.0	77.7	0.0	100.0
Tertiary or above	1.7	9.6	88.5	0.3	100.0
Occupation					
Managers and administers/ Professionals/ Associate professionals	2.8	13.8	83.3	0.2	100.0
Clerks/ Service workers and shop sales workers/ Blue-collar workers	2.9	17.9	78.9	0.3	100.0
Students	0.4	14.2	85.0	0.4	100.0
Housewives/ Home-makers/ Retired/ Unemployed	3.5	22.6	72.5	1.5	100.0
* Living district					
Hong Kong Island	2.4	17.4	80.2	0.0	100.0
Kowloon East	3.1	19.2	77.7	0.0	100.0
Kowloon West	0.7	13.7	85.5	0.0	100.0
New Territories East	0.7	15.3	82.9	1.1	100.0
New Territories West	5.5	19.8	73.5	1.2	100.0
* Monthly household income					
$19,999 or below	2.3	25.1	71.6	0.9	100.0
$20,000－$39,999	3.6	16.3	80.1	0.0	100.0
$40,000－$59,999	2.5	14.4	82.5	0.5	100.0
$60,000 or above	2.0	13.8	84.2	0.0	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 3.12 "The business sector has a responsibility to preserve the biodiversity in Hong Kong."

(Percentage)

	Disagree	So-so	Agree	No answer/ Refuse to answer	Total
Total	3.9	25.2	70.6	0.3	100.0
* Sex					
Males	6.1	27.1	66.2	0.6	100.0
Females	1.9	23.4	74.5	0.1	100.0
Age					
15-29	3.2	23.8	72.2	0.8	100.0
30-39	4.8	19.8	75.4	0.0	100.0
40-49	3.0	24.3	72.3	0.3	100.0
50-64	4.6	29.1	66.0	0.3	100.0
Educational level					
F.3 or below	2.5	30.0	67.2	0.4	100.0
F.4-F.7	4.2	24.4	70.9	0.5	100.0
Tertiary or above	4.3	22.7	72.9	0.2	100.0
Occupation					
Managers and administers/ Professionals/ Associate professionals	4.8	23.1	71.9	0.2	100.0
Clerks/ Service workers and shop sales workers/ Blue-collar workers	3.3	23.1	73.3	0.3	100.0
Students	3.4	31.3	65.3	0.0	100.0
Housewives/ Home-makers/ Retired/ Unemployed	3.4	27.6	68.3	0.7	100.0
Living district					
Hong Kong Island	4.3	26.1	68.5	1.2	100.0
Kowloon East	2.3	23.8	73.9	0.0	100.0
Kowloon West	3.5	21.9	74.6	0.0	100.0
New Territories East	3.1	25.4	71.2	0.2	100.0
New Territories West	6.0	27.5	66.1	0.4	100.0
Monthly household income					
$19,999 or below	4.1	26.6	68.4	0.9	100.0
$20,000－$39,999	2.5	24.4	73.1	0.0	100.0
$40,000－$59,999	4.5	21.4	73.6	0.5	100.0
$60,000 or above	4.7	26.0	69.3	0.0	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 3.13 "Citizens have a responsibility to change their daily habits so as to preserve the biodiversity in Hong Kong."

(Percentage)

	Disagree	So-so	Agree	No answer/ Refuse to answer	Total
Total	2.9	17.7	78.8	0.6	100.0
* Sex					
Males	4.0	22.4	72.5	1.2	100.0
Females	1.9	13.4	84.5	0.1	100.0
* Age					
15-29	0.7	15.0	84.3	0.0	100.0
30-39	4.9	11.0	84.1	0.0	100.0
40-49	1.3	15.7	81.7	1.4	100.0
50-64	4.0	24.9	70.2	1.0	100.0
* Educational level					
F.3 or below	2.6	24.9	70.6	2.0	100.0
F.4-F.7	3.3	18.2	78.3	0.1	100.0
Tertiary or above	2.3	12.1	85.4	0.2	100.0
Occupation					
Managers and administers/ Professionals/ Associate professionals	2.6	14.0	83.2	0.2	100.0
Clerks/ Service workers and shop sales workers/ Blue-collar workers	2.3	19.7	76.3	1.7	100.0
Students	1.5	15.6	82.9	0.0	100.0
Housewives/ Home-makers/ Retired/ Unemployed	3.9	20.3	75.9	0.0	100.0
Living district					
Hong Kong Island	4.2	11.4	84.5	0.0	100.0
Kowloon East	1.1	22.7	75.1	1.1	100.0
Kowloon West	2.3	15.0	82.7	0.0	100.0
New Territories East	2.8	15.8	80.5	0.9	100.0
New Territories West	3.9	20.1	75.5	0.6	100.0
* Monthly household income					
$19,999 or below	4.6	25.4	67.9	2.0	100.0
$20,000－$39,999	1.5	17.4	81.1	0.0	100.0
$40,000－$59,999	1.5	13.7	84.0	0.8	100.0
$60,000 or above	3.2	10.1	86.7	0.0	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 3.14 "The loss of biodiversity will lead to a decrease in food and product choices for citizens."

(Percentage)

	Disagree	So-so	Agree	No answer/ Refuse to answer	Total
Total	18.0	32.8	47.8	1.4	100.0
* Sex					
Males	21.3	31.8	44.9	1.9	100.0
Females	14.9	33.8	50.3	0.9	100.0
Age					
15-29	16.7	38.3	44.6	0.4	100.0
30-39	14.1	30.9	53.1	1.9	100.0
40-49	20.7	30.0	47.6	1.7	100.0
50-64	19.2	31.9	47.2	1.7	100.0
* Educational level					
F.3 or below	16.0	33.7	46.3	4.0	100.0
F.4-F.7	17.4	33.3	49.0	0.2	100.0
Tertiary or above	19.7	31.4	48.1	0.8	100.0
* Occupation					
Managers and administers/ Professionals/ Associate professionals	20.0	28.9	50.6	0.5	100.0
Clerks/ Service workers and shop sales workers/ Blue-collar workers	15.3	37.8	46.0	0.8	100.0
Students	23.4	34.3	41.6	0.8	100.0
Housewives/ Home-makers/ Retired/ Unemployed	16.6	31.2	48.9	3.2	100.0
* Living district					
Hong Kong Island	14.0	32.7	53.3	0.0	100.0
Kowloon East	14.0	39.9	43.3	2.7	100.0
Kowloon West	18.6	30.3	50.4	0.7	100.0
New Territories East	23.4	28.9	46.5	1.1	100.0
New Territories West	16.3	32.3	49.6	1.8	100.0
Monthly household income					
$19,999 or below	16.5	34.9	45.5	3.2	100.0
$20,000－$39,999	15.8	34.4	48.6	1.2	100.0
$40,000－$59,999	24.0	25.8	49.9	0.3	100.0
$60,000 or above	17.6	32.7	48.8	0.9	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 3.15 "The loss of biodiversity will affect citizens' health."

(Percentage)

	Disagree	So-so	Agree	No answer/ Refuse to answer	Total
Total	16.1	34.7	48.4	0.9	100.0
* Sex					
Males	18.7	35.3	45.8	0.3	100.0
Females	13.6	34.1	50.8	1.5	100.0
* Age					
15-29	14.0	43.9	42.1	0.0	100.0
30-39	15.3	35.1	49.6	0.0	100.0
40-49	18.0	27.1	53.2	1.7	100.0
50-64	17.3	32.1	49.2	1.5	100.0
Educational level					
F.3 or below	18.7	36.8	43.1	1.4	100.0
F.4-F.7	16.7	37.3	45.3	0.7	100.0
Tertiary or above	13.6	30.4	55.2	0.8	100.0
Occupation					
Managers and administers/ Professionals/ Associate professionals	14.9	31.9	52.6	0.6	100.0
Clerks/ Service workers and shop sales workers/ Blue-collar workers	16.7	35.6	47.6	0.2	100.0
Students	16.7	41.6	41.8	0.0	100.0
Housewives/ Home-makers/ Retired/ Unemployed	16.6	32.9	48.3	2.3	100.0
Living district					
Hong Kong Island	11.2	38.3	49.1	1.4	100.0
Kowloon East	19.5	32.8	45.3	2.3	100.0
Kowloon West	10.3	35.6	53.4	0.8	100.0
New Territories East	19.6	31.8	48.2	0.5	100.0
New Territories West	14.9	35.7	49.3	0.0	100.0
Monthly household income					
$19,999 or below	19.7	36.5	42.9	0.9	100.0
$20,000－$39,999	17.1	31.7	50.2	0.9	100.0
$40,000－$59,999	14.1	29.8	55.0	1.1	100.0
$60,000 or above	13.7	35.1	50.8	0.4	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 3.16 "The loss of biodiversity will affect citizens' living environment."

(Percentage)

	Disagree	So-so	Agree	No answer/ Refuse to answer	Total
Total	13.4	29.2	56.9	0.5	100.0
* Sex					
Males	18.0	31.0	50.8	0.3	100.0
Females	9.3	27.4	62.6	0.7	100.0
* Age					
15-29	9.8	31.0	59.2	0.0	100.0
30-39	13.4	29.3	57.3	0.0	100.0
40-49	14.9	21.2	62.1	1.7	100.0
50-64	15.6	33.0	51.1	0.4	100.0
* Educational level					
F.3 or below	16.1	33.4	49.7	0.8	100.0
F.4-F.7	14.8	31.2	53.7	0.3	100.0
Tertiary or above	10.2	24.2	65.1	0.5	100.0
Occupation					
Managers and administers/ Professionals/ Associate professionals	15.8	25.6	58.4	0.2	100.0
Clerks/ Service workers and shop sales workers/ Blue-collar workers	13.9	31.1	54.3	0.8	100.0
Students	7.1	28.4	64.4	0.0	100.0
Housewives/ Home-makers/ Retired/ Unemployed	13.4	30.7	55.5	0.4	100.0
Living district					
Hong Kong Island	10.3	31.5	57.1	1.0	100.0
Kowloon East	13.6	29.3	57.1	0.0	100.0
Kowloon West	11.6	25.4	63.0	0.0	100.0
New Territories East	14.8	27.7	56.4	1.2	100.0
New Territories West	14.8	30.4	54.8	0.0	100.0
Monthly household income					
$19,999 or below	13.4	36.6	48.6	1.4	100.0
$20,000－$39,999	15.4	28.7	55.7	0.2	100.0
$40,000－$59,999	12.9	24.5	62.6	0.0	100.0
$60,000 or above	12.3	26.5	60.8	0.4	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 3.17 "Preserving biodiversity can enrich the leisure life of citizens."

(Percentage)

	Disagree	So-so	Agree	No answer/ Refuse to answer	Total
Total	4.6	30.0	64.9	0.5	100.0
Sex					
Males	6.0	28.4	65.2	0.5	100.0
Females	3.3	31.5	64.6	0.6	100.0
* Age					
15-29	1.5	34.6	63.5	0.4	100.0
30-39	3.4	30.0	66.6	0.0	100.0
40-49	7.7	25.2	66.0	1.1	100.0
50-64	5.8	30.1	63.6	0.5	100.0
* Educational level					
F.3 or below	4.8	33.5	61.4	0.3	100.0
F.4-F.7	7.0	32.7	59.7	0.6	100.0
Tertiary or above	2.2	24.7	72.5	0.5	100.0
* Occupation					
Managers and administers/ Professionals/ Associate professionals	4.0	20.8	74.7	0.5	100.0
Clerks/ Service workers and shop sales workers/ Blue-collar workers	4.8	33.9	60.9	0.3	100.0
Students	1.3	38.4	59.6	0.8	100.0
Housewives/ Home-makers/ Retired/ Unemployed	5.3	31.8	62.1	0.7	100.0
Living district					
Hong Kong Island	2.1	31.8	65.1	1.0	100.0
Kowloon East	4.6	33.5	61.5	0.4	100.0
Kowloon West	8.0	25.2	66.5	0.4	100.0
New Territories East	2.9	26.5	70.1	0.5	100.0
New Territories West	6.8	31.6	61.3	0.3	100.0
Monthly household income					
$19,999 or below	6.2	33.7	59.6	0.5	100.0
$20,000－$39,999	5.2	31.1	63.3	0.4	100.0
$40,000－$59,999	3.4	25.0	71.6	0.0	100.0
$60,000 or above	3.3	25.9	70.3	0.6	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 3.18 "Preserving biodiversity can bring economic gains to Hong Kong."

(Percentage)

	Disagree	So-so	Agree	No answer/ Refuse to answer	Total
Total	12.3	45.2	40.8	1.6	100.0
Sex					
Males	14.9	43.5	39.7	2.0	100.0
Females	10.0	46.8	41.9	1.3	100.0
* Age					
15-29	8.4	46.4	44.7	0.5	100.0
30-39	7.3	45.6	47.1	0.0	100.0
40-49	12.6	45.2	39.5	2.8	100.0
50-64	17.9	44.3	35.3	2.5	100.0
* Educational level					
F.3 or below	13.1	38.7	44.9	3.3	100.0
F.4-F.7	12.5	50.8	35.9	0.8	100.0
Tertiary or above	11.4	44.5	42.8	1.3	100.0
* Occupation					
Managers and administers/ Professionals/ Associate professionals	15.8	35.1	47.7	1.4	100.0
Clerks/ Service workers and shop sales workers/ Blue-collar workers	9.5	52.0	37.5	1.0	100.0
Students	8.3	52.5	39.3	0.0	100.0
Housewives/ Home-makers/ Retired/ Unemployed	14.4	43.3	39.8	2.6	100.0
Living district					
Hong Kong Island	10.2	44.8	43.2	1.8	100.0
Kowloon East	13.4	47.8	35.9	2.9	100.0
Kowloon West	15.8	37.9	45.2	1.1	100.0
New Territories East	10.7	43.0	44.9	1.5	100.0
New Territories West	13.2	48.6	37.3	0.9	100.0
Monthly household income					
$19,999 or below	11.5	42.6	43.7	2.2	100.0
$20,000－$39,999	9.3	49.6	39.0	2.1	100.0
$40,000－$59,999	15.5	42.3	41.7	0.5	100.0
$60,000 or above	13.0	45.2	41.4	0.4	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 3.19 "We must preserve biodiversity for the future generations."

(Percentage)

	Disagree	So-so	Agree	No answer/ Refuse to answer	Total
Total	2.4	15.9	80.8	0.9	100.0
Sex					
Males	3.1	18.0	78.0	0.9	100.0
Females	1.8	13.9	83.4	0.8	100.0
* Age					
15-29	0.0	10.2	89.8	0.0	100.0
30-39	3.0	11.7	84.8	0.5	100.0
40-49	2.1	16.4	79.3	2.2	100.0
50-64	4.1	21.9	73.2	0.8	100.0
* Educational level					
F.3 or below	3.2	23.6	71.7	1.5	100.0
F.4-F.7	3.5	15.9	80.4	0.3	100.0
Tertiary or above	0.8	10.4	87.9	1.0	100.0
* Occupation					
Managers and administers/ Professionals/ Associate professionals	2.7	11.9	84.2	1.1	100.0
Clerks/ Service workers and shop sales workers/ Blue-collar workers	2.0	14.8	82.0	1.1	100.0
Students	0.0	10.2	89.8	0.0	100.0
Housewives/ Home-makers/ Retired/ Unemployed	3.3	22.5	73.5	0.7	100.0
Living district					
Hong Kong Island	1.1	14.2	83.1	1.7	100.0
Kowloon East	2.2	14.4	82.3	1.1	100.0
Kowloon West	1.8	20.4	77.8	0.0	100.0
New Territories East	2.0	15.9	81.7	0.5	100.0
New Territories West	4.4	16.0	78.6	1.0	100.0
* Monthly household income					
$19,999 or below	3.7	21.0	72.9	2.4	100.0
$20,000－$39,999	1.7	14.4	83.5	0.4	100.0
$40,000－$59,999	1.5	14.4	84.0	0.0	100.0
$60,000 or above	2.7	11.6	85.3	0.4	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 3.20 Will you boycott products and services that would harm biodiversity?

(Percentage)

	Will not	Half& half	Will	No answer/ Refuse to answer	Total
Total	20.5	39.1	40.1	0.3	100.0
Sex					
Males	22.7	36.1	40.8	0.4	100.0
Females	18.5	41.8	39.5	0.3	100.0
Age					
15-29	19.5	38.8	41.6	0.0	100.0
30-39	16.0	42.2	41.8	0.0	100.0
40-49	22.7	34.2	41.7	1.4	100.0
50-64	22.7	40.0	37.2	0.2	100.0
* Educational level					
F.3 or below	25.4	44.9	29.7	0.0	100.0
F.4-F.7	22.5	37.7	39.3	0.6	100.0
Tertiary or above	15.2	36.5	47.9	0.3	100.0
* Occupation					
Managers and administers/ Professionals/ Associate professionals	17.1	32.8	49.6	0.5	100.0
Clerks/ Service workers and shop sales workers/ Blue-collar workers	21.2	40.1	38.4	0.4	100.0
Students	22.7	39.7	37.6	0.0	100.0
Housewives/ Home-makers/ Retired/ Unemployed	22.2	44.8	32.6	0.4	100.0
Living district					
Hong Kong Island	20.4	34.3	45.3	0.0	100.0
Kowloon East	20.4	39.7	38.9	1.1	100.0
Kowloon West	21.7	33.9	44.4	0.0	100.0
New Territories East	18.1	42.3	39.4	0.2	100.0
New Territories West	22.1	40.9	36.7	0.2	100.0
* Monthly household income					
$19,999 or below	22.7	44.6	32.7	0.0	100.0
$20,000－$39,999	23.1	38.3	37.9	0.7	100.0
$40,000－$59,999	15.4	36.0	48.2	0.3	100.0
$60,000 or above	18.2	32.6	49.2	0.0	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Don’t know/ Refuse to answer” are excluded.

Table 3.21 Will you donate money to associations dedicated to conserving biodiversity?

