

# CICED Support to Education for Tibetans-in-Exile, Phase V

**Key results:**  
*The quality of education for Tibetans in Exile is improved and all students in Tibetan schools in the exile community have improved learning outcome (knowledge and skills);*  
 - Number of successful graduates from class X and XII in Tibetan schools has increased;  
 - Number of students enrolled in vocational training has increased;  
 - The quality of teaching is improved through use of dialectic based pedagogy;  
 - Standardized terms in Tibetan Language is widely used in the production of teachers learning material and in daily life;  
 - Physical facilities of Tibetan schools are adequate for quality education.

**Justification for support:**  
*The aim of the Project is to maintain Tibetan cultural and educational tradition and Tibetan Language through implementation of Tibetan traditional education as the core and modern education as its essential co-partner, as it is formulated in the "Basic Education Policy" (BEP) which is approved by the Tibetan Parliament-in-Exile. Hence, the focus of the Project is to ensure the fundamental right to education for all Tibetans and the preservation of Tibetan cultural and educational heritage and the Tibetan language. The Project will support the implementation of the BEP in all schools under the CTA/DoE authority and consolidate the capacity required to ensure sustainability and the continuous development of education quality in schools for Tibetans in the Exile Community.*

**Major risks and challenges:**  
 - Government of India may change their liberal policy towards Tibetans in exile;  
 - Government of Denmark may change its policies towards Tibetans in Exile;  
 - Difficult to retain Tibetan teachers;  
 - Difficult to attract sufficient donor financing;  
 - Decline in enrolment to Tibetan schools;  
 - Misuse of funds at school level (renovation and maintenance).

<b>File No.</b>	2021-24223					
<b>Country</b>	India					
<b>Responsible Unit</b>	ALO					
<b>Sector</b>	Education					
<b>Partner</b>	CICED					
	<i>DKK million</i>					
	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>20xx</b>	<b>Total</b>
<b>Commitment</b>	10					10
<b>Projected disbursement</b>	2.5	2.5	2.5	2.5		10
<b>Duration</b>	1.09.2021 – 31.08.2025					
<b>Previous grants</b>	DKK 21.3 mill. In four phases since 2006					
<b>Finance Act code</b>	06320870					
<b>Head of unit</b>	Thomas Lehmann					
<b>Desk officer</b>	Christian Holm-Lundbye					
<b>Reviewed by CFO</b>	NO					

**Relevant SDGs** [Maximum 1 – highlight with grey]

 No Poverty	 No Hunger	 Good Health, Wellbeing	 Quality Education	 Gender Equality	 Clean Water, Sanitation
 Affordable Clean Energy	 Decent Jobs, Econ. Growth	 Industry, Innovation, Infrastructure	 Reduced Inequalities	 Sustainable Cities, Communities	 Responsible Consumption & Production
 Climate Action	 Life below Water	 Life on Land	 Peace & Justice, strong Inst.	 Partnerships for Goals	

**Objective:**  
 Contributing to the Central Tibetan Administration's strategy to preserve the Tibetan cultural and educational heritage and the Tibetan language through implementation of Tibetan traditional education as the core and modern education as its essential co-partner.

**Justification for choice of partner:**  
 The Technical Review Phase of phase III of the project concluded that it had been successfully implemented in a strong partnership between CTA/DoE and CICED and hence it is justified that Phase V – as was the case with phase IV - will be implemented through the same partnership.

**Summary:**  
 Building on results achieved in Phase IV, change towards the strategic objective will be achieved through improved education of teachers, continued curriculum development, development of teaching and learning materials especially through e-learning and improved school infrastructure including physical improvements and supply of ICT equipment. A main focus is also to continue the publication and terminology standardization programme to ensure that the standardized Tibetan language is used by teachers and students. Finally, focus will be on supporting that more students will continue secondary education within vocational education and training.

**Budget:**

Engagement 1 – School consolidation	DKK 0.255 mio
Engagement 2 – Capacity building/training headmasters and teachers	DKK 2.456 mio
Engagement 3 - Terminology Standardisation	DKK 1.459 mio
Engagement 4 - Curricula and teaching materials	DKK 2.281 mio
Engagement 5 - Infrastructure	DKK 0.877 mio
Engagement 6 – Higher education and vocational training	DKK 0.628 mio
Contingencies	DKK 0.477 mio
Other costs (Reviews, project monitoring, technical assistance, Travel costs, Audit report.)	DKK 0.966 mio
Project Administration	DKK 0.590 mio
<b>Total</b>	<b>DKK 9.989 mio</b>

**Support to Education for Tibetans-in-Exile,  
Phase V**

**Draft Project Document**

7 June 2021

## List of contents

1.	Introduction .....	3
2.	Background and Project Description .....	3
3.	Project Objective and Agreed Results Framework .....	5
4.	Budget.....	12
5.	Risk Management .....	12
6.	Management Arrangement .....	12
7.	Financial Management .....	13
8.	Monitoring and Evaluation .....	14
9.	Anti-corruption Clause.....	14
10.	Child Labour Clause .....	14
11.	PSEAH clause .....	14
12.	Transfer of Ownership.....	15
13.	Suspension.....	15
14.	Entry into Force, Duration and Termination .....	15
	Annex 1: Brief Presentation of Partners.....	16
	Annex 2: Theory of Change .....	18
	Annex 3: Budget Details .....	19
	Annex 4: Risk Management Matrix .....	21
	Annex 5: Process Action Plan (PAP).....	23

# 1. Introduction

The present Project Document details the objectives and management arrangements for the development cooperation concerning Danish Support to Education for Tibetans-in-Exile, Phase V – 2021 - 2025 as agreed between the parties specified below. The Project Document together with the documentation specified below constitutes the agreement between the parties.

## 1.1 Parties

- The Danish Ministry of Foreign Affairs, Department of Asia, Latin America and Oceania (DMFA/ALO), Asiatisk Plads 2, 1448 Copenhagen K, Denmark
- The Central Tibetan Administration (CTA)/Department of Education (DoE), Gangchen Kyishong, Dharamshala – 176215 Distt. Kangra (H.P.), India
- Community for International Cooperation in Education and Development (CICED), Rudolph Berghs Gade 12, 2100 Copenhagen, Denmark.

## 1.2 Documentation

“The Documentation” refers to the partner documentation for the supported intervention, which is

- Basic Education Policy for Tibetans in Exile (English Translation from Tibetan), 2004
- Education plan for the 16<sup>th</sup> Kashag, Dated: May, 2021
- Action Plan for the Danish Support to Education for Tibetans-in-Exile, Phase V, September 2021 – August 2025, (to be developed)

## 1.3 Contributions

Denmark, represented by the MoFA/ALO, Northeast Asia Team, commits to a contribution to the Project of DKK 10 million (Danish Kroner ten million) from September 2021– August 2025.

# 2. Background and Project Description

Denmark has since 1992 supported the Tibetan Community-in-Exile in India. From 1992 to 2004, Denmark extended support under three appropriations totaling DKK 15 million. The overall purpose of the support was to contribute to the preservation of Tibetan culture and the democratization of the Tibetan Community-in-Exile.

