

Final Report of Project

Project No.: 20150117

Part A

Project Title: Game Over Program (GOP): Pilot universal preventive intervention on gaming addiction among upper primary school students 愛·關機——小學生打機成癮預防計劃

Name of Organization/School _____

Project Period: From 04/2016 (month/year) to 09/2017 (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: Dec 21, 2017

Date: Dec 20, 2017

** 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.*

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
To design, implement, and evaluate a pilot parent-training project, namely Game Over Program (GOP), that aims to strengthen parents' knowledge, attitudes, and skills in conducting gaming addiction preventive education at home.	<p>Delivering parent-training program (Intervention / Control condition)</p> <p>-Target number of sessions: 24 sessions</p> <p>-Target number of beneficiaries: 200 parents</p>	100% attained	Please refer to Activity List
To raise upper primary school students' awareness of gaming addiction, its consequences, and alternative leisure activities available.	<p>Delivering educational talks for students</p> <p>-Target number of sessions: 12 sessions</p> <p>-Target number of beneficiaries: 5000 students</p>	100% attained	Please refer to Activity List
To provide training and consultation to school representatives in order to help them develop school-based policies and programs that aim to raise awareness and prevention of gaming addiction.	<p>Providing training and consultation sessions for school representatives</p> <p>-Target number of sessions: 12</p> <p>-Target number of beneficiaries: 24 school representatives</p>	100% attained	Please refer to Activity List
To create a training manual, including training materials, which will serve as a blueprint for local schools to develop their own GOP.	<p>Creating a training manual for local schools</p> <p>-Target number of indirect beneficiaries: all local primary schools</p>	100% attained	Please refer to Deliverables and Modes of Dissemination
To publish leaflets targeting primary school parents to raise their awareness of the importance of family-based gaming addiction preventive education.	<p>Publishing leaflets targeting parents</p> <p>-Target number of beneficiaries: 10,000 parents</p>	100% attained	Please refer to Deliverables and Modes of Dissemination

2. Project Impact

Fostering students' development in their potential and specific abilities

Impact on children: The GOP training program could reduce children's risk for gaming addiction

There were 229 parents participating in the program (83 parents in the GOP group and 146 parents in the control group). To evaluate the effectiveness of these two types of programs, children's conditions (such as gaming time) was recorded before the start of the training, one week and three months after the training, so that the immediate effects and follow-up effects could be examined.

For addiction level, based on the data collected from the parents and children, we found that both GOP and control program could significantly and immediately lower children's addiction level and the reduction was still exhibited in the 3-month assessment. A possible reason for the effect exhibited by the control program is that the parent participants learned how to assist children in enhancing learning in the course. When the children's need for competence was fulfilled in real life, they did not have to rely on gaming activities to seek fulfillment.

For gaming time, based on the data collected from the parents, we found that both GOP and control program could significantly and immediately reduce children's gaming time, but the control group did not show a significant change in gaming time in the 3-month assessment while a significant reduction in gaming time could still be observed in the GOP group.

Overall, GOP was found to be more effective than the control program in reducing children's risk for gaming addiction.

Impact on parents: The GOP training program could strengthen parenting skills and the bonding between parents and children

Subjective evaluation:

From the evaluation questionnaires collected, we found that more than 80% of the parent participants were satisfied with the GOP program and agreed that the program could achieve the following purposes:

- ✓ Reducing children's gaming time
- ✓ Assisting their children to stay away from violent games
- ✓ Assisting their children in prevention of gaming addiction
- ✓ Strengthening parents' parenting skills
- ✓ Strengthening parents' skills of communicating with their children
- ✓ Helping the families to function more effectively

Please refer to p.9-12 of this report for details.

3. Cost-effectiveness

Utilization of available resources

We made good use of the available resources of participating schools as well as our own institute. The venues of the programs and the computer equipment needed were all provided by the participating schools. We also invited students of our institute to voluntarily assist us in running the program.

