



Rwanda Quality Basic Education for Human Capital Development Project (P168551)

EASTERN AND SOUTHERN AFRICA | Rwanda | IBRD/IDA | Investment Project Financing (IPF) | FY 2020 | Seq No: 11 | Archived on 07-Feb-2025 | ISR03165

Implementing Agencies: Ministry of Education (MINEDUC), Republic of Rwanda, National Examinations and School Inspection Authority (NESA), Rwanda Basic Education Board (REB), Rwanda Information Society Authority (RISA)

1. OBJECTIVE

1.1 Development Objective

Original Development Objective (Approved as part of Approval package on 16-Jun-2020)

The PDO is to improve teacher competency and student retention and learning in basic education.

Has the Development Objective been changed since Board Approval of the Project Objective?

Yes

Current Development Objective (Approved as part of Additional Financing package Seq. 2 on 27-May-2022)

The PDO is to improve teacher competency and student retention and learning in basic education.

2. COMPONENTS

Name

Enhancing teacher effectiveness for improved student learning:(Cost 112,500,000.00)

Improving the school environment to support student learning:(Cost 165,500,000.00)

Developing institutional capacity to strengthen teaching and learning:(Cost 22,000,000.00)

Accelerating learning and building resilience:(Cost 38,780,000.00)

Contingent Emergency Response:(Cost 0.00)

3. OVERALL RATINGS

Name	Previous	Current
Progress towards achievement of PDO	● Moderately Satisfactory	● Moderately Satisfactory
Overall Implementation Progress (IP)	● Moderately Satisfactory	● Moderately Satisfactory



Overall Risk Rating

Moderate

Moderate

4. KEY ISSUES & STATUS

4.1 Implementation Status and Key Decisions

Project performance towards achieving the Project Development Objectives (PDO) and overall implementation is currently rated Moderately Satisfactory. Progress has been made on several PDO indicators, including improvements in the content knowledge of trained Mathematics and Science teachers, recruitment of new teachers, and training of in-service teachers. Efforts are also underway to accelerate the roll-out of key interventions, such as the provision of laptops to teachers, digital skills training for teachers, the training program for uncertified teachers, and the implementation of Phase 1 of the remedial education program. Moving forward, ensuring high-quality implementation of these critical interventions will be essential to maximize project efficiency and impact.

5. SYSTEMATIC OPERATIONS RISK-RATING TOOL

Risk Category	Rating at Approval Approval Package - 16 Jun 2020	Last Approved Rating ISR Seq. 010 - 09 Aug 2024	Proposed Rating
Political and Governance	Moderate	Low	Low
Macroeconomic	Moderate	Moderate	Moderate
Sector Strategies and Policies	Moderate	Moderate	Moderate
Technical Design of Project or Program	Substantial	Moderate	Moderate
Institutional Capacity for Implementation and Sustainability	Substantial	Substantial	Substantial
Fiduciary	High	Moderate	Moderate
Environment and Social	Substantial	Substantial	Substantial
Stakeholders	Low	Low	Low
Overall	Substantial	Moderate	Moderate



6. RESULTS

6.1 PDO Indicators by PDO Outcomes

To improve teacher competency								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
PDO 1: Number of Preprimary-S3 public and government-subsidized school teachers awarded certificate of achieving at least intermediate level of competency in English (Number)	0.00	Feb/2022	0.00	01-Aug-2024	0.00	31-Jan-2025	15,200.00	Oct/2027
	Comments on achieving targets		9,832 (M: 5054; F: 4778) were trained from western province just on one module out of six. However, REB changed the approach and moved towards a model of training key mentor teachers first, who will then support other teachers at school level. Under this new approach 9,545 (M: 5,829; F: 3716) key teachers were trained on the six modules. However, these trainings were not provided through the e-learning platform as planned (see IIR 1). Furthermore, these trained teachers have yet to be assessed to to determine their proficiency level.					
PDO 1 (female): Number of Preprimary-S3 public and government-subsidized school teachers awarded certificate of achieving at least intermediate level of competency in English - Female (Number)	0.00		0.00		0.00		8,000.00	
PDO 2: Gain in average scores of targeted lower secondary teachers on tests	0.00	Oct/2019	15.50	01-Aug-2024	15.50	31-Jan-2025	10.00	Oct/2027
	Comments on achieving targets		A total of 1,973 secondary teachers have been trained on innovative teaching methods and ICT integration in teaching Math and Science. The training has covered two cohorts: Cohort 1:					