(Percentage)

	Will not	Half& half	Will	No answer/ Refuse to answer	Total
Total	19.5	51.6	27.8	1.1	100.0
Sex					
Males	22.6	49.5	26.5	1.5	100.0
Females	16.8	53.5	29.0	0.7	100.0
Age					
15-29	19.4	50.3	30.3	0.0	100.0
30-39	18.6	53.4	28.0	0.0	100.0
40-49	16.7	52.9	29.0	1.4	100.0
50-64	21.6	51.4	24.7	2.3	100.0
* Educational level					
F.3 or below	23.1	48.7	24.2	4.0	100.0
F.4-F.7	19.0	55.4	25.6	0.0	100.0
Tertiary or above	17.6	49.5	32.7	0.2	100.0
* Occupation					
Managers and administers/ Professionals/ Associate professionals	15.6	50.4	33.8	0.2	100.0
Clerks/ Service workers and shop sales workers/ Blue-collar workers	18.5	52.2	27.3	2.0	100.0
Students	20.1	52.5	27.4	0.0	100.0
Housewives/ Home-makers/ Retired/ Unemployed	25.6	51.4	21.7	1.3	100.0
Living district					
Hong Kong Island	20.1	46.4	33.5	0.0	100.0
Kowloon East	21.3	52.3	24.6	1.9	100.0
Kowloon West	17.2	56.3	26.5	0.0	100.0
New Territories East	17.8	52.7	27.4	2.0	100.0
New Territories West	21.3	50.0	28.0	0.7	100.0
* Monthly household income					
$19,999 or below	23.8	52.8	20.1	3.3	100.0
$20,000－$39,999	20.5	53.7	25.8	0.0	100.0
$40,000－$59,999	13.6	58.7	27.7	0.0	100.0
$60,000 or above	16.9	39.3	42.8	1.0	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Don’t know/ Refuse to answer” are excluded.

Table 3.22 Will you participate in environmental activities related to biodiversity conservation?

(Percentage)

	Will not	Half& half	Will	No answer/ Refuse to answer	Total
Total	30.0	48.3	21.3	0.4	100.0
* Sex					
Males	34.3	43.5	21.5	0.6	100.0
Females	26.1	52.7	21.1	0.1	100.0
* Age					
15-29	25.9	52.5	21.5	0.0	100.0
30-39	19.9	50.8	29.2	0.0	100.0
40-49	29.9	49.4	20.4	0.3	100.0
50-64	38.8	43.6	16.7	0.9	100.0
* Educational level					
F.3 or below	38.4	44.7	16.2	0.7	100.0
F.4-F.7	29.3	50.0	20.7	0.0	100.0
Tertiary or above	24.4	49.8	25.3	0.5	100.0
* Occupation					
Managers and administers/ Professionals/ Associate professionals	28.2	46.1	25.4	0.2	100.0
Clerks/ Service workers and shop sales workers/ Blue-collar workers	26.6	53.4	19.8	0.2	100.0
Students	25.5	48.7	25.8	0.0	100.0
Housewives/ Home-makers/ Retired/ Unemployed	38.7	44.6	16.7	0.0	100.0
Living district					
Hong Kong Island	27.7	51.6	20.3	0.4	100.0
Kowloon East	36.9	44.4	17.8	0.9	100.0
Kowloon West	24.4	55.3	20.3	0.0	100.0
New Territories East	28.0	46.6	25.0	0.5	100.0
New Territories West	31.2	48.6	20.2	0.0	100.0
Monthly household income					
$19,999 or below	35.6	45.3	18.2	0.9	100.0
$20,000－$39,999	29.2	49.6	21.0	0.2	100.0
$40,000－$59,999	27.0	54.0	19.0	0.0	100.0
$60,000 or above	25.7	44.9	29.0	0.4	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Don’t know/ Refuse to answer” are excluded.

Table 3.23 Will you encourage your families or friends to preserve biodiversity?

(Percentage)

	Will not	Half& half	Will	No answer/ Refuse to answer	Total
Total	12.9	32.5	54.4	0.2	100.0
* Sex					
Males	18.1	33.1	48.4	0.4	100.0
Females	8.1	31.9	59.8	0.1	100.0
Age					
15-29	12.1	30.9	57.0	0.0	100.0
30-39	12.0	30.9	57.1	0.0	100.0
40-49	11.9	29.5	58.4	0.3	100.0
50-64	14.3	36.6	48.5	0.5	100.0
Educational level					
F.3 or below	11.7	37.0	51.3	0.0	100.0
F.4-F.7	15.6	31.8	52.5	0.1	100.0
Tertiary or above	11.1	30.1	58.2	0.5	100.0
Occupation					
Managers and administers/ Professionals/ Associate professionals	13.6	24.1	61.8	0.4	100.0
Clerks/ Service workers and shop sales workers/ Blue-collar workers	11.4	36.5	51.9	0.2	100.0
Students	13.7	29.7	56.6	0.0	100.0
Housewives/ Home-makers/ Retired/ Unemployed	13.3	37.6	49.1	0.0	100.0
Living district					
Hong Kong Island	8.9	32.8	57.9	0.4	100.0
Kowloon East	13.4	38.3	48.0	0.2	100.0
Kowloon West	12.2	31.5	56.2	0.0	100.0
New Territories East	12.0	29.3	58.3	0.5	100.0
New Territories West	16.6	32.0	51.4	0.0	100.0
Monthly household income					
$19,999 or below	13.3	36.6	49.8	0.3	100.0
$20,000－$39,999	12.2	33.8	53.8	0.2	100.0
$40,000－$59,999	12.6	29.8	57.6	0.0	100.0
$60,000 or above	12.8	29.2	57.6	0.4	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Don’t know/ Refuse to answer” are excluded.

Table 3.24 Will you sign petitions to support biodiversity conservation?

(Percentage)

	Will not	Half& half	Will	No answer/ Refuse to answer	Total
Total	14.0	29.4	56.2	0.4	100.0
* Sex					
Males	18.1	26.8	54.6	0.5	100.0
Females	10.3	31.8	57.7	0.3	100.0
* Age					
15-29	8.4	27.1	64.4	0.0	100.0
30-39	11.6	30.8	57.5	0.0	100.0
40-49	16.3	28.3	55.1	0.3	100.0
50-64	18.1	30.3	50.6	1.0	100.0
* Educational level					
F.3 or below	14.6	36.7	48.0	0.7	100.0
F.4-F.7	16.3	29.7	53.7	0.2	100.0
Tertiary or above	11.3	24.3	64.1	0.3	100.0
* Occupation					
Managers and administers/ Professionals/ Associate professionals	12.8	22.6	64.3	0.2	100.0
Clerks/ Service workers and shop sales workers/ Blue-collar workers	14.8	29.6	55.2	0.4	100.0
Students	11.8	27.2	61.0	0.0	100.0
Housewives/ Home-makers/ Retired/ Unemployed	15.2	36.7	48.1	0.0	100.0
Living district					
Hong Kong Island	10.7	29.3	59.1	0.9	100.0
Kowloon East	15.4	28.9	54.8	0.9	100.0
Kowloon West	18.8	24.2	57.0	0.0	100.0
New Territories East	12.2	31.4	56.2	0.2	100.0
New Territories West	15.3	29.6	55.1	0.0	100.0
* Monthly household income					
$19,999 or below	13.4	40.8	44.9	0.9	100.0
$20,000－$39,999	14.5	28.7	56.4	0.4	100.0
$40,000－$59,999	14.1	22.9	63.0	0.0	100.0
$60,000 or above	9.6	22.8	67.6	0.0	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Don’t know/ Refuse to answer” are excluded.

Table 3.25 Will you pay attention to information related to biodiversity?

(Percentage)

	Will not	Half& half	Will	No answer/ Refuse to answer	Total
Total	14.6	45.5	39.3	0.7	100.0
* Sex					
Males	16.3	41.1	41.6	0.9	100.0
Females	12.9	49.5	37.1	0.5	100.0
* Age					
15-29	11.9	48.6	39.5	0.0	100.0
30-39	12.0	53.9	34.1	0.0	100.0
40-49	14.3	43.4	41.9	0.3	100.0
50-64	18.5	40.2	39.9	1.3	100.0
* Educational level					
F.3 or below	15.7	47.4	34.4	2.5	100.0
F.4-F.7	16.4	48.6	35.0	0.0	100.0
Tertiary or above	12.2	41.0	46.7	0.2	100.0
* Occupation					
Managers and administers/ Professionals/ Associate professionals	13.9	40.3	45.5	0.3	100.0
Clerks/ Service workers and shop sales workers/ Blue-collar workers	14.1	49.5	36.3	0.0	100.0
Students	11.1	44.7	44.2	0.0	100.0
Housewives/ Home-makers/ Retired/ Unemployed	17.7	46.6	34.4	1.4	100.0
Living district					
Hong Kong Island	13.5	43.5	41.8	1.2	100.0
Kowloon East	15.2	50.4	33.5	0.9	100.0
Kowloon West	10.6	40.7	47.9	0.7	100.0
New Territories East	14.7	47.1	37.5	0.7	100.0
New Territories West	16.9	43.3	39.6	0.3	100.0
Monthly household income					
$19,999 or below	17.6	47.8	33.3	1.3	100.0
$20,000－$39,999	12.5	48.2	38.5	0.8	100.0
$40,000－$59,999	16.2	40.8	43.0	0.0	100.0
$60,000 or above	11.7	42.1	46.2	0.0	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Don’t know/ Refuse to answer” are excluded.

Table 3.26 "Knowledge Index"

(Percentage)

	Knowledgeable	Not Knowledgeable	Total
Total	2.4	97.6	100.0
Sex			
Males	1.9	98.1	100.0
Females	2.8	97.2	100.0
Age			
15-29	4.3	95.7	100.0
30-39	2.5	97.5	100.0
40-49	0.6	99.4	100.0
50-64	2.1	97.9	100.0
* Educational level			
F.3 or below	0.4	99.6	100.0
F.4-F.7	1.4	98.6	100.0
Tertiary or above	4.7	95.3	100.0
* Occupation			
Managers and administers/ Professionals/ Associate professionals	3.1	96.9	100.0
Clerks/ Service workers and shop sales workers/ Blue-collar workers	1.1	98.9	100.0
Students	7.1	92.9	100.0
Housewives/ Home-makers/ Retired/ Unemployed	1.3	98.7	100.0
Living district			
Hong Kong Island	3.2	96.8	100.0
Kowloon East	1.4	98.6	100.0
Kowloon West	1.2	98.8	100.0
New Territories East	2.0	98.0	100.0
New Territories West	3.7	96.3	100.0
Monthly household income			
$19,999 or below	1.2	98.8	100.0
$20,000－$39,999	2.4	97.6	100.0
$40,000－$59,999	1.2	98.8	100.0
$60,000 or above	4.8	95.2	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 3.27 "Importance Index"

		Mean	Sample Size
	Total	3.84	980
	Sex		
	Males	3.80	468
	Females	3.87	512
*	Age		
	15-29	3.95	246
	30-39	3.93	191
	40-49	3.84	204
	50-64	3.70	329
*	Educational level		
	F.3 or below	3.68	239
	F.4-F.7	3.80	357
	Tertiary or above	3.97	380
*	Occupation		
	Managers and administers/ Professionals/ Associate professionals	3.94	266
	Clerks/ Service workers and shop sales workers/ Blue-collar workers	3.79	323
	Students	3.93	119
	Housewives/ Home-makers/ Retired/ Unemployed	3.74	247
	Living district		
	Hong Kong Island	3.89	157
	Kowloon East	3.82	202
	Kowloon West	3.86	109
	New Territories East	3.88	259
	New Territories West	3.76	243
*	Monthly household income		
	$19,999 or below	3.79	188
	$20,000－$39,999	3.79	333
	$40,000－$59,999	3.93	177
	$60,000 or above	3.93	162

Notes： 1. * T-test / ANOVA test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 3.28 "Closeness Index"

	Mean	Sample Size
Total	3.70	979
* Sex		
Males	3.63	469
Females	3.77	510
* Age		
15-29	3.72	246
30-39	3.79	193
40-49	3.73	202
50-64	3.62	330
* Educational level		
F.3 or below	3.66	238
F.4-F.7	3.65	364
Tertiary or above	3.78	373
Occupation		
Managers and administers/ Professionals/ Associate professionals	3.76	261
Clerks/ Service workers and shop sales workers/ Blue-collar workers	3.69	330
Students	3.68	119
Housewives/ Home-makers/ Retired/ Unemployed	3.67	247
Living district		
Hong Kong Island	3.76	157
Kowloon East	3.67	199
Kowloon West	3.74	109
New Territories East	3.71	265
New Territories West	3.67	241
Monthly household income		
$19,999 or below	3.65	195
$20,000－$39,999	3.70	330
$40,000－$59,999	3.75	177
$60,000 or above	3.78	161

Notes： 1. * T-test / ANOVA test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 3.29 "Willingness Index"

		Mean	Sample Size
	Total	3.28	992
	Sex		
	Males	3.24	470
	Females	3.31	522
*	Age		
	15-29	3.33	248
	30-39	3.34	198
	40-49	3.28	206
	50-64	3.19	332
*	Educational level		
	F.3 or below	3.17	242
	F.4-F.7	3.23	366
	Tertiary or above	3.40	379
*	Occupation		
	Managers and administers/ Professionals/ Associate professionals	3.39	266
	Clerks/ Service workers and shop sales workers/ Blue-collar workers	3.25	327
	Students	3.31	120
	Housewives/ Home-makers/ Retired/ Unemployed	3.17	258
	Living district		
	Hong Kong Island	3.34	158
	Kowloon East	3.20	203
	Kowloon West	3.33	111
	New Territories East	3.31	265
	New Territories West	3.23	246
*	Monthly household income		
	$19,999 or below	3.16	198
	$20,000－$39,999	3.25	336
	$40,000－$59,999	3.35	179
	$60,000 or above	3.42	161

Notes： 1. * T-test / ANOVA test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Statistical Tables – Online Survey (Teachers)

Table 4.1 Have you ever heard of the term "biodiversity"?

(Percentage)

	Have heard of it, and know what it means	Have heard of it, but don't know what it means	Have not heard of it	Total
Total	70.8	21.3	8.0	100.0
Sex				
Male	75.9	16.7	7.4	100.0
Female	67.7	23.9	8.4	100.0
* Age				
20-34	84.6	12.5	2.9	100.0
35-49	67.4	24.1	8.5	100.0
50 or above	62.7	25.3	12.0	100.0
Educational level				
Tertiary (non-degree & degree)	69.3	23.4	7.3	100.0
Postgraduate	71.6	19.7	8.7	100.0
* Current Teaching School				
Primary	60.5	29.0	10.5	100.0
Secondary	77.4	16.3	6.3	100.0
Type of Current Teaching School				
Government school	72.7	16.4%	10.9	100.0
Aided school / Caput school	69.9	22.8%	7.3	100.0
Private school / School under direct subsidy scheme	76.7	13.3%	10.0	100.0
* Current Teaching Subjects				
Teaching related subjects	87.7	10.3	2.0	100.0
Teaching non-related subjects	54.3	31.9	13.8	100.0
* Years of Teaching Experience				
10 years or below	82.1	15.2	2.7	100.0
11-20 years	65.3	25.3	9.3	100.0
21 years or above	68.2	22.0	9.8	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 4.2 How informed do you feel about the biodiversity in Hong Kong?

(Percentage)

	Not informed	So-so	Well-informed	Total
Total	27.3	46.4	26.3	100.0
* Sex				
Male	22.8	42.6	34.6	100.0
Female	29.9	49.0	21.1	100.0
* Age				
20-34	16.3	47.1	36.5	100.0
35-49	29.5	47.8	22.8	100.0
50 or above	34.9	43.4	21.7	100.0
Educational level				
Tertiary (non-degree & degree)	27.6	44.3	28.1	100.0
Postgraduate	27.1	49.1	23.9	100.0
* Current Teaching School				
Primary	32.1	52.5	15.4	100.0
Secondary	24.2	42.5	33.3	100.0
Type of Current Teaching School				
Government school	29.1	45.5	25.5	100.0
Aided school / Caput school	27.1	48.0	24.9	100.0
Private school / School under direct subsidy scheme	26.7	30.0	43.3	100.0
* Current Teaching Subjects				
Teaching related subjects	12.3	43.1	44.6	100.0
Teaching non-related subjects	41.9	49.5	8.6	100.0
* Years of Teaching Experience				
10 years or below	18.8	43.8	37.5	100.0
11-20 years	29.3	50.7	20.0	100.0
21 years or above	31.1	44.7	24.2	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Don’t know/ Refuse to answer” are excluded.

Table 4.3 To your knowledge, please write down ONE designated protected area for nature conservation in Hong Kong, the one that you are most certain about.

(Percentage)

	Answered Correctly	Answered Wrongly/Don't know/Refuse to answer	Total
Total	80.9	19.1	100.0
Sex			
Male	79.6	20.4	100.0
Female	81.7	18.3	100.0
Age			
20-34	83.7	16.3	100.0
35-49	80.8	19.2	100.0
50 or above	78.3	21.7	100.0
Educational level			
Tertiary (non-degree & degree)	83.9	16.1	100.0
Postgraduate	78.0	22.0	100.0
Current Teaching School			
Primary	79.0	21.0	100.0
Secondary	82.1	17.9	100.0
Type of Current Teaching School			
Government school	80.0	20.0	100.0
Aided school / Caput school	81.2	18.8	100.0
Private school / School under direct subsidy scheme	80.0	20.0	100.0
* Current Teaching Subjects			
Teaching related subjects	89.2	10.8	100.0
Teaching non-related subjects	72.9	27.1	100.0
Years of Teaching Experience			
10 years or below	83.9	16.1	100.0
11-20 years	79.3	20.7	100.0
21 years or above	81.8	18.2	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Don’t know/ Refuse to answer” are excluded.

Table 4.4 Do you know how much of Hong Kong's land area is designated as country parks and special areas?

(Percentage)

	About 40 (correct answer)	Wrong answers	Don't know	Total
Total	34.5	38.2	27.3	100.0
Sex				
Male	37.0	38.9	24.1	100.0
Female	32.7	37.8	29.5	100.0
Age				
20-34	39.4	37.5	23.1	100.0
35-49	31.3	42.4	26.3	100.0
50 or above	37.3	27.7	34.9	100.0
Educational level				
Tertiary (non-degree & degree)	29.2	40.1	30.7	100.0
Postgraduate	39.0	36.7	24.3	100.0
Current Teaching School				
Primary	29.0	40.7	30.2	100.0
Secondary	38.1	36.5	25.4	100.0
Type of Current Teaching School				
Government school	43.6	36.4	20.0	100.0
Aided school / Caput school	33.1	38.9	28.0	100.0
Private school / School under direct subsidy scheme	33.3	33.3	33.3	100.0
* Current Teaching Subjects				
Teaching related subjects	44.6	35.3	20.1	100.0
Teaching non-related subjects	24.8	41.0	34.3	100.0
Years of Teaching Experience				
10 years or below	38.4	37.5	24.1	100.0
11-20 years	31.3	40.7	28.0	100.0
21 years or above	33.3	37.9	28.8	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 4.5 To your knowledge, please write down ONE local wild animal or plant that is legally protected in Hong Kong, the one that you are most certain about.

