UNITED NATIONS DEVELOPMENT PROGRAMME

PROJECT DOCUMENT
Timor Leste

UN DP

Empowered lives.
Resilient nations.

Project Title: "Leveraging ICT To Improve Education and Skills in Timor-Leste"
Project Number: 0082979
Implementing Partner: UNDP
Start Date: May 2019 **End Date:** November 2020 **PAC Meeting date:** 23th January 2019

Brief Description
Given the country's current educational challenges, the systemic integration of ICT has been identified as an opportunity for expanding access to learning opportunities, as well as improving the quality of teaching and learning (UNESCO 2011). Educational ICT tools can help create a more effective learning environment.

The project aims to improve primary and secondary education by providing children and young people in Oé-Cusse region with ICT skills and knowledge to prepare them to better address the challenges and opportunities of the economy. The project recognizes the relevance of ICT education to provide practical life skills and employment linkages (secondary education). The project results are as follows:

Result 1. Improved education quality in Oé-Cusse Region by promoting/teaching computer skills to 1007 children at primary school and 4370 young students attending secondary school through the implementation of laboratories for IT innovation and experimentation.

Result 2. Enhanced child and young people knowledge on financial education and environmental awareness through the development and implementation of two computer-based educative interactive games in Tetum and Portuguese language. |

Contributing Outcome (UNDAF/CPD, RPD or GPD): UNDAF Outcome 1: SO1.2: Children, youth and adults benefit from inclusive and quality education at all levels in an equitable manner. UNDAF outcome 3.4: Financial and technical capacity of relevant institutions enhanced to deliver skills, productivity and employability of the workforce. CPD output 3.3 Capacities and systems od subnational institutions developed to provide more efficient, accountable and accessible services to citizens, particularly for the poor and other disadvantaged. Indicative Output(s) with gender marker[2]: # of children and young people (50% girls) developed new skills on the use of computers and technology.		
Total resources required:		$959,129.00
Total resources allocated:		$959,129.00
	Donor India-UN Fund:	$881,193.20
	Government:	$26,435.80
	Government In-Kind:	$51,500.00
Unfunded:		-

Agreed by (signatures)[1]:

Government	UNRC	UNDP
Dr Mari Alkatiri President of Authority RAEOA ZEESM TL	Roy Trivedy UN Resident Coordinator	Claudio Providas UNDP Resident Representative ai
Date:	Date: 6 5 2019	Date:

I.   DEVELOPMENT CHALLENGE

INTRODUCTION

Timor-Leste is a young country working to further its social, economic and political development. Prior to gaining independence in 2002, political instability and violence limited the country's development potential. Over the 16 years since independence, Timor-Leste has achieved substantial progress on human development through the work of both the government and the Timorese, successfully establishing/setting up the foundations for peace, stability and nationhood in the first decade of Asia's youngest country.

However, progress has not been equal across all regions of the country. The enclave of Oé-Cusse has the nation's lowest basic indicators in terms of human development. Research suggests that the region has not received the same allocation of resources as other provinces on the first years of country. Therefore, on 18 June 2014 the government established the Special Zones of Social Market Economy ZEESM TL and the Special Administrative Region of Oé-Cusse Ambeno (RAEOA), a regional authority to administer Oé-Cusse and the island of Atauro.

Figure 1: Map of Timor Leste and the region of Oé-Cusse.

Although regional equalities are improving gradually, the government, together with partner organizations such as UNDP aims to achieve better results in basic areas of development, including education. The Timor-Leste Strategic Development Plan 2011–2030 recognizes education and training as key elements/components to improving the life opportunities of Timorese people and achieving the country's economic development goals. It also recognizes education as a major means to reduce poverty and achieve successful development. Education is a basic right and is one of the most important foundations for development. Most development partners, including UNICEF and UNDP, advocated for a significant increase in resources and a specific focus on quality education at all levels. This document discusses how access to computers and access to ICT training can improve the quality of education in schools.
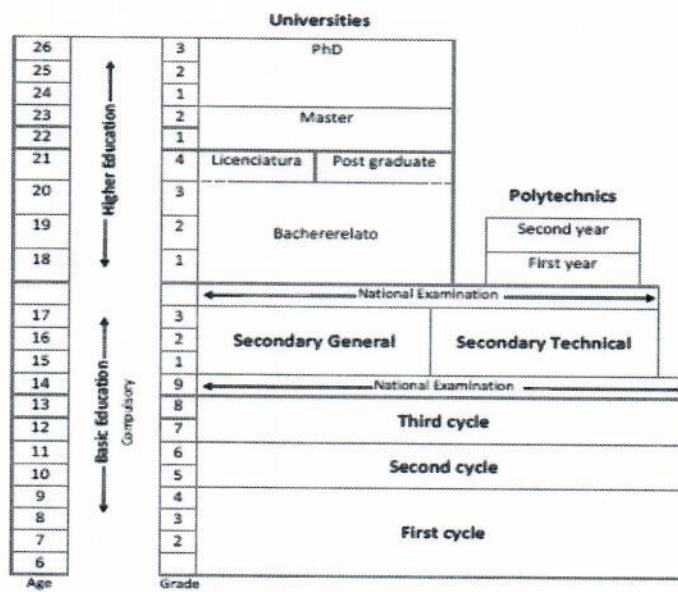
Timor-Leste remains in the first stage of demographic transition, with both high birth and death rates. The recently launched UNDP National Human Development Report (NHDR) reveals that 74% of the population is aged under 35 years, with 65% under 25 years, making Timor-Leste the second most youthful country in Asia and 15th in the world. Furthermore, the population of Oé-Cusse is younger than the rest of the country, with 42% of its population under 15 years (General Directorate of Statistic Census, 2010 and 2015).

Given the youthful demographic of Timor-Leste and in particular, Oé-Cusse, education will play a pivotal role in the development of the country.

Structure of the Education System in Timor-Leste

The Education System in Timor-Leste is illustrated in Figure 2. Basic education is compulsory for all children. It contains three cycles and goes up until Year 9. Secondary education contains a general and a technical stream. Similarly, higher education is divided into two streams, a technical post-graduate including two years of polytechnic, and an academic post-graduate education comprised of undergraduate, post-graduate and PhD.

Figure 2: The Education System in Timor-Leste

Universities

Age		Grade			
26	Higher Education	3	PhD		
25		2			
24		1			
23		2	Master		
22		1			
21		4	Licenciatura	Post graduate	
20		3			**Polytechnics**
19		2	Bachererelato		Second year
18		1			First year
			National Examination		
17	Basic Education / Compulsory	3	Secondary General	Secondary Technical	
16		2			
15		1			
14		9	National Examination		
13		8	Third cycle		
12		7			
11		6	Second cycle		
10		5			
9		4	First cycle		
8		3			
7		2			
6					

Policy and Legal Frameworks

There are several policies and legal frameworks that have bearing on the Education Sector in Timor-Leste. These include the Constitution of the Democratic Republic of Timor-Leste, the National Education Act 14/2008, the Organic Law of the Ministry of Education (Degree Law 2/2008) and its revision (Degree Law 22/2010), the Timor-Leste Strategic Development Plan (SDP) and the National Education Strategic Plan (2011 – 2030).

National Education Strategic Plan (2011-2030)

The National Education Strategic Plan (2011-2030) contains a vision for education and for the different parts of the education sector. The former vision focuses on equality of opportunity. It states: "in 2030 the people of Timor-Leste will be educated, knowledgeable and qualified to live long and productive lives, respectful of peace, family and positive traditional values. All individuals will have the same opportunities for access to quality education that will allow them to participate in the economic, social and political development process, ensuring social equity and national unity".

