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GPE GRANT NUMBER TF0B8583

*Global Partnership for Education Fund*

# Grant Agreement

(Second Additional Financing for  
the Rwanda Quality Basic Education for Human Capital Development Project)

between

REPUBLIC OF RWANDA

and

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

(acting as Grant Agent for the Global Partnership for Education Fund)

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**GPE GRANT NUMBER TF0B8583**

**GLOBAL PARTNERSHIP FOR EDUCATION FUND  
GRANT AGREEMENT**

AGREEMENT dated as of the Signature Date between REPUBLIC OF RWANDA (“Recipient”) and INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT (“Bank”), acting as grant agent for the Global Partnership for Education Fund.

WHEREAS (A) The Bank, acting as a grant agent for the Global Partnership for Education Fund, extended to the Recipient a grant from the Global Partnership for Education Fund, in an amount not to exceed nine million seven hundred twenty thousand United States Dollars (\$9,720,000) (the “GPE Additional Grant”) as additional financing to contribute to the financing of Part 4 of the Recipient’s Quality Basic Education for Human Capital Development Project (“Original Project”), pursuant to a Global Partnership for Education Fund Grant Agreement entered into between the Bank, acting as a grant agent for the Global Partnership for Education Fund, and the Recipient on a signature date as defined there in of May 20, 2020 (the “Original Grant Agreement”).

(B) The International Development Association (the “Association”) extended to the Recipient a credit in the amount of one hundred forty-five million two hundred thousand Special Drawing Rights (SDR 145,200,000) to contribute to the financing of Parts 1 to 3 of the Recipient’s Original Project pursuant to a financing agreement entered into between the Association and the Recipient on a signature date as defined therein of August 1, 2019 (the “IDA Financing Agreement”).

(C) Pursuant to an amendment to the Original Financing Agreement entered into between the Association and the Recipient on a signature date as defined therein of May 20, 2020, the scope of the Original Project was expanded to include a new Part 4 of the Original Project

(D) The Recipient has requested a second additional financing to contribute to the financing of additional activities to be implemented, to scale up its Original Project and complement it as described in Schedule 1 to this Agreement, including:

- (i) a credit and a grant from the Association (the “IDA Additional Financing”); and
- (ii) a grant from the Global Partnership for Education Fund.

The Recipient and the Bank hereby agree as follows:

**Article I**  
**Standard Conditions; Definitions**

- 1.01. The Standard Conditions (as defined in the Appendix to this Agreement) apply to and form part of this Agreement.
- 1.02. Unless the context requires otherwise, the capitalized terms used in this Agreement have the meanings ascribed to them in the Standard Conditions or in the Appendix to this Agreement.

**Article II**  
**The Project**

- 2.01. The Recipient declares its commitment to the objective of the project described in Schedule 1 to this Agreement (“Project”). To this end, the Recipient shall carry out the Project in accordance with the provisions of Article II of the Standard Conditions and Schedule 2 to this Agreement.

**Article III**  
**The Grant**

- 3.01. The Bank agrees to extend to the Recipient a grant in an amount not to exceed twenty-nine million and sixty-two thousand United States Dollars (\$29,062,000) (“Grant”) to assist in financing the Project.
- 3.02. The Recipient may withdraw the proceeds of the Grant in accordance with Section III of Schedule 2 to this Agreement.
- 3.03. The Grant is funded out of the abovementioned trust fund for which the Bank receives periodic contributions from the donors to the trust fund. In accordance with Section 3.02 of the Standard Conditions, the Bank’s payment obligations in connection with this Agreement are limited to the amount of funds made available to it by the donors under the abovementioned trust fund, and the Recipient’s right to withdraw the Grant proceeds is subject to the availability of such funds.

**Article IV**  
**Effectiveness; Termination**

- 4.01. This Agreement shall not become effective until evidence satisfactory to the Bank has been furnished to the Bank that:
  - (a) the execution and delivery of this Agreement on behalf of the Recipient have been duly authorized or ratified by all necessary governmental action;

- (b) the Recipient's Ministry of Public Service and Labor has approved the NESASPIU mandate, structure, and composition in a manner satisfactory to the Bank; and
  - (c) the Recipient has implemented the applicable material measures and actions, including preparing, carrying out consultation on, adopting and publicly disclosing relevant environmental and social assessment/management plans and instruments, set forth in the Environmental and Social Commitment Plan relating to effectiveness of the Project.
- 4.02. As part of the evidence to be furnished pursuant to Section 4.01(a), there shall be furnished to the Bank an opinion or opinions satisfactory to the Bank of counsel acceptable to the Bank or, if the Bank so requests, a certificate satisfactory to the Bank of a competent official of the Member Country, showing on behalf of the Recipient, that this Agreement has been duly authorized or ratified by, and executed and delivered on its behalf and is legally binding upon it in accordance with its terms.
- 4.03. Except as the Recipient and the Bank shall otherwise agree, this Agreement shall enter into effect on the date upon which the Bank dispatches to the Recipient notice of its acceptance of the evidence required pursuant to Section 4.01 ("Effective Date"). If, before the Effective Date, any event has occurred which would have entitled the Bank to suspend the right of the Recipient to make withdrawals from the Grant Account if this Agreement had been effective, the Bank may postpone the dispatch of the notice referred to in this Section until such event (or events) has (or have) ceased to exist.
- 4.04. Termination for Failure to Become Effective. This Agreement and all obligations of the parties under it shall terminate if it has not entered into effect by the date ninety (90) days after the date of this Agreement, unless the Bank, after consideration of the reasons for the delay, establishes a later date for the purpose of this Section. The Bank shall promptly notify the Recipient of such later date.

