



The World Bank

INDONESIA: IMPROVING TEACHER PERFORMANCE AND ACCOUNTABILITY IN URBAN PRIMARY SCHOOLS (KIAT Guru Urban Pilot)

Integrated Safeguards Data Sheet Identification / Concept Stage (ISDS)

Concept Stage | Date ISDS Prepared/Updated: 08-May-2018 | Report No: ISDSC24457

BASIC INFORMATION

A. Basic Project Data

Project ID	Project Name	Environmental Category	Country
P167216	INDONESIA: IMPROVING TEACHER PERFORMANCE AND ACCOUNTABILITY IN URBAN PRIMARY SCHOOLS (KIAT Guru Urban Pilot)	B - Partial Assessment (B)	Indonesia
Team Leader(s)	Estimated Date of Approval	Managing Unit	Financing Instrument
Dewi Susanti, Javier Luque		GSUID	Investment Project Financing

PROJECT FINANCING DATA (US\$, Millions)

SUMMARY

Total Project Cost	1.20
Total Financing	1.20
Financing Gap	0.00

DETAILS

Non-World Bank Group Financing

Trust Funds	1.20
Indonesia - Program for Community Empowerment	1.20

B. Project Development Objective(s)

The Project Development Objective (PDO) is to improve teacher performance on student learning activities in pilot schools.

C. Project Description

A key principle to the intervention design of KIAT Guru Urban pilot is the scalability of the mechanism for nation-wide policy implementation. In addition, MoEC wants to utilize the KIAT Guru Urban pilot to test a new teacher performance evaluation. In line with the Civil Servant Law, MoEC needs to align the way teachers have been evaluated, from using the *Penilaian Kinerja Guru* (Teacher Performance Evaluation/ PKG), which mainly focuses on teacher competence, to using the *Penilaian Prestasi Kerja* (Work Performance

Evaluation/ PPK), which covers performance indicators of teachers as civil servants. In line with the Government Regulation 19/ 2017 on Teachers, the PPK needs to include five key domain activities (hereafter 5M): planning, implementing, training and guiding, evaluating, and conducting additional assignments (such as being a vice principal, librarian, counselor, etc.).

Consultations with MoEC, BAPPENAS, and MoF have narrowed down the formula to tie payment of TPG with teacher performance that directly contribute to student learning. The teacher performance indicators selected for the KIAT Guru Urban pilot will be derived from a long list of the PKG list of indicators and the KIAT Guru Remote pilot score card indicators for evaluation teacher service performance. This long list of indicators was suggested and approved by the MoEC. Through technical workshops to be hosted by the MoEC and involving teacher representatives in April and June 2018, the PKG and KIAT Guru Remote indicators will be mapped against the 5M, and shortlisted based on teacher activities and behaviors that are directly supportive of students' learning. In addition to mapping out the specific indicators, the evaluators need to be agreed upon as well, including supervisors, principals, other teachers, and School Committee members (including parents).

The KIAT Guru Urban pilot will test three intervention groups (see table below) to identify the most effective way to evaluate teacher performance in primary schools in urban settings. The first intervention group represents a classical top-down approach from the national level to the local level in which all relevant parameters are set at the national level. This intervention group will be the easiest for a national scale-up since it involves an implementation mechanism that is highly standardized. The second and third intervention groups consider local (school-level) approaches to setting evaluation standards. While the second intervention group has evaluation standards being determined by education providers (principal, teachers) alone, the third intervention group involves in addition the local school committee to ensure the participation of and monitoring by education users. The three intervention groups were developed based on extensive consultations with MoEC, and were approved on November 21st, 2017.

Groups	Description	Number of Schools
1	Indicators, weights, indicator specifications, evaluators, and weights of evaluator assessment are determined at the national level	70
2	Indicators, weights, indicator specifications, evaluators, and weights of evaluator assessment are determined at the school level, by principals and teachers	70
3	Indicators, weights, indicator specifications, evaluators, and weights of evaluator assessment are determined at the school level, by principals and teachers and school committee	70
4	No intervention	70

A total of 280 primary schools will be randomly assigned to one of the following four groups. Pilot interventions will be implemented in Groups (1), (2), and (3). Group (4) is a business-as-usual group where no



intervention will be implemented, but where evaluation data will be collected to identify changes against schools where the government policies are implemented as usual. Changes in student learning outcomes between baseline and endline constitutes the main outcome indicator to assess whether and which intervention group has shown the best results. In addition, the cost-effectiveness of each intervention arm will be evaluated. The World Bank will conduct an Analytical Services and Advisory (ASA) that accompanies the pilot (P167281), which aims to provide advice for pilot intervention and evaluation designs, to evaluate the impact of the pilot interventions, and to provide policy recommendations to Gol. Further information on this ASA and its link to this project is provided in the attached draft Integrated Project Concept Note (PCN).

