



1. Project Data:		Date Posted : 09/30/2003	
PROJ ID: P004003		Appraisal	Actual
Project Name : Secondary School Teacher Development	Project Costs (US\$M)	87.1	53.5
Country: Indonesia	Loan/Credit (US\$M)	60.4	28.4
Sector(s): Board: ED - Tertiary education (50%), Secondary education (48%), Central government administration (2%)	Cofinancing (US\$M)		
L/C Number: L3979			
	Board Approval (FY)		
Partners involved :	Closing Date	10/01/2001	12/31/2001
Prepared by :	Reviewed by :	Group Manager :	Group:
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2. Project Objectives and Components			
a. Objectives			
<p>The primary objective of the Secondary School Teacher Development Project is to enhance teaching -learning processes in secondary schools through the improvement of teacher education in 31 public teacher training institutions. The project was to support activities in these institutions that would : (a) promote quality and efficiency in the preservice and inservice programs (curricular, resource, and staff development); (b) build educational research capacity; and (c) enhance effective management. The project supported activities to establish sustainable linkages between training colleges and secondary schools and to define a wider mandate, toward conversion to university status for selected training colleges.</p>			
b. Components			
<p>These were: (a) improving preservice and inservice teacher education; (b) strengthening linkages to secondary schools; (c) raising the qualifications of teacher educators; (d) building educational research capacity; and (e) preparing for a wider teacher training mandate.</p>			
c. Comments on Project Cost, Financing and Dates			
<p>Due to the country's financial crisis, several subcomponents were cancelled or scaled down, and the loan amount was reduced by 50%. Another US\$1.9 million was cancelled at project closing. Actual project costs and the total amount of government counterpart had not been received by ICR completion and were not provided, but they were estimated as 61.5% of appraisal costs.</p>			
3. Achievement of Relevant Objectives:			
<p>The project achieved its major relevant objectives with significant shortcomings .</p> <ul style="list-style-type: none"> - New curricular materials were developed in English, social sciences, and methodology and distributed to 31 institutions, but their utilization was uncertain . Science equipment was provided but not always used due to maintenance problems and lack of needed materials . Inservice materials were developed by the Open University but were not applied, so inservice training in remote and rural areas was limited . Services to identify and tutor weak student teachers were established but were partly used . However, 18,725 secondary school teachers received inservice training to work towards a degree . The training of 600 others was canceled . Of 150 planned refresher courses, only 22 were carried out. Linkages with secondary schools were established as well as partnerships with foreign institutions and fellowship awards for university degrees; teacher training faculty members with bachelors degrees increased to 63%, up from the targeted 45%. - Teacher trainee assessment tests were developed, but were used in few institutions, and feedback was not used for remediation. A competitive research grant program meant to cover up to 5 studies per year awarded 229 grants, and resulted in workshops and publications . - A total of 912 lecturers were redeployed to secondary schools, well below the planned 2400. Efforts were made to establish accreditation standards, but the process was not sufficiently rigorous . 			
4. Significant Outcomes/Impacts:			
<p>The project resulted in considerable distribution of training materials, awards of stipends and fellowships, and</p>			

inservice teacher training for over 18,000 teachers. Vertical flexibility (the ability to teach at both lower and upper secondary school levels) was improved through specific changes in social science and subject specific pedagogy courses and field experience programs. All 12 teacher training institutions were upgraded to university status (against the target of 4). Improved student teaching systems were created and adopted system wide as well as systems for diagnosing and treating weaknesses in subject matter knowledge among teacher trainees. Teacher training institutions were also more closely linked to the real world of the secondary school classroom.

5. Significant Shortcomings (including non-compliance with safeguard policies):

Despite the primary objective which sought to enhance the teaching-learning processes in secondary schools, "there was little emphasis, both in project implementation and evaluation, on the secondary school classroom and its processes" (ICR pg 2). Project external reviewers "questioned whether the project had built adequate mechanisms for coordination and communication among institutions, such that innovations and changes in lead institutions would be shared across the entire network.. In fact, there were problems of communication and sharing and quality assurance was not a strong project feature". (ICR pg 4). The National Directorate for Teacher Education was established too late in the project to have a policy impact (ICR pg 4). "The accreditation system, including peer evaluation elements, proposed in the project evolved into a less rigorous self-evaluation system...stronger accreditation measures will be needed if the government is serious about improving the quality of teacher education...." (ICR pgs 7-8). The project's M&E system was exceedingly weak--key performance data on quality and outcome were missing--despite the SAR's commitment that "...the project will collect data to assess benefits (including project impact and cost-effectiveness)..." (SAR pg 29).

6. Ratings:	ICR	OED Review	Reason for Disagreement /Comments
Outcome:	Satisfactory	Moderately Satisfactory	[The ICR's 4-point scale does not allow for a Moderately Satisfactory rating]. The project achieved its major relevant objectives with significant shortcomings. See Sections 3 and 5 above.
Institutional Dev.:	Substantial	Substantial	
Sustainability:	Likely	Non-evaluable	The ICR does not give sufficient information to rate the project's sustainability either as likely or unlikely.
Bank Performance:	Satisfactory	Satisfactory	A clearer statement of the project's primary objective, better match between objectives and design, restructuring of objectives/design when country conditions changed, greater attention to M&E and more systematic tracking of actual project costs by component would have improved Bank Performance.
Borrower Perf.:	Satisfactory	Satisfactory	Greater attention to monitoring the quality of training and educational outcomes, and more systematic tracking of actual project costs by component would have improved Borrower Performance.
Quality of ICR:		Satisfactory	

NOTE: ICR rating values flagged with '*' don't comply with OP/BP 13.55, but are listed for completeness.

7. Lessons of Broad Applicability:

- Production of materials and purchase of equipment does not necessarily lead to utilization and to improved quality of education.
- Large-scale budget reductions may result in loss of synergy and nonfulfillment of project objectives, even though many inputs may be provided.
- Competitive research grants may provide opportunities and stimuli for professionals to carry out research even if their positions have a limited research scope.

8. Assessment Recommended? ☒ Yes ☐ No

Why? To verify ratings.

9. Comments on Quality of ICR:

The ICR points to some useful lessons. Actual project cost data by component were not received by the ICR completion deadline and are not provided, but the ICR did not provide a justification.