Since 2006, Denmark has supported four phases of the Project: “Danish Support to Education for Tibetans-in-Exile” totaling DKK 21.3 million. The four phases comprised Phase I from 2006 – 2010 with an amount of DKK 4 million, Phase II from 2010 – 2014 with an amount of DKK 5.3 million, Phase III from 2014 – 2018 with an amount of DKK 6 million, and Phase IV from 2018-2021 with an amount of 6 million DKK.

The Project was designed to support the Central Tibetan Administration-in-Exile (CTA) and its Department of Education (DoE) in implementing the “Basic Education Policy” (BEP), which aims at “developing a system of education having Tibetan traditional education as the core, and modern education as its essential co-partner”. The DoE has been the Executing Agency of the Project in all four phases. The Danish Ministry of Foreign Affairs (DMFA) has engaged the University College Capital, Copenhagen (UCC) to facilitate implementation of the first two phases of the Project. The Danish NGO, Community for International Cooperation in Education and Development (CICED) has been engaged by DMFA to facilitate implementation of Phase III and Phase IV of the Project. CICED was as a centre for development cooperation part of the UCC until November 2010.

Some main characteristics of the education system in the Tibetan exile Community are as follows: It consists of 3 years of pre-primary education (stage 1-3), 5 years of primary education (class I-V) 3 years of middle school education (class VI – VIII) and 2+2 years of senior secondary education (class IX-X/class XI-XII). The

medium of instruction is Tibetan language until Class V. English as a second language is being taught from class IV onward and Hindi or Chinese as a third language is taught from class VI. A new pedagogical model has been introduced namely a “Buddhist dialectic-based pedagogy”.

A Technical Review of Phase III was carried out by an external advisor to DMFA in April/May 2018 and the conclusion was that although Phases I, II and III of the Danish Support to Education for Tibetans-in-Exile have been successfully implemented in the sense that almost all outputs were achieved.

The Technical Review also concluded that Phase III of the Project was successfully implemented in a strong partnership between CTA/DoE and CICED and hence it recommended for Phase IV to be implemented through the same partnership. For presentation of the two partners see Annex 1.

Due to the COVID-19 pandemic it was not possible to conduct a similar review of Phase IV. However, regular monitoring and reporting on achievements support that also the Phase IV achieved most of the outputs. The corona-restrictions across India led to some adjustments of outputs in July 2020 and again in April 2021 with a two-month no-cost extension up to end August 2021

Continued Danish assistance to education for Tibetans-in-Exile is well-founded in that change of an educational system is a time consuming and long-ranging exercise. Support for implementing Basic Education Policy is support for continuous improvement and adjustments of a comprehensive education system and is not a project limited in scope and time and given the conditions under which CTA operates the need for support will remain. Like elsewhere in the world the Tibetan-in-Exile community has been hit hard by the COVID-19 pandemic.

As also formulated in the Basic Education Policy (BEP) “It is difficult to immediately accomplish the provision of all teaching and non-teaching personnel as required by the new policy. For this reason, there is no doubt that the complete implementation of the BEP will take a considerable period of time”. In a geographically wide-spread structure of settlements and with a diversity of organizations (five independent school administrations) running the Tibetan schools, a tremendous effort from all parts in the education sector is required to achieve the overall goals of the BEP program. Some main challenges are that many schools are facing a decline in enrolment, shortage or non-retention of teachers and inadequate academic achievements.

The aim of the Project is to maintain Tibetan cultural and educational tradition and Tibetan Language through implementation of Tibetan traditional education as the core and modern education as its essential co-partner, as it is formulated in the “Basic Education Policy” which is approved by the Tibetan Parliament-in-Exile in 2004. Hence, the focus of the Project is to ensure the fundamental right to education for all Tibetans and the preservation of Tibetan cultural and educational heritage and the Tibetan language. In accordance with the modernization ambition of the New Basic Education Policy emphasis is given to the development of standard terminology support education in science.

The Project will support the implementation of the BEP in all schools under the CTA/DoE authority and consolidate the capacity required to ensure sustainability and the continuous development of education quality in schools for Tibetans in the Exile Community.

Change towards the strategic objective will be achieved through improved teacher education, continued curriculum development, development of teaching and learning materials and improved school infrastructure including physical improvements and supply of ICT equipment. A main focus is also to continue the publication and terminology standardization programme to ensure that the standardized Tibetan language is used by teachers and students. Finally, focus will be on supporting that more students will continue secondary education also within vocational education and training. The Theory of Change is illustrated in Annex 2.

The Project is in line with Denmark’s strategy “The World 2030”. The Danish support especially addresses UN Sustainable Development Goals No. 4 Quality Education and No 16 Peace, justice and strong institutions. It should be noticed that education for the Tibetans-in-Exile community and the school system under Basic Education Policy enjoys full gender equality and no gender exclusion or discrimination applies, wherefore this project does not include any gender specific objectives or activities.

The Project will be implemented in accordance with DoE’s work plans, which follow the Education Plan approved by the 15<sup>th</sup> Kashag and to be implemented during the 16<sup>th</sup> Kashag. All work plans of DoE including the activities financed through the Danish support will be approved by the Tibetan Parliament-in-Exile.

### 3. Project Objective and Agreed Results Framework

The objective of the development cooperation among the parties is to “maintain Tibetan cultural and educational tradition and Tibetan Language through implementation of Tibetan traditional education as the core and modern education as its essential co-partner”.

The DMFA/ALO, Northeast Asia Team will base the actual support on progress attained in the implementation of the Project as described in the documentation. Progress will be measured through the CTA/DoE’s monitoring framework and facilitated by CICED.

For DMFA/ALO’s reporting purposes the following objective, key outcome and outputs have been selected to document progress:

**Table 1: Results Matrix for Danish Support to Education for Tibetans-in-Exile, Phase V**

<b>Project title</b>		<b>Danish Support to Education for Tibetans-in-Exile, Phase V – 2021 - 2025</b>	
Project objective		Contributing to the Central Tibetan Administration’s strategy to preserve Tibetan language & culture through the implementation of education system having traditional Tibetan education as its core and modern education as its essential co-partner.	
Impact Indicator		The Basic Education Policy (BEP) gradually & successfully implemented in all Tibetan schools directly administered by STSS/DoE	
Baseline	Year	2021	Out of 29 STS schools, 21 schools are those recently handed over to STSS by the CTSA. These School have started implementing BEP in a phase wise since 2016
Target	Year	2025	BEP is fully implemented in all the 21 schools previously under CTSA administration
Outcome		The quality of education for Tibetans in Exile improved and students demonstrate better learning outcome	
Outcome indicators		<ul style="list-style-type: none"> <li>• Status of socio-emotional and cognitive development of young children between the age 0-8)</li> <li>• Number of schools reporting behavioural issues in Tibetan schools</li> <li>• Students’ academic performance in Class XII board exam</li> <li>• The quality of teaching with the use of dialectic based pedagogy</li> <li>• Number of students pursuing higher education in various professional fields</li> <li>• % of students using the standardized Tibetan Terminologies in Tibetan schools</li> <li>• Number of reading materials and textbook available and in use in Tibetan schools</li> <li>• Improved facilities in Tibetan schools for conducive learning environments</li> </ul>	
Baseline	Year	2021	<ul style="list-style-type: none"> <li>• Pass rate of class XII graduates is 98.23% and average performance is 76.20% (Male: 97.73% &amp; Female: 98.97%)</li> <li>• Around 280 students receive DoE scholarship to pursue undergraduate courses every year</li> <li>• % of students using the standardized Tibetan Terminologies in Tibetan schools will be measure through baseline study in 2021</li> </ul>