Unit Cost for the direct beneficiaries

The total of actual expense incurred: \$381,955.50

The total number of direct beneficiaries: 229 parents + 5265 students + 24 school representatives = 5518 beneficiaries

The unit cost for the direct beneficiaries: \$69.20

Sustainability of the learning programme developed

A manual enclosing the teaching plans and materials of the GOP has been published and distributed to all local primary schools and the Federation of Parent-Teacher Association in all districts. Many teachers feedbacked that the manual is helpful because it concisely demonstrates how to conduct the training program and lists all the useful resources. Schools could refer to the manual to develop their own GOP.

We have also published and disseminated leaflets targeting primary school parents to raise their awareness of the importance of family-based gaming addiction preventive education.

Finally, a website for GOP has been established to provide a platform for the public to gain access of the information of gaming addiction prevention and download resources.

Expenditure items which require no injection of resources when the project is replicated by other schools

When the project is replicated by other schools, the instructors can use the materials enclosed in the manual and website for the training programs and no injection of resources will be required.

4. Deliverables and Modes of Dissemination

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.
One family universal preventive parent-training program on gaming addiction (delivered at 10 schools altogether).	The program possesses high dissemination value. It was found to be effective in lowering the risks of gaming addiction in children.	Please refer to Activity List for details	It is worthwhile for the program to be widely disseminated. Each primary school has received our training manual which encloses the teaching plans and materials. Thus, they should be able to conduct training programs by themselves. No further actions by the QEF are required.
One educational talk targeting upper primary school students that aim to raise awareness of gaming addiction (delivered at 26 schools altogether).	The program possesses high dissemination value. Most students found that the talks could enhance their understanding on gaming addiction and prevention.	Please refer to Activity List for details	It is worthwhile for the talk to be widely disseminated. Each primary school has received our training manual which encloses the teaching plans and materials. Thus, they should be able to conduct educational talks by themselves. No further actions by the QEF are required.

<p>One training and consultation session on gaming addiction awareness and prevention targeting school representatives (delivered at 23 schools altogether).</p>	<p>The program possesses high dissemination value. All teachers found the sessions could help facilitate them to run their own GOP.</p>	<p>Please refer to Activity List for details</p>	<p>It is worthwhile for the session to be widely disseminated. Schools could refer to the manuals and website for the part about policies and school management for information and run their own GOP. No further actions by the QEF are required.</p>
<p>One training manual, “小學生打機成癮預防計劃實施指南”</p>	<p>The manual is comprehensive and possesses high dissemination value. It could serve as a blueprint for schools to develop its GOP.</p>	<p>600 copies of the manual were printed and distributed to all local primary schools and the Federation of Parent-Teacher Association in all districts in Aug. All the school representatives who took part in our consultation sessions (23 schools in total) said they would use the manual.</p>	<p>It is worthwhile for the manuals to be widely disseminated and each of the primary schools has already got one. No further actions by the QEF are required.</p>
<p>One leaflet on tips on prevention of gaming addiction</p>	<p>The leaflet is concise and possesses high dissemination value. It gives parents a quick guide on lowering the risks of gaming addiction in children.</p>	<p>10,000 copies of the leaflet were printed and delivered to all local primary schools in Aug and will be distributed to parents. All the school representatives who took part in our consultation sessions (23 schools in total) commented that the leaflets would be very helpful for parents.</p>	<p>It is worthwhile and feasible for the leaflets to be widely disseminated to all parents in Hong Kong. The QEF could disseminate the leaflets to parents through the assistance of schools.</p>
<p>One press conference that disseminates study results and promotes GOP</p>	<p>The conference possesses high dissemination value. It successfully drew the attention of the media industry and the community</p>	<p>Please refer to Activity List for details</p>	<p>It is worthwhile for the conference to be disseminated. The event was already completed in June and no further actions by the QEF are required.</p>