The vision for pre-school education focuses on accessibility: "children from the ages of three to five years will have access to early education in a Pre-School that is close to the place where they live".

The vision for basic education states: "Basic Education is universal, compulsory and free. After completing nine years of schooling, children will excel in both official languages and learn English as their first foreign language. They will develop sound literacy and numeracy skills, and acquire the base competences and the core values of national identity, Timorese history and culture".

Regarding secondary education, the National Education Strategic Plan emphasizes the universality of opportunity, although secondary education is not compulsory, as well as the two streams of academic and vocational training: "When students have reached the age of 15, they will be entitled to begin their Secondary Education and learn the core scientific, humanistic and/or technical knowledge needed to continue their studies"[2].

In addition, the vision for higher education states "Graduates of the Higher Education system will have the advanced skills and knowledge to analyse, design, build and maintain the socio-economic infrastructure of Timor-Leste".[3]

The Ministry has introduced an innovative approach to improving the quality of Basic Education through the Escola Basica. This model of school organisation uses a large school (the base school) as the management and administrative centre for a cluster of smaller schools nearby.

The NESP stablish new school management principles for the Basic School, in addition, a model ICT education is highlighted as part of these new principles. In particular, the second principle mentions: "Effective School Management: the administration and management of all school-based operations, including financial, asset, Information and Communication Technology (ICT) and human resources management."[4]

Moreover, the document expresses the need to integrate technology into the curriculum, both as a subject, as well as a teaching tool and management tool of student assessment.

Introducing information and communication technology and management information systems is a priority programme (#11) of the National Strategy. The overall goal of the Ministry is to develop and install the ICT infrastructure and technical support needed to implement and sustain both modern pedagogy and effective education management and planning. The diagram below summarises the two complementary paths considered in the NESP which aim to maximise the effective use of technology to improve the quality of education in public schools.

Figure 3: Use of Technology in Public Education in Timor-Leste

---
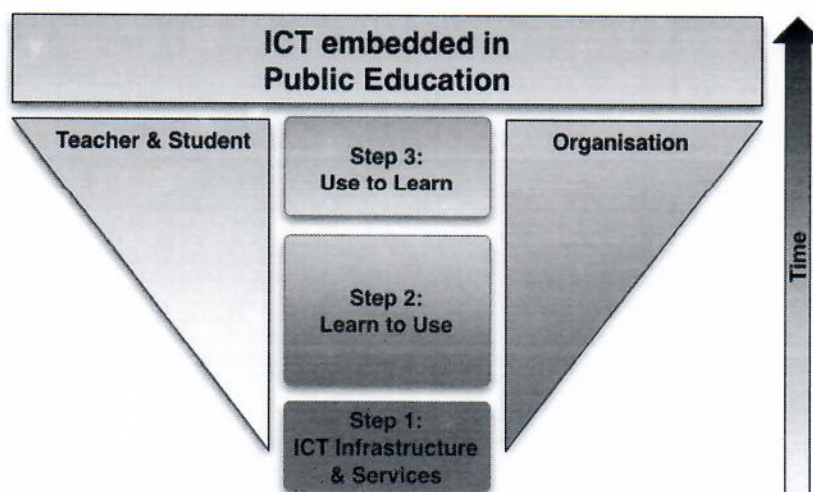
[2] National Education Strategic Plan, 2011-2030. Ministry of Education, Timor-Leste, 2011. Page 14.
3 Idem, Page 15.

4 Idem, Page 74.

The strategy presented in this Priority Programme centres on the use of ICT as a core management tool. This is represented in Figure 3.4 in Step 1: ICT infrastructure and services establishment and in Step 2: learning how to use the introduced systems. Once both steps are completed, ICT can be used for teaching and learning.

Education in the Timor-Leste Strategic Development Plan 2011 - 2030

The TLSDP sets several targets over time for the education sector:

By 2015:[5]
- Introduction of the National Equivalence Program will have been completed,
- A Technical and Vocational Education and Training Plan will have been developed

By 2020:
- A policy of social inclusion in education will have been developed and implemented
- The new national system of standards, registration and qualifications will be extended to all districts
- A National Training Commitment will have been implemented, providing new training opportunities across Timor-Leste
- A National Labour Content Policy will be in place, ensuring that international and national businesses provide training opportunities
- Significant investment will have been made in building training facilities and in developing human resources in the vocational training sector
- The training and vocational education system will be providing Timor-Leste with the skilled people we need to continue to build our nation (reduced skill shortage)
- Comprehensive measures will be in place to ensure the right to education for groups that have been socially marginalised and to allow equity of educational opportunity regardless of ethnicity, language, socioeconomic status, religion, gender, health (HIV), disability orlocation (urban / rural)

By 2030:
- All children from the country's 442 sucos will have access to a good quality pre-school or classroom located at a reasonably short distance from their homes
- All children will successfully complete a full course of quality basic education in order to progress to secondary education
- All children will have the opportunity to complete a full course of quality secondary education
- Graduates of the higher education system will have the advanced skills and knowledge needed to analyse, design, build and maintain the social and economic infrastructure of Timor-Leste
- All people who are over normal school age or who have not gone to school will have the opportunity and access to complete both basic and secondary education

---

[5] Timor-Leste Strategic Development Plan 2011 - 2030. Page 2018.

THE CURRENT STATUS OF EDUCATION IN OÉ-CUSSE

In Oé-Cusse, 19,942 students are enrolled in primary school, 1,672 in secondary school, 340 in technical school and 59 in university. There are currently 607 primary school teachers across 74 primary schools, 75 secondary school teachers across ten high schools, 18 technical school teachers at the one existing vocational training institute, in addition to a branch of Dili Institute of technology (DIT).[6] Regarding the latter, it is a satellite campus of DIT located in Dili.

RAEOA has been investing in the education sector since 2015, in areas including nutrition and educational materials. By 2018, 26 schools have been renovated and 81 schools – 67 primary and 14 pre-schools – receive support to feed 20,882 children. In addition, 22,758 students received educational materials.

Table 1 below shows youth literacy rates at the national, municipal and local levels. It highlights not only the backwardness of Oé-Cusse compared to the rest of the country, but the inequalities within this municipality as well, Indeed, the literacy rate in Oé-Cusse is lower than the national level by 14.6 percentage points. Moreover, in Passabe, the literacy rate is the lowest of Oé-Cusse, at 52.8% while RAEOA registered a literacy rate of 69.8%. However, Table 2 illustrates there have been impressive improvements in the Youth Literacy Rate since 2010.

Table 1: Youth Literacy Rate
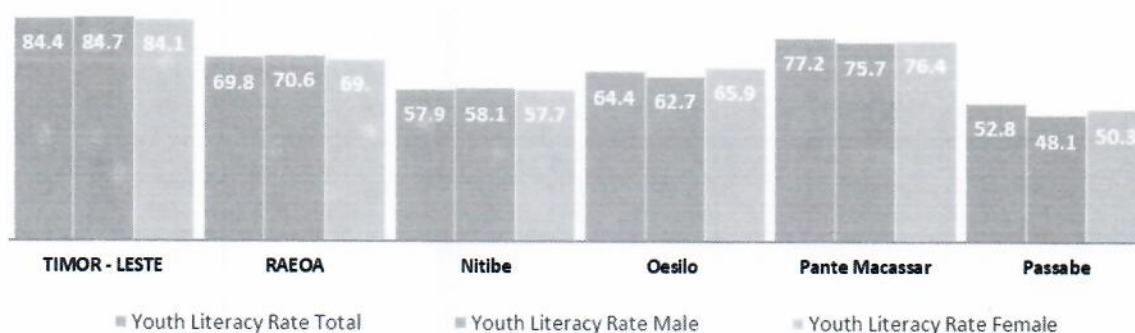
Source: General Directorate of Statistic, Census 2015

