

Guide on Application Procedures
Tenth Batch of Child Development Fund
School-based Projects

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Chapter 1

Introduction

Background Information

1. The Child Development Fund (“CDF”) was set up in April 2008. It funds projects which promote the longer-term development of children from a disadvantaged background and encourage them to develop an asset-building habit with a view to reducing inter-generational poverty. CDF Projects are implemented with the joint efforts of the family, private sector, community and Government. With funding from CDF and the assistance of volunteer mentors, project operators organise specially designed three-year projects for the participants, teaching them how to formulate Personal Development Plans (“PDPs”) and implement PDPs using their own savings, matching contribution and the Government’s special financial incentive. The operators provide training and guidance to the participating children, their parents/guardians and mentors throughout the three-year project period to facilitate their completion of the Project. The Government has allocated \$1.08 billion to CDF. So far, nine batches of 200 Projects operated by non-governmental organisations (“NGOs”) and nine batches of 112 school-based Projects operated by schools have been rolled out, benefitting over 26 000 underprivileged children in total.

2. To enhance the uniqueness and competitiveness vis-à-vis other funding projects targeting children from disadvantaged background, an overall review of the CDF Programme was conducted by the Social Welfare Department in 2023. The findings of the review have been endorsed by the Steering Committee on the Child Development Fund (SCCDF) with recommendations and enhancement measures summarized as follows:

Target participants

- Positioning the target participants of CDF Programme to Primary 3 to Primary 6 students to enable the underprivileged children to benefit from the Programme, including character building and development of positive attributes, values and saving habits, at an early developmental stage.

Three Key Components

I. Target Savings

- Maintaining the current requirement of target savings for mentees of \$200 per month and up to \$4,800 for two years;
- Imposing additional requirements for participants as a pre-requisite for release of the Government's matching fund, such as satisfactory attendance in core programmes and activities organised by operators, and formulation of a preliminary Personal Development Plans (PDPs) under the guidance of the mentor, in order to strengthen mentees' learning motivation.

II. PDP

- Advancing the disbursement of the mentees' target savings (including monthly savings, matching contribution and Government financial incentive) of the first year to the 13th month of the project at the earliest to allow sufficient time for the mentees to implement the PDPs progressively under the supervision of mentors.

III. Mentorship

- Strengthening support and training for mentors through enhancing the train-the-trainer programmes for CDF operators to address the needs of mentors;
- Advancing the training for mentors and parents/guardians to complete three out of five core training programmes in the first year of the project so that the parents/guardians and mentors could better support the mentees to implement their PDPs.

Project Duration

- Maintaining the project duration of three years.

“One-plus-one-approach” and Target Number of Participants of each Project

- The operators of both NGO-led and school-based projects are allowed to apply for either a single three-year project or two consecutive three-year projects under the “one-plus-one-approach” in each application; and
- Relaxing the threshold of the target number of participants for both the NGO-led and school-based projects to allow more flexibility to the operators in planning and implementation of the Programme. The minimum number of participants is 25 while the maximum is 100 (with a flexibility of maximum 15% upward adjustment).

3. In view of the above, a dual track approach is introduced to school-based projects with effect from the tenth batch CDF projects to provide more choices and flexibility for operators. Eligible schools may apply for either a single three-year project or two consecutive three-year projects under the “one-plus-one-approach”¹ in each application. Applicant School has not ever run any CDF projects may only apply for implementing one three-year project. The Applicant Schools with experience in operating CDF project(s) as operator may opt for applying one single three-year project or two consecutive three-year projects under the “one-plus-one-approach”. The track record/performance of the previous batch(es) as operator would be taken into account for the application of subsequent CDF batches. The programmes and activities of the tenth batch

¹ An “one-plus-one” approach has been applied to NGO-led projects since the fifth batch, each selected NGO would be awarded two 3-year projects (i.e. First Project followed by Second Project) in one go but the confirmation of the Second Project is subject to the performance of NGOs in implementing the First Project. If the operator’s performance in operating the First Project is assessed to be satisfactory, it could start implementing its Second Project in the fourth year. This “one-plus-one” approach is also expected to facilitate operators to “roll over” their mentors from the First Project to the Second Project, thus help build up a quality pool of experienced mentors.

of CDF school-based projects will commence in 2024/25 school year, providing around 500 places.

The Tenth Batch of CDF School-based Projects

4. Each project of the tenth batch should offer 25 (being the minimum required number) to 100 (being the ceiling number, with a flexibility of 15% upward adjustment) places. The Applicant School is required to pledge the number of participating children for the single project/ each of the First and Second Project in its application. If the school would recruit more children on top of the pledged number for the single project/ the First and/or Second Project, for each Project, the school must ensure that the minimum mentor-to-mentee ratio (1:3) for these additional children will also be met. In any case, the additional number of children shall be no more than 15% of the pledged number for the single project/ each of the First Project and Second Project respectively.

5. The signing of agreements with the selected schools is expected to be completed by late July 2024. The operating schools can then make preparations for the launch of the single project(s) / First Project(s) and start recruiting participating children and mentors upon the signing of agreements. For projects approved under the “one-plus-one” approach, the confirmation of the Second Projects is expected to be made in July 2027 the earliest subject to the satisfactory performance of the operating schools in implementing the First Project and the result of the Interim Assessment.

Chapter 2

How to Apply

Application Requirements

1. The Applicant School or any Partner School must be a public sector school² or a school under the Direct Subsidy Scheme (“DSS”). For aided and caput schools and schools under DSS, documentary proof of the “certificate of registration” under Section 3 of the Education Ordinance (Cap. 279) should be submitted together with the application.
2. The Applicant School or any Partner School **has/have/will not applied/apply or received/receive any public funding other than CDF for the proposed project(s)** (e.g. being supported under a “Funding and Service Agreement” with the Social Welfare Department (“SWD”), being a service contract awarded by SWD, or funded by any public funds such as the Lotteries Fund, the Community Investment and Inclusion Fund, Partnership Fund for the Disadvantaged and the Enhancing Self-Reliance Through District Partnership Programme, etc.). For the avoidance of doubt, the schools operating the existing school-based projects are not barred from applying for this tenth batch.
3. The Applicant School is required to complete the **Application Form** at Chapter 5 of this Guide and note the below bullets:
 - (a) The application form is in PDF format. Adobe Reader is required to view and fill in the form. **Please send application form in the default PDF format.**
 - (b) The application form should be typed **in English or in Chinese with default font type and size.**
 - (c) Each question of the application form has its specific preset space, the Applicant School must provide the answer within the space limit and select the checkbox as appropriate, **additional contents provided in additional sheets or by altering the**

² Public sector schools include government schools (官立學校), aided schools (資助學校) and caput schools (按位津貼學校).

default format of the PDF file will NOT normally be considered.

- (d) The application form must be **duly signed** by the **Principal of the Applicant School**.
- (e) Applicant School should only submit one application. In the event of any duplicated submissions, the latest version received by SWD shall prevail.

Submission of Application

- 4. The following documents are to be submitted:
 - (a) An completed application form in full set, including General Information (Part One), Details of the Projects (Part Two) and Submission of Application (Part Three);
 - (b) Confirmation letter(s)/ Proof from partnering organisations/ companies for mentors/ matching contribution/ other collaboration (if any);
 - (c) Proven evidence on the setup and management as well as the information on the background of the trusts/foundations (if the donations come from charitable trusts/foundations established or managed by business corporations/non-profit making organisations); and
 - (d) One certified true copy of the “certificate of registration” under Section 3 of the Education Ordinance (Cap. 279) by the school principal as required in paragraph 1 as appropriate.

5. **The deadline of application is 5:00 p.m. on 21 May 2024 (Tuesday)** and an acknowledgement receipt will be issued. The full set of duly signed application form together with the required document(s) should reach the CDF office via email to the following email address or by hand to the following correspondence address before the deadline. Application by post will not be accepted.

Email address: scdf@swd.gov.hk

Correspondence address:

Child Development Fund Office
Social Welfare Department
Room 942, 9/F
Wu Chung House
213 Queen's Road East
Wan Chai, Hong Kong

6. **Late submission shall NOT be considered.**

Enquiries

7. Any enquiries on the application can be made to the Child Development Fund Office of the SWD:

Tel. No. : 2892 5540

Fax No. : 2152 9396

Notification of Results

8. Subject to the number of applications received and adequate information provided by the applicants, Applicant Schools will be notified in writing the results in July 2024.

Prevention of Bribery

9.

(a) The Applicant School or any Partner School shall not, and shall procure that its employees, agents and sub-contractors shall not, offer an advantage as defined in the Prevention of Bribery Ordinance, (Cap. 201) in connection with the application.

(b) Failure to so procure or any act of offering advantage referred to in (a) above committed by the Applicant School or any Partner School or by an employee, agent or sub-contractor of the Applicant School or any Partner school shall, without affecting the Applicant School or any Partner School's liability for such failure and act, result in its application being invalidated.

Access to Personal Data

10. The Applicant has a right to access and correction with respect to personal data as provided for in Sections 18 and 22 and Principle 6 of Schedule 1 of the Personal Data (Privacy) Ordinance (Cap. 486). The Applicant's right to access included the right to obtain a copy of the personal data provided in the applications.

11. Enquiries concerning the personal data collected by means of the application, including the making of access and corrections, should be addressed to –

Office: Child Development Fund Office
Social Welfare Department

Address: Room 942, 9/F,
Wu Chung House,
213 Queen's Road East,
Wan Chai, Hong Kong

Tel. no.: 2892 5540

Chapter 3

Service Specifications

Objectives

1. The Child Development Fund (CDF) seeks to encourage children from a disadvantaged background to plan for the future and cultivate positive attitudes with a view to reducing inter-generational poverty. It also aims to provide these children with more personal development opportunities. Through formulating and implementing PDPs, the CDF seeks to encourage these children to develop an asset-building habit as well as accumulate savings and intangible assets (such as positive attitudes, personal resilience and capacities, social networks, etc.) which are important to their future development.

Key Components of the CDF

2. The CDF comprises three major components, namely personal development plans, mentorship programme and targeted savings.

Personal Development Plans (PDPs)

3. The participating children are required to draw up PDPs with specific targets (both short-term and long-term ones) under on-going guidance from their mentors and through the goal-oriented training formulated and provided by the Operating Schools (i.e. the “**Grantee**” under the Agreement relating to the Grant for the Tenth Batch of School-based CDF Projects) for the first two years. The development targets shall be related to character building, development of positive attributes, values and attributes and capacity enhancement (i.e. hobby/interest development, education or skills enhancement) which could equip the children for future personal development. To enhance the quality of the PDPs drawn up by the children, the Grantee is required to vet and endorse the children’s PDPs before implementation by the children. The Grantee will monitor the progress of implementation throughout the three-year project period.

Mentorship Programme

4. A personal mentor, who is a volunteer, will be identified for each participating child. Mentors should provide guidance to children so that they could draw up their PDPs with development targets. These mentors should preferably also build relationship and share their experience with the children's parents/guardians. The mentor-mentee ratio should preferably be 1:1 and should not be lower than 1:3 to ensure that the mentees would be given adequate attention and guidance by the mentors. The Grantee shall provide appropriate training and guidance to the mentors recruited. CDF operators are encouraged to invite the CDF participants in previous batches and/or experienced mentors to share their experiences with other CDF participants and/or new mentors on a voluntary basis so as to enhance mutual support amongst mentors and recognise the contributions of experienced mentors. These practices not only provide opportunities for the CDF participants of the current batch to expand their social network with elder peers, but also motivate those of the previous batches to become mentors of the CDF Projects in the future.

Targeted Savings

5. The participating children are encouraged to accumulate financial assets for their future development. They would be asked to save for the first two years and then spend the savings in accordance with their PDPs. The savings target is HK\$200 per month for the first two consecutive years. However, the participating children and their families can agree with the Grantee on a lower savings target. In addition, the Grantee shall seek partnership from the school network, corporate and/or individual donors for providing matching contribution to the targeted savings at 1:1 matching ratio for each participating child who can complete the two-year savings programme. If there is a shortfall for the matching contribution, it is the responsibility of the Grantee to make up the difference from sources of funding other than those provided by CDF. The Grantee shall also have contingency measures to assist those participating children and families who have difficulty in meeting their saving targets due to temporary financial hardship. The Government will provide a Special Financial Incentive at 1:1 ratio to the participant's targeted

savings, i.e. a maximum of \$4,800 (\$200 x 24 months) for each participating child who can complete the two-year savings programme. If the participant has set a monthly savings target lower than \$125 (meaning a total 24-month contribution below \$3,000), the Government would still provide a fixed amount of \$3,000 Special Financial Incentive upon his/her completion of the entire targeted savings programme.

6. To allow flexibility in the planning and execution of the PDPs, especially for younger children who need longer time to attain progress and achievement, participating children may use the accumulated targeted savings, matching contribution from corporates or private donors and Special Financial Incentive from the Government gained in the first year at the 13th month the earliest for implementation of PDPs progressively under the supervision of mentors and operators, subject to the fulfilment of prerequisites, including having:

- (i) completed 12 monthly savings instalments;
- (ii) attended at least 4 core programmes; and
- (iii) worked out his/her preliminary PDP under guidance of the mentor(s).

7. The Grantee has to submit application to the Social Welfare Department (SWD) for advance release of the Government's Special Financial Incentive for the first year at 1:1 ratio (i.e. a maximum of \$2,400 (\$200 x 12 months)) within a prescribed period if a participating child has fulfilled the prerequisites by the end of the first year. The remaining 12 months' portion will be released by end of the second year. If a participating child has fulfilled the prerequisites between 13th and 18th month, the 12 months' portion of the Government's Special Financial Incentive would be released by the 19th month. If the participating child has not fulfilled the prerequisites for advanced disbursement, he/she is still eligible for the matching contribution and Special Financial Incentive if he/she fulfils the following :

- (i) his/her 24 monthly saving instalments programme have been completed;
- (ii) at least 5 core programmes attended within the project period; and
- (iii) a PDP has been worked out under the guidance of the mentor(s).

The Grantee is advised to ensure that sufficient matching contribution from corporates and/or private donors have been secured and preferably received before disbursement and are available by the end of 24 months in all circumstances. A proper record and the documentary proof shall be kept for checking and audit in future.

