



**MILLENNIUM**  
CHALLENGE ACCOUNT  
**CÔTE D'IVOIRE**  
LABORATOIRE  
D'EXCELLENCE



**MILLENNIUM**  
CHALLENGE CORPORATION  
UNITED STATES OF AMERICA

# Monitoring and Evaluation Plan

**March 2023**

**Version N°2**



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## **PREAMBLE**

This Monitoring and Evaluation (M&E) Plan:

- is an extension of the Preliminary M&E Plan included in the Côte d’Ivoire Compact signed on November 7<sup>th</sup>, 2017 between the United States of America, acting through the Millennium Challenge Corporation (MCC), and the Republic of Côte d’Ivoire (RCI), acting through its government;
- will support provisions described in the Côte d’Ivoire Compact; and
- is governed by and follows the principles stipulated in [MCC’s Policy for Monitoring and Evaluation](#) (MCC M&E Policy).

This M&E Plan is considered a binding document, and failure to comply with its stipulations could result in suspension of disbursements. It may be modified or amended as necessary following the MCC M&E Policy, and if it is consistent with the requirements of the program agreement and any other relevant supplemental legal documents.

## LIST OF ACRONYMS

AETS	European Application of Technologies and Services or <i>Application Européenne de Technologies et de Services</i>
AGEROUTE	Road Management Agency or <i>Agence de Gestion des Routes</i>
APFC	Pedagogy and Continuing Education Office or <i>Antenne de la Pédagogie et de la Formation Continue</i>
C2D	Catalyst To Development or <i>Catalyseur De Développement</i>
CBA	Cost-Benefit Analysis
CCR	Compact Completion Report
CDP	Rural middle school or <i>Collège de Proximité</i>
COGES	School Management Committee or <i>Comité de Gestion d'Etablissement Scolaire</i>
DEEG	Division of Equality and Gender Equity or <i>Direction de l'Egalité et de l'Equité du Genre</i>
DESPS	Division of Studies, Strategy, Planning and Statistics or <i>Direction des Etudes des Strategies, de la Planification et des Statistiques</i>
DFP	Detailed Financial Plan
DPFC	Pedagogy and Continuing Education Direction or <i>Direction de la Pédagogie et de la Formation Continue</i>
DQR	Data Quality Review
DSEAE	Division of Monitoring & Evaluation and Economic Analysis or <i>Direction du Suivi – Evaluation et de l'Analyse Economique</i>
DVSP	Division of Oversight and Program Monitoring or <i>Direction de la Veille et du Suivi des Programmes</i>
EMIS	Education Management Information System
ENIA	National and International Assessment of Educational Achievement or <i>Evaluation Nationale et Internationale des Acquis Scolaires</i>
ENS	Teacher Training Institute or <i>École Normale Supérieure</i>
ENSEA	National School of Statistics and Economics or <i>Ecole Nationale Supérieure de Statistique et d'Economie Appliquée</i>
ERR	Economic Rate of Return
ESP	Environmental and Social Performance
FER	Road Maintenance Fund or <i>Fonds d'Entretien Routier</i>

GDP	Gross Domestic Product
GoCI	Government of the Republic of Côte d'Ivoire
GSI	Gender and Social Inclusion
HDM	Highway Development and Management Model
INPHB	Houphouët-Boigny National Polytechnic Institute or <i>Institut National Polytechnique Félix Houphouët-Boigny</i>
INS	National Statistics Institute or <i>Institut National de la Statistique</i>
ITT	Indicator Tracking Table
iRAP	International Road Assessment Program
IRC	International Rescue Committee
M&E	Monitoring and Evaluation
M&R	Maintenance and Rehabilitation
MCA-CI	Millennium Challenge Account Côte d'Ivoire
MCC	Millennium Challenge Corporation
MIS	Management Information System
MENA	Ministry of National Education and Literacy or <i>Ministère de l'Éducation Nationale et de l'Alphabétisation</i>
METFPA	Ministry of Technical Education, Vocational Training, and Apprenticeship or <i>Ministère de l'Enseignement Technique, de la Formation Professionnelle et de l'Apprentissage</i>
NISA	National and International Student Assessment
NPV	Net Present Value
O&M	Operation and Maintenance
OSER	Office of Road Safety or <i>Office de Sécurité Routière</i>
PDC	Partnership for Skills Development
POC	Point of Contact
PPP	Public-Private Partnership
PV	Present Value
QDRP	Quarterly Disbursement Request Package
RCI	Republic of Côte d'Ivoire

SIGE	Education Management Information System or <i>Système d'Information et de Gestion de l'Education</i>
TBD	To Be Determined
TP	Public Works
TPLC	Truck Parking and Logistics Center
TVET	Technical and Vocational Education and Training
UIMTA	Urban and Infrastructure Management Technical Assistance
USA	United States of America
USD	United States Dollar
WEI	World Education International

# 1. INTRODUCTION

This Monitoring and Evaluation Plan (M&E Plan) serves as a detailed framework for assessing progress towards and achievement of the Côte d'Ivoire Compact's project objectives. The M&E Plan is used in conjunction with other documents such as work plans, procurement plans, and financial plans to provide oversight for program implementation and to strive to ensure the program is on track to achieving its intended results. The M&E Plan also serves as a communications tool, so that Millennium Challenge Account Côte d'Ivoire (MCA-Côte d'Ivoire) staff and other stakeholders clearly understand the results MCA-Côte d'Ivoire is responsible for achieving.

This M&E Plan provides the following functions:

- *Describes the expected results.* The plan presents the program description, project logics, and economic analysis, including the results that need to be measured under the M&E Plan.
- *Establishes a monitoring framework.* The plan identifies the monitoring and data quality assessment strategies and documents the reporting plan to monitor progress against targets during program implementation.
- *Describes the evaluation plan.* The plan identifies evaluations that will be conducted and presents the plan for each including the evaluation questions, methodologies, and data collection strategies that will be employed.
- *Documents all M&E indicators to measure expected results.* The plan documents all indicators, including their baselines, targets, and data sources to assess program progress, and changes to indicators over time.
- *Includes roles and responsibilities.* The plan includes a description of the roles and responsibilities for the implementation and management of M&E.



## 2. PROGRAM AND OBJECTIVE OVERVIEW

### 2.1. Program Background

Côte d'Ivoire is a West African country with a population of 22.7 million<sup>1</sup>, the majority of whom are young (45% are under 15 years old) with 48% women. Its economy is dominated by exports of agricultural products including coffee and cocoa. In 2018, its Gross Domestic Product (GDP) was 43 billion dollars and GDP per capita was 1,685 USD.<sup>2</sup>

Since the end of the 2011 socio-political crisis, Côte d'Ivoire has embarked on a process of reconstruction and economic recovery with the dual ambition of becoming a leading country in the West African economy and an emerging country by 2020. Significant achievements have been made in terms of economic and social development; however, one of the Government's major challenges is to sustain economic growth in order to reduce the poverty rate (46.3% according to the 2015 household survey<sup>3</sup> conducted by the National Statistics Institute (INS)).

In this context, the Government of Côte d'Ivoire (GoCI) has requested the assistance of the Millennium Challenge Corporation (MCC) to support its priorities of economic and social development. MCC is an independent US government aid agency whose mandate is to help the world's poorest countries reduce poverty through economic growth. In order to be selected for MCC assistance, countries must demonstrate a commitment to good governance, economic freedom and investing in their citizens.

Côte d'Ivoire was selected as eligible to develop a Threshold Program by the MCC Board of Directors in December 2014 and was then selected as eligible to develop a Compact in December 2015. A constraints analysis was conducted during the first phase of engagement between MCC and GoCI to identify the binding constraints to economic growth and private investment. The constraints analysis report on economic growth applies the diagnostic methodology originally developed by Hausmann, Rodrik and Velasco (2005), which has since been adopted and refined by various international organizations.

A joint team from MCC and GoCI conducted desk research, interviews and consultations in Abidjan, Yamoussoukro and Bouaké, between February and July 2015, with representatives of the Government, civil society organizations, private sector firms, agricultural cooperatives, women's groups, non-governmental organizations and other development partners. The GoCI also set up a working group composed of representatives of various ministries to provide the MCC and GoCI's technical teams with guidance and feedback throughout the constraints analysis process and on the preliminary results.

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<sup>1</sup> 2019 estimation from the National Institute of Statistics (INS)

<sup>2</sup> Ministry of Economy and Finance

<sup>3</sup> Life-level survey / Enquête de Niveau de Vie (see definition of poverty on pages 9 and 17 to 20): <http://www.ins.ci/n/templates/docss/env2015.pdf>

On the basis of this diagnostic work, the joint technical team of MCC and GoCI identified four binding constraints to economic growth in Côte d'Ivoire:

1. Low level of basic and technical / vocational skills
2. Lack of access to industrial land
3. High administrative burden and unpredictability in paying taxes
4. High costs to overland movement of goods and people, particularly within and around Abidjan

Through a consultative process, MCC and GoCI refined the scope of the Compact investment to focus on two sectors especially critical to economic diversification: (i) human capital development through investments in secondary education and technical and vocational training; and (ii) urban transport improvement in Abidjan, Côte d'Ivoire's growth hub, through investments in road infrastructure, policy reform, and technical assistance.

This program has two projects, the Skills for Employability and Productivity Project (or Skills Project), and the Abidjan Transport Project (or Transport Project). For each project, a logic diagram is developed to illustrate how the project's interventions work together to achieve the project Objective, detailing all expected intermediate results along the way.

## **2.2. Project Logics**

### **2.2.1. Skills for Employability and Productivity Project Description and Logic**

Despite strong demand for educated workers, the formal and informal sectors in Côte d'Ivoire experience difficulties finding a workforce with the requisite basic and technical skills. The Skills Project is designed to address this binding constraint to economic growth.

The objectives of the Skills for Employability and Productivity Project are (i) to increase the number of years of education received and improve the acquisition of quality, in-demand basic skills, including reading, math, and soft skills, for lower-secondary students; and (ii) to improve the acquisition of quality, in-demand technical skills and increase job placement rates among graduates of Compact-supported technical and vocational education and training (TVET) centers.

The Skills Project is comprised of two Activities: (i) the Secondary Education Activity and (ii) the TVET Activity.

#### ***Secondary Education Activity***

The Secondary Education Activity aims to increase access to, and the quality of, lower-secondary education, particularly in the target regions, by creating new lower-secondary schools, improving training and supervision for teachers, and increasing the number of teachers. The Activity will particularly target the educational outcomes of girls by supporting the development and operationalization of the Gender Policy for education and building the capacity of a Gender Unit within the Ministry of National Education.

In addition, improved management systems will contribute to an improvement in the availability and quality of administrative data, which will then allow for increased use of data to inform decisions on the management of the education sector.

These combined investments are designed to result in improved acquisition of in-demand basic skills, increased completion rates for lower-secondary students, and ultimately increased lifetime earnings for beneficiaries. The Activity will focus in the regions of Gbêkê and San-Pedro and will incorporate gender-related policy and institutional support in an effort to reduce regional and gender-based inequalities in enrollment rates for lower-secondary education in these regions.

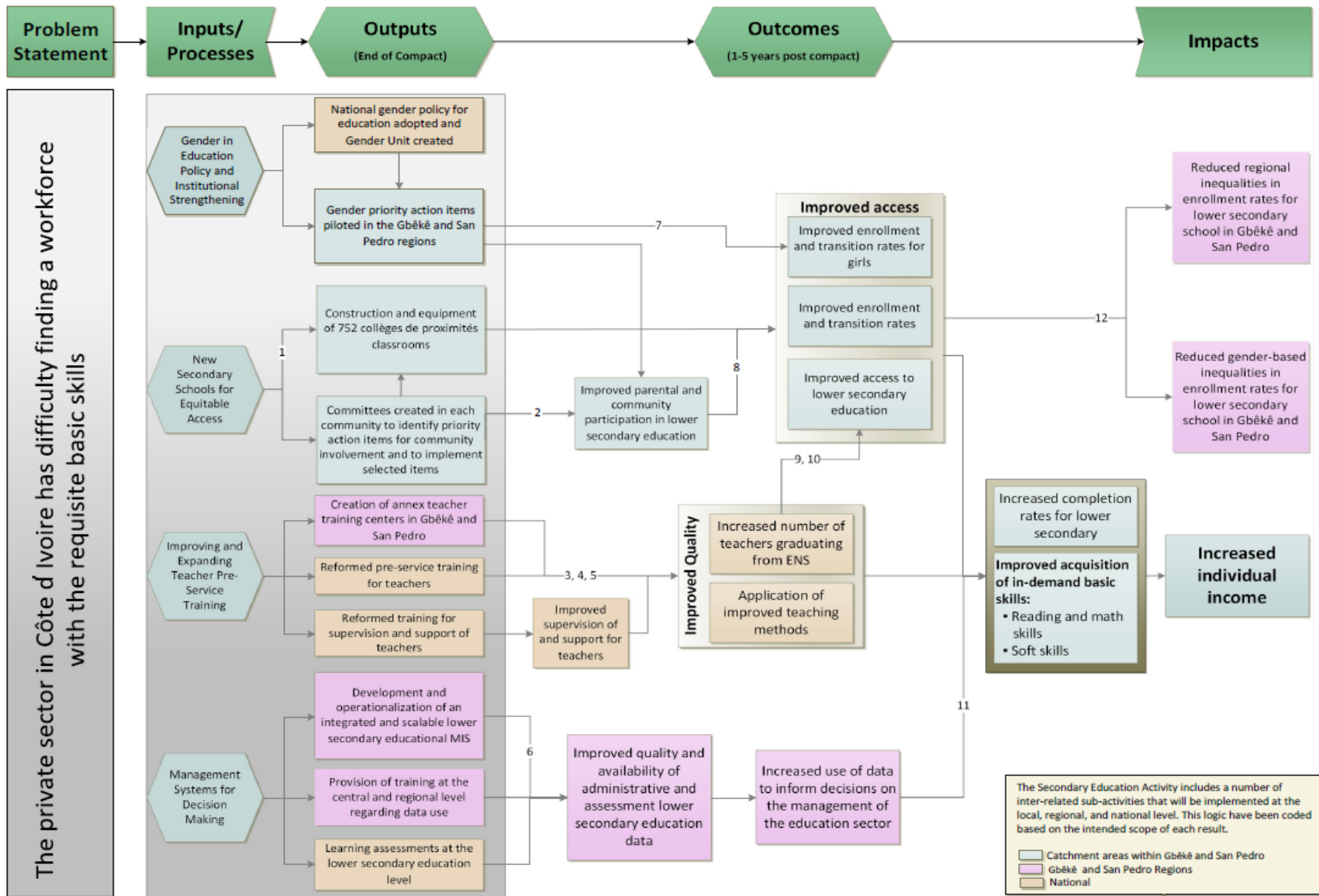
The Secondary Education Activity will be implemented through four sub-activities: (i) New Secondary Schools for Equitable Access (“Equitable Access”) sub-Activity; (ii) Improving and Expanding Teacher Training (“Teacher Training”) sub-Activity; (iii) Gender in Education Policy and Institutional Strengthening (“Gender Policy”) sub-Activity and (iv) Management Systems for Decision-Making (“Management Systems”) sub-Activity.

Taken together, these sub-activities will invest in new education infrastructure, expand and improve teacher training, reduce gender disparities in educational outcomes, and enhance the Government’s information management system and use of such system for decision-making in the national education sector.

A detailed description of the Secondary Education Activity and its various sub-activities is provided in Annex I of the Compact.

The diagram below illustrates and describes the causal relationships among the program components and synthesizes expected outcomes intended to achieve the Activity objectives and the program goal. The dotted lines are designed to facilitate the ability to follow the arrows. They do not reflect a lower level of certainty with respect to these causal links.

Figure 1 : Secondary Education Activity Logic



The assumptions and known risks for the Secondary Education Activity are described below. The numbers provided in the list below correspond to those listed in the figure above.

1. The ability to design and build this many schools within six years may be challenging due to current capacities of construction firms in Côte d'Ivoire as well as due to delays and increased costs caused by, among other reasons, the COVID-19 pandemic. This could result in difficulty hiring qualified firms, delays in construction timelines, completion risks, or the construction of unsafe or incomplete structures
2. This assumes that the construction support groups (GSCs), developed, at the grassroots level, in the phase before and during the construction of the collèges de proximités, are well trained and structured to become Comités de Gestion des Etablissements Scolaires (COGESes) once the collèges de proximités are built.
3. The Activity proposes several covenants and conditions precedent related to post-compact funding for the lower-secondary schools and ENS satellite campuses created by the Activity. However, the Government's broader plan to construct a significant number of additional secondary schools will require commensurate increases in spending on O&M and teacher salaries, among other operational expenses. This raises the risk that the Government, faced with significant increases in education expenditures, will not have sufficient resources to meet its post-Compact obligations for the Activity.
4. The achievement of these outcomes relies on the assumption that the ENS will develop an O&M plan and allocate sufficient budget for O&M and other operational expenditures for the two satellite campuses created by the Activity.
5. There is a risk that the provision of reformed pre-service training alone is necessary but not sufficient to achieve the outcome of application of improved teaching methods. Additional outputs, such as provision of materials and teacher adoption of methods are required.
6. The achievement of this outcome relies on the assumption that the EMIS system will be maintained and regularly updated, analyzed and used post-compact.
7. The gender priority action items will be piloted in the catchment areas of the lower-secondary schools to be constructed through the New Secondary Schools for Equitable Access sub-Activity. The assumption is made that the nature and scope of these action items will be such that they result in improved enrollment and transition rates for girls in the catchment areas of compact-supported lower-secondary schools above and beyond what will be achieved as a result of the New Secondary Schools for Equitable Access sub-Activity and the Improving and Expanding Teacher Pre-Service Training sub-Activity.