of Mathematics and Science (Percentage)			1,007 teachers (F: 321) and Cohort 2: 966 (F:323). The PDO indicator tracks progress by Cohort 1. The score for Cohort 1, which was not reported in the last ISR was 5.5 percentage gain (F: 5.3). The latest update in this ISR is for Cohort 2.					
PDO 2 (female): Gain in average scores of targeted lower secondary teachers on tests of Maths and Science - Female (Percentage)	0.00		15.64		15.64		10.00	
	Comments on achieving targets		Unit of measurement: percentage point.					
Teachers recruited or trained (Number)	0.00	Oct/2019	50,895.00	01-Aug-2024	50,895.00	31-Jan-2025	40,000.00	Oct/2024
	Comments on achieving targets		<p>50,895 new teachers have been recruited. In addition, a total of 43,528 teachers (F:22,299) have been trained, including teachers trained in English: 9,545 English (F: 4778); Digital skills: 24,067 (F: 13,661); Mathematics and Science innovative approaches: 2,775 (F:960); Mathematics and Science Subject Leaders: 2436 (F:784); Gender: 220 (F: 82); COVID-19 response CPD: 2,821 (F:1,034); and 1664 (F:1000) preprimary school teacher trained on teaching methodology of learning through play.</p> <p>Based on the available data, it is currently not possible to differentiate the share of newly recruited teachers who are also covered under the various training supported under the project; hence the indicators on newly recruited teachers and trained teachers are reported separately.</p>					
Teachers recruited or trained - Female (RMS)	0.00		27,908.00		27,908.00		21,000.00	



requirement) (Number)								
Number of teachers trained (Number)	0.00	Oct/2019	43,528.00	01-Aug-2024	43,528.00	31-Jan-2025	40,000.00	Oct/2024
To improve student retention in basic education								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
PDO 3: Share of P1 students who reach P6 (Percentage)	45.20	Oct/2019	37.50	01-Aug-2024	37.50	31-Jan-2025	54.00	Oct/2027
	Comments on achieving targets		Denominator is number of students who entered Primary 1 six (6) years before. Numerator is number of students who entered Primary 6 minus number of repeaters in Primary 6 in current year.					
PDO 3 (female): Share of P1 students who reach P6 - Female (Percentage)	49.80		42.90		42.90		58.00	
PDO 3 (male): Share of P1 students who reach P6 - Male (Percentage)	40.90		32.50		32.50		51.00	
To improve student learning in basic education								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
PDO 4: Share of P3 students in public and government-subsidized schools achieving grade-level proficiency in English (Percentage)	10.09	Jan/2020	37.52	01-Aug-2024	37.52	31-Jan-2025	26.00	Oct/2027
	Comments on achieving targets		This indicator has been updated as per the LARS 2023 report.					



