



Final Report of Project

Project No. : 2014/0443

Part A

Project Title: Magic Carpet: Re-envisioning Community Space in To Kwa Wan

Name of Organization/School: School of Architecture, The Chinese University of Hong Kong

Project Period: From 01/2016 (month/year) to 06/2017 (month/year)

Part B

*Please read the **Guidelines to Completion of Final Report of Quality Education Fund Projects** before completing this part of the report.*

Please use separate A4-size sheets to provide an overall report with regard to the following aspects:

1. Attainment of objectives
2. Project impact on learning effectiveness, professional development and school development
3. Cost-effectiveness – a self-evaluation against clear indicators and measures
4. Deliverables and modes of dissemination; responses to dissemination
5. Activity list
6. Difficulties encountered and solutions adopted

Name of Project Leader: _____ Name of Grantee*: _____

Signature: _____ Signature: _____

Date: 23 October 2017 Date: _____

** Final Report of Project should be submitted via “Electronic Project Management System” (EPMS). Once submitted, these reports are regarded as already endorsed by the supervisor of the school/the head of the organization or the one who signed the Quality Education Fund Agreement for allocation of grant on behalf of the organization.*

Guidelines to Completion of Final Report of Quality Education Fund Projects

Please elaborate the following items in your evaluation of the project. It is expected that the guide would provide a reference to the project leader/team in reflecting on the effectiveness of the project.

1. Attainment of Objectives

The following items should be included in the evaluation of the attainment of each of the project objectives stated in the project proposal (*the information may be presented in a table form in the format of Table 1 in this Annex or in short paragraphs*):

(A) Participating Students

| Objective statement | Activities related to the objective | Extent of attainment of the objective | Evidence or indicators of having achieved the objective | Reasons for not being able to achieve the objective, if applicable |
|---|--|---------------------------------------|---|--|
| Appreciate the role of public space in To Kwa Wan's community, based on field research and video interviews | <ul style="list-style-type: none"> - Workshop: Introduction to the project, basic principles of Urban Studies and the history of the district; - Tour in To Kwa Wan – Visit of selected sites in the district such as Cattle Art Depot, 13 Streets area, as well as subdivided flats and rooftop settlements. The tour included discussions with low-income residents and ethnic minorities about their concerns regarding the transformation of the area due to the new MTR line and government-led urban renewal; - Participation in the public space and placemaking event 'Magic Carpet: Moonlight Cinema'. | 100% | Evaluation form: (B)(i)(ii)(iii) | None |
| Understand the fundamentals of the forms, functions and possibilities of documentary filming | <ul style="list-style-type: none"> - Workshop: video shooting and editing; - Workshop: Interviewing skills; - 'Moonlight Cinema' events on Hung Fook Street and | 100% | Evaluation form: (A)(ii)(iii) & (B)(x)(xi); 600 attendants, good perception and media | None |



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| | at Cattle Depot Artist Village. | | coverage (see progress report) of Moonlight Cinema | |
| Conduct interviews informed by the fundamentals of journalism and ethnographic research | <ul style="list-style-type: none"> - Workshop: Interviewing Skills; - On-site video shooting by students. | 100% | Evaluation form: (A)(ii)(iii) & (B)(viii)(ix)(xiii); 8 videos produced by students | None |
| Produce videos that communicate effectively, using various types of cameras, audio recorders and editing software | <ul style="list-style-type: none"> - Production of 8 final videos by 26 students; - Workshop: Peer review and jury session discussing about the video themes and editing. | 100% | Evaluation form: (A)(ii)(iii)(iv) & (B)(x)(xi)(xii); 8 videos produced by students | None |
| Evaluate the content, techniques and objectives of their creative teamwork | <ul style="list-style-type: none"> - Workshop: Peer review and jury session discussing about the video themes and editing; - Screening and discussing of the videos to the general public at 'Moonlight Cinema' in To Kwa Wan; - Post-event evaluation session with participating students. | 100% | Evaluation form: (B)(x)(xi)(xiv)(xvi) | None |
| Receive hands-on, participatory, informal learning experiences outside the classroom | <ul style="list-style-type: none"> - Tour in To Kwa Wan including discussions with NGOs and residents; - Production of video interviews with local residents; - Participation in 'Moonlight Cinema' event and discussions with the general public after screening; - Participation in the exhibition and community event 'The Day After To Kwa Wan'. | 100% | Evaluation form: (B)(xiv)(xvii) | None |
| Reach out to the community proactively | <ul style="list-style-type: none"> - Workshop: Tour in To Kwa Wan and discussions with residents of sub-divided flats and rooftop settlements; - On-site video interviews with residents; | 100% | Evaluation form: (A)(i)(iv)(v) & (B)(ii)(iii)(iv)(v) | None |



