

Project Name	Indonesia-Global Development Learning (LIL)
Region	East Asia and Pacific Region
Sector	Distance Education/Education Technology
Project ID	IDPE73970
Borrower(s)	GOVERNMENT OF INDONESIA
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Environment Category	C
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1. Country and Sector Background

Investing in education and training has been one of the cornerstones of Indonesia's development policy. Over the past few decades, post-basic education has grown substantially. Over the medium term, GOI expects higher education gross enrollment rate of 25 percent by the year 2015. Because of the long-term concern for financing, and the need to improve access and efficiency, the Government supports the establishment of viable distance learning programs at both secondary and post-secondary levels. In 1993, 13 public and private institutions sponsored a total of 69 distance learning programs, most of which are of lower-level technology. The University of Indonesia (UI) has been a leader in the development of these programs and has in the past, obtained grant funding to develop its growing capacity. For its incoming students beginning the year of 2002, UI plans to begin a significant introduction of distance learning options. It is estimated that by 2005 approximately 30% of its 38,000 students will be involved in university-wide, IT distributed courses such as General Education and English proficiency. Although a proven approach in other countries, distance learning has yet to be judged effective in meeting the diverse social/geographic needs of the Indonesian population. Many of the existing programs lack the resources and access to the pedagogical materials and tools and technical delivery capacity to effectively meet the challenge. This is particularly true in regional universities where average grade point averages are generally low, and the qualifications of teaching staff are often inadequate (only about 30 percent of university staff holding graduate degrees). The Government continues to believe that the effective use of distance learning could

provide for increased student access to quality courses, improved teacher training, university management training, and university-wide dialogue to support improved university administration. Recent developments in distance learning technologies now hold forth the promise of changing the way in which learning takes place in higher and professional education. With its strong record of economic growth, identified needs for human capital development, programs for expansion of educational opportunities, geographical dispersion, and availability of technological infrastructure, Indonesia presents the ideal conditions for the development of these new form of distance education. The limited resources of private universities indicate that GOI may have to take the lead to introduce changes in educational technology. The Government has already taken the first step by supporting and expanding systems that have already begun, or are feasible for example, Internet linkages, effective networking among universities, and an emphasis on science and information technology. Associated with the above is the obvious need to provide more Government access to global knowledge, development management information, and regional dialogue between counterparts. The proposed project will demonstrate the potential for addressing all of the above needs.

2. Objectives

The project will test the potential effectiveness and sustainability of the Global Development Learning Network (GDLN) in Indonesia. Through a variety of distance learning products and activities and the use state-of-the-art communications technologies, the project will expand access to development management information, strengthen the capacity of key-decision makers in both the public and private sectors, and improve levels of regional dialogue on policy-related issues. Senior public and private sector decision-makers will access interactive multi-media and internet-based training programs developed by the World Bank Institute (WBI), major universities, private corporations, and technical organizations around the world. Project beneficiaries will be exposed to the latest developments in that discipline and be able to interact with well-known specialists worldwide. This exposure to global knowledge will enhance the capacity of Indonesian decision-makers to conceptualize and implement reforms. It is expected that the introduction of improved policies will, in turn, lead to improved governance, poverty reduction, and facilitate the development of a broad strategic agenda for the country. The Learning Innovation Loan (LIL) will support the establishment and operation of the Distance Learning Center (DLC) located on the University of Indonesia's main campus in Salemba (Jakarta), and two sub-regional Distant Learning (DL) outreach centers (Sub-Centers) in Pekanbaru and Riau.

3. Rationale for Bank's Involvement

The Bank is at the forefront of the multi-donor efforts to establish a GDLN. In Indonesia, the new Government sees the Bank as an important development partner and despite reduced lending levels, the Bank plays an influential role in key policy areas of its recovery program. For example, the Bank can assist in the development of knowledge and increase the availability of international experience and best practice. Strengthening the capacity of the public and private sectors to utilize and apply DL effectively will require broadening of training programs and opportunities for professional career development. The GDLN will also promote the development of a virtual community of public administration and

development professionals that encourages the sharing of knowledge. This will extend participation in policy dialogue to include internationally recognized experts, whose participation would be either impractical or unaffordable through traditional methods. Through the GDLN, the Bank intends to move away from the traditional modes of technical assistance, towards a more innovative approach focusing on training and a new mode of knowledge transfer. This project aims to provide innovative real capacity building in policy formulation, implementation, and monitoring for poverty reduction through enhanced access to learning, education and training.

