

**PROJECT DESIGN FORM[[1]](#footnote-2)**

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| --- | --- | --- | --- | --- | --- | --- |
| **Project title:** | **Together for sustainable Inclusive Education, Ear & Hearing Care** | | | | | |
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| **Region:** | **AFCW** |  | **Country:** | | **DR Congo** | |

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| **Partner Name** | Contract Partner: ARHIDIOCESE DE KINSHASA  Implementation Partner : VILLAGE BONDEKO |
| **Project start /end date:** | 01/03/2024 – 31/12/2026 |
| **Project Idea Number:** | I10341 |

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# Project Abstract

1. **Project Information**

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| **Project title:** | Together for sustainable Inclusive Education, Ear & Hearing Care | | |
| **Name of Partner:** | Contract Partner: ARHIDIOCESE DE KINSHASA  Implementation Partner : VILLAGE BONDEKO | | |
| **Country:** | *Democratic Republic of Congo* | | |
| **Project Idea Number:** | I10341 | **construction measure included** |  |

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| **Timeframe:** | March 2024- December 2026 | | |
| **Target Group:** | * 5,000 (Men, Women, Girls and boys) Members of 10 communes * 4,000 youth (F/G) with and without disabilities * 3,060 children with hearing impairment Village Bondeko * 10 Public Schools * 24 Village Bondeko Centers/Schools * 10 Public School Directors * 10 Assistant Public School Directors * 130 Teachers and pedagogical supervisors in Public Schools * 50 Community leaders * 24 Social workers * 600 Parents (H/F)   3 OPDs | | |
| **Overall objective:** | Improve the participation of children and youths with hearing impairment in the socio economic life of their communities | | |
| **Specific objective:** | Improve access to education for children and youths with hearing impairment in 10 communes in the city of Kinshasa through the promotion of inclusive education. | | IND2000Total number of persons enrolled in your CBID programme (#12874)  IND3000: Total number of all persons enrolled in all education settings (Integrated, Inclusive or Special schools/classes) or level (pre-school, primary, secondary) at partner targeted schools (#4000) IND6000: Total number of persons reached by ear and/or hearing care services |
| **Expected Results:** | 1. The capacity to provide quality education to children with hearing impairment in 10 public schools is improved; | | \*IND3017: Number of teachers trained in Inclusive or Special education (#130)  IND3015: Number of persons that graduated from secondary education (lower and upper) in the reporting period (#500)  IND 8008: Number of participants in community-level sensitisation activities disability inclusion/rights (5000)  # of Village Bondeko special school centers providing pedagogical support to public schools targeted by the project (24)  # of mentoring/supervision visits of trained teachers in classroom provided by Villages Bondeko Centers (12)  IND 3006: Number of children enrolled in Primary (ca. age 7-12) Special school  IND2007: Number of all community level government participants in community based inclusive development/disability inclusion training (25)  IND 6005: Number of all surgeries (minor and major) conducted in Ear and Hearing Care  IND6007: Number of non-surgical/medical treatment of Otitis Media and all other medical ear treatments  IND6003: No. of persons who have been identified as candidates for a new Hearing Aid or any other hearing amplification device  IND6008: Number of Hearing Aids provided |
| 1. 24 VILLAGES BONDEKO special school centers in Kinshasa are developed as resources centers for the promotion and support of inclusion; 2. Youth (Men and women) in the 10 local government areas in Kinshasa have access to hearing test and hearing aid services. | |
| **Activities:** | **Result 1: The capacity to provide quality education to children with hearing impairment in 24 public schools is improved and the rights of persons with disabilities is promote.**  Activity 1.1: Train 20 trainers in inclusive pedagogical practices for children with hearing impairments: 5 days ToT year, 1-day year 2, 1-day year 3  Activity 1.2:Train 130 teachers and pedagogical supervisors from 10 public schools in inclusive pedagogical practices for children with hearing impairments: 5 days’ year 1, 2 days’ year 2, 1-day year 3  Activity 1.3:Organize 90 community of practices sessions/units/cells including 10 non-partner schools (1 session per quarter per school=3\*10 schools\*3 years);  Activity 1.4:Organize 12 pedagogical support visits  Activity 1.5: Organise an accessibility audit (evaluation) of the infrastructures, activities, services in Village Bondeko schools;  Activity 1.6: Install reasonable accommodations (adapted sign language dictionary, adapted textbooks, ramps, markings, etc.) in 10 public schools;  Activity 1.7: Conduct 10 inclusive open days in 10 schools and 10 partner communities;  Activity 1.8: Organize 24 orientation sessions for 120 community leaders and 600 parents of students with hearing impairments on basic inclusive educational practices and sign language (home learning monitoring);  Activity 1.9: Organize 10 advocacy campaigns with decision makers (Parliament, Ministries, Governorate, technical and financial partners, etc.) regarding the new organic law of persons with disabilities  Activity 1.10: Train 25 staff of public school and Village Bondeko in CBID/DID.  **Result 2: Capacity strengthening and the promotion of disability inclusion are ensured in VILLAGES BONDEKO**  Activity 2.1: Organize a workshop to develop manuals and trainers' guides for the inclusion of children with hearing impairments: Village Bondeko in collaboration with the National Directorate of Special Education and CBM  Activity 2.2: Organize a workshop to validate the manuals and guides for trainers and teachers;  Activity 2.3: Install reasonable accommodations (adapted sign language dictionary, adapted textbooks, ramps, markings, etc.) in 24 VB schools  Activity 2.4: Equip teachers with adapted sign language materials  Activity 2.5 Organize supervision visits for trained teachers (classroom follow-up)  Activity 2.6 Organize a training on security and safeguarding for key staff of Village Bondeko and assess the partner in the field of safeguarding.  **Result 3: Youth (girls and boys) in 10 communes of Kinshasa have access to hearing aid services.**  Activity 3.1: Organize 5 hearing screening campaigns for school-age children in 10 communes (in and out schools) in Kinshasa (2 campaigns per commune);  Activity 3.2: Select school-age children with hearing problems or suspicion of hearing loss for further audiometric testing;  Activity 3.3: Select school-age children with chronic otitis media or other ear diseases for referral to EHC doctors or ENT specialists for diagnosis and management;  Activity 3.4: Create teams of trained technicians or community workers to provide basic hearing services, manage referral and counter-referral to EHC specialist services and facilitate access to assistive hearing devices’ suppliers, within Villages Bondeko, for all partners at lower cost;  Activity 3.5: Facilitate access to hearing aids providers/provision of hearing aids  Activity 3.6: Organize regular follow-up and support for school children with hearing impairment and hearing aid users by social workers; | | |
| **Applicable for LCDF only:** | *(add potential donor)* | *(deadline for submission of Concept Note or Proposal in donor format)*  **A Concept Note in donor format is available*:*** (please attach) | |