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| | <ul style="list-style-type: none"> - Participation in 'Moonlight Cinema'; - Participation in the "The Day After To Kwa Wan" event. | | | |
| Nurture a sense of belonging to their own community | <ul style="list-style-type: none"> - Workshop: Tour in To Kwa Wan and discussions with residents of sub-divided flats and rooftop settlements; - On-site video interviews with residents; - Participation in 'Moonlight Cinema'; - Participation in the 'The Day After To Kwa Wan' event. | 100% | Evaluation form: (B)(i)(ii)(iii)(iv)(v) | None |
| Grow an interest and sensibility in urban studies and architecture | <ul style="list-style-type: none"> - Workshop: Introduction to the project and basic principles of Urban Studies; - Workshop: Visit to the School of Architecture, CUHK; - Participation in the set-up of the public space event 'Moonlight Cinema'. | 100% | Evaluation form: (B)(vi)(vii) | None |
| Develop empathy by listening to stories of different people | <ul style="list-style-type: none"> - Tour in To Kwa Wan – Visit of selected sites in the district such as Cattle Art Depot, 13 Streets area, as well as subdivided flats and rooftop settlements. The tour included discussions with low-income residents and ethnic minorities about their concerns regarding the transformation of the area due to the new MTR line and government-led urban renewal; - Participation in the public space and placemaking event 'Magic Carpet: Moonlight Cinema'. | 100% | Evaluation form: (A)(v) & (B)(xiii) | None |
| Get familiar with self-initiated project learning | <ul style="list-style-type: none"> - Video workshop and production of videos with self-chosen topics. | 100% | Evaluation form: (A)(iv) & (B)(xiv) | None |



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| Enhance analytical, critical and presentation skills through investigating their community | <ul style="list-style-type: none"> - Workshop: Peer review and jury sessions discussing about the video themes and editing; - Discussing about their own videos with the general public at the 'Moonlight Cinema' event; - Participating in the post-event evaluation session. | 100% | Evaluation form: (B)(xiv)(xv)(xvi)(xvii) | None |
| Express creativity through producing their own video-interviews | <ul style="list-style-type: none"> - Video workshop; - On-site video shooting. | 100% | Evaluation form: (A)(iv) & (B)(xi)(xii) | None |
| Gain confidence that they can bring positive change to society | <ul style="list-style-type: none"> - Presentation and discussion of their own videos at the 'Moonlight Cinema' and 'The Day After To Kwa Wan' events. | 100% | Evaluation form: (B)(xvi) | None |

(B) Local Community Members

| Objective statement | Activities related to the objective | Extent of attainment of the objective | Evidence or indicators of having achieved the objective | Reasons for not being able to achieve the objective, if applicable |
|--|--|---------------------------------------|--|--|
| Speak up for themselves and re-envision their ever-changing neighbourhood, as their perspectives are inadequately represented in Hong Kong's urban planning processes. | <ul style="list-style-type: none"> - Participating in the video production as interviewees; - Participation in the transformation of public space in the 'Moonlight Cinema' event. - Participation in the public discussions at the 'Moonlight Cinema' event; - Participation in the public discussions at 'The Day After To Kwa Wan' event. | 100% | 600 attendants, good perception and media coverage (see progress report) of Moonlight Cinema; 200 attendants, good perception of The Day After To Kwa Wan; 8 videos produced by students | None |