			<ul style="list-style-type: none"> <li>• The Tibetan language proficiency among the children will be measured through baseline study in 2021</li> <li>• Physical facilities of Tibetan schools are still in poor condition</li> </ul>
Target	Year	2021	<ul style="list-style-type: none"> <li>• Academic performance of class XII graduates compared to baseline (M/F) improved</li> <li>• School consolidation plan and strategy available</li> <li>• Capacity of teachers, school heads and students enhanced</li> <li>• 50 scholarships provided for undergraduate courses</li> <li>• Workshops on dialectic based pedagogy for 7 STS schools conducted &amp; introduced in practice in the respective schools</li> <li>• Terminology standardization and awareness activity in schools and settlements delivered</li> <li>• Reading materials and textbooks in Tibetan language published</li> <li>• Renovation and maintenance activities in function</li> </ul>
Target	Year	2022	<ul style="list-style-type: none"> <li>• The academic performance of class XII graduates improved compared to 2021 board exam</li> <li>• School consolidation plan implemented</li> <li>• The capacity of teachers, school heads and students enhanced</li> <li>• Provision of 50 scholarships for undergraduate courses continued</li> <li>• Dialectic based pedagogy for science and math in 7 STS schools used in practice</li> <li>• Terminology standardization activity continued</li> <li>• Terminology standardization and awareness activity in schools and settlements delivered</li> <li>• Reading materials and textbooks in Tibetan language published</li> <li>• Renovation and maintenance programme in function</li> </ul>
Target	Year	2023	<ul style="list-style-type: none"> <li>• The academic performance of class XII graduates is improved compared to 2022 board exam</li> <li>• School consolidation plan implemented</li> <li>• Enhance capacity of teachers, school heads and students enhanced</li> <li>• Provision of 50 scholarships for undergraduate courses continued</li> <li>• Dialectic based pedagogy for science and math in 7 STS schools used in practice</li> <li>• Terminology standardization activity continued</li> <li>• Terminology standardization and awareness activity in schools and settlements delivered</li> <li>• Reading materials and textbooks in Tibetan language published</li> <li>• Renovation and maintenance programme in function</li> </ul>
Target	Year	2024	<ul style="list-style-type: none"> <li>• The academic performance of class XII graduates is improved compared to 2023 board exam</li> <li>• School consolidation plan implemented</li> <li>• Enhance capacity of teachers, school heads and students enhanced</li> <li>• Provision of 50 scholarships for undergraduate courses continued</li> <li>• Dialectic based pedagogy for science and math in 7 STS schools used in practice</li> <li>• Terminology standardization activity continued</li> <li>• Terminology standardization and awareness activity in schools and settlements delivered</li> <li>• Reading materials and textbooks in Tibetan language published</li> <li>• Renovation and maintenance programme completed</li> </ul>
<b>Output 1</b>		<b>School Consolidation Plan (SCP)</b>	

Output Indicator		<ul style="list-style-type: none"> <li>• 6 STS schools merged and consolidated</li> <li>• Student-teacher ratio improved</li> <li>• Reduced school recurring expenses</li> <li>• Better management &amp; administration of schools</li> <li>• Improved school physical facility</li> </ul>	
Baseline	Year	2021	<ul style="list-style-type: none"> <li>• No strategy plan available in written form for the school consolidation &amp; resource mobilization</li> <li>• 1 STS school closed, 2 STS schools downgraded, 1 STS school merged with Tibetan Homes Foundation (THF)</li> </ul>
Annual target	Year 1	2021-2022	<ul style="list-style-type: none"> <li>• School consolidation plan &amp; strategy completed</li> <li>• One STS school merged &amp; necessary facilities provided</li> </ul>
Annual target	Year 2	2022	<ul style="list-style-type: none"> <li>• One more STS school merged &amp; necessary facilities provided</li> </ul>
Annual target	Year 3	2023	<ul style="list-style-type: none"> <li>• Two more STS schools merged &amp; necessary facilities provided</li> </ul>
Annual target	Year 4	2024-2025	<ul style="list-style-type: none"> <li>• Two more STS schools merged &amp; necessary facilities provided</li> </ul>
<b>Output 2</b>		<b>Improved capacity of school heads/teachers/students</b>	
Output Indicator		<ul style="list-style-type: none"> <li>• Level of knowledge among the students in dialectics practice</li> <li>• Tibetan language proficiency among the primary &amp; middle school teachers</li> <li>• Capacity of music and dance teachers</li> <li>• Implementation of BEP in Tibetan schools</li> <li>• Availability of reading and play centre for children to get access to high quality children books, sensorial toys, fun brain teaser games and puzzles etc.</li> <li>• The level of teaching pedagogy among the math teachers for Class VI to VIII using dialect method</li> </ul>	
Baseline	Year	2021	<ul style="list-style-type: none"> <li>• No reading and play centre available for young children between the age 0-8 in Tibetan community</li> <li>• No STS schools incorporated dialectic based pedagogy for subjects like science and math in Tibetan schools</li> </ul>
Annual target	Year 1	2021-2022	<ul style="list-style-type: none"> <li>• Dialectic meet for 17 schools in South Cluster (170 participants) organized</li> <li>• School-based workshop on “Tibetan language proficiency development” for 10 middle schools (One week for each school) organized.</li> <li>• One week capacity building workshop for 25 additional music and dance teachers provided.</li> <li>• Workshop on dialectic based pedagogy for 7 STS schools &amp; ensure its practice in their respective schools conducted.</li> <li>• Workshop to 80 school heads &amp; BEP mentors on Basic Education Policy (BEP) provided.</li> <li>• Orientation organized for class VI, VII &amp; VIII Maths Teachers on new Maths textbook in Tibetan language</li> </ul>
Annual target	Year 2	2022	<ul style="list-style-type: none"> <li>• Dialectic meet for 19 schools in North Cluster (160 participants) organized.</li> <li>• 48 students are trained and nurtured to become dialectic mentor for their schools (12 students &amp; 2 escort each from 4 schools)</li> <li>• Workshop for 30 primary teachers on “Tibetan language proficiency development” organized. (15 participants each during summer and winter vacation)</li> <li>• 24 teachers have visited some of the best Tibetan schools in India and received firsthand experience with regard to the functioning of the school, leadership skill, dealing with the children, classroom teaching, &amp; disciplinary issues etc.</li> <li>• School-based workshop on “Tibetan language proficiency development” for 10 middle schools conducted. (One week in each school)</li> </ul>