<p>One website for the GOP project</p>	<p>The website possesses high dissemination value. It uploads important information about gaming addiction and its prevention as well as useful resources. The website is a good a guide for schools, teachers, parents and children.</p>	<p>The URL of the website (http://www.psychology.hku.hk/qefgop/) had been printed in the manuals and leaflets, which were distributed to all local primary schools.</p>	<p>It is worthwhile and feasible to widely promote the website. As the URL is shown on the leaflets, the website could be made known to parents if the QEF disseminates the leaflets to a wider audience.</p>
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5. Activity List

<u>Parent-training program (intervention condition)</u>			
Venue	Date	Time	Number of participants (p4-6 parents)
	18/4/2016	1:00 pm - 3:00 pm	5
	25/4/2016	1:00 pm - 3:00 pm	
	23/9/2016	1:00 pm - 3:00 pm	5
	30/9/2016	1:00 pm - 3:00 pm	
	8/10/2016	9:00 am - 12:30 pm	4
		1:30 pm - 5:00 pm	
	22/10/2016	9:45 am - 11:45 am	11
	19/11/2016	9:45 am - 11:45 am	
	25/10/2016	1:15 pm - 3:15 pm	13
	1/11/2016	1:15 pm - 3:15 pm	
	3/11/2016	1:45 pm - 3:30 pm	4
		10/11/2016	
	15/11/2016	9:00 am - 11:00 am	18
	29/11/2016	9:00 am - 11:00 am	
	24/11/2016	2:00 pm - 4:00 pm	1
	1/12/2016	2:00 pm - 4:00 pm	
	25/11/2016	1:45 pm - 2:30 pm	5
	30/11/2016	8:30 am - 11:30 am	
	6/12/2016	9:00 am - 11:00 am	17
	12/12/2016	9:00 am - 11:00 am	
<u>Parent-training program (control condition)</u>			
Venue	Date	Time	Number of participants (p4-6 parents)
	14/4/2016	1:00 pm - 3:00 pm	7
	12/5/2016	1:00 pm - 3:00 pm	
	5/5/2016	1:00 pm - 3:00 pm	5
	11/5/2016	1:00 pm - 3:00 pm	
	13/9/2016	1:00 pm - 3:00 pm	10
	20/9/2016	1:00 pm - 3:00 pm	
	6/10/2016	1:15 pm - 3:15 pm	7
		29/9/2016	
	7/10/2016	9:00 am - 11:00 am	11
	14/10/2016	9:00 am - 11:00 am	
	27/10/2016	8:30 am - 10:30 am	9
	10/11/2016	8:30 am - 10:30 am	

	29/10/2016	10:00 am - 11:00 am	4
	16/11/2016	1:30 pm - 3:00 pm	
	23/11/2016	1:30 pm - 3:00 pm	
	4/11/2016	10:45 am - 12:45 pm	8
	11/11/2016	10:45 am - 12:45 pm	
	14/11/2016	10:30 am - 12:30 pm	10
	21/11/2016	10:30 am - 12:30 pm	
	14/11/2016	2:30 pm - 4:30 pm	6
	17/11/2016	2:30 pm - 4:30 pm	
	19/11/2016	10:00 am - 11:45 am	7
	26/11/2016	10:00 am - 11:45 am	
	22/11/2016	12:45 pm - 2:45 pm	21
	29/11/2016	12:45 pm - 2:45 pm	
	24/11/2016	9:00 am - 11:00 am	14
	1/12/2016	9:00 am - 11:00 am	
	26/11/2016	10:00 am - 12:00 pm	7
	10/12/2016	10:00 am - 12:00 pm	
	28/11/2016	12:45 pm - 2:45 pm	13
	5/12/2016	12:45 pm - 2:45 pm	
	12/12/2016	1:45 pm - 3:15 pm	7
	13/12/2016	1:45 pm - 3:15 pm	

There were 229 parents participating in the program (83 parents in the GOP group and 146 parents in the control group).