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| <p>Nurture a sense of belonging to their own community through collective activities i.e. outdoor screenings, exhibitions and gatherings</p> | <ul style="list-style-type: none"> - Participation in the video production as interviewees; - Participation in the public discussions at the 'Moonlight Cinema' event; - Participation in the public discussions at 'The Day After To Kwa Wan' event; - Watching and sharing the videos on the Magic Carpet website and YouTube channel; - Reading the 'Magic Carpet – a step-by-step guide' | <p>100%</p> | <p>600 attendants, good perception and media coverage (see progress report) of Moonlight Cinema; 200 attendants, good perception of The Day After To Kwa Wan; 8 videos produced by students; 20,506 views of Magic Carpet website</p> | <p>None</p> |
| <p>Realise the potential of their community's public space</p> | <ul style="list-style-type: none"> - Participation in the public discussions at the 'Moonlight Cinema' event; - Participation in the public discussions at 'The Day After To Kwa Wan' event; - Watching and sharing the videos on the Magic Carpet website and YouTube channel; - Reading the 'Magic Carpet – a step-by-step guide' | <p>100%</p> | <p>600 attendants, good perception and media coverage (see progress report) of Moonlight Cinema; 200 attendants, good perception of The Day After To Kwa Wan; 8 videos produced by students</p> | <p>None</p> |

(C) Other impacts

| Objective statement | Activities related to the objective | Extent of attainment of the objective | Evidence or indicators of having achieved the objective | Reasons for not being able to achieve the objective, if applicable |
|---|---|---------------------------------------|---|--|
| <p>Inform policy makers and designers in their future development and revitalisation projects through setting up a test case for community-based urban planning initiatives</p> | <ul style="list-style-type: none"> - The 'Moonlight Cinema' event; - 'The Day After To Kwa Wan' event. - Magic Carpet website, Facebook Page, YouTube channel and Flickr page. - 'Magic Carpet – a Step-by-step guide'. | <p>100%</p> | <p>Attendance of policy makers and designers attended the event and exchanged with the project team. After the event, together with</p> | <p>None</p> |



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|--|--|------|--|------|
| | <ul style="list-style-type: none"> - Magic Carpet installation at <i>Very DVRC</i> event. | | <p>the Project Leader could successfully obtain an award by the government. The fund will realise a pilot project for a community-driven public space project. Besides, the Project Leader was invited to contribute an article about the project for the</p> <p>among others.</p> | |
| Collect views from local community members to create an oral history archive for different districts in Hong Kong, through conducting video-interviews and setting up a project website to present them beyond the one-year project period | <ul style="list-style-type: none"> - Production of interview and event videos - Posting of the videos on Magic Carpet website, Facebook Page, YouTube channel and Flickr page. | 100% | The well visited Magic Carpet YouTube channel (24,620 accumulated views), Facebook Page (634 Likes), website (20,506 accumulated views) and others | None |

2. Project Impact on

The project's effects on the learning effectiveness / professional development / school development should be evaluated, in evidence-based approach, with regard to:

(A) Broadening students'/teachers' horizons

In the Magic Carpet project, students are exposed to topics and activities outside of the curriculum. Students investigated To Kwa Wan, their own community from the perspectives of architecture, history, journalism and urban studies. Students went on local tours in To Kwa Wan guided by representatives of the ethnic minority community, and discussed with residents of subdivided flats and rooftop settlements.

The students had to approach strangers in their neighbourhood, and persuade them to be interviewed for their video project. During the Moonlight Cinema event, students presented their videos to the general public and discussed their ideas and observations with the audience.

From the student evaluation, up to half of the students (8 out of 17) had never produced own videos nor conducted interviews before ((A)(ii)(iii)). More than three quarters of the students (13 out of 17) showed their work to the public for the first time ((A)(iv)). After the project, students felt that they gained a good understanding of To Kwa Wan (4.24 out of 5), urban design and urban studies (3.76 out of 5), journalism (3.59 out of 5), and video making (4.41 out of 5)((B)(i)(vi)(viii)(x)). Students reported also to have gained new skills in videography ((C)(ii)). Students evaluated the project overall as 'an eye-opening experience' ((C)(iii) (#7) and as 'inspiring' ((C)(iii)(#9)). One student praised Magic Carpet for 'broadening [her] horizon' ((C)(i)#7). Students also acknowledged that because of this project, they witnessed the living conditions in sub-divided flats and interacted with ethnic minorities for the first time ((A)(i)(v)).