1. **Expected costs and sources of funding**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Currency: USD** | **or otherwise specify currency: USD** | | | | | |
|  | **Total** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| **Amount requested from CBM (total amount of cost plan)**[[2]](#footnote-3)**:** | 361.534USD | 107.280 USD | 128.736 USD | 125.518 USD | *(Year 4)* | *(Year 5)* |
| Estimated total project cost[[3]](#footnote-4) and Other sources[[4]](#footnote-5)  *(if applicable - please specify)* | 361.534USD | 107.280 USD | 128.736 USD | 125.518 USD | *(Year 4)* | *(Year 5)* |

1. **Partner information**

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| --- | --- | --- | --- |
| New partner |  | Active/ongoing partnership |  |

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| --- | --- | --- | --- |
| If there is an established partnership with CBM, please provide Partner number/s | ST10155 | If this project is the continuation of a previous CBM project, please provide project number | *P10198* |
| Partnership approved | 20 April 2021 | | |
| Date of last Partner Assessment (PA) | 24/08/2022 | | |
| Major findings of PA which could affect the project delivery | The partner must update its procedures manual to include gender and inclusion criteria in recruitment.  Action to be taken: Support the partner to update it procedure manual. | | |

1. **Alignment with CBM Member Association and Initiatives**

|  |  |
| --- | --- |
| ***Level of initiative involvement*** | |
| What kind of specialised technical and programmatic input has been sought from the initiative teams | This project will contribute to the following CBM Work Areas:   |  |  |  |  | | --- | --- | --- | --- | | Inclusive Eye Health |  | Community Mental Health |  | | CBID |  | Humanitarian Action |  |   Specialist technical area:  **Sian Tesni,** the IE Advisor has reviewed several times the proposal to align it with the IE technical and programmatic requirements. She will also provide his support in implementation  **Soumana Zamo,** the CBID Advisor has played an important part in aligning also the planned activities with the CBID Technical and programmatic requirements. He will also provide his support in implementation and staff training  **Santana-Hernández, Diego**: Senior Ear & Hearing Care CBID Advisor, Provided input into outcome 3 by proposing ear and hearing care-related indicators. |
| ***Level of Fundraising Team/Institutional Donor Team involvement*** | |
| What kind of input and support has been provided to ensure fit with potential donor requirements and fundraising needs | *N/A* |

# Full Project Design

## Relevance of the Project (max. 3 pages)

**WHY is the project necessary?**

### Background and Rationale of this Project

Village Bondeko was founded in 1980 on the initiative of the late Cardinal Malula, Archbishop of Kinshasa, with the primary mission of rehabilitating and reintegrating disabled people living on the margins of society.

VB started out with 6 special schools and over the years has grown to 12, 15 and now 34 nurseries, primary and secondary schools.

Village Bondeko realised that children with hearing and mental disabilities could not attend school. No school in Kinshasa could cater for them. So the church decided to set up schools for them.

For more than 30 years, CBM has been working with Village Bondeko to build and fit out premises, purchase equipment for the ENT department and train specialist teaching staff, social workers and paramedics (+ physiotherapists).

Taking into account the Sustainable Development Goals (SDG4) on education, VB has benefited from CBM's support to launch an inclusive education programme in 2021 in 4 ordinary primary schools in the city of Kinshasa.

This experiment has benefited disabled and non-disabled children who previously could not study together.

Parents and community members who had previously been reluctant to send disabled children to mainstream schools realised that it was feasible and beneficial for their children. As a result, several barriers have been removed thanks to the achievements of the past project.

This project is designed to consolidate the achievements of the final project (P10198), in order to extend the experience to other state schools and involve more education stakeholders in the inclusion of disabled children.

The planned activities will help to achieve the objectives defined by the project.

### Relevance for country plan(s), National Development Plans, for [SDGs](https://www.un.org/sustainabledevelopment/sustainable-development-goals/) and other international instruments

*Please describe the relevance of the project to key international, national and organisational strategies and key documents. How does the project contribute to their realisation or complements them in important strategic issues that are identified as not sufficiently addressed?*

At the international level, the project will contribute to achieving the Sustainable Development Goals (SDGs), Goal 3 on health, Goal 4 on education, and Goal 5 on gender equality. The project will also contribute to the implementation of the Convention on the Rights of Persons with Disabilities, especially Article 7 (Children with disabilities), Article 8 (Awareness-raising), Article 9 (Accessibility), Article 19 (Autonomy and social inclusion) and Article 24 (Education).

At national level: Thanks to the various awareness-raising activities planned, the project will help to promote the organic law on the protection and promotion of people with disabilities, a law promulgated by the President of the Republic that needs to be disseminated to all sections of Congolese society and that will help people with disabilities to regain their rights as men and women and full members of society.