(Percentage)

	Answered Correctly	Answered Wrongly/Don't know/Refuse to answer	Total
Total	66.9	33.1	100.0
Sex			
Male	69.1	30.9	100.0
Female	65.3	34.7	100.0
Age			
20-34	74.0	26.0	100.0
35-49	64.3	35.7	100.0
50 or above	65.1	34.9	100.0
Educational level			
Tertiary (non-degree & degree)	70.3	29.7	100.0
Postgraduate	63.3	36.7	100.0
Current Teaching School			
Primary	66.0	34.0	100.0
Secondary	67.5	32.5	100.0
Type of Current Teaching School			
Government school	69.1	30.9	100.0
Aided school / Caput school	67.5	32.5	100.0
Private school / School under direct subsidy scheme	56.7	43.3	100.0
* Current Teaching Subjects			
Teaching related subjects	78.4	21.6	100.0
Teaching non-related subjects	55.7	44.3	100.0
Years of Teaching Experience			
10 years or below	70.5	29.5	100.0
11-20 years	68.0	32.0	100.0
21 years or above	65.2	34.8	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Don’t know/ Refuse to answer” are excluded.

Table 4.6 Overall knowledge of the three specific aspects of biodiversity in Hong Kong

(Percentage)

	Could not answer any question Correctly	Answered 1 Question Correctly	Answered 2 Question Correctly	Answered 3 Question Correctly	Total
Total	11.6	20.5	41.8	26.1	100.0
* Sex					
Male	14.8	14.2	41.4	29.6	100.0
Female	9.6	24.7	42.2	23.5	100.0
Age					
20-34	6.7	18.3	46.2	28.8	100.0
35-49	11.2	23.7	42.9	22.3	100.0
50 or above	18.1	15.7	33.7	32.5	100.0
Educational level					
Tertiary (non-degree & degree)	11.5	17.7	46.9	24.0	100.0
Postgraduate	11.9	23.4	37.2	27.5	100.0
Current Teaching School					
Primary	11.1	23.5	45.7	19.8	100.0
Secondary	11.9	18.7	39.3	30.2	100.0
Type of Current Teaching School					
Government school	16.4	10.9	36.4	36.4	100.0
Aided school / Caput school	10.6	21.3	43.8	24.3	100.0
Private school / School under direct subsidy scheme	13.3	30.0	30.0	26.7	100.0
* Current Teaching Subjects					
Teaching related subjects	4.9	14.2	44.6	36.3	100.0
Teaching non-related subjects	18.1	26.7	39.0	16.2	100.0
Years of Teaching Experience					
10 years or below	8.0	20.5	42.0	29.5	100.0
11-20 years	10.0	24.7	42.0	23.3	100.0
21 years or above	14.4	18.2	40.2	27.3	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Don’t know/ Refuse to answer” are excluded.

Table 4.7 How concerned are you about the biodiversity in Hong Kong?

(Percentage)

	Not concerned	So-so	Concerned	Total
Total	12.3	50.5	37.2	100.0
Sex				
Male	11.1	45.1	43.8	100.0
Female	12.7	54.2	33.1	100.0
Age				
20-34	9.6	47.1	43.3	100.0
35-49	14.3	52.7	33.0	100.0
50 or above	9.6	50.6	39.8	100.0
Educational level				
Tertiary (non-degree & degree)	10.9	52.1	37.0	100.0
Postgraduate	13.8	49.5	36.7	100.0
Current Teaching School				
Primary	14.8	54.9	30.2	100.0
Secondary	10.7	47.6	41.7	100.0
Type of Current Teaching School				
Government school	16.4	50.9	32.7	100.0
Aided school / Caput school	12.2	51.1	36.8	100.0
Private school / School under direct subsidy scheme	6.7	43.3	50.0	100.0
* Current Teaching Subjects				
Teaching related subjects	4.9	43.6	51.5	100.0
Teaching non-related subjects	19.5	57.1	23.3	100.0
Years of Teaching Experience				
10 years or below	8.9	48.2	42.9	100.0
11-20 years	11.3	55.3	33.3	100.0
21 years or above	13.6	49.2	37.1	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Don’t know/ Refuse to answer” are excluded.

Table 4.8 "Economic development is more important than preserving biodiversity."

(Percentage)

	Disagree	So-so	Agree	Total
Total	65.7	21.5	12.8	100.0
* Sex				
Male	60.5	20.4	19.1	100.0
Female	68.9	22.3	8.8	100.0
Age				
20-34	73.1	18.3	8.7	100.0
35-49	65.6	20.5	13.8	100.0
50 or above	57.8	27.7	14.5	100.0
Educational level				
Tertiary (non-degree & degree)	69.3	21.4	9.4	100.0
Postgraduate	62.8	21.1	16.1	100.0
Current Teaching School				
Primary	70.4	20.4	9.3	100.0
Secondary	62.7	22.2	15.1	100.0
Type of Current Teaching School				
Government school	63.6	21.8	14.5	100.0
Aided school / Caput school	66.6	20.7	12.8	100.0
Private school / School under direct subsidy scheme	60.0	30.0	10.0	100.0
Current Teaching Subjects				
Teaching related subjects	69.1	18.1	12.7	100.0
Teaching non-related subjects	62.4	24.8	12.9	100.0
Years of Teaching Experience				
10 years or below	70.5	22.3	7.1	100.0
11-20 years	68.7	18.0	13.3	100.0
21 years or above	59.1	25.8	15.2	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 4.9 "It is very important to promote and educate the public on biodiversity."

(Percentage)

	Disagree	So-so	Agree	Total
Total	3.1	7.2	89.6	100.0
Sex				
Male	4.3	9.9	85.8	100.0
Female	2.4	5.6	92.0	100.0
Age				
20-34	1.9	5.8	92.3	100.0
35-49	3.6	6.7	89.7	100.0
50 or above	3.6	10.8	85.5	100.0
Educational level				
Tertiary (non-degree & degree)	2.6	6.8	90.6	100.0
Postgraduate	3.7	7.8	88.5	100.0
Current Teaching School				
Primary	2.5	5.6	92.0	100.0
Secondary	3.6	8.3	88.1	100.0
Type of Current Teaching School				
Government school	1.8	14.5	83.6	100.0
Aided school / Caput school	3.6	5.5	90.9	100.0
Private school / School under direct subsidy scheme	0.0	13.3	86.7	100.0
* Current Teaching Subjects				
Teaching related subjects	2.5	3.9	93.6	100.0
Teaching non-related subjects	3.8	10.5	85.7	100.0
Years of Teaching Experience				
10 years or below	1.8	8.0	90.2	100.0
11-20 years	2.0	6.7	91.3	100.0
21 years or above	3.8	8.3	87.9	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 4.10 "When undertaking infrastructure and land development projects, we must take into account biodiversity conservation."

(Percentage)

	Disagree	So-so	Agree	Total
Total	2.9	7.5	89.6	100.0
Sex				
Male	4.3	9.3	86.4	100.0
Female	2.0	6.4	91.6	100.0
Age				
20-34	2.9	2.9	94.2	100.0
35-49	2.7	7.6	89.7	100.0
50 or above	3.6	13.3	83.1	100.0
Educational level				
Tertiary (non-degree & degree)	3.1	5.7	91.1	100.0
Postgraduate	2.8	8.7	88.5	100.0
Current Teaching School				
Primary	2.5	7.4	90.1	100.0
Secondary	3.2	7.5	89.3	100.0
Type of Current Teaching School				
Government school	3.6	9.1	87.3	100.0
Aided school / Caput school	3.0	7.3	89.7	100.0
Private school / School under direct subsidy scheme	0.0	6.7	93.3	100.0
Current Teaching Subjects				
Teaching related subjects	3.4	5.4	91.2	100.0
Teaching non-related subjects	2.4	9.5	88.1	100.0
Years of Teaching Experience				
10 years or below	1.8	5.4	92.9	100.0
11-20 years	2.0	7.3	90.7	100.0
21 years or above	4.5	9.1	86.4	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 4.11 "Preserving the biodiversity in Hong Kong is a huge responsibility of the government."

(Percentage)

	Disagree	So-so	Agree	Total
Total	2.7	5.1	92.3	100.0
Sex				
Male	3.1	5.6	91.4	100.0
Female	2.4	4.8	92.8	100.0
Age				
20-34	1.0	5.8	93.3	100.0
35-49	2.7	4.9	92.4	100.0
50 or above	4.8	4.8	90.4	100.0
Educational level				
Tertiary (non-degree & degree)	2.6	4.7	92.7	100.0
Postgraduate	2.8	5.5	91.7	100.0
Current Teaching School				
Primary	1.9	2.5	95.7	100.0
Secondary	3.2	6.7	90.1	100.0
* Type of Current Teaching School				
Government school	1.8	1.8	96.4	100.0
Aided school / Caput school	2.7	4.6	92.7	100.0
Private school / School under direct subsidy scheme	3.3	16.7	80.0	100.0
Current Teaching Subjects				
Teaching related subjects	2.5	2.5	95.1	100.0
Teaching non-related subjects	2.9	7.6	89.5	100.0
Years of Teaching Experience				
10 years or below	0.0	4.5	95.5	100.0
11-20 years	2.7	2.7	94.7	100.0
21 years or above	4.5	6.1	89.4	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 4.12 "The business sector has a responsibility to preserve the biodiversity in Hong Kong."

(Percentage)

	Disagree	So-so	Agree	Total
Total	3.9	7.5	88.6	100.0
* Sex				
Male	4.9	11.1	84.0	100.0
Female	3.2	5.2	91.6	100.0
Age				
20-34	3.8	4.8	91.3	100.0
35-49	4.0	6.7	89.3	100.0
50 or above	3.6	12.0	84.3	100.0
Educational level				
Tertiary (non-degree & degree)	5.2	5.2	89.6	100.0
Postgraduate	2.8	9.2	88.1	100.0
Current Teaching School				
Primary	3.7	6.2	90.1	100.0
Secondary	4.0	8.3	87.7	100.0
Type of Current Teaching School				
Government school	3.6	7.3	89.1	100.0
Aided school / Caput school	4.0	6.4	89.7	100.0
Private school / School under direct subsidy scheme	3.3	20.0	76.7	100.0
Current Teaching Subjects				
Teaching related subjects	3.4	5.4	91.2	100.0
Teaching non-related subjects	4.3	9.5	86.2	100.0
Years of Teaching Experience				
10 years or below	3.6	6.3	90.2	100.0
11-20 years	3.3	4.7	92.0	100.0
21 years or above	3.8	11.4	84.8	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 4.13 "Citizens have a responsibility to change their daily habits so as to preserve the biodiversity in Hong Kong."

(Percentage)

	Disagree	So-so	Agree	Total
Total	3.6	6.0	90.3	100.0
Sex				
Male	5.6	5.6	88.9	100.0
Female	2.4	6.4	91.2	100.0
Age				
20-34	2.9	3.8	93.3	100.0
35-49	3.6	6.3	90.2	100.0
50 or above	4.8	8.4	86.7	100.0
Educational level				
Tertiary (non-degree & degree)	4.2	5.2	90.6	100.0
Postgraduate	3.2	6.9	89.9	100.0
Current Teaching School				
Primary	2.5	6.2	91.4	100.0
Secondary	4.4	6.0	89.7	100.0
* Type of Current Teaching School				
Government school	5.5	5.5	89.1	100.0
Aided school / Caput school	3.6	4.9	91.5	100.0
Private school / School under direct subsidy scheme	0.0	20.0	80.0	100.0
* Current Teaching Subjects				
Teaching related subjects	2.9	2.5	94.6	100.0
Teaching non-related subjects	4.3	9.5	86.2	100.0
Years of Teaching Experience				
10 years or below	1.8	5.4	92.9	100.0
11-20 years	2.0	4.7	93.3	100.0
21 years or above	5.3	7.6	87.1	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 4.14 "The loss of biodiversity will lead to a decrease in food and product choices for citizens."

(Percentage)

	Disagree	So-so	Agree	Total
Total	16.9	23.9	59.2	100.0
Sex				
Male	17.9	29.0	53.1	100.0
Female	15.9	20.7	63.3	100.0
Age				
20-34	12.5	25.0	62.5	100.0
35-49	16.1	22.8	61.2	100.0
50 or above	22.9	26.5	50.6	100.0
Educational level				
Tertiary (non-degree & degree)	18.8	20.8	60.4	100.0
Postgraduate	15.6	27.1	57.3	100.0
Current Teaching School5				
Primary	17.3	23.5	59.3	100.0
Secondary	16.7	24.2	59.1	100.0
Type of Current Teaching School				
Government school	18.2	29.1	52.7	100.0
Aided school / Caput school	17.9	22.8	59.3	100.0
Private school / School under direct subsidy scheme	3.3	26.7	70.0	100.0
Current Teaching Subjects				
Teaching related subjects	15.2	20.6	64.2	100.0
Teaching non-related subjects	18.6	27.1	54.3	100.0
Years of Teaching Experience				
10 years or below	13.4	21.4	65.2	100.0
11-20 years	14.7	23.3	62.0	100.0
21 years or above	22.7	26.5	50.8	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 4.15 "The loss of biodiversity will affect citizens' health."

(Percentage)

	Disagree	So-so	Agree	Total
Total	12.8	23.4	63.8	100.0
Sex				
Male	14.8	24.1	61.1	100.0
Female	11.2	23.1	65.7	100.0
Age				
20-34	9.6	21.2	69.2	100.0
35-49	11.6	25.9	62.5	100.0
50 or above	19.3	19.3	61.4	100.0
* Educational level				
Tertiary (non-degree & degree)	12.5	18.2	69.3	100.0
Postgraduate	12.8	28.4	58.7	100.0
Current Teaching School				
Primary	13.6	24.1	62.3	100.0
Secondary	12.3	23.0	64.7	100.0
Type of Current Teaching School				
Government school	16.4	25.5	58.2	100.0
Aided school / Caput school	13.1	22.5	64.4	100.0
Private school / School under direct subsidy scheme	3.3	30.0	66.7	100.0
Current Teaching Subjects				
Teaching related subjects	10.3	23.5	66.2	100.0
Teaching non-related subjects	15.2	23.3	61.4	100.0
Years of Teaching Experience				
10 years or below	8.0	21.4	70.5	100.0
11-20 years	12.0	28.0	60.0	100.0
21 years or above	18.2	18.9	62.9	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 4.16 "The loss of biodiversity will affect citizens' living environment."

(Percentage)

	Disagree	So-so	Agree	Total
Total	5.8	19.6	74.6	100.0
Sex				
Male	5.6	21.6	72.8	100.0
Female	6.0	18.3	75.7	100.0
Age				
20-34	4.8	14.4	80.8	100.0
35-49	5.4	21.9	72.8	100.0
50 or above	7.2	20.5	72.3	100.0
Educational level				
Tertiary (non-degree & degree)	4.7	17.2	78.1	100.0
Postgraduate	6.9	21.6	71.6	100.0
Current Teaching School				
Primary	7.4	17.9	74.7	100.0
Secondary	4.8	20.6	74.6	100.0
Type of Current Teaching School				
Government school	9.1	18.2	72.7	100.0
Aided school / Caput school	5.8	19.1	75.1	100.0
Private school / School under direct subsidy scheme	0.0	26.7	73.3	100.0
* Current Teaching Subjects				
Teaching related subjects	3.9	16.2	79.9	100.0
Teaching non-related subjects	7.6	22.9	69.5	100.0
Years of Teaching Experience				
10 years or below	4.5	15.2	80.4	100.0
11-20 years	6.0	20.7	73.3	100.0
21 years or above	6.1	21.2	72.7	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 4.17 "Preserving biodiversity can enrich the leisure life of citizens."

(Percentage)

	Disagree	So-so	Agree	Total
Total	3.4	11.4	85.3	100.0
Sex				
Male	4.3	15.4	80.2	100.0
Female	2.8	8.8	88.4	100.0
Age				
20-34	1.0	11.5	87.5	100.0
35-49	4.0	12.5	83.5	100.0
50 or above	4.8	8.4	86.7	100.0
Educational level				
Tertiary (non-degree & degree)	2.1	9.9	88.0	100.0
Postgraduate	4.6	12.8	82.6	100.0
Current Teaching School				
Primary	4.3	9.9	85.8	100.0
Secondary	2.8	12.3	84.9	100.0
Type of Current Teaching School				
Government school	3.6	10.9	85.5	100.0
Aided school / Caput school	3.3	10.6	86.0	100.0
Private school / School under direct subsidy scheme	3.3	20.0	76.7	100.0
Current Teaching Subjects				
Teaching related subjects	3.9	9.8	86.3	100.0
Teaching non-related subjects	2.9	12.9	84.3	100.0
Years of Teaching Experience				
10 years or below	0.9	13.4	85.7	100.0
11-20 years	5.3	10.7	84.0	100.0
21 years or above	3.8	9.8	86.4	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 4.18 "Preserving biodiversity can bring economic gains to Hong Kong."

(Percentage)

	Disagree	So-so	Agree	Total
Total	7.5	31.2	61.4	100.0
Sex				
Male	9.3	33.3	57.4	100.0
Female	6.0	29.9	64.1	100.0
Age				
20-34	10.6	22.1	67.3	100.0
35-49	6.3	33.0	60.7	100.0
50 or above	7.2	36.1	56.6	100.0
Educational level				
Tertiary (non-degree & degree)	5.2	27.6	67.2	100.0
Postgraduate	9.2	33.9	56.9	100.0
Current Teaching School				
Primary	5.6	33.3	61.1	100.0
Secondary	8.7	29.8	61.5	100.0
Type of Current Teaching School				
Government school	12.7	30.9	56.4	100.0
Aided school / Caput school	7.0	31.6	61.4	100.0
Private school / School under direct subsidy scheme	3.3	26.7	70.0	100.0
Current Teaching Subjects				
Teaching related subjects	4.9	29.9	65.2	100.0
Teaching non-related subjects	10.0	32.4	57.6	100.0
Years of Teaching Experience				
10 years or below	8.9	24.1	67.0	100.0
11-20 years	5.3	30.7	64.0	100.0
21 years or above	8.3	36.4	55.3	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 4.19 "We must preserve biodiversity for the future generations."

(Percentage)

	Disagree	So-so	Agree	Total
Total	1.0	7.0	92.0	100.0
* Sex				
Male	1.9	11.1	87.0	100.0
Female	0.4	4.4	95.2	100.0
Age				
20-34	1.0	5.8	93.3	100.0
35-49	0.4	6.7	92.9	100.0
50 or above	2.4	9.6	88.0	100.0
Educational level				
Tertiary (non-degree & degree)	0.5	5.7	93.8	100.0
Postgraduate	1.4	7.3	91.3	100.0
Current Teaching School				
Primary	1.2	4.9	93.8	100.0
Secondary	0.8	8.3	90.9	100.0
Type of Current Teaching School				
Government school	3.6	10.9	85.5	100.0
Aided school / Caput school	0.6	5.8	93.6	100.0
Private school / School under direct subsidy scheme	0.0	13.3	86.7	100.0
Current Teaching Subjects				
Teaching related subjects	1.5	5.4	93.1	100.0
Teaching non-related subjects	0.5	8.6	91.0	100.0
Years of Teaching Experience				
10 years or below	0.9	5.4	93.8	100.0
11-20 years	0.7	2.7	96.7	100.0
21 years or above	1.5	10.6	87.9	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 4.20 Will you boycott products and services that would harm biodiversity?