The strong effect on the students and teachers is also documented in the Moonlight Cinema documentation video. For instance student Alyssa Lo expressed about the project here, that it was "a rare, unforgettable experience, to discover different places and streets in To Kwa Wan" <https://www.youtube.com/watch?v=A-skepgdzzU>). For further quotes of participating students and teachers please refer to our 'Magic Carpet: a step-by-step guide' (https://issuu.com/magiccarpethk/docs/magiccarpet_guide_s, page 6-7).

(B) Increasing students'/teachers' sense of achievement

The Moonlight Cinema gave students and teachers an unique experience to see their own work reaching a large and diverse public audience. Following the idea of the project, the videos captured the individual stories of residents in To Kwa Wan and thus connected well with the audience. The videos were later also presented to a large audience at the 'Very DVRC' event in Sheng Wan and at the exhibition 'The Day After To Kwa Wan' organised by [House 31](#) at the Cattle Depot Artist Village, further enhancing the students' and teachers' sense of achievement. Such experiences are otherwise rare in the routine of classroom teaching. In addition, they could follow the increasing popularity of their videos on the project's [YouTube](#) channel, and read about the news of the event in Hong Kong's established newspapers (e.g. [South China Morning News](#)).

According to our survey, the majority of the students (13 out of 17) mentioned that this project was the first time that they presented their works in public ((A)(iv)). Students also expressed their appreciation to have gained more confidence in communicating with strangers (4.24 out of 5, (B)(xiii)), and their empowerment to bring positive change to their community (3.41 out of 5, (B)(xvi)). Overall, students described the project as 'rewarding, [and] definitely worth joining' (#11) and 'bringing great and memorable experiences' (#12)((C)(iii)).

(C) Fostering students' development in their potential and specific abilities

The idea of the project was to give students opportunities to explore different disciplines: journalism and



urban studies, and to acquire new skills in interviewing and video filming. Through these different lenses, students could discover their district in new ways. The tours with volunteers of the ethnic minorities gave them insights about the living conditions in To Kwa Wan's subdivided flats and rooftop settlements. They could learn about local concerns by discussing with the local residents and shopkeepers.

According to the survey, students appreciated the increase in knowledge of urban studies (3.76 out of 5), journalism (3.59 out of 5) and videography (4.41 out of 5)((B)(vi)(viii)(x)). As the production of the video interviews is the central part of the project, students rated it as the most interesting part. Thus, students valued videography as the most helpful and inspiring skill learned in the project ((C)(ii)) (#1, #2, #4, #6, #8, #14, #16) followed by the interviewing skills (#3, #7, #9, #10, #12, #13, #15, #17). This appreciation was also highlighted in students' statements in the Magic Carpet documentation video (<https://www.youtube.com/watch?v=A-skepgdzzU>).

(D) Training students to better meet social demands

An essential part of the project was to give students an experience of urban challenges in their own district, and thus raise their social awareness. School curricula seldom offer such opportunities. In the project, students had to overcome their fear and preconception and engage with people from different social and cultural backgrounds. As they had to persuade these people to become the interviewees for their video projects, they had to build up trust. In this process, they increased their social skills and became more compassionate.

Students' answers in the survey show that they have better understood the living conditions of less privileged ((A)(i)) and marginalized ((A)(v)) people in their district. One student for instance named 'realizing the income disparity' as key the experience of the project ((C)(i)#11): "It made me realise how serious the income disparity is, even in the same district". Also, students confirmed that they improved their communication skills due to the project (4.24 of out 5, (B)(xiii)). This was also emphasised in (C)(ii) in response to the most helpful newly learned skill (#3, #7, #9, #10, #12, #13, #15, #17).

(E) Increasing training opportunities for teachers and enhancing their professional development

In the course of the Magic Carpet project, the teachers of Heep Yunn School closely followed the project approach. The Magic Carpet project offers a mutual learning opportunity for the teachers and the project team. Teachers were inspired by the teaching methodologies and amazed by the fast improvement of students' skills. This experience by Ms [redacted], teacher of Heep Yunn School is captured in the Moonlight Cinema video documentation ('Magic Carpet has invited an experienced video artist to teach students of Heep Yunn School to make documentary videos and conduct interviews, to teach them how to progress from not knowing the community to making its members tell their stories, and teach them how to combine different images into a video", <https://www.youtube.com/watch?v=A-skepgdzzU>).