Table 2: Change in the Youth Literacy rate (2010-2015)
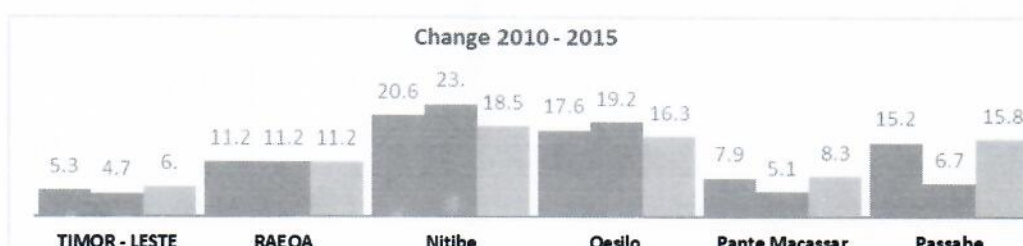
Source: General Directorate of Statistic, Census 2015

Skills education in high schools

---

6 Information provided by the Regional Secretary of Education in Oe-Cusse.

Since 2011, the government has strengthened technical and vocational education and training by both establishing a national qualification framework and adopting regulatory processes for vocational training providers.

However, progress has been slower than expected in many areas, such as improving the quality and learning outcomes of basic education, increasing enrolment in secondary education, reducing urban–rural disparities in access to education, improving the relevance of education to provide practical life skills and employment linkages, and strengthening government capacity to plan, implement, and coordinate the sector's key policies. To achieve the country's development goals, the most significant challenge lies in educating a large group of young Timorese with practical knowledge and employability skills (UNDP Oé-Cusse Development Report, 2017).

Insufficient educational materials in the national language (Tetum)

Timor-Leste is challenged by complex language issues in relation to educational outcomes. In addition to Portuguese, Tetum and Indonesian, Timor-Leste has 33 indigenous languages. Although Tetum is the officially recognized native language, there are other widely spoken languages such as Baikenu, Bunak, Kemak and Mambai. In Oé-Cusse, Baikenu and Tetum are usually used in pre-primary schools, while Portuguese is added in primary school. In secondary schools, Tetum is generally used, except for one school where classes are given in Portuguese (CAFÉ School). In addition, English is usually studied as a second language depending on the schools. Prior to independence, Indonesian was the primary language of instruction. Nearly two decades have passed since independence, but there remains a shortage of Tetum-language educational materials. Despite improvement, the curriculum and pedagogical methods are out of date and do not respond to the development needs of the country.

By engaging educators and students in their mother tongue, children as well as the education sector will benefit from increased access and equity, improved learning outcomes, reduced repetition and dropout rates, socio-cultural benefits, and lower overall costs.

Access to ICT Learning and Equipment

Across the globe, technology is nowadays a huge part of the lives of all, and especially young people. Mobile device ownership in Timor-Leste has rapidly increased in recent years – cellular phone penetration has increased from 10 to 70% in the last 3 years and internet penetration reached 31.0% in 2018[7].

Given the country's current educational challenges, the systemic integration of ICT has been identified as an opportunity for expanding access to learning opportunities, as well as improving the quality of teaching and learning (UNESCO 2011). Educational ICT tools can help create a more effective learning environment. For instance, a computer can help children focus on a project or assignment and can be a vital tool for maintaining interest in the learning topic. Indeed, young people and children are genuinely interested in modern technology and naturally engage and participate simply because computers are in use. Hence, computers have the potential to make students learn and retain more as they permit a ludic learning process.

According to a 2017 UNICEF Report Young and Online: Children's perspective on life in the digital age,1 "children view digital technology as central to achieving their goals for their futures, and many use digital technology for learning purposes, at school and beyond. But the benefits of technology for children's education are unevenly distributed both inter- and intra-nationally. Social,

---

[7] Asia Marketing Research, Internet Usage, Population Statistics and Facebook Subscribers. Source link: https://www.internetworldstats.com/asia.htm

cultural and economic divides mean that many children are still far from being able to reap the potential educational benefits of digital technology." [8]

II. STRATEGY

The project aims to improve primary and secondary education by providing children and young people in Oé-Cusse region with ICT skills and knowledge to ensure they are best prepared to confront the challenges and opportunities of the economy. The project recognizes the relevance of ICT education to provide practical life skills and employment linkages (secondary education). Computer and mobile-based learning are not intended to be a unique educational method but rather to complement the other areas of the studies such as class/lecture scenarios.

Investment in ICT will have at least three positive impacts. First, it will not only reduce inequalities within the country but also between Timor-Leste and other Asian countries. Second, high quality ICT training and facilities in Timor-Leste will help even out regional disparities between urban and rural areas such as Oé-Cusse and increase educational and employment opportunities for disadvantaged groups such as young girls. Finally, investment in ICT will improve the overall quality of education in Timor-Leste, equipping educators with the tools and training to make the learning process more engaging for students who will soon join a skilled workforce essential to the country's continuing development.

As well as facilitating the learning process, computers can offer an opportunity to improve communications skills, the exchange of knowledge and the access to new innovative methodologies. ICT is therefore a facilitator of change, representing a channel to advance access to education and indeed the quality of educational processes. Equally, ICT contributes to a more egalitarian, inclusive and comprehensive education system, giving students opportunities to develop their skills and autonomy. The proper use of ICT in schools can help disadvantaged groups access opportunities, thus empowering people who might otherwise be excluded due to gender, disability, economic status or geographical location.

Disabilities

ICT, when used efficiently, can provide more individualized instruction to students with special educational needs, achieving greater inclusion and furthering their learning potential. The simple fact of having a computer that can change colours, font sizes or provide tactile buttons to write, can make training and employment possible for people who would otherwise be excluded.

Social

The provision of ICT in schools constitutes an essential component to preventing low income or rural groups from becoming further marginalized in relation to wealthier or urban populations. There are still schools, especially in remote mountainous areas, with limited infrastructure and access to education. Facilitating access to computers and ICT training would thus increase inclusion and equality.

---

[8] UNICEF. 2017. Young and Online: Children's perspective on life in the digital age. The State of the World's Children 2017 Companion Report.

Expected Results

The project aims to improve primary and secondary education by teaching ICT skills and knowledge to children and young people in Oé-Cusse region to prepare them to address the challenges and opportunities of the economy. The project recognizes the relevance of ICT education to provide practical life skills and employment linkages (secondary education). Computer and mobile-based learning are not intended to be a unique educational method but rather to complement the other areas of studies such as class/lecture scenarios.

The project will develop and utilize ICT tools to provide knowledge on basic skills such as financial literacy and business development, as well as to promote environmental awareness among students. Aside from being able to use computers, students will also develop information literacy skills including to efficiently locate, accurately evaluate, effectively use, and clearly communicate information found online. Information Literacy is a crucial 21st century skill. Information about online safety will also be shared.

The **_general objective_** of the project is _"to provide quality, relevant, and inclusive education for children and young people of Oé-Cusse, contributing to the realization of their right to education and access to technology"._

Results:

Result 1. Improved education quality in Oé-Cusse Region by teaching computer skills to 1007 children in primary school and 4370 young students attending secondary school through the implementation of laboratories for IT innovation and experimentation.

The ICT labs will be a place for innovation and experimentation, where young students can gain computer skills and learn basic computer programming and applied science, such as how to assemble solar panels or a solar water hitting system at home. In addition, a curriculum with content will be developed for the students to acquire important computer usage knowledge, including important skills for life.

- Use Office package (Word, Excel, Power Point),

- Write the Curriculum Vitae,

- Write letters, reports, agenda, etc.,

- Create and send an email.