**Article V**  
**Recipient's Representative; Addresses**

- 5.01. The Recipient's Representative referred to in Section 7.02 of the Standard Conditions is the Recipient's minister responsible for finance.
- 5.02. For purposes of Section 7.01 of the Standard Conditions:
- (a) the Recipient's address is:  
  
Ministry of Finance and Economic Planning  
12 KN 3 Ave

P.O BOX 158  
Kigali, Rwanda; and

(b) the Recipient's Electronic Address is:

Telephone:

Fax:

+250 25 257 7581

+250 25 257 5756

E-mail:

info@minecofin.gov.rw

5.03. For purposes of Section 7.01 of the Standard Conditions:

(a) the Bank's address is:

International Bank for Reconstruction and Development  
1818 H Street, N.W.  
Washington, D.C. 20433  
United States of America; and

(b) the Bank's Electronic Address is:

Telex:

Facsimile:

248423 (MCI) or  
64145 (MCI)

+1 202 477 6391

AGREED as of the Signature Date.

**REPUBLIC OF RWANDA**

By:

*Uzziel Ndagijimana*

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Authorized Representative

Name: Uzziel Ndagijimana

Title: Minister of Finance and Economic Planning

Date: 30-Jun-2022

**INTERNATIONAL BANK FOR  
RECONSTRUCTION AND DEVELOPMENT  
(acting as acting as Grant Agent for the Global Partnership  
for Education Fund)**

By:

*Rolande Pryce*

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Authorized Representative

Name: Rolande Pryce

Title: Country Manager

Date: 30-Jun-2022

## **SCHEDULE 1**

### **Project Description**

The objectives of the Project are to improve teacher competency and student retention and learning in basic education.

The Project consists of the following parts:

#### Part 1. Enhancing Teacher Effectiveness for Improved Student Learning

1. Improve teachers' English language proficiency and digital skills through the development and delivery of facilitated online courses and assessments. This includes (a) providing self-study and face-to-face training and mentoring on English language and digital skills, (b) supporting development and review of English language course materials, (c) reviewing digital literacy course material currently used in the country, (d) creating digital versions of the English language and digital literacy course materials and assessments, (e) providing printed version of course materials to school libraries; (f) strengthening the electronic platform owned by REB to host the online courses, and (g) providing teachers with laptops for easy and continued access to online trainings and teaching and learning materials.
2. Support professional development of math and science teachers in upper primary through lower secondary schools by: (a) modernizing instructional tools for teaching mathematics and science, including use of high-quality scripted lessons for students, provision of complementary inputs such as laptop computers, projectors and science kits, and use of virtual science laboratories and project-based learning; and (b) enhancing teacher content knowledge and pedagogical practice, including use of a package of instructional tools and training of teachers, as well as instructional leaders to support teachers.
3. (a) Strengthen the preparation of pre-service teachers in Teacher Training Colleges ("TTCs") by: (i) enhancing the capacity of TTC leaders and TTC teachers (tutors) through workshops, online courses and assessments, and enhanced tutor evaluation practices; (ii) enhancing TTC student learning and preparation through development and dissemination of new curriculum textbooks, establishment of a language and digital skills mentor program, provision of quality practical training, and improved formative assessment strategies; (iii) improving teaching and learning environment within the TTCs, including (A) construction and renovation of physical infrastructure of TTCs, and (B) provision of basic ICT facilities, science laboratories, equipment and teaching and learning materials, and provision of an essential package for gender sensitive teaching and learning; and (iv) strengthening communities of practice across TTCs through establishment of a system of institutional peer review

and feedback, a TTC peer-learning journal, and a national conference for innovative teaching and learning practices.

- (b) Develop model schools to support innovative instructional practices by:
  - (i) building the capacity of model schools to develop innovative teaching and learning practice through (A) provision of training to strengthen management and instructional capacity, (B) development of communities of practice, study visits for school leaders and teachers to learn from best practice, (C) development of an essential package encompassing gender sensitive teaching and learning and establishing coding clubs for boys and girls, (D) improvement of infrastructure and facilities, and (E) provision of materials for students with special needs; (ii) supporting TTC students through mentoring and coaching, joint lesson plan and assessment development, observations, co-teaching, and improved formative assessment strategies; and (iii) disseminating innovative teaching and learning practices to other schools in the country through development and sharing of model lessons across various platforms, hosting of teachers from other schools for observations and workshops, performing outreach to other schools, and participation in national symposium on teaching and learning.