The project team sees Magic Carpet as a tool that teachers and students can adapt freely. Therefore, the team produced 'Magic Carpet: A step-by-step guide', condensing the key ideas and experiences of the projects for dissemination. This toolkit was sent to all secondary school in Hong Kong and is also freely

available online. It received so far 196 Likes on the Magic Carpet Facebook page (as of 21 August 2017). To make the guide more engaging, the team invited *[Name]*, a talented young architect and artist from Spain to illustrate the different project steps.

After sending-out the 'Magic Carpet: A step-by-step guide', the project has been contacted already by several secondary schools who showed strong interest to organize similar projects.

(F) Improving learning atmosphere

Magic Carpet offers a range of out-of-classroom experiences such as guided tours to hidden places by volunteers, workshops with video artists and academics, visits of design and media studios in CUHK, production of own creative works and their presentation in a unique urban setting. The project expands the usual teaching experience in secondary schools significantly, offering an inspiring and diverse learning atmosphere, which refreshes students' motivation of learning.

According to our survey, students appreciated these out-of-classroom learning experiences (4.06 out of 5, (B)(xiv)), and highly enjoyed the work on the project (4.41 out of 5, (B)(xvii)). In (C) [Written responses], students stated that they learned much from the project, and that it allowed them to explore their community ((C)(iii)#3: 'It was nice learning about the To Kwa Wan community. Gave me a very enjoyable experience which I couldn't gain myself on my own'; #4: 'It is a pretty cool thing especially when we get to wander and explore the community for a reason and to create our own productions'). Despite the need to engage with the relatively serious socio-spatial issues, to commit a high amount of time and to learn new skills, students experienced the work on the project as 'fun' and welcomed the change to their usual schoolwork ((C)(i)#4).

(G) Fostering team spirit and enhancing the overall image of the school

Magic Carpet required students to work as teams. At the event, they represented their own works as part of a group endeavour and helped with the event organisation. Thus, they acted as community ambassadors of the project and of their school. They helped promote Heep Yunn School as an institution that proactively engages with the people living in To Kwa Wan. For most students (13 out of 17), Magic Carpet was the first time to present their works to the public ((A)(iv)). It is an equally rare occasions for the school's teachers.

Students evaluated their engagement in the teamwork as positive (3.35 out of 5, (B)(xv)). As shown by the events, website, and media coverage, the participation in this creative and socially motivated project has enhanced Heep Yunn School's image in the district and the general public.

(H) Inducing collaboration with other schools / professional organizations

Magic Carpet did not only involve the School of Architecture, the School of Journalism and Communication at CUHK and Heep Yunn School, but also other NGOs such as Caritas, To Kwa Wan House of Stories, Blue House (St. James' Settlement), Jik Jik Team etc. This network of educational institutions and NGOs can be beneficial for further projects.

The Magic Carpet team could further extend its network to different institutions, NGOs and community members in To Kwa Wan and learn about the district. In fact, together with [redacted], the team has successfully applied for [redacted], which will allow the realisation of a public space pilot project in Sheung Fung Lane, Sai Ying Pun with the opening of a Magic Carpet community store. This is an important step to realise our aspiration of improving public spaces for the local communities in Hong Kong. The production of 'Magic Carpet – a step-by-step guide' which was sent to other secondary schools and is freely available online is another way to increase of the impact of the project.

3. Cost-effectiveness

Grantees are required to complete the 'Budget Checklist' at Table 2 in this Annex and enclose it as an appendix of this report. Please adopt the classification of budget items in Schedule II of the Agreement.

