



1. Project Data:		Date Posted : 09/10/2003	
PROJ ID: P057188		Appraisal	Actual
Project Name: Pre-service Teacher Education	Project Costs (US\$M)	4.17	4.65
Country: Guinea	Loan/Credit (US\$M)	4.1	3.86
Sector(s): Board: ED - Tertiary education (100%)	Cofinancing (US\$M)		
L/C Number: C3119; CQ103			
	Board Approval (FY)		98
Partners involved :	Closing Date	03/31/2002	03/31/2002
Prepared by :	Reviewed by :	Group Manager :	Group:
Helen Abadzi	Patrick G. Grasso	Alain A. Barbu	OEDST
2. Project Objectives and Components			
a. Objectives			
The overall objective of the Pre-Service Teacher Education Project was to develop an innovative, school-based teacher education system with sufficient capacity to respond to Guinea's decision to provide primary education to all children. The project's specific objectives were to: (i) make teacher education institutions more productive and less costly; (ii) enhance quality by strengthening links between teacher education and school/classroom realities; and (iii) design and implement new systems for recruiting and managing teachers on a decentralized basis, in support of an increasingly important contractual, non-civil service teacher corps.			
b. Components			
The project components were: (i) pre-service teacher training (US\$3.3m); (ii) decentralized teacher career management (US\$0.5m); and (iii) project preparation facility (US\$0.27m).			
c. Comments on Project Cost, Financing and Dates			
The project closed as scheduled, and US\$223,098 were cancelled. The project was a 3-year learning and innovation loan (LIL), and the government took almost exclusive responsibility for its preparation, using the funds of a project preparation facility.			
3. Achievement of Relevant Objectives:			
Project objectives were achieved, and targets achieved or surpassed .			
- More productive and less costly institutions - satisfactory. Five teacher training institutions received renovations and improvements so that they could produce 2000 more teachers per year. The year-long teacher training course was shortened to 3 and 9 months with intervening internships. Teacher training management was decentralized to the regional level with the help of training seminars, manuals, and monitoring procedures . Shortened training time and regional focus reduced costs .			
- Enhanced quality - satisfactory. The quality of candidates was improved by increasing the entry level into training from 10 years of general education to 11. The student teachers received pedagogical support and were supervised; 93 tutors were trained to provide additional support to students . Overall, teaching staff expressed satisfaction with the quality of training.			
- Decentralized` teacher recruitment and management - satisfactory. All new teachers are on a contract mode, and delays in their payments have been reduced from several months to about two weeks . Regionalized responsibility has reduced lengthy waiting periods for recruitment . However a draft teacher career plan including salary increments and evaluation methods was not adopted .			
4. Significant Outcomes/Impacts:			
About 7,490 teachers were trained (36.8% female), exceeding the target of 6000 (25% female). The annual output of 2,400 teachers per year allowed for a rapid expansion of the primary school enrollment ratio from 51% in 1998 to 61% in 2001. The share of girls in total primary enrollment reached 44% in 2002, up from 33% in the mid-1990s. Training unit cost has decreased from US\$ 742 to US\$278 due to the shorter duration of training and the increased number of graduates. The increased numbers of students makes it easier for the country eventually to achieve universal primary education. Being a learning and innovations loan (LIL) the project had as an additional objective to improve the government's capacity to innovate . This objective seems to have been attained .			
5. Significant Shortcomings (including non-compliance with safeguard policies):			

Several student teachers presented false credentials, an issue that once discovered, prompted competency examinations and greater attention to certificates presented . It was hard in reality to supervise many student teachers during the school year, because they were posted too far for the supervisors to reach them . Pedagogical advisors rated many of the new teachers low in command of French and other content . For these reasons, the government may discontinue the rapid training program .

6. Ratings :	ICR	OED Review	Reason for Disagreement /Comments
Outcome :	Satisfactory	Satisfactory	
Institutional Dev .:	Substantial	Substantial	
Sustainability :	Likely	Likely	
Bank Performance :	Satisfactory	Satisfactory	
Borrower Perf .:	Satisfactory	Satisfactory	
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:

- It is possible to train large numbers of student teachers through rapid means if supervisors provide strong support . However, the often low level of candidates' academic achievement may create obstacles in training .
- Hiring teachers through annual contracts (and few if any benefits) is an effective means for meeting the needs of a rapidly expanding student body in many low-income countries while keeping salary costs low .
- Small LIL projects enable governments to take initiative and implement efforts to improve their systems without the cumbersome procedures inherent in larger operations .

8. Assessment Recommended? Yes No

Why? It was an innovative project with very good outcomes and part of a cluster .

9. Comments on Quality of ICR:

The ICR is satisfactory and adequately describes project events .