Internally (Village Bondeko)

Staff capacity-building activities, material support and education for disabled children will enable Bondeko Villages to achieve the objectives set out in its strategic plan.

### Participation

*Please describe the target group – quantitatively and qualitatively – and explain how they have been and will be included in the different phases of project management.*

- Sensitization of 5,000 (Men, Women, Girls and boys) Members of 10 communes Awareness-raising activities: these people will take part in the awareness-raising activities organised as part of the project. These people will act as multipliers to spread the message to other members of the community and encourage action to prevent disability and protect and promote the rights of people with disabilities.

- 4,000 youth (F/G) with and without disabilities: Will benefit from schooling thanks to the training of 130 teachers in inclusive education.

- 3,060 children with hearing impairment and mentally challenged: will benefit from ENT screening and care.

- 10 Public Schools: these schools will take part in implementing the inclusive education programme and building their delivery capacity.

- 24 Village Bondeko Centres/Schools: The 24 Village Bondeko schools are relay schools that send children with disabilities for inclusion in public schools and provide training and monitoring for the 130 teachers.

- 10 Public School Directors and 10 Assistant Public School Directors: will receive training in inclusive education in order to better monitor the teachers trained.

- 50 Community Leaders: Will be trained to mobilise the community for inclusive education.

- 24 Social workers: The social workers will monitor and provide individual and community support for disabled children at school and in their families.

- - 600 Parents (M/F): Workshops to introduce parents to basic concepts will be organised to support the implementation of the inclusive education programme.

- 3 DPOs: Will support the project in advocacy and awareness-raising activities.

## Effectiveness and quality (max. 5 pages)

**HOW will the project bring about the expected changes?**

**WHY is the project necessary?**

## Project Plan

*Please give a narrative outline of the project. In line with the logframe please elaborate on the rationale of the project. How will the activities produce the expected results and how will these lead to the achievement of the objectives? What will the change be? What are the deliverables, and the main inputs required for the key activities[[5]](#footnote-6)?*

Please note: It is recommended not to have more than three to maximum five results in your project plan and to have limited number of both quantitative and qualitative indicators.

**Result 1: The capacity to provide quality education to children with hearing impairment in 24 public schools is improved and the rights of persons with disabilities is promote.**

**Activity 1.1: Train 20 trainers in inclusive pedagogical practices for children with hearing impairments: 5 days ToT year, 1-day year 2, 1-day year 3**

Village Bondeko/ESOP and the national special education office will provide this training, which will last 5 days in year 1, 1 day in year 2 and 1 day in year 3. At the end of this training, the project will have a pool of trainers to facilitate the training of teachers involved in public schools. The participants in this training (20) will come from the sub-divisions/EPST.

**Activity 1.2: Train 130 teachers and pedagogical supervisors from 10 public schools in inclusive pedagogical practices for children with hearing impairments: 5 days’ year 1, 2 days’ year 2, 1-day year 3**

The participants in the training course are teachers from the 10 state schools involved in the project. The training lasts 5 days. First year training for 50 teachers, second and third year training for 40 teachers. After this training, the trained teachers will be able to take charge of the children selected for the inclusive education system. The training will be led by three Bondeko village facilitators.

**Activity 1.3: Organize 90 community of practices sessions/units/cells including 10 non-partner schools (1 session per quarter per school=3\*10 schools\*3 years);**

Teachers from state schools that are not partners in the project will benefit from these practical sessions, with the aim of informing them about the practice of inclusive education in their environment, so as to encourage them to adopt this practice as well.

These sessions will be organised during holiday periods, with 3 sessions per school per year, making a total of 30 sessions per year.

The cost for this activity includes awareness-raising materials, motivation of social facilitators (10 Directors + and 14 others from the company), and media coverage.

**Activity 1.4: Organize 12 pedagogical support visits**

The 20 trainers (see Activity 1.1) organised educational visits to the 10 partner state schools, one visit per term. The purpose of the visits is to ensure that the programme is being implemented effectively and running smoothly. Technical sheets will be drawn up by the project to support reporting (evaluation sheet).

**Activity 1.5: Organise an accessibility audit (evaluation) of the infrastructures, activities, services in Village Bondeko schools;**

An accessibility audit (evaluation) will be carried out by Bondeko Village in collaboration with PNRBC in the 24 programme schools and 10 state schools. An evaluation report will be produced to give the project an idea of the reasonable facilities to be put in place.

**Activity 1.6: Install reasonable accommodations (adapted sign language dictionary, adapted textbooks, ramps, markings, etc.) in 10 public schools;**

Referring to the report of the accessibility audit, the project will put in place the reasonable facilities recommended. These adjustments will be made according to the needs assessed in each school. The improvements will involve the installation of ramps, the purchase of teaching materials and other training materials.

**Activity 1.7: Conduct 10 inclusive open days in 10 schools and 10 partner communities;**

Open days are organised by the management of each of the 10 schools to enable parents and the community to attend the education of disabled and non-disabled children. 1 open day will be organised in the 10 schools each term. First year 3 days, second year 4 days, and third year 3 days. However, in 2025 two open days will be organised in the second term. The cost of this activity concerns the purchase of awareness-raising materials, the payment of transport for teachers and the production of banners.

**Activity 1.8: Organize 24 orientation sessions for 120 community leaders and 600 parents of students with hearing impairments on basic inclusive educational practices and sign language (home learning monitoring);**

Sign language trainers accompanied by interpreters will provide training in sign language and inclusive basic education for 120 community leaders and 600 parents.

200 parents and 40 community leaders will be trained each year in sign language, with 20 parents and 4 community leaders per school.