Feedback

The evaluation interviews were carried out at 3 time points: immediately, 1 week, and 3 months after the delivery of the program. Parents' responses are summarized as follows:

Intervention condition (immediately after the delivery of the 2nd program session)

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1.	I think the program has enhanced my understanding of gaming addiction.	0.7%	0%	13.2%	38.9%	47.2%
2.	I think the program has helped me more effectively protect my children from gaming addiction.	0%	0%	12.5%	47.9%	39.6%
3.	Overall, I am satisfied with the program.	0%	1.4%	9%	40.3%	49.3%

The results showed that over 80% of the participating parents thought the program had enhanced their understanding of gaming addiction, helped them more effectively protect their children from gaming addiction, and were overall satisfied with the program.

Intervention condition (1 week after the delivery of the 2nd program session)

		Strongly disagree		Disagrec		Agree		Strongly agree	
		1	<u>2</u>	1	<u>2</u>	1	<u>2</u>	1	<u>2</u>
	Number of sessions attended								
1.	The program has helped me to assist my child in reducing the time he/she spends on gaming.	0%	<u>0%</u>	15.6%	<u>8.8%</u>	75%	<u>77.2%</u>	9.4%	<u>14%</u>
2.	The program has helped me in monitoring my child's gaming behaviours.	0%	<u>0%</u>	15.6%	<u>3.5%</u>	68.8%	<u>77.2%</u>	15.6%	<u>19.3%</u>
3.	The program has helped me to assist my child to stay away from violent video games.	0%	<u>3.5%</u>	6.3%	<u>7.0%</u>	75%	<u>75.4%</u>	18.8%	<u>14%</u>
4.	The program has helped me to assist my child in the prevention of gaming addiction.	0%	<u>1.8%</u>	3.1%	<u>1.8%</u>	65.6%	<u>64.9%</u>	31.3%	<u>31.6%</u>
5.	The program has strengthened my parenting skills	0%	<u>0%</u>	9.4%	<u>7%</u>	81.3%	<u>71.9%</u>	9.4%	<u>21.1%</u>
6.	The program has strengthened my skills of communicating with my child.	0%	<u>0%</u>	15.6%	<u>1.8%</u>	75%	<u>77.2%</u>	9.4%	<u>21.1%</u>
7.	The program has helped my family to function more effectively.	0%	<u>0%</u>	9.4%	<u>3.5%</u>	78.1%	<u>80.7%</u>	12.5%	<u>15.8%</u>
8.	Overall, I was satisfied with the program.	0%	<u>0%</u>	3.2%	<u>0%</u>	83.9%	<u>75%</u>	12.9%	<u>25%</u>

The parent-training program consists of 2 training sessions (2 hours each). Some parents, however, only attended 1 session. Therefore, the responses from parents who attended 2 sessions and those who attended only 1 session are reported separately.

It was found that for parents who either attended 1 or 2 sessions, over 80% of them agreed (or strongly agreed) that they were overall satisfied with the program. For each module, over 80% of them rated it as effective.

Intervention condition (3 months after the delivery of the 2nd program session)

		Strongly disagree		Disagree		Agree		Strongly agree	
		1	<u>2</u>	1	<u>2</u>	1	<u>2</u>	1	<u>2</u>
	Number of sessions attended								
1.	The program has helped me to assist my child in reducing the time he/she spends on gaming.	0%	<u>0%</u>	0%	<u>7.1%</u>	96.4%	<u>78.6%</u>	3.6%	<u>14.3%</u>
2.	The program has helped me in monitoring my child's gaming behaviours.	0%	<u>0%</u>	3.6%	<u>1.8%</u>	96.4%	<u>89.3%</u>	0%	<u>8.9%</u>
3.	The program has helped me to assist my child to stay away from violent video games.	0%	<u>0%</u>	0%	<u>3.6%</u>	100%	<u>83.9%</u>	0%	<u>12.5%</u>
4.	The program has helped me to assist my child in the prevention of gaming addiction.	0%	<u>0%</u>	0%	<u>1.8%</u>	100%	<u>87.5%</u>	0%	<u>10.7%</u>
5.	The program has strengthened my parenting skills	0%	<u>0%</u>	3.6%	<u>3.6%</u>	92.9%	<u>82.1%</u>	3.6%	<u>14.3%</u>
6.	The program has strengthened my skills of communicating with my child.	0%	<u>0%</u>	0%	<u>7.1%</u>	100%	<u>83.9%</u>	0%	<u>8.9%</u>
7.	The program has helped my family to function more effectively.	0%	<u>0%</u>	7.1%	<u>5.4%</u>	92.9%	<u>85.7%</u>	0%	<u>8.9%</u>
8.	Overall, I was satisfied with the program.	0%	<u>0%</u>	0%	<u>1.8%</u>	100%	<u>82.1%</u>	0%	<u>16.1%</u>