(Percentage)

	Will not	Half& half	Will	Total
Total	7.2	30.4	62.3	100.0
Sex				
Male	9.9	29.0	61.1	100.0
Female	5.6	31.5	62.9	100.0
Age				
20-34	9.6	29.8	60.6	100.0
35-49	4.9	32.6	62.5	100.0
50 or above	10.8	25.3	63.9	100.0
Educational level				
Tertiary (non-degree & degree)	6.3	30.2	63.5	100.0
Postgraduate	8.3	30.3	61.5	100.0
Current Teaching School				
Primary	7.4	32.7	59.9	100.0
Secondary	7.1	29.0	63.9	100.0
Type of Current Teaching School				
Government school	10.9	30.9	58.2	100.0
Aided school / Caput school	7.0	29.8	63.2	100.0
Private school / School under direct subsidy scheme	3.3	36.7	60.0	100.0
Current Teaching Subjects				
Teaching related subjects	5.9	31.9	62.3	100.0
Teaching non-related subjects	8.6	29.0	62.4	100.0
Years of Teaching Experience				
10 years or below	8.9	33.0	58.0	100.0
11-20 years	2.7	34.7	62.7	100.0
21 years or above	9.1	24.2	66.7	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Don’t know/ Refuse to answer” are excluded.

Table 4.21 Will you donate money to associations dedicated to conserving biodiversity?

(Percentage)

	Will not	Half& half	Will	Total
Total	12.6	41.3	46.1	100.0
Sex				
Male	16.0	36.4	47.5	100.0
Female	10.0	44.6	45.4	100.0
Age				
20-34	15.4	48.1	36.5	100.0
35-49	10.7	38.8	50.4	100.0
50 or above	14.5	41.0	44.6	100.0
Educational level				
Tertiary (non-degree & degree)	13.5	45.8	40.6	100.0
Postgraduate	11.0	38.1	50.9	100.0
Current Teaching School				
Primary	12.3	45.7	42.0	100.0
Secondary	12.7	38.5	48.8	100.0
Type of Current Teaching School				
Government school	16.4	34.5	49.1	100.0
Aided school / Caput school	12.2	42.9	45.0	100.0
Private school / School under direct subsidy scheme	10.0	36.7	53.3	100.0
Current Teaching Subjects				
Teaching related subjects	12.3	38.2	49.5	100.0
Teaching non-related subjects	12.9	44.3	42.9	100.0
Years of Teaching Experience				
10 years or below	15.2	49.1	35.7	100.0
11-20 years	10.7	36.0	53.3	100.0
21 years or above	12.1	40.9	47.0	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Don’t know/ Refuse to answer” are excluded.

Table 4.22 Will you participate in environmental activities related to biodiversity conservation?

(Percentage)

	Will not	Half& half	Will	Total
Total	11.8	40.1	48.1	100.0
Sex				
Male	13.6	36.4	50.0	100.0
Female	10.4	42.6	47.0	100.0
Age				
20-34	14.4	40.4	45.2	100.0
35-49	9.8	41.5	48.7	100.0
50 or above	14.5	36.1	49.4	100.0
Educational level				
Tertiary (non-degree & degree)	12.0	41.1	46.9	100.0
Postgraduate	11.9	39.0	49.1	100.0
* Current Teaching School				
Primary	11.1	48.1	40.7	100.0
Secondary	12.3	34.9	52.8	100.0
Type of Current Teaching School				
Government school	10.9	36.4	52.7	100.0
Aided school / Caput school	12.2	40.7	47.1	100.0
Private school / School under direct subsidy scheme	10.0	40.0	50.0	100.0
* Current Teaching Subjects				
Teaching related subjects	6.4	38.2	55.4	100.0
Teaching non-related subjects	17.1	41.9	41.0	100.0
Years of Teaching Experience				
10 years or below	12.5	43.8	43.8	100.0
11-20 years	7.3	40.7	52.0	100.0
21 years or above	15.9	38.6	45.5	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Don’t know/ Refuse to answer” are excluded.

Table 4.23 Will you encourage your families or friends to preserve biodiversity?

(Percentage)

	Will not	Half& half	Will	Total
Total	7.7	28.3	64.0	100.0
Sex				
Male	9.3	26.5	64.2	100.0
Female	6.8	29.1	64.1	100.0
Age				
20-34	9.6	24.0	66.3	100.0
35-49	7.1	31.7	61.2	100.0
50 or above	7.2	25.3	67.5	100.0
Educational level				
Tertiary (non-degree & degree)	7.8	25.0	67.2	100.0
Postgraduate	7.3	31.2	61.5	100.0
Current Teaching School				
Primary	6.2	33.3	60.5	100.0
Secondary	8.7	25.0	66.3	100.0
Type of Current Teaching School				
Government school	9.1	25.5	65.5	100.0
Aided school / Caput school	7.6	28.9	63.5	100.0
Private school / School under direct subsidy scheme	6.7	26.7	66.7	100.0
Current Teaching Subjects				
Teaching related subjects	5.4	26.5	68.1	100.0
Teaching non-related subjects	10.0	30.0	60.0	100.0
Years of Teaching Experience				
10 years or below	8.9	26.8	64.3	100.0
11-20 years	8.0	28.7	63.3	100.0
21 years or above	5.3	31.1	63.6	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Don’t know/ Refuse to answer” are excluded.

Table 4.24 Will you sign petitions to support biodiversity conservation?

(Percentage)

	Will not	Half& half	Will	Total
Total	6.5	21.7	71.7	100.0
* Sex				
Male	10.5	17.9	71.6	100.0
Female	3.6	24.3	72.1	100.0
Age				
20-34	3.8	21.2	75.0	100.0
35-49	5.8	21.0	73.2	100.0
50 or above	12.0	25.3	62.7	100.0
* Educational level				
Tertiary (non-degree & degree)	3.6	18.8	77.6	100.0
Postgraduate	9.2	23.9	67.0	100.0
Current Teaching School				
Primary	3.7	21.6	74.7	100.0
Secondary	8.3	21.8	69.8	100.0
Type of Current Teaching School				
Government school	7.3	21.8	70.9	100.0
Aided school / Caput school	7.0	20.1	72.9	100.0
Private school / School under direct subsidy scheme	0.0	40.0	60.0	100.0
Current Teaching Subjects				
Teaching related subjects	4.4	19.1	76.5	100.0
Teaching non-related subjects	8.6	24.3	67.1	100.0
Years of Teaching Experience				
10 years or below	3.6	19.6	76.8	100.0
11-20 years	6.0	21.3	72.7	100.0
21 years or above	8.3	23.5	68.2	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Don’t know/ Refuse to answer” are excluded.

Table 4.25 Will you pay attention to information related to biodiversity?

(Percentage)

	Will not	Half& half	Will	Total
Total	4.3	26.8	68.8	100.0
Sex				
Male	6.8	23.5	69.8	100.0
Female	2.8	29.1	68.1	100.0
Age				
20-34	3.8	21.2	75.0	100.0
35-49	4.5	29.0	66.5	100.0
50 or above	4.8	27.7	67.5	100.0
Educational level				
Tertiary (non-degree & degree)	4.7	26.6	68.8	100.0
Postgraduate	4.1	27.5	68.3	100.0
* Current Teaching School				
Primary	5.6	32.7	61.7	100.0
Secondary	3.6	23.0	73.4	100.0
Type of Current Teaching School				
Government school	9.1	27.3	63.6	100.0
Aided school / Caput school	3.3	27.4	69.3	100.0
Private school / School under direct subsidy scheme	6.7	20.0	73.3	100.0
* Current Teaching Subjects				
Teaching related subjects	2.5	17.2	80.4	100.0
Teaching non-related subjects	6.2	36.2	57.6	100.0
Years of Teaching Experience				
10 years or below	3.6	22.3	74.1	100.0
11-20 years	2.7	32.7	64.7	100.0
21 years or above	5.3	24.2	70.5	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Don’t know/ Refuse to answer” are excluded.

Table 4.26 "Knowledge Index"

(Percentage)

	Knowledgeable	Not Knowledgeable	Total
Total	25.6	74.4	100.0
* Sex			
Male	33.3	66.7	100.0
Female	20.7	79.3	100.0
* Age			
20-34	35.6	64.4	100.0
35-49	22.3	77.7	100.0
50 or above	20.5	79.5	100.0
Educational level			
Tertiary (non-degree & degree)	26.6	73.4	100.0
Postgraduate	23.9	76.1	100.0
* Current Teaching School			
Primary	14.8	85.2	100.0
Secondary	32.5	67.5	100.0
Type of Current Teaching School			
Government school	25.5	74.5	100.0
Aided school / Caput school	24.0	76.0	100.0
Private school / School under direct subsidy scheme	43.3	56.7	100.0
* Current Teaching Subjects			
Teaching related subjects	44.6	55.4	100.0
Teaching non-related subjects	7.1	92.9	100.0
* Years of Teaching Experience			
10 years or below	36.6	63.4	100.0
11-20 years	20.0	80.0	100.0
21 years or above	22.7	77.3	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 4.27 "Importance Index"

	Mean	Sample Size
Total	4.04	414
Sex		
Males	3.99	162
Females	4.07	251
Age		
20-34	4.10	104
35-49	4.03	224
50 or above	3.98	83
Educational level		
Tertiary (non-degree & degree)	4.05	192
Postgraduate	4.03	218
Current Teaching School		
Primary	4.04	162
Secondary	4.04	252
Type of Current Teaching School		
Government school	4.01	55
Aided school / Caput school	4.04	329
Private school / School under direct subsidy scheme	4.06	30
* Current Teaching Subjects		
Teaching related subjects	4.13	204
Teaching non-related subjects	3.95	210
Years of Teaching Experience		
10 years or below	4.09	112
11-20 years	4.08	150
21 years or above	3.99	132

Notes： 1. * T-test / ANOVA test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 4.28 "Closeness Index"

	Mean	Sample Size
Total	3.89	414
Sex		
Males	3.83	162
Females	3.94	251
Age		
20-34	3.97	104
35-49	3.88	224
50 or above	3.82	83
Educational level		
Tertiary (non-degree & degree)	3.93	192
Postgraduate	3.86	218
Current Teaching School		
Primary	3.84	162
Secondary	3.93	252
Type of Current Teaching School		
Government school	3.80	55
Aided school / Caput school	3.89	329
Private school / School under direct subsidy scheme	4.04	30
* Current Teaching Subjects		
Teaching related subjects	3.98	204
Teaching non-related subjects	3.81	210
Years of Teaching Experience		
10 years or below	3.97	112
11-20 years	3.89	150
21 years or above	3.84	132

Notes： 1. * T-test / ANOVA test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 4.29 "Willingness Index"

	Mean	Sample Size
Total	3.64	414
Sex		
Males	3.63	162
Females	3.64	251
Age		
20-34	3.62	104
35-49	3.65	224
50 or above	3.62	83
Educational level		
Tertiary (non-degree & degree)	3.63	192
Postgraduate	3.64	218
Current Teaching School		
Primary	3.57	162
Secondary	3.68	252
Type of Current Teaching School		
Government school	3.60	55
Aided school / Caput school	3.64	329
Private school / School under direct subsidy scheme	3.68	30
* Current Teaching Subjects		
Teaching related subjects	3.73	204
Teaching non-related subjects	3.54	210
Years of Teaching Experience		
10 years or below	3.61	112
11-20 years	3.66	150
21 years or above	3.65	132

Notes： 1. * T-test / ANOVA test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 4.30 Does your school have enough teachers who are knowledgeable about biodiversity?

(Percentage)

	Not enough	So-so	Enough	Total
Total	29.0	58.7	12.3	100.0
Sex				
Male	28.4	59.3	12.3	100.0
Female	29.1	58.6	12.4	100.0
Age				
20-34	22.1	62.5	15.4	100.0
35-49	33.0	55.4	11.6	100.0
50 or above	27.7	62.7	9.6	100.0
Educational level				
Tertiary (non-degree & degree)	31.3	59.4	9.4	100.0
Postgraduate	27.1	58.3	14.7	100.0
* Current Teaching School				
Primary	34.6	58.6	6.8	100.0
Secondary	25.4	58.7	15.9	100.0
* Type of Current Teaching School				
Government school	25.5	56.4	18.2	100.0
Aided school / Caput school	31.3	58.4	10.3	100.0
Private school / School under direct subsidy scheme	10.0	66.7	23.3	100.0
Current Teaching Subjects				
Teaching related subjects	26.5	59.8	13.7	100.0
Teaching non-related subjects	31.4	57.6	11.0	100.0
Years of Teaching Experience				
10 years or below	23.2	62.5	14.3	100.0
11-20 years	29.3	57.3	13.3	100.0
21 years or above	34.1	55.3	10.6	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Don’t know/ Refuse to answer” are excluded.

Table 4.31 How much does your school value teaching students about biodiversity conservation?

(Percentage)

	Not Valued	So-so	Valued	Total
Total	22.9	54.8	22.2	100.0
Sex				
Male	22.2	54.9	22.8	100.0
Female	23.1	55.0	21.9	100.0
Age				
20-34	23.1	58.7	18.3	100.0
35-49	24.6	51.3	24.1	100.0
50 or above	19.3	59.0	21.7	100.0
Educational level				
Tertiary (non-degree & degree)	24.0	56.8	19.3	100.0
Postgraduate	22.0	53.7	24.3	100.0
Current Teaching School				
Primary	20.4	56.2	23.5	100.0
Secondary	24.6	54.0	21.4	100.0
Type of Current Teaching School				
Government school	27.3	45.5	27.3	100.0
Aided school / Caput school	22.8	56.8	20.4	100.0
Private school / School under direct subsidy scheme	16.7	50.0	33.3	100.0
* Current Teaching Subjects				
Teaching related subjects	17.2	57.4	25.5	100.0
Teaching non-related subjects	28.6	52.4	19.0	100.0
* Years of Teaching Experience				
10 years or below	25.9	54.5	19.6	100.0
11-20 years	15.3	63.3	21.3	100.0
21 years or above	29.5	45.5	25.0	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Don’t know/ Refuse to answer” are excluded.

Table 4.32 Has your school ever organized any biodiversity-related activities?

(Percentage)

	Yes	No	No answer	Total
Total	44.9	54.1	1.0	100.0
Sex				
Male	50.0	50.0	0.0	100.0
Female	41.8	56.6	1.6	100.0
Age				
20-34	48.1	51.0	1.0	100.0
35-49	43.8	55.8	0.4	100.0
50 or above	43.4	54.2	2.4	100.0
Educational level				
Tertiary (non-degree & degree)	40.6	57.8	1.6	100.0
Postgraduate	49.1	50.5	0.5	100.0
* Current Teaching School				
Primary	32.1	67.3	0.6	100.0
Secondary	53.2	45.6	1.2	100.0
Type of Current Teaching School				
Government school	43.6	54.5	1.8	100.0
Aided school / Caput school	43.8	55.3	0.9	100.0
Private school / School under direct subsidy scheme	60.0	40.0	0.0	100.0
* Current Teaching Subjects				
Teaching related subjects	52.0	47.1	1.0	100.0
Teaching non-related subjects	38.1	61.0	1.0	100.0
Years of Teaching Experience				
10 years or below	46.4	52.7	0.9	100.0
11-20 years	43.3	56.7	0.0	100.0
21 years or above	47.0	51.5	1.5	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Don’t know/ Refuse to answer” are excluded.

Table 4.33 Do you think the current curriculum and teaching materials on biodiversity are able to effectively enhance students' awareness of conservation?

(Percentage)

	Not able	So-so	Able	Total
Total	37.9	49.3	12.8	100.0
Sex				
Male	35.2	52.5	12.3	100.0
Female	39.4	47.4	13.1	100.0
Age				
20-34	36.5	53.8	9.6	100.0
35-49	38.8	47.8	13.4	100.0
50 or above	37.3	48.2	14.5	100.0
Educational level				
Tertiary (non-degree & degree)	37.5	49.0	13.5	100.0
Postgraduate	38.5	49.5	11.9	100.0
Current Teaching School				
Primary	37.0	48.8	14.2	100.0
Secondary	38.5	49.6	11.9	100.0
Type of Current Teaching School				
Government school	43.6	41.8	14.5	100.0
Aided school / Caput school	37.4	50.5	12.2	100.0
Private school / School under direct subsidy scheme	33.3	50.0	16.7	100.0
Current Teaching Subjects				
Teaching related subjects	36.3	49.0	14.7	100.0
Teaching non-related subjects	39.5	49.5	11.0	100.0
Years of Teaching Experience				
10 years or below	34.8	55.4	9.8	100.0
11-20 years	34.7	52.0	13.3	100.0
21 years or above	43.9	42.4	13.6	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Don't know/ Refuse to answer" are excluded.

Table 4.34 Do you think the government has offered adequate support to schools or teachers to teach biodiversity?

(Percentage)

	Inadequate	So-so	Adequate	Total
Total	60.6	37.2	2.2	100.0
Sex				
Male	59.3	38.3	2.5	100.0
Female	61.4	36.7	2.0	100.0
Age				
20-34	62.5	35.6	1.9	100.0
35-49	59.8	38.8	1.3	100.0
50 or above	60.2	34.9	4.8	100.0
Educational level				
Tertiary (non-degree & degree)	60.4	37.5	2.1	100.0
Postgraduate	60.6	37.2	2.3	100.0
Current Teaching School				
Primary	59.3	39.5	1.2	100.0
Secondary	61.5	35.7	2.8	100.0
* Type of Current Teaching School				
Government school	58.2	38.2	3.6	100.0
Aided school / Caput school	62.0	36.8	1.2	100.0
Private school / School under direct subsidy scheme	50.0	40.0	10.0	100.0
Current Teaching Subjects				
Teaching related subjects	55.9	41.2	2.9	100.0
Teaching non-related subjects	65.2	33.3	1.4	100.0
Years of Teaching Experience				
10 years or below	63.4	34.8	1.8	100.0
11-20 years	53.3	44.7	2.0	100.0
21 years or above	65.9	31.1	3.0	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Don’t know/ Refuse to answer” are excluded.

Statistical Tables – Online Survey (Planning and Development Professionals)

Table 5.1 Have you ever heard of the term "biodiversity"?