The cost of the training includes trainers' fees, training materials and lunch for participants.

**Activity 1.9: Organize 10 advocacy campaigns with decision makers (Parliament, Ministries, Governorate, technical and financial partners, etc.) regarding the new organic law of persons with disabilities.**

Villages Bondeko, in collaboration with disabled people's organizations and other care structures, will carry out advocacy campaigns aimed at political decision-makers and other partners. These advocacy campaigns will be carried out through meetings and various contacts (3, year 1, 4, year 2, and 3, year 3). The cost of the activity includes transport to meetings to prepare advocacy memos, lunch, etc.

**Activity 1.10: Train 25 staff of public school and Village Bondeko in CBID/DID.**

10 directors from public schools and 15 from Bondeko Villages will take part in a 3-5 day training course on CBID. The training will be organised by Villages Bondeko and provided by CBM. After the initial 5-day training, two further refresher courses will be organised

**Result 2: Capacity strengthening and the promotion of disability inclusion are ensured in VILLAGES BONDEKO**

**Activity 2.1: Organize a workshop to develop manuals and trainers' guides for the inclusion of children with hearing impairments:**

Village Bondeko, in collaboration with the national department of special education and CBM, will organise a 3-day workshop to develop training manuals and other related tools. 30 people (20 inspectors, 2 special education representatives, 2 CBM representatives and 6 from the Bondeko villages) will take part in this workshop.

**Activity 2.2: Organize a workshop to validate the manuals and guides for trainers and teachers;**

Once the training manual has been developed, the 30 people involved (20 inspectors, 2 representatives from special education, 2 representatives from CBM and 6 from the Bondeko villages) will have to validate the manual. The validation workshop will be held during 2 days.

**Activity 2.3: Install reasonable accommodations (adapted sign language dictionary, adapted textbooks, ramps, markings, etc.) in 24 VB schools.**

With reference to the report of the accessibility audit, the project will put in place the reasonable facilities recommended. These adaptations will be put in place according to the needs assessed in each Villages Bondeko school. They may involve ramps, modifications to latrines or markings,

**Activity 2.4: Equip teachers with adapted sign language materials**

Once the teaching materials have been validated, the project will produce large quantities of these materials and provide them to the targeted public schools and the 24 Bondeko village schools. In 2024, the 24 Bondeko villages will be provided with teaching materials and with the dictionaries in 2025.

**Activity 2.5 Organize supervision visits for trained teachers (classroom follow-up)**

The Villages Bondeko/ESOP pedagogical advisors provide pedagogical supervision for the teachers trained in the 10 public schools and the 24 Villages Bondeko schools at the rate of 1 supervision per term over the 3 years. Supervision will be organised by 10 educational advisers and 10 relay teachers.

**Activity 2.6 Organize a training on security and safeguarding for key staff of Village Bondeko and assess the partner in the field of safeguarding.**

The teachers and other Villages Bondeko staff (150, 50 per year) will receive training on the policy of safeguarding children and adults at risk and on safety and security.

The project will also equip the Villages Bondeko schools with safety materials and equipment.

**Result 3: Youth (girls and boys) in 10 communes of Kinshasa have access to hearing aid services.**

**Activity 3.1: Organize 5 hearing screening campaigns for school-age children in 10 communes (in and out schools) in Kinshasa (2 campaigns per commune);**

The ENT team at Villages Bondeko is organising awareness campaigns on the prevention and screening of deafness in and outside schools. These campaigns will be organised 1x in the first and second years and 2x in the final year of the project. The first campaign will reach 1,000 people, the second 1,000 people and the third 1,000 people. 250 per Quarter.

**Activity 3.2: Select school-age children with hearing problems or suspicion of hearing loss for further audiometric testing;**

The Villages Bondeko ENT team is organising screenings for school-age children with hearing problems. A total of 3,000 children will be screened. The materials and equipment needed for the screening will be purchased by the project. The mobile clinic team will consist of 1 ENT doctor and 3 carers.

Activity 3.3: Select school-age children with chronic otitis media or other ear diseases for referral to EHC doctors or ENT specialists for diagnosis and management;

After screening, the children (75; 25 per year of the project) with ear infection problems are treated by the Bondeko Villages ENT department.

**Activity 3.4: Create teams of trained technicians or community workers to provide basic hearing services, manage referral and counter-referral to EHC specialist services and facilitate access to assistive hearing devices’ suppliers, within Villages Bondeko, for all partners at lower cost;**

30 community workers will be trained to screen and refer deaf children.

The training will be provided by the Bondeko Villages ENT doctor over a 5-day session (5 days in the 1st year for 10 people, in the 2nd year for 10 people and in the 3rd year for 10 people).

**Activity 3.5: Facilitate access to hearing aids providers/provision of hearing aids.**

To facilitate access to hearing aids for vulnerable disabled children, the project will support the purchase of 30 hearing aids at a rate of 10 per year. The cost of these devices is included in the project.

**Activity 3.6: Organize regular follow-up and support for school children with hearing impairment and hearing aid users by social workers;**

The 24 social workers at Bondeko Villages provide regular monitoring and support for children who have been screened, treated and fitted with orthopaedic devices.

A total of 12 follow-up visits will be organised, with 4 visits per year.

## Technical quality

*Please describe in which way technical expertise is engaged to ensure the project’s quality.*

Pour garantir la qualité du projet, des équipes techniques de CBM et celle de Villages Bondeko travailleront en étroite collaboration. Il s’agit de :

At the CO CBM level: An expert in disability inclusion and the programme manager will support the project throughout the implementation phase.

- At the Villages Bondeko: a team consisting of the Coordinator, Deputy Coordinator, Accountant, ENT Doctor, Human Resources Manager, Teaching Advisor and Secretary will be responsible for implementing the project.