- 4. Strengthen pedagogical competency of newly recruited uncertified teachers, by finalizing training modules and curating proven resources to develop handbooks, lesson plans and audio-visual lessons for training new teachers, and delivering training sanctioned by certification exams as part of the regular continuous professional development offering to teachers across the grade levels from pre-primary through secondary. These trainings will include both face to face training through school-based coaching and mentorship and training through e-learning platform's blended learning models, on instruction and pedagogy to develop skills, knowledge and attitudes for teaching at the right level with knowledge-based classroom management practices.

## Part 2. Improving the School Environment to Support Student Learning

- 1. Reduce overcrowding and distance to schools by: (a) constructing additional classrooms, including latrines and equipping classrooms with furniture to improve the learning environment in existing schools; (b) constructing new schools for pre-primary and primary grades; (c) providing support for the development of a national school construction and maintenance strategy, and (d) supporting construction site assessments and safeguards measures required for compliance with environment and social standards, and (e) supplying and installing rainwater harvesting tanks and constructing retaining walls to address the risks of heavy rain and floods, as well as to supply non-potable water for the schools .



2. Enrich early learning environment by: (a) developing and broadcasting disability inclusive audio-visual programs for early learning (pre-primary to grade 3 of primary), including radio, and on-line and off-line platforms; and (b) providing a basic package of teaching and learning materials for pre-primary classes.
3. Support gender sensitive teaching and learning environment by: (a) developing a school-wide gender sensitive teaching and learning environment in model schools through provision of training for school leaders, teachers, students, and staff and setting up student clubs to discuss key gender-related topics; and (b) supporting behavior change communication around key education issues related to gender across the country through various national platforms

### Part 3. Developing institutional capacity to strengthen teaching and learning

1. Support quality assurance systems by: (a) improving quality of candidates entering the teaching profession at the primary level through establishment of national teacher standards and improving national teacher recruitment policy; (b) supporting capacity development at NESA in strengthening the school inspection system by completing digitization of school inspection system, providing training to inspectors to support teachers and facilitate useful feedback, and facilitating transport for frequent and timely inspection activities, (c) strengthening the national learning assessment system and strategy, including conducting a technical review of learning achievement in Rwandan schools and improving assessment instruments; and (d) delivering an internationally comparable student learning assessment.
2. Strengthen Project management, implementation and monitoring capacity of (a) MINEDUC-SPIU; (b) REB-SPIU; and (c) NESA-SPIU; including in each case, financing of Incremental Operating Costs and SPIU staff cost (including engineers and social and environment staff based at the district level), and provision of consultants' services, goods (such as equipment and furniture) and Training to the SPIU, as well as provision of technical assistance for Project planning, monitoring and evaluation, financial management, procurement, and compliance with environment and social standards.

### Part 4. Accelerating Learning and Building Resilience

1. Facilitate the continuation of student learning while also generating systemic resilience to future disruptions, through: (a) the expansion of remote learning opportunities for students and teachers during school closure and beyond through radio broadcasting of lessons aligned to the competency-based curriculum; (b) the promotion of the development and use of alternative audio-visual materials on national television and the REB youtube channel; (c) the strengthening of the use of REB e-learning platform for students and teachers to access different subject textbooks, lessons and assessments; (d) the adoption of mobile phone technology

to enable communication between REB and teachers, and with parents, for regular communication of messages around the use of the available remote learning options; (e) the establishment of sustainable and inclusive remote learning and sensitization opportunities during and beyond school closure, and encompassing disease control and prevention, continued professional development of teachers, safe back-to-school campaign, gender and disability sensitization campaign, and parent and community engagement in student learning; and (f) the carrying out of quick assessments of student learning to track progress.

2. Supplement school grants to eligible schools for the financing of: (a) soaps and hand-washing facilities adaptive to persons with disabilities to schools; (b) scholastic materials to schools for children; (c) targeted nutrition support for at least three months; (d) the organization of parent and community mobilization activities to ensure students' return to school; and (e) the establishment of remedial programs for students at risk of repetition and dropping out.
3. Support a sustainable recovery and accelerated learning program with teaching and learning materials, by: (a) providing learning recovery programs to all pupils at the lower primary level for foundational subjects (English, Math, and Kinyarwanda) in all schools, using evidence-based approaches and focused instructions to teach foundational skills, and supporting such program's implementation and monitoring arrangements; (b) carrying out classroom assessments of group pupils according to instructional needs; (c) designing clear and easy to follow instructional plans for teachers; and (d) providing textbooks and supplementary readers in English, Math, and Kinyarwanda to all children at primary level.

#### Part 5. Contingent Emergency Response

Provision of immediate response to an Eligible Crisis or Emergency, as needed.