- Basic computer programming skills

- Online safety: How to search information from credible sources online and understanding about online safety

Indicators Result 1:

- # of children and # young people (50% girls) developed new skills on the use of computers and technology.

- # of curriculum and materials developed to provide ICT education in Oé-Cusse

- # schools have Labs for ICT innovation and experimentation.

- # of schools are providing ICT classes through mobile computer rooms.

Result 2. Enhanced child and young people knowledge on financial education and environmental awareness through the development and implementation of two computer-based educative interactive games in Tetum and Portuguese language.

With the development of computer-based educative games in Tetum language, the project will address two identified problems. First, the need in local schools to promote computer skills among the children, and, second, the lack of educative games in Tetum that can allow children to learn using ICTs. In this first phase, the games will help children and young people understand basic issues in two thematic areas:

- Environmental awareness: The game will have a special focus on family waste management and resource management.

- Financial literacy and business development skills for young people: The application will enhance exposure of youth and young adults to the skills and knowledge they need to make informed financial decisions and promote entrepreneurship early on.

Indicators Result:

- # computer-based educative interactive games developed in Tetum and Portuguese language.

- # children and young people increased their knowledge on financial education and environmental awareness.

- # teachers trained to use computers and interactive games as part of the education process.

The project activities will focus on the following:

- Planification and start-up workshop of the project with all the partners, care givers, and school authorities;
- Exchanges with India on education for ICT literacy and innovation labs;
- Procurement and distribution of equipment to the schools: ICT innovation labs;
- Development of the curriculum, lesson plans and identification of contents which will be used as basis for training of teachers, development of contents
- Set up of the ICT innovation labs in the schools;
- Set up of the ICT mobile labs to cover schools in distant areas;
- Training for teachers and school's responsible personnel;
- Development of 2 computer- and mobile-based educative games in Tetum language;
- Training for teachers and children on the use of the educative games;
- Communication and visibility activities: case study, brochures, etc.;
- Monitoring and evaluation of the project to measure its effectiveness to scale up.

Figure 4: Map of school's location
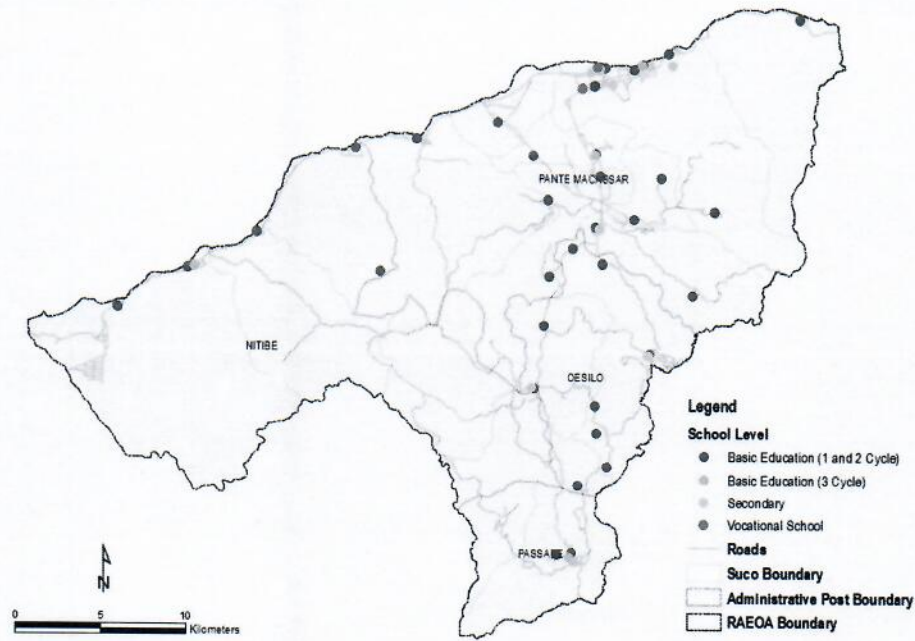
Source: UNDP ZEESM TL project team.

Contribution to achieving the UNDAF's and CPAP's outcomes

It is expected that the project will contribute to the UNDAF Outcomes 1 and 3:

- UNDAF Outcome 1: People of Timor-Leste, especially the most disadvantaged groups, benefit from inclusive and responsive quality health, education and other social services, and are more resilient to disasters and the impacts of climate change.

    Education Sub-Sector: Specific Outcome 1.2: Children, youth and adults benefit from inclusive and quality education at all levels in an equitable manner.

- UNDAF Outcome 3: Economic policies and programmes geared towards inclusive, sustainable and equitable growth and decent jobs.

    SO3.4: Financial and technical capacity of relevant institutions enhanced to deliver skills, productivity and employability of the workforce.

The project's activities will also contribute to the achievement of Outcome 3 of the UNDP Country Programme Action Plan (2015-2019):

- Outcome 3: By 2019, state institutions are more responsive, inclusive, accountable and decentralised for improved service delivery and realization of rights, particularly of most excluded groups.

    - CPD output 3.3 Capacities and systems of subnational institutions developed to provide more efficient, accountable and accessible services to citizens, particularly for the poor and other disadvantaged.

    - Indicator: Percent of functions assigned to sub-national institutions that are implemented.

- Baseline: 11 Functions assigned under the pre-administrative decentralization law passed in 2014.

Resources Required to Achieve the Expected Results

In order to ensure the success of the the project, key inputs are required as follow:

- Strong partnership with the Regional Government of Oé-Cusse (RAEOA – ZEESM TL), in order to ensure sustainability, complementarity and leadership.
- Purchase of latest generation computers and equipment.
- Partnership with the government of India to ensure transference of knowledge and best practices on the use of interactive games to teach at school.
- Recruitment of qualified teachers with strong knowledge on computing science and technology.

Partnerships

The implementation modality will be UNDP Direct Implementation with extensive involvement of and collaboration with the Secretary of Education at RAEOA ZEESM TL and UNICEF Timor-Leste. Coordination with the National Ministry of Education will be promoted through the support of UNICEF.

A governance mechanism (project board) will be established to provide overall guidance and oversight to implement the project. In addition, a technical committee comprised of all stakeholders will be formed to provide technical guidance to the project team.

Partners:

- Indian diplomatic mission in Indonesia (Government of India),
- Special Administrative Region of Oé-Cusse (RAEOA), through the Secretary of Education in Oé-Cusse region,
- UN agencies: UN RC Office, UNDP and UNICEF.

Risks and Assumptions

Assumptions

Several assumptions were made during project planning, including:

- There is appetite amongst schools, teachers and students for improved ICT equipment and training;
- It will be possible to develop relevant training materials and upskill the ICT trainers to the necessary quality within the project timescale and budget;
- It will be possible to distribute equipment and deliver training within the project timescale;
- Improved access to ICT equipment and training will boost education and employment prospects in Oé-Cusse, helping to reduce regional inequalities within Timor-Leste.

Risks

Several project implementation risks were identified, analyzed and evaluated during the planning phase, particularly when making diagnostic visits to the schools. A robust risk management plan is being developed to mitigate and monitor the medium and high risks, which include:

Technical and environmental risks

School infrastructure

While some schools have rooms available to be used as a computer room, not all of them are in adequate condition. They often lack essential features such as windows, floors, sturdy walls, or cleaning and maintenance. In addition, many of the rooms lack electricity points – one high school building visited during project planning completely lacked electricity and internet connectivity.

As mitigation action, the project will implement "mobile computer rooms". This will mean that the teachers, based on a previously agreed schedule, will transport the computers to the most isolated schools in order to provide the computer and technology classes.

The mobile computer rooms will reduce the cost of the project since less computers will be purchased, and many schools will share the same technology teacher. The teacher will transport in an adequate vehicle the computers to the schools every day and teach the classes.