			<ul style="list-style-type: none"> <li>• Musical meet for 200 students from 15 different Tibetan schools organized.</li> <li>• School based BEP workshop for 21 Tibetan schools by BEP mentors organized.</li> <li>• Young children’s reading and play centre established in one of the Tibetan settlements</li> </ul>
Annual target	Year 3	2023	<ul style="list-style-type: none"> <li>• Dialectic meet for 17 schools in South Cluster organized (170 participants)</li> <li>• School-based workshop on “Tibetan language proficiency development” for 10 middle schools (One week in each school) conducted</li> <li>• Workshop for 25 additional music and dance teachers for one week on Traditional Tibetan music and dance skill provided</li> <li>• Workshop on dialectic based pedagogy for 7 STS schools &amp; ensure its practice in their respective schools provided</li> <li>• BEP workshop for 21 Tibetan schools by BEP mentors organized</li> <li>• Activities at young children reading and play centre continued</li> </ul>
Annual target	Year 4	2024-2025	<ul style="list-style-type: none"> <li>• Dialectic meet for 19 schools in North Cluster organized (160 participants)</li> <li>• 50 additional students trained and nurtured to become a dialectic mentor for their schools (12 students &amp; 2 escorts from each school will participate)</li> <li>• Workshop for 30 primary teachers on “Tibetan language proficiency development” conducted (15 participants each during summer and winter vacation)</li> <li>• Additional 24 teachers have visited some of the best Tibetan schools in India to receive firsthand experience concerning the functioning of the school, leadership skill, dealing with the children, classroom teaching, &amp; disciplinary issues etc.</li> <li>• School-based workshop on “Tibetan language proficiency development” for 10 middle schools (one week in each school) organized</li> <li>• School based workshop on “Tibetan language proficiency development” given to 10 middle schools (One week in each school)</li> <li>• Workshop to 25 music teachers on Traditional Tibetan music and dance skill provided</li> <li>• BEP workshop for 21 Tibetan schools by BEP mentors provided</li> <li>• Activities at young children reading and play centre continued</li> </ul>
<b>Output 3</b>		<b>Publication &amp; Terminology Standardization Programme Extended</b>	
Output Indicator		<ul style="list-style-type: none"> <li>• Number of reading materials &amp; textbook available in Tibetan Schools</li> <li>• Number of new Tibetan terms created &amp; standardized</li> <li>• Standard of Tibetan language proficiency among the Tibetan children</li> <li>• The amount of interest generated among the Tibetan children in reading habits</li> <li>• Updated terminology apps &amp; website</li> </ul>	
Baseline	Year	2021	<ul style="list-style-type: none"> <li>• 15,100 new terminologies created and standardized</li> <li>• Usage of standardized terms in Tibetan schools will be measured through baseline Study in 2021</li> <li>• Tibetan language proficiency will be measured through baseline study in 2021</li> </ul>
Annual target	Year 1	2021-2022	<ul style="list-style-type: none"> <li>• 9 issues of phayul sheja magazine &amp; 1 issue each of Lingdrung and Ganjong story book published</li> <li>• 2000 new terminologies created and standardized</li> <li>• Terminology book volume 15 published, and terminology apps &amp; website updated</li> <li>• Terminology Awareness talk conducted for 6 Tibetan schools and settlements in northeast part of India</li> </ul>

			<ul style="list-style-type: none"> <li>• Nyugsar essay book (Compilation of 3 best essays from Class VI to XII) published</li> <li>• Three different reference book for teachers &amp; students in Tibetan language published</li> </ul>
Annual target	Year 2	2022	<ul style="list-style-type: none"> <li>• 2000 new terminologies created and standardized</li> <li>• Publish terminology book volume 16 published, and terminology apps &amp; website updated</li> <li>• Terminology awareness talk organized for 3 Tibetan schools and settlements in central part of India</li> <li>• 9 issues of phayul sheja magazine &amp; 1 issue each of Lingdrung and Ganjong story book published</li> <li>• Nyugsar essay book (Compilation of 3 best essays from Class VI to XII) published</li> <li>• Three different reference books for teachers and students in Tibetan language published</li> </ul>
Annual target	Year 3	2023	<ul style="list-style-type: none"> <li>• 2000 new terminologies created and standardized</li> <li>• Publish terminology book volume 17 published, and terminology apps &amp; website updated</li> <li>• Terminology awareness talk organized for 4 Tibetan schools in Shimla and Mussoorie</li> <li>• 9 issues of phayul sheja magazine &amp; 1 issue each of Lingdrung and Ganjong story book published</li> <li>• Nyugsar essay book (Compilation of 3 best essays from Class VI to XII) published</li> <li>• Three different reference books for teachers and students in Tibetan language published</li> </ul>
Annual target	Year 4	2024-2025	<ul style="list-style-type: none"> <li>• 2000 new terminologies created and standardized</li> <li>• Publish terminology book volume 18 published, and terminology apps &amp; website updated</li> <li>• Terminology Awareness talk for college students in Delhi, Bangalore, Varanasi &amp; Mysore organized</li> <li>• 9 issues of phayul sheja magazine &amp; 1 issue each of Lingdrung and Ganjong story book published</li> <li>• Nyugsar essay book (Compilation of 3 best essays from Class VI to XII) published</li> <li>• Three different reference books for teachers and students in Tibetan language published</li> </ul>
<b>Output 4</b>		<b>Curriculum and Teaching Learning Materials Developed</b>	
Output Indicator		<ul style="list-style-type: none"> <li>• Practice of Social Emotional &amp; Ethical Learning (SEE) in Tibetan schools</li> <li>• Number of additional textbooks available in Tibetan language for all Tibetan schools &amp; also available in <a href="http://www.bodyiglobjong.com">www.bodyiglobjong.com</a></li> <li>• Successful implementation of Basic Education Policy (BEP) in Tibetan Schools</li> </ul>	
Baseline	Year	2021	<ul style="list-style-type: none"> <li>• No review has been done for Class VI &amp; VII social science textbook</li> <li>• No review has been done for Class VI science textbook</li> <li>• There is no Math textbook available for Class IX in Tibetan language</li> <li>• No review has been done for curriculum developed for pre-primary to Class VIII</li> <li>• There is no language textbook available for students studying in Tibetan culture and language schools in diaspora</li> </ul>
Annual target	Year 1	2021-2022	<ul style="list-style-type: none"> <li>• 2 workshop on Secular ethics for 80 school heads &amp; 50 primary teachers organized</li> </ul>