8. The achievement of this outcome relies on the assumption that the reasons for low enrollment is primarily supply driven (i.e., insufficient quantity of schools), that there will be sufficient demand for lower-secondary schools constructed by the Activity among surrounding populations, and that the community mobilization investments will be sufficient to address demand-side factors that may influence families' decisions as to whether or not to send their children to school. In addition, the quantity and content of mobilization and sensitization efforts in the targeted communities for the acceptance, use, and maintenance of the new lower-secondary schools will be appropriately scoped and designed so as to support the key outcomes of the Activity.
9. The achievement of this outcome relies on the assumption that teachers will be willing to live in the communities where the project schools have been built and sufficient housing will be available to accommodate new teachers.
10. The pipeline of secondary school teachers is insufficient to meet actual and future projected needs, especially in light of the Government's plans to expand secondary schooling, and while the sub-Activity aims to increase the supply of qualified teachers, there is a risk that the stock of teachers may still be too low to meet demand in the targeted regions.
11. There are numerous other incentives and realities that drive decision making so there is a risk that the provision of improved data quality and increased availability of data may not be sufficient to achieve this outcome.
12. The achievement of these outcome relies on the assumption that the Activity will achieve a sufficient level of saturation in the targeted regions to impact enrollment rates for the entirety of each of the regions.

### ***Technical and Vocational Education and Training Activity***

The aim of the TVET Activity is to improve the acquisition of quality, in-demand technical skills and increase job placement rates among graduates from the private sector-led TVET centers. It seeks to provide training to students in the skills and knowledge in-demand by the private sector. This new TVET model will be implemented through new and sustainable training centers, developed and managed through a public-private partnership with the private sector in Côte d'Ivoire. The TVET activity consists of two sub-activities designed to implement and support this new TVET model: (i) A New Model for Private Sector-led TVET sub-Activity; and (ii) TVET Quality Management and Accountability sub-Activity.

These new private sector-led TVET centers will contribute to more autonomous operation and management of training programs, better management of financial and infrastructure assets, and improved quality of training programs. New private sector-led TVET centers will also seek to increase women's participation in economically-viable training programs.

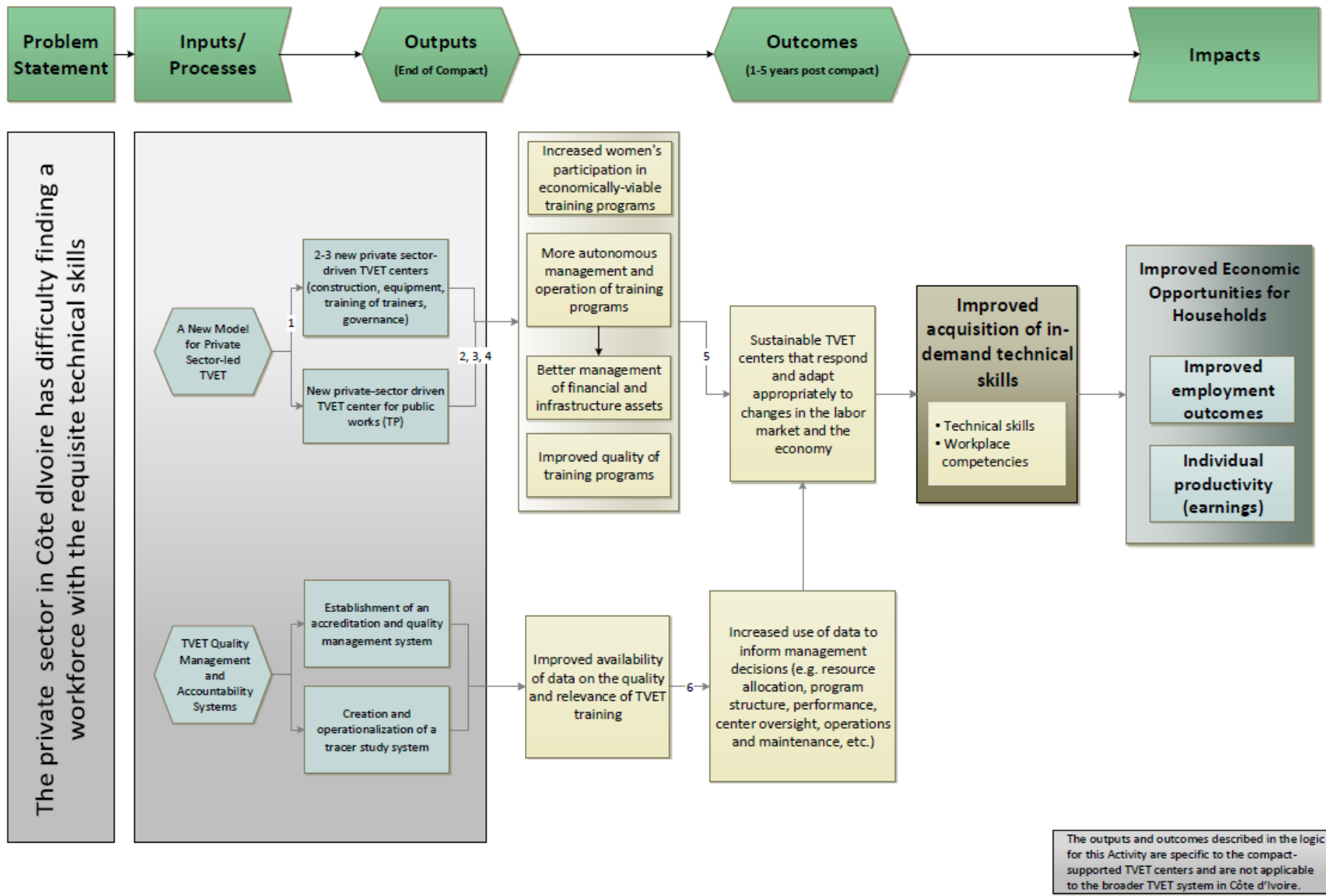
At the same time, the Activity will aim to improve the availability of data on the quality and relevance of training provided by private sector-led TVET centers and increase the use of this data to inform management decisions of the private sector-led TVET centers (e.g., resource allocation, program structure, performance, center supervision, operation and maintenance, etc.). These combined investments seek to improve the acquisition of in-demand technical skills and to improve the employment outcomes of graduates of private sector-led TVET centers, through more sustainable TVET centers that respond and adapt appropriately to changes in the labor market and the economy. These results, in turn, would ultimately lead to higher employment rates and lifetime earnings for graduates of private sector-led TVET centers.

A detailed description of the TVET Activity and its various sub-activities is provided in Annex I of the Compact.

The achievement of the outcomes cited above depend on a number of critical assumptions, as detailed below following the program logic diagram of the TVET Activity.

The diagram below illustrates and describes the causal relationships among the program components and synthesizes expected outcomes intended to achieve the Activity objectives and the program goal.

Figure 2 : TVET Activity Logic





The assumptions and known risks for the TVET Activity are described below. The numbers provided in the list below correspond to those listed in the figure above.

1. This output relies on the assumption that a number of issues related to the legal, budgetary, and/or regulatory changes required prior to the creation of the proposed private-sector managed TVET centers, the training levy, and the status and availability of trainers will be resolved prior to implementation of this sub-Activity.
2. In order for the two outputs to result in the outcomes listed, it is assumed that the private sector will have both the capacity and the regulatory authority (in principle and in practice) to manage the TVET centers, to provide complimentary financing, and to appropriately anticipate and adapt to the changing skills needs of the Ivoirian labor market.
3. The pipeline of qualified students into the TVET centers is a key risk, given the low secondary school completion rates in Côte d'Ivoire.
4. The creation of TVET centers and operationalization of each center's social and gender integration plan may not be sufficient to increase women's participation in economically-viable training programs and, despite these efforts, women may be unwilling or unable to enroll in these programs. This risk may be more or less present depending on the sector of each training program.
5. The achievement of this outcome relies on the assumption that the GoCI will continue to provide appropriate subsidies to the Compact-supported TVET centers post-Compact and that the private sector operators will have sufficient revenues sources and will make needed investments in O&M, other operational expenditures, and periodic updating of equipment.
6. There are numerous other incentives and realities that drive decision making so there is a risk that the provision of improved data quality and increased availability of data may not be sufficient to achieve this outcome.

## **2.2.2. Abidjan Transport Project Description and Logic**

The constraints analysis highlighted the fact that households and firms in Abidjan face high transport costs, driven in large part by the opportunity cost of time spent in transit. Traffic congestion is especially significant near the Port of Abidjan and in and around the Plateau business district. These high costs are primarily the result of the poor quality of transport infrastructure, insufficient traffic administration and management, and the limited institutional capacity and resources of the agencies responsible for managing and maintaining transportation assets.

To address this situation, the objective of the Abidjan Transport Project is to reduce vehicle operating costs and travel times along targeted road segments, while improving overall pedestrian and vehicle mobility and safety. The Abidjan Transport Project comprises two Activities, designed to improve efficiency in the transport of people and goods, increase the integration between transport systems, and improve road safety and pavement surface conditions in Abidjan along the major transport arteries.

The Abidjan Transport Project consists of two activities: (i) Transport Management and Planning Activity; and (ii) Transport Infrastructure Activity.

### ***Transport Management and Planning Activity***

The Transport Management and Planning Activity will undertake a number of investments to increase the funding for and to improve the management and planning of road investments and maintenance, which will result in the expanded use of cost-effective & environmentally and socially sustainable maintenance and rehabilitation (M&R) techniques and the economic prioritization of M&R. MCC funding will support three inter-related sub-activities that (i) invest in educational and training resources for road asset management, (ii) develop road asset and safety resources and management tools, and (iii) improve the use of road maintenance funds. These results will contribute to the long-term sustainability of the planned infrastructure investments under the Project.

The Transport Management and Planning Activity also includes a fourth sub-Activity to support a Public-Private Partnership (PPP) agreement for the construction of a Truck Parking and Logistics Center (TPLC) on the outskirts of Abidjan, which could contribute to reducing the number of trucks parked in the port zone and to improving physical access to the port and Vridi industrial zone.

A detailed description of the Transport Management and Planning Activity and its various sub-activities is provided in [Annex I of the Compact](#).

### *Transport Infrastructure Activity*

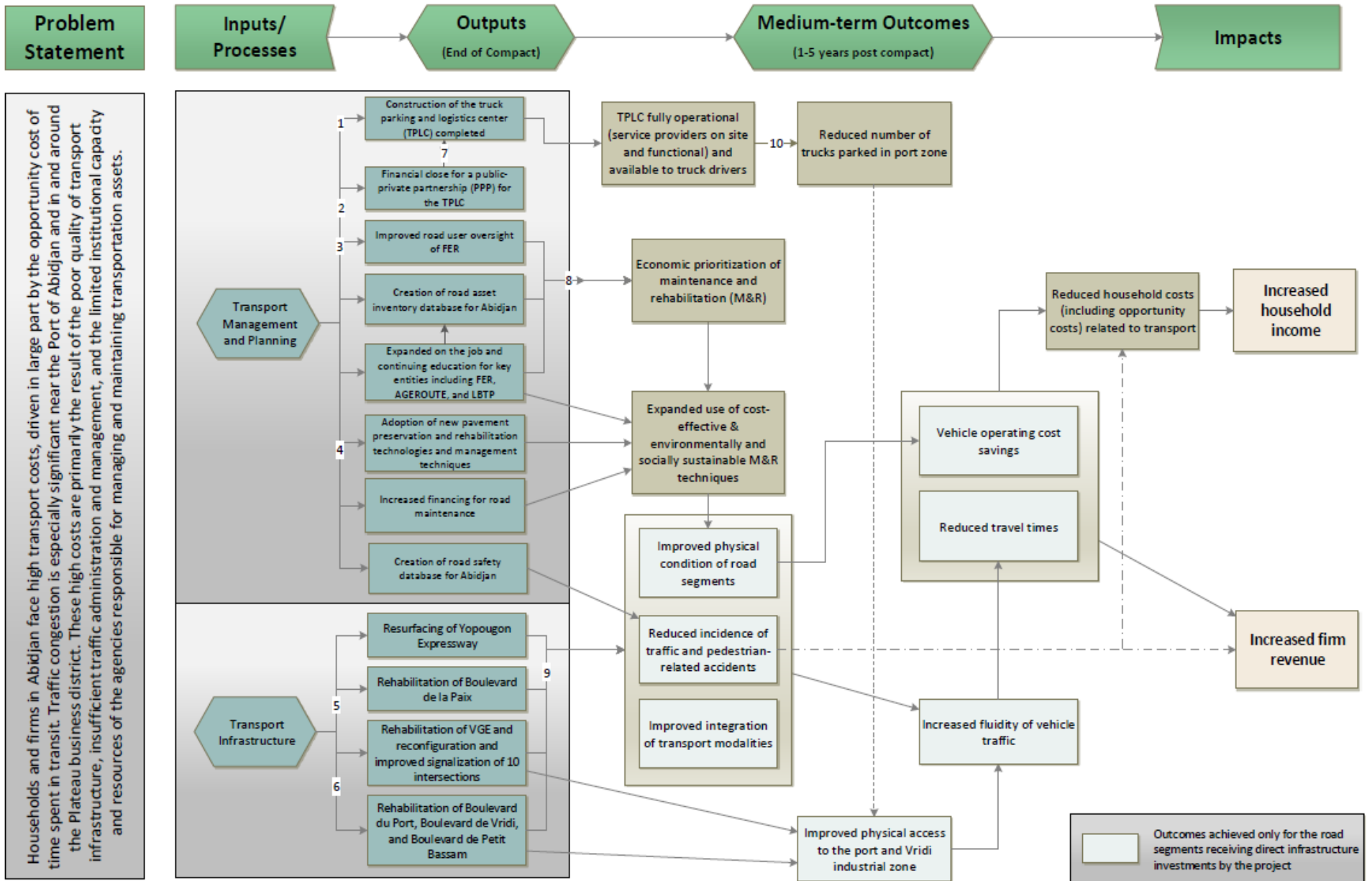
In parallel to the Transport Management and Planning Activity, the Transport Infrastructure Activity will undertake investments in road infrastructure. This Activity will focus on the rehabilitation of up to 32 kilometers of critical roadway and adjoining infrastructure in the central corridor of Abidjan. In addition to physical infrastructure improvements designed to improve safety (e.g., pedestrian walkways, crosswalks, etc.), the Project will include a road safety and community engagement component designed to improve public awareness of and compliance with traffic laws. The assumption is made that these investments will result in behavior change among drivers and pedestrians.

These combined investments seek to improve the physical condition of targeted road segments, reduce the incidence of traffic and pedestrian-related accidents and improve the integration of transport modalities. These investments will, in turn, increase the fluidity of vehicle traffic, reduce vehicle operating costs and travel times on targeted road segments and increase firms' revenues. The reduction of vehicle operating costs and travel times, combined with reduced traffic and pedestrian-related accidents, will also reduce household costs related to transport.

A detailed description of the Transport Infrastructure Activity and its various sub-activities is provided in Annex I of the Compact.

The diagram below illustrates and describes the causal relationships among the program components and synthesizes expected outcomes intended to achieve the Project objectives and the program goal. The dotted lines are designed to facilitate the ability to follow the arrows. They do not reflect a lower level of certainty with respect to these causal links.

Figure 3 : Abidjan Transport Program Logic



The assumptions and known risks for the Abidjan Transport Project are described below. The numbers provided in the list below correspond to those listed in the figure above.

1. The achievement of this output relies, in part, on the assumption that GoCI is able to provide a plot of land that is suitable in both size and location for the construction of the TPLC.
2. The decision to proceed with the procurement and financial close of a PPP will be contingent on additional studies that will assess, among other, actual and projected demand, feasibility, scope, commercial viability, similar investments planned by other donors and/or GoCI, and PPP options.
3. The achievement of this output relies on the assumption that road user participation in the Road Maintenance Fund (FER) Board is increased and that these actors are appropriately empowered resulting in improved oversight of FER.
4. The ability of the Activity to increase funding for road maintenance relies largely on the successful enforcement of the condition precedent related to the allocation of additional revenues to FER and the covenant that FER not take on additional commercial debt. For the purposes of the cost-benefit analysis, the assumption is made that 25% of needed maintenance will be performed.
5. There has been significant investment in large infrastructure works in Abidjan in recent years. Some anecdotal evidence indicates that communities are increasingly hostile to large infrastructure works, which could result in protests and/or disruption of works. As part of preparatory studies for each of the proposed infrastructure components, the Activity will identify, assess, and quantify the potential risks to the Activity and develop, as necessary, commensurate risk mitigation strategies, which may include social infrastructure for surrounding communities.
6. The achievement of these outputs (i.e., rehabilitation of Boulevard du Port, Boulevard de Vridi, and Boulevard de Petit Bassam) requires, at a minimum, (i) the temporary removal of trucks currently parked on and alongside these roads and (ii) ongoing coordination across the numerous road transport projects to be implemented during the same timeframe as the Compact. To increase the likelihood that these assumptions hold, MCC and the GoCI agree to jointly identify a location in or near the Port zone to which these trucks may be temporarily relocated. In addition, the Project will develop a traffic management system for the road segments to be rehabilitated via the Activity in order to facilitate coordination.
7. The completion of the TPLC will be contingent on the identification of an appropriate private sector partner who is willing and able to make the necessary investments in accordance with the conditions established by the Project.

8. The achievement of this outcome relies on the assumption that improved training and expertise at the Road Management Agency (AGEROUTE), FER, etc. and increased road user engagement in the FER Board will be sufficient to result in the economic prioritization of maintenance and rehabilitation, irrespective of other factors that influence budgeting and decision-making for road investments (e.g. political imperatives, incentives of various actors, challenges of changing policies, practices, and behaviors at an agency and institutional level, etc.).
9. In addition to infrastructure improvements designed to improve safety (e.g., pedestrian walkways, crosswalks, etc.), the Project will include a road safety and community engagement component designed to improve public awareness of and compliance with traffic laws. The assumption is made that these investments will result in behavior change among drivers and pedestrians.
10. The achievement of this outcome relies on the assumption that truck drivers will be properly incentivized to use the TPLC and that the TPLC will capture a significant number of the trucks who currently park in and around the port, so as to outweigh annual growth in truck traffic.

### **2.3. Economic Analysis**

Cost Benefit Analysis (CBA) is completed to calculate an Economic Rate of Return (ERR) and determine the cost effectiveness of MCC investments. CBA is used to support project design and a threshold of 10% is typically used to inform investment decisions. The table below provides a summary of the estimated ERRs across the two Projects. These ERRs were calculated in June 2017 to inform the initial investment decision and are therefore referred to as the initial or original ERRs.