8. Some participating children may have unspent targeted savings by the end date of the CDF Projects. The balance of the targeted savings (including the children's own savings, the matching contribution and the Special Financial Incentive), if kept by the Grantee during the Project Period, shall be returned to the participating children. If the participating children and their parents/guardians/appointees want to continue implementing the PDPs after completion of the CDF Projects, the Grantee shall discuss and come into mutual agreement with them on the way for handling the unspent targeted savings. The Grantee is not obliged to but may, in the interest of the participating children, continue keeping the unspent targeted savings for the children after completion of the CDF Projects. If it is mutually agreed that the unspent targeted savings be kept by the operating schools for a specific period after completion of the CDF Projects, the respective Grantee shall continue to monitor the savings with the established guidelines/procedures and control/audit mechanism at its own costs. A proper record and the documentary proof shall be kept for checking and audit in future.

The Projects

9. A dual track approach has been introduced to school-based projects with effect from the tenth batch CDF projects to provide more choices and flexibility for operators. Eligible schools may apply for either a single three-year project or two consecutive three-year projects under the "one-plus-one-approach" in each application. Applicant School which has not ever run any CDF projects may only apply for implementing a single three-year project.

Eligible Participants

10. **Primary 3 to 6 students** in 2024/25 school year who are:
- (i) receiving Comprehensive Social Security Assistance; or
 - (ii) full grants from student financial assistance schemes; or
 - (iii) Working Family Allowance administered by the Working Family and Student Financial Assistance Agency; or
 - (iv) whose household income is less than 75% of the Median Monthly Domestic Household Income;

at the time of recruitment period, are eligible to participate in the Projects. However, children who have participated/are participating in CDF project (inclusive of those who dropped out from CDF project prematurely regardless of reasons) before will not be eligible for subsequent projects.

Selection of Primary Schools to Operate the Tenth Batch of CDF School-based Projects

11. This invitation is open to all registered public sector schools and schools under the Direct Subsidy Scheme (DSS) providing education for Primary 3 to Primary 6 students.

12. Interested schools may submit applications on their own, or collaborate with up to two primary schools upon mutual agreement and obligation to submit joint application(s). Each and every school in these joint ventures must be a public sector school or a school under DSS. These schools shall identify among themselves a leading party [refers as “Applicant School” while other school(s) refer as “Partner School(s)”] to submit the application and that party will serve as the single contact point throughout the application period and the Project’s operation period if their application is selected. Interested schools may also partner with, cooperate with or buy service from NGOs.

13. The Government reserves the right to commission more or fewer than the target number of projects having regard to the quality of applications received.

The Government also reserves the right to determine the number of places for each project.

Scope of Service

14. The Grantee shall be responsible for the operation of the Project, the First Project and the Second Project (if applicable), including:

- (a) identification and recruitment of participating children and suitable mentors;
- (b) provision of training, community service opportunities and guidance to participating children, including the use of existing services and programmes, to start preparing them to draw up their PDPs in the first year of Project(s), vet and endorse their PDPs, and help them achieve the short-term as well as long-term development targets as set out in their PDPs. In consideration of the different needs and goals of participating children, provision of different tailor-made programmes is encouraged. As stated in Output Standard 5 in paragraph 28 of the Service Specifications, the number of core programmes provided to each participating child shall be at least 10;
- (c) solicitation of donations from school network, non-profit making organisations/corporate and/or individual donors for providing matching contribution to the targeted savings at 1:1 matching ratio. Contributions shall be made by registered business corporations operating their business in Hong Kong, non-profit making organisations registered in Hong Kong or charitable trusts/foundations which are established and managed by such corporations/organisations. Any requirements from the school network/non-profit making organisations/corporate/individual donors must not be in conflict with the objectives and guidelines

of the CDF. Donations should also not come from corporations running business in connection with tobacco or any foundation funded by tobacco companies. If there is a shortfall for the matching contribution, it is the responsibility of the Grantee to make up the difference from sources of funding other than those provided by the Government;

- (d) provision of training and guidance to the parents/guardians to engage them in the personal growth and development, life planning and financial planning for the participating children;
- (e) provision of training and guidance to the mentors;
- (f) participating in any evaluative studies to be conducted by the Government, including but not limited to arrange and/or assist any consultant or agency appointed by the Government to have access to information necessary for the studies and information related to the participating children, their parents/guardians, mentors and donors, etc. The Grantee shall obtain prior consent from the participating children, parents/ guardians, mentors and donors etc., for the voluntary transfer or disclosure of their personal data on a need basis to the concerned bureau(x)/department(s) or any engaged consultant or agency appointed by the Government for the purpose of operation, monitoring and evaluation of CDF;
- (g) monitoring the implementation of the savings programmes and the short-term development targets in the PDPs of the participating children. Some participating children may have unspent targeted savings by the end date of the CDF Projects. If the participating children and their parents/guardians/appointees decide not to continue implementing their PDPs after completion of the CDF Projects, the balance of the targeted savings (including the children's own savings, the matching contribution and the Special Financial Incentive), if kept by the Operating School

during the project period, should be returned to the participating children. A proper record and the documentary proof should be kept for checking and audit in future;

- (h) organisation of regular sharing sessions for participating children, their parents/guardians, mentors and donors etc.;
- (i) provision of appropriate bridging arrangement to let the participating children continue with CDF Project(s) if they were to leave the school before completion of CDF Project;
- (j) handling complaints related to the Project(s); and
- (k) providing overall project evaluation and monitoring.

Commencement of Service

15. The Government aims at awarding the Projects and signing agreements with the Grantee in July 2024. Subject to the endorsement of the Government, the Grantee can then make preparations for the launch of the Project and start recruiting participating children and mentors upon the signing of agreements. After completion of recruiting participating children and mentors, the three year CDF Projects should commence on 1 November 2024 and the Government reserves the right to advise on the actual commencement date. For Applicant Schools applying for two consecutive three-year projects under the “one-plus-one-approach”, the Government will award the two consecutive Projects in one-go for approved projects, but confirmation of the Second Project is subject to the satisfactory performance of the Grantee in implementing the First Project and the result of the Interim Assessment to be conducted in accordance with paragraph 25 below. If the Grantee fails to pass the Interim Assessment to the satisfaction of the Government, it will not be entitled to start the Second Project and the relevant Agreement will expire upon the Grantee’s completion of the First Project in accordance with the terms of the Agreement.

Time Schedule

16. The time schedule for the Projects, the First Projects and the Second Projects of Tenth Batch School-based Projects (if applicable), is as follows:

Date	Approved Tenth Batch School-based Projects / First Projects under “one-plus-one-approach”	Second Projects under “one-plus-one-approach”
27 March 2024	Invitation of applications	
16 April 2024	Briefing session for interested schools	
21 May 2024	Closing of applications	
End May – June 2024	Vetting of applications	
July 2024	Announcement of results Award of Projects and signing of agreements with selected schools	
Upon signing of agreements	<ul style="list-style-type: none"> • Commencement of service • Start of recruiting participating children and mentors 	
Mid August 2024	<ul style="list-style-type: none"> • Briefing session for awarded schools (no briefing session would be arranged for the Second Projects) 	
31 October 2024	<ul style="list-style-type: none"> • Completion of recruiting participating children and mentors 	
1 November 2024	<ul style="list-style-type: none"> • Commencement of the Programmes and Activities 	

Date	Approved Tenth Batch School-based Projects / First Projects under “one-plus-one-approach”	Second Projects under “one-plus-one-approach”
1 February – 30 June 2027 (28-32th month of the First Projects)		<ul style="list-style-type: none"> • Assessment of Grantee’ performance in implementing the First Projects
31 July 2027 (33rd month of the First Projects)		<ul style="list-style-type: none"> • Confirmation of the Second Projects • Signing of supplementary agreements (if applicable)
1 August 2027 (34th month of the First Projects)		<ul style="list-style-type: none"> • Commencement of service • Start of recruiting participating children and mentors
31 October 2027	<ul style="list-style-type: none"> • Completion of the Programmes and Activities 	<ul style="list-style-type: none"> • Completion of recruiting participating children and mentors
1 November 2027		<ul style="list-style-type: none"> • Commencement of the Programmes and Activities
1 November – 31 December 2027	<ul style="list-style-type: none"> • Submission of final reports and settlement of unspent targeted savings of participating children to wrap up the Project / the First Projects • Completion of the Projects / First Projects 	

Date	Approved Tenth Batch School-based Projects / First Projects under “one-plus-one-approach”	Second Projects under “one-plus-one-approach”
31 October 2030		<ul style="list-style-type: none"> • Completion of the Programmes and Activities
1 November – 31 December 2030		<ul style="list-style-type: none"> • Submission of final reports and settlement of unspent targeted savings of participating children to wrap up the Second Projects • Completion of the Second Projects

Funding

17. Subject to such adjustment as may be required by the Government, a maximum amount of HK\$27,170 per participating child (including HK\$24,700 training subsidy and HK\$2,470 administrative expenses) will be allocated to the Grantee for conducting the training/programmes for the participating child, his/her parents/guardians and mentor. The Grantee is required to spend at least 60% of the approved training subsidy directly on the participating children.

18. The Government will not accept any liabilities or financial implications arising from the Projects, including the implementation of participating children’s PDPs, beyond the approved funding. The Government reserves the right to request for refund of the allocation, or portion of the allocation on pro-rata basis, in case the First Project and/or Second Project (if applicable) is/are terminated or any participating child(ren) drop(s) out from the First or Second Project (if applicable) pre-maturely for whatsoever reasons or is/are confirmed to be not meeting the

eligibility criteria as specified in paragraph 10 above, or the actual number of participating children falls short of the initial target number of participating children.

Payment Arrangement

19. Upon approval of the application and execution of the Agreement, payment will be released to the Grantee in accordance with the terms of the Agreement. The last instalment of grant payment (comprising about 5% of the total grant) will only be issued after the Grantee has delivered all the required number of core programmes and sharing sessions, as well as meeting the Outcome Indicator on achieving short-term targets of PDPs by the end of the Project. The Grantee shall open a Designated Bank Account in accordance with the Agreement. All payment released by the Government for the Project, including the training subsidy, the administrative expenses and Special Financial Incentive for participating children will be paid into and kept at the Designated Bank Account.

20. The Grantee is responsible for implementing an effective and sound financial management system including budget planning, projection, accounting, internal control system and auditing. The Grantee shall maintain a separate set of books and records and supporting documents on financial account on income and expenditure relating to the Project and to make available for inspection by the Government representative. The Grantee shall submit a set of Financial Reports together with an auditor's report signed by a certified public accountant registered under the Professional Accountants Ordinance (Cap. 50) to the SWD in accordance with the terms of the Agreement.

Control Mechanism

21. As children who have participated in CDF Projects before (inclusive of dropout cases regardless of their reported reasons) will not be eligible for subsequent projects (see paragraph 10 above), the Grantee shall seek the consent of the parents/guardians of the selected children to submit the personal data of their

children to SWD for checking out duplicated applications before offering places to them.

22. SWD will monitor the quality of services in accordance with the Agreement (including these Service Specifications). For service monitoring, SWD may conduct announced and unannounced visits to assess the actual service delivery and investigate problem performance identified and complaints known to SWD. As and when necessary, SWD may conduct user satisfaction survey for the service unit.

23. To assist SWD in evaluating the services, the Grantee shall provide quarterly statistical returns and yearly submissions in a prescribed format relating to the Output Indicators and Outcome Indicators in paragraphs 28-29 below or specific returns on need basis. The Grantee shall submit financial and auditor's reports and keep separate account statements to record the expenditure. As and when necessary, the Grantee may be required to submit self-evaluation reports on its own service performance, including but not limited to output and outcome performance.

24. The Grantee shall submit quarterly programme plan and its progress update, update on implementation of PDPs and report the latest progress of the Project to the Government and/or the Steering Committee on the CDF as and when required by the Government during the service period.

Interim Assessment

25. Before confirmation of the Second Project, the Grantee's performance in implementing the First Project will be assessed during February to June 2027 (or such other period as may be specified by the Government) ("Interim Assessment"). The Interim Assessment will take into account at least the followings –

- (a) result of the assessment of the Grantee's performance against the Output and Outcome indicators as set out in paragraphs 28-29 below;
- (b) result of the assessment of the Grantee's actual service delivery and performance through announced and/or unannounced visits, interviews with the service co-ordinator/frontline staff of the Project as well as the participating children and/or their parents/guardians;
- (c) the Grantee's performance in guiding and assisting the participants to draw up their PDPs before the end of the second year and implement their PDPs in the second and/or third year (including the planning of the spending of the targeted savings);
- (d) feedback from the participating children and/or their parents/guardians on the effectiveness of the programme/activities in promoting the personal development of the participants, etc.; and
- (e) the Grantee's updated programme plan, plan on seeking matching contributions/mentors and improvement measures for the Second Project to be submitted as and when requested by the Government.

Performance Assessment

26. Unless otherwise specified by the Government, the Grantee must commence the Programmes and Activities of the Project / First Project on 1 November 2024 and the Second Project on 1 November 2027. The Programmes and Activities of each Project shall be completed three years after date of commencement (including targeted monthly savings, implementation of PDPs and training programmes for participating children, parents/guardians and mentors or such other period as may be specified by the Government).

27. SWD will be responsible for monitoring the progress of the Project, the First Project and the Second Project (if applicable). A set of Output and Outcome Indicators as set out in the table below (or such other indicators proposed by the Grantee and agreed by the Government) will be adopted to assess the performance of the services provided by the Grantee. Besides, SWD reserves the right to request supplementary information/data for monitoring purpose.

28. Output indicators for single Project, each of the First Project and the Second Project (if applicable):

Output Standard		Agreed Level
1	Total number of participating children	■ Between the range of 25 (being the minimum required number) and 100 (being the ceiling number, with a flexibility of 15% upward adjustment) per project
2	Amount of matching contribution	■ At 1:1 for each participating child, with a maximum of HK\$4,800 for each participating child
3	Total number of mentors	■ At least 1:3 for the mentors to mentees (participating children)

Output Standard		Agreed Level
4	Total number of participating children who have worked out the PDPs	<ul style="list-style-type: none"> ■ At least 80% of participating children have worked out the PDPs at the end of the second year of Project
5	Total number of core programmes on training/ community services opportunities to the participating children	<ul style="list-style-type: none"> ■ 10 core programmes in total ^[Note 3] - four times a year for each participating child for the first two years, and twice for the third year^[Note 4]; and ■ At least 80% of the participating children have attended at least 7 out of the 10 programmes throughout the 3-year Project
6	Total number of core programmes on training to parents/guardians to engage them in life planning and financial planning for the children	<ul style="list-style-type: none"> ■ Five core programmes in total - 3 core programmes in the first year and 2 core programmes in the second year^[Note 5]; and ■ At least 70% of the parents/guardians have attended not less than 4 out of the 5 programmes throughout the 3-year Project

³The Grantees are welcome to provide more training programmes to participating children, parents/guardians and mentors on top of the prescribed number and themes of core training programmes. They are required to provide core programmes and sharing sessions. Core programmes must be delivered according to the timeframe set by the Government and cover the designated themes. Sharing sessions should be separated from core programmes. Kick-off ceremony should not be counted as core programme nor sharing session in any event.