			<ul style="list-style-type: none"> <li>• Publication &amp; procurement done of books related to Secular Ethics for all Tibetan schools (4 different books on secular ethics)</li> <li>• School based activities related to secular ethics for 37 Tibetan schools conducted</li> <li>• Awareness talk held on secular ethics for around 15 schools in Himachal Pradesh</li> <li>• Class VI and VII social science textbook reviewed</li> <li>• Class VI &amp; VII science textbook developed and published</li> <li>• Class IX math textbook developed and published</li> <li>• Tibetan Language curriculum for pre-primary to class VIII reviewed and published</li> <li>• Tibetan Language textbook for Pre-primary to Class II children studying in Tibetan Culture and language schools in diaspora published</li> <li>• Improvisation of Tibetan language learning portal (<a href="http://www.bodyiglobjong.com">www.bodyiglobjong.com</a>) undertaken</li> <li>• 1 to 2 meeting of Education Council organized on BEP, TPD, Secular ethics, School Leadership, School By-law etc. &amp; formulation of committee to oversee the various educational development activities of schools &amp; administration</li> </ul>
Annual target	Year 2	2022	<ul style="list-style-type: none"> <li>• Workshop on Secular ethics for around 60 primary teachers conducted</li> <li>• School-based activities related to secular ethics for 27 schools implemented</li> <li>• Awareness talk organized on secular ethics for around 10 Tibetan schools in North East &amp; Central part of India</li> <li>• Books related to Secular Ethics (Translated in Tibetan language) published</li> <li>• Class VI and VII social science textbook and review class VIII social science published</li> <li>• Class VII science textbook and review class VIII Science textbook) published</li> <li>• Class X math textbook published</li> <li>• Tibetan Textbook for Pre- primary to class I reviewed and published</li> <li>• Tibetan Language textbook for Class III &amp; Class IV children studying in Tibetan Culture and language schools in diaspora published</li> <li>• Improvisation of Tibetan language learning portal (<a href="http://www.bodyiglobjong.com">www.bodyiglobjong.com</a>) undertaken</li> <li>• 1 to 2 meeting of Education Council organized on BEP, TPD, Secular ethics, School Leadership, School By-law etc. &amp; formulation of committee to oversee the various educational development activities of schools &amp; administration</li> </ul>
Annual target	Year 3	2023	<ul style="list-style-type: none"> <li>• School-based activities related to secular ethics for 64 schools implemented</li> <li>• Awareness talk organized on secular ethics for around 10 Tibetan schools in Northern part of India</li> <li>• Class VIII Tibetan textbook and review of Class IX social science textbook published</li> <li>• Class VIII science textbook and class VI Science handbook published</li> <li>• Class VI, VII and VIII math handbook published</li> <li>• Tibetan Textbook for Class II &amp; III reviewed and published</li> <li>• Publish Tibetan Language textbook for Class III &amp; Class V &amp; VI children studying in Tibetan Culture and language schools in diaspora</li> <li>• Improvisation of Tibetan language learning portal (<a href="http://www.bodyiglobjong.com">www.bodyiglobjong.com</a>) undertaken</li> <li>• 1 to 2 meeting of Education Council organized on BEP, TPD, Secular ethics, School Leadership, School By-law etc. &amp; formulation of committee to</li> </ul>

			oversee the various educational development activities of schools & administration
Annual target	Year 4	2024-2025	<ul style="list-style-type: none"> <li>• School-based activities related to secular ethics for 64 schools implemented</li> <li>• Class IX social science and review Class X social science textbook published</li> <li>• Class VII Science handbook published</li> <li>• Class VII and VIII math workbook published</li> <li>• Tibetan Textbook review and edition, publication for Class IV &amp; V</li> <li>• Publish Tibetan Language textbook for Class VII &amp; Class VIII children studying in Tibetan Culture and language schools in diaspora</li> <li>• Improvisation of Tibetan language learning portal (<a href="http://www.bodyiglobjong.com">www.bodyiglobjong.com</a>) undertaken</li> <li>• 1 to 2 meeting of Education Council organized on BEP, TPD, Secular ethics, School Leadership, School By-law etc. &amp; formulation of committee to oversee the various educational development activities of schools &amp; administration</li> </ul>
<b>Output 5</b>		<b>Infrastructure of schools improved</b>	
Output Indicator		<ul style="list-style-type: none"> <li>• 2 new staff quarters constructed at STS Mundgod &amp; 17 staff quarter renovated at STS Kollegal)</li> <li>• Renovated multi-purpose hall at (STS Mundgod Senior Secondary School)</li> <li>• Improved school Library, computer and science Lab at STS Gurupura</li> </ul>	
Baseline	Year	2021	<ul style="list-style-type: none"> <li>• The staff quarter, multi-purpose hall, science Lab, Library, Computer Lab are in dilapidated condition</li> </ul>
Annual target	Year 1	2021-2022	<ul style="list-style-type: none"> <li>• Renovate school Library, Computer Lab &amp; Science Lab at STS Gurupura</li> </ul>
Annual target	Year 2	2022	<ul style="list-style-type: none"> <li>• Renovate school multi-purpose Hall at STS Mundgod &amp; 17 staff quarters at STS Kollegal</li> </ul>
Annual target	Year 3	2023	<ul style="list-style-type: none"> <li>•</li> </ul>
Annual target	Year 4	2024-2025	<ul style="list-style-type: none"> <li>• Construct 2 new single staff quarter at (STS Mundgod Senior Secondary School)</li> </ul>

<b>Output 6</b>		<b>Increased number of students for higher studies</b>	
Output Indicator		<ul style="list-style-type: none"> <li>• <b>50 students received scholarship to pursue higher studies (Undergraduate Course)</b></li> </ul>	
Baseline	Year	2021	<ul style="list-style-type: none"> <li>• 22 students received scholarship in Phase IV of DANIDA Project</li> </ul>
Annual target	Year 1	2021	<ul style="list-style-type: none"> <li>• 50 students selected for the scholarship and provide scholarship support to</li> <li>• Continue their studies in Indian colleges and universities</li> </ul>
Annual target	Year 2	2022	<ul style="list-style-type: none"> <li>• Scholarship support for those 50 students continued</li> </ul>
Annual target	Year 3	2023	<ul style="list-style-type: none"> <li>• Scholarship support for those 50 students continued</li> </ul>
Annual target	Year 4	2024-2025	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

## 4. Budget

The overall budget for the 4 year project is as follows:

**Table 2: Overall Tentative Budget**

	<b>Total in DKK -000</b>
Output 1: Optimization Strategy	255
Output 2: Teacher training	2,456
Output 3: Terminology Standardisation	1,459
Output 4: Curricula and teaching materials	2,281
Output 5: Infrastructure	877
Output 6: Vocational education and training	628
<b>Sub-total 1</b>	<b>7,957</b>
Contingency	477
<b>Sub-total 2</b>	<b>8,433</b>
Project monitoring, technical assistance, study tours	564
External Review,	135
International travel, accommodation, study tours	192
Audit	75
<b>Other costs</b> (Reviews, project monitoring, technical assistance, Travel costs, Audit report.)	<b>966</b>
Project Administration 7%	590
<b>Grand Total</b>	<b>9,989</b>

Detailed budget per year is provided in Annex 3.

Funds cannot be transferred between the above budget lines without prior approval from DMFA/ALO. Expenditures beyond the total grant cannot be reimbursed to the CISED/CTA/DoE.