## **SCHEDULE 2**

### **Project Execution**

#### **Section I. Implementation Arrangements**

##### **A. Institutional Arrangements.**

##### **1. Steering Committee**

- (a) The Recipient shall maintain throughout the period of implementation of the Project, the Steering Committee with composition and mandate acceptable to the Bank.
- (b) Without limitation to Section I.A.1(a) of this Schedule, the Steering Committee shall:
  - (i) be responsible for providing guidance, overseeing, and reviewing progress of implementation of the Project; and
  - (ii) be headed by high level representatives of agencies participating in the implementation of the Project, their respective SPIUs, and representatives of the Recipient's Ministries responsible for finance, local government, infrastructure, Rwanda Development Board, Rwanda Information Society Authority, Rwanda Housing Authority, University of Rwanda, National Child Development Agency, and other relevant institutions that might be appropriate as further detailed in the POM.

##### **2. MINEDUC-SPIU**

- (a) The Recipient shall maintain throughout the period of implementation of the Project, the MINEDUC-SPIU with terms of reference and resources acceptable to the Bank, including staff in adequate number and each with terms of reference, qualifications and experience acceptable to the Bank.
- (b) Without limitation to Section I.A.2(a) of this Schedule, the MINEDUC-SPIU shall:
  - (i) be responsible for: (A) overseeing overall coordination of the Project's activities, including administration and financial management, internal audit, disbursement, procurement, monitoring and evaluation, planning operations, human resource management, environmental and social matters, and communication under the Project, and consolidation of planning and reporting, all in collaboration with and with inputs from the

other SPIUs; and (B) coordinating, implementing and supervising school construction and compliance with related environmental and social requirements, under Parts 1.3(a)(iii)(A), 1.3(b)(i)(D), 2.1 and 4.2 of the Project, and coordinating, implementing and supervising Part 3.2(a) of the Project (collectively, the “MINEDUC Parts of the Project”); and

- (ii) no later than July 30, 2022, recruit to the MINEDUC-SPIU a human resource and logistics specialist, and a gender specialist with such qualifications and under terms of reference acceptable to the Bank, and in accordance with the provisions of the Procurement Regulations.

3. REB-SPIU

- (a) The Recipient shall maintain throughout the period of implementation of the Project, the REB-SPIU with terms of reference and resources acceptable to the Bank, including staff in adequate number and each with terms of reference, qualifications, and experience acceptable to the Bank.
- (b) Without limitation to Section I.A.3(a) of this Schedule, the REB-SPIU shall:
  - (i) be responsible for coordinating, implementing and monitoring quality basic education activities under Parts 1.1, 1.2, 1.3(a) except 1.3(a)(iii)(A), 1.3(b) except 1.3(b)(i)(D), 1.4, 2.2 and 2.3, 4.1 and 4.3 of the Project, coordinating, implementing and monitoring Part 3.2(b) of the Project and providing inputs and collaborating with the MINEDUC SPIU (collectively, the “REB Parts of the Project”); and
  - (ii) no later than September 15, 2022, recruit to the REB-SPIU a pedagogy and remediation specialist, with such qualifications and under terms of reference acceptable to the Bank, and in accordance with the provisions of the Procurement Regulations.

4. NESA-SPIU

- (a) No later than August 30, 2022, the Recipient shall establish and thereafter maintain throughout the period of implementation of the Project, the NESA-SPIU with terms of reference and resources acceptable to the Bank, including staff in adequate number and each with terms of reference, qualifications and experience acceptable to the Bank.

- (b) Without limitation to Section I.A.4(a) of this Schedule, the NESASPIU shall:
  - (i) be responsible for coordinating, implementing and monitoring the system quality assurance and learning assessment under Parts 3.1, coordinating, implementing and monitoring 3.2(c) of the Project, and providing inputs and collaborating with the MINEDUC SPIU (collectively, the “NESASPIU Part of the Project”), all in accordance with the provisions of the Memorandum of Understanding, to be entered into not later than July 15, 2022, between NESASPIU and MINEDUC; and
  - (ii) be composed of key staff as further detailed in the POM and under Section III.B1.(b)(ii) of Schedule 2 to this Agreement.

5. Education Sector Working Group

To facilitate the implementation of Part 4 of the Project, the Recipient shall ensure that REB-SPIU and MINEDUC-SPIU collaborate with the Education Sector Working Group

**B. Manuals**

1. The Recipient shall:

- (a) no later than July 15, 2022, revise, in form and substance acceptable to the Bank, adopt, implement and cause the Project to be implemented in accordance with the Project Operations Manual (“POM”), which contains detailed guidelines, methods and procedures for the implementation of the Project, including: (i) Project description and roles and responsibilities; (ii) administration and coordination; (iii) budget and budgetary control; (iv) disbursement procedures and banking arrangements; (v) financial, procurement and accounting procedures; (vi) internal control procedures; (vii) accounting system and transaction records; (viii) reporting requirements; (ix) audit arrangements; (x) corruption and fraud mitigation measures; (xi) environment and social safeguards requirements; and (xi) such other arrangements and procedures as shall be required for the effective implementation of the Project; and
- (b) no later than July 15, 2022, revise, in form and substance acceptable to the Bank, adopt, implement and cause the Project to be implemented in accordance with the Construction Operation Manual (“COM”) which contains detailed guidelines, methods and procedures for construction activities to be carried out under the Project.

2. The Recipient shall ensure that the POM and the COM are not assigned, amended, abrogated or waived without the prior written approval of the Bank.
3. In case of any conflict between the terms of either of the POM and the COM and those of this Agreement, the terms of this Agreement shall prevail.

**C. Environmental and Social Standards.**

1. The Recipient shall ensure that the Project is carried out in accordance with the Environmental and Social Standards, in a manner acceptable to the Bank.
2. Without limitation upon paragraph 1 above, the Recipient shall ensure that the Project is implemented in accordance with the Environmental and Social Commitment Plan (“ESCP”), in a manner acceptable to the Bank. To this end, the Recipient shall ensure that:
  - (a) the measures and actions specified in the ESCP are implemented with due diligence and efficiency, as provided in the ESCP;
  - (b) sufficient funds are available to cover the costs of implementing the ESCP;
  - (c) policies and procedures are maintained, and qualified and experienced staff in adequate numbers are retained to implement the ESCP, as provided in the ESCP; and
  - (d) the ESCP, or any provision thereof, is not amended, repealed, suspended or waived, except as the Bank shall otherwise agree in writing, as specified in the ESCP, and ensure that the revised ESCP is disclosed promptly thereafter.
3. Without limitation upon the provisions of paragraph 2 immediately above, if ninety (90) days prior to the Closing Date, the Bank determines that there are measures and actions specified in the ESCP which will not be completed by the Closing Date, the Recipient shall, and shall cause the Project Implementing Entity to: (a) not later than sixty (60) days before the Closing Date, prepare and present to the Bank, an action plan satisfactory to the Bank on the outstanding measures and actions, including a timetable and budget allocation for such measures and actions (which action plan shall be deemed to be an amendment of the ESCP); and (b) thereafter, carry out said action plan in accordance with its terms and in a manner acceptable to the Bank.
4. In case of any inconsistencies between the ESCP and the provisions of this Agreement, the provisions of this Agreement shall prevail.
5. The Recipient shall ensure that:

- (a) all measures necessary are taken to collect, compile, and furnish to the Bank through regular reports, with the frequency specified in the ESCP, and promptly in a separate report or reports, if so requested by the Bank, information on the status of compliance with the ESCP and the environmental and social instruments referred to therein, all such reports in form and substance acceptable to the Bank, setting out, inter alia: (i) the status of implementation of the ESCP; (ii) conditions, if any, which interfere or threaten to interfere with the implementation of the ESCP; and (iii) corrective and preventive measures taken or required to be taken to address such conditions; and
  - (b) the Bank is promptly notified of any incident or accident related to or having an impact on the Project which has, or is likely to have, a significant adverse effect on the environment, the affected communities, the public or workers, in accordance with the ESCP, the environmental and social instruments referenced therein and the Environmental and Social Standards.
- 6. The Recipient shall establish, publicize, maintain and operate an accessible grievance mechanism, to receive and facilitate resolution of concerns and grievances of Project-affected people, and take all measures necessary and appropriate to resolve, or facilitate the resolution of, such concerns and grievances, in a manner acceptable to the Bank.
- 7. The Recipient shall ensure that all bidding documents and contracts for civil works under the Project include the obligation of contractors, subcontractors, and supervising entities to: (a) comply with the relevant aspects of ESCP and the environmental and social instruments referred to therein; and (b) adopt and enforce codes of conduct that should be provided to and signed by all workers, detailing measures to address environmental, social, health and safety risks, and the risks of sexual exploitation and abuse, sexual harassment and violence against children, all as applicable to such civil works commissioned or carried out pursuant to said contracts.

**D. Annual Work Plan and Budget**

- 1. Each year the Recipient shall prepare an annual work plan and budget (“AWPB”) for the Project (including Training and Incremental Operating Costs) and all sources of funds made available to the Original Project and the Project for each subsequent year of Project implementation, of such scope and detail as the Bank shall have reasonably requested, including evidence of compliance with the obligations contained in the ESCP and preparation of the Environmental and Social Instruments which may be needed for the implementation of the activities included in the AWPB.

2. For the adoption of the AWPB, the Recipient shall furnish to the Bank, as soon as available, but in any case, not later than April 1 of each year, the draft of the AWPB and the evidence referred to in paragraph 1 above, for their review and approval by the Bank, prior to its adoption by the Recipient. Without limitation to the foregoing provision, the Recipient shall adjust the AWPB prepared for the Original Project for the year during which this Agreement shall become effective, not later than one (1) month after the Effective Date, in order to include the additional activities to be implemented during the period covered by the AWPB using the Grant and the IDA Additional Financing.
3. Only the activities included in an AWPB expressly approved by the Bank are eligible to a financing from the proceeds of the Financing. An AWPB may be amended if needed during the period to which it relates, subject to the provision of the evidence referred to in paragraph 1 above and the non-objection of the Bank.
4. The Recipient shall ensure that the Project is carried out in accordance with the AWPB approved by the Bank.

## **Section II. Project Monitoring, Reporting and Evaluation**

### **A. Documents; Records**

In addition, and without limitation to the obligations set forth in Section 2.05 of the Standard Conditions, the Recipient shall ensure that:

- (a) all records evidencing expenditures under the Project are retained for seven years and six months after the Closing Date, such records to include: (i) this Agreement, all addenda thereof, and any amendments thereto; (ii) the Recipient's financial and narrative progress reports submitted to the Bank; (iii) the Recipient's financial information related to the Grant, including audit reports, invoices and payroll records; (iv) the Recipient's implementation documentation (including sub-agreements, procurement files, contracts, purchase orders); and (v) the corresponding supporting evidence referred to in Section 3.04 of the Standard Conditions; and
- (b) the representatives of the Bank are: (i) able to examine all records referred to above in paragraph (a); (ii) provided all such information concerning such records as they may from time to time reasonably request; and (iii) able to disclose such records and information to the Donor(s).



**B. Project Reports**

The Recipient shall ensure that each Project Report is furnished to the Bank not later than forty-five (45) days after the end of each calendar semester, covering the calendar semester.

**C. PBC Verification Arrangements**

Without limitation on the provisions of Part A and B of this Section II, the Recipient shall prior to each payment under the Eligible Expenditure Program carry out in accordance with the Verification Protocol, an assessment to determine the extent to which the PBC in respect of which payment is requested has been achieved. To this end, the Recipient shall:

- (a) vest in the Office of the Auditor General (OAG) the responsibility of undertaking the verification of compliance with PBC 1 and 4 which are set forth in the table in Schedule 3 to this Agreement;
- (b) cause the OAG to, not later than thirty (30) days, after the verification of compliance with PBC 1 and 4 has been completed, prepare and furnish to the Recipient and the Bank, a report on the results of said verification of compliance process of such scope and in such detail as the Bank shall reasonably request;
- (c) vest in the MINEDUC-SPIU in collaboration with Education Sector Working Group, the responsibility of undertaking the verification of compliance with PBC 2 and 3 which are set forth in the table in Schedule 3 to this Agreement; and
- (d) cause the MINEDUC-SPIU to, not later than thirty (30) days, after the verification of compliance with PBC 2 and 3 has been completed, prepare and furnish to the Recipient and the Bank, a report on the results of said verification of compliance process of such scope and in such detail as the Bank shall reasonably request.

**Section III. Withdrawal of Grant Proceeds**

**A. General**

1. The Recipient may withdraw the proceeds of the Grant in accordance with the provisions of: (a) Article III of the Standard Conditions; and (b) this Section; to finance Eligible Expenditures in the amount allocated and, if applicable, up to the percentage set forth against each Category of the following table:

<b>Category</b>	<b>Amount of the Grant Allocated (expressed in USD)</b>	<b>Percentage of Expenditures to be Financed (inclusive of Taxes)</b>
(1) (a) Goods, consulting services and Training under Parts 1.3(b)(D)(ii) and 1.4 of the Project	2,028,000	45.1%
(1) (b) Goods, consulting services and Training under Parts 1.1 and 4.3 (as detailed in the POM and excluding expenditures incurred under the Eligible Expenditure Program)	16,062,000	33.4%
(2) Goods, Works, consulting services and Training under Part 1.3(a) of the Project	1,972,000	5.6%
(3) Eligible Expenditure Program under:		
(a) Part 1.1 and Part 4.3 of the Project (except expenditures incurred under Category 1 and as listed in the POM),	7,000,000	100%
(b) Part 2.2 of the Project, and	1,000,000	100%
(c) Part 3.1 of the Project (except expenditures incurred under Category 3 and as listed in the POM).	1,000,000	100%
<b>TOTAL AMOUNT</b>	29,062,000	

**B. Withdrawal Conditions; Withdrawal Period**

1. Notwithstanding the provisions of Part A of this Section no withdrawal shall be made:
  - (a) Under Category 3(c) unless and until the Recipient has:

- (i) established and thereafter maintain throughout the Project, the NESASPIU with the mandate, staffing requirements and resources satisfactory to the Bank; and
    - (ii) appointed or recruited (as appropriate) to the NESASPIU (A) a Project coordinator, (B) financial management specialist, (C) procurement specialist, (D) a monitoring and evaluation specialist, all with such qualifications and under terms of reference acceptable to the Bank, and in accordance with the provisions of the Procurement Regulations.
  - (b) Under Category (3) unless and until the Recipient has furnished evidence satisfactory to the Bank, including verification reports from the verification agencies as indicated in part B.1, Section II of Schedule 2 to this Agreement, that: (i) payments have been made in accordance, and in compliance, with the procedures set forth in the Verification Protocol and in the Recipient's applicable laws and regulations; and (ii) the PBCs set forth in Schedule 3 for which payment is requested have been met and verified in accordance with the Verification Protocol.
2. Notwithstanding the provisions of paragraph 1(b) of this Part B, if the Bank shall determine based on the evidence provided by the Recipient under paragraph 1(b) of this Part B, that any PBCs have not been achieved or have been partially achieved by the end of the year during which such PBCs were scheduled to be met in accordance with Schedule 3 have not been met, the Bank may by notice to the Recipient:
- (a) withhold in whole or in part the amount of the Grant allocated to such PBCs;
  - (b) disburse in whole or in part the amount of the Grant allocated to such PBCs at any later time when such PBCs are met; and/or
  - (c) reallocate in whole or in part any amount of the Grant allocated to such PBCs to other Categories.
3. Notwithstanding the foregoing, if the Bank determines, at any time, that any portion of the amounts disbursed by the Recipient under Category (3) was made for reimbursement of expenditures that are not eligible or not in compliance with the provisions of paragraphs 1(b) of this Part B, the Recipient shall promptly refund any such amount to the Bank as the Bank shall specify by notice to the Recipient.
4. The Closing Date is July 31, 2026.