(Percentage)

	Have heard of it, and know what it means	Have heard of it, but don't know what it means	Have not heard of it	Total
Total	72.2	21.7	6.1	100.0
Sex				
Male	73.7	20.5	5.8	100.0
Female	67.9	25.0	7.1	100.0
* Age				
20-34	77.3	18.2	4.5	100.0
35-49	55.9	33.9	10.2	100.0
50 or above	80.0	15.4	4.6	100.0
Educational level				
Tertiary (non-degree & degree)	68.0	24.8	7.2	100.0
Postgraduate	78.2	17.2	4.6	100.0
* Occupation				
Architect	72.7	27.3	0.0	100.0
Engineer	80.0	11.4	8.6	100.0
Landscape architect/urban planner/urban designer	96.6	3.4	0.0	100.0
Surveyor	63.4	28.5	8.1	100.0
Years of Industry Experience				
10 years or below	75.0	18.8	6.3	100.0
11-20 years	57.4	31.9	10.6	100.0
21 years or above	76.1	19.7	4.2	100.0
Size of Company in Hong Kong				
100 employees or below	73.5	22.1	4.4	100.0
101-1000 employees	63.6	25.8	10.6	100.0
1001 employees or above	73.3	20.0	6.7	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Other" and "Don't know/ Refuse to answer" are excluded.

Table 5.2 How informed do you feel about the biodiversity in Hong Kong?

(Percentage)

	Not informed	So-so	Well-informed	Total
Total	39.2	40.6	20.3	100.0
Sex				
Male	38.5	40.4	21.2	100.0
Female	41.1	41.1	17.9	100.0
* Age				
20-34	27.3	50.0	22.7	100.0
35-49	61.0	28.8	10.2	100.0
50 or above	35.4	38.5	26.2	100.0
Educational level				
Tertiary (non-degree & degree)	39.2	44.8	16.0	100.0
Postgraduate	39.1	34.5	26.4	100.0
* Occupation				
Architect	50.0	36.4	13.6	100.0
Engineer	40.0	37.1	22.9	100.0
Landscape architect/urban planner/urban designer	20.7	31.0	48.3	100.0
Surveyor	42.3	44.7	13.0	100.0
Years of Industry Experience				
10 years or below	33.8	42.5	23.8	100.0
11-20 years	48.9	40.4	10.6	100.0
21 years or above	40.8	35.2	23.9	100.0
Size of Company in Hong Kong				
100 employees or below	44.1	39.7	16.2	100.0
101-1000 employees	36.4	42.4	21.2	100.0
1001 employees or above	40.0	35.6	24.4	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Other” and “Don’t know/ Refuse to answer” are excluded.

Table 5.3 To your knowledge, please write down ONE designated protected area for nature conservation in Hong Kong, the one that you are most certain about.

(Percentage)

	Answered Correctly	Answered Wrongly / Don't know	Total
Total	80.7	19.3	100.0
Sex			
Male	78.8	21.2	100.0
Female	85.7	14.3	100.0
Age			
20-34	78.4	21.6	100.0
35-49	78.0	22.0	100.0
50 or above	86.2	13.8	100.0
Educational level			
Tertiary (non-degree & degree)	78.4	21.6	100.0
Postgraduate	83.9	16.1	100.0
* Occupation			
Architect	77.3	22.7	100.0
Engineer	88.6	11.4	100.0
Landscape architect/urban planner/urban designer	96.6	3.4	100.0
Surveyor	74.8	25.2	100.0
Years of Industry Experience			
10 years or below	81.3	18.8	100.0
11-20 years	80.9	19.1	100.0
21 years or above	84.5	15.5	100.0
Size of Company in Hong Kong			
100 employees or below	80.9	19.1	100.0
101-1000 employees	80.3	19.7	100.0
1001 employees or above	82.2	17.8	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Other” and “Don’t know/ Refuse to answer” are excluded.

Table 5.4 Do you know how much of Hong Kong's land area is designated as country parks and special areas?

(Percentage)

	About 40 (correct answer)	Wrong answers	Don't know	Total
Total	41.0	41.5	17.5	100.0
Sex				
Male	39.7	42.9	17.3	100.0
Female	44.6	37.5	17.9	100.0
Age				
20-34	45.5	34.1	20.5	100.0
35-49	32.2	47.5	20.3	100.0
50 or above	43.1	46.2	10.8	100.0
Educational level				
Tertiary (non-degree & degree)	39.2	40.0	20.8	100.0
Postgraduate	43.7	43.7	12.6	100.0
* Occupation				
Architect	36.4	50.0	13.6	100.0
Engineer	34.3	51.4	14.3	100.0
Landscape architect/urban planner/urban designer	79.3	13.8	6.9	100.0
Surveyor	35.0	43.1	22.0	100.0
Years of Industry Experience				
10 years or below	46.3	32.5	21.3	100.0
11-20 years	31.9	51.1	17.0	100.0
21 years or above	39.4	46.5	14.1	100.0
Size of Company in Hong Kong				
100 employees or below	42.6	39.7	17.6	100.0
101-1000 employees	40.9	39.4	19.7	100.0
1001 employees or above	37.8	48.9	13.3	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Other" and "Don't know/ Refuse to answer" are excluded.

Table 5.5 To your knowledge, please write down ONE local wild animal or plant that is legally protected in Hong Kong, the one that you are most certain about.

(Percentage)

	Answered Correctly	Answered Wrongly / Don't know	Total
Total	62.3	37.7	100.0
* Sex			
Male	57.7	42.3	100.0
Female	75.0	25.0	100.0
Age			
20-34	68.2	31.8	100.0
35-49	52.5	47.5	100.0
50 or above	63.1	36.9	100.0
Educational level			
Tertiary (non-degree & degree)	59.2	40.8	100.0
Postgraduate	66.7	33.3	100.0
* Occupation			
Architect	50.0	50.0	100.0
Engineer	60.0	40.0	100.0
Landscape architect/urban planner/urban designer	93.1	6.9	100.0
Surveyor	56.9	43.1	100.0
Years of Industry Experience			
10 years or below	71.3	28.8	100.0
11-20 years	53.2	46.8	100.0
21 years or above	59.2	40.8	100.0
Size of Company in Hong Kong			
100 employees or below	66.2	33.8	100.0
101-1000 employees	62.1	37.9	100.0
1001 employees or above	66.7	33.3	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Other” and “Don’t know/ Refuse to answer” are excluded.

Table 5.6 Overall knowledge of the three specific aspects of biodiversity in Hong Kong

(Percentage)

	Could not answer any question Correctly	Answered 1 Question Correctly	Answered 2 Question Correctly	Answered 3 Question Correctly	Total
Total	9.4	24.5	38.2	27.8	100.0
Sex					
Male	11.5	26.3	35.9	26.3	100.0
Female	3.6	19.6	44.6	32.1	100.0
Age					
20-34	10.2	15.9	44.3	29.5	100.0
35-49	11.9	33.9	33.9	20.3	100.0
50 or above	6.2	27.7	33.8	32.3	100.0
Educational level					
Tertiary (non-degree & degree)	9.6	26.4	40.8	23.2	100.0
Postgraduate	9.2	21.8	34.5	34.5	100.0
* Occupation					
Architect	13.6	27.3	40.9	18.2	100.0
Engineer	0.0	37.1	40.0	22.9	100.0
Landscape architect/urban planner/urban designer	3.4	0.0	20.7	75.9	100.0
Surveyor	13.0	26.8	40.7	19.5	100.0
Years of Industry Experience					
10 years or below	8.8	15.0	43.8	32.5	100.0
11-20 years	10.6	31.9	38.3	19.1	100.0
21 years or above	8.5	29.6	32.4	29.6	100.0
Size of Company in Hong Kong					
100 employees or below	10.3	19.1	41.2	29.4	100.0
101-1000 employees	10.6	22.7	39.4	27.3	100.0
1001 employees or above	6.7	24.4	42.2	26.7	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Other” and “Don’t know/ Refuse to answer” are excluded.

Table 5.7 How concerned are you about the biodiversity in Hong Kong?

(Percentage)

	Not concerned	So-so	Concerned	Total
Total	11.8	31.6	56.6	100.0
Sex				
Male	13.5	32.7	53.8	100.0
Female	7.1	28.6	64.3	100.0
* Age				
20-34	15.9	30.7	53.4	100.0
35-49	15.3	42.4	42.4	100.0
50 or above	3.1	23.1	73.8	100.0
Educational level				
Tertiary (non-degree & degree)	12.0	36.0	52.0	100.0
Postgraduate	11.5	25.3	63.2	100.0
* Occupation				
Architect	4.5	27.3	68.2	100.0
Engineer	11.4	14.3	74.3	100.0
Landscape architect/urban planner/urban designer	0.0	17.2	82.8	100.0
Surveyor	16.3	40.7	43.1	100.0
Years of Industry Experience				
10 years or below	13.8	30.0	56.3	100.0
11-20 years	14.9	36.2	48.9	100.0
21 years or above	2.8	28.2	69.0	100.0
Size of Company in Hong Kong				
100 employees or below	10.3	27.9	61.8	100.0
101-1000 employees	15.2	39.4	45.5	100.0
1001 employees or above	6.7	28.9	64.4	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Other” and “Don’t know/ Refuse to answer” are excluded.

Table 5.8 "Economic development is more important than preserving biodiversity."

(Percentage)

	Disagree	So-so	Agree	Total
Total	68.9	17.5	13.7	100.0
Sex				
Male	66.7	17.3	16.0	100.0
Female	75.0	17.9	7.1	100.0
Age				
20-34	68.2	20.5	11.4	100.0
35-49	76.3	13.6	10.2	100.0
50 or above	63.1	16.9	20.0	100.0
Educational level				
Tertiary (non-degree & degree)	70.4	14.4	15.2	100.0
Postgraduate	66.7	21.8	11.5	100.0
Occupation				
Architect	72.7	13.6	13.6	100.0
Engineer	74.3	11.4	14.3	100.0
Landscape architect/urban planner/urban designer	82.8	13.8	3.4	100.0
Surveyor	63.4	20.3	16.3	100.0
Years of Industry Experience				
10 years or below	77.5	16.3	6.3	100.0
11-20 years	74.5	12.8	12.8	100.0
21 years or above	66.2	16.9	16.9	100.0
Size of Company in Hong Kong				
100 employees or below	77.9	16.2	5.9	100.0
101-1000 employees	71.2	15.2	13.6	100.0
1001 employees or above	64.4	20.0	15.6	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Other" and "Don't know/ Refuse to answer" are excluded.

Table 5.9 "It is very important to promote and educate the public on biodiversity."

(Percentage)

	Disagree	So-so	Agree	Total
Total	1.9	7.1	91.0	100.0
Sex				
Male	2.6	7.7	89.7	100.0
Female	0.0	5.4	94.6	100.0
Age				
20-34	0.0	9.1	90.9	100.0
35-49	3.4	5.1	91.5	100.0
50 or above	3.1	6.2	90.8	100.0
Educational level				
Tertiary (non-degree & degree)	1.6	8.0	90.4	100.0
Postgraduate	2.3	5.7	92.0	100.0
Occupation				
Architect	0.0	9.1	90.9	100.0
Engineer	5.7	5.7	88.6	100.0
Landscape architect/urban planner/urban designer	3.4	0.0	96.6	100.0
Surveyor	0.8	8.1	91.1	100.0
Years of Industry Experience				
10 years or below	1.3	5.0	93.8	100.0
11-20 years	2.1	6.4	91.5	100.0
21 years or above	2.8	5.6	91.5	100.0
Size of Company in Hong Kong				
100 employees or below	0.0	2.9	97.1	100.0
101-1000 employees	0.0	9.1	90.9	100.0
1001 employees or above	4.4	6.7	88.9	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Other" and "Don't know/ Refuse to answer" are excluded.

Table 5.10 "When undertaking infrastructure and land development projects, we must take into account biodiversity conservation."

(Percentage)

	Disagree	So-so	Agree	Total
Total	4.2	8.5	87.3	100.0
Sex				
Male	5.1	9.6	85.3	100.0
Female	1.8	5.4	92.9	100.0
Age				
20-34	1.1	8.0	90.9	100.0
35-49	5.1	11.9	83.1	100.0
50 or above	7.7	6.2	86.2	100.0
Educational level				
Tertiary (non-degree & degree)	5.6	8.0	86.4	100.0
Postgraduate	2.3	9.2	88.5	100.0
Occupation				
Architect	0.0	9.1	90.9	100.0
Engineer	8.6	0.0	91.4	100.0
Landscape architect/urban planner/urban designer	3.4	3.4	93.1	100.0
Surveyor	4.1	12.2	83.7	100.0
Years of Industry Experience				
10 years or below	2.5	5.0	92.5	100.0
11-20 years	4.3	10.6	85.1	100.0
21 years or above	7.0	5.6	87.3	100.0
Size of Company in Hong Kong				
100 employees or below	2.9	5.9	91.2	100.0
101-1000 employees	4.5	7.6	87.9	100.0
1001 employees or above	4.4	6.7	88.9	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Other" and "Don't know/ Refuse to answer" are excluded.

Table 5.11 "Preserving the biodiversity in Hong Kong is a huge responsibility of the government."

(Percentage)

	Disagree	So-so	Agree	Total
Total	5.7	5.7	88.7	100.0
Sex				
Male	7.1	5.1	87.8	100.0
Female	1.8	7.1	91.1	100.0
Age				
20-34	1.1	6.8	92.0	100.0
35-49	8.5	3.4	88.1	100.0
50 or above	9.2	6.2	84.6	100.0
Educational level				
Tertiary (non-degree & degree)	4.8	5.6	89.6	100.0
Postgraduate	6.9	5.7	87.4	100.0
Occupation				
Architect	4.5	4.5	90.9	100.0
Engineer	8.6	0.0	91.4	100.0
Landscape architect/urban planner/urban designer	6.9	3.4	89.7	100.0
Surveyor	4.9	7.3	87.8	100.0
Years of Industry Experience				
10 years or below	2.5	3.8	93.8	100.0
11-20 years	8.5	2.1	89.4	100.0
21 years or above	8.5	7.0	84.5	100.0
Size of Company in Hong Kong				
100 employees or below	4.4	1.5	94.1	100.0
101-1000 employees	4.5	7.6	87.9	100.0
1001 employees or above	8.9	6.7	84.4	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Other" and "Don't know/ Refuse to answer" are excluded.

Table 5.12 "The business sector has a responsibility to preserve the biodiversity in Hong Kong."

(Percentage)

	Disagree	So-so	Agree	Total
Total	5.2	8.0	86.8	100.0
Sex				
Male	5.8	9.0	85.3	100.0
Female	3.6	5.4	91.1	100.0
Age				
20-34	2.3	10.2	87.5	100.0
35-49	6.8	5.1	88.1	100.0
50 or above	7.7	7.7	84.6	100.0
Educational level				
Tertiary (non-degree & degree)	5.6	6.4	88.0	100.0
Postgraduate	4.6	10.3	85.1	100.0
Occupation				
Architect	0.0	9.1	90.9	100.0
Engineer	11.4	0.0	88.6	100.0
Landscape architect/urban planner/urban designer	3.4	3.4	93.1	100.0
Surveyor	4.9	10.6	84.6	100.0
Years of Industry Experience				
10 years or below	2.5	7.5	90.0	100.0
11-20 years	6.4	8.5	85.1	100.0
21 years or above	7.0	7.0	85.9	100.0
Size of Company in Hong Kong				
100 employees or below	2.9	7.4	89.7	100.0
101-1000 employees	4.5	6.1	89.4	100.0
1001 employees or above	6.7	13.3	80.0	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Other" and "Don't know/ Refuse to answer" are excluded.

Table 5.13 "Citizens have a responsibility to change their daily habits so as to preserve the biodiversity in Hong Kong."

(Percentage)

	Disagree	So-so	Agree	Total
Total	2.8	4.7	92.5	100.0
Sex				
Male	3.8	5.1	91.0	100.0
Female	0.0	3.6	96.4	100.0
Age				
20-34	0.0	4.5	95.5	100.0
35-49	5.1	6.8	88.1	100.0
50 or above	4.6	3.1	92.3	100.0
Educational level				
Tertiary (non-degree & degree)	2.4	4.0	93.6	100.0
Postgraduate	3.4	5.7	90.8	100.0
Occupation				
Architect	0.0	9.1	90.9	100.0
Engineer	5.7	0.0	94.3	100.0
Landscape architect/urban planner/urban designer	3.4	0.0	96.6	100.0
Surveyor	2.4	5.7	91.9	100.0
Years of Industry Experience				
10 years or below	1.3	1.3	97.5	100.0
11-20 years	4.3	8.5	87.2	100.0
21 years or above	4.2	2.8	93.0	100.0
Size of Company in Hong Kong				
100 employees or below	0.0	2.9	97.1	100.0
101-1000 employees	1.5	3.0	95.5	100.0
1001 employees or above	6.7	6.7	86.7	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Other" and "Don't know/ Refuse to answer" are excluded.

Table 5.14 "The loss of biodiversity will lead to a decrease in food and product choices for citizens."

(Percentage)

	Disagree	So-so	Agree	Total
Total	21.2	30.2	48.6	100.0
Sex				
Male	24.4	28.8	46.8	100.0
Female	12.5	33.9	53.6	100.0
Age				
20-34	23.9	27.3	48.9	100.0
35-49	22.0	32.2	45.8	100.0
50 or above	16.9	32.3	50.8	100.0
Educational level				
Tertiary (non-degree & degree)	23.2	31.2	45.6	100.0
Postgraduate	18.4	28.7	52.9	100.0
Occupation				
Architect	18.2	27.3	54.5	100.0
Engineer	17.1	28.6	54.3	100.0
Landscape architect/urban planner/urban designer	3.4	41.4	55.2	100.0
Surveyor	26.8	29.3	43.9	100.0
Years of Industry Experience				
10 years or below	22.5	28.8	48.8	100.0
11-20 years	27.7	27.7	44.7	100.0
21 years or above	15.5	31.0	53.5	100.0
Size of Company in Hong Kong				
100 employees or below	20.6	25.0	54.4	100.0
101-1000 employees	18.2	34.8	47.0	100.0
1001 employees or above	31.1	28.9	40.0	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Other" and "Don't know/ Refuse to answer" are excluded.

Table 5.15 "The loss of biodiversity will affect citizens' health."