PDO 4 (female): Share of P3 students in public and government-subsidized schools achieving grade-level proficiency in English - Female (Percentage)	7.50		37.49		37.49		23.00	
PDO 5: Share of P3 students in public and government-subsidized schools achieving grade-level proficiency in numeracy (Percentage)	16.00	Feb/2022	55.60	01-Aug-2024	55.60	31-Jan-2025	31.00	Jan/2027
	Comments on achieving targets		This indicator has been updated as per the LARS 2023 report.					
PDO 5 (female): Share of P3 students in public and government-subsidized schools achieving grade-level proficiency in numeracy - Female (Percentage)	16.00		56.00		56.00		31.00	
Students benefiting from direct interventions to enhance learning (Number)	0.00	Oct/2019	3,638,510.00	01-Aug-2024	3,638,510.00	31-Jan-2025	2,500,000.00	Jun/2027
	Comments on achieving targets		Pre-primary to S3 students in public, government-subsidized, and private schools that are benefiting from the system level quality improvement interventions.					
Students benefiting from direct interventions to enhance learning - Female (Number)	0.00		1,830,815.00		1,830,815.00		1,300,000.00	



6.2 Intermediate Results Indicators by Components

Enhancing teacher effectiveness for improved student learning								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
1. Number of pre-primary-S3 teachers in public and government-subsidized schools receiving training through English e-learning courses (Number)	0.00	Oct/2019	0.00	01-Aug-2024	0.00	31-Jan-2025	36,000.00	Oct/2027
	Comments on achieving targets		9,545 key teachers (F: 3716) have been trained on the 6 modules, however the training was not conducted using the e-learning platform as envisioned. Hence this achievement cannot yet be reported under this indicator.					
1(b). Share of female pre-primary to S3 teachers in public and government-subsidized schools receiving training through English e-learning courses (Percentage)	0.00		0.00		0.00		60.00	
2. Number of Preprimary-S3 teachers in public and government-subsidized schools completing training in digital literacy through e-learning courses (Number)	0.00	Oct/2019	24,067.00	01-Aug-2024	24,067.00	31-Jan-2025	36,000.00	Oct/2027
2(b). Share of female teachers (Pre-primary to S3) completing training on digital literacy (Percentage)	0.00		56.80		56.80		55.00	



3. Establishment of English and digital skills mentor support program in 16 TTCs (Yes/No)	No	Oct/2019	Yes	01-Aug-2024	Yes	31-Jan-2025	Yes	May/2023
	Comments on achieving targets		At least 2 mentors per TTC having started their mentoring program in English and digital skills for TTC students					
4. Number of TTC final year students awarded certificate of advanced competency in English through REB's digital platform (Number)	0.00	Oct/2019	0.00	01-Aug-2024	0.00	31-Jan-2025	7,500.00	Oct/2027
5. Number of TTCs with a completed in-depth institutional review by peer TTC principals, REB or UR-CE (Number)	0.00	Oct/2019	16.00	01-Aug-2024	16.00	31-Jan-2025	15.00	Oct/2024
6. Number of model lessons developed, recorded by model schools, and made available online (Number)	0.00	Oct/2019	0.00	01-Aug-2024	0.00	31-Jan-2025	40.00	Oct/2027
7. Number of TTCs satisfied with model schools' coaching in their practical training (Number)	0.00	Oct/2019	16.00	01-Aug-2024	16.00	31-Jan-2025	12.00	May/2024
	Comments on achieving targets		"Satisfied" as indicated in beneficiary surveys					
8. Number of schools directly benefitting from a project-approved package of model lessons (Number)	0.00	Feb/2022	0.00	01-Aug-2024	0.00	31-Jan-2025	180.00	Oct/2027
9. Number of newly recruited teachers certified on pedagogy training. (Number)	0.00	Feb/2022	0.00	01-Aug-2024	0.00	31-Jan-2025	15,000.00	May/2024
	Comments on achieving targets		The training of trainers has started in January 2024.					