⁴ The core programmes for participating children shall cover: (i) self-awareness, self-confidence and personal development; (ii) communication skills, interpersonal skills and social relationship; (iii) financial management and planning; (iv) interest nurturing and habit development and (v) capability building.

⁵ The core programmes for parents/guardians shall cover: (i) understanding children and teenagers; (ii) financial management and planning; (iii) supporting children to implement PDPs and life planning; (iv) intergenerational relations/family relations; (v) communication skills and parenting skills.

Output Standard		Agreed Level
7	Total number of core programmes on training and guidance to the mentors	<ul style="list-style-type: none"> ■ Five core programmes in total - 3 core programmes in the first year and 2 core programmes in the second year ^[Note 6]; and ■ At least 70% of the mentors have attended not less than 4 out of the 5 programmes throughout the 3-year Project
8	Total number of sharing sessions for children, their parents/guardians, mentors and donors, etc.	<ul style="list-style-type: none"> ■ Once a year for the first two years; and ■ At least 70% attendance rate among all children, their parents/guardians, mentors and donors for each sharing session
9	Total number of gatherings/communications between the mentors and the participating children	<ul style="list-style-type: none"> ■ Monthly gatherings/communications between the mentors and the participating children; and ■ In each month, at least 70% of the paired-up mentors/mentees have at least one time of gathering/communication

29. Outcome indicators for each Project, each of the First Project and the Second Project (if applicable):

Outcome Standard		Agreed Level
1	Success rate of participating children who can complete the 2-year savings plan	At least 70%
2	Success rate of participating children who can achieve short-term targets of the PDPs with utilisation of some targeted savings by the end of the third year	At least 70%

⁶ The core programmes for mentors shall cover: (i) understanding children and teenagers; (ii) financial management and planning; (iii) supporting children to design and execute PDPs; (iv) intergenerational relations/ family relations; and (v) communication and emotional support skills and handling special issues.

30. For those Project(s) which (i) fail(s) to deliver the required Output and/or Outcome Standards as stipulated at paragraphs 28-29 above upon completion of the Project, (ii) fail(s) to deliver the higher pledged level of Output and/or Outcome Indicator(s) and/or additional indicator(s) upon the completion of Project(s), or (iii) fail(s) to submit the financial reports as set out in the prescribed date persistently, as and when necessary, it would be recorded down and marks may be deducted in vetting when the Applicant School, Partner School(s) and Partner NGO(s) submits next application for CDF Project in future.

Safeguard of National Security

31. The Grantee or any partner NGO(s)/school(s) should be aware that the Government may immediately terminate the Agreement upon the occurrence of any of the following events –

- (a) the Grantee has engaged or is engaging in acts or activities that are likely to constitute or cause the occurrence of offences endangering national security or which would otherwise be contrary to the interest of national security;
- (b) the continued engagement of the Grantee or the continued performance of the Agreement is contrary to the interest of national security; or
- (c) the Government reasonably believes that any of the events mentioned above is about to occur.

Corruption Prevention and Probity Requirements

32. It is the responsibility of the Grantee to ensure that its management, board members, staff, Partner School(s) and Partner NGO(s) comply with the Prevention of Bribery Ordinance (Chapter 201 of the Laws of Hong Kong) and the relevant requirements. The Grantee shall prohibit the members, staff, Partner

School(s) and Partner NGO(s) from offering, soliciting or accepting advantages when discharging their duties under this Service Specifications. With regard to the provision of the related services, the Grantee shall avoid and declare any conflict of interest. The Grantee shall also make reference to the relevant guidelines on corruption prevention and probity requirements to uphold integrity in every aspect, including but not limited to the governance structure, internal control, financial/fund management, procurement, staff administration, delivery of services/activities, management of maintenance works as set out in the “Best Practice Checklist on Governance and Internal Control in Non-Governmental Organisations” and the “Integrity and Corruption Prevention Guide on Managing Relationship with Public Servants” issued by the Independent Commission Against Corruption.

Chapter 4

Assessment Mechanism

Assessment of Application

1. Mandatory Requirements

Only applications having met all the mandatory requirements set out below shall be considered for quality assessment –

- (a) the Applicant School and the Partner School(s) (if any) must be a public sector school or a school under DSS. Except for government schools, all Applicant Schools and Partner schools must have a “certificate of registration” under Section 3 of the Education Ordinance (Cap. 279);
- (b) the Applicant School and the Partner School(s) (if any) have not/will not applied/apply or received/receive any public funding (other than CDF) for the proposed project(s);
- (c) the proposed Project comprises three major components, namely PDPs, Mentorship Programme and Targeted Savings;
- (d) the proposed Project offers between 25 (being the minimum required number) and 100 places (being the ceiling number, with a flexibility of 15% upward adjustment) for Primary Three to Primary Six students in 2024/25 school year, irrespective of age;
- (e) the proposed Project shall meet the minimum mentor-to-mentee ratio at 1:3;
- (f) the proposed Project shall meet the 1:1 matching contribution ratio;
- (g) Part Three (II) of the Application Form should be duly signed by the Principal of the Applicant School; and
- (h) the application is submitted in the prescribed application form before the deadline as stipulated in Chapter 2 - How to Apply.

2. A vetting committee consists of members of the Labour and Welfare Bureau and the SWD (“**Vetting Committee**”) will be set up to assess the quality aspects of the applications according to the weighting set out at **Attachment 1** to this Chapter. Detailed information to be included in the application is set out at **Attachment 2** to this Chapter.

3. In general, the Vetting Committee will assess the applications based on the following factors relevant to the applicants-
 - (a) relevant experience in organising mentorship/personal development programmes for children and youth (aged 6 to 24) in Hong Kong;
 - (b) availability of support network/ability to establish and maintain effective network with other organisations for operating the Project (e.g. The Applicant School may partner with, cooperate with or buy service from NGOs);
 - (c) ability/measures to recruit adequate mentors to meet the pledged mentor-to-mentee ratio especially in leveraging on the available resource/network to schools (e.g. school’s sponsoring body, school alumni, etc.);
 - (d) ability to provide services/programmes/activities to participating children, their parents/guardians and mentors;
 - (e) ability/measures to retain the participating children and mentors throughout the project period and to encourage their participation in the trainings/community services/sharing sessions;
 - (f) ability to seek matching contributions from the school network (e.g. school’s sponsoring body, school alumni, etc.)/non-profit making organisations/corporate and/or individual donors;

- (g) ability and plan to leverage on available resource/network to schools (e.g. school's sponsoring body, school alumni, school venue and facility, school-based counselling and life-planning programmes, etc.) to facilitate operation of the Project, such as provision of trainings/activities;
- (h) ability to monitor the accounts of the participating children and donations received;
- (i) mechanism to handle complaints related to the Project;
- (j) ability to recruit or deploy suitable staff personnel to implement and monitor the Project(s);
- (k) ability on use of information technology in operating the Project;
- (l) achievement level of required output/outcome indicators as set out in paragraph 28-29 of Chapter 3 – Service Specifications and/or availability of additional output/outcome indicators; and
- (m) measures to provide bridging arrangement to let participating children continue with the CDF Project if they were to leave the school before completion of the Project.

Upon confirming the capability of Applicant School in operating a CDF Project, the Vetting Committee would further assess the suitability of the Applicant School in operating the Second three-year CDF Project under the “one-plus-one-approach”.

4. Extra marks will be given to the Applicant School who can demonstrate in the applications that they –

- (a) pledge a mentor-mentee ratio higher than the mandatory minimum requirement of 1:3;
- (b) pledge additional Output and/or Outcome Indicators or enhanced achievement level of the Output and/or Outcome indicators.

5. A set of output and outcome indicators, as set out in paragraph 28-29 of **Chapter 3 - Service Specifications**, will be adopted to assess the performance of the services provided by awarded operating Schools. The applicant may propose additional output/ outcome indicators apart from those specified and/or higher attainment level for the consideration of the Vetting Committee.

6. For those Applicant Schools having operated school-based CDF Projects in the past, their past performance in implementing the Projects will also be considered by the Vetting Committee. For previous Project(s) which (i) failed to deliver the required output and outcome standards as stipulated at paragraph 28 and 29 of Chapter 3 – Service Specifications upon completion of the Project, (ii) failed to deliver the higher pledged level of output/outcome indicator(s) and/or additional indicator(s) upon the completion of Project, or (iii) failed to submit the financial reports as set out in the prescribed date persistently, as and when necessary, it would be recorded down and marks may be deducted in vetting.

Attachment 1 - Weighting for Quality Assessment for the Applications for the Tenth Batch of CDF School-based Projects

Quality Aspects (factors for quality assessments being stipulated in Chapter 4 – Assessment Mechanism)	Relative weighting (by percentage)
<i>I. Relevant experiences (3%)</i>	
1. Relevant experience in organising mentorship/personal development programmes for children and youth (aged 6 to 24) in Hong Kong in the past three years (from 1 March 2021 to 29 February 2024)	3%
<i>II. Ability to recruit/retain target children/suitable mentors and deliver planned services (51%)</i>	
2. Ability/measures to recruit adequate mentors to meet the pledged mentor-to-mentee ratio especially in leveraging on the available resource/network to schools (e.g. school’s sponsoring body, school alumni, etc.)	19%
3. Ability to provide services/programmes/activities to participating children, parents/guardians and mentors	15%
4. Ability/measures to retain the participating children and mentors throughout the project period and to encourage their participation in the trainings/community services/sharing sessions	17%
<i>III. Ability to secure matching contributions (7%)</i>	
5. Ability to seek 1:1 matching contributions from the school network (e.g. school’s sponsoring body, school alumni, etc.), non-profit making organisations, corporate and/or individual donors	7%
<i>IV. Ability and plan to leverage on available resource/network to schools and availability of support network/ability to establish and maintain effective network with other organisations to facilitate operation of the Project (16%)</i>	
6. Ability and plan to leverage on available resource/network to schools (e.g. school’s sponsoring body, school alumni, school venue and facility, school-based counselling and life-planning programmes, etc.) to facilitate operation of the Project, such as provision of training/activities	9%
7. Availability of support network/ability to establish and maintain effective network with other organisations in operating the Project	7%
<i>V. Financial management (4%)</i>	
8. Ability to monitor the accounts of the participating children and donations received	4%
<i>VI. Human resource management (10%)</i>	
9. Mechanism to handle complaints related to the Project	2%
10. Ability to recruit or deploy suitable staff personnel to implement and monitor the Project	8%
<i>VII. Measures to provide bridging arrangement to let participating children continue with the CDF Project if they were to leave the school before completion of the project (3%)</i>	
11. Ability to let participating children continue with CDF Project if they were to leave the school before completion of CDF Project	3%
<i>VIII. Added-value measures relating to service performance and monitoring (6%)</i>	
12. Ability on use of information technology in operating the Project	2%
13. Achievement level of required output/outcome indicators and/or availability of additional indicators	4%
Total	100%

Notes: Marks may be deducted in vetting if the applicant school(s) has/have under-performance in previous batch(es) of CDF Project(s), including (i) failure to deliver the required output and outcome standards as stipulated at paragraphs 28 and 29 of Chapter 3 – Service Specifications upon completion of the Project, (ii) failure to deliver the higher pledged level of output/outcome indicator(s) and/or additional indicator(s), and (iii) failure to submit the financial reports as set out in the prescribed date persistently.

Attachment 2 - Information to be Included in the Application

1. Authenticity of school status
 - Except for government schools, submission of documentary proof of the “certificate of registration” under Section 3 of the Education Ordinance (Cap. 279) in Hong Kong.

2. Relevant experience in organising mentorship/personal development programmes for children and youth in Hong Kong
 - Experience in organising recognised mentorship/ personal development programmes for children and youth (aged 6 to 24) in Hong Kong in the past three years.

3. The availability of support network/ability to establish and maintain effective network with other organisations in operating the Project
 - Information on the networks established with other organisations, their relevance and diversification as well as the approach to maintain the networks and multi-disciplinary collaboration for operating the Project (or to establish/achieve the aforesaid if not yet available). The applicant schools are free to partner with, cooperate with or buy service from NGOs.

 - Partner NGOs (if applicable).

 - Role of NGOs (if applicable).

4. Ability/measures to recruit adequate mentors to meet the pledged mentor-to-mentee ratio
 - Pledged mentor-to-mentee ratio.

 - Description on selection criteria for mentors.

- Plan on leveraging on any established networks with organisations/strategic partners, especially the available resource/network to schools (e.g. school's sponsoring body, school alumni, etc.), for recruiting mentors for the Project.
 - The mechanisms to recruit and supervise them.
5. Ability to provide services/programmes/activities to participating children, parents/guardians and mentors
- Description on strategies to ensure the participating children have worked out the PDPs as at the end of the second year of Project.
 - Detailed description of the services/programmes/activities (including the frequency and topics to be covered) that will be offered to the participating children, parents/guardians and mentors.
 - A tentative implementation plan of the services/programmes/activities mentioned above (including planned frequency/interval of deliverables and various inputs in terms of suitable trainers/venues/programmes, etc.).
6. Ability/measures to retain the participating children and mentors throughout the project period and to encourage their participation in trainings/community services/sharing sessions
- Description on possible factors for withdrawal or low attendance rates of participating children/ mentors and the corresponding strategies on retention and measures to overcome withdrawal/passive participation.
 - Description on the strategies to assist/facilitate the participating children and families to complete their savings programme, as well as proposal of remedial measures or contingency plan, including the availability of emergency fund to assist those participating children and families who have difficulty in meeting their saving targets due to temporary financial hardship, and to cope with withdrawal of participating children and/or mentors.

7. Ability to seek matching contribution from the school network, non-profit making organisations, corporate and/or individual donors

- Ability and plan in leveraging on the school network (e.g. school's sponsoring body, school alumni, etc.) in seeking matching contribution.
- For schools that have already secured donations from the school network/non-profit making organisations/corporate/individual donors for providing matching contribution to the Project, please also provide the following information:
 - Written confirmation(s) of the amount and purpose of donations of the school network (e.g. school's sponsoring body, school alumni, etc.)/non-profit making organisations/corporate/individual donors.
 - Basic information of the school network/non-profit making organisations/corporate/individual donors (e.g. name contained in the HKID card, business address, company name and business registration number, nature of business, information on the non-profit making organisation, etc. where applicable).
 - Background information of the trusts/foundations including the proof on the set up of the trusts/foundations by the business corporation(s) if the donations were made from charitable trusts/foundations established and managed by business corporations.
- If the donation is not yet secured, concrete details of the strategy and time schedule in seeking sufficient donations for the proposed number of participating children should be specified.