Table 1 includes updated aggregate estimates for the Secondary Education Activity (1.1) and Skills Project (1). These estimates were recalculated a few months after official, initial ERRs were reported to adjust for a calculation error when aggregating the ERRs. No data or changes were made to the individual CBA models and therefore has no impact on indicator baselines or targets.

Table 1 : Compact Project ERRs

N°	Project / Activity / Sub-Activity	Initial ERR
<b>1</b>	<b>Skills for Employability and Productivity Project</b>	<b>13.8%<sup>4</sup></b>
1.1	<b>Secondary Education Activity</b>	<b>14.6%<sup>5</sup></b>
1.1.1	<i>Gender in Education Policy and Institutional Strengthening sub-Activity</i>	NC <sup>6</sup>
1.1.2	<i>Management Systems for Decision-Making sub-Activity</i>	NC
1.1.3	<i>Improving and Expanding Teacher Training Sub-Activity</i>	21.2% <sup>7</sup>
1.1.4	<i>New Secondary Schools for Equitable Access sub-Activity</i>	11.6%
1.2	<b>Technical and Vocational Education and Training Activity</b>	<b>6.8%<sup>8</sup></b>
<b>2</b>	<b>Abidjan Transport Project</b>	<b>22.6%<sup>9</sup></b>
2.1	<b>Transport Infrastructure Activity</b>	<b>22.6%</b>
2.1.1	<i>Rehabilitation of Boulevard VGE</i>	24.9%
2.1.2	<i>Rehabilitation of Boulevard du Port/Boulevard de Vridi/Boulevard de Petit Bassam</i>	23.5%
2.1.3	<i>Rehabilitate Yopougon Expressway</i>	42.5 %
2.1.4	<i>Rehabilitation of Boulevard de la Paix</i>	34.5%
2.2	<b>Transport Management and Planning Activity</b>	NC

The following sections describe the methodology and general logic of the CBA models, and their main benefits, costs, assumptions, etc. used to calculate each ERR.

### 2.3.1. Skills for Employability and Productivity Project Cost-Benefit Analysis

The Skills Project consists of two Activities: The Secondary Education Activity, with four sub-Activities and the TVET Activity with two sub-Activities. Based primarily on the Project's logic and the intended beneficiaries, three CBA models were developed:

1. New Secondary Schools for Equitable Access sub-Activity
2. Improving and Expanding Teacher Training Sub-Activity
3. TVET Activity

<sup>4</sup> The previously recorded project-level initial ERR estimate was 10.4%. Note that this ERR includes all project costs, even for components that do not have benefits directly tied to them.

<sup>5</sup> The previously recorded activity-level initial ERR was 11.5%. Note that this ERR includes all activity costs, even for components that do not have benefit directly tied to them.

<sup>6</sup> NC means that no ERR was calculated for these sub-activities either due to limited data available, the early stage of Project design, or the intervention does not lend itself to this type of analysis.

<sup>7</sup> This ERR decreased slightly compared to 21.6% at Compact signing after adjustment of the final Compact costs

<sup>8</sup> Preliminary ERR: This ERR is based on preliminary analysis using limited available data; all private sector-led TVET centers should have an ERR at or above 10% before MCC will approve an investment.

<sup>9</sup> The project-level ERR reported here is better interpreted as the ERR for 79% of the Project's investment. This is due to methodological difficulties described in note 4 above.

There are five ERRs presented in Table 1. Three result directly from the CBA models just listed, and an additional two are aggregate-level ERRs, one for the Secondary Education Activity and one for the overall Skills Project. There were no ERRs calculated for two sub-Activities (Gender in Education Policy sub-Activity and Management Systems sub-Activity) as they proved difficult to model given their scope and the data available, but their costs are included in the overall Skills Project ERR. Using the best available data at Compact signing, the expected ERR for the entire Skills Project is 13.8%.

The text that follows outlines the economic analysis for each of the three main ERRs calculated.

### ***New Secondary Schools for Equitable Access sub-Activity***

The CBA model for the Equitable Access sub-Activity is based on the Project's logic that constructing new lower-secondary schools will increase access to education in two regions of the country, Gbêkê and San-Pedro, leading to improved transition rates from primary to secondary school, and ultimately more years of schooling, which will result in higher lifetime incomes for students that attend these schools.<sup>10</sup>

The community mobilization component would incorporate community participation through each step of the process with the aim of designing and implementing an intervention that meets their needs and promotes greater sustainability of the investment. As this latter component was not yet designed, benefits of this sub-Activity are not included, only the associated costs. The CBA model for this sub-Activity aims to include all anticipated costs, whether funding would be provided by MCC, other donors or the Government.

The potential beneficiaries of this sub-Activity are those students who attend and graduate from new *collèges de proximité* in the regions of Gbêkê and San-Pedro. The main benefit stream is the incremental increase in lifetime earnings for those students who obtain additional years of schooling. Therefore, the key drivers for the ERR estimate are the average annual earnings of graduates of the *collèges de proximité*, and this estimate relative to the annual earnings of primary school graduates.<sup>11</sup>

The most likely counterfactuals ("without" Project scenario) are that without a lower-secondary school in close proximity the students would have either finished their schooling with the completion of primary school, which is particularly true for females, or would have transitioned to lower-secondary school but incurred additional costs (time, fees, transport costs, unable to support family business, etc.) to attend school.

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<sup>10</sup> Data on enrollment rates, transition rates, and graduation rates will be used to inform the years of schooling completed, which aims to capture a longer term, cumulative result of the sub-Activity.

<sup>11</sup> The model is simplified to estimate benefits accrued to those that complete the next level of education, college. Although gains to each additional year of school within collège are possible, most of the benefits are expected to come from completing the level.



The most likely ERR for the Equitable Access sub-Activity is 11.6%. There is some level of uncertainty in the estimates of the model's key parameters due to limitations of the available data. Uncertainty is assessed through completing sensitivity analysis based on a modeling technique known as Monte Carlo simulations. The results indicate that the 80% confidence interval for the ERR is from 9% to 14%, and there is an 83% probability that the ERR is above 10%, the typical threshold applied by MCC.

With respect to uncertainty, there is a risk that the demand for education and the schools may be lower than expected in the target areas. Additional demographic and school-related (enrollment rates, dropout rates, etc.) data from future data collection efforts will inform revised CBA, but detailed data was unavailable for the initial economic analysis. In the absence of this data, the CBA model assumes that schools will quickly reach their capacity of 40 students per classroom. This appears to be a reasonable assumption based on the experience of other donors and the commitment of MCC and the Government to complete due diligence in order to strategically place schools within these regions and to work with communities to understand and address students' limitations to continuing with their studies.

Additionally, the model relies on the assumption that each *collège de proximité* constructed under this sub-Activity will receive the necessary O&M required to maintain the life of this infrastructure investment. Although this has not been fully built into Project design, the expected costs for maintenance of the schools constructed during the Compact have been incorporated into the model and is necessary to reach the full potential of benefits. Lastly, recruiting and retaining teachers for all necessary subjects for new schools within these two regions is required to meet the full potential of benefits captured by the ERR estimate. There is some indication that it could be difficult to recruit individuals to teach in more remote locations or remain in those locations, and there is already a shortage of teachers in certain subjects.

### ***Improving and Expanding Teacher Training Sub-Activity***

The CBA model for the Teacher Training sub-Activity is based on the Project's logic of producing higher quality teachers at the lower-secondary level by improving pre-service teacher training, such that their training is more closely aligned with the school curriculum and focuses more on key pedagogical and practical training, including gender-sensitivity training, in order to prepare teachers for the job. The creation of two satellite campuses in Gbêkê and San-Pedro is expected to increase the flow of higher quality teachers into the education system. The counterfactual (without Project scenario) adopted is that the schools would continue to have teachers with the current (weaker) skillset.

It is important to note that in this sub-Activity the teachers are participants in an MCC-funded intervention, but their eventual students are the potential beneficiaries. Therefore, teachers are considered an improved input to the education system that will produce a greater quality of education for their students.

The CBA model aims to include all anticipated costs, whether funded by MCC, other donors, or the Government. The economic analysis includes two main benefit streams:

- Improved student learning outcomes as a result of increased teacher knowledge of curriculum material and methods for teaching that material.
- Increased future earnings resulting from improved student learning outcomes.

The most likely ERR for the Teacher Training sub-Activity is 21.2%. However, the available literature and data limits our certainty in quantifying and monetizing the above-mentioned benefit streams. The most influential parameter on the variance of the ERR calculation is the average increase in future incomes, followed by the average effect size on student learning outcomes. Although there is a demonstrated linkage between teacher training and improvement in student learning outcomes, the literature on evaluations of pre-service teacher training programs is virtually non-existent, and the exact relationship between improvements in student learning and higher wages is unclear. Uncertainty is assessed through completing sensitivity analysis based on a modeling technique known as Monte Carlo simulations. The results indicate that the 80% confidence interval for the ERR is from 16% to 25%, and there is a 99% probability that the ERR is above 10%, the typical threshold applied by MCC.

Additionally, a key driver of the CBA model is the flow of student teachers through the ENS training centers. Unlike one-time, in-service teacher training projects, this investment has the potential to produce hundreds of student teachers each year, graduating and joining the workforce. The model tracks 20 cohorts of these trained teachers and 20 cohorts of their eventual students. Therefore, the benefit streams are reliant on a commitment of the Government to recruit, retain, and fund training center personnel, including training of the trainers, and to fund necessary O&M for the facility to run effectively for 20 years. These costs have been included in the model.

There is a clear connection between this and the Equitable Access sub-Activity CBA model, given the reported shortage of lower-secondary school teachers in math and science and the expected increase in the demand for teachers with the expansion of schools at this level. While these two sub-activities will work closely together to ensure teachers are in MCC-funded schools when they open, not all teachers in these schools will be new *ENS* graduates. Since the scope and beneficiaries are different in the two sub-activities, there are two CBA models and ERR calculations.

## ***Technical and Vocational Education and Training Activity***

The CBA model for the TVET Activity is based on the Project’s logic that the new private sector-led TVET model would be more responsive to private sector needs by providing skills that are in demand, leading to increased job placement rates and lifetime earnings for the graduates of MCC-supported TVET centers. The TVET Activity is examined in three parts: (a) the costs of the TVET Quality Management and Accountability sub-Activity are included in the model but does not generate separate benefits, (b) the proposed private sector-led TVET center for the BTP sector,<sup>12</sup> and (c) the remaining private sector-led TVET center investments made through the grant facility, with both (b) and (c) under the New Model for Private Sector-Led TVET sub-Activity. The analysis for (b) and (c) are completed separately and then ultimately combined to produce an Activity-level ERR.

The CBA model for this Activity aims to include all anticipated costs, whether incurred by MCC, other donors, the private sector or the Government. The *main benefits streams* are that graduates of the MCC-supported PDC centers would obtain higher future earnings and a higher probability of employment due to improvements in the quality and relevance of the new training centers.

As seen in the table above, the ERR for this Activity is below 10%, MCC’s typical threshold. Unlike the other two models presented above, this is still considered a preliminary ERR. For the initial economic analysis, it was difficult to calculate an ERR that reflects the potential returns on this investment with a reasonable degree of certainty. This is due to high levels of uncertainty resulting from the intervention’s scope and stage in design, and the reliability of the data used to estimate key parameters.

Additional ERRs will be calculated for each private sector-led TVET center, including the TP center, before each MCC’s private sector-led TVET centers investment is made. This will help to ensure that MCC is investing in a cost-effective project.

Two of the key drivers of the model are focused on the counterfactual: What the student would have done in the absence of Compact-funded TVET centers and the estimates of potential wages “with” and “without” the Project. The counterfactuals adopted for this analysis fall into two categories: (1) current TVET centers do not provide this training (either in the field, career, course or level) and (2) current TVET centers provide this training but it is of a lower quality, which results in lower rates of employment, particularly in their field of study, and lower wages in comparison to Compact-funded TVET centers.

This dichotomy is then tied to whether students would have stopped their schooling at the lower level of education/training or whether they would have continued their schooling but in another field of study. There is extremely limited evidence and data available to inform the split between these two counterfactuals, particularly for those centers to be funded through the grant facility,

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<sup>12</sup> The initial model was developed for the BTP sector, although the program has been modified to focus only on the TP sub-sector. Subsequent CBA models for TVET will consider only TP, and the other centers selected to build centers.

but also for the pre-identified TP center. For the TP center, additional design work is required to determine the specific programs and degrees that will be offered.

Wage and employment data on those that are currently graduating from a TVET or related center or working in the TP sector with a similar job title are limited and contradictory. Of the multiple sources of data available the range of possible wage estimates remains large, and there is no clear overlap to draw on in order to develop a reliable estimate for the “with” or “without” Project scenario.

The size of the graduating cohort is a key parameter that significantly influences the ERR estimate. It is difficult to develop appropriate estimates for this parameter without definition of the economic sectors of the planned private sector-led TVET centers or the specific programs and levels of degrees to be offered. Additionally, in Côte d’Ivoire, only 12% of the population obtains a high school diploma and 33% completes lower-secondary. This limits the potential supply of students into the proposed private sector-led TVET centers.

The cohort numbers need to be informed both by the potential demand of the private sector and the feasibility of finding a sufficient number of students that meet the necessary minimum requirements for a given degree and are interested in the field of study offered by the private sector-led TVET centers. This information has not been obtained yet.

Lastly, within the context of the key drivers mentioned above, it will be critical to minimize the costs of each center. While the cost of a center will depend on the specific economic sector and equipment required to provide the relevant training, the number of students per cohort and the income differential between the “with” and “without” project will need to justify those costs.

MCC will work closely with MCA-Côte d’Ivoire to obtain additional data and to adjust investments within this Activity with the aim of designing a cost-effective Activity that obtains an ERR at or above 10%.

### **2.3.2. Abidjan Transport Project Cost-Benefit Analysis**

Six CBA models were produced for the Transport Investments under the Transport Infrastructure Activity. The ERR exceeded 20% for each investment, producing an estimated present value of benefits of about \$560 million and an estimated net present value of \$361 million USD in 2019.

#### ***Transport Infrastructure Activity***

The benefits of the Transport Investments were modeled using the Highway Development and Management 4 (HDM-4) software. HDM-4 estimates economic benefits by calculating the consumer surplus accruing to road users as a result of vehicle operating cost savings and time savings due to road improvements.

The CBA models include all investment costs, along with any costs associated with additional maintenance of the roads. The Transport Activity costs were based on the costs estimated in the multi-year financial plan.

In addition, a cost-weighted share of Compact administration costs and M&E costs were added to each CBA model. Additional maintenance costs were estimated based on routine maintenance costs compared against maintenance costs incurred under the counterfactual scenario.

While vehicle operating costs and time savings are the immediate microeconomic benefits of the Project, the Project will also contribute to the economy of Côte d'Ivoire by improving access to jobs, goods and social services. These second-order effects are part of the larger narrative of relieving the binding constraint of the movement of goods and people, although these effects are not typically captured in a CBA.

### ***Transport Management and Planning Activity***

ERRs were not estimated for the Transport Management and Planning Activity. The Abidjan Road and Safety Prioritization sub-Activity proved to be difficult to model due to limited data. The Infrastructure Graduate Education Sub-Activity has some objectives that could be monetized, but they would be difficult to attribute solely to MCC through the Project logic. At this time, insufficient details are available to estimate an ERR for the Truck Parking and Logistics Center sub-Activity, although one will be calculated prior to finalization of any PPP.

## **2.4. Participants and Projected Beneficiaries**

According to the MCC *Guidelines for Economic and Beneficiary Analysis*, beneficiaries of projects are considered individuals that are expected to experience better standards of living due to program activities aimed to increase their real incomes. The CBA for proposed projects gives details on benefit streams through which beneficiaries should experience increased income.

The Compact is expected to benefit at least 11,300,000 people over 20 years, broken out across the Projects as outlined below. This is summarized for each Project in Table 2, along with an estimation of total benefits. For definition purposes it is important to note that not all MCC Project participants will necessarily become beneficiaries. Beneficiaries realize improved standards of living as a result of Compact investments, which is measured by increases in household incomes. While MCC often focuses on an individual participant, beneficiaries *include all members of any household where at least one individual has an increase in income* and then adjusts for any potential double counting.

Table 2. Projected Program Beneficiaries

Project	Estimated Beneficiaries	Present Value* (PV) Benefits	Net Present Value * (NPV) <sup>13</sup>
Skills Project	2.8 million	\$ 423.9	\$ 131.7 <sup>14</sup>
Transport Project	8.8 million	\$ 560.5	\$ 361.4 <sup>15</sup>
<b>Total</b>	<b>11.3 million<sup>16</sup></b>		

\* Millions of US Dollars, updated 2019

### 2.4.1. Skills for Employability and Productivity Project Beneficiary Analysis

The Skills Project, after adjusting for any potential double counting, is expected to benefit up to 2,800,000 individuals over 20 years. The beneficiaries differ across the CBA models for the Equitable Access sub-Activity, Teacher Training sub-Activity, and TVET Activity, and are described in Table 2 and the bullets below it. As mentioned above, it was not possible to conduct a CBA for two sub-Activities of the Secondary Education Activity, Gender in Education Policy sub-Activity and Management Systems sub-Activity. With no CBA model or detailed project design it was not possible to estimate beneficiaries, and therefore the estimate of 2.8 million beneficiaries comes from the three existing CBA models.

Table 2 : Potential Beneficiaries of the Skills Project

Activities / Sub-Activities	Definition of Beneficiaries	Estimated Number of Beneficiaries
New Secondary Schools for Equitable Access sub-Activity	<ul style="list-style-type: none"> <li>▪ Students, from non-urban environments and likely to come from low-income households, who are enrolled in the new CDPs to be built in the targeted regions</li> <li>▪ Household members of trained students</li> </ul>	612,079
Improving and Expanding Teacher Training sub-Activity	<ul style="list-style-type: none"> <li>▪ Students of teachers trained on the new teacher training module at national level</li> <li>▪ Household members of trained students</li> </ul>	2,123,594
TVET Activity	<ul style="list-style-type: none"> <li>▪ Students enrolled in new private-sector TVET centers</li> <li>▪ Household members of students trained in new centers</li> </ul>	68,636

<sup>13</sup> The NPV illustrates the net benefits, which subtract discounted costs from discounted benefits. The CBA produces two main results: the ERR and the NPV. This provides a more complete picture and allows a comparison at this level between projects

<sup>14</sup> This project-level NPV is estimated from the individual CBA models outlined above, and includes the present value of the costs for those components that do not have an individual ERR.