Improving the school environment to support student learning								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
People with enhanced resilience to climate risks (Number of people) CRI			0	01-Aug-2024	0	31-Jan-2025		
	Comments on achieving targets		The World Bank team will work with MINEDUC to estimate the figures for these indicators during the upcoming August mission.					
People with enhanced resilience to climate risks – Youth (Number of people) CRI			0		0	31-Jan-2025		
	Comments on achieving targets		The World Bank team will work with MINEDUC to estimate the figures for these indicators during the upcoming August mission.					
People with enhanced resilience to climate risks – Female (Number of people) CRI			0		0	31-Jan-2025		
	Comments on achieving targets		The World Bank team will work with MINEDUC to estimate the figures for these indicators during the upcoming August mission.					
People provided with water, sanitation, and hygiene (Number of people) CRI			0	01-Aug-2024	0	31-Jan-2025		
	Comments on achieving targets		The World Bank team will work with MINEDUC to estimate the figures for these indicators during the upcoming August mission.					
People provided with water, sanitation, and hygiene – Female (Number of people) CRI			0		0	31-Jan-2025		
	Comments on achieving targets		The World Bank team will work with MINEDUC to estimate the figures for these indicators during the upcoming August mission.					
People provided with water, sanitation, and hygiene – Youth (Number of people) CRI			0		0	31-Jan-2025		
	Comments on achieving targets		The World Bank team will work with MINEDUC to estimate the figures for these indicators during the upcoming August mission.					
10. Number of additional classrooms built by the	0.00	Oct/2019	11,004.00	01-Aug-2024	11,004.00	31-Jan-2025	11,000.00	Oct/2024



project in existing public and government-subsidized schools and new schools with climate change considerations to reduce electricity consumption (Number)								
11. Number of gender-segregated latrines built by the project in existing public and government-subsidized schools and new schools with accessibility features (Number)	0.00	Oct/2019	14,950.00	01-Aug-2024	14,950.00	31-Jan-2025	14,683.00	Oct/2024
12. Average pupil to classroom ratio in public primary schools in Rwanda that are newly constructed by the project or that benefit from additional classrooms through the project (Number)	91.00	Oct/2019	50.00	01-Aug-2024	50.00	31-Jan-2025	64.00	Oct/2024
	Comments on achieving targets		The downward trend on this indicator is related to the double cohort of students enrolled in P1 after almost a year long school closure during the pandemic.					
13. Number rainwater harvesting facilities installed in public and government-subsidized schools (Number)	6,706.00	Feb/2022	7,312.00	01-Aug-2024	7,312.00	31-Jan-2025	11,605.00	Oct/2027
	0.00	Feb/2022	105.00	01-Aug-2024	105.00	31-Jan-2025	1,367.00	Oct/2027



14. Number of schools benefitting from the construction of retaining walls to prevent landslides from climate-related floods and rainstorms (Number)	Comments on achieving targets		A total of 1406 schools are expected to benefit from construction of retaining wall. Retaining walls have been completed in 105 schools; in 356 schools construction of retaining walls is ongoing and construction of Retaining walls on 945 schools is under feasibility study.					
15. Number of project-produced edutainment episodes broadcasted on radio and television, and uploaded for continued access on digital platforms (Number)	0.00	Oct/2019	96.00	01-Aug-2024	96.00	31-Jan-2025	178.00	Oct/2027
15(a). Number of project-produced video edutainment episodes embedded with Rwandan sign language (Number)	0.00		48.00		48.00		48.00	
16. Number of functional after-school clubs in place for boys and girls in model schools at secondary level to discuss gender-related issues (Number)	0.00	Oct/2019	16.00	01-Aug-2024	16.00	31-Jan-2025	16.00	Oct/2027
Developing institutional capacity to strengthen teaching and learning								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
17. New national teacher recruitment policy finalized,	No	Oct/2019	Yes	01-Aug-2024	Yes	31-Jan-2025	Yes	Oct/2024