The project's cost-effectiveness should be evaluated with regard to:

- (A) utilization of available resources (e.g. equipment, human resources of applicant school/ participating school(s))
- (B) unit cost for the direct beneficiaries
- (C) sustainability of the learning programme and materials developed
- (D) expenditure items which require no injection of resources when the project is replicated by other schools (including setup cost of the project, deliverables ready for use)
- (E) alternative approaches for equivalent benefits at less cost

| Budget Items (Based on Schedule II of Agreement) | Approved Budget (a) | Actual Expense (b) | Change [(b)-(a)]/(a) +/- % |
|---|------------------------|-----------------------|----------------------------------|
| Staff Cost | \$120,000 | \$165,968 | +38.3% |
| Services | | | |
| - Workshop Instructor (Video) | \$30,000 | \$30,000 | 0% |
| - Student Helpers (Part-time) | \$3,000 | \$1,100 | -63.3% |
| - Editorial | \$60,000 | \$4,000 | -93.3% |
| - Technical Set-up of Magic Carpet | \$40,000 | \$40,000 | 0% |
| - Photo & Video Documentation | \$20,000 | \$20,000 | 0% |
| - Performance | \$20,000 | \$20,000 | 0% |
| - Web Design | \$30,000 | \$30,000 | 0% |
| - Guest Lectures(s) for Workshops | \$5,000 | \$3,650 | -27% |
| Equipment | \$68,000 | \$1,824 | -97.3% |
| General Expenses | | | |
| - Production of Magic Carpet | \$30,000 | \$19,075 | -36.4% |
| - Workshop | \$2,000 | \$518.7 | -74% |

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| - Post-screening Gathering | \$3,000 | \$153.8 | -94.8% |
| - Post-screening Exhibition | \$10,000 | \$0 | -100% |
| - Printing | \$6,000 | \$8,788 | -100% |
| - Transport | \$2,000 | \$1,147.4 | -46.4% |
| - University Overhead | \$68,100 | \$68,100 | -42.6% |
| - Audit Fee | \$5,000 | \$0 | -100% |
| TOTAL | \$522,100 | \$414,324.9 | |

Direct beneficiaries:

Participating students: 26

Teachers: 2

Partners (To Kwa Wan House of Stories, Jik Jik Team, Caritas etc): 15

TOTAL: 43

Unit cost of direct beneficiaries: \$9,635.4

Cost effectiveness evaluation:

In general, the budget has been effectively used, with most items fully spent and some items with reserve. The reserve for the item 'equipment' is considerable because Heep Yunn School has good resources and not much additional equipment was required.

The Magic Carpet project website, the online version of the step-by-step guide and all other social media platforms can all be sustained after project completion. The project website and the guide in particular are useful if the project is to be replicated in other schools. By referencing to the guide, schools may initiate similar projects themselves or reach-out to the Magic Carpet team. All this was achieved with the QEF budget.

4. Deliverables and Modes of Dissemination

The following items should be included in the evaluation of each of the project deliverables and their value for dissemination (*the information may be presented in a table form in the format of Table 3 in this Annex*):

- (A) description of the deliverable (e.g. type, title, quantity, etc.)
- (B) evaluation of the quality and dissemination value of the deliverable
- (C) the dissemination activities conducted (please state the date, mode, etc.) and the responses of the participants/recipients to such dissemination activities
- (D) the value and feasibility for the deliverable to be widely disseminated by the QEF as well as suggested modes of dissemination.

A brief description of the elements/experiences contributing to the success of the project and feasibility of continuing the project should also be given.



| Item description (e.g. type, title, quantity, etc.) | Evaluation of the quality and dissemination value of the item | Dissemination activities conducted (e.g. mode, date, etc.) and responses | Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination. |
|--|---|--|---|
| Moonlight Cinema: Public screening and community event | The Moonlight Cinema is at once a public space transformation, a festive community gathering, a public screening, and the best occasion to promote the project and its ideas, and disseminate the videos produced by the students. | 17 September 2016. Public screening and community event. | Yes. Through sharing the Moonlight Cinema video documentation (http://www.youtube.com/watch?v=A-skepgdzzU&t=3s) on the QEF website. |
| Workshops for participating students | The comprehensive workshop series equips students with a wide range of knowledge and skills from urban studies, videography to interviewing skills. | March to August 2016. Workshops on To Kwa Wan, Urban Studies & Urban Design, Videography, interviewing skills and peer review. | Yes. Through sharing the Moonlight Cinema video documentation (http://www.youtube.com/watch?v=A-skepgdzzU&t=3s) on QEF website and presentation by students. |
| Community Gathering (Screening at 'The Day After To Kwa Wan' at Cattle Depot) | Joining force with Blue House Studio and other active organisations in To Kwa Wan and beyond, the community gathering allows Magic Carpet to once again gather people and recall the great experience of the Moonlight Cinema. | 26 January 2017. Public screening, To Kwa Wan projects presentation by CUHK students, other activities (Karaoke and music performance) on the Magic Carpet set. | Because Magic Carpet was invited as a participating party and the gathering is organised by Blue House Studio, it may not be as worthwhile to disseminate by the QEF. |