8. Ability and plan to leverage on available resource/network to schools (e.g. school's sponsoring body, school alumni, school venue and facility, school-based counselling and life-planning programmes, etc.) to facilitate operation of the Project
 - Description on how to leverage on available resource/network to schools (e.g. school's sponsoring body, school alumni, school venue and facility, school-based counselling and life-planning programmes, etc.) to facilitate operation of the Project, such as provision of trainings/activities.
9. Ability to monitor the accounts of the participating children and donations received
 - Description on the proposed procedures and measures to monitor the accounts of the participating children and donations (e.g. how to handle the accounts, monitor the savings situation, disburse the matching contributions and Special Financial Incentives to the participating children after they have completed the savings programme).
10. Mechanism to handle complaints related to the Project
 - Description on the proposed mechanisms in handling complaints related to the Project.
11. Ability to recruit or deploy suitable staff personnel to implement and monitor the Project
 - Specification on the qualification and experience of staff being engaged or deployed for the Project, appropriate training to the staff concerned, the structure of staff supervision and any back up/support from the school as applicable.
12. Ability on use of information technology in operating the Project
 - Description on the effective use of information technology to facilitate communication between participating children and mentors and the applicant's monitoring of the Project.

13. Achievement level of required output/outcome indicators and/or availability of additional indicators*

- Additional output indicators or enhanced achievement level of the output indicators as set out in paragraph 28 of the Service Specifications, if any.
- Additional outcome indicators or enhanced achievement level of the outcome indicators as set out in paragraph 29 of the Service Specifications, if any.

* If the Grantee fails to deliver the higher pledged level of output/outcome indicator(s) and/or additional indicator(s) upon the completion of project, it would be recorded down for the purpose of deduction of their marks when the applicant school submits next application for CDF project in future.

14. Measures to provide bridging arrangement to let participating children continue with the CDF Project if they were to leave the school before completion of the Project

- Description on proposed measures to provide bridging arrangement to let participating children continue with the CDF Project if they were to leave the school before completion of the Project.

15. Synergy in implementing two consecutive CDF projects (if applicable)

- Description on the capacity / facilitation (e.g. staffing, network, etc.) of the operating School to ensure it has appropriate support in implementing the two consecutive CDF projects.
- Description on the methods to roll over mentors, donors and/or other resources/ network from the First Project to the Second Project.

Chapter 5

Application Form

兒童發展基金
Child Development Fund

第十批校本計劃
The Tenth Batch of School-based Projects

申請表格 Application Form

遞交申請須知

1. 截止申請日期為 2024 年 5 月 21 日下午 5 時正(逾期申請將不獲考慮)
2. 申請表格以 PDF 格式備存。申請學校須使用 Adobe Reader 以閱讀及填寫預設的 PDF 格式文件，並以此格式遞交申請表格。
3. 申請表格應按預設的字型和大小以英文或中文填寫。
4. 就申請表格內每條問題，申請學校必須於預設位置內填寫建議內容及在選項方格中選取適當的選項，任何以附頁或通過修改 PDF 格式文件提交的額外內容一般不會作考慮。
5. 申請學校必須就申請表格第一部分 (II)「強制性的要求」作出確認。
6. 政府會同時以單一計劃形式以及「一加一模式」推出今個批次的兒童發展基金計劃。學校可以申請一個三年計劃或以「一加一模式」申請兩個三年計劃，而從未營辦過兒童發展基金計劃的學校只可以申請一個三年計劃。在「一加一模式」下，每間獲選的學校會獲批兩個分別為期三年的計劃（即第一個計劃和其後的第二個計劃），但第二個計劃獲確認與否，將視乎該學校推行第一個計劃時的表現。該學校在營辦第一個計劃時的表現如被評為令人滿意，便可在第四年開展第二個計劃。除非另有說明，申請學校在此申請表格所提供的計劃資料將同時適用於第一個和第二個計劃。
7. 申請表格第三部分(II)「申請學校聲明及同意書」須由申請學校的校長簽署。
8. 遞交紙本申請表格時必須夾附下列文件：
 - i) 填妥及完整的申請表格；
 - ii) 伙伴機構就配對捐款／招募友師／其他合作所發出的書面證明(如適用)；
 - iii) 有關註冊的證明文件（只適用於資助學校、按位津貼學校及直接資助計劃學校）(證明文件須由該學校校長核證)；以及
 - iv) 有關申請表格的其他附件和附加資料（如適用）。

9. 申請機構須於截止申請時間前將填妥及簽妥的指定申請表格連同所需文件以電郵方式遞交至以下電郵地址或直接送達以下通訊地址。基金不接受以郵寄方式遞交的申請。申請機構只須提交一份申請。如有任何重複提交，社署將以最後一份收悉的申請表格為準。

電郵地址: scdf@swd.gov.hk

通訊地址:

香港灣仔皇后大道東 213 號

胡忠大廈 9 樓 942 室

社會福利署

兒童發展基金辦事處

Points to note on submission of application

1. **The deadline of application is 5 p.m. on 21 May 2024 (Late application will not be considered).**
2. The application form is in PDF format. Adobe Reader is required to view and fill in the form. **Please send application form in the default PDF format.**
3. The application form should be typed **in English or in Chinese with default font type and size.**
4. The Applicant School has to complete all items of the application form and select the checkbox as appropriate, **additional contents provided in additional sheets or by altering the default format of the PDF file will NOT normally be considered.**
5. The Applicant School must confirm meeting all the requirements under Part One (II) “Mandatory Requirements”.
6. The Government will adopt both single project and **“one-plus-one”** approach for this batch of Child Development Fund projects. Schools can apply for one three-year project or two three-year projects under “one-plus-one” approach. Applicant School, having not ever run any CDF Projects, may only apply for implementing a three-year project. Under “one-plus-one” approach, each selected school would be awarded two 3-year projects (i.e. First Project followed by Second Project) in one go but the confirmation of the Second Project is subject to the performance of school in implementing the First Project. If the school’s performance in operating the First Project is assessed to be satisfactory, it could start implementing its Second Project in the fourth year. Unless otherwise specified, the information provided by the Applicant school under this application form is applicable to both the First and Second Projects (if applicable).
7. The declaration in Part Three (II) must be **duly signed** by the **Principal of the applicant school**.

8. When submitting application in paper form, the following documents should be attached:
 - i. a completed application form in full set;
 - ii. the confirmation letter(s) from partnering organisations for donations of matching contribution/provision of mentors/other collaboration (if any);
 - iii. relevant registration document (*only for aided schools, caput schools and schools under DSS*) (For paper submission, **the copy of the certificate has to be certified by the school principal**); and
 - iv. the documentary proof as required as appropriate of the Project (if any).

9. The full set of duly signed application form together with the required document(s) should reach the CDF office via email to the following email address or by hand to the following correspondence address before the deadline. Application by post will not be accepted. Applicant NGO only needs to submit one application. In the event of any duplicated submissions, the latest version received by SWD shall prevail.

Email address: scdf@swd.gov.hk

Correspondence address:

Child Development Fund Office
Social Welfare Department
Room 942, 9/F, Wu Chung House
213 Queen's Road East, Hong Kong

申請校本計劃

Application for School-base Project

- 第十批校本計劃
The Tenth Batch of School-based Project
- 第十批校本計劃（「一加一模式」）
The Tenth Batch of School-based Project (“one-plus-one”)

除非另有說明，申請學校在此申請表格所提供的計劃資料將同時適用於第一個和第二個計劃。

Unless otherwise specified, the project information provided by the Applicant School under this application form is applicable to both the First and Second Projects.

第一部分：基本資料

Part One：General information

(I) 申請學校的資料 Particulars of the Applicant School

（有意營辦計劃的學校可單獨遞交申請表格，亦可與其他學校合作，提交申請表格。

如提交為共同申請表格，學校間應互相選定由一間學校，擔任唯一的聯絡及申請學校，其他的為合辦學校。）

(Interested schools may submit application(s) on their own, or collaborate with other school(s) to submit joint application(s). For a joint application, the schools should identify among themselves a leading party to act as the single contact point as well as the applicant school to submit the application while the others are partner school(s).)

申請學校名稱：

Name of the Applicant School： _____

申請學校校長：

Principal of the Applicant School： _____

學校地址：

Address of School： _____

電話號碼：

Telephone No.： _____

傳真號碼：

Fax No. :

電郵地址：

Email Address :

貴校從何得知有關兒童發展基金（基金）的資訊：(可選擇多於一項)

How did your school learn the information of the Child Development Fund (CDF) : (choosing more than one item is allowed)

- 基金網頁 CDF's website (www.cdf.gov.hk)
- 社署網頁 SWD's website (www.swd.gov.hk)
- 地區會議 District Meetings
- 宣傳活動 Publicity Activities
- 其他 Others (請註明 Please specify: _____)

貴校獨自申請，或與其他學校聯合申請？

Is your school the sole applicant or a joint applicant with other school(s)?

由本校獨自申請

My school is the sole applicant

與其他學校聯合申請（請列出合辦的學校名稱）

A joint application with other school(s) [Please list the name(s) of all partner school(s) below]

合辦學校(1)

Partner school (1) _____

合辦學校(2)

Partner school (2) _____

合辦學校(3)

Partner school (3) _____

(II) 強制性的要求 Mandatory requirements

申請表格必須符合全部下列的要求，方會獲考慮作質素評估。申請學校須確認是否已符合下列全部要求：

Only applications meeting all the mandatory requirements set out below will be considered for quality assessment. Applicant school must confirm whether all the requirements set out below are met:

是 Yes

否 No

1. 申請學校及所有合辦學校必須為公營學校⁷或直接資助計劃學校。除官立學校外，申請學校及所有合辦學校須持有香港《教育條例》（第 279 章）第 3 條所指的“註冊證明書”；

The applicant school and all partner school(s) must be a public sector school³ or a school under the Direct Subsidy Scheme (DSS). Except for government schools, all applicant schools and partner schools must have a “certificate of registration” under Section 3 of the Education Ordinance (Cap. 279) in Hong Kong;

2. 申請學校及任何合辦學校（如有）不曾／不會就建議的計劃申請或接受任何的公帑資助（兒童發展基金除外）；

The applicant school and the partner school(s) (if any) have not/will not applied/apply or received/receive any public funding (other than CDF) for the proposed projects;

⁷ 公營學校包括官立學校、資助學校及按位津貼學校。

Public sector schools include government schools, aided schools and caput schools.

3. 建議的計劃由三個元素組成，分別是個人發展規劃、師友配對和目標儲蓄；
The proposed project shall consist of three major components, namely personal development plan, mentorship and targeted savings;
4. 建議的計劃將提供介乎 25 至 100 個名額予在 2024/25 學年就讀小三至小六的兒童（不論其年齡）。每一個計劃額外招募的兒童人數不得超過建議承諾數目的 15%；
The proposed project(s) shall offer 25 to 100 places for Primary 3 to Primary 6 students (irrespective of their age) in 2024/25 school year. The additional number of children shall be no more than 15% of the pledged number for each project;
5. 建議計劃的友師與參加兒童比例最低須達 1:3；
The proposed project(s) shall meet the minimum mentor-to-mentee ratio at 1:3;
6. 建議的計劃符合 1:1 配對捐款比例；及
The proposed project(s) shall meet the 1:1 matching contribution ratio; and
7. 申請學校的校長已在此申請表格的第三部分(II)簽妥。
This application form is duly signed by the Principal of the Applicant School on Part Three (II).

- (III) *此部分只適用於資助學校、按位津貼學校及直接資助計劃學校填寫**
***This section is only applicable to aided schools, caput schools and schools under DSS**

申請學校／合辦學校的背景

Background of the Applicant School/ Partner School(s)

[如為聯合營辦的申請，請提供所有合辦學校的背景資料]

[If this is a joint application, please provide the information of all partner school(s).]

申請學校的背景，包括宗旨、簡史、經費來源：

Background of the applicant school, including mission, brief history, source of operating expenses:

宗旨 Mission :

--

簡史 Brief History :

--

經費來源 Source of Operating Expenses :

--

合辦學校(1)的背景，包括宗旨、簡史、經費來源（如這項目不適用，請在下面註明「不適用」）：

Background of the partner school (1), including mission, brief history, source of operating expenses (Please state “Not Applicable” if this item is not applicable):

宗旨 Mission :

簡史 Brief History :

經費來源 Source of Operating Expenses :

合辦學校(2)的背景，包括宗旨、簡史、經費來源（如這項目不適用，請在下面註明「不適用」）：

Background of the partner school (2), including mission, brief history, source of operating expenses (Please state “Not Applicable” if this item is not applicable):

宗旨 Mission :

簡史 Brief History :

經費來源 Source of Operating Expenses :

合辦學校(3)的背景，包括宗旨、簡史、經費來源（如這項目不適用，請在下面註明「不適用」）：

Background of the partner school (3), including mission, brief history, source of operating expenses (Please state “Not Applicable” if this item is not applicable):

宗旨 Mission :

簡史 Brief History :

--

經費來源 Source of Operating Expenses :

--

**(IV) 有關經驗
Relevant experience**

1. 申請學校及所有合辦學校過去三年（二零二一年三月一日至二零二四年二月二十九日）在香港提供有關師友計劃／個人發展計劃予兒童及青少年（6至24歲）的經驗：

Applicant school's and all partner school(s)' experience in the provision of mentorship/personal development programmes for children and youth (aged 6 to 24) in Hong Kong in the past 3 years (1 March 2021 – 29 February 2024):

計算的師友計劃／個人發展規劃必須符合下列所有條件:

Only mentorship/personal development programmes meeting all the criteria below should be counted:

- i. 有義務友師，為6至24歲內的兒童及青少年參與者提供指導的服務（但不包括純學科補習班）；**及**
Having volunteer mentors providing guidance to children and youth aged 6 to 24 (excluding tutorial classes); and
- ii. 服務計劃／小組進行時間必須不少於4節，每節不少於1小時；**及**參加人數不少於6人；**及**平均出席率不少於70%。

*The programmes / groups should have at least 4 sessions with each session not less than 1 hour; **and** number of participants not less than 6; **and** attendance rate not less than 70%.*