officially endorsed, and implemented (including teacher recruitment tests) in all districts (Yes/No)								
18. Share of Sector Education Officers using the reformed digital reporting system to collect school information and provide feedback to schools on instructional practice and student learning (Percentage)	0.00	Oct/2019	0.00	01-Aug-2024	0.00	31-Jan-2025	70.00	Oct/2027
	Comments on achieving targets		A firm has been hired to support the development of the Quality Assessment Management Information System (QAMIS), which is a digital system that will be used for school inspection and quality assurance by districts and sector education officers.					
19. LARS conducted every two years and the report verified and published (Yes/No)	No	Jan/2020	Yes	01-Aug-2024	Yes	31-Jan-2025	Yes	Oct/2027
20. At least one round of LARS to be conducted with global proficiency benchmarks for English and Mathematics at both P3 and P6 level (Yes/No)	No	Oct/2019	Yes	01-Aug-2024	Yes	31-Jan-2025	Yes	Oct/2025
	Comments on achieving targets		Achievement of indicator over project years will be aligned with the international or regional assessment program schedule					
21. Simulation models fully developed to project future student indicators, teachers' recruitment and infrastructure needs, and used for education planning, budgeting and policy development (Yes/No)	No	Oct/2019	Yes	01-Aug-2024	Yes	31-Jan-2025	Yes	Oct/2027
	Comments on achieving targets		MINEDUC has reported some work has been done on these models; however, the final models and detailed reports have not be shared with the World Bank.					



22. Beneficiary survey conducted every two years with online component launched and survey results processed in a timely manner (Yes/No)	No	Oct/2019	Yes	01-Aug-2024	Yes	31-Jan-2025	Yes	May/2027
23. Share of grievances received and addressed within the project Grievance Redress Mechanism timeframe (Percentage)	0.00	Oct/2019	100.00	01-Aug-2024	100.00	31-Jan-2025	80.00	Oct/2024
	Comments on achieving targets		The most updated GRM timeframe will be used each year. A comprehensive GRM database will be developed that will include information on the time of receipt and redressal of each grievance.					
Accelerating learning and building resilience								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
24. Share of children who can access programs and sensitization campaigns aimed at minimizing the negative impact of school closure such as gender-based violence and school dropout (Percentage)	0.00	Apr/2020	95.00	01-Aug-2024	95.00	31-Jan-2025	75.00	Oct/2021
	Comments on achieving targets		These include 3,117,413 students (including 20,089 students with disabilities). This indicator is locked and will no longer get updated as the COVID-19 emergency response activities are completed.					
25. Number of targeted students at pre-primary and primary level receiving school meal at least 3 times per week for 12 weeks after school reopening (Number)	0.00	Apr/2020	807,694.00	01-Aug-2024	807,694.00	31-Jan-2025	800,000.00	Apr/2022
	Comments on achieving targets		This indicator is locked and will no longer get updated as the COVID-19 emergency response activities are completed.					
	0.00	Apr/2020	91.00	01-Aug-2024	91.00	31-Jan-2025	80.00	Oct/2021



26. Share of students who have returned to school at re-opening (Percentage)	Comments on achieving targets		This indicator is locked and will no longer get updated as the COVID-19 emergency response activities are completed.					
27. Share of schools benefiting from timely delivery of P1 Kinyarwanda textbooks at the start of the new school year (Percentage)	0.00	Feb/2022	0.00	01-Aug-2024	0.00	31-Jan-2025	70.00	Oct/2027
	Comments on achieving targets		Textbook procurement has been launched. Books are expected to reach schools the next academic year starting in September 2024.					
28. Average repetition rates in early primary (P1-P5) (Percentage)	12.00	Mar/2022	19.80	01-Aug-2024	19.80	31-Jan-2025	7.50	Oct/2027
Average repetition rates in early primary (P1-P5) - female (Percentage)	11.50		17.90		17.90		7.00	
Average repetition rates for early primary (P1-P5) - male (Percentage)	12.60		21.70		21.70		8.00	
29. Share of P3 students proficient in two core competencies of Kinyarwanda – reading fluency and comprehension (Percentage)	68.00	Mar/2021	68.00	01-Aug-2024	68.00	31-Jan-2025	78.00	Jun/2027
	Comments on achieving targets		This indicator will be updated once the LARS 2023 report is officially released.					
Share of female P3 students proficient in core competencies of Kinyarwanda – reading fluency and	70.00	Mar/2021	70.00	01-Aug-2024	70.00	31-Jan-2025	80.00	Mar/2027



comprehension (Percentage)								
Share of male P3 students proficient in core competencies of Kinyarwanda – reading fluency and comprehension (Percentage)	63.00	Mar/2021	63.00	01-Aug-2024	63.00	31-Jan-2025	76.00	Mar/2027