Transport infrastructure

Transportation to remote schools can be difficult due to the poor condition of the roads, in particular in remote or mountainous areas such as Oesilo, Passabe and Nitibe. Many roads are steep and unpaved, deteriorating further during the rainy season (December to March) when flooding and mud can be an issue. This raises the risk that the installation of the computer labs will not be completed on time and within budget. It also raises the risk that the mobile computer room and/or the instructors will be unable to reach all the planned schools on time. Extra costs or delays could be incurred due to adverse weather conditions or the need for repairs.

To mitigate this risk, clear and realistic plans will be developed concerning journey routes, and during raining season transportation of the materials will be stopped to avoid losses.

Organizational risks

Skills

At present, a significant number of teachers in Timor-Leste lack the knowledge to deliver high quality instruction on ICT. Without sufficiently skilled teachers, there is a risk that students will not be fully engaged in learning and will not acquire the target skills necessary for the project to meet its outcomes. It is essential to have professionals that encourage positive and appropriate use of technology.

To mitigate the risk, the project will carry out a comprehensive training program for teachers and relevant school personnel to ensure they have the necessary skills to instruct students to the standard required. In addition, salaries of local teachers will be high enough to attract young skilled teachers.

Usage

If the ICT equipment is not used effectively, there are potential drawbacks – for instance, students may become distracted and fail to complete tasks or may access unreliable information online. There is also a risk that the computers will be used for improper purposes, which could jeopardize the project outcomes. It is important to explain to students the objective of having computer centres and ICT training – that is, that the computers should be used mainly for educational activities and for carrying out schoolwork, not simply for entertainment. It is even more important to ensure that trainers have the skills and techniques to handle such scenarios.

13

Mitigation

The project and its activities will be thoroughly monitored and evaluated both during and after the project to measure performance against outcomes and inform any future scaling up activities. The monitoring and evaluation process will capture key lessons learned, including how well risks were managed and how significantly they impacted the project.

Stakeholder Engagement

Local actors, as the Regional Government (RAEOA – ZEESM TL), are key in ensuring service delivery and development in general:

- Local governments are responsible bodies to ensure high quality education.

- Local authorities are closer to the people and therefore can ensure that investments are adapted to the local needs and characteristics.

- They can help to reduce disparities in the access to education within the territory by ensuring that all members of the local community have access to at least the minimum.

- They can promote coordination between national, local and community-level stakeholders.

The project will be implemented in partnership with public, private and social institutions at different levels:

PUBLIC SECTOR	• RAEOA ZEESM TL, Regional Secretary of Education • Ministry of Education, Youth and Sport
PRIVATE SECTOR	• Private companies (national, local and internationals), vendors and other institutions with the interest and capacity to develop interactive games
SOCIAL SECTOR	• Representatives from community (Suco) organizations • Education sector (primar Primary/ basic education, secondary and technical education y and technical education) • Representatives of youth (Youth Center), and women
NGOS AND INTERNATIONAL COOPERATION	• National and international NGOs implementing projects on education • UN agencies (UNICEF and UNDP)

Target Groups:

- Learners / students: 1007 children at primary school and 4370 young students attending secondary school will be equipped with digital skills (digital literacy, digital reading); access to device; language (Tetum/ Portuguese).

- Teachers: 20 teachers selected by the Government will be equipped with the target skills and didactics (digital literacy, use of device).

South-South and Triangular Cooperation (SSC/TrC)

The project has a clear plan for South-South and Triangular Cooperation. India is world-renowned for the success of its technology sector. An exchange program will be set up between Timor-Leste and India to facilitate knowledge transfer regarding education for IT literacy and innovation labs. This will include exchanges with Indian-based companies active in developing computer-based education tools.

Knowledge

During the project implementation several knowledge products will be produced. A best practice document will be developed before the end of the project with the aim of providing useful guidance to the national government on how to implement ICT education in other regions of Timor-Leste. In addition, a number of press releases, media products, banners and videos will be designed during the implementation of the project.

Sustainability and Scaling Up

A robust monitoring and evaluation process will be carried out throughout the life cycle of the project to measure its effectiveness for any future scaling up, for instance across other regions of Timor-Leste. National ownership of the project will be promoted as the Government is a key stakeholder and delivery partner, responsible for selecting participating schools and teachers.

IV. PROJECT MANAGEMENT

Cost Efficiency and Effectiveness

Through the implementation of in-house and mobile computer rooms, the project strategy will ensure the effective implementation of the identified activities. In addition, the mobile rooms will allow the reduction of costs and a more efficient use of the available human resources in the region. This will mean that the teachers, based on a previously agreed schedule, will transport the computers to the most isolated schools in order to provide the computer and technology classes.

The mobile computer rooms will reduce the cost of the project since less computers will be purchased, and many schools will share the same technology teacher. The teacher will transport in an adequate vehicle the computers to the schools every day and teach the classes.

This comprehensive approach will increase the effectiveness of the project. UNDP has the capacity to take this multifaceted approach as the partnership between UNDP and the Regional Government of Oé-Cusse Region has been strongly forged since the creation of the region and has effectively delivered its promised services to date. This long-term, committed partnership with the Regional Government of Oé-Cusse will help the project to engage with decision-makers quickly, with low costs, and will have a positive influence on policy planning and implementation.

Project Management

The overall management of the project will be undertaken by UNDP under the Direct Implementation modality in partnership with RAEOA - ZEESM TL and UNICEF. RAEOA ZEESM TL will be the responsible party for the implementation of specific project activities as indicated in the Results and Resources Framework. The project implementation will be under the responsibility of the ZEESM TL-UNDP Programme currently active in Oé-Cusse PC: 00091634). The Project Management Board will provide strategic guidance and oversight to the project and will be represented by MSA RAEOA - ZEESM TL, UNDP and UNICEF. Board meetings will be held twice during the project period. However, they can also be convened when needed, upon the request of the Project or the Board members. The Board will review and endorse the annual work plan and budget, monitor results and provide guidance on issues of strategic nature.

A Project Manager will be assigned by UNDP to be responsible for the day-to-day management of project implementation. Serving as the secretariat, the Project Manager will inform the ZEESM TL UNDP Programme Manager about the progress of the project implementation on a regular basis and present the annual work plan, the results and critical issues of the project implementation for the Board guidance and decisions. The Project Manager (PM) will manage the project on a day-to-day basis on behalf of ZEESM TL-UNDP Programme and the Project Management Board. The PM will respond to ZEESM TL Programme Manager in order to ensure coordination of all actions UNDP is implementing in the region of Oé-Cusse.

The Authority will contribute to the cost of the project by recruiting 4 technology teachers to provide classes in different schools. A detail of ZEESM TL - RAEOA contribution to the project implementation is described below.

- 4 national teachers for ICT classes
- Office equipment and fuel
- Direct project Support (DPS)

Communication and Visibility

A number of communication materials (brochures, banners, best practice documents, stories and press releases) will be developed during the implementation of the project. The Government of India will be provided due credit for its role supporting the initiative, including at all public and media engagements, as well as visibility of the flag, logo or relevant partnership signage at all relevant occasions and opportunities.

V. RESULTS FRAMEWORK[9]

Intended Outcome as stated in the UNDAF Timor Leste Programme Results and Resource Framework:

UNDAF Outcome 1: People of Timor-Leste, especially the most disadvantaged groups, benefit from inclusive and responsive quality health, education and other social services, and are more resilient to disasters and the impacts of climate change. Education Sub-Sector: ➔ SO1.2: Children, youth and adults benefit from inclusive and quality education at all levels in an equitable manner.