## Disability Inclusive Development (DID), Accessibility and Universal Design

*Please explain how the project promotes the rights of persons with disabilities*[[6]](#footnote-7) *and how accessibility of the project is ensured.*

In relation to the large and increasingly growing number of children with disabilities, the Village Bondeko organization, in its strategic plan, intends to provide quality education to people with disabilities in order to accelerate their empowerment in order to enable them to actively participate in the socio-economic development of their communities.

Social workers provide psychosocial support for people with disabilities and their families while ensuring regular monitoring of each case following the three phases: pre-social integration, social integration and post-social integration of people with disabilities.

Villages Bondeko staff and teachers, parents and other community members are also regularly trained in the rights of people with disabilities. Bondeko Villages also provides vocational training for adults with disabilities with a view to their social and professional integration.

## Safeguarding

*Please describe how children and adults at risk will be kept safe, and which policies and systems your organisation has in place to ensure this[[7]](#footnote-8).*

To protect children and adults at risk, Village Bondeko has a Safeguarding policy for children and adults at risk.

All Village Bondeko staff and teachers have already read and signed this policy. This enables staff and teachers to prevent cases of rape, ill-treatment and other abuses (sexual, physical, psychological and social).

Village Bondeko is governed also by the Code 22 of the Ministry of Secondary and Technical Education, the statute for career civil servants and the Church-State Convention, which set out the necessary guidelines for the protection of children and vulnerable adults.

## Environment responsibility

*Please describe how you will address, avoid, or limit any potential negative environmental consequences caused by the project.*

Particular attention will be paid to the environmental aspect in order to preserve the good health of all, teachers and disabled people within the Bondeko Villages and public schools.

A poor waste management policy by schools and the community can affect the environmental health of inclusive schools and Bondeko Villages. Hence the need to raise awareness in schools and the surrounding communities about good waste management.

## Gender Equality / Justice, Equality and Inclusion

*Please explain how the project plans to analyse and include measures needed to ensure gender equality for all age groups. What measures have been planned to focus on the specific needs of each gender and age group*?[[8]](#footnote-9)

**1. Welcomed and openness:** During the implementation of the project, Village Bondeko will ensure that men, women, girls and boys participate on an equal basis. Women will participate on an equal basis with men in training, awareness-raising and advocacy activities. For example, when sending out training invitations, the project will insist on parity.

**2. Special attention:** Village Bondeko pays special attention to the most vulnerable people. In this context, mentally challenged and people with hearing disabilities will be more privileged due to the negative attitudes and prejudices they are subject to within their communities.

## Efficiency (max. 5 pages)

**WHAT investment is required for realizing the changes?**

**HOW will the project bring about the expected changes?**

**WHY is the project necessary?**

##### Monitoring and Evaluation

*Please describe the partner organisation’s internal monitoring procedures and timeframes for follow-up and internal/external evaluation.[[9]](#footnote-10)*

**i. Monitoring**

The project will be monitored by:

**1. CBM: The CBM country office**, through its technical staff, will carry out quarterly and six-monthly monitoring of the project (a total of 6 pre-selected monitoring sessions and 12 online monitoring sessions will be carried out during the project period).

**2. Bondeko Village**

Internally, activities will be monitored by the deputy coordinator under the supervision of the main coordinator, with 2 monitoring missions per quarter. A total of 18 monitoring missions will be carried out.

**ii. Evaluation**

External: A final evaluation will be carried out by an external firm 6 months before the end of the project.

Internal: The internal evaluation will be carried out by the Archdiocese of Kinshasa each year.

##### Resources and Capacities

*Please describe the internal organisational structure of the project team proposed for the implementation of the project[[10]](#footnote-11).*

*Please provide a summary of the most important capacities and resources required and how they will be met.*

The project will be implemented thanks to the key project team composed of:

**1. A coordinator:**

-The project's number 1 contact at CBM,

- ensures the quality of the reports (financial, statistical and narrative) to be submitted to CBM;

- Manages the project staff;

- Monitors the budget.

**2. A deputy coordinator :**

- Responsible for the internal monitoring of the project,

- Represents the co-ordinator in the event of impediment.

**3. Project manager**

- Day-to-day management of the project

- Draws up activity reports (statistics, narratives, minutes of meetings, etc.).

- Draws up activity ToRs,

- Contacts with stakeholders and external experts

**4. An accountant**

- Ensures budget execution

- Responsible for purchases, orders and regular project expenditure;

- Payment of invoices, etc.

**5. An ENT doctor:**

- Responsible for screening and care;

- Provides training for ENT technicians

- Responsible for raising awareness about the prevention of hearing problems.

**5. Training officer:**

- Identifies training needs,

- Responsible for training

- He/she supports the project manager in the various contacts

**6. Pedagogical and orhopedagogical advisor:**

- Ensures pedagogical follow-up of schools included and special schools Villages Bondeko

- Provides teacher training;