## 5. Risk Management

CTA/DoE will together with CISED closely monitor the risks defined in the Risk Management Matrix provided in Annex 4. Each risk will be assessed as part of the progress reporting.

## 6. Management Arrangement

The parties have agreed to the following management arrangement with the aim to ensure adequate dialogue and timely decisions in regard to this Project.

The overall responsibility for the planning, programming, implementation strategy and the monitoring lies with CTA/DoE in close collaboration with CISED. Provision of the technical assistance regarding the Project, lies with CISED. To coordinate project activities CISED will appoint a CISED Project Coordinator who will coordinate all support from Denmark including coordination with DMFA. On the Tibetan side, a DoE Project Coordinator will be appointed to coordinate all activities with involved sections of DoE and the five organizations responsible for administering the Tibetan schools (STSS, CTSA, TCV, SLF and THF).

The Project will be implemented over a four-year period from September 2021 to August 2025. The first four months will be an Inception Phase where Work Plans for the full project duration will be prepared and

detailed for the first year. During this period a strategy for 'School Consolidation Plan' and 'Reviews of Class VI & VII social science textbooks and Class VI science textbook' will be drafted and approved.

The main objective of the 'School Consolidation Plan' will be to continue leveling the capacity of the Tibetan School System with the expected enrollment of students. The strategy will reflect an assessment of the present total capacity of the Tibetan School System and relate this to the expected enrollment over the coming years in the identified schools for consolidation.

The reviews will feed into the further work on improving the quality of curricula as well as textbooks.

In addition to the above documents, three annual progress reports will be prepared, namely in April 2023 covering the first 16 months of project implementation, in April 2023 covering the second full year of implementation, and in April 2024 reflecting the third full year of implementation. The Study of Achievement as well as the Completion Report (see Danida Guideline) will replace the Annual Progress Report of the fourth year of implementation. Provided that COVID-19 travel restrictions allow it is expected that the CISED Project Coordinator will visit the project area at least six times.

All work plans, including ToR for studies and monitoring visits, will be prepared by the two Project Coordinators and approved by CISED and DoE following their normal procedures.

## 7. Financial Management

The parties will strive for full alignment of the Danish support to the implementing partner rules and procedures, while adhering to the minimum requirements as stipulated in the Ministry of Foreign Affairs' Guidelines for Programmes and Projects that must be considered an integral part of this agreement.

### 7.1 Procurement of goods and services

All procurement including printing of books and other material, procurement of consultants, procurements of construction enterprises etc. will follow CTA/DoE's procurement rules (which are in line with international procurement rules). Flight tickets are always on economy class. Per diem for international staff is based on Danida standards, while CTA/DoE staff will follow CTA rules.

### 7.2. Transfer of funds

All funds from DMFA will be disbursed to CISED who will then transfer funds to the DoE. It is expected that funds will be disbursed annually based on detailed work plans and budgets. The funds shall be kept separate from other funds covering other activities. CISED (and DoE) shall open a special bank account for this purpose only. CISED must return a letter or email with acknowledgement of receipt of funds. The same will be the case when CISED transfers funds to DoE.

Any loss due to the variation of exchange rates between the grant in DKK and the INR must be covered within the grant.

### 7.3 Accounting requirements

Accounts shall be kept in accordance with internationally accepted accounting principles and the organisations must follow the basic four-eye principles for all payments.

The accounts shall at all-time be kept updated according to international standards. The accounts shall be drawn up to the same level of detail as is done in the budget. The total budget cannot be exceeded and shall be used for the agreed purposes only.

#### 7.4 Financial administration reporting requirements

Financial administration and reporting shall be in accordance with the Danida administrative guidelines of 31 March 2021 (Retningslinier for Tilskudsforvaltning gennem danske Civilsamfundsorganisationer – not yet available in English). CISED carries the overall responsibility for administration and reporting according to the guidelines.

## 8. Monitoring and Evaluation

Monitoring will follow the principles defined in Chapter 6.

A project completion report shall be submitted to the DMFA/ALO no later than end February 2026.

DMFA shall have the right to carry out any technical or financial mission that is considered necessary to monitor the implementation of the Project. To facilitate the work of the person or persons instructed to carry out such monitoring missions, the DMFA/ALO shall provide these persons with all relevant assistance, information, and documentation.

After the termination of the project support the DMFA reserves the right to carry out evaluation in accordance with this article.

Representatives of the Auditor General of Denmark shall have the right to:

- i) Carry out any audit or inspection considering necessary as regards the use of the Danish funds in question, on the basis of all relevant documentation,
- ii) Inspect accounts and records of suppliers and contractors relating to the performance of the contract, and to perform a complete audit

## 9. Anti-corruption Clause

No offer, payment, consideration or benefit of any kind, which could be regarded as an illegal or corrupt practice, shall be made, promised, sought or accepted - neither directly nor indirectly - as an inducement or reward in relation to activities funded under this agreement, incl. tendering, award, or execution of contracts. Any such practise will be grounds for the immediate cancellation of this agreement and for such additional action, civil and/or criminal, as may be appropriate. At the discretion of the DMFA, a further consequence of any such practise can be the definite exclusion from any projects funded by the DMFA.

## 10. Child Labour Clause

The authority, organisation and/or consultant shall abide by the local laws and by applicable international instruments, including the UN Convention on the Rights of the Child and International Labour Organisation conventions.

## 11. PSEAH clause

The parties agree to actively prevent sexual exploitation, abuse and harassment (PSEAH)<sup>[1]</sup>, and to ensure, in the best possible way, that the intervention is carried out in an environment free of all kinds of exploitation, abuse and harassment, sexually or otherwise, especially in the case of particularly vulnerable groups.

## 12. Transfer of Ownership

The implementing partners responsible for the implementation of project shall maintain updated inventories of all equipment financed by earmarked support from Government of Denmark, e.g. vehicles, computers, furniture and tools.

Equipment, material, supplies and facilities purchased by Denmark, which are used during the implementation of the programme, e.g. vehicles, computers, furniture and tools, remain the property of Denmark, until such time as the Parties may agree otherwise.

Transfer of ownership of the above-mentioned assets to the implementing partners may take place during the programme period. Before programme termination, the Parties will assess and agree on final transfer of such assets, which can be justified on the basis of a final request from the implementing partners. Any remaining assets will be disposed of by Denmark.

## 13. Suspension

In case of non-compliance with the provisions of this Agreement and /or violation of the essential elements mentioned in this Agreement DMFA reserves the right to suspend with immediate effect further disbursements to the implementing partners under this Agreement.

## 14. Entry into Force, Duration and Termination

This Agreement shall enter into force on the date of signing.

The cooperation between the Parties under this Agreement will have the duration of 48 months. The duration of the cooperation may be extended by mutual agreement and within the agreed budget.

Notwithstanding the previous clause each Party may terminate the Agreement upon 6 months written notice.

