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| 1. Project Data : | | | |
| OEDID: | L3158 | | |
| Project ID: | P003873 | | |
| Project Name: | Secondary Education 2 | | |
| Country: | Indonesia | | |
| Sector: | Secondary Education | | |
| L/C Number: | L3158 | | |
| Partners involved : | None | | |
| Prepared by: | Charles Derek Poate, OEDST | | |
| Reviewed by: | Linda Ankrah Dove | | |
| Group Manager: | Roger H. Slade | | |
| Date Posted: | 08/19/1998 | | |

2. Project Objectives, Financing, Costs and Components :

Objectives were to improve the quality, management and sustainability of secondary education through upgrading teachers, providing equipment and training teachers for science instruction and other teaching-learning materials, establishing an examination system, and providing support to the Ministry of Education and Culture for an MIS study, data management, a new integrated management training policy, evaluation and monitoring and studies. Due to prolonged implementation delays, the project was redesigned after four years. Objectives remained intact but scope was reduced and project management was partly decentralized.

Total project costs amounted to US\$201.7 million of which the loan accounted for US\$138.6 million. The loan closed on December 31, 1997, 18 months later than originally planned. US\$16.8 million was cancelled.

3. Achievement of Relevant Objectives :

Outcomes are rated as satisfactory. Notably, the project upgraded the skills of teachers, trainers and mentors and the examination system. The provision of science equipment, a large component, was partially successful, though was extremely problematic. Modest achievements in capacity-building at national and provincial levels need follow-up work.

4. Significant Achievements :

The most significant achievement for the future was shift from a top-down approach to planning, management and implementation towards decentralization so that local conditions would be better recognized and school quality improvement better managed.

5. Significant Shortcomings :

Significant shortcomings included: (i) frequent changes in senior project staff; (ii) inefficiency and mishandling in procurement; (iii) unsatisfactory accounting; (iv) complexity relative to institutional capacities; and (v) underutilization of planned technical assistance inputs.

| 6. Ratings: | ICR | OED Review | Reason for Disagreement /Comments |
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| Outcome: | Satisfactory | Marginally Satisfactory | The revamped project was successful though the partial delivery of science equipment and cancellation of some management capacity-building due to inadequate design detract from the |

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| | | | fully satisfactory rating. |
| Institutional Dev .: | Partial | Modest | |
| Sustainability : | Uncertain | Uncertain | |
| Bank Performance : | Satisfactory | Satisfactory | Bank performance was effective at restructuring but appraisal was defective and early supervision inadequate, especially for procurement and financial reporting. Thus, the Bank's performance is considered only marginally satisfactory. |
| Borrower Perf .: | Satisfactory | Unsatisfactory | Borrower performance was satisfactory for educational components but unsatisfactory in project management and oversight, especially for mishandling ICB procurement, as well as for accounting, reporting and staffing. |
| Quality of ICR : | | Satisfactory | |

7. Lessons of Broad Applicability :

The outcome of objectives relating to quality should be better teacher performance and increased student learning. This requires baseline, benchmark and impact indicators for measuring change over time . These need to be included in project design for monitoring outcomes and to help identify the most cost-effective strategies for quality improvements; (ii) in large countries a centralized 'one size fits all' approach to quality improvement is not likely to be successful . Decentralized project planning and implementation are required so that locally identified needs can be better met .

8. Audit Recommended? ☒ Yes ☐ No

Why? As a learning audit on the qualitative achievements in secondary education and teacher training .

9. Comments on Quality of ICR :

The ICR was satisfactory. Its frankness about the mismanagement of procurement and accounting and remedies exercised is commendable . However, the ICR rating of the borrower's implementation and the Bank's supervision puts too much weight on better performance after restructuring late in the project . The ICR does not discuss the substantial under-utilization of technical assistance . The aide-memoire included in the ICR was that of an earlier supervision mission because the completion mission was cut short by civil disturbances . The borrower contribution to the ICR was satisfactory and shows substantial lesson-learning.