It was found that for parents who either attended 1 or 2 sessions, over 80% of them agreed (or strongly agreed) that they were overall satisfied with the program. For each module, over 80% of them rated it as effective.

Control condition (immediately after the delivery of the 2nd program session)

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1.	The program has helped me to assist my child in enhancing learning abilities.	0%	0%	14.6%	46.3%	38.1%
2.	The program has helped me to assist my child in enhancing interest in learning.	0%	0.9%	18.1%	44.2%	36.7%
3.	Overall, I am satisfied with the program.	0%	1.3%	9.7%	39.8%	49.1%

Over 80% of parents agreed (or strongly agreed) that the program had helped them to assist their child in enhancing learning abilities and interest in learning, and they were overall satisfied with the program.

Control condition (1 week after the delivery of the 2nd program session)

		Strongly disagree		Disagree		Agree		Strongly agree	
		1	2	1	2	1	2	1	2
	Numbers of sessions attended								
1.	The program has helped me to assist my child in enhancing memory.	0%	<u>0%</u>	15.2%	<u>10.6%</u>	80.4%	<u>82.3%</u>	4.3%	<u>7.1%</u>
2.	The program has helped me to assist my child in enhancing reading proficiency.	0%	<u>0%</u>	43.5%	<u>10.6%</u>	56.5%	<u>82.3%</u>	0%	<u>7.1%</u>
3.	The program has helped me to assist my child in discovering their own learning style.	0%	<u>0%</u>	39.1%	<u>19.5%</u>	56.5%	<u>69.9%</u>	4.3%	<u>10.6%</u>
4.	The program has helped me to assist my child in enhancing creativity.	0%	<u>0%</u>	48.9%	<u>33.8%</u>	51.1%	<u>60.8%</u>	0%	<u>5.4%</u>
5.	The program has helped me to assist my child in enhancing interest in learning.	0%	<u>0%</u>	23.9%	<u>21.2%</u>	73.9%	<u>71.7%</u>	2.2%	<u>7.1%</u>
6.	The program has helped me to assist my child in completing homework more efficiently.	0%	<u>0.9%</u>	15.9%	<u>15.9%</u>	79.5%	<u>69%</u>	4.6%	<u>14.2%</u>
7.	The program has helped me to assist my child in revising more efficiently.	0%	<u>0%</u>	11.1%	<u>11.5%</u>	86.7%	<u>76.1%</u>	2.2%	<u>12.4%</u>
8.	Overall, I was satisfied with the program.	0%	<u>0%</u>	0%	<u>0%</u>	85%	<u>78.6%</u>	15%	<u>21.4%</u>

For parents who attended only 1 session, 100% of them were overall satisfied with the program. Four modules, which covered topics including creativity, reading skills and learning styles and motivation had relatively fewer positive responses than the other modules. This is within our expectation because these topics were covered in the 2nd session.

For parents who attended 2 sessions, 100% of them agreed (or strongly agreed) that the program was effective. There was 2 modules that the satisfaction rate was lower than 80% (i.e., creativity and learning interest). Some parents explained that they needed some more time to observe the enhancement of creativity and learning interest. The effectiveness of these modules was reflected in the 3-month evaluation. Please see the table below for details.