<sup>15</sup> This project-level NPV is estimated from the individual CBA models outlined above, and could therefore be interpreted as the NPV for 79% of the Project's investments.

<sup>16</sup> There is an expected overlap among beneficiaries in both projects so that beneficiaries cannot simply be added to assess the total number of Compact beneficiaries.

- Beneficiaries of school construction under the Equitable Access sub-Activity will be focused in only two regions (Gbêkê and San-Pedro). There is likely to be a small overlap between beneficiaries for this and the Teacher Training sub-Activity, but it is accounted for in the final beneficiary estimates above. Given that schools will be located in rural and peri-urban areas the beneficiaries are thought to be students from non-urban environments and likely to be from lower income households. There is also an expectation that girls will benefit more than boys from this sub-Activity, but given beneficiaries are measured at the household level this is likely to even out overall.
- The Improving and Expanding Teacher Training sub-Activity will produce lower-secondary teachers that serve in schools nationwide, providing potential benefits to their students and the students' households throughout the country. Therefore, the teachers are participants in an MCC-funded Project, and potential beneficiaries are the students and the members of their household.
- Additionally, the Improving and Expanding Teacher Training sub-Activity is at a national level and will train far more teachers than the MCC-funded schools need, supporting the inflow of teachers throughout the country. Therefore, there will be an overlap in potential beneficiaries that attend an MCC-constructed school and have a newly trained teacher, but the majority of potential beneficiaries will receive one or the other. The Teacher Training sub-Activity provides benefits focused on gains in education quality, while the newly constructed schools produce benefits focused on additional years of schooling, as described below. Therefore, separate models and separate ERR calculations are required.
- The TVET Activity is expected to benefit primarily those in Abidjan with up to a quarter of graduates in San-Pedro and Gbêkê. Given the level of education that will be required to enter many of the programs offered by the TVET centers, there is a high likelihood that beneficiaries will not fall into the lowest income categories and that women will not be well-represented. The intervention seeks to incorporate incentives, policies, etc. into the more detailed Project design to explicitly target women and individuals from vulnerable and/or lower income communities.

#### **2.4.2. Abidjan Transport Project Beneficiary Analysis**

The Abidjan Transport Project investments, for the purposes of beneficiary analysis, are broad-based, which spread benefits over a large population instead of targeting specific groups of beneficiaries. Due to the geographic centrality and high traffic volumes of the proposed road segments (27,000 to 85,000 vehicles per day), the entire population of Abidjan is considered beneficiaries. Given such and Abidjan's population growth, the Abidjan Transport Project is expected to benefit nearly 8,800,000 people over 20 years. Because approximately 300,000 Skills Project beneficiaries are expected to be Abidjan residents, they have been deducted from the total number of Compact beneficiaries to avoid double counting.

### 3. MONITORING COMPONENT

#### 3.1. Summary of Monitoring Strategy

The program will be monitored systematically through indicators and progress will be reported regularly during implementation. Monitoring data will be analyzed to allow managers of MCA-Côte d'Ivoire and MCC to make programmatic adjustments as necessary with a view towards improving the overall implementation and results of the program.

An indicator is mapped to each result in the project logic diagram to track the project logic over time. MCC M&E distinguishes between four indicator levels: outcome, output, process, and risk/assumption. They are defined below:

- *Outcome Indicator* - An indicator that measures a targeted result of an intervention's outputs. Often many outcome indicators are not monitored during the life of the program, but rather are reported through evaluations after the program is complete.
- *Output Indicator* - An indicator that directly measures the goods or services produced as the direct result of the expenditure of program funds.
- *Process Indicator* - An indicator that measures progress toward the completion of an activity, a step toward the achievement of outputs and a way to ensure the work plan is proceeding on time.<sup>17</sup>
- *Risk/Assumption Indicator* – An indicator that measures a risk or assumption in the project logic.

To ensure that the program is on track to meet its objectives, the indicators will be measured against established baselines and targets, derived from ex-ante cost-benefit analysis, other types of analysis, and project design documents. The baseline reflects the situation prior to a development intervention, against which progress can be assessed or comparisons made. The targets are the expected value for a particular indicator at a particular time and reflects the underlying assumptions made in project design about what the project will likely achieve.

MCC uses common indicators to consistently measure progress across programs in key sectors and report those results to internal and external stakeholders. MCC's relevant common indicators are included in this M&E Plan.

The Indicator Documentation Table defines each indicator by project and can be found in Annex I. Baselines and targets for each indicator are defined in Annex II.

MCA-Côte d'Ivoire's M&E Unit (Division of M&E and Economic Analysis) shall consult and assist implementing entities in setting up their data collection plan and reporting templates to report on the relevant indicators included in this plan.

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<sup>17</sup> The indicator levels are formally defined in MCC's Monitoring and Evaluation Policy of Compacts and Threshold Programs



## 3.2. Standard Reporting Requirements

### Reporting to MCC: Quarterly Disbursement Request Package

Performance reports serve as a vehicle by which MCA-Côte d'Ivoire management informs MCC of implementation progress. Currently, MCC requires that MCA-Côte d'Ivoire submit a Quarterly Disbursement Request Package (QDRP) each quarter. The QDRP must contain an Indicator Tracking Table (ITT). A complete ITT presents the preceding quarters' indicator actuals and current quarter indicator progress against targets set forth in this M&E Plan. The ITT is the main source for MCC's and MCA-Côte d'Ivoire's internal and external reporting on indicator progress during implementation.

Additional guidance on reporting is contained in MCC's [Guidance to Accountable Entities on the Quarterly Disbursement Request Package](#) and [Indicator Tracking Table Guidance](#).

### Reporting to MCA-Côte d'Ivoire and Local Stakeholders

Even though the QDRP is required to be sent to MCC, accountable entities should also use these reports and the data included in them to assess progress and performance internally.

## 3.3. Data Quality Reviews

As a data-driven agency, MCC is committed to ensuring all data used in the development, implementation, and evaluation of a project are of good quality. Data quality is essential for maintaining a high level of confidence in MCC's decision making as well as for transparent reporting of MCC's results.

The quality of ITT data is the primary responsibility of MCA-Côte d'Ivoire staff, led by MCA-Côte d'Ivoire M&E Unit (Division of M&E and Economic Analysis). The M&E Unit, other MCA-Côte d'Ivoire staff, as appropriate, and implementing entities should regularly check data quality. The M&E Unit should verify that all reported data has appropriate source documentation and that calculations have been done correctly. MCA-Côte d'Ivoire M&E Unit will conduct site visits on a regular basis or whenever requested by MCC, to review the quality of the data gathered through this M&E Plan.

In addition to regular data quality checks by MCA-Côte d'Ivoire staff, a Data Quality Reviews (DQRs) will be conducted in accordance with the requirements of the MCC M&E Policy. The objectives of DQRs are to assess the extent to which data meets the standards defined in the MCC M&E Policy.

Note that evaluators are expected to conduct assessments of the quality of all data that will be used as part of the evaluation. Additional MCA-Côte d'Ivoire-driven data quality reviews of that data are not required.

Each DQR will be thoroughly documented in a report that describes any noted gaps or weaknesses with respect to the data quality standards. The report should also make recommendations for remedying these issues where possible. Where a remedy is not possible or cost-effective, the report should identify replacement indicators or data sources that will address the noted weakness.

MCA-Côte d'Ivoire is responsible for ensuring that MCC-approved recommendations of DQRs are followed through and implemented. Following the finalization of the data quality report, MCA-Côte d'Ivoire shall create an action plan, which clearly identifies which of the DQR recommendations MCA-Côte d'Ivoire will implement, as well as an associated timeline and next steps. This action plan must be submitted in English and reviewed by MCC. Once cleared by MCC, the action plan will be made publicly available on MCA-Côte d'Ivoire's website, either as an addendum to the M&E Plan or as an independent document.

A pre-implementation DQR was initiated in 2019 to review the quality of data that would be aggregated and reported in accordance with MCA-Côte d'Ivoire M&E Plan, highlight any critical weaknesses that affected the validity of said data, and recommend concrete and feasible actions to improve the quality of future data gathering and reporting efforts under the M&E Plan. However, a difference in approach between MCC and the firm selected to conduct the DQR did not allow the pre-implementation DQR to be completed.

It is expected that one or more entities will be hired by MCA-Côte d'Ivoire in Years 4-5 of the program to conduct one or more DQRs of implementation data. These DQRs are expected to review key indicators, including verifying primary data as well as data collection procedures, processes and reporting. In this context, during Year 4 of the Compact, MCA-Côte d'Ivoire, in accordance with MCC M&E, initiated a targeted DQR to review gross enrollment rates at lower-secondary schools in Gbêkê and San-Pedro, which is tied to several key results of the Secondary Education Activity as documented in the project logic. The overall objective of this DQR is to assess the extent to which gross enrollment rate data in lower-secondary education in the Gbêkê and San-Pedro regions meet the data quality standards defined above.

This section will be updated once the Action Plan from the targeted DQR is complete to reflect the actual dates the DQR was completed, the materials covered, major findings, and key action steps. Similarly, this section will be updated as additional DQRs are contracted and completed through the end of the program.

## 4. EVALUATION COMPONENT

### 4.1. Summary of Evaluation Strategy

While good monitoring is essential for project management, it is not sufficient for assessing the achievement of expected project results. Therefore, MCC and MCA-Côte d'Ivoire use evaluation as a tool to better understand the effectiveness of funded projects. Evaluation is the systematic collection and analysis of information about the characteristics and outcomes of a project. Detailed guidelines and standards for the preparation, review, and dissemination of evaluations are issued by MCC in the [Evaluation Management Guidance](#).

According to the MCC M&E Policy, every project in a program must undergo an *independent* evaluation to assess whether it achieved its stated objective. For each of these evaluations, an evaluation firm will be contracted by MCC. MCC and MCA-Côte d'Ivoire are committed to ensuring that the independent evaluations are rigorously designed to measure the expected results of each project. Each evaluation will be designed to answer the following questions:

1. To what extent was the project implemented according to plan (in terms of quantity and quality of outputs)?
2. Did the project achieve its stated objective in the timeframe and magnitude expected, as documented in the M&E Plan? Why or why not?

MCC's evaluation review process will follow the guidelines outlined in the MCC M&E Policy.

For each independent evaluation, MCA-Côte d'Ivoire is responsible for building local ownership and commitment to the evaluation, oversight of the data collection firm, quality control of evaluation activities and materials, and local dissemination of evaluation results.

In accordance with the MCC M&E Policy, the results of each evaluation will be disseminated through stakeholder report reviews and presentations. The associated reports, data collection materials, and data sets will be made publicly available on MCC's website.

## 4.2. Independent Evaluation Plans

The following table summarizes the planned independent evaluations for this program. More detail on each evaluation follows.

Table 3 : Independent Evaluation Plans

<b>Evaluation Name</b>	<b>Evaluation Type</b>	<b>Evaluator</b>	<b>Primary / Secondary Methodology</b>	<b>Final Report Date</b>
<b>Secondary Education Activity</b>	<i>To be determined</i>	Mathematica	<i>To be determined</i>	<i>To be determined</i>
<b>Technical and Vocational Education Training Activity</b>	<i>To be determined</i>	<i>To be determined</i>	<i>To be determined</i>	<i>To be determined</i>
<b>Abidjan Transport Project</b>	Performance	<i>To be determined</i>	Pre-post (HDM-4)	<i>To be determined</i>

### 4.2.1. Secondary Education Activity

#### Scope

This evaluation will answer the following core question:

- Did the activity increase the number of years of education received and improve the acquisition of quality, in-demand basic skills, including reading, math, and soft skills, for lower-secondary students in the timeframe and magnitude expected, as documented in the M&E Plan? Why or why not?

The answer to the first part of this question will be based on the objective-level indicators described in Annex I and II. The second part of the question will be answered by analyzing the remaining indicators in the project logic, as also described in Annex I and II. The project team's rationale for setting the objective targets will be documented in Annex II.

#### Methodology

The evaluation is expected to be a performance or mixed-methods evaluation. An initial review of the program design suggests that an impact evaluation using quasi-experimental methods may be possible for the Equitable Access and Teacher Training sub-Activity. Given the nature of the other sub-activities, it is likely that non-experimental methodologies will be most appropriate to capture these investments.

## Data Sources and Timelines

The evaluation is expected to collect and/or analyze data from the following sources and produce the following reports:

Table 4 : Data sources and timelines for secondary education activity evaluation

Name of Data Source	Data Collection Timing	Report Name	Report Publication Timing
Youth surveys (primary)	<i>To be determined</i>	<i>To be determined</i>	<i>To be determined</i>
Teacher surveys (primary)			
Key informant interviews and focus groups discussions with activity implementers, students, teachers and school administrators, parents, and community members (primary)			
Administrative student data provided by the Ministry of Education (secondary)			
Administrative teacher data provided by the Teacher Training Institute (secondary)			

More detail on the design of this evaluation will be provided in the independent evaluator's Evaluation Design Report (EDR) after the EDR is finalized.

### 4.2.2. TVET Activity

#### Scope

This evaluation will answer the following core question:

- Did the activity improve the acquisition of quality, in-demand technical skills and increase job placement rates among graduates of Compact-supported TVET centers in the timeframe and magnitude expected, as documented in the M&E Plan? Why or why not?

The answer to the first part of this question will be based on the objective-level indicators described in Annex I and II. The second part of the question will be answered by analyzing the remaining indicators in the project logic, as also described in Annex I and II. The project team's rationale for setting the objective targets will be documented in Annex II.

#### Methodology

The evaluation is expected to be a performance evaluation.

## Data Sources and Timelines

The evaluation is expected to collect and/or analyze data from the following sources and produce the following reports:

Table 5 : Data sources and timelines for TVET activity evaluation

Name of Data Source	Data Collection Timing	Report Name	Report Publication Timing
Tracer survey (primary)	<i>To be determined</i>	<i>To be determined</i>	<i>To be determined</i>
Interviews with firms that employ graduates of Compact-supported TVET centers (primary)			
Administrative data provided by TVET centers, Government Ministries, and other relevant actors (secondary)			

More detail on the design of this evaluation will be provided in the independent evaluator's Evaluation Design Report (EDR) after the evaluator is hired and the EDR is finalized.

### 4.2.3. Abidjan Transport Project

#### Scope

This evaluation will answer the following core question:

- Did the project reduce vehicle operating costs and travel times along targeted road segments, while improving overall pedestrian and vehicle mobility and safety in the timeframe and magnitude expected, as documented in the M&E Plan? Why or why not?

The answer to the first part of this question will be based on the objective-level indicators described in Annex I and II. The second part of the question will be answered by analyzing the remaining indicators in the project logic, as also described in Annex I and II. The project team's rationale for setting the objective targets will be documented in Annex II.

#### Methodology

The evaluation is expected to be a performance evaluation relying on pre-post methodology. The evaluation of the Project will be conducted in accordance with MCC's best practices for roads evaluations.

## Data Sources and Timelines

The evaluation is expected to collect and/or analyze data from the following sources and produce the following reports:

Table 6 : Data sources and timelines for Abidjan Transport Project evaluation

Name of Data Source	Data Collection Timing	Report Name	Report Publication Timing
Design studies data (primary)	<i>To be determined</i>	<i>To be determined</i>	<i>To be determined</i>
Traffic counts with fleet composition, origin-destination surveys, International Roughness Index sample measurements, and deflection sample measurements (primary)			
Key informant interviews (primary)			
Implementation reports (secondary)			

More detail on the design of this evaluation will be provided in the independent evaluator's Evaluation Design Report (EDR) after the evaluator is hired and the EDR is finalized.

## 5. IMPLEMENTATION AND MANAGEMENT OF M&E

### 5.1. Responsibilities

This section describes the M&E responsibilities of the accountable entity, MCC, and the government after the program has ended.

#### 5.1.1. Accountable Entity

MCA-Côte d'Ivoire M&E Unit will be composed of a Director of Monitoring, Evaluation, and Economic Analysis, who will have the key responsibility of leading and managing all M&E and Economic Analysis activities, and two M&E Managers and one Economist, who will support the M&E Unit Director in performing the M&E and Economic Analysis activities. Additionally, the M&E Unit may hire short-term support on an as needed basis. The M&E Unit will carry out, or hire contractors to complete the following and other related activities:

- Lead the development and periodic updates of the Côte d'Ivoire M&E Plan, in accordance with MCC policies and guidelines and in coordination with MCC and relevant stakeholders.
- Lead the implementation of the monitoring component of the Côte d'Ivoire M&E Plan to provide timely and relevant input to project management and external reporting, including:
  - Define the performance indicators to be monitored along with their baselines and targets in collaboration with project teams.
  - Identify critical data gaps or data quality issues related to the M&E Plan indicators and design and implement a plan to resolve these issues and build capacity with the party that produces the data (e.g., government entities or project implementers).
  - Work with implementers and Implementing Entities to ensure M&E requirements are appropriately incorporated in their contracts and Implementing Entity Agreements, respectively, and that there is a shared understanding of relevant indicators and other requirements.
  - Produce the ITT. This should include reviewing all of the ITT data on a quarterly basis, checking inconsistent values with project leads and reporting entities, and submitting supporting documentation for all data that is reported.
  - Conduct a Data Quality Review of monitoring data reported by MCA-Côte d'Ivoire as well as likely sources of future monitoring data (i.e., data sources identified in the M&E Plan) and implement a plan to address any identified weaknesses.
  - Design and implement field assessments of progress towards the achievement of outputs and intermediate outcomes, especially in situations where concerns have been raised regarding data quality or validity.
  - Disseminate information from the approved ITT to relevant stakeholders in Côte d'Ivoire and to MCC.