### Signatures

Date: Central Tibetan Administration / Department of Education

Date Community for International Cooperation in Education and Development

## Annex 1: Brief Presentation of Partners

### **The Central Tibetan Administration (CTA)/Department of Education (DOE) – Dharamsala, India.**

Department of Education is one of the seven main departments of the executive organ of the Central Tibetan Administration (CTA) based in Dharamsala, India. It was established in 1960 to look after the educational affairs of the Tibetan administration and community in exile. After coming into exile in 1959, His Holiness the XIV Dalai Lama had given top priority to education and requested the then Indian Prime Minister Pandit Jawaharlal Nehru for establishing separate schools for Tibetan refugee children.

The heart purpose of establishing separate schools for Tibetans in India was for provision of quality modern education and preservation of the Tibetan language and culture at the same time. This idea is commonly referred to as the twin-object of the Tibetan schools in exile and became the heart and soul of the Tibetan education policy. The overall level of success towards that object over the past 58 years has remained remarkably high. The Department of Education currently oversees 64 Tibetan schools – excluding the pre-primary sections and private schools – in India and Nepal under different autonomous administrative bodies. There are around 16,553 students and 2,154 staff members in these schools. The autonomous school administrative bodies include: Central Tibetan Schools Administration (6 schools under Government of India) Tibetan Children's Villages (16 schools), Tibetan Homes Foundation (4 schools), Sambhota Tibetan Schools Society (29 schools), and Snow Lion Foundation (9 schools in Nepal)

### **Community for International Cooperation in Education and Development (CICED)**

CICED's mission is:

- to support the development of vibrant civil society locally, nationally and globally;
- to support better education, improved social conditions and health care in poor and low-income countries and among vulnerable and marginalized communities,

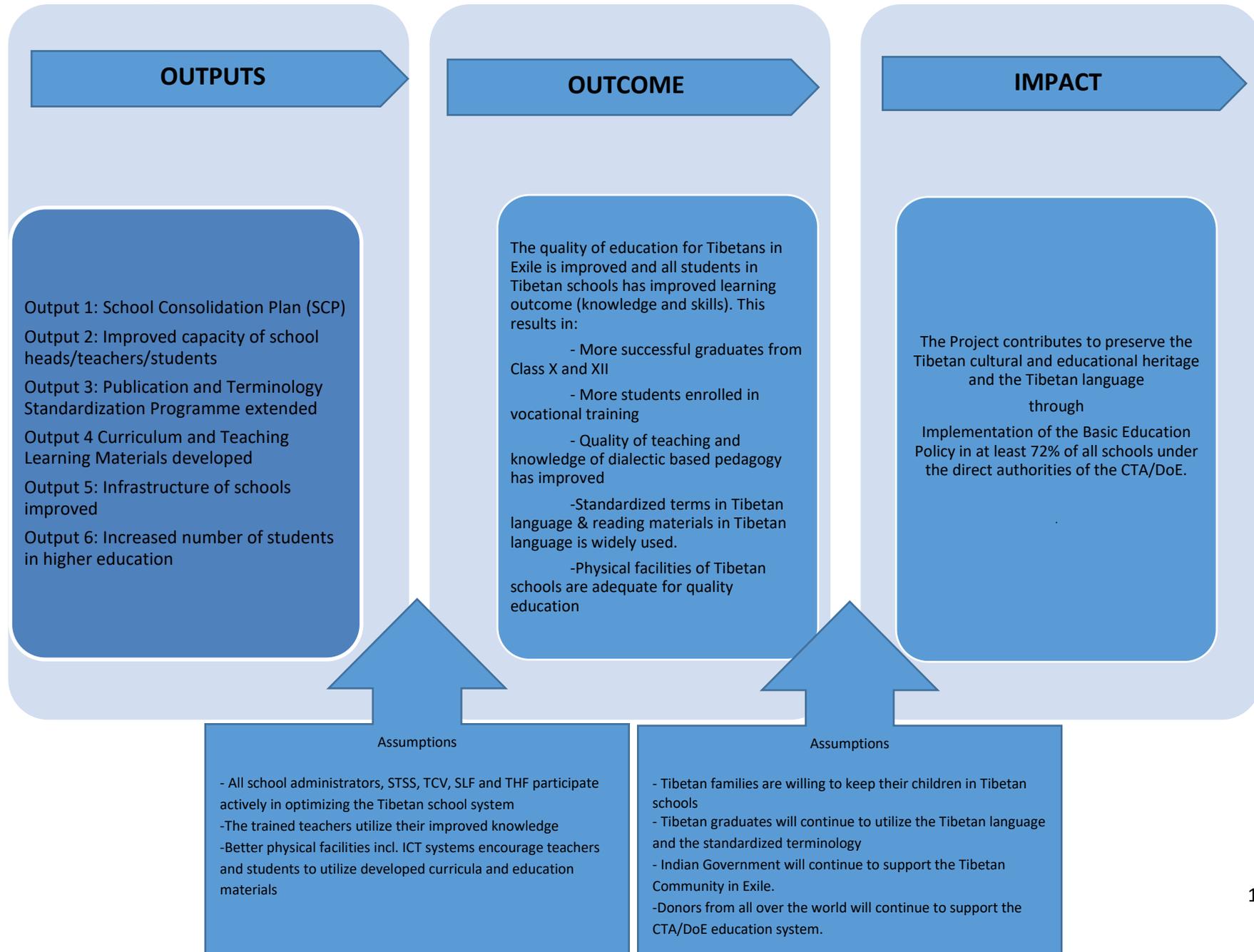
CICED's activities date back to 1992 when the then Royal Danish School of Educational Studies was engaged by DANIDA to manage large-scale support programs for Mongolia's education sector reform. CICED is still working in Mongolia, now with its NGO-partner Mongolian Association for Primary and Secondary School Development. In November 2010 CICED transferred from a center under a Danish higher education institution to become an independent Danish civil society organization. Since the mid-90s CICED also worked extensively in designing, implementing and evaluating education sector reform programs. and other education development projects in Afghanistan, Bolivia, Eritrea, Ethiopia, India/Tibetans-in-Exile, Kenya, Laos, Nepal, Tanzania, Uganda and Zambia. CICED staff have, over the years, facilitated and led in excess of five hundred workshops and consultancy missions. CICED work with NGO-partners in developing countries with a focus on capacity building, advocacy and service-deliveries reflecting the dynamic concept of 'the change triangle'.

CICED has been contracted by the Danish Ministry of Foreign Affairs to facilitate implementation of Phase IV of the Danish Support to Education for Tibetans-in-Exile, and with the good and close partnership CICED has with CTA/DoE it is justified that the two partners will continue in Phase V.