##### Assessment of Risks

*Please describe the main risks during the implementation of the project, and how the project will manage them[[11]](#footnote-12). Also consider* [*Guidance on Do-No-Harm*](https://cbm365.sharepoint.com/sites/ProMis-Live/GuidanceLibrary/06%20General/Guidance%20Note%20Do%20No%20Harm.pdf) *in CBM projects.* [*For countries with high or medium risk as per this list*](https://www.travelsecurity.com/Page.aspx?pg=2&membershipno=31ACAM672277) *please ensure* [*Guidance sheet on planning projects in crisis-prone areas*](https://cbm365.sharepoint.com/sites/cbmnet/HumanResources/Documents/Forms/AllItems.aspx?viewpath=%2Fsites%2Fcbmnet%2FHumanResources%2FDocuments%2FForms%2FAllItems%2Easpx&id=%2Fsites%2Fcbmnet%2FHumanResources%2FDocuments%2FGuidance%20sheet%20on%20planning%20project%20proposals%20in%20crisis-prone%20areas%2EV2%2Epdf&parent=%2Fsites%2Fcbmnet%2FHumanResources%2FDocuments) *is followed*

|  |  |
| --- | --- |
| Risks | Mitigation measures |
| Absence participants in the training,  Resign of some keys staffs  Wrong planification | - Completing the ToR for each training course  - Direct contact with participants  - Communicate the activity in real time (send reminders 72, 48 and 24 hours before the activity)  - replace them within a reasonable timeframe  - Correct the error and readjust  - communicate to CBM |
| Verbal/emotional abuse  Village Bondeko work with many people with disabilities and they are trained with others teachers who are not trained in safeguarding. Then it is possible to abuse verbal or emotional without awareness | Train all the project leaders and other Bondeko village staff in safeguarding vulnerable children and adults. |
| Inflation | Plan expenditures in dollars |
| Fire | Train on the use of fire extinguishers  Purchase fire extinguishers |

## Sustainability and Contribution to Change (max. 2 pages)

**WHAT investment is required for realizing the changes?**

**HOW will the project bring about the expected changes?**

**WHY is the project necessary?**

**WHICH CHANGES will remain after the project?**

###### Sustainability

*Please describe in which ways the project aims towards sustainability of its outcomes. What is already planned for a responsible exit[[12]](#footnote-13) after finalisation of the project?*

Apart from the project activities, Village Bondeko's mission as an organisation is to ensure the continued education of disabled children. Village Bondeko will consolidate the achievements of the project by continuing to provide training for teachers in ordinary schools.

Thanks to the advocacy work that will be organised, Village Bondeko is confident that the political and administrative authorities will become involved in supporting inclusive education.

###### Accountability

*Please explain how the project will ensure accountability towards Persons with Disabilities and other relevant stakeholders.*

Towards CBM:

- CBM's narrative, statistical and financial reporting will enable the project to be monitored.

Towards disabled people's organisations: Village Bondeko will report to the DPOs (Disabled People's Organisations) on the level of implementation of the project.

Towards the community: Regular information meetings will be held with the 120 community leaders to keep them informed of the progress of project activities. Information will be shared through the media and other social networks.

###### Advocacy

*If the project has an advocacy component, please explain how the project will use advocacy on different levels to promote its aims.*

In the DRCongo, considerable efforts are being made to promote the rights of people with disabilities. Currently, a new organic law on the protection and promotion of the rights of people with disabilities has been promulgated by the President of the Republic. However, the applicability of this law is still a problem. As part of this project, advocacy activities will be carried out in collaboration with disabled people's organisations and other stakeholders, with the aim of getting the authorities to take concrete action on behalf of people with disabilities in general and children with disabilities in particular.

# Annexes

A. Project Context

While preparing the project plan, please consider the following questions about the project areas and context of the planned project.

* + 1. **Information on the Project Area:**
  1. What is the project area (geographical scope)? Please provide a map (e.g. Google Maps) of the area the activities take place.



The city of Kinshasa is the capital of the Democratic Republic of Congo which includes 24 municipalities (communes); its former appellation is Léopoldville. Kinshasa has around 17.07 million inhabitants (number of inhabitants in 2021), its area is 9,965 Km2. The kinoise population lives more in the informal sector with the activities of negoce nolonger in the business center which is the town of Gombe. The Villages Bondeko schools are in 14 out of the 24 municipalities: Nsele, Masina, N’djili, Matete, Lemba, Limete, Makala, Ngaliema, Kintambo, Bandalungwa, Bumbu, Ngiri-Ngiri, Gombe and Kinshasa. Almost half of Kinshasa households live in poverty, access to very limited basest services, such as water, electricity, education and health care.

* 1. What are the conditions in the project area? Please specify the geographic characteristics and other relevant influencing factors like transport, cultural and political aspects, potential or actual conflict as well as existing services, relevant for the (proposed) project.

Almost half of Kinshasa's households live in poverty. Unemployment is relatively high. Nearly half of all households have no access to drinking water, electricity or road services. This exacerbates the problem of malnutrition and infant mortality. Access to health and education services is limited, the barrier being financial rather than geographical. Finally, equal opportunities for men and women on the labour market and in education are far from being achieved in Kinshasa. Yet it is essential if poverty is to be combated[[13]](#footnote-14).

"We don't know how to do anything in Kinshasa any more. Everything has become expensive. To get water, you have to travel miles. And it's not easy to start a business these days. With the current economic situation, people hardly buy anything anymore. Even the quality of the soil means that we can no longer rely on farming. We no longer know how to stock up on good quality food or how to store it because of the lack of electricity. We almost live in dustbins, exposed to disease every day. How can we avoid malnutrition in these conditions?" Said Ruth Mayala, who lives in Lemba[[14]](#footnote-15).

* 1. Please specify the relevant socio demographic data including

1. Total population in the area, (if not available for the project region, please provide that data for the country): The current metro area population of Kinshasa in 2024 is 17,032,000.
2. Gender and age distribution: Men 49,6%, Women 50,4% (World Bank)

3) Population growth rate: 6,2%

4) Percentage of population below the poverty line (1.25 US Dollar per day): 41,6%

5) Life expectancy: Life expectancy in the DRC has also risen, from 49 years in 1995 to 62 years in 2023.