6.3 Performance Based Conditions (PBC)

PBC Name		Baseline	Actual (Previous)		Actual (Current)		Closing Period
			Value	Date	Value	Date	
1:Share of female teachers (Pre-primary to S3) completing training on digital literacy (Percentage) Not Due	Value	0.00	20.00	01-Aug-2024	20.00	31-Jan-2025	55.00
	Allocated Amount	0.00			0.00		4.00
PBC allocation			4.00				
2:Number of project-produced video edutainment episodes embedded with Rwandan sign language (Number)	Value	0.00	96.00	01-Aug-2024	96.00	31-Jan-2025	48.00
	Allocated Amount	0.00			0.00		1.00

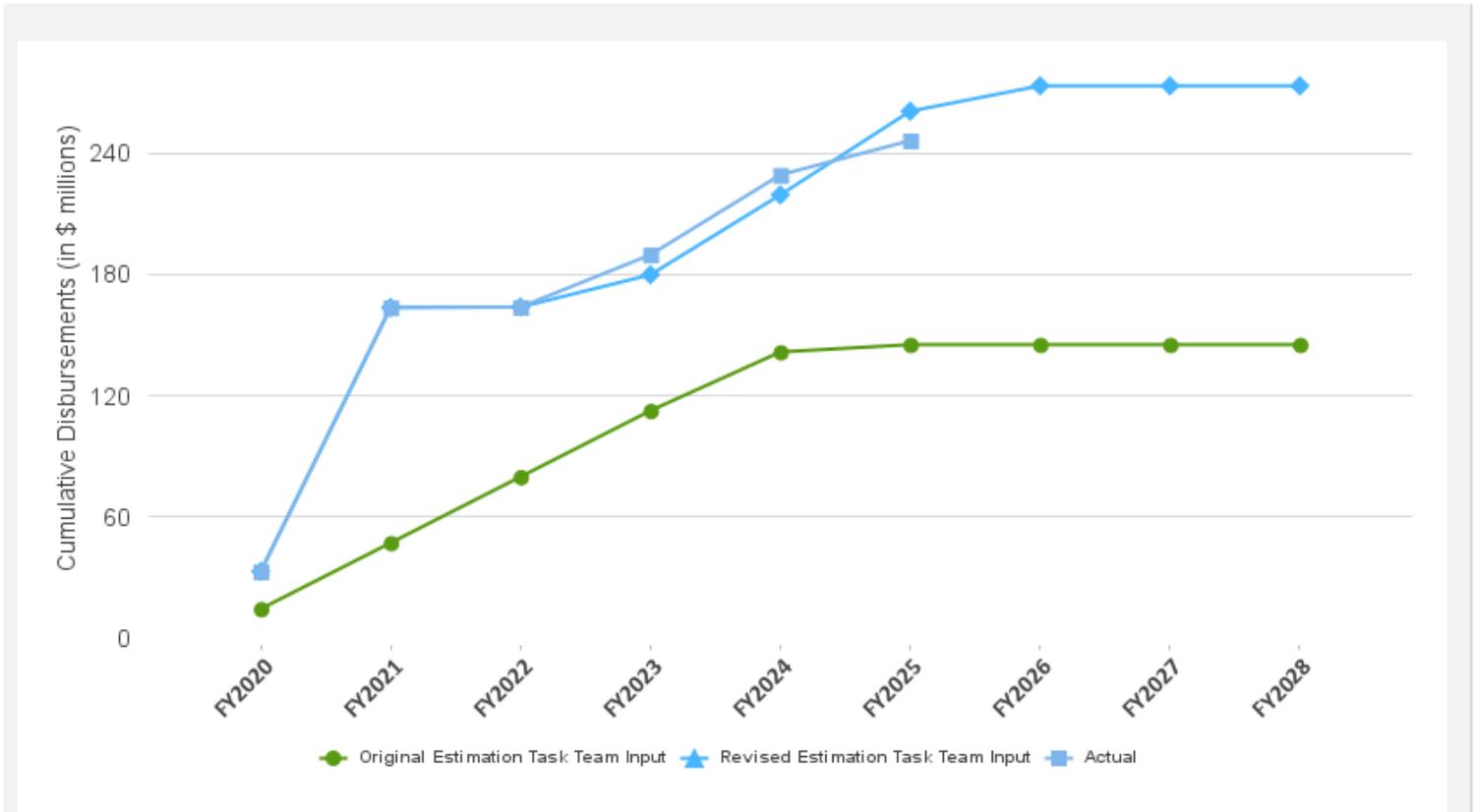


Achieved							
PBC allocation			1.00				
3:At least one round of LARS to be conducted with global proficiency benchmarks for English and Mathematics at both P3 and P6 level (Yes/No) Not Due	Value	No	No	01-Aug-2024	No	31-Jan-2025	Yes
	Allocated Amount	0.00			0.00		1.00
PBC allocation			1.00				
4:Share of schools benefiting from timely delivery of P1 Kinyarwanda textbooks at the start of the new school year (Percentage) Not Due	Value	0.00	0.00	01-Aug-2024	0.00	31-Jan-2025	70.00
	Allocated Amount	0.00			0.00		3.00
PBC allocation			3.00				



7. DATA ON FINANCIAL PERFORMANCE

7.1 Cumulative Disbursements



7.2 Disbursements (by loan)