UNDAF Outcome 3: Economic policies and programmes geared towards inclusive, sustainable and equitable growth and decent jobs. ➔ SO3.4: Financial and technical capacity of relevant institutions enhanced to deliver skills, productivity and employability of the workforce.

Outcome indicators as stated in the Country Programme [or Global/Regional] Results and Resources Framework, including baseline and targets:

Outcome 3: By 2019, state institutions are more responsive, inclusive, accountable and decentralised for improved service delivery and realization of rights, particularly of most excluded groups.

Applicable Output(s) from the UNDP Strategic Plan:

CPD output 3.3 Capacities and systems of subnational institutions developed to provide more efficient, accountable and accessible services to citizens, particularly for the poor and other disadvantaged.

- Indicator: Percent of functions assigned to sub-national institutions that are implemented.
- Baseline: 11 Functions assigned under the pre-administrative decentralization law passed in 2014.

Project title and Atlas Project Number: "Leveraging ICT To Improve Education and Skills in Timor-Leste"

EXPECTED OUTPUTS	OUTPUT INDICATORS[10]	DATA SOURCE	BASELINE	TARGETS (by frequency of data collection)	DATA COLLECTION METHODS & RISKS

---

[9] UNDP publishes its project information (indicators, baselines, targets and results) to meet the International Aid Transparency Initiative (IATI) standards. Make sure that indicators are S.M.A.R.T. (Specific, Measurable, Attainable, Relevant and Time-bound), provide accurate baselines and targets underpinned by reliable evidence and data, and avoid acronyms so that external audience clearly understand the results of the project.

[10] It is recommended that projects use output indicators from the Strategic Plan IRRF, as relevant, in addition to project-specific results indicators. Indicators should be disaggregated by sex or for other targeted groups where relevant.

		Value	Year	Year 1	Year 2	FINAL	
Output 1 Improved education quality in Oé-Cusse Region by promoting computer skills in 1007 children at primary school and 4370 young students attending secondary school through the implementation of laboratories for IT innovation and experimentation.	1.1 # of children and young people (50% girls) developed new skills on the use of computers and technology.	Project reports, lists of attendance	0	2018	0	1007 children at primary school and 4370 young students	1007 children at primary school (50% girls) and 4370 young students (50% young girls)	RAEOA - ZEESM TL and UNDP's monitoring activity
	1.2 # schools that have in house computer lab	Reports	0	2018	0	15	15	RAEOA - ZEESM TL and UNDP's monitoring activity
	1.3 # schools that have in house computer lab	Reports of visits and installation	0	2018	5	-	5	RAEOA - ZEESM TL and UNDP's monitoring activity
	1.4 # of curriculum and materials developed to provide ICT education in Oé-Cusse	Curriculum document	0	2018	1	-	1	RAEOA - ZEESM TL and UNDP's monitoring activity
Output 2 Enhanced child and young people knowledge on financial education and environmental awareness through the development and implementation of two computer-based educative interactive games in Tetum and Portuguese language.	2.1 # computer-based educative interactive games in Tetum and Portuguese language	Reports	0	2018	-	2	2	Reports of implementation
	2.2 # child and young people that increased knowledge on financial education and environmental awareness	Project reports, lists of attendance	0	2018	0	1807 children at primary school and 6370 young students	1807 children at primary school (50% girls) and 6370 young students (50% young girls)	RAEOA - ZEESM TL and UNDP's monitoring activity
	2.3 # teachers trained to use computers and interactive games as part of the education process.	Project reports, lists of attendance	0	2018	20	20	20	RAEOA - ZEESM TL and UNDP's monitoring activity

VI. MONITORING AND EVALUATION

In accordance with UNDP's programming policies and procedures, the project will be monitored through the following monitoring and evaluation plans:

Monitoring Plan

Monitoring Activity	Purpose	Frequency	Expected Action	Partners (if joint)	Cost (if any)
Track results progress	Progress data against the results indicators in the RRF will be collected and analysed to assess the progress of the project in achieving the agreed outputs.	Quarterly	Slower than expected progress will be addressed by project management.	UNDP RAEOA ZEESM TL	-
Monitor and Manage Risk	Identify specific risks that may threaten achievement of intended results. Identify and monitor risk management actions using a risk log. This includes monitoring measures and plans that may have been required as per UNDP's Social and Environmental Standards. Audits will be conducted in accordance with UNDP's audit policy to manage financial risk.	Quarterly	Risks are identified by project management and actions are taken to manage risk. The risk log is actively maintained to keep track of identified risks and actions taken.	UNDP RAEOA ZEESM TL	-
Learn	Knowledge, good practices and lessons will be captured regularly, as well as actively sourced from other projects and partners and integrated back into the project.	At least annually	Relevant lessons are captured by the project team and used to inform management decisions.	UNDP RAEOA ZEESM TL	-
Annual Project Quality Assurance	The quality of the project will be assessed against UNDP's quality standards to identify project strengths and weaknesses and to inform management decision making to improve the project.	Annually	Areas of strength and weakness will be reviewed by project management and used to inform decisions to improve project performance.	UNDP RAEOA ZEESM TL	-
Review and Make Course Corrections	Internal review of data and evidence from all monitoring actions to inform decision making.	At least annually	Performance data, risks, lessons and quality will be discussed by the project board and used to make course corrections.	UNDP RAEOA ZEESM TL	-
Project Report	A progress report will be presented to the Project Board and key stakeholders,	Annually, and at the end of the	Performance data, risks, lessons and quality will be discussed by	UNDP RAEOA	-

	consisting of progress data showing the results achieved against pre-defined annual targets at the output level, the annual project quality rating summary, an updated risk long with mitigation measures, and any evaluation or review reports prepared over the period.	project (final report)	the project board and used to make course corrections.	ZEESM TL	-
Biannual report	A progress reports every 6 months will be presented to the Project Board and key stakeholders, consisting of progress data showing the results achieved against pre-defined annual targets at the output level. Includes a financial report.	Biannual	Performance data, risks, lessons and quality will be discussed by the project board and used to make course corrections.	UNDP RAEOA ZEESM TL	-
Project Review (Project Board)	The project's governance mechanism (i.e., project board) will hold regular project reviews to assess the performance of the project and review the Multi-Year Work Plan to ensure realistic budgeting over the life of the project. In the project's final year, the Project Board shall hold an end-of project review to capture lessons learned and discuss opportunities for scaling up and to socialize project results and lessons learned with relevant audiences.	Annually	Any quality concerns or slower than expected progress should be discussed by the project board and management actions agreed to address the issues identified.	UNDP RAEOA ZEESM TL	-
Quarterly financial reporting	Quarterly reports to provide information on the project's delivery status and detail of the expenditures will be developed.	Quarterly	Slower than expected progress will be addressed by project management.	UNDP RAEOA ZEESM TL	-
Monthly progress reports	Short monthly progress reports will be presented every month to donor and ZEESM TL RAEOA. Monthly Progress Updates in the form of 2-3 bullet points shared via email with UNOSSC, Secretariat and Fund Manager of the India-UN Development Partnership Fund. They may include best available financing delivery figures, description of progress and challenges in project implementation and pictures or other	Monthly	Any quality concerns or slower than expected progress should be discussed by the project board and management actions agreed to address the issues identified.	UNDP RAEOA ZEESM TL	-

materials on project activities.