6) Prevalence of impairments and disabilities: 15% of the

7) Major forms of income: Small business

8) For education projects provide net primary school enrolment/attendance: 71%

* 1. Please briefly explain what is the general situation of people with disabilities in the respective country. If possible, please provide information on
* Signature/ratification and reporting on the UNCRPD: Yes, the Democratic Republic of Congo is signatory to the Convention on the Rights of Persons with Disabilities
* National disability laws or policies that foster disability inclusion: Yes,

The country has promulgated the law on the promiration and protection of disabled people

* National disability plans or policies that resource disability inclusion: None
* National statistics and data available on disability: None
* National budget allocations that resource disability inclusion: Yes
* The country has developed the dictionary of persons with hearing impairment.
* National umbrella organisations of Disabled People’s Organisations (DPOs), council, steering group, or other coordination body on disability related issues: None
* Role and capacities of local DPOs

*The locals OPDs plays the role of advocacy in the country, popularization of the law promoting and protecting people with disabilities as well as the promotion of inclusive education.*

* Local and international organisations active in country that specifically focus on people with disabilities in their activities: CBM, Humanity and inclusion, World Vision, Rescue, CICR,…)
  1. What are other main governmental development policies and strategies relevant for the project? What is their impact on the project? (Please provide hyperlinks)

##### Stakeholders and Target Group

2.1 Please specify the direct and indirect target group’s socio demographic and economic characteristics and location. Please particularly refer to age, gender, ethnicity, vulnerability or deprivation.

If the project’s activities also address children, please describe the age group.

The current project Is targeted:

* 5,000 (Men, Women, Girls and boys) Members of 10 communes: These persons will be sensibilised regrding the rights of persons with disabilities, specially the children.
* 4,000 youth (F/G) with and without disabilities schooling in the 10 public schools will be also the beneficiaries of the project.
* 3,060 children with hearing impairment Village Bondeko and others children members of communities.
* 10 Public Schools will be involved for sustaining the inclusive education
* 24 Village Bondeko Centers/Schools
* 10 Public School Directors
* 10 Assistant Public School Directors
* 130 Teachers (50% Men et 50% women) and pedagogical supervisors in Public Schools
* 50 Community leaders (50% Men and 50% Women)
* 24 Social workers (50% Men and 50% Women)
* 600 Parents (H/F)
* 3 OPDs

2.2. Who else will be involved in the project implementation? Which stakeholder groups would or could have an important influence on the project’s implementation?

* Please use a Stakeholder Analysis Matrix[[15]](#footnote-16)

The template is not open.

B. Logical Framework / Cost Plan

Please refer to separate [Excel sheet](https://cbm365.sharepoint.com/:x:/r/teams/BudgetProcess/Budget%20Documents%202022/Budget%20Application%202022%20multi-year_ENGL.xlsx?d=w6a215dcf5611449d8649edd6992eb700&csf=1&web=1&e=8CHvvy)

(Most recent budget documents incl. Logframe / Cost Plan in French and Spanish are found [here](https://cbm365.sharepoint.com/teams/BudgetProcess).)

C. Activity Schedule

Please refer to separate [Excel sheet](https://cbm365.sharepoint.com/:x:/r/sites/cbmnet/GlobalProgrammes/Documents/003%20Project%20Design%20Form%20Annex%20C%20Activity%20Planning%20Schedule.xlsx?d=waca33b4b218547ceb4535d90bc27ef83&csf=1&web=1&e=MEvzcn).

*Note: The Activity schedule provides an overview on when during the project implementation which activity will be conducted and how long it will take.*

*The tool provides information and clarity when staff and resources will be needed during the project cycle and helps avoiding bottlenecks, e.g. due to overuse of a certain staff group or a resource in several activities at the same time. Thus the tool contributes to demonstrating and ensuring the feasibility of the project.*

D. Project Risk Register

Please refer to separate [Excel sheet](https://cbm365.sharepoint.com/%3ax%3a/r/sites/cbmnet/GlobalProgrammes/Documents/Project%20Risk%20Register%20Instruction.xlsx?d=wc306331262bd41eb8871797abdce9dba&csf=1&e=1xTfB7). (Instructions on the tool [here](https://cbm365.sharepoint.com/sites/cbmnet/GlobalProgrammes/Documents/Project%20Risk%20Register%20Instruction.pdf?csf=1&e=ccDlvw&cid=f8ca19fc-808f-4874-a830-c26ba7a88604).)

*Note: The risk register provides an overview on identified risks, their perceived relevance and mitigation strategies considered. It is mandatory for all projects.*

E. CBM Standard Indicators

Please refer to [CBM Standard Indicators](https://cbm365.sharepoint.com/sites/INDIC)

**F. CBM’s Quality Criteria for Project Designs**

In keeping with [CBM’s Programme Quality Framework](https://cbm365.sharepoint.com/sites/cbmnet/GlobalProgrammes/Documents/Forms/AllDocuments1.aspx?viewpath=/sites/cbmnet/GlobalProgrammes/Documents/Forms/AllDocuments1.aspx&id=/sites/cbmnet/GlobalProgrammes/Documents/Programme%20Quality%20Framework.pdf&parent=/sites/cbmnet/GlobalProgrammes/Documents), a set of quality criteria has been defined. Any Project Design will be expected to reflect these criteria.

**Relevance**

1. The Project Design aligns with CBM's vision, mission, strategy and the relevant country plan.
2. The Project Design clearly benefits the poorest.
3. The Project Design aligns with CBM disability inclusive development (DID) principles.
4. The Project Design has a clear approach & objectives.

**Effectiveness**

1. The Project Design builds in monitoring and learning.
2. The Project Design demonstrates quality and technical strength.
3. The Project Design has a strong approach to safeguarding children and vulnerable adults.
4. The Project Design identifies and minimises harmful impact on the natural environment.
5. A gender equality approach is evident.

**Efficiency**

1. The Project Design has a strong risk approach.
2. Value for money is evident in the Project Design.
3. Partner resources for this plan and capacity building needs are addressed.