(Percentage)

	Disagree	So-so	Agree	Total
Total	14.6	32.1	53.3	100.0
Sex				
Male	15.4	34.0	50.6	100.0
Female	12.5	26.8	60.7	100.0
Age				
20-34	10.2	36.4	53.4	100.0
35-49	16.9	25.4	57.6	100.0
50 or above	18.5	32.3	49.2	100.0
Educational level				
Tertiary (non-degree & degree)	16.0	36.8	47.2	100.0
Postgraduate	12.6	25.3	62.1	100.0
* Occupation				
Architect	13.6	27.3	59.1	100.0
Engineer	5.7	45.7	48.6	100.0
Landscape architect/urban planner/urban designer	10.3	13.8	75.9	100.0
Surveyor	18.7	33.3	48.0	100.0
Years of Industry Experience				
10 years or below	7.5	35.0	57.5	100.0
11-20 years	17.0	25.5	57.4	100.0
21 years or above	18.3	29.6	52.1	100.0
Size of Company in Hong Kong				
100 employees or below	13.2	23.5	63.2	100.0
101-1000 employees	15.2	30.3	54.5	100.0
1001 employees or above	15.6	44.4	40.0	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Other" and "Don't know/ Refuse to answer" are excluded.

Table 5.16 "The loss of biodiversity will affect citizens' living environment."

(Percentage)

	Disagree	So-so	Agree	Total
Total	8.5	14.2	77.4	100.0
Sex				
Male	9.6	14.7	75.6	100.0
Female	5.4	12.5	82.1	100.0
Age				
20-34	8.0	14.8	77.3	100.0
35-49	5.1	18.6	76.3	100.0
50 or above	12.3	9.2	78.5	100.0
Educational level				
Tertiary (non-degree & degree)	10.4	15.2	74.4	100.0
Postgraduate	5.7	12.6	81.6	100.0
Occupation				
Architect	13.6	13.6	72.7	100.0
Engineer	5.7	11.4	82.9	100.0
Landscape architect/urban planner/urban designer	3.4	6.9	89.7	100.0
Surveyor	9.8	17.1	73.2	100.0
Years of Industry Experience				
10 years or below	5.0	12.5	82.5	100.0
11-20 years	6.4	21.3	72.3	100.0
21 years or above	11.3	9.9	78.9	100.0
Size of Company in Hong Kong				
100 employees or below	8.8	8.8	82.4	100.0
101-1000 employees	4.5	13.6	81.8	100.0
1001 employees or above	8.9	26.7	64.4	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Other" and "Don't know/ Refuse to answer" are excluded.

Table 5.17 "Preserving biodiversity can enrich the leisure life of citizens."

(Percentage)

	Disagree	So-so	Agree	Total
Total	2.8	11.8	85.4	100.0
Sex				
Male	3.2	14.1	82.7	100.0
Female	1.8	5.4	92.9	100.0
Age				
20-34	3.4	17.0	79.5	100.0
35-49	3.4	13.6	83.1	100.0
50 or above	1.5	3.1	95.4	100.0
Educational level				
Tertiary (non-degree & degree)	3.2	12.8	84.0	100.0
Postgraduate	2.3	10.3	87.4	100.0
Occupation				
Architect	0.0	13.6	86.4	100.0
Engineer	2.9	2.9	94.3	100.0
Landscape architect/urban planner/urban designer	3.4	10.3	86.2	100.0
Surveyor	3.3	14.6	82.1	100.0
Years of Industry Experience				
10 years or below	2.5	15.0	82.5	100.0
11-20 years	4.3	6.4	89.4	100.0
21 years or above	1.4	8.5	90.1	100.0
* Size of Company in Hong Kong				
100 employees or below	4.4	4.4	91.2	100.0
101-1000 employees	1.5	10.6	87.9	100.0
1001 employees or above	0.0	22.2	77.8	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Other" and "Don't know/ Refuse to answer" are excluded.

Table 5.18 "Preserving biodiversity can bring economic gains to Hong Kong."

(Percentage)

	Disagree	So-so	Agree	Total
Total	9.4	34.9	55.7	100.0
Sex				
Male	11.5	37.2	51.3	100.0
Female	3.6	28.6	67.9	100.0
Age				
20-34	6.8	30.7	62.5	100.0
35-49	11.9	40.7	47.5	100.0
50 or above	10.8	35.4	53.8	100.0
Educational level				
Tertiary (non-degree & degree)	11.2	36.0	52.8	100.0
Postgraduate	6.9	33.3	59.8	100.0
Occupation				
Architect	13.6	18.2	68.2	100.0
Engineer	8.6	31.4	60.0	100.0
Landscape architect/urban planner/urban designer	0.0	24.1	75.9	100.0
Surveyor	11.4	41.5	47.2	100.0
Years of Industry Experience				
10 years or below	5.0	28.8	66.3	100.0
11-20 years	10.6	42.6	46.8	100.0
21 years or above	12.7	33.8	53.5	100.0
Size of Company in Hong Kong				
100 employees or below	10.3	29.4	60.3	100.0
101-1000 employees	6.1	37.9	56.1	100.0
1001 employees or above	11.1	37.8	51.1	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Other" and "Don't know/ Refuse to answer" are excluded.

Table 5.19 "We must preserve biodiversity for the future generations."

(Percentage)

	Disagree	So-so	Agree	Total
Total	1.9	7.5	90.6	100.0
Sex				
Male	1.9	7.7	90.4	100.0
Female	1.8	7.1	91.1	100.0
Age				
20-34	2.3	5.7	92.0	100.0
35-49	0.0	6.8	93.2	100.0
50 or above	3.1	10.8	86.2	100.0
Educational level				
Tertiary (non-degree & degree)	3.2	8.8	88.0	100.0
Postgraduate	0.0	5.7	94.3	100.0
Occupation				
Architect	0.0	9.1	90.9	100.0
Engineer	2.9	2.9	94.3	100.0
Landscape architect/urban planner/urban designer	0.0	3.4	96.6	100.0
Surveyor	2.4	8.9	88.6	100.0
Years of Industry Experience				
10 years or below	1.3	3.8	95.0	100.0
11-20 years	0.0	4.3	95.7	100.0
21 years or above	2.8	11.3	85.9	100.0
Size of Company in Hong Kong				
100 employees or below	0.0	4.4	95.6	100.0
101-1000 employees	0.0	7.6	92.4	100.0
1001 employees or above	4.4	11.1	84.4	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Other" and "Don't know/ Refuse to answer" are excluded.

Table 5.20 Will you boycott products and services that would harm biodiversity?

(Percentage)

	Will not	Half& half	Will	Total
Total	5.7	28.3	66.0	100.0
Sex				
Male	5.8	29.5	64.7	100.0
Female	5.4	25.0	69.6	100.0
Age				
20-34	6.8	31.8	61.4	100.0
35-49	5.1	27.1	67.8	100.0
50 or above	4.6	24.6	70.8	100.0
Educational level				
Tertiary (non-degree & degree)	8.0	28.0	64.0	100.0
Postgraduate	2.3	28.7	69.0	100.0
Occupation				
Architect	4.5	27.3	68.2	100.0
Engineer	0.0	20.0	80.0	100.0
Landscape architect/urban planner/urban designer	3.4	20.7	75.9	100.0
Surveyor	7.3	33.3	59.3	100.0
Years of Industry Experience				
10 years or below	6.3	28.8	65.0	100.0
11-20 years	4.3	27.7	68.1	100.0
21 years or above	4.2	23.9	71.8	100.0
Size of Company in Hong Kong				
100 employees or below	5.9	20.6	73.5	100.0
101-1000 employees	6.1	30.3	63.6	100.0
1001 employees or above	4.4	33.3	62.2	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Other” and “Don’t know/ Refuse to answer” are excluded.

Table 5.21 Will you donate money to associations dedicated to conserving biodiversity?

(Percentage)

	Will not	Half& half	Will	Total
Total	19.3	36.8	43.9	100.0
Sex				
Male	22.4	35.9	41.7	100.0
Female	10.7	39.3	50.0	100.0
Age				
20-34	27.3	36.4	36.4	100.0
35-49	15.3	40.7	44.1	100.0
50 or above	12.3	33.8	53.8	100.0
Educational level				
Tertiary (non-degree & degree)	20.8	39.2	40.0	100.0
Postgraduate	17.2	33.3	49.4	100.0
* Occupation				
Architect	9.1	36.4	54.5	100.0
Engineer	14.3	31.4	54.3	100.0
Landscape architect/urban planner/urban designer	13.8	20.7	65.5	100.0
Surveyor	24.4	41.5	34.1	100.0
Years of Industry Experience				
10 years or below	22.5	33.8	43.8	100.0
11-20 years	17.0	40.4	42.6	100.0
21 years or above	12.7	36.6	50.7	100.0
Size of Company in Hong Kong				
100 employees or below	14.7	33.8	51.5	100.0
101-1000 employees	19.7	39.4	40.9	100.0
1001 employees or above	22.2	35.6	42.2	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Other” and “Don’t know/ Refuse to answer” are excluded.

Table 5.22 Will you participate in environmental activities related to biodiversity conservation?

(Percentage)

	Will not	Half& half	Will	Total
Total	18.9	29.2	51.9	100.0
Sex				
Male	22.4	26.9	50.6	100.0
Female	8.9	35.7	55.4	100.0
Age				
20-34	22.7	29.5	47.7	100.0
35-49	16.9	35.6	47.5	100.0
50 or above	15.4	23.1	61.5	100.0
Educational level				
Tertiary (non-degree & degree)	22.4	32.0	45.6	100.0
Postgraduate	13.8	25.3	60.9	100.0
* Occupation				
Architect	13.6	36.4	50.0	100.0
Engineer	8.6	20.0	71.4	100.0
Landscape architect/urban planner/urban designer	6.9	10.3	82.8	100.0
Surveyor	26.0	35.0	39.0	100.0
Years of Industry Experience				
10 years or below	17.5	28.8	53.8	100.0
11-20 years	19.1	27.7	53.2	100.0
21 years or above	18.3	28.2	53.5	100.0
* Size of Company in Hong Kong				
100 employees or below	11.8	29.4	58.8	100.0
101-1000 employees	27.3	21.2	51.5	100.0
1001 employees or above	17.8	42.2	40.0	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Other” and “Don’t know/ Refuse to answer” are excluded.

Table 5.23 Will you encourage your families or friends to preserve biodiversity?

(Percentage)

	Will not	Half& half	Will	Total
Total	6.6	25.5	67.9	100.0
Sex				
Male	7.7	27.6	64.7	100.0
Female	3.6	19.6	76.8	100.0
Age				
20-34	8.0	28.4	63.6	100.0
35-49	8.5	27.1	64.4	100.0
50 or above	3.1	20.0	76.9	100.0
Educational level				
Tertiary (non-degree & degree)	8.0	27.2	64.8	100.0
Postgraduate	4.6	23.0	72.4	100.0
* Occupation				
Architect	4.5	36.4	59.1	100.0
Engineer	2.9	8.6	88.6	100.0
Landscape architect/urban planner/urban designer	3.4	13.8	82.8	100.0
Surveyor	8.9	30.9	60.2	100.0
Years of Industry Experience				
10 years or below	3.8	25.0	71.3	100.0
11-20 years	10.6	21.3	68.1	100.0
21 years or above	5.6	21.1	73.2	100.0
Size of Company in Hong Kong				
100 employees or below	2.9	23.5	73.5	100.0
101-1000 employees	9.1	24.2	66.7	100.0
1001 employees or above	6.7	24.4	68.9	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Other” and “Don’t know/ Refuse to answer” are excluded.

Table 5.24 Will you sign petitions to support biodiversity conservation?

(Percentage)

	Will not	Half& half	Will	Total
Total	10.4	20.8	68.9	100.0
Sex				
Male	11.5	19.9	68.6	100.0
Female	7.1	23.2	69.6	100.0
Age				
20-34	10.2	23.9	65.9	100.0
35-49	10.2	18.6	71.2	100.0
50 or above	10.8	18.5	70.8	100.0
Educational level				
Tertiary (non-degree & degree)	12.0	22.4	65.6	100.0
Postgraduate	8.0	18.4	73.6	100.0
Occupation				
Architect	13.6	27.3	59.1	100.0
Engineer	5.7	5.7	88.6	100.0
Landscape architect/urban planner/urban designer	6.9	17.2	75.9	100.0
Surveyor	11.4	25.2	63.4	100.0
Years of Industry Experience				
10 years or below	6.3	21.3	72.5	100.0
11-20 years	12.8	14.9	72.3	100.0
21 years or above	11.3	16.9	71.8	100.0
* Size of Company in Hong Kong				
100 employees or below	4.4	8.8	86.8	100.0
101-1000 employees	12.1	25.8	62.1	100.0
1001 employees or above	13.3	24.4	62.2	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Other” and “Don’t know/ Refuse to answer” are excluded.

Table 5.25 Will you pay attention to information related to biodiversity?

(Percentage)

	Will not	Half& half	Will	Total
Total	6.1	19.8	74.1	100.0
Sex				
Male	7.1	20.5	72.4	100.0
Female	3.6	17.9	78.6	100.0
Age				
20-34	8.0	22.7	69.3	100.0
35-49	6.8	25.4	67.8	100.0
50 or above	3.1	10.8	86.2	100.0
* Educational level				
Tertiary (non-degree & degree)	8.8	24.8	66.4	100.0
Postgraduate	2.3	12.6	85.1	100.0
* Occupation				
Architect	4.5	27.3	68.2	100.0
Engineer	5.7	2.9	91.4	100.0
Landscape architect/urban planner/urban designer	3.4	0.0	96.6	100.0
Surveyor	7.3	28.5	64.2	100.0
Years of Industry Experience				
10 years or below	3.8	22.5	73.8	100.0
11-20 years	6.4	17.0	76.6	100.0
21 years or above	4.2	14.1	81.7	100.0
Size of Company in Hong Kong				
100 employees or below	4.4	17.6	77.9	100.0
101-1000 employees	4.5	21.2	74.2	100.0
1001 employees or above	4.4	20.0	75.6	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Other” and “Don’t know/ Refuse to answer” are excluded.

Table 5.26 "Knowledge Index"

(Percentage)

	Knowledgeable	Not Knowledgeable	Total
Total	20.3	79.7	100.0
Sex			
Male	21.2	78.8	100.0
Female	17.9	82.1	100.0
Age			
20-34	22.7	77.3	100.0
35-49	10.2	89.8	100.0
50 or above	26.2	73.8	100.0
Educational level			
Tertiary (non-degree & degree)	16.0	84.0	100.0
Postgraduate	26.4	73.6	100.0
* Occupation			
Architect	13.6	86.4	100.0
Engineer	22.9	77.1	100.0
Landscape architect/urban planner/urban designer	48.3	51.7	100.0
Surveyor	13.0	87.0	100.0
Years of Industry Experience			
10 years or below	23.8	76.3	100.0
11-20 years	10.6	89.4	100.0
21 years or above	23.9	76.1	100.0
Size of Company in Hong Kong			
100 employees or below	16.2	83.8	100.0
101-1000 employees	21.2	78.8	100.0
1001 employees or above	24.4	75.6	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Other" and "Don't know/ Refuse to answer" are excluded.

Table 5.27 "Importance Index"

	Mean	Sample Size
Total	4.17	212
* Sex		
Males	4.11	156
Females	4.34	56
Age		
20-34	4.23	88
35-49	4.10	59
50 or above	4.16	65
Educational level		
Tertiary (non-degree & degree)	4.14	125
Postgraduate	4.22	87
* Occupation		
Architect	4.31	22
Engineer	4.30	35
Landscape architect/urban planner/urban designer	4.47	29
Surveyor	4.04	123
Years of Industry Experience		
10 years or below	4.29	80
11-20 years	4.13	47
21 years or above	4.17	71
Size of Company in Hong Kong		
100 employees or below	4.35	68
101-1000 employees	4.16	66
1001 employees or above	4.09	45

Notes： 1. * T-test / ANOVA test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Other" and "Don't know/ Refuse to answer" are excluded.

Table 5.28 "Closeness Index"

		Mean	Sample Size
	Total	3.94	212
	Sex		
	Males	3.90	156
	Females	4.04	56
	Age		
	20-34	3.95	88
	35-49	3.93	59
	50 or above	3.93	65
*	Educational level		
	Tertiary (non-degree & degree)	3.85	125
	Postgraduate	4.07	87
*	Occupation		
	Architect	4.06	22
	Engineer	4.06	35
	Landscape architect/urban planner/urban designer	4.32	29
	Surveyor	3.79	123
	Years of Industry Experience		
	10 years or below	4.03	80
	11-20 years	3.92	47
	21 years or above	3.95	71
*	Size of Company in Hong Kong		
	100 employees or below	4.10	68
	101-1000 employees	3.95	66
	1001 employees or above	3.76	45

Notes： 1. * T-test / ANOVA test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Other" and "Don't know/ Refuse to answer" are excluded.

Table 5.29 "Willingness Index"

		Mean	Sample Size
	Total	3.72	212
	Sex		
	Males	3.67	156
	Females	3.84	56
*	Age		
	20-34	3.59	88
	35-49	3.65	59
	50 or above	3.94	65
*	Educational level		
	Tertiary (non-degree & degree)	3.61	125
	Postgraduate	3.87	87
*	Occupation		
	Architect	3.75	22
	Engineer	4.15	35
	Landscape architect/urban planner/urban designer	4.13	29
	Surveyor	3.48	123
	Years of Industry Experience		
	10 years or below	3.71	80
	11-20 years	3.67	47
	21 years or above	3.88	71
*	Size of Company in Hong Kong		
	100 employees or below	3.90	68
	101-1000 employees	3.61	66
	1001 employees or above	3.66	45

Notes： 1. * T-test / ANOVA test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered "Other" and "Don't know/ Refuse to answer" are excluded.

Table 5.30 How informed do you feel your professional sector is about biodiversity?

(Percentage)

	Not informed	So-so	Informed	Total
Total	50.5	37.3	12.3	100.0
Sex				
Male	50.0	37.8	12.2	100.0
Female	51.8	35.7	12.5	100.0
* Age				
20-34	54.5	35.2	10.2	100.0
35-49	61.0	30.5	8.5	100.0
50 or above	35.4	46.2	18.5	100.0
* Educational level				
Tertiary (non-degree & degree)	47.2	45.6	7.2	100.0
Postgraduate	55.2	25.3	19.5	100.0
* Occupation				
Architect	50.0	45.5	4.5	100.0
Engineer	54.3	31.4	14.3	100.0
Landscape architect/urban planner/urban designer	37.9	24.1	37.9	100.0
Surveyor	52.8	40.7	6.5	100.0
Years of Industry Experience				
10 years or below	58.8	31.3	10.0	100.0
11-20 years	59.6	34.0	6.4	100.0
21 years or above	39.4	40.8	19.7	100.0
Size of Company in Hong Kong				
100 employees or below	60.3	33.8	5.9	100.0
101-1000 employees	50.0	34.8	15.2	100.0
1001 employees or above	48.9	35.6	15.6	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Other” and “Don’t know/ Refuse to answer” are excluded.

Table 5.31 How much does your professional sector value biodiversity conservation?