Control condition (3 months after the delivery of the 2nd program session)

		Strongly disagree		Disagree		Agree		Strongly agree	
		1	<u>2</u>	1	<u>2</u>	1	<u>2</u>	1	<u>2</u>
1.	The program has helped me to assist my child in enhancing memory.	0%	<u>0%</u>	5.3%	<u>5.1%</u>	89.5%	<u>93.9%</u>	5.3%	<u>1%</u>
2.	The program has helped me to assist my child in enhancing reading proficiency.	0%	<u>0%</u>	10.5%	<u>9.2%</u>	86.8%	<u>88.8%</u>	2.6%	<u>2%</u>
3.	The program has helped me to assist my child in discovering their own learning style.	0%	<u>0%</u>	10.5%	<u>13.3%</u>	86.8%	<u>83.7%</u>	2.6%	<u>3.1%</u>
4.	The program has helped me to assist my child in enhancing creativity.	0%	<u>0%</u>	24.3%	<u>17.3%</u>	75.7%	<u>82.7%</u>	0%	<u>0%</u>
5.	The program has helped me to assist my child in enhancing interest in learning.	0%	<u>0%</u>	24.3%	<u>18.4%</u>	73%	<u>76.5%</u>	2.7%	<u>5.1%</u>
6.	The program has helped me to assist my child in completing homework more efficiently.	0%	<u>0%</u>	13.2%	<u>10.2%</u>	84.2%	<u>82.7%</u>	2.6%	<u>7.1%</u>
7.	The program has helped me to assist my child in revising more efficiently.	0%	<u>0%</u>	15.8%	<u>15.3%</u>	81.6%	<u>81.6%</u>	2.6%	<u>3.1%</u>
8.	Overall, I was satisfied with the program.	0%	<u>0%</u>	0%	<u>0%</u>	97.4%	<u>88.8%</u>	2.6%	<u>11.1%</u>

Educational talk

For parents who attended only 1 session, 100% of them agreed (or strongly agreed) that the program was effective. As they did not attend the 2nd session, they did not find some modules covered in that session effective.

For parents who attended 2 sessions, 100% of them agreed (or strongly agreed) that the program was effective. For each module, over 80% of parents rated it as effective. Our target was achieved.

Venue	Date	Time	Number of participants (p4-6 students)
	19/9/2016	1:20pm - 2:20pm	69
	18/11/2016	1:15 pm - 2:00 pm	203
	30/11/2016	1:30 pm - 2:30 pm	383
	8/12/2016	11:05 am - 12:05 pm	72
	9/12/2016	10:00 am - 11:00 am	118
	19/1/2017	11:30 am - 12:40 pm	276
	20/1/2017	2:00 pm - 3:00 pm	162
	10/2/2017	8:15 am - 8:50 am	104
	24/2/2017	8:15 am - 8:50 am	
	13/2/2017	9:10 am - 2:35 pm	339
	16/2/2017	9:10 am - 2:00 pm	
	17/2/2017	9:10 am - 2:35 pm	
	2/3/2017	1:05 pm - 2:20 pm	213
	3/3/2017	2:50 pm - 3:40 pm	77
	14/3/2017	10:10 am - 11:00 am	121
	22/3/2017	1:50 pm - 2:50 pm	89
	29/3/2017	1:30 pm - 2:30 pm	305
	31/3/2017	2:00 pm - 3:00 pm	113
	7/4/2017	2:00 pm - 3:00 pm	299

	28/4/2017	2:00 pm - 3:00 pm	329
	28/4/2017	2:15 pm - 3:15 pm	347
	15/5/2017	2:00 pm - 3:00 pm	446
	24/5/2017	1:50 pm - 2:50 pm	286
	25/5/2017	2:30 pm - 3:30 pm	132
	15/6/2017	11:00 am - 12:00 pm	117
	20/6/2017	11:00 am - 12:00 pm	97
	22/6/2017	8:45 am - 9:30 am	115
	27/6/2017	8:40 am - 9:40 am 11:20 am - 12:30 pm	310
	29/6/2017	8:40 am - 9:30 am 9:50 am - 10:40 am	143

Besides the parent-training programs, we delivered educational talks at 26 schools and benefitted 5265 students.