The implementation of the intervention groups will be conducted as much as possible using the government system within the education sector. This project will implement the three intervention groups. The Grant Recipient will: (a) provide the district/ municipality governments with technical assistance to coordinate the socialization and closing events; (b) provide by-demand technical assistance to district/ municipality governments and schools on the administration of the teacher performance assessment and the payment of TPG based on performance evaluation; (c) conduct qualitative documentation and spot-check monitoring of randomly selected pilot schools throughout the duration of the project implementation timeline; and (d) provide on-demand supports on the utilization of the project's Management Information System and complaint handling and redress mechanism by the stakeholders. In addition, the Grant Recipient will administer the payment of grant for the 210 pilot schools to conduct socialization and evaluation meetings, and administer the teacher performance scores in schools.

The Project Components consist of:

1. Technical Assistance to district/ municipality governments.
2. Implementation of socialization and closing events.
3. Monitoring of implementation by district/ municipality governments and schools.
4. Project management.

SAFEGUARDS

D. Project location and salient physical characteristics relevant to the safeguard analysis (if known)

The project will be implemented in 210 urban primary schools in three districts/municipalities. This project is part of a Technical Assistance (TA) provided to the MoEC. The project will not finance any physical investments, population displacement or land acquisition. All TA activities, recommendations and advice provided through the support from this project are not expected to generate environmental and social implications. In areas where there are communities with Indigenous Peoples (IPs) characteristics as required in the OP 4.10, the TA team/ project staff at the district education offices will provide support to ensure that

consultations with parents led by the schools are inclusive and accessible. Such procedures will be further elaborated in the Project’s Operational Manual (POM) to be developed during the project preparation. When the MoEC and the pilot district/ municipality governments undertake broader engagement for the urban pilot, civil society organizations including groups representing IPs will be consulted in line with OP 4.10.

E. Borrower’s Institutional Capacity for Safeguard Policies

The Grant Recipient has not been identified. To support the implementation of the KIAT Guru Urban Pilot, the World Bank will engage a Grant Recipient to implement the RETF to provide, among others, operational supports to ensure that the interventions can be implemented on time and on budget, and meet the World Bank’s fiduciary, procurement, safeguard, and other operational requirements. The Task Team have shortlisted two potential Grant Recipient candidates (from an initial list of seven), both of them have received grants from the World Bank. The Bank’s safeguards specialists will review the project manuals to ensure that they adhere to the World Bank’s environmental and social safeguards policies. Prior to project implementation, the Grant Recipient will provide training to project staff and facilitators on relevant World Bank’s safeguards and child protection policies where applicable.

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F. Environmental and Social Safeguards Specialists on the Team

Krisnan Pitradjaja Isomartana, Environmental Safeguards Specialist
 Fajar Argo Djati, Social Safeguards Specialist

G. Policies that might apply

Safeguard Policies Triggered by the Project	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	<p>The project will not finance any civil works and therefore will not have any potential environmental impacts.</p> <p>The Technical Assistance (TA) under Component 1 is intended to provide Gol with technical inputs on several intervention designs, along with the tools to assess teacher performance and the mechanisms to do so within the school and government existing system. None of the TA activities, recommendations and advice relate to physical construction or generation of downstream environmental impact. Based on the World Bank Interim</p>



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		Guidelines on the Application of Safeguard Policies to Technical Assistance (TA) Activities in Bank-Financed Projects and Trust Funds Administered by the Bank January 2014, this is grouped as Type 1 (Building/Strengthening Client Capacity). Therefore, safeguard instrument would not be necessary. The project is category B and triggers OP 4.01 (because OP 4.10 is triggered).
Natural Habitats OP/BP 4.04	No	
Forests OP/BP 4.36	No	
Pest Management OP 4.09	No	
Physical Cultural Resources OP/BP 4.11	No	
Indigenous Peoples OP/BP 4.10	Yes	<p>The project covers up to 210 primary schools in three districts/ municipalities where there could be presence of communities who meet the criteria of Indigenous Peoples as per-OP 4.10. The TA team/ project staff at the district/ municipality will provide support to the target schools to enable meaningful engagement with parents as well as ensure that information about the project is accessible for all, including Indigenous Peoples who may present different needs with regards to access to information and engagement approaches. The project progress reports submitted to the World Bank will provide explanation of how such engagement has been implemented, including constraints and remedial measures that will need to be addressed during project implementation by the target schools with support from the Grant Recipient.</p> <p>It is expected that when the MoEC and the pilot district/ municipality governments undertake broader engagement for the urban pilot, civil society organizations including groups representing IPs will be consulted in line with OP 4.10.</p>

Involuntary Resettlement OP/BP 4.12	No	
Safety of Dams OP/BP 4.37	No	
Projects on International Waterways OP/BP 7.50	No	
Projects in Disputed Areas OP/BP 7.60	No	

H. Safeguard Preparation Plan

Appraisal stage ISDS required? No

APPROVALS

Team Leader(s):	Dewi Susanti
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Approved By

Safeguards Advisor:	Surhid P. Gautam	04-May-2018
Practice Manager/Manager:	Kevin A Tomlinson	07-May-2018

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¹ Reminder: The Bank's Disclosure Policy requires that safeguard-related documents be disclosed before appraisal (i) by the Bank and (ii) in country by the Borrower/Recipient, at publicly accessible locations and in a form and language that are accessible to potentially affected persons.