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| <p>Magic Carpet website (www.magiccarpet.hk)</p> | <p>The project website archives the whole project and all related deliverables e.g. publications. It enables a comparison between districts in Hong Kong. It sets up an example of how similar projects can be archived and displayed. Its accessibility may generate further discussion and usage even after project completion.</p> | <p>Accumulated total view: 20,506</p> | <p>Yes. Through project presentation and upload to the QEF website.</p> |
| <p>Magic Carpet: a step-by-step guide (https://issuu.com/magiccarpethk/docs/magiccarpet_guide_s)</p> | <p>The guide condenses the valuable experience of the Magic Carpet team. It offers a simple and effective framework for community projects and public space transformation.</p> | <p>To be distributed to 481 local secondary schools and 33 international secondary schools in August 2017</p> | <p>Yes. Through project presentation and distribution (of online and printed versions) through the QEF's network.</p> |
| <p>Magic Carpet YouTube channel (https://www.youtube.com/playlist?list=PLU1KqAycAnw8UW6H5nX_wB3f9yvHrB7uE)</p> | <p>The channel employs the popular YouTube platform and allows another way to access the video interviews produced by students.</p> | <p>Accumulated total views from August 2013: 24,620 (as on 27 July 2017)</p> <p>Accumulated total followers from August 2013: 58 (as on 27 July 2017)</p> <p>Accumulated views for 'Magic Carpet To Kwa Wan' playlist: 234 (as on 27 July 2017)</p> | <p>Yes. Through project presentation and upload to the QEF website (subordinate to Magic Carpet website).</p> |
| <p>Magic Carpet Facebook Page (www.facebook.com/MagicCarpetHK)</p> | <p>The Page employs major social media platforms for dissemination of images, videos, publications and general news about the project.</p> | <p>Accumulated total 'Likes' from August 2013: 634 (as on 27 July 2017)</p> | <p>Yes. Through project presentation and upload to the QEF website (subordinate to Magic Carpet website).</p> |



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| Magic Carpet Flickr page (www.flickr.com/photos/magiccarpet-hongkong) | The page employs the popular Flickr media format to present the process of Magic Carpet through images. | Accumulated total visits from August 2013: 9,440 (as on 27 July 2017) | Yes. Through project presentation and upload to the QEF website (subordinate to Magic Carpet website). |
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5. Activity List

Particulars of activities conducted during the project period such as types of activities, brief descriptions of the activities, number of participants and feedback from participants should be reported (*the information may be presented in a table form in the format of Table 4 in this Annex or in short paragraphs*).

| Name of activities | Types of activities (e.g. seminar, performance, etc.) | Brief description (e.g. date, theme, venue, etc.) | No. of participants | | | | Feedback from participants |
|--|--|--|---------------------|----------|----------|--|--|
| | | | schools | teachers | students | others (Please specify) | |
| Moonlight Cinema | Public screening; community | 17 Sept 2016, Hung Fook Street, To Kwa Wan | 1 | 4 | 30 | Public: 600 (estimated) ToHome (collaborator): 5 CUHK students: 60 Other collaborators (Jik Jik Team etc): 10 | See (1) Video documentation of Magic Carpet To Kwa Wan (www.youtube.com/watch?v=A-skepgdzzU); (2) Student evaluation: (C)(iii); and (3) media coverage of event |
| To Kwa Wan tour for participating students | Tour | Feb 2016, To Kwa Wan | 1 | 2 | 20 | NIL | See Student evaluation: (A)(i)(v) & (B)(i)(ii)(iii)(iv)(v) |