- Support the design and implementation of the evaluation component of the Côte d'Ivoire M&E Plan to promote accountability and learning, including:
  - Provide data and documentation required to inform the design and implementation of evaluations to MCC and independent evaluators.
  - Monitor adherence to the project design and implementation plans and report any deviations to the independent evaluator.
  - Review evaluation reports, survey instruments, and other materials produced by each of the evaluators hired by MCC to conduct independent evaluations.
  - Manage local stakeholder reviews of evaluation reports and materials.
  - Contract survey firms to undertake baseline and interim data collection for independent evaluations and supervise work in coordination with the independent evaluator.
  - Organize meetings/events for the dissemination of evaluation findings for each evaluation report.
- Ensure that the Cost-Benefit Analyses and Beneficiary Analyses, including estimates of the Economic Rate of Return (ERR), are modified and updated in accordance with MCC Guidelines as improved information becomes available (updating key parameters and variables upon the receipt of new or higher quality data).
- Maintain close collaboration and integration between the M&E Unit and project teams to ensure that the M&E Unit's data and analysis is accurate, up-to-date, and supports evidence-based project design and management.
- Maintain regular communication with MCA-Côte d'Ivoire leadership, MCC M&E and Economic Analysis staff to provide updates on the status of M&E Unit activities and to communicate risks related to the progress of implementation or the achievement of results.
- Manage the M&E budget and provide updates to MCC on commitments and disbursements on a quarterly basis.
- Manage the procurements and contracts funded by the M&E budget and report progress to MCC on a quarterly basis.

The M&E and Economic Director will be a part of MCA-Côte d'Ivoire's internal Management Unit, composed from MCA-Côte d'Ivoire leadership, Project Executive Directors, and other Directors. Collaboration with the procurement team will be very important to prepare and conduct timely procurement of M&E related contracts as well as ensuring that other implementation contracts contain necessary data reporting provisions.

Seminars, workshops, elaboration and distribution and dissemination of M&E materials shall be conducted in close cooperation with MCA-Côte d'Ivoire's Communications Unit.

### **5.1.2. Millennium Challenge Corporation**

MCC will carry out the following aspects of M&E:

- Support MCA-Côte d’Ivoire M&E Unit by providing technical assistance on the above-mentioned tasks, notably:
  - Support in the development and updating of the M&E Plan, including facilitating discussions with the MCC country team, and drafting and maintaining the following sections: Economic Analysis, Participants and Projected Beneficiaries, and the Evaluation Component.
  - Participate in all Data Quality Reviews, including attending associated workshops and providing technical expertise on all deliverables.
- Manage high-quality independent evaluations
  - Develop the scope of work and procure one or more independent evaluators.
  - Fund and manage evaluator contract(s).
  - Convene MCC’s Evaluation Management Committee to review key evaluation deliverables and make decisions about the evaluation design and implementation.
  - Facilitate evaluation coordination with the accountable entity, implementers, and other local stakeholders.
- Review and clear on ITTs as part of the Program Quarterly Disbursement Request Packages, plus flag for the MCC country team any risks to results found in ITT data.
- Maintain close collaboration and integration between the M&E Unit and the MCC country team to ensure that the M&E Unit’s data and analysis is accurate, up-to-date, and supports evidence-based project design and management.
- Clear on the use M&E program funds and procurements.
- Package ITT data and evaluation results for learning and lead dissemination efforts to inform MCC decisions.

### **5.1.3. Government Post-Program**

To prepare for post-program evaluation, MCA-Côte d’Ivoire should identify a post-program point of contact (POC) for MCC at least one year before the program ends and work with that POC to build understanding of the MCC program and evaluation process. This POC should be part of the Government entity that will support post-program evaluation. Specifically, post-program the Government will:

- support the collection of primary data or efforts to obtain secondary data from other stakeholders
- commit to reviewing evaluation deliverables that are submitted post-program
- facilitate review of post-program evaluation deliverables by relevant project stakeholders
- support dissemination of evaluation results.

This section will be updated with Government commitments related to dissemination (such as providing venues for and organizing dissemination presentations) before closure.

## **5.2. Other Actors Engaged in the Monitoring and Evaluation of the Compact**

In addition to MCA-Côte d'Ivoire, through its various divisions, several other actors will play an important role in the Compact's M&E system.

### ***Board of Directors***

MCA-Côte d'Ivoire Board of Directors is responsible for oversight of MCA-Côte d'Ivoire. It meets quarterly to guide and oversee the actions of MCA-Côte d'Ivoire including the management, operation and implementation of the Compact program. It also approves MCA-Côte d'Ivoire's M&E Plan.

### ***Implementing Entities***

The implementing entities are the ministries and other structures involved in the implementation of the Compact Projects through an Implementing Entity Agreement with MCA-Côte d'Ivoire. During the Compact Period and for a period of five years (or such other period as the Parties may agree) after the implementation of the Compact, they will assist MCA-Côte d'Ivoire and GoCI in the development and implementation of the Compact's M&E Plan. This may include, but is not limited to, involvement in data collection and analysis, development of specific reports, dissemination of project information and reports, and involvement in the independent evaluations.

### ***Other Ministries, Consultants and Development Partners***

Other ministries, consultants and development partners will be involved, at various levels, in the implementation of the Compact's M&E Plan. This may include, but is not limited to, involvement in data collection and analysis, development of specific reports, dissemination of project information and reports, and involvement in the independent evaluations.

### **5.3. MCA Data Management System for Monitoring and Evaluation**

All MCAs must use the MCC MIS for reporting the QDRP (including the ITT) to MCC. In addition, an MCA may decide to develop its own MIS for M&E to collect data from implementers. However, any MIS development must be coordinated closely with both the MCC MIS and MCA-Côte d'Ivoire MIS initiatives.

### **5.4. Review and Revision of the M&E Plan**

The M&E Plan is designed to evolve over time, to ensure the plan remains up to date and consistent with design documents and project work plans, and to incorporate lessons learned for improved performance monitoring and measurement. The M&E Plan must be kept as current as possible, including conducting revisions as needed and feasible. M&E Plans must be reviewed and amended, if appropriate, after a modification to the agreement has been approved by MCC. MCC may condition disbursements of Compact funding on M&E Plans being kept up to date.

MCC M&E distinguishes between major and minor changes to the M&E Plan (i.e., modifications) and major and minor M&E Plan revisions. Major modifications are limited to changes to the project logics, baselines, targets, and indicator definitions, adding new indicators and retiring existing indicators. All other modifications are considered minor. Those major modifications, as well as a justification for why the change was made (for changes to indicators only), must be documented in Annex III of this M&E Plan. This Annex summarizes all major modifications between program signing and the current version of the M&E Plan. Minor modifications are not required to be tracked in Annex III.

The revision and approval process must follow the MCC M&E Policy.

## 6. M&E BUDGET

The budget for the implementation of the proposed M&E activities for the term of the Compact is \$12.7 million. The M&E budget does not include the M&E staff in MCA-Côte d'Ivoire whose salaries and field trips are included in the administrative budget of the program.

During the life of the program, surveys will be funded through the M&E budget in the Compact. Principally, the M&E budget will be used to finance the following activities among others:

- Data collection and surveys for the independent evaluations
- Monitoring of performance indicators
- Data quality reviews
- Capacity building and technical assistance
- Support activities for M&E of the Compact, that may include the acquisition of and training on specialized IT software; research and special studies; and training, etc.

However, evaluation design, post-program data collection, and analysis are funded directly by MCC. MCC will commit approximately \$6 million to fund the external evaluators and post-program data collection.

## **7. ANNEXES**

## Annex I: Indicator Documentation Table

Project Logic Result	CI Code	Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation Type	Primary Data Source	Responsible Party	Frequency of Reporting	Indicator Type	Additional Information
<b>Skills and Employability Project</b>												
N/A	E-3	SKL01	Output	Legal, financial, and policy reforms adopted	The number of reforms adopted by the public sector attributable to compact support that increase the education sector's capacity to improve access, quality, and /or relevance of education at any level, from primary to post-secondary.	Number	None	Presidential Decree or a Ministerial "Arrêté"	MCA-CI Skills Executive Director	Quarterly	ITT indicator	This is a Common Indicator that is reported across all MCC-supported Education Compacts and the adoption of a broad number of new policy reforms is not a targeted outcome of the Project. Therefore, no targets will be set for this indicator. This indicator will track major policy changes related to the Secondary Education or TVET Activities that are national in scope and require approval by the Côte d'Ivoire National Assembly or are officially documented through a Presidential Decree or a Ministerial "Arrêté". The Compact anticipates, at a minimum, the following legal reforms: (i) Adoption of the gender policy; (ii) Adoption of an interministerial teacher training committee; and (iii) Adoption of an intraministerial teacher training committee. Additional necessary legal reforms, including reforms that may be necessary for the creation of private-sector driven TVET centers under the TVET Activity, may be identified as the Project is further developed and will be specified here at a later date.
<b>Secondary Education Activity</b>												
Reduced regional inequalities in enrollment rates for lower-secondary school in Gbêkê and San Pedro		SKL/ES01	Outcome	Gross enrollment rates at lower-secondary schools in Gbêkê	The gross enrollment rate for lower-secondary schools in the Gbêkê region.  Numerator: Total number of students that are enrolled in a lower secondary school in the Gbêkê region; Denominator: Total number of children in the Gbêkê region that are at the official age to enroll in a lower secondary school (12-15 years old)	Percentage	Sex (Female, Male)	Statistical Yearbook for the Education Sector; DESPS	MENA DESPS	Annual	ITT indicator	Enrollment data is reported by secondary schools to DESPS around February of the school year. The numerator does not include students who registered for classes online but failed to enroll in the school, or enrolled in the school but left before the data collection period.  The denominator is based on the 2014 Côte d'Ivoire Population and Housing Census and projected population growth rates. However, the 2014 census has known data quality issues, largely due to low participation at the household level. A new census was completed in 2021 and the census data is expected to be reflected in updated gross enrollment rate calculations as of the 2022-2023 school year. If there are substantial differences in population estimates between the 2014 and 2021 census, there could be a sharp increase or decline in the gross enrollment rate, without any change in the total number of students enrolled.  Although targets will only be set for Compact Years 5 and 6, data will be available and reported for all Compact Years.  This indicator is disaggregated by Male and Female students. For each disaggregation, the numerator refers to the total number of students of that sex and the denominator refers to the total number of children of that sex. (For example, "the Total number of male students"). The primary indicator will be calculated by looking at all students (numerator) and children (denominator), regardless of sex. The primary indicator should not be calculated by averaging the disaggregated values. Unless otherwise noted, all disaggregated indicators with a numerator and a denominator will be calculated in this way.

Project Logic Result	CI Code	Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation Type	Primary Data Source	Responsible Party	Frequency of Reporting	Indicator Type	Additional Information
Reduced regional inequalities in enrollment rates for lower-secondary school in Gbêkê and San Pedro		SKL/ES02	Outcome	Gross enrollment rates at lower-secondary schools in San Pedro	<p>The gross enrollment rate for lower-secondary schools in the San Pedro region.</p> <p>Numerator: Total number of students that are enrolled in a lower secondary school in the San Pedro region; Denominator: Total number of children in the San Pedro region that are at the official age to enroll in a lower secondary school (12-15 years old)</p>	Percentage	Sex (Female, Male)	Statistical Yearbook for the Education Sector; DESPS	MENA DESPS	Annual	ITT indicator	<p>Enrollment data is reported by secondary schools to DESPS around February of the school year. The numerator does not include students who registered for classes online but failed to enroll in the school, or enrolled in the school but left before the data collection period.</p> <p>The denominator is based on the 2014 Côte d'Ivoire Population and Housing Census and projected population growth rates. However, the 2014 census has known data quality issues, largely due to low participation at the household level. A new census was completed in 2021 and the census data is expected to be reflected in updated gross enrollment rate calculations as of the 2022-2023 school year. If there are substantial differences in population estimates between the 2014 and 2021 census, there could be a sharp increase or decline in the gross enrollment rate, without any change in the total number of students enrolled.</p> <p>Although targets will only be set for Compact Years 5 and 6, data will be available and reported for all Compact Years.</p> <p>This indicator is disaggregated by Male and Female students. For each disaggregation, the numerator refers to the total number of students of that sex and the denominator refers to the total number of children of that sex. (For example, "the Total number of male students"). The primary indicator will be calculated by looking at all students (numerator) and children (denominator), regardless of sex. The primary indicator should not be calculated by averaging the disaggregated values. Unless otherwise noted, all disaggregated indicators with a numerator and a denominator will be calculated in this way.</p>
Reduced gender-based inequalities in enrollment rates for lower-secondary school in Gbêkê and San Pedro		SKL/ES03	Outcome	Gender inequality in enrollment at the lower-secondary level in Gbêkê and San Pedro	<p>The difference between male and female enrollment rates in lower-secondary schools in the Gbêkê and San Pedro region during the same school year.</p> <p>For each region, this indicator is calculated using the following formula: Gross enrollment rate for male students in year t minus gross enrollment rate for female students in year t</p>	Percentage point	Region (Gbêkê, San Pedro)	Calculation based on Statistical Yearbook for the Education Sector; DESPS	MENA DESPS	Annual	ITT indicator	<p>This indicator is calculated at the regional level only. A value of zero indicates perfect parity between male and female students. A positive value indicates greater enrollment of male students. A negative value indicates a greater enrollment of female students.</p> <p>Although targets will only be set for Compact Years 5 and 6, data will be available and reported for all Compact Years.</p>
Increased individual income		SKL/ES04	Outcome	Not applicable								<p>This result statement refers to the increase in income of students who are taught by lower-secondary school teachers that have been trained under the reformed curriculum. It is not possible to measure this result statement because many students who continue in school will not begin receiving wages for five or more years. However, this result statement can be modeled, which will be done as part of the ex-post CBA.</p>



Project Logic Result	CI Code	Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation Type	Primary Data Source	Responsible Party	Frequency of Reporting	Indicator Type	Additional Information
Objective: Increased completion rates for lower-secondary		SKL/ES05	Outcome	Gross intake ratio for students in the last year of Compact-supported lower-secondary schools	<p>The number of students who enroll in the highest grade (year) of a Compact-supported lower-secondary school for the first time as compared to all children aged fifteen years living in the catchment areas of Compact-supported lower-secondary schools.</p> <p>Numerator: Number of new enrollees in the final year of secondary school (3ieme) at a Compact-supported lower-secondary school that continue to be enrolled at the time of data collection in early Spring of the school year.</p> <p>Denominator: Number of children who are fifteen (the population of the entrance age) that reside in one of the catchment areas of a Compact-supported lower-secondary school.</p>	Percentage	Region (Gbêkê, San Pedro) Sex (Female, Male)	Statistical Analysis Report for the Compact-supported lower-secondary schools in Gbêkê and San Pedro	MENA DESPS	Annual	ITT indicator	<p>Due to data limitations, DESPS does not measure the completion rate for lower-secondary schools directly. Rather, gross intake ratio for students in the last year of lower-secondary school is used as a proxy indicator. Enrollment rates are collected in February and the calculation assumes all students still enrolled in February will complete the final year of lower-secondary school. DESPS will obtain the denominator through an estimate of the population data in the specific catchment areas of Compact-supported lower-secondary schools.</p> <p>Students who have enrolled for the first time (new enrollees) are those that have not previously enrolled in the highest grade of a Compact-supported lower-secondary school; i.e., this number does not include students repeating the grade.</p> <p>Catchment area is specifically defined as the geographical area (5 km radius) within which villages and construction sites are identified for building of the Compact-supported lower-secondary schools.</p>
Objective: Improved acquisition of in-demand basic skills: - Reading and math skills - Soft skills		SKL/ES06	Outcome	Students benefitting from improved teacher training	The number of lower-secondary students per year receiving classroom instruction from teachers who obtained improved teacher training as a result of the Compact investment.	Number	Sex (Female, Male)	TBD	MENA DESPS	Annual	ITT indicator	This indicator will capture for each Compact year, all lower-secondary students receiving classroom instruction from teachers who obtained Compact-supported improved teacher training. Through its network of focal points in the country, DESPS will track all teachers trained on new teacher training curricula, and calculate the number of students instructed by teachers who have received this training. A student who receives instruction from two teachers who have been trained in the new curriculum will be counted once.
Objective: Improved acquisition of in-demand basic skills: - Reading and math skills - Soft skills		SKL/ES07	Outcome	Change in learning outcomes of students in Compact-supported lower-secondary schools	Change in aptitudes of reading, math, and soft skills of lower-secondary school students in one of the catchment areas of a Compact-supported lower-secondary school as a result of increased teacher knowledge of curriculum materials and better pedagogical methods	Number	Sex (Female, Male)	Independent evaluation report(s)	Mathematica	Other	Non-ITT indicator	This indicator will likely be assessed through a learning assessment or through student exam scores. Additional details on the exact scope of the survey, including the sample size and frequency of data collection will be documented here once the evaluation design report is finalized.
<b>Gender in Education Policy and Institutional Strengthening Sub-Activity</b>												
National gender policy for education adopted and Gender Unit created		SKL/ES/GD01	Output	Gender Unit budget received	The annual budget received by the Gender Unit. This is the actual amount of money the Gender Unit has received from the Government of Côte d'Ivoire during the fiscal year.	CFA Francs	None	DEEG Budget Expenditure Report and Budget Execution Status	MENA DEEG	Annual	ITT indicator	<p>This indicator reports the budget that is received by the DEEG from the Government of Côte d'Ivoire during the January - December fiscal year. This indicator will be reported after the fiscal year has ended (app. September of the following fiscal year) and measures the effective budget received by DEEG, not the dollar value of the DEEG budget line item.</p> <p>Targets for this indicator will be based on the operational budget developed by DEEG and the Gender consultant, GOPA. Care should be taken when comparing actual data to targets because failure to achieve a target could be due to several different reasons, such as the Government of Côte d'Ivoire failed to provide requested funding for the DEEG and / or that the DEEG has not requested (and therefore not received) sufficient funding.</p>