4. Description

The project comprises two main components: 1) retrofitting and equipping the main GDLN Center with national and global connectivity at the UI Salemba Campus; and 2) retrofitting and equipping two Sub-Centers at Universitas Hasanuddin in Makassar and Universitas Riau in Pekanbaru with the main Center in Jakarta. Both components also include some operational support on a decreasing basis as the cost recovery is ramped up. Component 1 GDLN Center: This component comprises retrofitting and equipping the main GDLN center in UI's new building on its Salemba campus in Jakarta. The center will include two technology-based classrooms. One will be used for "live" or synchronous video interaction between local and course participants, remote course instructors and international participants, and include simultaneous translation equipment. The second will be used for independent, time-flexible (Asynchronous), and computer-based study. Connectivity will be through a "Very Small Aperture Terminal" (VSAT) satellite antenna. Both rooms will be outfitted for 30 computer stations, (including hardware, software, internet hook-up, and installation and/or upgrading of electrical and telephone wiring). Support facilities and equipment, a reception room, and offices for the center staff (directors, a training coordinator, an information technology specialist, and an office assistant) will also be provided. Component 2 - Two Sub-Centers: This component includes retrofitting and partially equipping two Sub-Centers at the Universitas Hasanuddin in Makassar, and at the Universitas Riau in Pekanbaru. The two Sub-Centers will demonstrate the viability of lower technologies to support the distribution of UI courses and GDLN programming within the region. The Sub-Centers will receive selected global/university programs, which will be facilitated and translated by the GDLN Center in Jakarta. The Sub-Centers will be provided with a lower cost, one-way video facilities with data (internet) and voice connectivity to the GDLN Center in Jakarta. The existing buildings will be retrofitted to accommodate the required wiring, computer networking, and security modifications. To ensure long-term sustainability, the Sub-Centers will be designed to make optimum use of the existing domestic connectivity and the communication infrastructure already provided by PT Telkom and PT Indosat.

5. Financing

Total (US\$m)

Total Project Cost The loan amount would be US\$2 million.

6. Implementation

The project will be implemented by the UI under the auspices of the Directorate General of Higher Education (DGHE), MONE. The UI - Salemba will establish a center called the Center for Learning Resources (CLR), located in the Salemba campus of the University of Indonesia in Jakarta,

wherein the Information Technology (IT) based distance education, including the GDLN activities will be managed and operated. The UI's Salemba campus has been selected to host the GDLN Center because of its ample space and central location. Based on the UI's master plan, the Salemba campus will be developed as a complex of high rise buildings for Science and Technology Center, facilitating activities that involve businesses and industries. The Sub-Centers will be located within Universitas Hasanuddin in Makassar and Universitas Riau in Pekanbaru. A project implementation unit (PIU) will be established at the CLR to implement the project. The GDLN center will be within the responsibilities of the Vice-Rector for Academic Affairs and supported by qualified personnel. The overall management of the center will be entrusted to a GDLN Director, selected on the basis of proven experience in enterprise management or management of similar educational entities. All staff and implementation activities, including those of the Sub-Centers will be centrally coordinated through the Jakarta PIU. The DGHE will assume responsibility for project oversight and coordination associated with all components. The DGHE and GDLN Center/Sub-Center Directors will oversee the physical preparation of the GDLN facilities, coordinate a market analysis/need assessment, develop a business plan for the life of the project, and facilitate the monitoring and evaluation process. In addition, regular supervision activities and biannual meetings will be held between DGHE, the GDLN Center, Sub-Center Directors and the EAP Region GDLN team to review the availability and quality of content as well as to discuss the evaluation of training needs in Indonesia.

7. Sustainability

(Not Applicable for LIL). This project will test the sustainability of distance learning in the Indonesian context. It will test the comparative demand, costs and cost effectiveness, and the sustainability of the GDLN approach implemented by UI. It will assess the viability of cost recovery mechanisms in higher education and the willingness of donors to switch a significant part of their training budgets to the distance learning mode. It will also test the ability of the private sector to develop distance learning as a sound business. Together, it is expected that the project will help develop cooperative arrangements between the public and the private sectors in the training and retraining of professionals.

8. Lessons learned from past operations in the country/sector

N

9. Program of Targeted Intervention (PTI) (including any public consultation)

No environmental risks have been identified. Therefore, in accordance with Bank guidelines, the proposed operation has been placed in Category C and will not require an environmental assessment.

10. Environment Aspects (including any public consultation)

Issues : The project is a capacity building operation.

11. Contact Point:

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Note: This is information on an evolving project. Certain components may not be necessarily included in the final project.

This PID was processed by the InfoShop during the week ending April 15, 2001.