**Sustainability and Contribution to Change**

1. The Project Design demonstrates sustainability of project outcomes, transition plan & potential wider scale implementation.
2. The Project Design shows accountability to local stakeholders.
3. Advocacy, influencing and networking are applied to good effect.

If applicable:

1. The Project Design has a strong approach towards Inclusive Disaster Risk Reduction (iDRR).

1. This Form is to be used for planning of all projects with a total budget of >50,000 EUR. The term “Project” within the document always also refers to Programmes.

   For projects with an overall project budget of <50,000 EUR, the following documents are to be submitted:

   i) [Project Idea and Programmatic Approval Form (PPA)](https://cbm365.sharepoint.com/:w:/r/sites/cbmnet/GlobalProgrammes/Documents/01%20Project%20Idea%20and%20Programmatic%20Approval%20Form%20(PPA).docx?d=wae446a52dc914800b9bdd3fdcfaaec1e&csf=1&web=1&e=GnEGIQ) Section I. A-C + Section II.;   
   ii) [Logical Framework and Cost plan](https://cbm365.sharepoint.com/:x:/r/teams/BudgetProcess/_layouts/15/Doc.aspx?sourcedoc=%7B6A215DCF-5611-449D-8649-EDD6992EB700%7D&file=Budget%20Application%202022%20multi-year_ENGL.xlsx&action=default&mobileredirect=true) [↑](#footnote-ref-2)
2. “amount requested from CBM” refers to the total amount of the cost plan to be uploaded in Navision. Please specify the currency in which the contribution is given. [↑](#footnote-ref-3)
3. “Total project budget” includes **all** project costs, **including** those covered either by partner or funders other than CBM. Please specify the currency in which the budget is indicated. [↑](#footnote-ref-4)
4. “Other sources” could be partner’s own funds, contribution from other national or international donors **not facilitated by CBM**, etc. [↑](#footnote-ref-5)
5. Please limit your description to the **key activities** only. The detailed list of all planned activities is to be given in the **Activity Schedule in Annex C.** [↑](#footnote-ref-6)
6. CBM has produced material to ensure the focus on disability inclusive development in the projects supported by it, such as “[Inclusion made Easy](http://portal.cbm.org/knowledgebase/dates/IAPB%20General%20Assembly/Document%20Library/1/CBM_Inclusion_Made_Easy_complete_guide.pdf)”, “The DID [Toolkit](https://cbm365.sharepoint.com/sites/cbmnet/locations/CBMGlobal/DisabilityInclusiveDevelopment/Documents/CBM-DID-TOOLKIT-accessible.pdf#search=inclusion%20made%20easy)”, or guidelines on [CBM Policy on Accessibility](https://cbm365.sharepoint.com/:b:/r/sites/cbmnet/DisabilityInclusiveDevelopment/Documents/CBM-Policy-on-Accessibility.pdf?csf=1&e=255Ni4). Please contact country office focal points for information. [↑](#footnote-ref-7)
7. CBM has adopted a [Safeguarding Policy](https://cbm365.sharepoint.com/sites/cbmnet/HumanResources/Documents/08a%20CBM%20Safeguarding%20Policy%202018.pdf) clearly stating its position and a [Guide to Children and Adults Safeguarding Risk Management](https://cbm365.sharepoint.com/%3ab%3a/r/sites/cbmnet/GlobalProgrammes/Documents/Guide%20to%20Children%20and%20Adults%20Safeguarding%20Risk%20Management_DRAFT.pdf?csf=1&e=ffOgTQ) for your reference. [↑](#footnote-ref-8)
8. CBM is currently developing a Gender Analysis Tool to assess and monitor gender related aspects of project work. Please contact CBM Country office and CBM advisor on Gender and Equality. [↑](#footnote-ref-9)
9. Since 2021, all projects are to use the CBM standard indicators. Find further information here: <https://cbm365.sharepoint.com/sites/INDIC?OR=Teams-HL&CT=1633334359213> [↑](#footnote-ref-10)
10. Please note that organisations, leadership and management must **not be named on the international sanction lists** or adversely mentioned in local judicial action. The names of leaders and management, including those employed for the project should be checked against the [EU, UK, US Office of Foreign Assets Control (OFAC) and UN sanction list](https://www.treasury.gov/about/organizational-structure/offices/Pages/Office-of-Foreign-Assets-Control.aspx). Other requirements from the donor might apply and should also be checked. [↑](#footnote-ref-11)
11. This section should refer to the risk analysis documented in the [Risk Register in Annex D](https://cbm365.sharepoint.com/%3ax%3a/r/sites/cbmnet/GlobalProgrammes/Documents/Project%20Risk%20Register%20Instruction.xlsx?d=wc306331262bd41eb8871797abdce9dba&csf=1&e=1xTfB7) and summarize it most relevant findings. [↑](#footnote-ref-12)
12. CBM has developed a [Guidance Note on Responsible Exit](https://cbm365.sharepoint.com/sites/cbmnet/GlobalProgrammes/Documents/Responsible%20country%20partner%20project%20exit%20guidance%20note%20.pdf) for your reference. [↑](#footnote-ref-13)
13. Programme des Nations Unies pour le Développement Unité de lutte contre la pauvreté [↑](#footnote-ref-14)
14. https://actualite.cd/2023/10/16/rdc-les-conditions-de-vie-des-menages-seraient-la-base-de-la-malnutrition-kinshasa#google\_vignette [↑](#footnote-ref-15)
15. Please see [template for Stakeholder Analysis](http://portal.cbm.org/worldwide/io/programme_development/Programmesupportunit/Projectplanningandapproval/Shared%20Documents/C.%20Stakeholder%20Analysis%203.0.doc) (part of the IPCM resource materials of CBM) [↑](#footnote-ref-16)