| | | | | | | | |
|---|-----------------------------|--|---|---|----|---|--|
| Workshops for participating students | Workshop | Mar-Aug 2016, Heep Yunn School & CUHK; 7 sessions in total: Introduction to project, introduction to urban studies and design, interviewing skills, videography, sound recording, interviewing skills and critique session | 1 | 2 | 20 | NIL | See student evaluation: (B) & (C)(ii) |
| Video shooting by participating students | Practical | May-Aug 2016, To Kwa Wan | 1 | 2 | 20 | NIL | See student evaluation: (B)(viii)-(xi) & (C)(i)(ii) |
| Participation in Very DVRC | Public screening, community | 25 Sept 2016, Des Voeux Road Central | 1 | 2 | 20 | Public: 14,400 (estimated) | See PR of Very DVRC: http://dvrc.hk/category/pr/ |
| Participation in The Day After To Kwa Wan | Public screening, community | 26 Jan 2017, Cattle Depot Artist Village | 1 | 2 | 20 | Public: 200 (estimated) | NIL (Event organised by Blue House Studio) |
| Evaluation and Reunion | Discussion & gathering | 3 April 2017, Heep Yunn School | 1 | 2 | 20 | Magic Carpet team: 3, ToHome (collaborator): 1, To Kwa Wan community members: 2 | NIL |

6. Difficulties Encountered and Solutions Adopted

The information here should explain why the actual project implementation (including the budget, schedule and process) differs from the original plan, if applicable.



In general, the project has been executed according to the proposed idea and schedule. However, to maximise the impact of the project, the following changes were made:

(i) Postponement of Moonlight Cinema

The captioned event was planned to take place in the evening on 15 September, Mid Autumn Festival. However, due to the approaching typhoon on that date forecast by the Observatory, the outdoor event had to be postponed to 17 September, two days after the Festival, which lies on the Mid Autumn Festival weekend. Fortunately, the possible weather conditions were evaluated and back-up plans were made, the project team and the involved partners were well prepared enough for the postponement. The event turned out to run smoothly and was well attended.

(ii) Evaluation and Production of Tool Kit

The extension enabled the project team to spare resources to plan the follow-up event, incorporated into the exhibition _____ at Cattle Depot Artist Village organised by _____ in January 2017.

It also allowed more time for the project evaluation and the production of Magic Carpet tool kit (*Magic Carpet: a step-by-step guide*). They were completed by the end of June 2017 as proposed.

Table 1: Attainment of Objectives

| Objective statement | Activities related to the objective | Extent of attainment of the objective | Evidence or indicators of having achieved the objective | Reasons for not being able to achieve the objective, if applicable |
|---------------------|-------------------------------------|---------------------------------------|---|--|
| Objective 1 | Activity 1 Activity 2 | Fully achieved | | |
| Objective 2 | Activity 1 Activity 2 | 75% attained | | |

Table 2: Budget Checklist

| Budget Items <i>(Based on Schedule II of Agreement)</i> | Approved Budget (a) | Actual Expense (b) | Change [(b)-(a)]/(a) +/- % |
|--|------------------------|-----------------------|----------------------------------|
| Staff Cost | \$240,000 | \$200,000 | -16.7% |
| Equipment | \$60,000 | \$65,000 | +8.3% |

Table 3: Dissemination Value of Project Deliverables

| Item description (e.g. type, title, quantity, etc.) | Evaluation of the quality and dissemination value of the item | Dissemination activities conducted (e.g. mode, date, etc.) and responses | Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination. |
|--|---|--|---|
| Two teacher manuals on "Team Building" | | distributed to 100 participants at the dissemination seminar in 6/2001; about 10 teachers indicated that they would use the materials as try-out | |
| One CD-ROM on "Workshops on Team Building Activities" | | distributed to 50 schools on request in 7/2001 | |

Table 4: Activity List

| Types of activities <i>(e.g. seminar, performance, etc.)</i> | Brief description <i>(e.g. date, theme, venue, etc.)</i> | No. of participants | | | | Feedback from participants |
|---|---|---------------------|----------|----------|----------------------------|----------------------------|
| | | schools | teachers | students | others (Please specify) | |
| | | | | | | |
| | | | | | | |