Project Logic Result	CI Code	Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation Type	Primary Data Source	Responsible Party	Frequency of Reporting	Indicator Type	Additional Information
National gender policy for education adopted and Gender Unit created		SKL/ES/GD02	Output	Gender Unit operationalized	The date on which the Gender Unit, Direction de l'Egalité et de l'Equité du Genre (DEEG), is operationalized as defined by the compact sub-Activity.	Date	None	Signed National Gender Policy; Signed Arrêté; revised MENETFP organigram; approved DEEG staffing plan; and MENETFP budget notification for 2020	MCA-CI GSI Director	Once	ITT indicator	The Unit will be operationalized after the National Gender Policy in Education has been adopted and after the DEEG has been: (i) created; (ii) incorporated in the Ministry of Education organizational chart; (iii) properly staffed according to the approved staffing plan; and (iv) allocated the funding necessary for the functioning and sustainability of the Gender Unit for one fiscal year.
National gender policy for education adopted and Gender Unit created		SKL/ES/GD03	Output	National gender policy in education adopted	The date on which the National Gender Policy in Education is adopted by the Government of Côte d'Ivoire.	Date	None	Signed National Gender Policy	MENA DEEG	Once	ITT indicator	Adopted by the GoCI means that the gender policy document has been presented to the "Conseil des Ministres" and that the final version, prefaced and signed (date of signature) by the Minister of Education is available.
Gender priority action items piloted in the Gbêkê and San Pedro regions		SKL/ES/GD04	Output	Number of people trained on gender equity in education	<p>Number of people trained on gender equity in education concepts, including gender-based violence, school pregnancy, sexual harassment, student participation in schools, child protection instruments, the child-friendly and girl-friendly school approach, and strategies for the reintegration of girl mothers.</p> <p>Any person who has been trained directly by the AETS training consultants and who has attended all the sessions of a specific training course is considered "trained".</p>	Number	Gender training type (Community leaders, Educators, Students)  Sex (Female, Male)	Indicator Annex to Semi-Annual Reports for the Implementation of the Gender Priority Action Items	AETS-Cideal-World Education Inc	Semi-Annual	ITT indicator	<p>This indicator will be collected as part of mission 3A of the consultancy responsible for implementing the gender priority action items in the Gbêkê and San Pedro regions. Under this mission educators (teachers, administrative and school management staff), community leaders (village chiefs, traditional chiefs, youth leaders, women leaders, religious community leaders, members of the GSC, etc.) and students will be trained on gender equity concepts.</p> <p>This indicator does not take into account awareness campaigns training of trainers.</p> <p>The priority actions will be implemented in the catchment areas of the Compact-supported lower-secondary schools and also in three catchment areas with lower-secondary schools not supported by the Compact.</p>
Gender priority action items piloted in the Gbêkê and San Pedro regions		SKL/ES/GD05	Output	Number of catchment areas where gender priority action items have been implemented	The number of catchment areas where all of the Phase 1 and Phase 2 gender priority action items intended for that catchment area has been implemented. Phase 1 is defined as the priority action items that can be completed without a functional Compact-supported lower-secondary school and is comprised of missions 2A, 5A, and 8A. Phase 2 is defined as the priority action items that require a functional lower-secondary school and is comprised of missions 3A, 4A, 6A, and 7A.	Number	Action items phase (Phase 1, Phase 2)  Region (Gbêkê, San Pedro)	Indicator Annex to Semi-Annual Reports for the Implementation of the Gender Priority Action Items	AETS-Cideal-World Education Inc	Semi-Annual	ITT indicator	<p>This indicator will be collected as part of the mission for the consultant in charge of implementing the gender priority action items in the Gbêkê and San Pedro regions. The priority actions will be implemented in the catchment areas of the Compact-supported lower-secondary schools and also in three catchment areas with lower-secondary schools not supported by the Compact.</p> <p>The main activities that will be implemented are training, awareness campaigns, and creation of young girl clubs.</p>

Project Logic Result	CI Code	Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation Type	Primary Data Source	Responsible Party	Frequency of Reporting	Indicator Type	Additional Information
<b>New Secondary Schools for Equitable Access Sub-Activity</b>												
1. Improved enrollment and transition rates for girls 2. Improved enrollment and transition rates	E-6	SKL/ES/EA01	Outcome	Students participating in MCC-supported education activities	The number of students enrolled or participating in MCC-supported educational schooling programs.	Number	Region (Gbêkê, San Pedro) Sex (Female, Male) Education level (Secondary)	Statistical Analysis Report for the Compact-supported lower-secondary schools in Gbêkê and San Pedro	MENA DESPS	Annual	ITT indicator	This indicator tracks the total number of students who have ever enrolled in any Compact-supported lower-secondary school. During each Compact Year, the total number of new enrollees in Compact-supported lower-secondary schools will be reported by DESPS. This figure should not include any students who are repeating a grade or who left and re-enrolled in a Compact-supported lower-secondary school. The cumulative total reported is the sum of new enrollees for each Compact Year. Students who have graduated, dropped out, or otherwise left Compact-supported lower-secondary schools should not be subtracted from the total reported. This data will be available through of the DESPS (Ministry of Education) database which collects around February of a school year the number of students enrolled in schools in that year through its network of focal points in the country.
1. Improved enrollment and transition rates for girls 2. Improved enrollment and transition rates		SKL/ES/EA02	Outcome	Promotion rates for students in Compact-supported lower-secondary schools in Gbêkê	Proportion of students from a cohort enrolled in a given grade of a Compact-supported lower-secondary school in Gbêkê at a given school year who study in the next grade in the following school year. Numerator: The number of students who enroll for the first time in a given grade in school year t+1 Denominator: The number of students from the same cohort enrolled in the preceding grade in the previous grade school year t	Percentage	Grade level (6ieme, 5ieme, 4ieme) Sex (Female, Male)	Statistical Analysis Report for the Compact-supported lower-secondary schools in Gbêkê and San Pedro	MENA DESPS	Annual	ITT indicator	This indicator tracks the percentage of students who advance to the next grade level (6ieme to 5ieme, 5ieme to 4ieme, 4ieme to 3ieme) in Compact-supported lower-secondary schools. Students who are repeating a grade are not included in the numerator of this indicator.  Promotion data is reported by secondary schools to DESPS around February of the school year. Promotion rates for students are reported in the lower year and grade level.
1. Improved enrollment and transition rates for girls 2. Improved enrollment and transition rates		SKL/ES/EA03	Outcome	Promotion rates for students in Compact-supported lower-secondary schools in San Pedro	Proportion of students from a cohort enrolled in a given grade of a Compact-supported lower-secondary school in San Pedro at a given school year who study in the next grade in the following school year. Numerator: The number of students who enroll for the first time in a given grade in school year t+1 Denominator: The number of students from the same cohort enrolled in the preceding grade in the previous grade school year t	Percentage	Grade level (6ieme, 5ieme, 4ieme) Sex (Female, Male)	Statistical Analysis Report for the Compact-supported lower-secondary schools in Gbêkê and San Pedro	MENA DESPS	Annual	ITT indicator	This indicator tracks the percentage of students who advance to the next grade level (6ieme to 5ieme, 5ieme to 4ieme, 4ieme to 3ieme) in Compact-supported lower-secondary schools. Students who are repeating a grade are not included in the numerator of this indicator.  Promotion data is reported by secondary schools to DESPS around February of the school year. Promotion rates for students are reported in the lower year and grade level.

Project Logic Result	CI Code	Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation Type	Primary Data Source	Responsible Party	Frequency of Reporting	Indicator Type	Additional Information
1. Improved enrollment and transition rates for girls 2. Improved enrollment and transition rates		SKL/ES/EA04	Outcome	Gross enrollment rate for school-aged children in the catchment areas of Compact-supported lower-secondary schools	Proportion of children enrolled in Compact-supported lower-secondary schools over the population of children of the official age (12-15 years) to be enrolled in lower-secondary school.  Numerator: Total number of students that are enrolled in Compact-supported lower-secondary schools Denominator: Total number of children within the catchment areas of the Compact-supported lower-secondary schools that are at the official age to enroll in lower-secondary school (12-15 years old)	Percentage	Region (Gbêkê, San Pedro)  Sex (Female, Male)	Statistical Analysis Report for the Compact-supported lower-secondary schools in Gbêkê and San Pedro	MENA DESPS	Annual	ITT indicator	Enrollment data is reported by secondary schools to DESPS around February of the school year. The numerator does not include students who registered for classes online but failed to enroll in the school, or enrolled in the school but left before the data collection period.  The denominator is based on the 2014 Côte d'Ivoire Population and Housing Census and projected population growth rates. However, the 2014 census has known data quality issues, largely due to low participation at the household level. A new census was completed in 2021 and the census data is expected to be reflected in updated gross enrollment rate calculations as of the 2022-2023 school year. If there are substantial differences in population estimates between the 2014 and 2021 census, there could be a sharp increase or decline in the gross enrollment rate, without any change in the total number of students enrolled.  Catchment area is specifically defined as the geographical area (5 km radius) within which villages and construction sites are identified for building of the Compact-supported lower-secondary schools. It is possible that there are students who live within the catchment areas that are enrolled in non-Compact-supported schools. For the purposes of this indicator, we are positing that the number of these students will be sufficiently small so that this indicator will provide a reasonably reliable metric for the enrollment rate in the catchment areas. This assumption may be explored through further analysis.
Improved access to lower-secondary education		SKL/ES/EA05	Outcome	Perception of lower-secondary education provided in the Compact-supported lower-secondary school communities	Change in parents' and school administrators' perceptions of the accessibility of lower-secondary schools in the catchment areas of the Compact-supported schools.	Number	Participant type (Parent, Educator)	Independent evaluation report(s)	Mathematica	Other	Non-ITT indicator	This indicator will seek to assess changes in perceptions around the cultural, financial, and physical barriers to student enrollment in and transition through Compact-supported lower-secondary schools as a result of community mobilization and gender policy action items.  It will likely be measured qualitatively through interviews and focus group discussions with teachers and parents. Additional details on the exact scope of the data collection, including the sample size and frequency of data collection will be documented here once the evaluation design report is finalized.
Improved parental and community participation in lower-secondary education		SKL/ES/EA00	Outcome	TBD	TBD	TBD	TBD	TBD	TBD	TBD	Non-ITT indicator	An indicator will be developed for "Improved parental and community participation in lower-secondary education" after the Community Mobilization strategy is finalized following the final selection of schools. This is projected to occur in 2023.
Construction and equipment of 752 collèges de proximités classrooms	E-4	SKL/ES/EA06	Output	Educational facilities constructed or rehabilitated	The number of educational facilities constructed or rehabilitated according to the standards stipulated in MCA contracts signed with implementers.	Number	Region (Gbêkê, San Pedro)	Construction certificates of completion; Receipt of delivery for equipment; and Certification of connections for all utilities	MCA-CI Skills Executive Director (collected from construction and equipping firms)	Quarterly	ITT indicator	The number of educational facilities constructed with Compact funds that have received all furniture, equipment, utility connections, and other resources. This indicator differs from "Lower-secondary schools substantially completed," in that by this point, the school buildings will be completely equipped and prepared for the first day of classes.  The Côte d'Ivoire Compact will only construct new schools. No rehabilitation of existing schools is expected to occur. Each school, regardless of school size, will be counted as a single data point.
Construction and equipment of 752 collèges de proximités classrooms		SKL/ES/EA07	Output	Classrooms constructed and ready for use	The number of classrooms constructed at Compact-supported lower-secondary schools according to the standards stipulated in MCA contracts signed with implementers.	Number	Region (Gbêkê, San Pedro)	Construction certificates of completion; Receipt of delivery for equipment; and Certification of connections for all utilities	MCA-CI Skills Executive Director (collected from construction and equipping firms)	Quarterly	ITT indicator	The Compact will fund two differently sized lower-secondary schools: Base-2 and Base-4. Base-2 schools include 8 classrooms (2 for each grade) and Base-4 schools include 16 classrooms (4 for each grade). Classrooms will be considered ready for use when all construction, equipping, and utility certificates have been signed and handed over according to standard stipulated in MCA contracts signed with implementers.

Project Logic Result	CI Code	Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation Type	Primary Data Source	Responsible Party	Frequency of Reporting	Indicator Type	Additional Information
Construction and equipment of 752 collèges de proximités classrooms		SKL/ES/EA08	Output	Lower-secondary schools substantially completed	The number of lower-secondary schools that have been sufficiently completed in accordance with the construction contract documents, so that classrooms and other facilities can be used for the intended purpose.	Number	Region (Gbêkê, San Pedro)	Construction certificates of completion	MCA-CI Skills Executive Director (collected from construction and equipping firms)	Quarterly	ITT indicator	A school is considered substantially completed at the point when the construction completion certificate is signed and handed over. At this point, all major construction works have been completed to the standards stipulated in the contract and only minor repairs and updates remain. Connections to utilities and equipping classrooms are not required for a school to be considered substantially completed.  Each school, regardless of school size, will be counted as a single data point.
Committees created in each community to identify priority action items for community involvement and to implement selected items		SKL/ES/EA00	Output	TBD	TBD	TBD	TBD	TBD	TBD	TBD	ITT indicator	An indicator will be developed for "Selected items implemented" after construction for the first cohort of Compact-supported lower-secondary schools has been completed and their COGESes have been established. This is projected to occur in 2024.
Committees created in each community to identify priority action items for community involvement and to implement selected items		SKL/ES/EA09	Output	COGES created and functional	Number of Comités de Gestion des Etablissements Scolaires (COGES) that have been created, completed training with the community mobilization firm, and have held their first official meeting.	Number	Region (Gbêkê, San Pedro)	Final meeting minutes ("procès-verbal") from the first Executive Board meeting of the COGES	Tranche 1: Senior community mobilization consultant Tranche 2: GOPA / IRC (Community mobilization firms)	Quarterly	ITT indicator	The technical assistance partner for community mobilization will facilitate, for each Compact-funded lower-secondary school, the establishment of a COGES. A COGES is a school management committee that promotes the school and contributes to its sustainability. COGESes are similar to American parent-teacher associations.  A COGES is considered operational when the following entities are established: (i) the General Assembly, (ii) the Executive Board, (iii) the Auditors and (iv), the Subsidiary Assemblies. This indicator will be counted for each Compact-supported lower-secondary school after the COGES is formalized and the first Executive Board meeting is held.
N/A (Process indicator)		SKL/ES/EA10	Process	Percent disbursed of educational facility construction, rehabilitation, and equipping contracts	The total amount disbursed of all signed construction contracts for education facility works or equipping divided by the total value of all signed contracts.	Percentage	Input	MCA-CI Financial system	MCA-CI Fiscal, Procurement, and Administration Director	Quarterly	ITT indicator	This indicator refers to construction contracts for the Compact-supported lower-secondary school. Percent disbursed of educational contracts will be calculated automatically from the two input indicators "Value disbursed of educational facility construction, rehabilitation, and equipping contracts" (numerator) and "Value of signed educational facility construction, rehabilitation and equipping contracts" (denominator). All contracts associated with lower-secondary schools' construction, including major construction works, equipping of lower-secondary schools, and utility connections should be included in the calculation of this indicator. This indicator should not include costs associated with supervision and management of construction works or other administrative costs.
N/A (Process indicator)		SKL/ES/EA11	Process	Value disbursed of educational facility construction, rehabilitation, and equipping contracts	The amount disbursed of all signed construction contracts for educational facility construction, rehabilitation, or equipping (e.g. information technology, desks and chairs, electricity and lighting, water systems, latrines) using compact funds.	US Dollars	Region (Gbêkê, San Pedro)	MCA-CI Financial system	MCA-CI Fiscal, Procurement, and Administration Director	Quarterly	ITT indicator	This indicator measures the disbursements of all lower-secondary school construction contracts. The specific contracts anticipated are specified under Additional Information for the "Percent disbursed of educational facility construction, rehabilitation, and equipping contracts" indicator. Disbursement amounts should be recorded in the quarters in which invoice payments are made.
N/A (Process indicator)		SKL/ES/EA12	Process	Value of signed educational facility construction, rehabilitation, and equipping contracts	The value of all signed construction contracts for educational facility construction, rehabilitation, or equipping (e.g. information technology, desks and chairs, electricity and lighting, water systems, latrines) using compact funds.	US Dollars	Region (Gbêkê, San Pedro)	Construction, Rehabilitation, and Equipping contracts, including any contract modifications	MCA-CI Fiscal, Procurement, and Administration Director	Quarterly	ITT indicator	This indicator measures the contractual value of all signed lower-secondary school construction contracts. The specific contracts anticipated are specified under Additional Information for the "Percent disbursed of educational facility construction, rehabilitation, and equipping contracts" indicator. In the instances where an IDIQ contract is used, the value of the signed task orders, rather than the total contract value, should be reported. The contractual value should be reported in the quarter in which the contract or task order is signed. If the value of a contract changes, the increase or decrease in contractual value should be reported in the quarter that the amended contract was signed.