Evaluation Plan[11]

Evaluation Title	Partners (if joint)	Related Strategic Plan Output	UNDAF/CPD Outcome	Planned Completion Date	Key Evaluation Stakeholders	Cost and Source of Funding
Final Evaluation	ZEESM TL		1 and 3	November 2020	UNDP RAEOA ZEESM TL UNICEF, Schools, students	$10,000

---

[11] Optional, if needed

VII. MULTI-YEAR WORK PLAN [12][13]

PLANNED ACTIVITIES	RESPONSIBLE PARTY	Planned Budget by Year Y1	PLANNED BUDGET UN - India				Oe-Cusse Gov ZEESM TL		
			Budget Description	Total project Amount	2019	2020	Total project Amount	2019	2020
1.1 Activity Planning and start-up workshop of the project with all the partners, care givers, and school authorities.	UNDP - UNICEF		Project manager International UNV. (all costs included for 18 months)	$95,000.00	$60,000.00	$35,000.00			
			4 national teachers for ICT classes			$0.00	$48,000.00	$20,000.00	$28,000.00
			1 national professor	$33,000.00	$10,500.00	$22,500.00			
			1 Specialist on the use of technologies for education	$46,600.00	$31,066.67	$15,533.33			
			1 consultant for curricula and material development	$15,000.00	$15,000.00				
			Administration support	$13,500.00	$6,000.00	$7,500.00			
1.2 Activity Exchanges with India on education for IT literacy and innovation labs. Exchanges with Indian based companies developing education tools.			Travels for south south exchanges	$11,000.00	$5,000.00	$6,000.00			
1.3 Activity Procurement of and distribution of equipment to the schools: IT in house and mobile innovation labs.			IT equipment for 4 schools and robot materials for experimentation.	$194,450.00	$194,450.00	$0.00			

[12] Cost definitions and classifications for programme and development effectiveness costs to be charged to the project are defined in the Executive Board decision DP/2010/32

[13] Changes to a project budget affecting the scope (outputs), completion date, or total estimated project costs require a formal budget revision that must be signed by the project board. In other cases, the UNDP programme manager alone may sign the revision provided the other signatories have no objection. This procedure may be applied for example when the purpose of the revision is only to re-phase activities among years.

Activity	Responsible Party	Budget Line						
1.4 Activity Development of the curriculum, lesson plans and identification of contents which will be used as basis for training of teachers, development of contents.		Mobile innovation labs covering 10 schools	$246,850.00	$82,283.33	$164,566.67			
1.5 Activity Training for teachers and school's responsible personnel.		Installation of the Lab rooms	$100,000.00	$50,000.00	$50,000.00			
Sub-Total for Output 1			**$755,400.00**	**$454,300.00**	**$301,100.00**	**$48,000.00**	**$20,000.00**	**$28,000.00**
2.1 Activity Develop 2 computer and mobile based educative games in Tetum language 1/• Financial education and business development skills for young people. 2/• Environmental awareness.	UNDP	Mobile games development	$70,000.00	$0.00	$70,000.00			
2.2 Activity Training to teachers and children on the use of the educative games.		National travels	$7,000.00	$3,500.00	$3,500.00			
		Training sessions for teaches	$4,000.00	$2,000.00	$2,000.00			
2.3 Activity Communication and visibility activities: case study, brochures, etc.		Office equipment and fuel	$3,327.38	$1,663.69	$1,663.69	$3,500.00	$1,750.00	$1,750.00
		Communication (banner, brochures), monitoring and printing of best practices document	$5,800.00	$2,900.00	$2,900.00			
Monitoring and evaluation of the project to measure its effectiveness to scale up.		Final Evaluation	$10,000.00		$10,000.00			
Sub-Total for Output 2			**$100,127.38**	**$10,063.69**	**$90,063.69**	**$3,500.00**	**$1,750.00**	**$1,750.00**
Sub-Total project			**$855,527.38**	**$464,363.69**	**$391,163.69**	**$51,500.00**	**$21,750.00**	**$29,750.00**
General Management Support			$25,665.82	$13,930.91	$11,734.91			
DPS						$26,435.80	$26,435.80	
Total			**$881,193.20**	**$478,294.60**	**$402,898.60**	**$77,935.80**	**$48,185.80**	**$29,750.00**

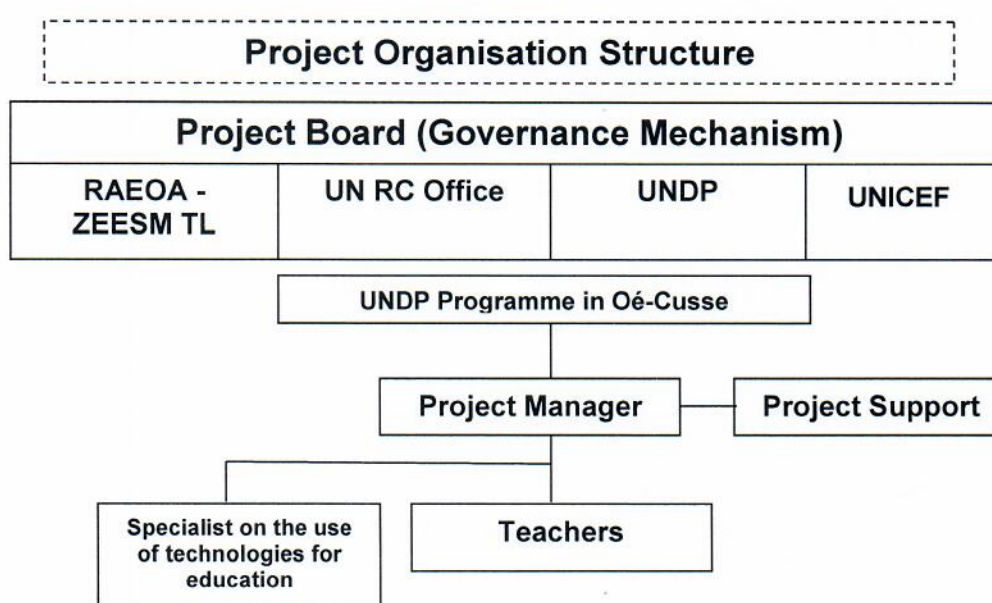## VIII. GOVERNANCE AND MANAGEMENT ARRANGEMENTS

Project Management Board

The Project Management Board (PMB) will be responsible for project oversight and making key decisions on project implementation, to ensure that the project remains relevant and responsive through changing circumstances. The PMB is responsible for: a) reviewing activities and guiding project management on any impending issues; b) approving work plans, budget, and risk log; c) approving project revisions based on changes in the situation. The PMB will meet either once or twice a year. The PMB will be co-chaired by the UN Resident Coordinator, UNDP Resident Representative and a representative of government counterparts. The representatives of the development partners will be invited to observe the process. Key cooperating organizations or stakeholders may also be a part of the PMB.

The project itself will be under the ZEESM TL UNDP Programme (Award ID: 0082979) in order to ensure one action and coordination of all actions of UNDP in Oé-Cusse. UNDP has provided policy advice to the Regional Government of Oé-Cusse since its establishment and has developed a program to help the Authority conceive, establish and operationalize institutional and developmental structures and systems in Oé-Cusse (Award ID: 0082979). The framework of UNDP's support to the Oé-Cusse Authority under the Project was built around two components:

- Support for Governance, as set out in Outcome 1 of the UNDP Strategic Governance Plan, which aims to create "state institutions strengthened through interventions aimed at improving institutional capacity in planning, accountability and transparency"; and

- Technical Assistance for Sustainable and Innovative Development, as set out in Outcome 3 of the UNDP Strategic Governance Plan, which requires that "vulnerable groups have improved access to livelihoods."

Project Manager

The Project Manager (PM) will manage the project on a day-to-day basis on behalf of ZEESM TL UNDP Programme and the Project Management Board. The PM will respond to ZEESM TL Programme Manager in order to ensure coordination of all actions UNDP is implementing in the region of Oé-Cusse. S/he will ensure that the project produces the results specified in the project document, to the required standard of quality and within the specified time and cost. In addition, his/her role will be to ensure coherence and coordination of all project components in accordance with project strategy and objectives. The PM will be responsible for project administration, human resources, finance, procurement and recruitment. Additionally, where appropriate, the PM will be supported by Individual Contractors where a particular service or skill-set is required.