申請學校 Applicant School

- 0 次 0 time
- 共 1 次至 3 次 1 to 3 times
- 共 4 次至 6 次 4 to 6 times
- 共 7 次或以上 7 times or more

合辦學校(1) (如適用) Partner School (1) (if applicable)

(只適用於聯合營辦的申請 Only applicable to joint application)

- 0 次 0 time
- 共 1 次至 3 次 1 to 3 times
- 共 4 次至 6 次 4 to 6 times
- 共 7 次或以上 7 times or more

合辦學校(2) (如適用) Partner School (2) (if applicable)

(只適用於聯合營辦的申請 Only applicable to joint application)

- 0 次 0 time
- 共 1 次至 3 次 1 to 3 times
- 共 4 次至 6 次 4 to 6 times
- 共 7 次或以上 7 times or more

合辦學校(3) (如適用) Partner School (3) (if applicable)

(只適用於聯合營辦的申請 Only applicable to joint application)

- 0 次 0 time
- 共 1 次至 3 次 1 to 3 times
- 共 4 次至 6 次 4 to 6 times
- 共 7 次或以上 7 times or more

(V) 計劃資料
Project information

1. 第一個計劃的名稱 : _____ (中文)
First Project title : _____ (in English)

2. 第二個計劃的名稱 (如適用) : _____ (中文)
Second Project title (if applicable): _____ (in English)

3. 參加計劃的兒童的目標人數 (目標人數最少為 25 位, 最多為 115 位)
Target number of participating children (the minimum number of participating children is 25; and the maximum number is 115)

第一個計劃 For the First Project

總數	:	位
Total	:	persons

第二個計劃 (如適用) For the Second Project (if applicable)

總數	:	位
Total	:	persons

(VI) 計劃負責人聯絡資料
Contact Information of the Project Officer

先生 Mr 女士 Miss/Ms/Mrs

計劃負責人
Name of the Project Officer : _____

計劃負責人的職銜
Post Title of the Project Officer : _____

電話號碼
Telephone No. : _____

傳真號碼
Fax No. : _____

電郵地址
Email Address : _____

地址
Address : _____

第二部分 : **計劃詳情**

Part Two : **Details of the project**

(I) 是否有支援網絡／與其他組織建立及維繫有效網絡，以協助營辦計劃的能力

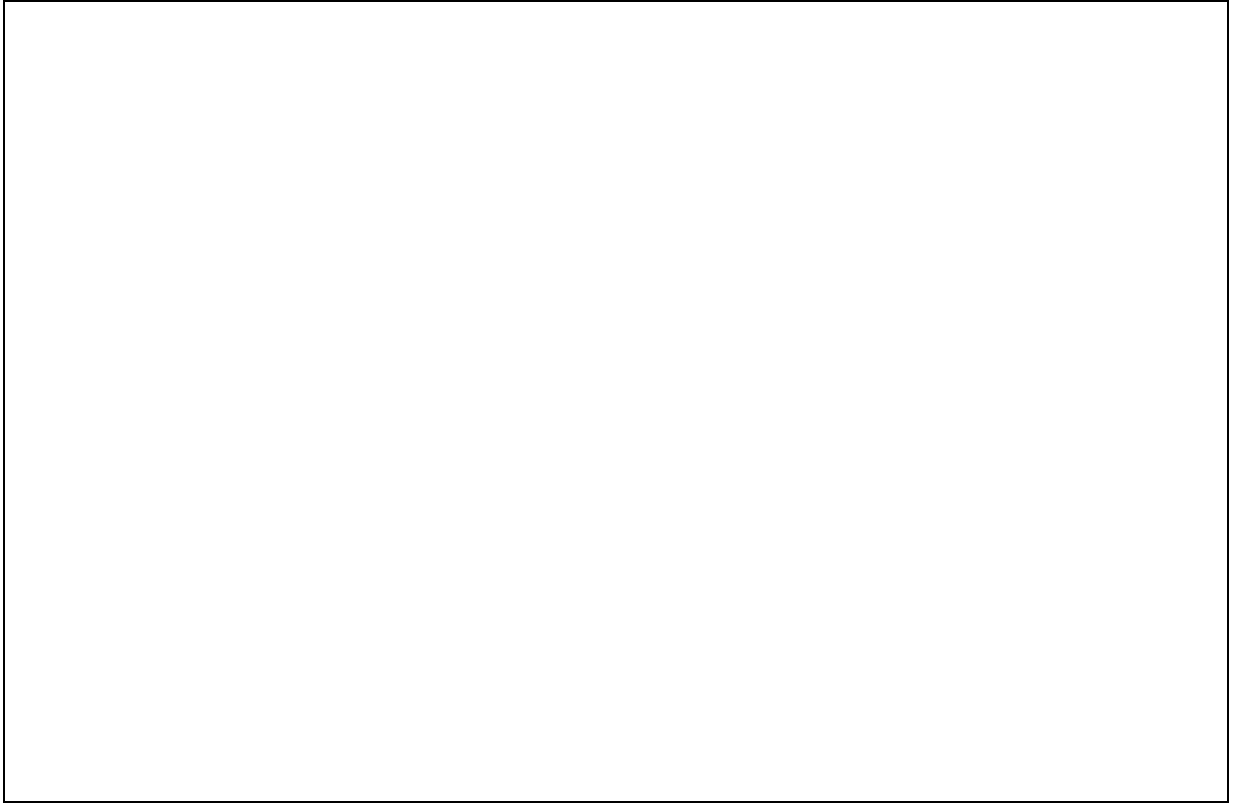
Availability of support network/ability to establish and maintain effective network with other organisations for operating the project

1. 闡述與其他組織建立的網絡，網絡與計劃的關連性和多元性，以及維繫網絡及跨界別協作的方法以協助營辦計劃（例如申請學校可與本地組織、企業、培訓機構、專業人士或僱主合作，及／或可與非政府機構⁸建立伙伴關係、合作或向其購買服務）（請提供與其他機構合作的證明，如有）

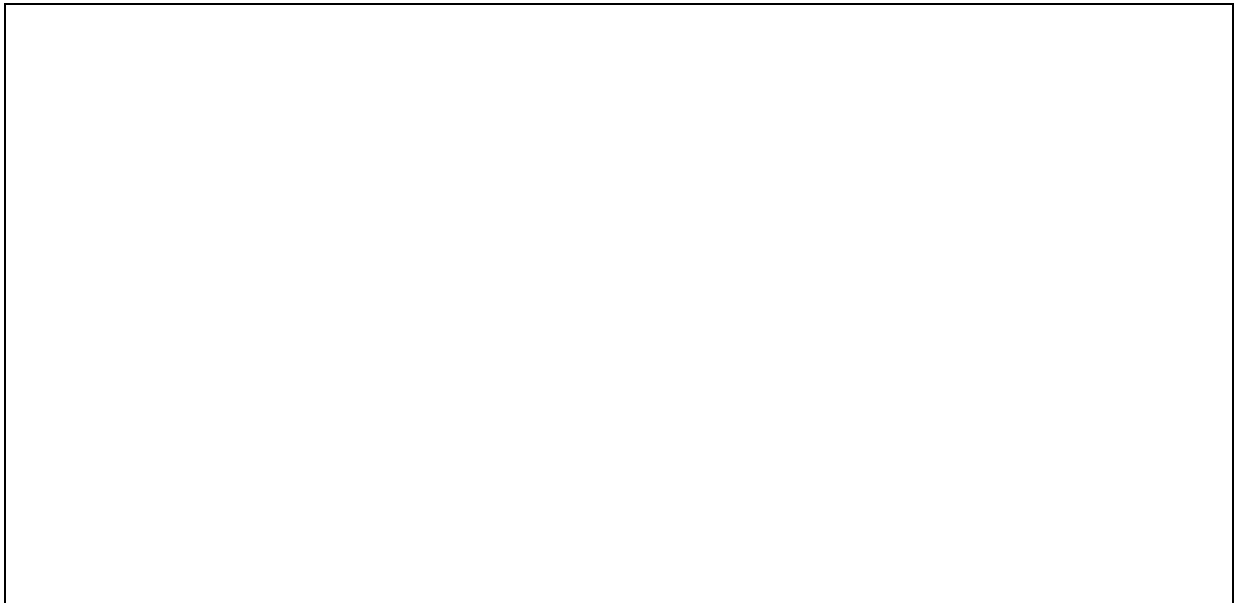
Information on the networks established with other organisations, their relevance and diversification as well as the approach to maintain the network and multi-disciplinary collaboration for operating the project (e.g. The applicant school may collaborate with local groups, corporations, training institutes, professionals or employers, etc., and/or may partner with, cooperate with or buy service from non-governmental organisations (NGOs)⁴ (Please provide the proof on the collaboration with other organisations, if any)

⁸申請學校及/或任何合辦學校如考慮就計劃與非政府機構建立伙伴關係、合作或向其購買服務，應先根據學校所訂的規定對擬合作的非政府機構進行評估，並須於正式與該非政府機構合作前獲得學校管理層（例如：學校法團校董會）的批准。如申請學校於申請表格內已表明與該非政府機構的協作關係，而其申請亦於其後獲批，申請學校便無需就與該非政府機構建立伙伴關係、合作或向其購買服務進行公開招標，即可推行計劃。不過，如申請學校未有在申請表格內表明與該非政府機構的協作關係，或未能與原定的非政府機構合作而又必須與另一非政府機構建立協作關係，則在安排為計劃採購所需的貨物及服務時，必須遵照現行招標規定辦理。

If an applicant school and/or partner school(s) is/are considering whether to partner with, cooperate with or buy service from NGO(s) in operating the project, the school concerned should make assessment on the NGO(s) concerned having regard to the school requirements, and then seek endorsement from their governing authority, e.g. Incorporated Management Committee, as appropriate before committing the partnership in its application. If the applicant school has indicated in this application form its collaboration with that NGO and the project is subsequently awarded to the school, the school concerned can take forth the project implementation and partner with, cooperate with or buy service from that NGO without the need to arrange open bidding for the collaboration. Nevertheless, if the applicant school has not indicated any collaboration with that NGO in the application form or fails to further collaborate with that NGO but need to collaborate with another NGO, it should follow the standing tendering requirements when arranging and procuring goods and services for the project.



2. 說明協作非政府機構的名稱及角色，以及與其所建立的關係（如適用）
Description on name and role of NGO(s) in collaboration with schools as well as the relationship to be entered into with them (if applicable)



(II) 友師招募和督導的機制
The mechanisms to recruit and supervise mentors

1. 友師與參加計劃兒童的目標比例⁹（每位友師不可指導多於3位兒童）
Target mentor-to-mentee ratio⁵ (Each mentor should mentor no more than three participating children)

1 : 1

1 : 2

1 : 3

其他 Others (請註明 Please specify: _____)

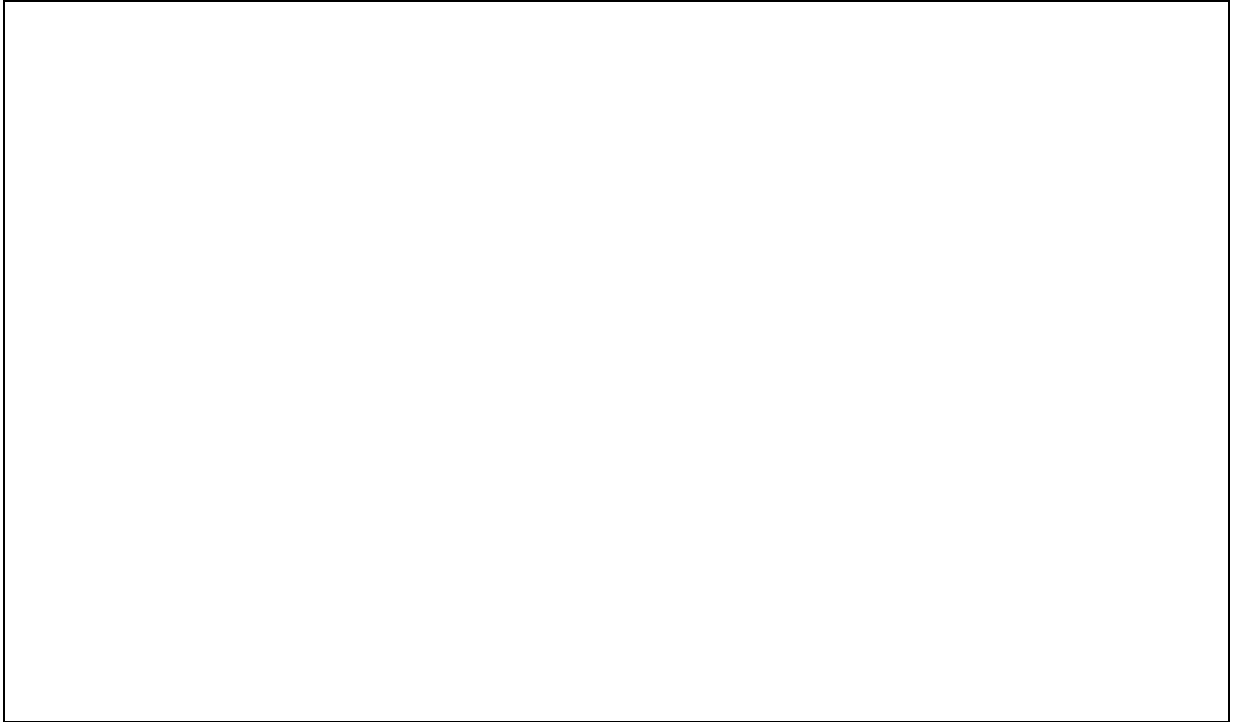
2. 簡述如何運用現有學校的資源／網絡（例如：學校的辦學團體、校友會等）或借助機構／策略伙伴的現有網絡，以協助計劃招募友師。此外，請提供招募友師的策略及宣傳計劃

Brief information and plan on leveraging existing resources/network to schools (e.g. school's sponsoring body, school alumni, etc.) or established networks with organisations/strategic partners for recruiting mentors for the project. Please also specify mentors recruitment strategies and promotion plan