Project Logic Result	CI Code	Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation Type	Primary Data Source	Responsible Party	Frequency of Reporting	Indicator Type	Additional Information
N/A (Process indicator)		SKL/ES/EA13	Process	School sites selected	The number of school sites that have been officially selected by the Compact as a recipient of a Compact-supported lower-secondary school	Number	Region (Gbêkê, San Pedro)	For each site, (i) the site assessment report, (ii) the topographical plan of the site and (iii) the land certificate of the site	MCA-CI Skills Executive Director	Quarterly	ITT indicator	A site is considered "selected" when the formal plot, has been formally approved. In order for a site to be considered selected, three documents must be finalized and available: (i) the site assessment report, (ii) the topographical plan of the site and (iii) the land certificate of the site. According to the selection criteria agreed to by the Compact, each potential village will propose 2-3 sites for school construction. The physical, land, and social aspects of each site will be reviewed, prior to the official school site selection. If none of the sites are deemed appropriate, the village may be removed from eligibility to receive a school.
N/A (Process indicator)		SKL/ES/EA14	Process	Potential villages selected	The number of villages that have been validated and officially selected by the Compact as a potential recipient of a Compact-supported lower-secondary school	Number	Region (Gbêkê, San Pedro)	Site acceptability reports (host village site)	MCA-CI Skills Executive Director	Quarterly	ITT indicator	A village is considered "selected" at the point when it has formally put forward options for school site selection. Each potential village will propose 2-3 sites for school construction. The physical, land, and social aspects of each site will be reviewed, prior to the official school site selection. If none of the sites are deemed appropriate, the village may be removed from eligibility to receive a school. The selection of villages is made according to selection criteria approved by the GoCI and the MCC. To be eligible to receive a school, the proposed village must (i) be placed within a catchment area with a student population of 90 or more; (ii) have sufficient land available for new school construction; and (iii) have reliable connections to utilities. Additional selection criteria are utilized to determine final selection of a potential village.
<b>Improving and Expanding Teacher Training Sub-Activity</b>												
Application of improved teaching methods		SKL/ES/TT01	Outcome	Teacher improvement of content knowledge	Change in teachers' knowledge, attitudes, and practices (KAPs) after completing training under the reformed teacher training program.	Number	Sex (Female, Male)	Independent evaluation report(s)	Mathematica	Other	Non-ITT indicator	This indicator will likely be assessed quantitatively as part of a teacher tracer survey and supplemented by interviews and focus group discussions with teachers, school administrators, and implementers. Additional details on the exact scope of the tracer survey, including the sample size and frequency of data collection will be documented here once the evaluation design report is finalized.
Application of improved teaching methods		SKL/ES/TT02	Outcome	Teacher improvement of teaching methods	Change in teachers' in-classroom teaching methods after completing training under the reformed teacher training program.	Number	Sex (Female, Male)	Independent evaluation report(s)	Mathematica	Other	Non-ITT indicator	This indicator will likely be assessed by interviews and focus group discussions with teachers, school administrators, and implementers. Additional details on the exact scope of the data collection will be documented here once the evaluation design report is finalized.
Improved supervision of and support for teachers		SKL/ES/TT03	Outcome	Improvement of teacher supervision program	Effects of the Compact-supported revisions to the teacher supervision program on the implementation and quality of the supervision of lower-secondary teachers.	Number	None	Independent evaluation report(s)	Mathematica	Other	Non-ITT indicator	This indicator will likely be assessed by interviews and focus group discussions with teachers, school supervisors, school administrators, and implementers. Additional details on the exact scope of the data collection will be documented here once the evaluation design report is finalized.
Increased number of teachers graduating from ENS	E-5	SKL/ES/TT04	Output	Instructors trained	The number of classroom instructors who complete MCC-supported training focused on instructional quality as defined by the compact training activity.	Number	Sex (Female, Male)	Signed letter from Director of ENS, including accompanying statistical tables summarizing ENS graduates	ENS	Annual	ITT indicator	This indicator refers to the number of student-teachers who have graduated from the Compact-supported training curriculum. The teacher training program takes place over two years. Note that this indicator maps to an Outcome result in the Secondary Education Program Logic, although it is classified as an Output according to the Common Indicator Guidance. For the purposes of the Côte d'Ivoire Secondary Education Activity, "Instructors trained" can be considered both an Output and Outcome indicator. During the life of the Compact, the Compact will be funding the trainings of new instructors. However, the Compact will also put in place the necessary infrastructure, curriculum updates, and policy reforms to increase the annual number of instructors the Government of Côte d'Ivoire will be able to train post Compact.
Creation of annex teacher training centers in Gbêkê and San Pedro	E-4	SKL/ES/TT05	Output	Educational facilities constructed or rehabilitated	The number of educational facilities constructed or rehabilitated according to standards stipulated in MCA contracts signed with implementers.	Number	None	Construction certificates of completion; Receipt of delivery for equipment; and Certification of connections for all utilities	MCA-CI Skills Executive Director (collected from construction and equipping firms)	Quarterly	ITT indicator	This indicator measures the number of ENS satellite campuses constructed with Compact funds that have received all furniture, equipment, utility connections and other resources. The Côte d'Ivoire Compact will only construct new teacher training centers. No rehabilitation of existing teacher training centers is expected to occur.

Project Logic Result	CI Code	Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation Type	Primary Data Source	Responsible Party	Frequency of Reporting	Indicator Type	Additional Information
Reformed pre-service training for teachers		SKL/ES/TT06	Output	Date on which reformed curriculum is implemented	The date on which the Compact-supported teacher training curriculum is operational and student-teachers begin instruction under this curriculum (i.e. first full day of courses are offered on any of the ENS campuses)	Date	None	Attendance list for the student-teachers from the first full day of courses for which the reformed curriculum is implemented, signed by the program director	ENS	Once	ITT indicator	According to the C2D/WEI work plan, the curriculum will be considered operationalized after the following steps: (i) Adoption of the program by the ENS Research Teaching Council. To be considered officially adopted, the Ministry of Higher Education must publish a circular (ii) Training of teacher trainers from the ENS on the application of the revised educational programs (iii) Training of new student-teachers on the reformed curriculum at ENS
Reformed trainings for supervision and support of teachers		SKL/ES/TT07	Output	Date on which reformed supervision tools are developed and validated	The date on which the reformed supervision tools for lower-secondary school teachers is developed and validated with Compact funding.	Date	None	Final report of the testing of the new pre-service curricula and tools for supervision and support of bivalent teachers following the feedback workshop	C2D -WEI (Consultant firm)	Once	ITT indicator	The reformed supervision tools will be considered developed and validated after the final testing of the new curricula and tools is approved by the Ministry of Education / Department of Pedagogy and Continuing Education (DPFC), ENS, INJS and IGENA following the feedback workshop. The DPFC, ENS, INJS, IGENA and C2D-WEI consultant have revised supervision and inspection tools for initial teacher training, teacher internships and in-service teacher training.
N/A (Process indicator)		SKL/ES/TT08	Process	Percent disbursed of educational facility construction, rehabilitation, and equipping contracts	The total amount of all signed construction contracts for education facility works or equipping divided by the total value of all signed contracts.	Percentage	Input	MCA-CI Financial system	MCA-CI Fiscal, Procurement, and Administration Director	Quarterly	ITT indicator	This indicator refers to construction contracts for the Compact-supported ENS satellite campuses in Gbèkè and San Pedro. Percent disbursed of educational contracts will be calculated automatically from the two input indicators "Value disbursed of educational facility construction, rehabilitation, and equipping contracts" (numerator) and "Value of signed educational facility construction, rehabilitation, and equipping contracts" (denominator). All contracts associated with or the two ENS satellite campuses construction, including major construction works, equipping, and utility connections should be included in the calculation of this indicator. This indicator should not include costs associated with supervision and management and other administrative costs.
N/A (Process indicator)		SKL/ES/TT09	Process	Value disbursed of educational facility construction, rehabilitation, and equipping contracts	The amount disbursed of all signed construction contracts for educational facility construction, rehabilitation, or equipping (e.g. information technology, desks and chairs, electricity and lighting, water systems, latrines) using compact funds.	US Dollars	None	MCA-CI Financial system	MCA-CI Fiscal, Procurement, and Administration Director	Quarterly	ITT indicator	This indicator measures the disbursements of all ENS satellite campuses construction contracts. The specific contracts anticipated are specified under Additional Information for the "Percent disbursed of educational facility construction, rehabilitation, and equipping contracts" indicator. Disbursement amounts should be recorded in the quarters in which invoice payments are made.
N/A (Process indicator)		SKL/ES/TT10	Process	Value of signed educational facility construction, rehabilitation, and equipping contracts	The value of all signed construction contracts for educational facility construction, rehabilitation, or equipping (e.g. information technology, desks and chairs, electricity and lighting, water systems, latrines) using compact funds.	US Dollars	None	Construction, Rehabilitation, and Equipping contracts, including any contract modifications	MCA-CI Fiscal, Procurement, and Administration Director	Quarterly	ITT indicator	This indicator measures the contractual value of all signed ENS satellite campus construction contracts. The specific contracts anticipated are specified under Additional Information for the "Percent disbursed of educational facility construction, rehabilitation, and equipping contracts" indicator. In the instances where an IDIQ contract is used, the value of the signed task orders, rather than the total contract value, should be reported. The contractual value should be reported in the quarter in which the contract or task order is signed. If the value of a contract changes, the increase or decrease in contractual value should be reported in the quarter that the amended contract was signed.

Project Logic Result	CI Code	Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation Type	Primary Data Source	Responsible Party	Frequency of Reporting	Indicator Type	Additional Information
Risk 10: The pipeline of secondary school teachers is insufficient to meet actual and future projected needs		SKL/ES/TT11	Risk / Assumption	Student-teachers who have graduated from an ENS teacher training campus	The number of student-teachers who graduate from an ENS teacher training campus. This indicator tracks all students who have graduated from ENS, regardless of whether they have been trained under the reformed curriculum.	Number	Sex (Female, Male)	Signed letter from Director of ENS, including accompanying statistical tables summarizing ENS graduates	ENS	Annual	ITT indicator	This indicator is designed to monitor the risk that the stock of teachers may be too low to meet demand in the regions targeted for lower-secondary schools. It will monitor the pipeline of new teachers in Côte d'Ivoire, in particular to determine whether the availability of new teachers will be sufficient to staff Compact-constructed lower-secondary schools.



Project Logic Result	CI Code	Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation Type	Primary Data Source	Responsible Party	Frequency of Reporting	Indicator Type	Additional Information
<b>Management Systems for Decision-Making Sub-Activity</b>												
Increased use of data to inform decisions on the management of the education sector		SKL/ES/MS00	Outcome	TBD	TBD	TBD	TBD	TBD	TBD	TBD	ITT indicator	An indicator will be developed for the "increased use of data to inform decisions on the management of the education sector" after the consultant responsible for implementing the EMIS updates has been recruited and the inception report has been finalized
Improved quality and availability of administrative and assessment lower-secondary education data		SKL/ES/MS00	Outcome	TBD	TBD	TBD	TBD	TBD	TBD	TBD	ITT indicator	An indicator will be developed to measure the "Improved quality of administrative and assessment lower-secondary education data" after the consultant responsible for implementing the EMIS updates has been recruited and the inception report has been finalized
Improved quality and availability of administrative and assessment lower-secondary education data		SKL/ES/MS00	Outcome	TBD	TBD	TBD	TBD	TBD	TBD	TBD	ITT indicator	An indicator will be developed to measure the "Improved availability of administrative and assessment lower-secondary education data" after the consultant responsible for implementing the EMIS updates has been recruited and the inception report has been finalized
Development and operationalization of an integrated and scalable lower-secondary educational MIS		SKL/ES/MS01	Output	Percentage of relevant positions that are occupied by a staff member trained in EMIS	The percentage of positions which require a staff member trained in EMIS that are filled by a trained staff member. Numerator: Number of relevant positions that are occupied by a staff member trained in EMIS Denominator: Number of relevant positions.	Percentage	Region (Gbêkê, San Pedro, National)	TBD	C2D -WEI (EMIS / NISA consultant firm)	Quarterly	ITT indicator	A determination of the qualifications required for a position to be considered "relevant" and the specific staff positions that are considered relevant will be made by the EMIS and NISA consulting firm. The firm will identify the staff positions, including the job title and position placement within the organizational structure of MENA, that must be held by a trained staff member.  This indicator is disaggregated by Gbêkê, San Pedro, and National. The National disaggregation refers to those staff members who are based in the MENA central offices and manage the EMIS at the national level.
Development and operationalization of an integrated and scalable lower-secondary educational MIS		SKL/ES/MS02	Output	Compact-supported Integrated Educational Management Information System (EMIS) improvements deployed	The date on which the final improvements to the EMIS system are deployed and active in the existing system.	Date	None	TBD	SIGE committee	Once	ITT indicator	The specific steps that must be completed for the system to be considered deployed will be recorded here after the finalization of the plan for the progressive deployment of the EMIS. According to the C2D/WEI mobilization report, this is expected to be completed in 2023.  Under the scope of the Compact, the EMIS will be deployed in each of the two target regions - Gbêkê and San Pedro. This indicator will be counted once the EMIS is successfully deployed in both of these two regions. Following the Compact, the Government of Côte d'Ivoire may choose to fund the deployment of the EMIS nationally. The Compact will also share a national budget for the national deployment of the EMIS.

Project Logic Result	CI Code	Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation Type	Primary Data Source	Responsible Party	Frequency of Reporting	Indicator Type	Additional Information
Provision of training at the central and regional level regarding data use		SKL/ES/MS03	Output	Percentage of relevant positions that are occupied by a staff member trained in data interpretation and decision making	The percentage of positions which require a staff member trained in data interpretation and decision making that are filled by a trained staff member. Numerator: Number of relevant positions that are occupied by a staff member trained in data analysis and decision making Denominator: Number of relevant positions.	Percentage	Region (Gbêkê, San Pedro, National)	TBD	C2D -WEI (EMIS / NISA consultant firm)	Quarterly	ITT indicator	A determination of the qualifications required for a position to be considered "relevant" and the specific staff positions that are considered relevant will be made by the EMIS and NISA consulting firm. The firm will identify the staff positions, including the job title and position placement within the organizational structure of MENA, that must be held by a trained staff member.  "Data interpretation and decision making" will be further defined as the sub-Activity is developed.  This indicator is disaggregated by Gbêkê, San Pedro, and National. The National disaggregation refers to those staff members who are based in the MENA central offices and conduct data interpretation and decision making at the national level.
Learning assessments at lower-secondary education level		SKL/ES/MS04	Output	National assessments for lower-secondary schools implemented	The number of national assessments of lower-secondary school students implemented with Compact funding.	Number	None	National assessment report for knowledge acquired by Sieme and 3ieme students in French and Mathematics	MENA DVSP	Annual	ITT indicator	This indicator measures the implementation of learning assessments of lower-secondary students in Côte d'Ivoire. These assessments will focus on the French and Mathematics programs of 5ieme and 3ieme students.  The methodological framework for national assessments includes the following steps: (i) constitution of a representative sample of respondents, (ii) development of assessment instruments, (iii) testing and revision of assessment instruments, (iv) collection of evaluation data, (v) entry of collected data, (vi) processing and analysis of data, and (vii) interpretation of results and drafting of the evaluation report. A national assessment will be considered implemented when the report documenting the results of the national assessment is validated by MENA and finalized.
Learning assessments at lower-secondary education level		SKL/ES/MS05	Output	International assessments for lower-secondary schools implemented	The number of international assessments of lower-secondary school students implemented with Compact funding.	Number	None	2023 TIMSS International Report	MENA DVSP	Annual	ITT indicator	The Government of Côte d'Ivoire, with the support of the Compact, opted to participate in TIMSS 2023. TIMSS (Trends in International Mathematics and Science Study) is a comparative study that measures the academic performance of middle school students in mathematics and science. TIMSS is organized every four years by the International Association for the Evaluation of Education Achievement.  The TIMSS is implemented in four steps: (i) Development of the country-specific framework (ii) TIMSS pilot program, one year before the TIMSS implementation (iii) TIMSS assessment and analysis (iv) Preparation and publication of report  This indicator will be considered achieved after the relevant TIMSS international report is published.
Learning assessments at lower-secondary education level		SKL/ES/MS06	Output	National assessment framework for lower-secondary schools developed	The date on which the national learning assessment framework for lower-secondary education is developed with Compact funding.	Date	None	(1) National learning assessment framework  (2) Signed letter from Director of MENA	MENA DVSP	Once	ITT indicator	The national assessment framework specifies the values and principles of the assessment process, clarifies the different types of assessments within the school system and in literacy and non-formal education centers. It also provides ways to use the results of these evaluations to inform decision-making in the field of education and literacy.  The national evaluation framework will be considered developed if the following steps are completed: 1) the national framework document has been developed, revised and validated by all stakeholders and 2) the document has been approved by MENA.

Project Logic Result	CI Code	Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation Type	Primary Data Source	Responsible Party	Frequency of Reporting	Indicator Type	Additional Information
<b>Technical and Vocational Education and Training Activity</b>												
Objective: Improved employment outcomes		SKL/TV01	Outcome	Employment rate of graduates of Compact-supported TVET centers in their field of study nine months after graduation	Average employment rate of graduates from Compact-supported TVET centers (nine months after graduation) employed in their field of study.  Numerator: Number of students from a given cohort who graduate from a Compact-supported TVET center training program and are employed nine months after graduation.  Denominator: Total number of students from the same cohort who graduated from a Compact-supported TVET center training program.	Percentage	TVET Center (TP Center; TVET Center 2-4)  Sex (Female, Male)	TBD	TBD	Annual	ITT indicator	This indicator will be calculated at the TVET-center level. When calculating the total employment rate of graduates across all Compact-support TVET centers in a given year, one should calculate the average employment rate of each TVET center weighted by the number of students who graduated from that center.  The process through which the data for this indicator will be collected will be further defined based on the tracer study component of the TVET Quality Management and Accountability sub-Activity. In addition, the relevant field or fields of study for each Compact-supported TVET center, as referenced in the definition of this indicator, will be clearly defined in a subsequent M&E Plan revision based on the final, detailed design for each TVET center.
Objective: Improved employment outcomes	E-8	SKL/TV02	Outcome	Employed graduates of MCC-supported education activities	The number of MCC-supported training program graduates employed in their field of study within one year after graduation.	Number	TVET Center (TP Center; TVET Center 2-4)  Sex (Female, Male)	TBD	TBD	Annual	ITT indicator	This indicator measures the employment situation (salaried employment or self-employment) of all graduates of Compact-supported TVET centers. It will include all individuals who were employed at any point in time during the year, even if they are no longer employed at the time of the survey. A person is considered as employed if they are exercising a professional activity (for a third-party firm or business or through self-employment) for payment. This does not include the internships. The process through which the data for this indicator will be collected will be further defined based on the tracer study component of the TVET Quality Management and Accountability sub-Activity. In addition, the relevant field or fields of study for each Compact-supported TVET center, as referenced in the definition of this indicator, will be clearly defined in a subsequent M&E Plan revision based on the final, detailed design for each TVET center.  Given that tracer studies are conducted in Côte d'Ivoire nine months after graduation, our data will only reflect the number of employed graduates within nine months after graduation. We acknowledge that this may result in under counting for the purposes of this indicator, as there may be individuals who obtain a job between in the after the tracer study in conducted but within one year of their graduation from a Compact-supported TVET center.
Increased individual income		SKL/TV03	Outcome	Average income of graduates of MCC-supported TVET centers in their field of study	Average income of graduates of Compact-supported TVET centers 9 months after graduation in their field of study.  Denominator N = All students who graduated from MCC-supported TVET centers 9 months earlier (employed and unemployed)	CFA Francs	TVET Center (TP Center; TVET Center 2-4)  Sex (Female, Male)	TBD	TBD	Annual	ITT indicator	This indicator will measure the direct income received from the professional activity exercised. Other sources of additional income (transfer income, income from the sale of assets, reversion from other complementary independent activities, etc.) are not considered. The process through which the data for this indicator will be collected will be further defined based on the tracer study component of the TVET Quality Management and Accountability sub-Activity.
Objective: Improved acquisition of in-demand technical skills - Technical skills - Workplace competencies	E-7	SKL/TV04	Outcome	Graduates from MCC-supported education activities	The number of students graduating from the highest grade (year) for that educational level in MCC-supported education schooling programs.	Number	TVET Center (TP Center; TVET Center 2-4)  Sex (Female, Male)  Education level (Secondary, Post-secondary)	TBD	Grant manager (collected via reporting from TVET centers)	Annual	ITT indicator	This indicator tracks the number of students who have graduated from a Compact-supported TVET center. The Compact-supported TVET programs will include both classroom instruction and on-the-job training in a firm in their field of study. A student is only considered a graduate after they have completed all relevant coursework, successfully completed the certification exam, and received a graduation certificate. The private sector representatives from relevant economic sectors will share the responsibility of testing and certifying graduates.  The assumption that the number of graduates is an appropriate indicator for this results statement is predicated on the private sector fulfilling their role of testing and certifying graduates. Thus, students would not graduate from Compact-supported TVET center unless they demonstrate knowledge and competencies that meet the established standards for their particular training program.