Loan/Credit/TF	Status	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
TF-B2791	Closed	9.72	9.72	0.00	9.72	0.00	100.00 %
IDA-64750	Effective	200.00	192.42	0.00	198.59	2.10	98.95%
IDA-71580	Effective	50.00	50.76	0.00	12.87	37.91	25.35%
IDA-E0840	Effective	50.00	49.30	0.00	17.91	31.57	36.19%
TF-B8583	Effective	29.06	29.06	0.00	6.99	22.07	24.07%



7.3 Key Dates (by loan)

Loan/Credit/TF	Status	Approval	Signing	Effectiveness	Orig. Closing	Rev. Closing
IDA-64750	Effective	30-Jul-2019	01-Aug-2019	20-Nov-2019	31-Oct-2024	31-Oct-2027
IDA-71580	Effective	21-Jun-2022	30-Jun-2022	31-Oct-2022	31-Oct-2027	31-Oct-2027
IDA-E0840	Effective	21-Jun-2022	30-Jun-2022	31-Oct-2022	31-Oct-2027	31-Oct-2027
TF-B2791	Closed	06-May-2020	20-May-2020	20-May-2020	31-Oct-2021	30-Apr-2022
TF-B8583	Effective	21-Jun-2022	30-Jun-2022	31-Oct-2022	31-Jul-2026	31-Jul-2026

8. KEY DATES

Key Events	Planned	Actual
Approval	30-Jul-2019	30-Jul-2019
Effectiveness	20-Nov-2019	20-Nov-2019
Mid-Term Review No. 01	21-Jul-2021	17-Aug-2021
Operation Closing/Cancellation	31-Oct-2027	

9. RESTRUCTURING HISTORY

Restructuring Level 2 Approved on 25-Oct-2021

Restructuring Level 2 Approved on 06-Jun-2023

10. ASSOCIATED OPERATION(S)

There are no associated operations