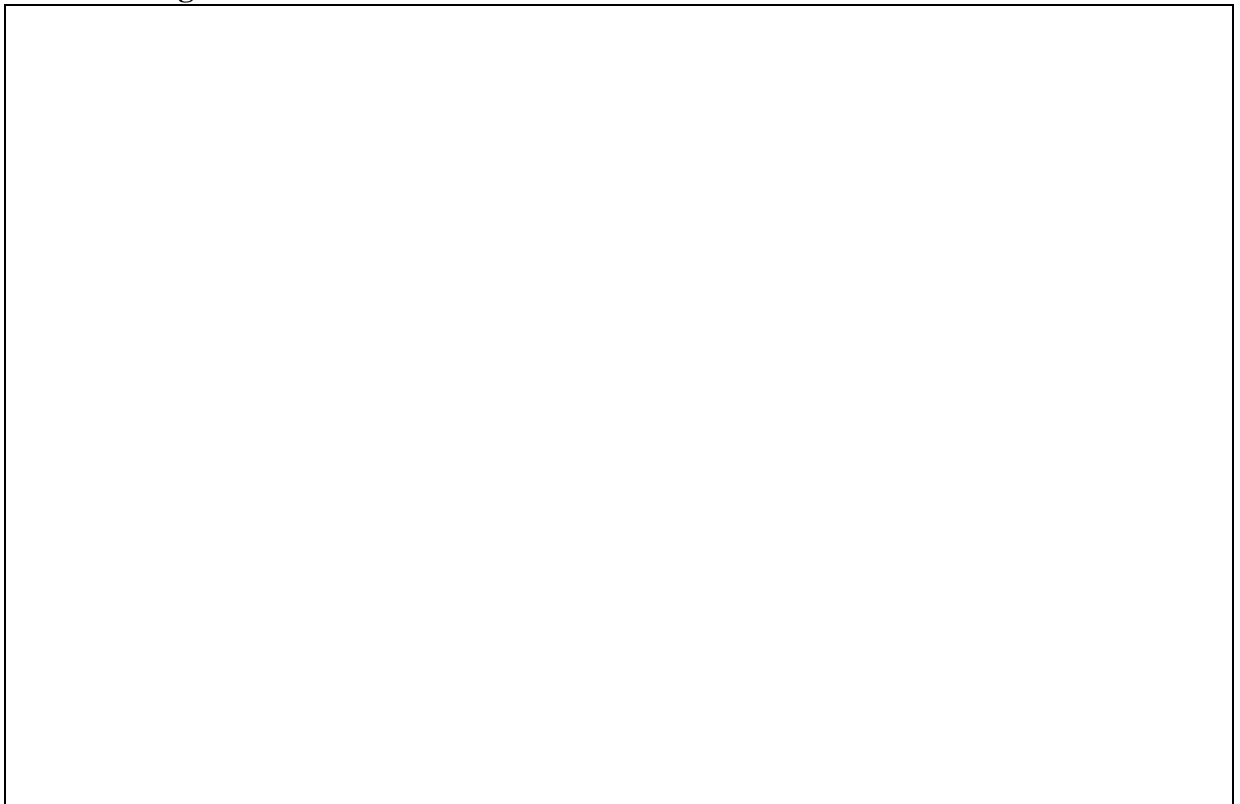
3. 說明友師的主要篩選準則（請逐點列出）
Description on selection criteria for mentors (Please list out in point form)

⁹如營辦計劃的學校在計劃完結時未能達到已承諾的較高服務量／成效指標水平及／或額外的指標，將被記錄在案，日後該校再次提交基金計劃申請時將被扣分。

If the Grantee fails to deliver the higher pledged level of output/outcome indicator(s) and/or additional indicator(s) upon the completion of project, it would be recorded down for the purpose of deduction of their marks when the applicant school submits next application for CDF project in future.



4. 簡述招募友師的機制，如友師申請的程序及如何篩選
Brief description on the mechanism in recruiting mentors, such as application procedures, and screening of mentors



5. 說明向友師提供的培訓及督導

Description on the training and supervision to be provided to the mentors

6. 如已為計劃覓得伙伴機構／公司／學校的辦學團體／校友會承諾提供友師，或已招募個人義工為計劃友師，請提供以下資料：

If support of partnering organisations/companies/school's sponsoring body/school alumni has been secured for provision of mentors, or individual mentors have been recruited for the project, please provide the following information:

有_____間伙伴機構／公司／學校的辦學團體／校友會已承諾提供共
_____位友師，及／或已招募_____位個人義務友師，共_____人，即
佔承諾計劃的友師數目的_____ %。須附有關已簽署之承諾書。

_____ partnering organisations/companies/school's sponsoring body/school alumni
have committed to provide a total of _____mentors, and/or _____individual
mentors have been recruited, making it _____mentors in total, i.e. _____ % of the
pledged number of mentors required for the project. **Duly signed confirmation letter(s)
should be attached.**

(III) 尋求學校網絡（例如：學校的辦學團體、校友會等）／非牟利機構／商業機構及／或個人捐助者提供配對捐款的能力
Ability to seek matching contributions from the school network (e.g. school's sponsoring body, school alumni, etc.)/ non-profit making organisations/ corporate and/or individual donors

1. 闡述學校可如何借助學校的網絡（例如：學校的辦學團體、校友會等）／非牟利機構／商業機構及／或個人捐助者以協助籌募配對捐款

Description of plan in leveraging on the school network (e.g. school's sponsoring body, school alumni, etc.)/non-profit making organisations/corporate and/or individual donors in seeking matching contribution.

2. 如已覓得商業機構／非牟利機構／信託基金／個人捐助者／學校的辦學團體／校友會捐助 1:1 配對捐款，請提供以下資料：

If donations have been secured for 1:1 matching contribution from corporate/non-profit making organisation(s)/trust(s)/foundation(s)/individual donor(s)/school's sponsoring body/school alumni, please provide the following information:

- (i) 已籌得的配對捐款（不包括其他用途的捐款），並須附有關商業機構／非牟利機構／信託基金／個人捐助者／學校的辦學團體／校友會列有確實捐款額及簽署的確認書。

Total amount of matching contributions secured (donations for other purposes should not be included) from corporate/non-profit making organisation(s)/trust(s)/foundation(s)/individual donor(s)/school's sponsoring body/school alumni with **duly signed confirmation(s) on the exact amount attached.**

(iii) 就上述(III)2(i)的捐款，請確認其符合下列的要求(必須填寫)：

For those donations stated in (III)2(i) above, please confirm that the following requirements are met (Required field):

- 捐款是來自在香港註冊和經營業務的商業機構、在本港註冊的非牟利機構或由其成立和管理的慈善信託／基金或學校網絡(例如：學校的辦學團體、校友會等)。

Donations are made by registered business corporations operating their business in Hong Kong, non-profit making organisations registered in Hong Kong or charitable trusts/foundations which are established and managed by such corporations/organisations or school network (e.g. school's sponsoring body, school alumni, etc.).

- 學校網絡(例如：學校的辦學團體、校友會等)／非牟利機構／商業機構／個人捐助者的要求並沒有與兒童發展基金的目的和原則產生衝突或抵觸。

Any requirements from the school network (e.g. school's sponsoring body, school alumni, etc.)/non-profit making organisations/corporate/individual donors are not in conflict with the objectives and guidelines of CDF.

- 捐款並非來自營運與煙草事業有關的公司／商業機構或由煙草公司資助的基金。

Donations are not from corporations running business in connection with tobacco or any foundation funded by tobacco companies.

- 是 Yes *
- 不是 No*

*如符合上述所有要求，請選取「是」的空格；否則請選取「不是」的空格。**本題必須填寫，不能留空。**

Please select the 'Yes' checkbox if **all** the above-mentioned requirements are met; if not, select the 'No' checkbox. This is a **required field, leaving blank is not allowed.**

3. 如目前尚未為第一個計劃覓得全數捐款，請列出有關策略及時間表，說明如何在計劃最早第13個月至第二年完結前籌募足夠的1:1配對捐款(請逐點列出)

If the donation is not yet fully secured for 1:1 matching contribution for the First Project at this moment, details of the strategy and schedule in seeking sufficient matching contributions at the 13th month the earliest to the end of the second year of Project should be specified. (Please list out in point form)


4. 說明如何為第二個計劃建議的參加計劃兒童人數徵集足夠的捐款（如適用）
Description on the plan in seeking sufficient donations for the proposed number of participating children for the Second Project. (if applicable)

(IV) 向參加計劃的兒童、其父母／監護人及友師提供服務／活動的能力
Ability to provide services/programmes/activities to the participating children, their parents/guardians and mentors

1. 說明如何確保參加計劃的兒童在計劃第二年完結前已訂立個人發展規劃。
Description on strategies to ensure the participating children have worked out the PDPs at the end of the second year of Project.

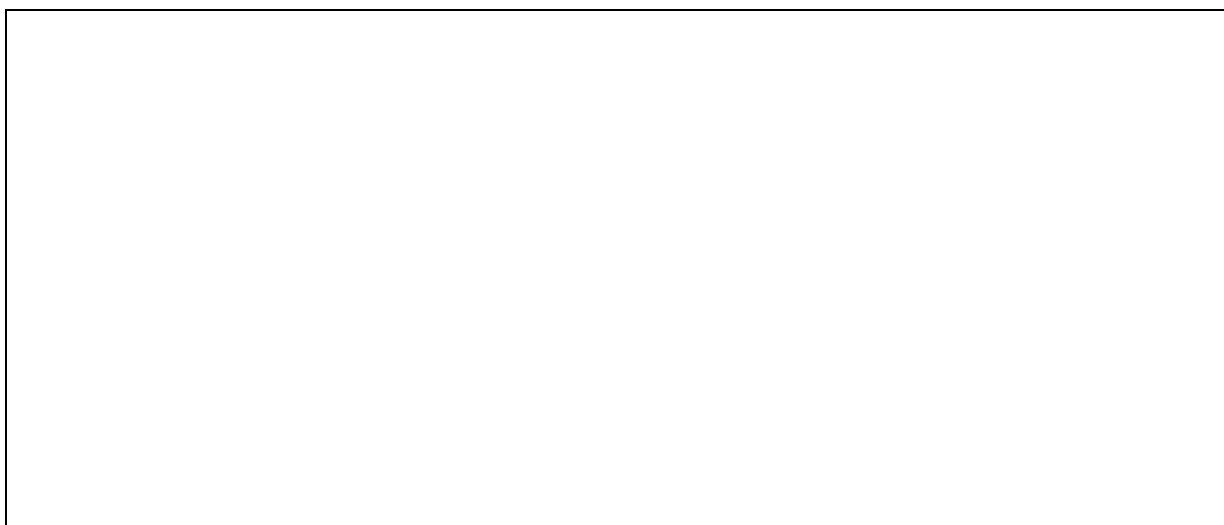
2. 為參加計劃的兒童、其父母／監護人及友師提供的服務／活動（請填寫附件一）
Services/Programmes/Activities provided for the Participating Children, their Parents/
Guardians and Mentors (Please fill in **Annex 1** attached)
-

3. 說明如何確保附件一所填寫的核心活動及附加訓練活動（如適用）能夠按期完成。
Description on strategies to deliver the core programmes and additional training programme(s) (if applicable) in **Annex 1** according to the schedule.



(V) 在整個計劃期內留住參加計劃的兒童與友師，以及鼓勵他們積極參與培訓／社會服務／分享會的能力／措施
Ability/measures to retain the participating children and mentors throughout the project period and to encourage their participation in the trainings/community services/sharing sessions

1. 說明(i)可能會引致參加計劃的兒童退出計劃或出席率低的因素；(ii)在整個計劃期內留住參加兒童的策略；以及(iii)克服退出／被動參與的措施〔(i)至(iii)項須分開作答〕
Description on (i) possible factors for withdrawal or low attendance rates of participating children, (ii) strategies to retain the children throughout the project period and (iii) measures to overcome withdrawal/passive participation. [Please provide separate answers for (i) to (iii)]



2. 說明(i)可能會引致參加計劃的友師退出計劃或出席率低的因素；(ii)整個計劃期內留住友師的策略，以及(iii)克服退出／被動參與的措施〔(i)至(iii)項須分開作答〕
Description on (i) possible factors for withdrawal or low attendance rates of participating mentors, (ii) strategies to retain the mentors throughout the project period and (iii) measures to overcome withdrawal/passive participation. [Please provide separate answers for (i) to (iii)]

3. 說明如何鼓勵／協助參加兒童及其家庭完成目標儲蓄計劃，是否設有應變方案，包括緊急援助基金，以協助因面對短暫經濟困境而難以達到儲蓄目標的兒童及其家庭（請逐點列出）

Description on strategies to assist/facilitate the participating children and families to complete their Targeted Savings programme. Any contingency measures, including the availability of emergency fund to assist those participating children and families who have difficulty in meeting their saving targets due to temporary financial hardship (Please list out in point form)

4. 處理友師退出計劃的補救措施或應變方案（請逐點列出）

Remedial measures or contingency plan to cope with withdrawal of mentors (Please list out in point form)

- (VI) 運用並借助學校的可用資源／網絡（例如：學校的辦學團體、校友會、學校場地及設施、校本輔導、生涯規劃活動等）以協助營辦計劃的能力
Ability and plan to leverage on available resources/network to schools (e.g. school's sponsoring body, school alumni, school venue and facility, school-based counselling and life-planning programmes, etc.) to facilitate operation of the project
-

1. 闡述學校如何計劃運用並借助學校的資源／網絡(例如：學校的辦學團體、校友會、學校場地及設施、校本輔導、生涯規劃活動等)以協助營辦計劃，如提供培訓／活動〔有關招募友師及配對捐款的資料，請填寫於表格第二部份(II)及(III)〕

Description on how to plan and leverage on resources/network to schools (e.g. school's sponsoring body, school alumni, school venue and facility, school-based counselling and life-planning programmes, etc.) to facilitate operation of the project, such as provision of training/activities [for information about mentor recruitment and matching contribution, please fill in Part Two (II) & (III) of the application form]

(VII) 監察參加計劃的兒童和所得捐款的帳目的能力
Ability to monitor the accounts of the participating children and donations received

1. 就(i)參加計劃的兒童和(ii)所得捐款，分別說明監察帳目的擬定程序和措施（例如如何管理帳戶、監察儲蓄情況，以及在參加計劃的兒童完成儲蓄計劃後分發配對捐款和特別財政獎勵的安排）（請逐點列出）

Regarding the accounts of (i) the participating children and (ii) donations, please separately describe the proposed procedures and measures to monitor these accounts (e.g. how to handle the accounts, monitor the savings situation, disburse the matching contributions and Special Financial Incentives to the participating children after they have completed the savings programme) (Please list out in point form)

(i)

(ii)

(VIII) 處理與計劃有關的投訴的機制

Mechanism to handle complaints related to the project

1. 請說明處理有關計劃的投訴的建議機制（例如：處理投訴的服務承諾（如認收投訴及確實回覆的所需時間）和上訴機制等）

Please describe the proposed mechanism in handling complaints related to the project (e.g. performance pledges on handling complaints (such as time required for acknowledgement of the case and a substantive reply) and appeal mechanism, etc.)