Project Logic Result	CI Code	Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation Type	Primary Data Source	Responsible Party	Frequency of Reporting	Indicator Type	Additional Information
Objective: Improved acquisition of in-demand technical skills - Technical skills - Workplace competencies		SKL/TV05	Outcome	Quality and relevance of technical skills of graduates of MCC-supported TVET centers	Specific evaluation strategies will be employed to assess the quality and relevance of the technical skills of graduates of Compact-supported TVET centers.	TBD	TBD	TBD	TBD	Other	Non-ITT indicator	
Sustainable TVET centers that respond and adapt appropriately to changes in the labor market and the economy		SKL/TV06	Outcome	Sustainable TVET centers that respond and adapt appropriately to changes in the labor market and the economy	Specific evaluation strategies will be employed to assess the sustainability of the TVET centers as well as the mechanisms and processes employed by each Compact-supported TVET center to adapt its training programs to changes in the labor market and the Ivorian economy.	TBD	TBD	TBD	TBD	TBD	Non-ITT indicator	
<b>A New Model for Private Sector-Led TVET Sub-Activity</b>												
Increased women's participation in economically-viable training programs	E-6	SKL/TV/NM01	Outcome	Students participating in MCC-supported education activities	The number of students enrolled or participating in MCC-supported educational schooling programs.	Number	TVET Center (TP Center; TVET Center 2-4) Sex (Female, Male) Education level (Secondary, Post-secondary)	TBD	Grant manager (collected via quarterly reporting from TVET centers)	Quarterly	ITT indicator	<p>This indicator tracks the number of students who have enrolled in at least one TVET program in a Compact-support TVET center. This indicator does not subtract dropouts and would only report a student once if they enroll in several programs. The data will be collected quarterly by the Compact-supported TVET centers. The processes for reporting the data will be established in the grants manual and will be further detailed as necessary by the grants manager in collaboration with MCA-CI.</p> <p>As a Common Indicator, this indicator will capture a result beyond the result statement listed here and in the program logic. However, it remains relevant for this Activity as it will provide additional visibility on students receiving training as a result of the investments undertaken by the Compact.</p>
Increased women's participation in economically-viable training programs		SKL/TV/NM02	Outcome	Dropout rate of students in Compact-supported TVET centers	<p>The percentage of students who have dropped out of a Compact-supported training program prior to graduation.</p> <p>Numerator: Number of students who have left the program before graduation Denominator: Total number of students who enrolled in a Compact-supported TVET center training program in the given year.</p>	Percentage	TVET Center (TP Center; TVET Center 2-4) Sex (Female, Male)	TBD	Grant manager (collected via quarterly reporting from TVET centers)	Annual	ITT indicator	<p>The data (numerator and denominator) will be collected each year by the Compact-supported TVET centers. The processes for reporting the data will be established in the grants manual and will be further detailed as necessary by the grants manager in collaboration with MCA.</p> <p>This indicator will capture a result beyond the result statement listed here and in the program logic. However, it remains relevant for this Activity as it will provide additional visibility on students receiving training as a result of the investments undertaken by the Compact.</p>

Project Logic Result	CI Code	Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation Type	Primary Data Source	Responsible Party	Frequency of Reporting	Indicator Type	Additional Information
More autonomous management and operation of training programs		SKL/TV/NM03	Outcome	Training conducted in the work place or real world environment	<p>The percentage of total training hours that occur in a work place or similar environment.</p> <p>Numerator: number of training hours that occur in a private-sector firm, on an active work site, or in another professional, real-world environment that is relevant to the particular sector and training program.</p> <p>Denominator: total number of training hours required to successfully complete that given training program.</p>	Percentage	TVET Center (TP Center; TVET Center 2-4)	TBD	Grant manager (collected via quarterly reporting from TVET centers)	Annual	ITT indicator	This indicator will be calculated at the TVET-center level based on the syllabi of the approved training programs. When calculating at the TVET-center level, the percentage should be first calculated for each of the different training programs offered by the TVET center before averaging at the TVET-center level.
Better management of financial and infrastructure assets		SKL/TV/NM04	Outcome	Budget autonomy	<p>The percentage of total annual expenses that Compact-supported TVET centers are able to cover independently without donor or government support. The percentage should be calculated at the TVET center level, and then a weighted average should be calculated in order to report a single percentage for all Compact-supported TVET centers.</p> <p>Numerator: Total expenses paid exclusively by revenue generated by the TVET center (e.g. school fees, sale of services to firms, etc.).</p> <p>Denominator: Total expenses, including those paid for by the Compact, the Government of Côte d'Ivoire or other sources external to the TVET center.</p>	Percentage	TVET Center (TP Center; TVET Center 2-4)	TBD	Grant manager (collected via quarterly reporting from TVET centers)	Annual	ITT indicator	<p>This indicator will be collected using data from the financial reporting for each TVET center. The exact nature and structure of the financial data and reporting to be produced by the Compact-supported TVET centers will be established in the grants manual and will be further detailed as necessary by the grants manager in collaboration with MCA-CI.</p> <p>Per Annex I of the Compact, "It is expected that each PDC center will become more self-sufficient, and will generate increased revenue to cover its expenses, which a PDC center may derive from: (i) limited student fees, (ii) sale of services to firms (i.e. in-service training or consulting services), (iii) a dedicated portion of Côte d'Ivoire's training levy (the payroll tax which funds training programs), or (iv) donations.</p>
Better management of financial and infrastructure assets		SKL/TV/NM00	Outcome	TBD	TBD	TBD	TBD	TBD	TBD	TBD	ITT indicator	An indicator will be developed to measure the "Better management of infrastructure assets" after the grant manager is hired and the grant application process is completed
Improved quality of training programs		SKL/TV/NM05	Outcome	TVET accreditation obtained for Compact-supported TVET centers	The number of Compact-supported TVET centers that obtain initial accreditation through the accreditation system developed by the TVET Quality Management and Accountability sub-Activity. The specific nature of the accreditation to be obtained will be further defined under the TVET Quality Management and Accountability sub-Activity.	Number	None	Accreditation certificate	MCA-CI Skills Executive Director	Quarterly	ITT indicator	This indicator will only capture whether or not initial accreditation is achieved and will not track the Compact-supported TVET centers' efforts to maintain accreditation. The accreditation process will include both quality management and accountability as well as the quality of training programs.

Project Logic Result	CI Code	Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation Type	Primary Data Source	Responsible Party	Frequency of Reporting	Indicator Type	Additional Information
1. 2-3 new private sector-driven TVET centers (construction, equipment, training of trainers, governance) 2. New private-sector driven TVET center for construction and public works (TP)	E-4	SKL/TV/NM06	Output	Educational facilities constructed or rehabilitated	The number of educational facilities constructed or rehabilitated according to standards stipulated in MCA contracts signed with implementers.	Number	None	Construction certificates of completion; Receipt of delivery for equipment; and Certification of connections for all utilities	MCA-CI Skills Executive Director	Quarterly	ITT indicator	This indicator measures the number of Compact-supported TVET centers that have been constructed and are ready to receive students in line with the conditions laid out in the Compact. In order to be considered fully constructed and ready to receive students, a TVET center must not only have completed major works but also be equipped, have all utilities connected, and comply with relevant MCC and national policies regarding safety and security. The Compact will only create new TVET centers, and will not rehabilitate or convert existing TVET centers.
1. 2-3 new private sector-driven TVET centers (construction, equipment, training of trainers, governance) 2. New private-sector driven TVET center for construction and public works (TP)		SKL/TV/NM07	Output	Feedback loop system established	The date on which a feedback loop system or similar process has been designed and approved for all of the Compact-supported TVET centers, acknowledging that this process may differ from TVET center to TVET center. This system or process will clearly document the mechanisms by which each of the Compact-supported TVET centers will compile a variety of information (e.g. feedback from private sector firms, data on the labor market, information from tracer studies, etc.) and then make recommendations on changes and updates to the training programs offered by the TVET center.	Date	None	TBD	TBD	Once	ITT indicator	This indicator is directly related to the governance of the Compact-supported TVET centers, which is a component of the two program logic results listed for this indicator.
N/A		SKL/TV/NM08	Process	Percent disbursed of educational facility construction, rehabilitation, and equipping contracts	The total amount of all signed construction contracts for education facility works or equipping divided by the total value of all signed contracts.	Percentage	Input	MCA-CI Financial System	MCA-CI Fiscal, Procurement, and Administration Director	Quarterly	ITT indicator	Numerator = Value disbursed of construction, rehabilitation, and/or equipping contracts. Denominator = Value of signed educational facility construction, rehabilitation, and equipping contracts. This indicator refers to construction contracts for the Compact-supported TVET centers. All contracts associated with TVET center construction, including major construction works, equipping of TVET centers, and utility connections should be included in the calculation of this indicator. This indicator should not include costs associated with supervision and management and other administrative costs linked to implementing the grants facility
N/A		SKL/TV/NM09	Process	Value disbursed of educational facility construction, rehabilitation, and equipping contracts	The amount disbursed of all signed construction contracts for educational facility construction, rehabilitation, or equipping (e.g. information technology, desks and chairs, electricity and lighting, water systems, latrines) using compact funds.	US Dollars	None	MCA-CI Financial System	MCA-CI Fiscal, Procurement, and Administration Director	Quarterly	ITT indicator	This indicator refers to construction contracts for the Compact-supported TVET centers. All contracts associated with TVET center construction, including major construction works, equipping of TVET centers, and utility connections should be included in the calculation of this indicator. Disbursement amounts should be recorded in the quarters in which invoice payments are made. This indicator should not include costs associated with supervision and management and other administrative costs linked to implementing the grants facility.

Project Logic Result	CI Code	Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation Type	Primary Data Source	Responsible Party	Frequency of Reporting	Indicator Type	Additional Information
N/A		SKL/TV/NM10	Process	Value of signed educational facility construction, rehabilitation, and equipping contracts	The value of all signed construction contracts for educational facility construction, rehabilitation, or equipping (e.g. information technology, desks and chairs, electricity and lighting, water systems, latrines) using compact funds.	US Dollars	None	Construction, Rehabilitation, and Equipping contracts, including any contract modifications	MCA-CI Fiscal, Procurement, and Administration Director	Quarterly	ITT indicator	<p>This indicator refers to construction contracts for the Compact-supported TVET centers. All contracts associated with TVET center construction, including major construction works, equipping of TVET centers, and utility connections should be included in the calculation of this indicator. This indicator should not include costs associated with supervision and management and other administrative costs linked to implementing the grants facility.</p> <p>In the instances where an IDIQ contract is used, the value of the signed task orders, rather than the total contract value, should be reported. The contractual value should be reported in the quarter in which the contract or task order is signed. If the value of a contract changes, the total contract value should be reported in the quarter that the change occurred. Cost sharing by others (e.g., the non-MCC funding component of any co-financing with other donors, government, or third-party actors) should not be included.</p>

Project Logic Result	CI Code	Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation Type	Primary Data Source	Responsible Party	Frequency of Reporting	Indicator Type	Additional Information
<b>TVET Quality Management and Accountability Systems Sub-Activity</b>												
Increased use of data to inform management decisions (e.g. resource allocation, program structure, performance, center oversight, operations and maintenance, etc.)		SKL/TV/QM00	Outcome	TBD	TBD	TBD	TBD	TBD	TBD	TBD	ITT indicator	An indicator will be developed to measure the "Increased use of data to inform management decisions " after the grant manager is hired and the grant application process is completed
Improved availability of data on the quality and relevance of TVET training		SKL/TV/QM00	Outcome	TBD	TBD	TBD	TBD	TBD	TBD	TBD	ITT indicator	An indicator will be developed to measure the "Improved availability of data on the quality and relevance of TVET training " after the grant manager is hired and the grant application process is completed
Establishment of an accreditation and quality management system		SKL/TV/QM01	Output	TVET accreditation system developed	The date on which the accreditation system is developed and approved	Date	None	TBD	TBD	Once	ITT indicator	The specific requirements for the development and approval of the accreditation system will be further defined as part of the detailed design of this sub-Activity.
Creation and operationalization of a tracer study system		SKL/TV/QM02	Output	Tracer studies conducted in Compact-supported TVET centers	The number of tracer studies conducted at Compact-supported TVET centers in accordance with the system established with Compact support.	Number	None	TBD	TBD	Annual	ITT indicator	Each round of the tracer survey will be collected at the TVET center level in line with the technical requirements set forth under this sub-Activity and will be counted as a single data point. As specified on Annex I-8 of the Compact, "MCC Funding will support initial tracer studies, with the Government taking an increasing role in funding those studies during the Compact, so that by the end of the Compact the Government has fully assumed the financing of the tracer study system."
Creation and operationalization of a tracer study system		SKL/TV/QM03	Output	Tracer studies system developed	The date on which the tracer studies system is developed and approved.	Date	None	TBD	TBD	Once	ITT indicator	The specific requirements for the development and approval of the trader studies system will be further defined as part of the detailed design of this sub-Activity.



Project Logic Result	CI Code	Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation Type	Primary Data Source	Responsible Party	Frequency of Reporting	Indicator Type	Additional Information
<b>Abidjan Transport Project</b>												
Objective: Vehicle operating cost savings		ATP01	Outcome	Change in vehicle operating costs	Change in vehicle operating costs per kilometer	US Dollars	Road (1. Boulevard VGE 2. Boulevard du Port /Vridi 3. Boulevard du Petit Bassam 4. Boulevard de la Paix 5. Yopougon Expressway)	TBD	TBD	Other	Non-ITT indicator	The evaluation will directly measure the change in vehicle operating costs as opposed to deriving this as a summary statistic produced by the HDM-4 model for each of the road segments.
Objective: Reduced travel times		ATP02	Outcome	Duration of travel time	Travel time will be calculated in terms of number of minutes to travel on roads constructed, rehabilitated or improved with Compact funding.	Minutes	Road (1. Boulevard VGE 2. Boulevard du Port /Vridi 3. Boulevard du Petit Bassam 4. Boulevard de la Paix 5. Yopougon Expressway)	TBD	TBD	Once	ITT indicator	Additional Information for this indicator will be updated during the next M&E Plan revision to clarify the entity responsible for collecting this data and the data collection methodology to be used. At a minimum, the data collection methodology to be included for this indicator should specify the relevant origin/destination points, the month, and the time of day (i.e. peak travel times during the morning or evening on a weekday) for each road segment. In addition, the entity responsible for data collection must provide documentation of the calculations conducted as well as the raw data to MCA-CI.  Construction was initially slated to begin by early 2021 and take approximately 18-24 months for completion. Following the COVID-19 pandemic and an official modification to the project, the Project Team will work with the MCA-CI Director for M&E and Economic Analysis to update the timeline for reporting monitoring data for this indicator as well as annual and end of compact targets.
Increased fluidity of vehicle traffic	R-10	ATP03	Outcome	Average annual daily traffic	The average number and type of vehicles per day, averaged over different times (day and night) and over different seasons to arrive at an annualized daily average.	Number	Road (1. Boulevard VGE 2. Boulevard du Port /Vridi 3. Boulevard du Petit Bassam 4. Boulevard de la Paix 5. Yopougon Expressway)  Road class (Primary)	TBD	TBD	Once	ITT indicator	Additional Information for this indicator will be updated during the next M&E Plan revision to clarify the entity responsible for collecting this data and the data collection methodology to be used. At a minimum, the data collection methodology to be included for this indicator should specify the geocoded point where traffic is counted, month, number of weekdays, and hours (e.g. 8am - 6pm) during which traffic will be counted for each road segment. In addition, the entity responsible for data collection for this indicator must provide documentation of the adjustment factors and other calculations conducted as well as the raw data to MCA-CI.  Construction was initially slated to begin by early 2021 and take approximately 18-24 months for completion. Following the COVID-19 pandemic and an official modification to the project, the Project Team will work with the MCA-CI Director for M&E and Economic Analysis to update the timeline for reporting monitoring data for this indicator as well as annual and end of compact targets.
Increased fluidity of vehicle traffic Improved physical access to the port and Vridi industrial zone		ATP04	Outcome	Capacity flow ratios	The number of vehicles per lane per hour as compared with the total design capacity of vehicles per lane per hour.	Ratio	Road (1. Boulevard VGE 2. Boulevard du Port /Vridi 3. Boulevard du Petit Bassam 4. Boulevard de la Paix 5. Yopougon Expressway)	TBD	TBD	Once	ITT indicator	Numerator = number of vehicles per lane per hour. Denominator = number of vehicles per lane per hour as established by the detailed design of the road segment and the associated design capacity. The numerator should be calculated using the data reporting for Average Annual Daily Traffic (AADT) (R-10). The AADT data for each road segment is adjusted to reflect hourly traffic volumes as opposed to daily traffic volumes and then is divided by the number of lanes.  Capacity is defined as the maximum rate at which vehicles can pass through a given point in an hour under prevailing conditions on that given road segment. Capacity accounts for roadway conditions such as the number and width of lanes, grades, and lane use allocations, as well as signalization conditions.  In addition to capturing the results statement of "Increased fluidity of vehicle traffic" for all four road segments specified on Annex I-15 of the Compact, this indicator will also capture the results statement of "Improved physical access to the port and Vridi industrial zone" through the disaggregation for the Boulevard du Port/ Vridi and the disaggregation for the Boulevard du Petit Bassam.

Project Logic Result	CI Code	Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation