
GPE GRANT NUMBER TF0B2791

Global Partnership for Education Fund

Grant Agreement

Rwanda COVID-19 Education Response (GPE)

**(Additional Financing to the Rwanda Quality Basic Education for the
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)

GPE GRANT NUMBER TF0B2791

**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 (“World Bank”), acting as Grant Agent for the Global Partnership for Education Fund.

WHEREAS: (A) The Recipient, having been satisfied as to the feasibility and priority of the Project described in Schedule 1 to this Agreement (“Project”), has requested the Global Partnership for Education (GPE) to assist in the financing of Part 4 of the Project;

(B) by a financing agreement dated August 1, 2019 (the Financing Agreement), the International Development Association has agreed to make a credit (Credit No. 6475-RW) to the Recipient in the amount equivalent to one hundred forty-five million two hundred thousand Special Drawing Rights (SDR 145,200,000) to assist in financing Parts 1 through 3 of the Project on the terms and conditions set forth in the Financing Agreement; and

(C) WHEREAS the World Bank has agreed, on the basis, *inter alia*, of the foregoing, to extend the GPE Grant to the Recipient upon the terms and conditions set forth in this Agreement.

The Recipient and the World 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 Part 4.1 of the Project through REB and Part 4.2 through MINEDUC 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 World Bank agrees to extend to the Recipient a grant in an amount not to exceed nine million seven hundred twenty thousand United States Dollars (\$9,720,000) (“Grant”) to assist in financing Part 4 of 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 World Bank receives periodic contributions from the donors to the trust fund. In accordance with Section 3.02 of the Standard Conditions, the World 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
Recipient’s Representative; Addresses**

- 4.01. The Recipient’s Representative referred to in Section 7.02 of the Standard Conditions is its minister responsible for finance.
- 4.02. For purposes of Section 7.01 of the Standard Conditions:
 - (a) the Recipient’s address is:

Ministry of Finance and Economic Planning
P.O Box 158
Kigali
Rwanda; and
 - (b) the Recipient’s Electronic Address is:

Tel:	Facsimile:	E-mail:
+250 25 257 7581	+250 25 257 5756	info@minecofin.gov.rw

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

- (a) the World 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 World Bank's Electronic Address is:

Telex:	Facsimile:
248423 (MCI) or 64145 (MCI)	1-202-477-6391

E-mail:

rwandainfo@worldbank.org

AGREED as of the Signature Date.

REPUBLIC OF RWANDA

By:

Dr. Uzziel Ndagijimana

Authorized Representative

Dr. Uzziel Ndagijimana

Name: _____

Minister of Finance and Economic Planning

Title: _____

20-May-2020

Date: _____

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

By:

Yasser El-Gamal

Authorized Representative

Name: _____
Yasser El-Gamal

Title: _____
Country Manager

18-May-2020

Date: _____

SCHEDULE 1 **Project Description**

The objective of the Project is 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

- 1.1. Improve teachers' English language proficiency and digital skills through, *inter alia*, 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; and (f) strengthening the electronic platform owned by REB to host the online courses.
- 1.2. Support professional development of math and science teachers in upper primary through lower secondary schools by, *inter alia*: (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.
- 1.3. Strengthen the preparation of new teachers in Teacher Training Colleges ("TTCs") by, *inter alia*: (a) enhancing the capacity of TTC leaders and TTC teachers (tutors) through workshops, online courses and assessments, and enhanced tutor evaluation practices; (b) 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; (c) improving teaching and learning environment within the TTCs, including construction and renovation of physical infrastructure of TTCs, provision of basic ICT facilities, equipment and teaching and learning materials, and provision of an essential package for gender sensitive teaching and learning; and (d) 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.

- 1.4 Develop model schools to support innovative instructional practices by, *inter alia*: (a) building the capacity of model schools to develop innovative teaching and learning practice through provision of training to strengthen management and instructional capacity, development of communities of practice, study visits for school leaders and teachers to learn from best practice, development of an essential package encompassing gender sensitive teaching and learning, establishing coding clubs for boys and girls, improvement of infrastructure and facilities, and provision of materials for students with special needs; (b) supporting TTC students through mentoring and coaching, joint lesson plan and assessment development, observations, co-teaching, and improved formative assessment strategies; and (c) 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.

Part 2. Improving the School Environment to Support Student Learning

- 2.1. Reduce overcrowding and distance to schools by, *inter alia*: (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.
- 2.2. Enrich early learning environment by, *inter alia*: (a) developing 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.
- 2.3. Support gender sensitive teaching and learning environment by, *inter alia*: (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

- 3.1. Support quality assurance systems by, *inter alia*: (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) strengthening the school inspection system by completing digitization of school inspection system, providing training to inspectors to support

teachers and facilitate useful feedback; (c) strengthening the national learning assessment system and strategy, including conducting a technical review of LARS and improving assessment instruments; and (d) participating in regional or international student learning assessment.

- 3.2. Strengthen Project management, implementation and monitoring capacity including, 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 MINEDUC-SPIU and REB-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: Supporting the National COVID-19 Response for Continued Learning, Recovery, and Resilience in Education Sector

- 4.1. Activities aimed at facilitating the continuation of student learning while also generating systemic resilience to future disruptions, including:
 - (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 Rwanda Education Board (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.
- 4.2. Supplementing 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.

SCHEDULE 2

Project Execution

Section I. Implementation Arrangements

A. Institutional Arrangements

Steering Committee

1. The Recipient shall maintain during Project implementation, a Steering Committee to be responsible for providing guidance, overseeing, and reviewing progress of implementation of the Project, which committee shall have composition and mandate acceptable to the World Bank and be headed by high level representatives of agencies implementing the Project, their respective SPIUs, and representatives of MINECOFIN, Ministry of Local Government, Ministry of Infrastructure, Rwanda Development Board, Rwanda Information Society Authority, Rwanda Housing Authority, University of Rwanda, National Early Childhood Development Programme, and other relevant institutions that might be appropriate as further detailed in the POM.

MINEDUC-SPIU

2. The Recipient shall maintain during Project implementation, the MINEDUC-SPIU to be responsible, with respect to Part 4.2 of the Project, for overseeing overall coordination, administration and financial management, internal audit, disbursement, procurement, monitoring and evaluation, planning operations, environmental and social matters, and communication under said Parts, and composed of key staff, with qualifications and under terms of reference acceptable to the World Bank, and as further detailed in the POM.

REB-SPIU

3. The Recipient shall maintain during Project implementation, the REB-SPIU to be responsible, with respect to Part 4.1 of the Project, for overseeing coordination, administration and financial management, internal audit, disbursement, procurement, monitoring and evaluation, and planning operations for project activities under said Parts, and composed of key staff, with qualifications and under terms of reference acceptable to the World Bank, and as further detailed in the POM.

LEG

4. To facilitate the implementation of Part 4 of the Project, the Recipient shall ensure that REB-SPIU and MINEDUC-SPIU collaborate with LEG.

B. Manuals

Project Operation Manual

1. The Recipient shall revise, implement and cause the Project to be implemented in accordance with the Project Operations Manual (“POM”) setting out detailed guidelines, methods and procedures for the implementation of the Project, including: (a) Project description and roles and responsibilities; (b) administration and coordination; (c) budget and budgetary control; (d) disbursement procedures and banking arrangements; (e) financial, procurement and accounting procedures; (f) internal control procedures; (g) accounting system and transaction records; (h) reporting requirements; (i) audit arrangements; (j) corruption and fraud mitigation measures; (k) environment and social safeguards requirements; and (l) such other arrangements and procedures as shall be required for the effective implementation of the Project.

Construction Operation Manual

2. The Recipient shall implement the Project in accordance with the requirements of the COM.

Maintenance of POM and COM

3. The Recipient shall ensure that the POM and the COM are not assigned, amended, abrogated or waived without the prior written approval of the World Bank.
4. In case of any conflict between the terms of any of 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 World 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 World 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, and as further specified in the ESCP;
 - (b) sufficient funds are available to cover the costs of implementing the ESCP;
 - (c) policies, procedures and qualified staff are maintained to enable it to implement the ESCP, as further specified in the ESCP; and

- (d) the ESCP or any provision thereof, is not amended, revised or waived, except as the World Bank shall otherwise agree in writing and the Recipient has, thereafter, disclosed the revised ESCP.

In case of any inconsistencies between the ESCP and the provisions of this Agreement, the provisions of this Agreement shall prevail.

3. The Recipient shall:

- (a) take all measures necessary on its part to collect, compile, and furnish to the World Bank through regular reports, with the frequency specified in the ESCP, and promptly in a separate report or reports, if so requested by the World Bank, information on the status of compliance with the ESCP and any management tools and instruments referred to therein, all such reports in form and substance acceptable to the World 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) promptly notify the World Bank 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, including in accordance with the ESCP, the instruments referenced therein and the Environmental and Social Standards.

- 4. The Recipient shall maintain and publicize the availability of a grievance mechanism, in form and substance satisfactory to the World Bank, to hear and determine fairly and in good faith all complaints raised in relation to the Project and take all measures necessary to implement the determinations made by such mechanism in a manner satisfactory to the World Bank.

D. Annual Work Plan and Budget

- 1. Each year the Recipient shall prepare a draft annual work plan and budget (“AWPB”) for the Project (including Training and Incremental Operating Costs) for each subsequent year of Project implementation, of such scope and detail as the World Bank shall have reasonably requested. By May 15, 2020, the Recipient shall adjust the AWPB to include the work plan and budget for Part 4 of the Project.
- 2. The Recipient shall furnish to the World Bank, as soon as available, but in any case, not later than April 1 of each year, the AWPB and the evidences referred to in paragraph 1 above, for their review and approval. Only the activities included in an AWPB expressly approved by the World Bank are eligible to a financing from the proceeds of the Financing.

3. The Recipient shall ensure that the Project is carried out in accordance with the AWPB.

E. School Grants

1. For the purpose of carrying out Part 4.2 of the Project, the Recipient shall, through MINEDUC-SPIU, make grants (“School Grants”) to eligible schools (“School Grant Beneficiaries”) in accordance with criteria, amounts and procedures acceptable to the World Bank and further described in the POM.
2. The Recipient, through the MINEDUC-SPIU, shall make each School Grant under an agreement (“School Grant Agreement”) with the School Grant Beneficiary in the form of the model agreement attached to the POM and on terms and conditions described in more details in the POM, which shall include the following:
 - (a) the School Grant shall be made on a non-reimbursable grant basis;
 - (b) the School Grant Beneficiary shall meet the eligibility criteria as set out in the POM; and
 - (c) the Recipient shall obtain rights adequate to protect its interests and those of the World Bank, including the right to:
 - (i) suspend or terminate the right of the School Grant Beneficiary to use the proceeds of the School Grant, or obtain a refund of all or any part of the amount of the School Grant then withdrawn, upon the School Grant Beneficiary’s failure to perform any of its obligations under the School Grant Agreement; and
 - (ii) require the Recipient to ensure that each School Grant Beneficiary:
 - (A) carries out the activity described in paragraph (1) above with due diligence and efficiency and in accordance with sound technical, economic, financial, managerial, environmental and social standards and practices satisfactory to the World Bank, including, without limitation to the generality of the foregoing, in accordance with the provisions of the Anti-Corruption Guidelines applicable to recipients of Grant proceeds other than the Recipient, and in accordance with the Safeguard Instruments, if applicable;
 - (B) procures the goods and services to be financed out of the School Grant in accordance with the provisions of this Agreement;

- (C) maintains policies and procedures adequate to enable it to monitor and evaluate in accordance with indicators acceptable to the World Bank, the progress of the said activities and the achievement of its objectives;
 - (D) enables the Recipient and the World Bank to inspect the activities, their operations and any relevant records and documents;
 - (E) prepares and furnishes to the Recipient and the World Bank all such information, as the Recipient or the World Bank shall reasonably request relating to the foregoing; and
 - (F) promptly inform the Recipient and the World Bank of any condition which interferes or threatens to interfere with the progress of the activities, or the performance of the School Grant Beneficiary of its obligations under the School Grant Agreement.
3. The Recipient shall exercise its rights and perform its obligations under the School Grant Agreement in such manner as to protect its interests and those of the World Bank and to accomplish the purposes of the School Grant Agreement.
4. Except as the World Bank shall otherwise agree, the Recipient shall not assign, amend, abrogate or waive, or permit to be assigned, amended, abrogated or waived the School Grant Agreement, or any provision thereof.

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 World 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 World 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 World Bank not later than forty-five (45) days after the end of each calendar semester, covering the calendar semester.

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.

Category	Amount of the Grant Allocated (expressed in USD)	Percentage of Expenditures to be Financed (inclusive of Taxes)
(1) Goods, non-consulting services, Training, and Incremental Operating Costs under Part 4.1 of the Project implemented by REB.	2,200,000	100%
(2) School Grants under Part 4.2 of the Project implemented by MINEDUC.	7,520,000	100% of amounts disbursed
TOTAL AMOUNT	9,720,000	

B. Withdrawal Conditions; Withdrawal Period

- 1. Notwithstanding the provisions of Part A of this Section no withdrawal shall be made for payments made prior to the Signature Date, except that withdrawals up to an aggregate amount not to exceed \$3,888,000 may be made for payments made

prior to this date but on or after April 1, 2020, for Eligible Expenditures under Category (1).

2. The Closing Date is October 31, 2021.

APPENDIX

Definitions

1. “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.
2. “AWPB” means the Annual Work Plan and Budget to be prepared, approved and implemented in accordance with Section I.D of Schedule 2 to this Agreement.
3. “Category” means a category set forth in the table in Section III.A of Schedule 2 to this Agreement.
4. “CBC” means Competency-Based Curriculum.
5. “Construction Operation Manual” or “COM” means the manual referred to in Section I.B.2 of Schedule 2 to this Agreement, as the same may be amended from time to time with the prior written agreement of the World Bank.
6. “COVID-19” means the coronavirus disease caused by the 2019 novel coronavirus (SARS CoV-2).
7. “E-learning” means learning utilizing electronic technologies to access educational curriculum outside of a traditional classroom.
8. “Environmental and Social Commitment Plan” or the acronym “ESCP” means the Recipient’s environmental and social commitment plan, acceptable to the World Bank, dated June 26, 2019, as updated on May 2020, which sets out a summary of the material measures and actions to address the potential environmental and social risks and impacts of the Project, including the timing of the actions and measures, institutional, staffing, training, monitoring and reporting arrangements, and any instruments to be prepared thereunder; as the ESCP may be revised from time to time, with prior written agreement of the World Bank, and such term includes any annexes or schedules to such plan.
9. “Environmental and Social Standards” means, collectively: (a) “Environmental and Social Standard 1: Assessment and Management of Environmental and Social Risks and Impacts”; (b) “Environmental and Social Standard 2: Labor and Working Conditions”; (c) “Environmental and Social Standard 3: Resource Efficiency and Pollution Prevention and Management”; (d) “Environmental and Social Standard 4: Community Health and Safety”; (e) “Environmental and Social Standard 5: Land Acquisition, Restrictions on Land Use and Involuntary Resettlement”; (f) “Environmental and Social Standard 6: Biodiversity Conservation and Sustainable Management of Living Natural Resources”;

(g) “Environmental and Social Standard 7: Indigenous Peoples/Sub-Saharan Historically Underserved Traditional Local Communities”; (h) “Environmental and Social Standard 8: Cultural Heritage”; (i) “Environmental and Social Standard 9: Financial Intermediaries”; (j) “Environmental and Social Standard 10: Stakeholder Engagement and Information Disclosure”; effective on October 1, 2018, as published by the World Bank at <https://www.worldbank.org/en/projects-operations/environmental-and-social-framework>.

10. “Incremental Operating Costs” means the reasonable incremental costs, as shall have been approved by the World Bank, 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 of officials of the Recipient’s civil service).
11. “ICT” means Information and Communication Technology.
12. “LEG” or “Local Education Group” means the local technical and financial partners for education made up of education development partners and civil society organizations.
13. “Ministry of Finance and Economic Planning” or “MINECOFIN” means the Recipient’s ministry in charge of finance; or any successor thereto.
14. “MINEDUC” means the Recipient’s Ministry of Education, and any successor thereto.
15. “MINEDUC-SPIU” means the Single Project Implementation Unit established in the Recipient’s Ministry of Education and referred to in Section I.A.2 of Schedule 2 to this Agreement.
16. “Procurement Regulations” means, for purposes of paragraph 20 of the Appendix to the Standard Conditions, the “World Bank Procurement Regulations for IPF Borrowers”, dated July 2016, revised November 2017 and August 2018.
17. “Project Operations Manual” or “POM” means the manual referred to in Section I.B.1 of Schedule 2 to this Agreement, as the same may be amended from time to time with the prior written agreement of the World Bank.
18. “REB” means the Rwanda Education Board established pursuant to Law No. 44/2010 published in the Official Gazette on January 14, 2011.

19. “REB-SPIU” means the Single Project Implementation Unit established in the Rwanda Education Board and referred to in Section I.A.3 of Schedule 2 to this Agreement.
20. “Safeguard Instruments” means any document/instrument prepared by the Recipient pursuant to the ESCP to assess and/or set out material measures and actions to address the potential environmental and social risks and impacts of the Project.
21. “School Grant” means a small grant made or to be made to an eligible School Beneficiary for the purpose of Part 4.2 of the Project, as further elaborated in the POM.
22. “School Grant Agreement” means a grant agreement entered into or to be entered into between the Recipient and a School Grant Beneficiary, providing for a School Grant on terms and conditions satisfactory to the World Bank in accordance with the provisions of Section I.E of Schedule 2 as further elaborated in the POM.
23. “School Grant Beneficiary” means a school in the Recipient’s territory, that meets the selection criteria elaborated in the POM.
24. “Signature Date” means the later of the two dates on which the Recipient and the World Bank signed this Agreement and such definition applies to all references to “the date of the Grant Agreement” in the Standard Conditions.
25. “SPIU” means a Single Project Implementation Unit established in an agency implementing the Project.
26. “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.
27. “Training” means the reasonable cost of training under the Project, as approved by the World Bank, 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.
28. “TTC” means Teacher Training College.