(IX) 招募或調派合適職員推行及監察計劃的能力

Ability to recruit or deploy suitable staff personnel to implement and monitor the project

1. 訂明調派主理或參與計劃的職員的資歷及經驗、監督職員的架構，為職員提供的培訓和監督

Specification on the qualification and experience of staff to be engaged or deployed for the project, the structure of staff supervision, appropriate training and supervision to the staff concerned

2. 如擬任用駐校社工主理或參與計劃，請列明其資助來源，以避免與任何形式的公共資助重疊（如適用）
If school social worker(s) is/are to be engaged or deployed for the project, please state the funding source(s) for the post(s) to avoid cross subsidisation with any public funding (if applicable)

(X) 利用資訊科技營辦計劃的能力
Ability on use of information technology in operating the project

1. 說明資訊科技的運用以協助參加計劃的兒童和友師聯繫及計劃的監察
Description on the use of information technology to facilitate communication between participating children and mentors, and project monitoring

(XI) 擬定銜接安排，以讓於完成計劃前已離校的參加兒童可繼續參與計劃
Proposed measures on bridging arrangement to let participating children continue with the CDF project if they were to leave the school before completion of the project

1. 說明擬定銜接安排以讓於完成計劃前因畢業、轉校或其他原因而離校的參加兒童可繼續參與計劃
Description on proposed measures on bridging arrangement to let participating children continue with the CDF project if they were to leave the school because of graduation, change of school or other reasons before completion of the project

(XII) 連續營辦兩個基金計劃的協同作用 (如適用)

Synergy in implementation of two consecutive CDF projects (if applicable)

1. 說明學校在各方面的能力／協作（例如在人手安排與社區網絡等），確保有足夠的支援連續營辦兩個基金計劃

Description on the capacity/facilitation (e.g. staffing, network, etc.) to ensure it has appropriate support in implementing the two consecutive CDF projects.

2. 說明可將第一個計劃的友師、捐助者及／或其他資源／網絡「過渡」至第二個計劃的方法
Description on the methods to roll over mentors, donors and/or other resources/network from the First Project to the Second Project.

(XIII) 提升的服務量及／或成效指標的達標水平及／或會否提供額外的指標
Enhanced achievement level of output/outcome indicators and/or availability of additional indicators for the projects

1. 按已訂明的資源，除第三章「服務規定說明」第 28-29 段中列明的服務量及／或成效指標外，請於附件二說明會否提高有關指標的達標水平及／或提供額外的指標（如有）
On top of the output and/or outcome indicators as set out in paragraph 28-29 of Chapter 3 -Service Specifications, please indicate whether to pledge a higher achievement level of these indicators and/or provide additional indicators at the prescribed resource provision by filling in Annex 2 below, if any.

第三部分 : 遞交申請

Part Three : Submission of application

**(I) 遞交申請文件清單
Checklist of Documents to be Submitted**

1. 填妥及完整的申請表格；
An completed application form in full set;

2. 伙伴機構就配對捐款／招募友師／其他合作所發出的書面證明
(如適用)；
Confirmation letter(s) for donations of matching
contribution/provision of mentors/other collaboration (if any);

3. 信託基金成立及管理的證明及其他背景資料（若捐贈是來自
自由商業或非牟利機構所成立及管理的慈善信託／基金）
Proven evidence on the setup and management as well as the
information on the background of the trusts/foundations (if the
donations come from charitable trusts/foundations established or
managed by business corporations/non-profit making organisations)

4. 有關註冊文件的證明文件（只適用於資助學校、按位津貼學校
及直接資助計劃學校）（證明文件須由該學校校長核證）
Relevant registration document (only applicable to aided schools,
caput schools and schools under DSS) (The copy of the certificate
has to be certified by the school principal)

(II) 申請學校聲明及同意書 Declaration and consent of the applicant school

本人保證在本申請表格填報的資料均屬真確無訛。本人明白如填報資料不正確，申請將被當無效，同時，基金將停止發放資助，已支付的款項亦須全數退還兒童發展基金。

本人同意社會福利署可使用本申請表格內的資料以審批該申請，亦會用作有關研究、檢討計劃、訓練、簡報會或分享會之用。本人同意若本申請被接納並得到資助，社會福利署可將本申請表格內的資料上載基金及社署網頁，以供公眾瀏覽。如這項計劃獲得基金撥款，本人亦同意在有關的刊物、宣傳資料和各項活動中，印上或採用基金的名稱及標誌。

I certify that all the information given in this application is true and accurate. I understand that any inaccurate information will make the application become invalid. The Child Development Fund (CDF) will withhold any funding allocation and payment made must be refunded to the CDF.

I consent that information provided in this application form will be used by the Social Welfare Department (SWD) for processing the applications, and also used for conducting research, evaluative studies or projects and training/briefing/sharing sessions. I consent that the information contained in this application form can be uploaded to the websites of CDF and SWD for public access if the application is successful. I also consent to specify the name and logo of the CDF in all publications, publicity materials and in programmes and activities related to the CDF if the proposal(s) is/are funded by CDF.

簽署
Signature : _____

姓名
Name : _____

職銜
Title : **校長**
Principal

電話號碼
Telephone no. : _____

電郵地址
Email Address : _____

日期
Date : _____

(學校蓋章 School Chop)

兒童發展基金 Child Development Fund

為參加計劃的兒童、其父母／監護人及友師提供的服務／活動

Services/Programmes/Activities provided for the Participating Children, their Parents/Guardians and Mentors

申請學校須根據第三章「服務規定說明」二十八至二十九段中，有關活動主題、節數及出席率所協定的服務量標準來填寫下列「核心活動」的資料。如申請學校有意提供更多「核心活動」以外的訓練活動，請在下列「附加訓練活動」部分提供有關資料，惟在根據個別服務量標準評核出席率時，「附加訓練活動」的出席率不會被計算在內。

Please provide information on “Core Programmes” according to the programme framework, agreed frequency and attendance rate of the Output Standards stipulated in paragraph 28 to 29 of Chapter 3 - Service Specifications. If the applicant school plans to organise additional training programmes/activities on top of the “Core Programmes”, please provide such information under “Additional Training Programmes” in the table below. However, the attendance of these “Additional Training Programmes” will not be taken into account when assessing the attendance rate under respective Output Standards.

第一個計劃 For the First Project

為參加計劃的兒童提供的服務／活動

Services/Programmes/Activities provided for the Participating Children

活動種類 Type of programme/ activity	時間表 Timeframe	<p>活動主題 Programme Theme (詳見附件一附頁) (See Appendix to Annex 1)</p>	<p>活動目標和訓練元素 [請為核心活動列明訓練元素，例如：訓練兒童理財能力，教導兒童儲蓄的重要] Objectives & training elements of the programme /activity [Please elaborate the training elements of the core programmes, e.g. to train children on their ability of wealth management, to teach children on the importance of savings]</p>	<p>活動形式 Format of programme/ activity (例：講座) (e.g. Lecture)</p>	<p>活動的次數和預算人數 [如活動分開數次舉行，請提供活動節數和每節的預算人數(詳見附件一附頁)，例如：4次、每次25人] No. of times of programme/ activity and Planned no. of participants [If a programme/ activity is to be held in several sessions, please provide the no. of sessions and the planned no. of participants per session (See Appendix to Annex 1) (e.g. 4 sessions, 25 participants per session)]</p>	<p>培訓導師 Trainer (例：社工) (e.g. Social Worker)</p>
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四次核心活動 4 Core Programmes	第一年 The first year	(1)				
		(2)				
		(3)				
		(4)				

四次核心活動 4 Core Programmes	第二年 The second year	(1)				
		(2)				
		(3)				
		(4)				

兩次核心活動 2 Core Programmes	第三年 The third year	(1)				
		(2)				
附加訓練活動 (見附註)						

Additional Training Programmes (See Note)						

附註: 如擬舉辦附加訓練活動，請必須清楚列明活動的次數及其預算參加的人數。

Note: If any additional training programmes are to be organised, please indicate clearly the number of times of programmes and the planned number of participants for each programme.

為參加計劃兒童的父母／監護人提供的服務／活動

Services/Programmes/Activities provided for Parents/Guardians of Participating Children

<u>活動種類</u> Programme/activity Type of	<u>時間表</u> Timeframe	<u>活動主題</u> Programme Theme (詳見附件一附頁) (See Appendix to Annex 1)	<u>活動目標和訓練元素</u> [請為核心活動列明訓練元素，例如：訓練父母/監護人處理親子衝突的技巧，教導父母/監護人理財規劃] Objectives & training elements of the programme /activity [Please elaborate the training elements of the core programmes, e.g. to train the parents/guardians on their ability of handling conflict, teach the parents/guardians on financial planning]	<u>活動形式</u> Format of programme/activity (例：講座) (e.g. Lecture)	<u>活動的次數和預算人數</u> [如活動分開數次舉行，請提供活動節數和每節的預算人數(詳見附件一附頁)，例如：4次、每次25人] No. of times of programme/ activity & Planned no. of participants [If a programme/ activity is to be held in several sessions, please provide the no. of sessions and the planned no. of participants per session (See Appendix to Annex 1) (e.g. 4 sessions, 25 participants per session)]	<u>培訓導師</u> Trainer (例：社工) (e.g. Social Worker)
三次核心活動 3 Core Programmes	第一年 The first year	(1)				
		(2)				

		(3)				
兩次核心活動 2 Core Programmes	第二年 The second year	(1)				
		(2)				
附加訓練活動 (見附註)						

Additional Training Programmes (See Note)						

附註: 如擬舉辦附加訓練活動，請必須清楚列明活動的次數及其預算參加的人數。

Note: If any additional training programmes are to be organised, please indicate clearly the number of times of programmes and the planned number of participants for each programme.

為友師提供的服務／活動
Services/Programmes/Activities provided for Mentors

活動種類 Type of Programme/activity	時間表 Timeframe	<p style="text-align: center;"><u>活動主題</u> Programme Theme (詳見附件一附頁) (See Appendix to Annex 1)</p>	<p style="text-align: center;"><u>活動目標和訓練元素</u> [請為核心活動列明訓練元素，例如:訓練友師溝通技巧，教導友師理財知識] Objectives & training elements of the programme /activity [Please elaborate the training elements of the core programmes, e.g. to train the mentors on their communication skill, teach the mentors about financial knowledge]</p>	<p style="text-align: center;"><u>活動形式</u> Format of programme/activity (例: 講座) (e.g. Lecture)</p>	<p style="text-align: center;"><u>活動的次數和預算人數</u> [如某項活動分開數次舉行，請提供每次活動的預算人數和舉辦該項活動的次數(詳見附件一附頁)，例如:4次、每次25人] No. of times of programme/activity and Planned no. of participants [If a certain programme/activity is to be held in several sessions, please provide the planned no. of participants per session and the no. of sessions (See Appendix to Annex 1) (e.g. 4 sessions, 25 participants per session)]</p>	<p style="text-align: center;"><u>培訓導師</u> Trainer (例: 社工) (e.g. Social Worker)</p>
3Core Programmes 三次核心活動	第一年 The first year	(1)				
		(2)				

		(3)				
兩次核心活動 2 Core Programmes	第二年 The second year	(1)				
		(2)				

<p style="text-align: center;">附加訓練活動 (見附註)</p> <p style="text-align: center;">Additional Training Programmes (See Note)</p>					

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附註: 如擬舉辦附加訓練活動，請必須清楚列明活動的次數及其預算參加的人數。

Note: If any additional training programmes are to be organised, please indicate clearly the number of times of programmes and the planned number of participants for each programme.

為參加計劃的兒童、其父母／監護人、友師及捐助者等人舉辦的分享會

Sharing Sessions provided to the Participating Children, their Parents/Guardians, Mentors and Donors, etc.

<u>Programme/ activity</u> 活動種類 Type of	<u>Timeframe</u> 時間表 Timeframe	<u>Objectives/Contents</u> 活動目標／內容 Objectives/Contents	<u>Planned no. of participants</u> 預算人數 Planned no. of participants	<u>Organiser</u> 主持人 (例: 社工) (e.g. Social Worker)
兩次分享會 2 Sharing Sessions	第一年 The first year	(1)	參加計劃的兒童 Participating Children : _____ 父母／監護人 Parents/Guardians : _____ 友師 Mentors : _____ 捐助者 Donors : _____ 總數 Total : _____	
	第二年 The Second year	(2)	參加計劃的兒童 Participating Children : _____ 父母／監護人 Parents/Guardians : _____ 友師 Mentors : _____ 捐助者 Donors : _____ 總數 Total : _____	

第二個計劃 (如適用) For the Second Project (if applicable)

為參加計劃的兒童提供的服務／活動
Services/Programmes/Activities provided for the Participating Children

第二個計劃所提供的「核心活動」及「附加活動」與第一個計劃相同 (不需填寫以下表格)

The “Core Programmes” and “Additional Programmes” provided for the Second Project are the same as the First Project (please leave the following table blank)

如第二個計劃的服務／活動與第一個計劃不同，請填寫下表：

If the services/programmes/activities provided for the Second Project are different from the First Project, please fill in the following table:

活動種類 Type of programme/activity	時間表 Timeframe	<p>活動主題 Programme Theme (詳見附件一附頁) (See Appendix to Annex 1)</p>	<p>活動目標和訓練元素 [請為核心活動列明訓練元素，例如：提升兒童自我認識，訓練兒童理財能力，教導兒童儲蓄的重要] Objectives & training elements of the programme/activity [Please elaborate the training elements of the core programmes, e.g. to raise children’s self-awareness, to train children on their ability of wealth management, to teach children on the importance of savings]</p>	<p>活動形式 Format of programme/activity (例：講座) (e.g. Lecture)</p>	<p>活動的次數和預算人數 [如活動分開數次舉行，請提供活動節數和每節的預算人數 (詳見附件一附頁)，例如：4次、每次25人] No. of times of programme/activity & Planned no. of participants [If a programme/activity is to be held in several sessions, please provide the no. of sessions and the planned no. of participants per session (See Appendix to Annex 1)] (e.g. 4 sessions, 25 participants per session)]</p>	<p>培訓導師 Trainer (例：社工) (e.g. Social Worker)</p>
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四次核心活動 4 Core Programmes 第一年 The first year	(1)				
	(2)				
	(3)				
	(4)				

四次核心活動 4 Core Programmes	第二年 The second year	(1)				
		(2)				
		(3)				
		(4)				

兩次核心活動 2 Core Programmes	第三年 The third year	(1)				
		(2)				
附加訓練活動 (見附註)						

Additional Training Programmes (See Note)						

附註: 如擬舉辦附加訓練活動，請必須清楚列明活動的次數及其預算參加的人數。

Note: If any additional training programmes are to be organised, please indicate clearly the number of times of programmes and the planned number of participants for each programme.