### SCHEDULE 3

#### Performance Based Conditions for Category (5) of the Withdrawal Table

Performance Based Condition	Action to be Completed	PBC Amount Allocated (expressed in USD)	Total Amount of the Financing Allocated (expressed in USD)
<b>(1) PBC #1</b> Share of female teachers (Pre-primary to S3) completing training on digital literacy	Under Part 1.1 of the Project, REB will train approximately 43,000 teachers on digital literacy. At least 55% of these teachers must be female to meet the condition by June 30, 2025.	4,000,000	4,000,000
<b>(2) PBC #2</b> Number of project-produced edutainment video episodes embedded with Rwandan sign language	Under Part 2.2 of the Project, REB will produce 178 educational cartoons. At least 48 should be embedded with Rwanda sign language to meet the condition, by June 30, 2025.	1,000,000	1,000,000
<b>(3) PBC #3</b> At least one round of LARS to be conducted with global proficiency benchmarks for English and Math at P3 and P6 level	Under Part 3.2 of the Project, NESAs will conduct LARS V in 2023 and LARS VI in 2025. At least one of these national learning assessments should be based on the Global Proficiency Framework for P3 and P6 to meet the condition, and no later than June 30, 2025.	1,000,000	1,000,000
<b>(4) PBC #4</b> Share of schools benefiting from timely delivery of P1	Under Part 4.3 of the Project, REB will distribute textbooks for P1 to P6 in foundational learning subjects in all	3,000,000	3,000,000

Kinyarwanda textbooks at the start of the new school year	schools. To achieve the condition of this PBC, at least 70% of the public and government-subsidized primary schools should receive the complete package of P1 Kinyarwanda textbooks. By "complete package" we mean that each of these 70% schools should have 1:1 student to textbook ratio for Kinyarwanda for P1 students in a school.		
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## **APPENDIX**

### **Definitions**

1. “AWPB” means an annual plan of the activities to be carried out during the period covered by the plan for the implementation of the Project (annual work plan), and a corresponding budget prepared, approved by the Bank and adopted by the Recipient in accordance with Section I.D of Schedule 2 to this Agreement.
2. “Anti-Corruption Guidelines” means, for purposes of paragraph 5 of the Appendix to the General Conditions, the “Guidelines on Preventing and Combating Fraud and Corruption in Projects Financed by IBRD Loans and IDA Credits and Grants”, dated October 15, 2006, and revised in January 2011 and as of July 1, 2016.
3. “Category” means a category set forth in the Disbursement Table.
4. “CERC Manual” means the manual referred to in Section I.C.1 of Schedule 2 to this Agreement, as such manual may be updated from time to time with the agreement of Bank.
5. “Construction Operation Manual” or “COM” means the construction operation manual dated December 19, 2019, adopted by the Recipient for the implementation of the Original Project, to be updated for the Project in accordance with Section I.B.1(b) of Schedule 2 to this Agreement, as the same may be amended further from time to time in accordance with Section I.B.2 of Schedule 2 to this Agreement.
6. “Contingent Emergency Response Part” means any activity or activities to be carried out under Part 5 of the Project to respond to an Eligible Crisis or Emergency.
7. “COVID-19” means the coronavirus disease caused by the 2019 novel coronavirus (SARS CoV-2).
8. “Disbursement Table” means the table in Section III.A of Schedule 2.
9. “Education Sector Working Group” means the education sector working group established under MINEDUC mandated to facilitate joint collaboration between MINEDUC and development partners for the implementation of the Recipient’s education sector strategic plans.
10. “Eligible Expenditure Program” and “EEPs” means specific pre-identified eligible expenditures of the Recipient acceptable to the World Bank and made in connection with Part 1.1, 2.2, 3.1 and 4.3 of the Project, namely consisting of the

following: goods, consultancy services, non-consultancy services and Incremental Operational Costs.