**Summary of key partner features**

<b>Partner name</b> <i>What is the name of the partner?</i>	<b>Core business</b> <i>What is the main business, interest and goal of the partner?</i>	<b>Importance</b> <i>How important is the project for the partner's activity-level (Low, medium, high)?</i>	<b>Influence</b> <i>How much influence does the partner have over the project (low, medium, high)?</i>	<b>Contribution</b> <i>What will be the partner's main contribution?</i>	<b>Capacity</b> <i>What are the main issues emerging from the assessment of the partner's capacity?</i>	<b>Exit strategy</b> <i>What is the strategy for exiting the partnership?</i>
Central Tibetan Administration (CTA)/ Department of Education (DOE)	Effective overall Educational management of Tibetan schools in the exile community	High	High	All staff from DoE will be involved in the project management and the implementation of the project activities	<p><b>Strength:</b> Long time experience in Educational management of Tibetan schools.</p> <p><b>Weaknesses:</b> The CTA/DOE are largely dependent on donations from outside Tibetan exile community.</p> <p><b>Opportunities</b> To create a system of education combining traditional Tibetan education with a modern approach to learning and teaching.</p> <p><b>Threats:</b> The Tibetan exile community is dependent on the acceptance by the Indian government for continuous stay in India.</p>	<p>All activities of the project are implemented by CTA/DoE and following strategies and plans of CTA/DoE. Capacity building and support to infra-structure improvement remain sustainable.</p> <p>All Danish funds are fully integrated in work plans of DoE.</p> <p>A plan for phasing out salaries paid through the project of DoE staff will be prepared by DoE.</p> <p>In case the Project is not continued after 2021, no special requirements are envisaged.</p>

## Annex 2: Theory of Change



## Annex 3: Budget Details

### Tentative budget as per Danish Financial Year – in DKK

	2021 Sep. – Dec.	2022	2023	2024	2025 Jan-Aug	Total DKK 000
<b>Output 1:</b> School Consolidation Plan	0	4,185	125,550	125,550	0	255,285
<b>Output 2:</b> Improved capacity of head teachers/teachers/students	280,395	707,265	577,530	552,420	338,985	2,456,595
<b>Output 3:</b> Publication & Terminology standardization	4,185	362,421	370,791	362,421	358,236	1,458,054
<b>Output 4:</b> Curriculum & teaching materials	531,654	619,539	514,922	468,887	146,475	2,281,479
<b>Output 5:</b> Infrastructure	83,700	479,601	0	313,875	0	877,176
<b>Output 6:</b> Increased number of students in higher education	209,250	209,250	209,250	0	0	627,750
<b>Sub Total 1</b>	<b>1,109,184</b>	<b>2,382,261</b>	<b>1,798,043</b>	<b>1,823,153</b>	<b>843,696</b>	<b>7,956,339</b>
<b>Contingency</b>	59,673	119,345	119,345	119,345	59,673	477,380
<b>Sub-total 2</b>	<b>1,168,857</b>	<b>2,501,606</b>	<b>1,917,388</b>	<b>1,942,498</b>	<b>903,369</b>	<b>8,433,719</b>
Other costs (reviews, project monitoring, technical assistance, travel costs, audit reports).	178,068	178,068	178,068	178,068	253,068	890,340
Project administration	0	147,922	147,922	147,922	147,922	590,360
<b>Grand Total in DKK</b>	<b>1,346,925</b>	<b>2,827,667</b>	<b>2,243,449</b>	<b>2,268,559</b>	<b>1,304,633</b>	<b>9,989,419</b>

## Annex 4: Risk Management Matrix

### Contextual risks

Risk Factor	Likelihood	Impact	Risk response	Residual risk	Background to assessment
Government of India may change their liberal policy towards Tibetans in Exile	Unlikely	Major	CTA will appeal to the Indian Authorities to continue their support for the preservation of Tibetan culture & educational heritage in exile	Mobilization of International support for India to continue liberal policy towards the Tibetans-in-Exile	The political situation among states in the region may lead to a situation where India changes its present policies towards Tibetans—in-exile.
Government of Denmark may change its policies towards the Tibetan in Exile community	Unlikely	Major	CTA will appeal to the Danish Authorities to continue their support for the preservation of Tibetan culture & educational heritage in exile.	Risk may be reduced by close communication with Denmark.	The political situation in Denmark may change
It may be difficult to CTA/DoE to attract sufficient number of donors for financing education policy	Likely	Major	CTA/DoE will continue its strong communication with existing and potential donors and persuade them to support education.	Possible other avenues for financing of education will be investigated as part of the “Optimization Strategy”	A decline in donor support has been experienced during recent years.

### Programmatic risks

Risk Factor	Likelihood	Impact	Risk response	Residual risk	Background to assessment
Shortage of manpower may affect both momentum and outcome of the project	Likely	Major	CTA/DOE will immediately take action and announce for qualified applicants	Risk may be reduced by a formulated retaining programme and possibility for further education	Young Tibetans are tempted to travel abroad to find jobs possibilities outside India. Salary level for Tibetan manpower is low.
Decline in enrolment to Tibetan schools may continue	Likely	Major	CTA/DoE will continue to make Tibetan schools	Special efforts, e.g. support national eligibility test and cert-	From 2018 to 2021 enrolment has declined and the

and affect sustainability			attractive to Tibetan families in exile by delivering quality education, and work to improve the socio-economic conditions for Tibetan families in exile and thus try to turn around the declining birth-rate as well as the increasing out-migration, cf. the Five-Fifty strategy.	programme and common interest will be made to ensure that graduates from Tibetan schools can manage well in the Indian society.	trend seems to continue. Decline in enrolment is caused by factors outside the influence of this project, i.e. no new students from Tibet, birth-rate decline, and out-migration from India
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#### Institutional risks

Risk Factor	Likelihood	Impact	Risk response	Residual risk	Background to assessment
Misuse, corruption and fraud by local school managements and local private enterprises	Unlikely	Major	CTA/DOE will immediately take action and replace managements.  Zero tolerance for corruption  Monitor the situation closely	Risk may be reduced by close monitoring by the CTA/DoE	Corruption and misuse of funds is rather common in India and could also happen in CTA/DoE managed schools.

## Annex 5: Process Action Plan (PAP)

Time line	Programme	Documentation
Min. 1 month prior to the head of unit's approval of the project	The project budget is inserted into the proposal for the Finance Act – hearing will be sent out by UGS (normally in February/March)	Done – Budget is in the Finance Act and can be released if DMFA approves the project.
February 2021	Process Action Plan developed	Done - Process Action Plan for project development up to signing of commitment is prepared
March 2018 – May 2018	Analysis started (as applicable)	DMFA contracted an External Advisor to prepare a Technical Review Report that will be ready by End May 2018
April-May 2021	Preparation of Project Document.  Project Document particularly designed for projects below 10 mill. DKK. which includes standard text on financial management, monitoring and evaluation, anti-corruption etc.	Draft Project Document including annexes will be ready for appraisal by end May 2018.
June-August 2021	<b>Internal appraisal</b>  Use checklist for appraisal for projects up to DKK 10 million	Project Document (below 10 mill. DKK version)  Checklist is signed by the appraising desk officer and management of the MFA unit and attached to the grant documents.
August 2021	<b>Presentation and approval by the head of department</b>	Appropriation note filled in + Project Document.
	Signing of legally binding agreement (commitment) with partner.	Project Document designed for projects below 10 mill. DKK. which includes standard text on financial management, monitoring and evaluation, anti-corruption etc.
	Book commitment in MFA's financial systems within budgeted quarter.	