備註: 營辦學校可於進行第一個計劃成效評估時，適當地調整第二個計劃的服務／活動，並提交服務／活動修改計劃書予社署審批。

Remarks: The operating school may suitably adjust the services/programmes/activities for the Second Project by submitting an updated programme plan to SWD during the performance assessment of the First Project.

為參加計劃兒童的父母／監護人提供的服務／活動
Services/Programmes/Activities provided for Parents/Guardians of Participating Children

- 第二個計劃所提供的「核心活動」及「附加訓練活動」與第一個計劃相同（不需填寫以下表格）
 The “Core Programmes” and “Additional Training Programmes” provided for the Second Project are the same as the First Project (please leave the following table blank)

如第二個計劃的服務／活動與第一個計劃不同，請填寫下表：

If the services/programmes/activities provided for the Second Project are different from the First Project, please fill in the following table:

活動種類 Type of programme/ activity	時間表 Timeframe	<u>活動主題</u> Programme Theme (詳見附件一附頁) (See Appendix to Annex 1)	<u>活動目標和訓練元素</u> [請為核心活動列明訓練元素，例如：訓練父母/監護人處理親子衝突的技巧，教導父母/監護人理財規劃] Objectives & training elements of the programme /activity [Please elaborate the training elements of the core programmes, e.g. to train the parents/guardians on their ability of handling conflict, teach the parents/guardians on financial planning]	<u>活動形式</u> Format of programme/ activity (例：講座) (e.g. Lecture)	<u>活動的次數和預算人數</u> [如活動分開數次舉行，請提供活動節數和每節的預算人數（詳見附件一附頁），例如：4次、每次25人] No. of times of programme/ activity & Planned no. of participants [If a programme/ activity is to be held in several sessions, please provide the no. of sessions and the planned no. of participants per session (See Appendix to Annex 1)] (e.g. 4 sessions, 25 participants per session)	<u>培訓導師</u> Trainer (例：社工) (e.g. Social Worker)

3 Core Programmes 三次核心活動	第一年 The first year	(1)				
		(2)				
		(3)				

2 Core Programmes 兩次核心活動	第二年 The second year	(1)				
		(2)				
Additional training Programmes (See Note) 附加訓練活動 (見附註)						

附加訓練活動 (見附註) Additional training Programmes (See Note)					

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附註：如擬舉辦附加訓練活動，請必須清楚列明活動的次數及其預算參加的人數。

Note: If any additional training programmes are to be organised, please indicate clearly the number of times of programmes and the planned number of participants for each programme.

備註：營辦學校可於進行第一個計劃成效評估時，適當地調整第二個計劃的服務／活動，並提交服務／活動修改計劃書予社署審批。

Remarks: The operating school may suitably adjust the services/programmes/activities for the Second Project by submitting an updated programme plan to SWD during the performance assessment of the First Project.

為友師提供的服務／活動
Services/Programmes/Activities provided for Mentors

- 第二個計劃所提供的「核心活動」及「附加訓練活動」與第一個計劃相同（不需填寫以下表格）
 The “Core Programmes” and “Additional Training Programmes” provided for the Second Project are the same as the First Project (please leave the following table blank)

如第二個計劃的服務／活動與第一個計劃不同，請填寫下表：

If the services/programmes/activities provided for the Second Project are different from the First Project, please fill in the following table:

活動種類 Type of programme/ activity	時間表 Timeframe	<u>活動主題</u> Programme Theme (詳見附件一附頁) (See Appendix to Annex 1)	<u>活動目標和訓練元素</u> [請為核心活動列明訓練元素，例如:訓練友師溝通技巧，教導友師理財知識] Objectives & training elements of the programme /activity [Please elaborate the training elements of the core programmes, e.g. to train the mentors on their communication skill, teach the mentors about financial knowledge]	<u>活動形式</u> Format of programme/ activity (例: 講座) (e.g. Lecture)	<u>活動的次數和預算人數</u> [如活動分開數次舉行，請提供活動節數和每節的預算人數 (詳見附件一附頁)，例如:4次、每次25人] No. of times of programme/ activity & Planned no. of participants [If a programme/ activity is to be held in several sessions, please provide the no. of sessions and the planned no. of participants per session (See Appendix to Annex 1) (e.g. 4 sessions, 25 participants per session)]	<u>培訓導師</u> Trainer (例: 社工) (e.g. Social Worker)

3 Core Programmes 三次核心活動	第一年 The first year	(1)				
		(2)				
		(3)				

2 Core Programmes 兩次核心活動	第二年 The second year	(1)				
		(2)				
Additional training Programmes (See Note) 附加訓練活動 (見附註)						

附註: 如擬舉辦附加訓練活動，請必須清楚列明活動的次數及其預算參加的人數。

Note: If any additional training programmes are to be organised, please indicate clearly the number of times of programmes and the planned number of participants for each programme.

備註：營辦學校可於進行第一個計劃成效評估時，適當地調整第二個計劃的服務／活動，並提交服務／活動修改計劃書予社署審批。

Remarks: The operating school may suitably adjust the services/programmes/activities for the Second Project by submitting an updated programme plan to SWD during the performance assessment of the First Project.

為參加計劃的兒童、其父母／監護人、友師及捐助者等人舉辦的分享會

Sharing Sessions provided to the Participating Children, their Parents/Guardians, Mentors and Donors, etc.

第二個計劃所舉辦的分享會與第一個計劃相同（不需填寫以下表格）

The sharing sessions provided for the Second Project are the same as the First Project (please leave the following table blank)

如第二個計劃的分享會與第一個計劃不同，請填寫下表：

If the sharing sessions provided for the Second Project are different from the First Project, please fill in the following table:

<u>活動種類</u> Programme/activity	<u>時間表</u> Timeframe	<u>活動目標／內容</u> Objectives/Contents	<u>預算人數</u> Planned no. of participants	<u>主持人</u> Organiser (例: 社工) (e.g. Social Worker)
2 Sharing Sessions	第一年 The first year	(1)	參加計劃的兒童 Participating Children : _____ 父母／監護人 Parents/Guardians : _____ 友師 Mentors : _____ 捐助者 Donors : _____ 總數 Total : _____	

第二年 The Second year	(2)	參加計劃的兒童 Participating Children : _____ 父母／監護人 Parents/Guardians : _____ 友師 Mentors : _____ 捐助者 Donors : _____ 總數 Total : _____	
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為參加計劃的兒童、其父母／監護人及友師提供的訓練活動須知
Points to Note in Training Programmes/Activities
for Participating Children, Parents/Guardians and Mentors

訓練活動的定義

Meaning of Training Programmes/Activities

1. 為參加計劃的兒童 *For Participating Children*

指一項有目標的小組活動，以促進參加兒童的個人成長，內容應涵蓋以下主題：(1) 自我意識、自信及個人發展；(2) 人際關係、溝通技巧及社交關係；(3) 財務管理及計劃；(4) 興趣培養及習慣建立和(5) 能力建立。餘下的訓練活動可包括但不限於以上主題。每節訓練活動不應少於一小時。

Refers to a purposeful group intervention activity for enhancing the personal development of the participant, which shall cover themes as follows: (i) self-awareness, self-confidence and personal development; (ii) communication skills, interpersonal skills and social relationship; (iii) financial management and planning; (iv) interest nurturing and habit development; and (v) capability building. The remaining training programmes may include, but not limited to the above themes. Each session should last for at least one hour.

2. 為父母／監護人 *For Parents/Guardians*

指一項有目標的小組活動，以促使家長／監護人參與兒童的生涯規劃及財政計劃，內容應涵蓋以下主題：(1) 了解兒童及青少年；(2) 財務管理及計劃；(3) 協助子女實踐個人發展計劃及生涯規劃；(4) 跨代／家庭關係和(5) 溝通及育兒技巧。每節訓練活動不應少於一小時。

Refers to a purposeful group intervention activity to engage parents/guardians in life planning and financial planning for children, which shall cover themes as follows: (i) understanding children and teenagers; (ii) financial management and planning; (iii) supporting children to implement PDPs and life planning; (iv) intergenerational relationship/family relations; (v) communication skills and parenting skills. Each session should last for at least one hour.

3. 為友師 *For Mentors*

指一項有目標的小組活動，以向友師提供適切的訓練，內容應涵蓋以下主題：(1) 了解兒童及青少年；(2) 財務管理及計劃；(3) 協助兒童計劃及實踐個人發展目標；(4) 跨代／家庭關係和(5) 溝通及情緒支援和處理特殊事件的技巧。每節訓練活動不應少於一小時。

Refers to a purposeful group intervention activity for providing appropriate training to mentors, shall cover themes as follows: (i) understanding children and teenagers; (ii)

financial management and planning; (iii) supporting children to design and execute PDPs; (iv) intergenerational relationship/family relations; and (v) communication and emotional support skills and handling special issues. Each session should last for at least one hour.

活動數目及出席的計算

Calculation on number of programmes/activities and attendance rate

1. 縱使在一個訓練活動當中，對象包含參加計劃的兒童、父母／監護人及友師，該項訓練活動只能在其中一個類別作一個活動計算。
Each training programme/activity, though its targets may include participating children, parents/guardians and mentors, could only be counted as one programme under one category.
2. 每個訓練活動如有多於一節的活動，仍作一個活動計算，該項活動的預算參加人數總和不可少於第一部分(V)所列的參加計劃兒童的目標人數。
Each training programme/activity with more than one session should be counted as one programme. The total planned number of participants for all sessions should not be less than the target number of participating children as mentioned in Part One (V).
3. 參加計劃的兒童、父母／監護人及友師如在相同的活動有多過一次的出席，營辦機構／學校不應計算有關的重複出席。
For any participating child, parent/guardian or mentor who has attended more than once in the same programme/activity, the operating organisation/school should **NOT** count the repeated attendance.

兒童發展基金辦事處

Child Development Fund Office

社會福利署

Social Welfare Department

2024年3月

March 2024

兒童發展基金 Child Development Fund

額外服務量／成效指標及／或提高達標水平(如適用)*

Additional Output/Outcome Indicator(s) and/or Enhanced Achievement Level (if applicable)*

第一個計劃 For the First Project

額外服務量／成效指標的名稱 Name of the additional output/outcome indicator(s)	原要求水平 Original Required Level	建議水平 Pledged achievement level
A. 額外服務量指標 Additional Output Indicator(s)		
如這項目不適用，請在下面註明「不適用」 (Please state “Not Applicable” if this item is not applicable.)		

* 如營辦計劃的機構在計劃完結時未能達到已承諾的較高服務量／成效指標水平，將被記錄在案，日後該機構再次提交基金計劃申請時將被扣分。

*If the Grantee fails to deliver the higher pledged level of output/outcome indicator(s) upon the completion of project, it would be recorded down for the purpose of deduction of their marks when the applicant school submits next application for CDF project in future.

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⁵ 如營辦計劃的學校在計劃完結時未能達到已承諾的較高服務量／成效指標水平及／或額外的指標，將被記錄在案，日後該校再次提交基金計劃申請時將被扣分。
If the Grantee fails to deliver the higher pledged level of output/outcome indicator(s) and/or additional indicator(s) upon the completion of project, it would be recorded down for the purpose of deduction of their marks when the applicant school submits next application for CDF project in future.

B. 額外成效指標 Additional Outcome Indicator(s)		
如這項目不適用，請在下面註明「不適用」 (Please state "Not Applicable" if this item is not applicable.)		

<p style="text-align: center;">提升達標水平的服務量／成效指標的名稱 Name of output/outcome indicator(s) with enhanced achievement level</p>	<p style="text-align: center;">原要求水平 Original Required Level</p>	<p style="text-align: center;">建議（提升）達標水平 Pledged (enhanced) achievement level</p>
<p>A. 提升達標水平的服務量指標 Enhanced Achievement Level of Output Indicator(s)</p>		
<p>如這項目不適用，請在下面註明「不適用」 (Please state “Not Applicable” if this item is not applicable.)</p>		

B. 提升達標水平的成效指標 Enhanced Achievement Level of Outcome Indicator(s)		
如這項目不適用，請在下面註明「不適用」 (Please state “Not Applicable” if this item is not applicable.)		

第二個計劃(如適用) For the Second Project (if applicable)

- 第二個計劃的額外服務量／成效指標及／或提高達標水平與第一個計劃相同（不需填寫以下表格）
The additional output / outcome indicators and/or enhanced achievement level for the Second Project are the same as the First Project (please leave the following table blank)

如第二個計劃的額外服務量／成效指標及／或提高達標水平與第一個計劃不同，請填寫下表⁵：
If the additional output/outcome indicators and/or enhanced achievement level for the Second Project are different from the First Project, please fill in the following table:

額外服務量／成效指標的名稱 Name of the additional output/outcome indicator(s)	建議水平 Pledged achievement level
A. 額外服務量指標 Additional Output Indicator(s)	
如這項目不適用，請在下面註明「不適用」 (Please state "Not Applicable" if this item is not applicable.)	

⁵ 如營辦計劃的學校在計劃完結時未能達到已承諾的較高服務量／成效指標水平及／或額外的指標，將被記錄在案，日後該校再次提交基金計劃申請時將被扣分。
If the Grantee fails to deliver the higher pledged level of output/outcome indicator(s) and/or additional indicator(s) upon the completion of project, it would be recorded down for the purpose of deduction of their marks when the applicant school submits next application for CDF project in future.

B. 額外成效指標 Additional Outcome Indicator(s)	
如這項目不適用，請在下面註明「不適用」 (Please state “Not Applicable” if this item is not applicable.)	

提升達標水平的服務量／成效指標的名稱 Name of output/outcome indicator(s) with enhanced achievement level	原要求水平 Original Required Level	建議（提升）達標水平 Pledged (enhanced) achievement level
A. 提升達標水平的服務量指標 Enhanced Achievement Level of Output Indicator(s)		
如這項目不適用，請在下面註明「不適用」 (Please state "Not Applicable" if this item is not applicable.)		

B. 提升達標水平的成效指標 Enhanced Achievement Level of Outcome Indicator(s)		
<u>如這項目不適用，請在下面註明「不適用」 (Please state “Not Applicable” if this item is not applicable.)</u>		

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