11. “Emergency Expenditures” means any of the eligible expenditures set forth in the CERC Manual referred to in Section I.D of Schedule 2 to this Agreement and required for the Contingent Emergency Response Part.
12. “Emergency Action Plan” means the plan referred to in Section I.E, detailing the activities, budget, implementation plan, and monitoring and evaluation arrangements, to respond to the Eligible Crisis or Emergency.
13. “Eligible Crisis or Emergency” means an event that has caused, or is likely to imminently cause, a major adverse economic and/or social impact to the Recipient associated with a natural or man-made crisis or disaster.
14. “Environmental and Social Commitment Plan” or “ESCP” means the environmental and social commitment plan for the Project, dated May 10,2022, as the same may be amended from time to time in accordance with the provisions thereof, which sets out the material measures and actions that the Recipient shall carry out or cause to be carried out to address the potential environmental and social risks and impacts of the Project, including the timeframes of the actions and measures, institutional, staffing, training, monitoring and reporting arrangements, and any environmental and social instruments to be prepared thereunder.
15. “Environmental and Social Standards” or “ESSs” means, collectively:  
(i) “Environmental and Social Standard 1: Assessment and Management of Environmental and Social Risks and Impacts”; (ii) “Environmental and Social Standard 2: Labor and Working Conditions”; (iii) “Environmental and Social Standard 3: Resource Efficiency and Pollution Prevention and Management”; (iv) “Environmental and Social Standard 4: Community Health and Safety”; (v) “Environmental and Social Standard 5: Land Acquisition, Restrictions on Land Use and Involuntary Resettlement”; (vi) “Environmental and Social Standard 6: Biodiversity Conservation and Sustainable Management of Living Natural Resources”; (vii) “Environmental and Social Standard 7: Indigenous Peoples/Sub-Saharan Historically Underserved Traditional Local Communities”; (viii) “Environmental and Social Standard 8: Cultural Heritage”; (ix) “Environmental and Social Standard 9: Financial Intermediaries”; (x) “Environmental and Social Standard 10: Stakeholder Engagement and Information Disclosure”; effective on October 1, 2018, as published by the Bank.
16. “Incremental Operating Costs” means the reasonable incremental costs, as shall have been approved by the Bank in the Annual Work Plan and Budget, incurred by the Recipient, on account of Project administration, implementation, monitoring and supervision consisting of vehicle and motorcycle operation and maintenance, communication and insurance costs, banking charges, office rental

expenses, freight charges, office (and office equipment) maintenance, utilities, printing, non-durable goods, travel cost and *per diem* for Project staff for travel linked to the implementation, monitoring and supervision of the Project (but excluding consultants' services and salaries or top up of officials of the Recipient's civil service).

17. "IDA Additional Financing" means the financing from the International Development Association, provided or to be provided by International Development Association, to the Recipient for the financing of the Project.
18. "LEG" or "Local Education Group" means the local technical and financial partners for education made up of education development partners and civil society organizations.
19. "MINEDUC" means the Recipient's Ministry of Education, and any successor thereto.
20. "MINEDUC-SPIU" means the SPIU established in MINEDUC pursuant to section I.A (2) of Schedule 2 of the Original Grant Agreement
21. "NESA" means National Examination and School Inspection Authority.
22. "NESA SPIU" means the SPIU to be established by the Recipient in accordance with Section I.A.4(a) of Schedule 2 to this Agreement.
23. "Original Grant Agreement" means the agreement entered into between the Recipient and the Bank on May 20,2020 for the provision of Grant Number TF0B2791, for the financing of the Original Project.
24. "Original Project" means the set of activities described in Schedule 1 of the Original Grant Agreement, as amended from time to time prior to the Signature Date.
25. "Performance Based Condition" or "PBC" means with respect of Category (4), each of the conditions related to said Category as set forth in the table in Schedule 3 to this Agreement, and "Performance-Based Conditions" or "PBCs" means, collectively, more than one such Performance Based Condition or PBC.
26. "Procurement Regulations" means, for purposes of paragraph 85 of the Appendix to the General Conditions, the "World Bank Procurement Regulations for IPF Borrowers", dated November 2020.
27. "Project Operations Manual" or "POM" means the manual dated December 19, 2019, adopted by the Recipient for the implementation of the Original Project, to be updated for the Project in accordance with Section I.B.1(a) of Schedule 2 to this



Agreement, as the same may be amended further from time to time in accordance with Section I.B.2 of Schedule 2 to this Agreement.

28. “REB” means the Rwanda Education Board established pursuant to Law No.44/2010 published in the Official Gazette on January 14, 2011.
29. “REB-SPIU” means the SPIU established in REB pursuant to section I.A.1 of Schedule 2 of the Original Grant Agreement.
30. “Signature Date” means the later of the two dates on which the Recipient and the Bank signed this Agreement and such definition applies to all references to “the date of the Grant Agreement” in the Standard Conditions.
31. “SPIU” means a unit, referred to as a Single Project Implementation Unit, established in an agency implementing the Project.
32. “Standard Conditions” means the “International Bank for Reconstruction and Development and International Development Association Standard Conditions for Grant Financing Made by the Bank out of Trust Funds”, dated February 25, 2019.
33. “Steering Committee” means the committee established by the Recipient pursuant to section I.A.1 of Schedule 2 of the Original Grant Agreement.
34. “TTC” means teacher training college.
35. “Training” means the reasonable cost of training under the Project, as approved by the Bank in an Annual Work Plan and Budget, including costs associated with seminars, workshops, conference, and study tours, travel and subsistence costs for training participants, services of trainers, rental of training facilities, preparation and reproduction of training materials and other activities directly related to course preparation and implementation.