Project Organisation Structure			
Project Board (Governance Mechanism)			
RAEOA - ZEESM TL	UN RC Office	UNDP	UNICEF

UNDP Programme in Oé-Cusse

Project Manager — Project Support

Specialist on the use of technologies for education

Teachers

IX.   LEGAL CONTEXT

This project document shall be the instrument referred to as such in Article 1 of the Standard Basic Assistance Agreement between the Government of (country) and UNDP, signed on (date).   All references in the SBAA to "Executing Agency" shall be deemed to refer to "Implementing Partner."

This project will be implemented by UNDP ("Implementing Partner") in accordance with its financial regulations, rules, practices and procedures only to the extent that they do not contravene the principles of the Financial Regulations and Rules of UNDP. Where the financial governance of an Implementing Partner does not provide the required guidance to ensure best value for money, fairness, integrity, transparency, and effective international competition, the financial governance of UNDP shall apply.

X.   RISK MANAGEMENT

Option b. UNDP (DIM)

1. UNDP as the Implementing Partner will comply with the policies, procedures and practices of the United Nations Security Management System (UNSMS.)

2. UNDP as the Implementing Partner will undertake all reasonable efforts to ensure that none of the [project funds][14] [UNDP funds received pursuant to the Project Document][15] are used to provide support to individuals or entities associated with terrorism and that the recipients of any amounts provided by UNDP hereunder do not appear on the list maintained by the Security Council Committee established pursuant to resolution 1267 (1999). The list can be accessed via http://www.un.org/sc/committees/1267/aq_sanctions_list.shtml.   This provision must be included in all sub-contracts or sub-agreements entered into under this Project Document.

3. Social and environmental sustainability will be enhanced through application of the UNDP Social and Environmental Standards (http://www.undp.org/ses) and related Accountability Mechanism (http://www.undp.org/secu-srm).

4. UNDP as the Implementing Partner will: (a) conduct project and programme-related activities in a manner consistent with the UNDP Social and Environmental Standards, (b) implement any management or mitigation plan prepared for the project or programme to comply with such standards, and (c) engage in a constructive and timely manner to address any concerns and complaints raised through the Accountability Mechanism. UNDP will seek to ensure that communities and other project stakeholders are informed of and have access to the Accountability Mechanism.

5. All signatories to the Project Document shall cooperate in good faith with any exercise to evaluate any programme or project-related commitments or compliance with the UNDP Social and Environmental Standards. This includes providing access to project sites, relevant personnel, information, and documentation.

6. UNDP as the Implementing Partner will ensure that the following obligations are binding on each responsible party, subcontractor and sub-recipient:

   a. Consistent with the Article III of the SBAA *[or the Supplemental Provisions to the Project Document]*, the responsibility for the safety and security of each responsible

---

[14] To be used where UNDP is the Implementing Partner

[15] To be used where the UN, a UN fund/programme or a specialized agency is the Implementing Partner

party, subcontractor and sub-recipient and its personnel and property, and of UNDP's property in such responsible party's, subcontractor's and sub-recipient's custody, rests with such responsible party, subcontractor and sub-recipient. To this end, each responsible party, subcontractor and sub-recipient shall:

  i. put in place an appropriate security plan and maintain the security plan, taking into account the security situation in the country where the project is being carried;

  ii. assume all risks and liabilities related to such responsible party's, subcontractor's and sub-recipient's security, and the full implementation of the security plan.

b. UNDP reserves the right to verify whether such a plan is in place, and to suggest modifications to the plan when necessary. Failure to maintain and implement an appropriate security plan as required hereunder shall be deemed a breach of the responsible party's, subcontractor's and sub-recipient's obligations under this Project Document.

c. Each responsible party, subcontractor and sub-recipient will take appropriate steps to prevent misuse of funds, fraud or corruption, by its officials, consultants, subcontractors and sub-recipients in implementing the project or programme or using the UNDP funds. It will ensure that its financial management, anti-corruption and anti-fraud policies are in place and enforced for all funding received from or through UNDP.

d. The requirements of the following documents, then in force at the time of signature of the Project Document, apply to each responsible party, subcontractor and sub-recipient: (a) UNDP Policy on Fraud and other Corrupt Practices and (b) UNDP Office of Audit and Investigations Investigation Guidelines. Each responsible party, subcontractor and sub-recipient agrees to the requirements of the above documents, which are an integral part of this Project Document and are available online at www.undp.org.

e. In the event that an investigation is required, UNDP will conduct investigations relating to any aspect of UNDP programmes and projects. Each responsible party, subcontractor and sub-recipient will provide its full cooperation, including making available personnel, relevant documentation, and granting access to its (and its consultants', subcontractors' and sub-recipients') premises, for such purposes at reasonable times and on reasonable conditions as may be required for the purpose of an investigation. Should there be a limitation in meeting this obligation, UNDP shall consult with it to find a solution.

f. Each responsible party, subcontractor and sub-recipient will promptly inform UNDP as the Implementing Partner in case of any incidence of inappropriate use of funds, or credible allegation of fraud or corruption with due confidentiality.

Where it becomes aware that a UNDP project or activity, in whole or in part, is the focus of investigation for alleged fraud/corruption, each responsible party, subcontractor and sub-recipient will inform the UNDP Resident Representative/Head of Office, who will promptly inform UNDP's Office of Audit and Investigations (OAI). It will provide regular updates to the head of UNDP in the country and OAI of the status of, and actions relating to, such investigation.

g. Each responsible party, subcontractor or sub-recipient agrees that, where applicable, donors to UNDP (including the Government) whose funding is the source, in whole or in part, of the funds for the activities which are the subject of the Project Document, may seek recourse to such responsible party, subcontractor or sub-recipient for the recovery of any funds determined by UNDP to have been used

inappropriately, including through fraud or corruption, or otherwise paid other than in accordance with the terms and conditions of the Project Document.

Where such funds have not been refunded to UNDP, the responsible party, subcontractor or sub-recipient agrees that donors to UNDP (including the Government) whose funding is the source, in whole or in part, of the funds for the activities under this Project Document, may seek recourse to such responsible party, subcontractor or sub-recipient for the recovery of any funds determined by UNDP to have been used inappropriately, including through fraud or corruption, or otherwise paid other than in accordance with the terms and conditions of the Project Document.

Note: The term "Project Document" as used in this clause shall be deemed to include any relevant subsidiary agreement further to the Project Document, including those with responsible parties, subcontractors and sub-recipients.

h. Each contract issued by the responsible party, subcontractor or sub-recipient in connection with this Project Document shall include a provision representing that no fees, gratuities, rebates, gifts, commissions or other payments, other than those shown in the proposal, have been given, received, or promised in connection with the selection process or in contract execution, and that the recipient of funds from it shall cooperate with any and all investigations and post-payment audits.

i. Should UNDP refer to the relevant national authorities for appropriate legal action any alleged wrongdoing relating to the project or programme, the Government will ensure that the relevant national authorities shall actively investigate the same and take appropriate legal action against all individuals found to have participated in the wrongdoing, recover and return any recovered funds to UNDP.

j. Each responsible party, subcontractor and sub-recipient shall ensure that all of its obligations set forth under this section entitled "Risk Management" are passed on to its subcontractors and sub-recipients and that all the clauses under this section entitled "Risk Management Standard Clauses" are adequately reflected, *mutatis mutandis*, in all its sub-contracts or sub-agreements entered into further to this Project Document.