Participants' feedback

		Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1.	I think the talk has enhanced my understanding of gaming addiction.	3.5%	3.9%	19.6%	30%	42.9%
2.	I think the talk has enhanced my understanding of the consequences of gaming addiction.	2.8%	3.3%	17.9%	30.3%	45.6%
3.	I think the talk has enhanced my understanding of alternative leisure activities.	3.6%	4.3%	21.9%	28.5%	41.7%
4.	Overall, I am satisfied with the talk.	3.6%	4.0%	21.4%	28.3%	42.7%

About 71% of students agreed (or strongly agreed) that they were satisfied with the talk. For individual modules, about 75% agreed (or strongly agreed) that the talk had enhanced their understanding of gaming addiction and the consequences of gaming addiction. About 70% agreed (or strongly agreed) that the talk had enhanced their understanding of alternative leisure activities. Some of them shared with us that they would try out the suggestions mentioned in the talks to help themselves prevent gaming addiction. We have also collected responses from the school representatives. All of them agreed (or strongly agreed) that the talk was helpful. To further improve the satisfaction, some teachers suggested that apart from the video we played in the talks, we could incorporate more videos to draw students' attention.

Training and consultation session for school representatives

Venue	Date	Time	Number of participants (school representatives)
	11/5/2016	3:15pm - 3:45pm	1
	24/5/2016	3:00pm - 3:30pm	2
	29/9/2016	3:30pm - 4:00pm	1
	07/07/2017	9:00am - 10:00am	1
	07/07/2017	10:15am - 10:45am	1
	07/07/2017	12:00pm - 12:30pm	1
	07/07/2017	2:00pm - 2:30pm	1
	07/07/2017	2:30pm - 3:00pm	1
	07/07/2017	3:15pm - 3:45pm	1
	07/07/2017	4:00pm - 4:30pm	1
	10/07/2017	9:30am - 10:00am	1
	10/07/2017	10:30am - 11:00am	1
	10/07/2017	11:30am - 12:00pm	1
	10/07/2017	12:00pm - 12:30pm	1
	10/07/2017	12:30pm - 1:00pm	1
	10/07/2017	2:00pm - 2:30pm	1
	10/07/2017	2:45pm - 3:15pm	1
	10/07/2017	3:30pm - 4:00pm	1

	11/07/2017	9:00am - 9:30am	1
	11/07/2017	9:30am - 10:00 am	1
	11/07/2017	10:15am - 10:45am	1
	11/07/2017	11:00am - 12:00pm	1
	11/07/2017	1:00pm - 1:30pm	1

Feedback

We offered training and consultation to 24 representatives from 23 schools in the project period. We explained the project deliverables (including the manuals, leaflets and website) to the representatives to ensure they could run their own GOP program with the help of those resources. We also explain to them how to implement and promote the GOP program from the policy level, such as setting a referral system and incorporate the knowledge of the program into the existing curriculum.

All of the school representatives feedbacked that the training and consultation have helped them to modify, implement, and promote school-based GOP program and helped them to incorporate elements of gaming addiction prevention into their existing healthy school policies.

Press Conference			
Venue	Date	Time	Number of participants
The University of Hong Kong	20/6/2017	11:00 am - 12:30 pm	28

Feedback

The press conference has aroused the media's attention. There was a total of 27 staff from the media industry attending the press conference. We have also invited one teacher from a participating school to share how her school has benefited from the GOP project.

The event was extensively covered by media agencies, including

It was encouraging that the message of the importance of preventing gaming addiction in children could be widely promoted to our community.

Please refer to the online press release for the details of the press conference.
(<http://www.hku.hk/press/press-releases/detail/16488.html>).

6. Difficulties encountered and solutions adopted

No significant difficulties were encountered.

Appendix

Budget Checklist

Budget Items <i>(Based on Schedule II of Agreement)</i>	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Staff Cost	\$302,400	\$242,455.50	-19.8%
General Expenses	\$74,500	\$76,800	+3.1%
Services	\$60,000	\$57,700	-3.8%
Audit fee	\$5,000	\$5,000	-