(Percentage)

	Not Valued	So-so	Valued	Total
Total	43.4	38.7	17.9	100.0
Sex				
Male	46.2	35.9	17.9	100.0
Female	35.7	46.4	17.9	100.0
* Age				
20-34	56.8	34.1	9.1	100.0
35-49	47.5	37.3	15.3	100.0
50 or above	21.5	46.2	32.3	100.0
Educational level				
Tertiary (non-degree & degree)	45.6	41.6	12.8	100.0
Postgraduate	40.2	34.5	25.3	100.0
* Occupation				
Architect	40.9	40.9	18.2	100.0
Engineer	45.7	40.0	14.3	100.0
Landscape architect/urban planner/urban designer	10.3	37.9	51.7	100.0
Surveyor	52.0	37.4	10.6	100.0
* Years of Industry Experience				
10 years or below	53.8	36.3	10.0	100.0
11-20 years	48.9	38.3	12.8	100.0
21 years or above	26.8	40.8	32.4	100.0
Size of Company in Hong Kong				
100 employees or below	45.6	39.7	14.7	100.0
101-1000 employees	43.9	33.3	22.7	100.0
1001 employees or above	48.9	35.6	15.6	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Other” and “Don’t know/ Refuse to answer” are excluded.

Table 5.32 To your knowledge, would your professional sector incorporate considerations for biodiversity conservation in planning and decision-making processes?

(Percentage)

	Will not	Half& half	Will	Total
Total	33.0	32.5	34.4	100.0
Sex				
Male	32.1	32.7	35.3	100.0
Female	35.7	32.1	32.1	100.0
* Age				
20-34	45.5	30.7	23.9	100.0
35-49	37.3	30.5	32.2	100.0
50 or above	12.3	36.9	50.8	100.0
Educational level				
Tertiary (non-degree & degree)	36.8	34.4	28.8	100.0
Postgraduate	27.6	29.9	42.5	100.0
* Occupation				
Architect	31.8	36.4	31.8	100.0
Engineer	25.7	34.3	40.0	100.0
Landscape architect/urban planner/urban designer	10.3	10.3	79.3	100.0
Surveyor	41.5	35.8	22.8	100.0
* Years of Industry Experience				
10 years or below	48.8	27.5	23.8	100.0
11-20 years	38.3	36.2	25.5	100.0
21 years or above	15.5	32.4	52.1	100.0
Size of Company in Hong Kong				
100 employees or below	33.8	29.4	36.8	100.0
101-1000 employees	39.4	30.3	30.3	100.0
1001 employees or above	33.3	37.8	28.9	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Other” and “Don’t know/ Refuse to answer” are excluded.

Table 5.33 Are there sufficient incentives or pressure that urge your professional sector to incorporate considerations for biodiversity conservation in its planning and decision making processes?

(Percentage)

	Inadequate	So-so	Adequate	Total
Total	61.8	27.4	10.8	100.0
Sex				
Male	60.9	28.8	10.3	100.0
Female	64.3	23.2	12.5	100.0
Age				
20-34	61.4	30.7	8.0	100.0
35-49	66.1	28.8	5.1	100.0
50 or above	58.5	21.5	20.0	100.0
* Educational level				
Tertiary (non-degree & degree)	58.4	33.6	8.0	100.0
Postgraduate	66.7	18.4	14.9	100.0
* Occupation				
Architect	68.2	22.7	9.1	100.0
Engineer	60.0	22.9	17.1	100.0
Landscape architect/urban planner/urban designer	58.6	13.8	27.6	100.0
Surveyor	61.8	33.3	4.9	100.0
Years of Industry Experience				
10 years or below	67.5	23.8	8.8	100.0
11-20 years	66.0	27.7	6.4	100.0
21 years or above	57.7	25.4	16.9	100.0
Size of Company in Hong Kong				
100 employees or below	75.0	16.2	8.8	100.0
101-1000 employees	59.1	31.8	9.1	100.0
1001 employees or above	57.8	26.7	15.6	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Other” and “Don’t know/ Refuse to answer” are excluded.

Table 5.34 Do you think the government has done an adequate job to promote and educate your professional sector on biodiversity conservation?

(Percentage)

	Inadequate	So-so	Adequate	Total
Total	70.8	22.6	6.6	100.0
Sex				
Male	68.6	25.0	6.4	100.0
Female	76.8	16.1	7.1	100.0
Age				
20-34	73.9	21.6	4.5	100.0
35-49	72.9	22.0	5.1	100.0
50 or above	64.6	24.6	10.8	100.0
Educational level				
Tertiary (non-degree & degree)	71.2	24.8	4.0	100.0
Postgraduate	70.1	19.5	10.3	100.0
Occupation				
Architect	81.8	13.6	4.5	100.0
Engineer	71.4	20.0	8.6	100.0
Landscape architect/urban planner/urban designer	55.2	27.6	17.2	100.0
Surveyor	74.0	22.0	4.1	100.0
Years of Industry Experience				
10 years or below	80.0	15.0	5.0	100.0
11-20 years	74.5	21.3	4.3	100.0
21 years or above	63.4	26.8	9.9	100.0
Size of Company in Hong Kong				
100 employees or below	80.9	13.2	5.9	100.0
101-1000 employees	77.3	16.7	6.1	100.0
1001 employees or above	60.0	33.3	6.7	100.0

Notes： 1. * Chi-Square test indicates a significant relationship exists at 95% confidence level between the response to the question and the demographic attributes.
2. Figures on demographic attributes, those who answered “Other” and “Don’t know/ Refuse to answer” are excluded.

Appendix 4

Full Focus Group Discussion Findings

General Public

I. 對生物多樣性的認識

- 約一半參與者表示聽過生物多樣性，他們主要從三個途徑得知：
  - 媒體，包括新聞報導、電視或電台新聞或節目、紀錄片和社交媒體等。
  - 學校教育，主要是中學生物科的課程內容。
  - 參與環保或自然相關的活動，例如擔任環保組織義工、到訪濕地公園或自然保護區等。

- 在聽過生物多樣性的參與者中，大部份主動表示對這個概念認識不深。
  - 在生物多樣性的三個層面中，參與者最熟識物種多樣性，除了因為這個概念較普遍地得到介紹外，亦因為市民較容易從生物多樣性的字面上聯想和理解與物種的關連。
  - 至於生態系統多樣性，部份參與者表示認識，部份表示不知道，主要因為他們沒有聽過，同時因為他們對「生物多樣性」的認知停留在物種上，故未能把生態環境聯繫到此概念上。
  - 市民對遺傳多樣性最為陌生，若沒有主持人的介紹，大部份參與者事前完全沒有聽過，他們表示此概念較少被提及和介紹。另外，雖然「遺傳多樣性」與物種有關，但他們較少關注同一物種之間的差異。
  - 參與者對於生物多樣性三個層面的認知程度，也能反映他們對這概念的認識較為淺薄和片面。

II. 對生物多樣性的態度

a. 個人對生物多樣性的關心程度

- 大部份參與者表示關心生物多樣性，他們關心的原因如下：

  珍惜自然環境

- 參與者有感城市發展影響生態環境，以香港為例，香港多高樓大廈，有石屎森林之稱，自然環境或綠化帶逐漸減少，認為需要在城市發展與生態環境之間取得平衡，並避免情況惡化。有參與者表示若因為城市發展而犧牲生態平衡，是一種倒退的表現。
- 他們對生態環境的重視源自於它是市民日常生活的一部份，例如不少參與者表示自然環境或景觀對城市生活有調劑作用，能夠令人感覺放鬆及改善心情，亦有助舒緩城市人的壓力，影響身心健康。

<u>影響生活質素</u>

- 參與者表示生態系統環環相扣，互相影響，無論是物種或生態環境的減少，最終也會影響到人類。較多人舉例指出生物多樣性對空氣和氣候的影響，例如樹林減少令空氣變差，也令溫度上升，帶來極端天氣，如颱風的增加。
- 此外，氣候的變化同時影響食物的生長情況，從而影響食物的供應和質素。物種多樣性的減少也直接影響食物的選擇。
- 有參與者更表示生物多樣性是顯示一個地方的生活環境質素的指標。

<u>不希望物種消失，甚至絕種</u>

- 參與者有感現時不少物種在日常生活中消失，能夠接觸到它們的機會愈來愈少，也留意到部份物種，例如中華白海豚，面臨絕種的情況，他們不希望這種事情發生。
- 他們除了感到這是一種損失外，也為下一代失去認識和接觸這些物種的機會而感到可惜。

■ 個別參與者表示不太關心生物多樣性，原因如下：

- 他們表示居住於城市，平日親身接觸大自然的機會少，有感生物多樣性與自己的生活沒有太大關連。
- 另外，有參與者認為關心也是徒然，因為政府主導城市規劃，普通市民事前獲得的資訊不多，也無法參與和改變有關計劃，小至區內的伐樹決定，大至龍尾灘和人工島工程，市民都沒有主導權。縱使知道生態環境正受到破壞，一般市民也無力改變，繼而變得漠視。

b. 生物多樣性與個人生活的緊密性

- 大部份參與者認為生物多樣性流失對個人生活沒有太大即時和直接的影響，儘管他們明白生物多樣性與生活息息相關。
  - 參與者指出香港是發達城市，以食物選擇為例，食物亦是入口為主，市民較難感受到生物多樣性流失引致的食物問題。
  - 另外，有參與者表示生物多樣性流失或會影響生活質素，例如影響空氣和食水質素、食物選擇、氣候情況等，然而，這些改變需要長時間後才會發生，他們目前還沒有感受到實質的改變和對其生活的影響。

- 少部份參與者雖然對生物多樣性流失對個人生活造成的影響沒有強烈感受，但他們認為生物多樣性流失對社會有即時和密切的影響。
  - 有參與者指生物多樣性流失影響食物的供應，從而影響食物的價格和質素，例如魚獲減少而令價格提升，或者改以人工養殖方式令質素下降，這些現時已經直接影響市民的生活。
  - 另外，現時全球持續升溫，香港高溫的日子增加，市民已經能夠感受生物多樣性流失導致氣候的變化。此外，生物多樣性流失影響空氣質素和城市景觀，這些也是短時間內能夠感受到的影響。

- 雖然參與者對生物多樣性流失對個人生活的影響有不同看法，但他們一致認同生物多樣性流失對下一代生活環境將會造成重大影響。參與者理解到

生物多樣性流失對生活環境有著長遠的影響，認為這將會危害到下一代的生活環境和質素，而表示關注和憂慮。

c. 保護生物多樣性的個人意願

- 不少參與者會留意自己的生活習慣會否破壞環境，並主動改變生活方式以減少破壞。
  - 他們具體的生活實踐包括：家居源頭減廢、垃圾分類及回收、自備水樽和環保袋、減少使用飲筒，減少開冷氣、主動留意產品成份並減少使用對環境有害的產品，例如髮膠，購買有機食物等。
  - 他們也會主動教育親友，鼓勵他們為環境出一份力，也有參與者參加有關環保的義工活動，活動包括除草、執垃圾等。
  - 然而，絕大多數市民是重視環保，為了保護環境多於是直接為了保護生物多樣性。相比起「環保，參與者保護生物多樣性的觀念較弱，有市民表示不知道如何直接保護生物多樣性，所想到的建議僅有減少摸蜆及停止放生行為。
  - 參與者對保護生物多樣性較弱的意識，與他們對此概念並不熟識和了解有關，正如上述所言，近半參與者沒有聽過生物多樣性，而聽過的參與者的認識也不足。

- 個別參與者沒有主動做一些保護生物多樣性或環保的行為，例如不會自備環保袋或做垃圾分類。
  - 主要因為「貪方便」。
  - 除了是個人懶惰的心態外，他們也認為香港急速的生活節奏，令人更加傾向以便利為主。
  - 另一方面，相比起大企業或城市發展，他們認為個人行為對「生物多樣性」的影響和破壞有限，尤其是遺傳及物種多樣性兩方面。有參與

者明言雖然知道每個人出一分力都可構成改變的道理，但若大企業或政府沒有行動，個人的行動只不過是杯水車薪，作用不大，也容易成為不作改變的藉口。

- 香港的城市生活模式並不支持和便利市民實踐保育行為。
  - 部份參與者指出，香港商業社會追求便利和效率，其運作模式牽涉很多不考慮保護環境的細節，例如多數餐廳的外賣會將即棄餐具包裹在內，超級市場貨品有多重不必要的包裝等。即將市民有心，在日常消費中也難以經常作出保護生物多樣性的行動。

<u>d. 不同組別參與者之比較</u>

- 如在研究方法部分（2.3.1 部分）所述，本研究是設有三組針對公眾的焦點小組。這是根據在電話調查中，受訪者回答有關保護生物多樣性的重要性的分數，將焦點小組參與者劃分為「高」、「中」、「低」三組。
- 焦點小組結果發現，這三組參與者對保護生物多樣性的態度，分別不太大。如上所述，大部分參與者都表示關心生物多樣性，並認為保護生物多樣性對個人和社會整體而言都是重要的。但不同組別之間是有少許些微差別：
  - 上述提到，有一小部分參與者表示不太關心生物多樣性，和不太願意在日常生活中著力保護生物多樣性（因貪圖生活便利）。這少數參與者主要是來自低分組別。
  - 相對於低分組別，中、高分組別的參與者會更關心生物多樣性。當中，高分組別的參與者尤其會留意自己的生活習慣會否影響生物多樣性。同時，他們會更願意主動改變生活方式以減少破壞環境（如棄用會影響生物多樣性的產品），和主動參與環保活動（如當義工）。

III. 生物多樣性的社會重要性

整體社會對生物多樣性的態度

- 就市民而言：
  - 部份參與者認為大多數香港市民普遍環保和保育意識不高，較以個人方便和享受為主；
  - 部份參與者認為近年市民的環保或保育意識已有所提高，現時不少人也會自發地實踐環保，例如普遍會自備環保袋。另外，近年推出了一些環保政策，例如膠袋稅、垃圾徵稅等，促進了社會的討論和增加了市民對保育方面的關注。而且社交媒體的盛行令市民更容易接收有關環境保育的資訊，近年南生圍和港珠澳大橋涉及環境保育的事件，均引起不少關注。
  - 有參與者認為市民對保育的重視程度或有年齡或世代分野，年長者較認為生物多樣性與自己無關，因而視之不重要；而年青人則較多機會、途徑接觸相關知識，所以較為重視。
  - 可是，整體而言，參與者傾向同意香港市民的環保和保育意識並不高，尤其在實踐方面。

- 就香港政府而言：
  - 大部份參與者認為政府不重視保育，多屆政府均側重經濟和城市發展，甚至為此犧牲生態環境，例如興建三跑而破壞中華白海豚的棲息地、發展龍尾灘而搬遷當地物種、建議在郊野公園興建房屋等。
  - 另有參與者指出政府在實施環保政策方面的決心不足，例如減排、禁用柴油車輛而轉為石油氣車輛及電動車等，均沒有進展。
  - 少部份參與者認為現時政府較以往重視多了環境保育，表示環境保育作為全球發展趨勢，香港政府需要跟上國際步伐，而政府近年確實推行了不少大型的環保政策，有參與者贊同政府有關的工作和成效。

<u>經濟發展和保護生物多樣性之間的關係</u>

- 大部份參與者同意城市發展的需要，尤其現時市民住屋需求大，房屋供應不足的問題需要解決，然而，參與者對為了經濟發展是否需要犧牲保護「生物多樣性」，以開發土地興建房屋為例，有不同的看法：
  - 大部份參與者不傾向發展郊野公園，他們認為有其他替代方法解決土地和房屋問題，例如可以利用棕土和空置大廈，儘管有關方法可能較為耗時或成本較大，但他們仍然願意以此換取郊野公園不被開發，維持完整的生態環境。
  - 少部份參與者（主要來自低分組別）則不反對發展郊野公園，認為住屋是人的基本需要，較環境保育重要，即使令自然環境有一定程度的犧牲也在所難免。而個別參與者表示香港郊野公園面積大，若根據生態價值的高低而決定是否發展，對生態環境的破壞有限。

- 參與者一致地希望經濟發展和保護生物多樣性兩者能夠共存。
  - 他們認同保育生物多樣性對社會以及個人日常生活也是十分重要。
  - 大部份參與者認為香港作為經濟發達城市，只要有決心，香港是有條件和能力令兩者取得平衡，若萬一影響到生態環境，亦有能力可以把傷害減到最低或事後作出最好的補救。
  - 然而，少部份參與者對兩者共存並不樂觀，指出現時不論是政府或商界都強調發展，加上整個香港社會的風氣、主流大眾的心態也較注重發展和經濟效益，容易犧牲生態環境。

<u>社會對保護生物多樣性的責任</u>

- 大部分受訪市民認為，市民、商界和政府三方面都有責任保護生物多樣性，然而，政府當中的角色最重要，因為政府對前兩者能起推動的作用：

  <u>政府與市民</u>：

- 政府可以透過宣傳和教育提升市民的保育意識，以減少破壞生態環境的行為。有參與者更指出若市民整體保育意識提高，社會風氣更重視保育，這能令以市場為導向的商界因社會氛圍和需要的改變而變更其運用模式，令環境破壞減少。然而，參與者認為現時政府有關方面的工作未如理想。首先，有參與者學校教育的課程流於表面，成效不大；其次，不少參與者表示，他們和身邊的親友都沒有聽過生物多樣性，這顯示政府的宣傳不足。
- 政府可以透過立法規管破壞生態環境的行為。有參與者認為在保育方面，香港政府可以效法新加坡，修訂法例讓市民遵守，客觀上能夠令保育意識不高的市民，也不會做出破壞生態環境的行為。

<u>政府與商界</u>：

- 參與者認為商界以商業利益為先，是破壞生態環境的重大元兇，政府應積極與商界磋商，有需要時甚至可以加以規管和限制，以減低他們對環境的破壞。
- 政府也可以與商界加強溝通和合作，甚至提供誘因，令商界為環保出力，例如減少用電，舉辦無飲筒日等。商界對社會有重大影響力，他們對保育的投入和參與，能令成效大大提高，但這需要政府努力促成。

■ 參與者就著政府對生物多樣性的推廣不足，提出以下建議：

- 透過學校教育令新一代及早了解生物多樣性，例如在小學已經開始學習有關知識，自小灌輸有關概念。另外，學校課程需要有體驗式環節，增加學生接觸大自然的機會，從而更能體會保育的重要性。
- 舉辦一些與環境保育相關的免費活動，例如到訪郊野公園，並以導賞團的形式向市民親身介紹本地的生態環境，加深他們的興趣和認識。此外，加強宣傳郊野公園，鼓勵市民多接觸大自然也有同樣的效果。

- 加強大眾媒體宣傳，參與者建議可以透過電視節目和社交媒體進行推廣。另外，有參與者指出，政府已經製作了不少宣傳短片，但吸引力欠奉，參與者在內容方面有兩點：第一，向市民說明有關香港「生物多樣性」的概況，譬如香港具體有多少物種，有助市民了解「生物多樣性」此抽象概念。第二，向市民說明生物多樣性與個人的關係，從而令市民自覺有保護「生物多樣性」的責任。

Secondary School Teachers

I. 中學對教授生物多樣性的重視程度

■ 參與者表示，現時中學課程的相關科目，有教授生物多樣性，所以學生對相關議題有一定程度的涉獵。但普遍來說，學校談不上十分重視教授生物多樣性。原因如下：

<u>受課程局限</u>

- 首先，參與者指出，生物多樣性議題在現有中學課程中出現定位的問題。相關議題主要局限在地理科和生物科，其他科目如通識科或公民教育科就未必會觸及。若果一些學校的地理科和生物科規模比較少，甚至不設這兩科，那這議題就會石沉大海。
- 有參與者指出，就算在最相關的生物科，現時初中和高中生物科課程裡，只有少部分章節觸及到生物多樣性的知識。例如，有學校教授環保議題時，主要集中在生活上的環保實踐，如廢紙和固體廢物回收等，課程並無特別獨立教授生物多樣性。
- 不過，有參與者也指出，現時每間學校都應設有環保組，集合相關科目的老師統籌有關環保議題的課程和活動，當中或多或少會涉獵到生物多樣性這個議題。例如，每年學校都會舉辦一些環保講座，主題亦有包括生物多樣性。

<u>取決於校長的態度</u>

- 除了政府課程基本要求外，生物多樣性是否受學校重視，端視乎校長的個人取態。若果校長本身是生物科或其他相關專科出身的，則會比較重視推動這個議題。
- 不過，就算校長關心，以參與者觀察，對很多學校而言，生物多樣性往往不是要急切推動的議題。

沒有足夠老師認識生物多樣性

- 參與者認為，現時中學並沒有足夠老師認識生物多樣性。除了專科老師，很難要求其他科目的老師認識。一些非專科老師對生物多樣性有認識，只是蹔巧他們個人對這議題有興趣而已。
- 一些參與者也坦言，就算身為專科老師，也未必談得上對生物多樣性有很深入的認識。他們指出，自己的生物知識主要來自大學教育，而知識比較停留在理論層面。他們舉例，當自己負責帶領戶外參觀活動時，往往要靠生態專家從旁協助講解。參與者認爲困難在於要有效地向學生教授生物多樣性的重要性，不能只簡單介紹香港有哪些物種和這些物種有何特別，而是要進一步向學生解釋這些物種消失對他們有何影響，這是需要專業知識的。
- 另外，參與者稱，老師工作十分繁忙，很難額外花時間鑽研一些課程和考試範圍以外的知識，局限了自己對生物多樣性的了解。

II. 對生物多樣性課程成效和教材的意見

■ 就現有生物多樣性的課程和教材，參與者有以下意見：

對生物多樣性教材的意見

- 參與者主要依賴出版社和網上資訊作為教材，認為坊間現時缺乏豐富和有系統的生物多樣性教材套。
- 一些參與者知道漁護署有提供相關資源，但有些卻不太清楚。例如，有一名參與者因最近剛巧在校內要籌辦有關生態旅遊的活動，才知悉漁護署建立了一個豐富的生物數據庫。若非主動搜尋，否則不會知道。

對生物多樣性課程成效的意見

- 當被問及現有課程能否提升學生的保育意識，參與者有不同意見。有些參與者認為，課程或多或少能夠提升學生的認知和興趣。就算只是在課

程中輕輕帶過相關內容，也至少會啟發到學生。學生開了眼界後，若感興趣，日後自己會再鑽研下去。

- 但亦有若干參與者就比較悲觀。他們認為，學生吸收課堂知識，主要是為應付考試，過一段時間就會忘記內容。

III. 中學舉辦生物多樣性活動的情況和困難

- 上述提到，部分參與者對課程能否提升到學生的保育意識有不同見解。姑勿論成效如何，他們都普遍認為，單靠課程和課本去教授生物多樣性，只屬紙上談兵，難以達致最佳教學效果。
- 因此，他們認為將生物多樣性這個議題連繫到生活至為關鍵。這能夠讓學生親身了解環境和生活的密切關係，建立他們對生物欣賞的情誼。有見及此，一些參與者的學校建立了温室和有機農地，讓環保議題融入學生日常生活當中。偶爾，他們也會舉行講座，邀請校外專業人士向學生介紹課本外的環保生態議題。
- 然而，他們一致認為，最有效的方法是舉辦戶外活動，讓老師帶領學生親身感受大自然環境和近距離觀看動植物。雖然戶外活動被認為是最有效的教學方法，但這往往也是令老師最卻步的活動。參與者提出以下各樣舉辦戶外活動的局限和困難：

<u>參與校外活動，因校而異</u>

- 首先，參與者指出，在香港中學文憑生物科課程下，校外體驗是非必須的教學活動。故不是每間學校會主動參與或自行籌辦。但一些學校為了滿足「校本評核」(school-based assessment)制度的要求，每年都有舉辦相關活動。
- 參與者解釋，學校經常收到很多坊間生態導賞活動的邀請和推廣資訊。有些老師比較熱心，就會多安排學生參與，但有些老師工作比較繁忙，

就未必願意參與太多。

缺乏足夠人手和資源

- 另一個阻礙老師舉辦戶外活動的原因是缺乏足夠人手。由於學校只有少數老師熟悉生物多樣性，不能將所有外出帶團的責任推給他們，因他們和其他老師一樣都有很多公務在身。另外，根據教育局指引，學校進行戶外活動時，師生比例最低限度需達到 1：20，即比一般課堂或室內活動需要更多人手。若參與戶外活動的班數眾多，學校人手便會不勝負荷。
- 此外，學校籌備戶外活動，牽涉很多行政程序，例如派發家長信、租車、人手安排、安全評估，還有活動之後的功課作業跟進。這些行政工作都會令老師卻步。
- 除了人手安排，資源緊絀也構成問題。如上文所述，不是所有老師都熟悉廣泛的生態和環境知識。故進行戶外活動時，往往要額外花錢聘請專業導賞員協助。

坊間價錢合適的導賞團供不應求

- 不少參與者都有安排學生參與戶外活動的經驗。他們認為，坊間價錢合適的生態導賞團，往往供不應求。他們就算有心安排學生參與，卻苦無機會。箇中的問題是，一些導賞團收費過高，他們不予考慮。一來學校資源緊絀，二來學生又未必能夠負擔。但價格相宜又或者是免費的，名額卻很快爆滿。

IV. 對政府支援中學生物多樣性教育的意見

■ 針對上述的教學局限和困難，參與者建議政府可從以下各方面支援中學的生物多樣性教育：

<u>加強有關生物多樣性的課程內容</u>

- 參與者指出，現時中學的生物多樣性教育主要是依據當局課程而定。故此，若要令學校、老師和學生各方都更加著重生物多樣性，最直接的方法是在課程中增加相關的教學和考試元素。

<u>訂立具體的生物多樣性教學目標</u>

- 承繼上述的討論，參加者被問及現時中學生物多樣性教育對提升學生的保育意識的效用。不少參與者表示很難回答，因為他們沒有客觀標準作參考。故他們建議政府訂立具體、可量度的教學目標，方便學校老師制定教學活動，以及評估學生的學習進度。

<u>增加師資培訓和教學資源</u>

- 針對上述提到缺乏足夠老師認識生物多樣性和缺乏教材的問題，參與者建議前者可從師資培訓解決。當局可先加強培訓老師認識生物多樣性，裝備好後才向學生傳授相關知識。
- 教材方面，參與者建議當局建立一個生物多樣性資源平台予老師和學生。教材形式最好是多影片和互動性高。有參與者舉例，現時每間學校內或附近都有栽種植物。當局可製作一個有關植物的互動資源平台。只要每棵植物附上一個二維條碼，學生用手機或平板電腦一掃，就可以輕易連結到相關資源平台，了解每棵植物背後的故事。

<u>支援學校各方面的生物多樣性教學活動</u>

- 參與者十分希望能夠多籌辦和參與有關生物多樣性的戶外教學活動。他

們表示，無論是老師或者學生，都很願意參加，只是學校缺乏時間、人手和資源。若果政府連同坊間團體，能夠提供更多全面的導賞團服務和專業支援，讓學校只需報名參加即可，這能減輕老師的工作負擔。

- 另外，參與者亦建議政府增加和學校的互動。有參與者提到，早年政府推動市區重建，會有流動車駛到學校宣傳，並在學校舉行講座。政府日後推廣生物多樣性時，可參考相關做法。
- 參與者提到，現時很多學校都有自行舉辦不同有關生物多樣性的活動（例如，有的是戶外活動、有的是舉辦講座、有的是建立綠色校園），故每間學校有不同需要。所以政府要做到以校為本，因應每間學校的不同需要提供相應支援。

<u>提供誘因予學校、老師和學生</u>

- 最後，有參與者認為，當局可在增加誘因方面著手，吸引學校、老師和學生多推廣、多教、多學習生物多樣性。
- 針對學校而言，可考慮設立認證制度，如學校在校園裡保護或教育生物多樣性的工作達標，便會得到政府頒發獎項。參與者相信，這個獎項有助學校建立良好形象，因而會得到校長支持，繼而推動老師參與。但參與者也提醒，得獎門檻不要訂得過高，否則學校也不會願意花大太功夫參與。
- 在吸引老師方面，當局可設立專項資助計劃，邀請老師申請以用作舉辦教育和推廣生物多樣性的活動。
- 就學生而言，當局可舉行聯校比賽，例如要求學生製作展品或影片，介紹香港生物多樣性的情況，讓學生發揮才能。勝出者可獲資助到海外參與國際比賽或參觀考察。

Planning and Development Professionals

I. 業界對保護生物多樣性的意識和重視程度

- 參與者普遍認為，業界對保護生物多樣性的意識不強，重視程度亦低，原因以下：

業界僅按法例要求行事

- 參與者表示，一般而言，業界進行工程主要是根據規例行事，例如會進行各方面的環境評估，包括噪音、污染、污水等，只要符合到法例要求便可。至於工程對生物多樣性的影響，則是相當次要的考慮，甚至沒有將其考慮在內。尤其就一些小型工程，如在市區建立一座天橋、鋪設渠道和水管，只會著重效率和成本控制。業界只有在進行大型基建如落馬州建設、港珠澳大橋、機場填海工程時，因項目需要通過《環境影響評估條例》才會較多考慮工程會否影響到生物多樣性。
- 另外，有參與者指出，業界考慮保護生物多樣性時，也會採取迴避態度。例如，在開拓一些新發展區時，如新界東北發展，業界甚少考慮工程是否會影響到生物多樣性，極其量只會考慮避開一些敏感地段（如法定圖則上訂明的保護區和具特殊科學價值地點）。而工程的焦點主要會放在通風、交通等基建事宜。
- 總結而言，業界進行工程時只務求符合最低法定要求，但甚少自行考慮到要保護生物多樣性和實行對其保護的措施。

業界以滿足發展商要求和符合成本效益為主

- 參與者認為，普遍業界進行工程時最多是會考慮生物多樣性，但談不上是會重視。但他們指出，業界內一些建築師和城市規劃師都有願景，想多做一點事情去保護生物多樣性。但能否成事則取決於發展商的決定。
- 但他們認為，要求發展商會自行採取額外措施去保護生物多樣性，即是

要求他們自設工程障礙，那是不合符經濟邏輯。商家歸根究底都是追求成本效益的。

<u>業界對生物多樣性缺乏足夠認識</u>

- 參與者認為，業界不單對保護生物多樣性的意識不強，就連對生物多樣性本身的認識都很薄弱。一些參與者在參與研究前都知悉這個概念，但只局限於認為它是指物種的多寡而已，並不知道原來是有三個不同層次（遺傳多樣性、物種多樣性、生態系統多樣性）。
- 他們解釋，由於業界人士本身不是生物和環境專科出身，在大學讀書時沒有涉獵有關生態和環境的知識，所以對生物多樣性的認識不足，是可以理解的。
- 另外，有參與者指出，現時業界缺乏對生態方面的專家。環顧各大發展商和工程顧問公司，都甚少聘請相關專才。長遠來說，若日後工程要兼顧對生態的影響，業界就有必要培訓和吸納生態人才。不過，有參與者就擔心，若設更多專家制度，勢必令工程越來越複雜。

II. 促使業界保護生物多樣性的誘因和壓力

- 上述提到，業界會否在規劃和發展工程時考慮保護生物多樣性，主要取決於法例規定需要，但參與者也討論到有甚麼誘因和壓力，能夠促使業界保護生物多樣性：

<u>業界保護生物多樣性的誘因</u>

- 上述提到，發展商甚少顧及保護生物多樣性。雖然如此，有參與者感覺到，近年不少業界人士和發展商都逐漸著重保護環境。例如，近年不少發展商入標建樓時，都越趨看重在「綠建環評」(Beam Plus)中的評估表現。這是因為此評估制度提出了經濟誘因，發展商只要在建樓時符合相關環保規定，就可申請寬免建築物總樓面面積，變相是可以擴大工程範

圍。

- 參與者提議，以「綠建環評」為藍本，提供誘因予發展商去保護生物多樣性。評核機制可包括要求發展商記錄和公開工程對生物多樣性的影響的前後對比，讓民間能監察物種變化。
- 除了經濟誘因，有參與者指出，隨著社會越來越著重環保，發展商或有誘因去保護生物多樣性，因這有助於建立良好的品牌形象。有參與者就建議，業界專業組織可設立有關保護生物多樣性的環保獎項，以表揚業界人士和發展商。

業界保護生物多樣性的壓力

- 至於壓力方面，參與者表示身為前線業界人士，在日常工作中，並沒有感受到任何壓力，促使他們要考慮保護生物多樣性。問及近年公民社會包括環保團體和市民都越趨關注保護生態環境，並經常就相關議題發聲，會否對業界構成社會輿論壓力。參與者表示，這些民意可能主要對政府構成若干壓力，但對業界沒有任何影響。業界人士主要還是根據法例和發展商要求進行規劃，以及服膺於成本效益的計算，不會因為看到有市民提出反對意見，便貿然更改工程。

III. 對政府向業界教育及推廣生物多樣性的意見

- 參與者普遍認為，現時政府向業界教育及推廣生物多樣性的工作不足夠。故他們提出以下建議：

多辦論壇，配合政策，持續推廣

- 參與者提議，政府應多辦業界論壇，向業界廣泛推廣生物多樣性。而這些論壇不應局限在某段時期，而要持續進行。
- 但有參與者提醒，若論壇純粹是宣傳性質，則和一般公眾推廣無異，只會吸引到本身對議題有興趣的人去聽。那參與論壇的人數未必會多，而

且參與感也未必強。

- 所以，舉辦業界論壇必須是有政策配合。即政府先推出有關保護生物多樣性的政策和相關業界作業指引(practice notes)，其後透過論壇向業界介紹和講解政策。在這個情況下，參與論壇的人數就會增加，因為業界需要學習及在日後應用相關知識。參與者也坦言，業界人士工作十分繁忙，若無工作需要，他們亦無須要花時間了解相關議題。

<u>提供專業培訓</u>

- 上述提到，業界人士本身缺乏認識生物多樣性。針對這個問題，有參與者提到，政府可配合業界的專業學會，提供有關保護生物多樣性的「持續專業發展」(Continuing professional development)課程，以提升業界人士的相關知識。

IV. 對政府支援業界落實保護生物多樣性的意見

- 政府除了著力向業界教育及推廣生物多樣性，參與者也建議政府可循以下方法加強支援業界落實保護生物多樣性：

<u>檢討現有環境影響評估機制</u>

- 由於業界會否保護生物多樣性主要受政策法規影響，參與者深入討論了現有的環境影響評估制度。普遍意見是，現有制度未有全面顧及到生物多樣性這個概念，需要檢討。
- 參與者認為現時的環境評估制度是有效的，因為當中覆蓋的範圍算廣泛，而且是法例要求，發展商和業界必須遵守。但他們認為，評估制度卻需要檢討，因為在上世紀九十年代制定相關條例和機制時，並不是針對「生物多樣性」這個新概念，故未能反映工程對生物多樣性的影響。
- 有參與者解釋，現有環境影響評估機制只有其中一個範疇牽涉到「生態影響」(ecological impact)，這間接跟生物多樣性相關。但是，現有條例

卻沒有直接、具體和全面觸及「生物多樣性」這個概念，由於未有法例要求，業界進行工程時不會主動考慮保護生物多樣性。

- 另外，有參與者認為，現存的環境評估制度只屬一個「被動機制」。在這機制下，業界的思路只會考慮到工程對生物多樣性有甚麼負面影響，而需要有甚麼相應補償辦法，務求令影響減至最低。但是，業界卻不會主動思考如何優化現有狀態（例如如何增加物種）。
- 此外，有參與者建議政府設立獨立機構進行環境評估。他們指出，現有環境評估制度另一個不足的地方是，相關評估是由發展商聘請顧問撰寫的，而不是由獨立機構或人士進行，所以提出的建議都只停留於最基礎的層面：即若工程會影響到環境，才需要採取相應的補償措施，將影響減到最低，但就不會進一步採取優化措施。

<u>制定政策，規範商界和業界</u>

- 上述提到，商界並無太大誘因主動落實保護生物多樣性，所以參與者都寄望政府能夠帶頭制定政策，以規範發展商和業界。
- 有參與者指出，現時世界各地都致力提倡保護生物多樣性，是由於多個政府共同簽署相關國際公約（《生物多樣性公約》）約束，這即說明保護生物多樣性的責任主要在政府，很難靠商界、業界人士和民間自發去做。

<u>政府以身作則，樹立榜樣</u>

- 參與者都認為，現時業界沒有足夠知識如何在規劃和進行工程時，落實保護生物多樣性，所以他們建議政府身為香港最大的發展商，應率先透過大型公共工程作示範。例如，在規劃工程階段，政府可牽頭和協調各持份者包括業界、學術界和環保界促成互動交流，向社會各界展示如何共同謀劃保護香港的生物多樣性，並讓公眾了解到工程發展和保護生態

是可以共存的。當政府樹立榜樣後，商界和業界便有先例可循。

由較高層次局方負責落實保護生物多樣性的政策

- 最後，參與者提出，政府若要真正有效落實保護生物多樣性的政策，必須由一個較高層次的局方去牽頭，而不是由漁護署這個規模相對較小的部門負責。另外，由於相關政策是針對規劃及發展工作業界，故發展局是較合適的負責部門。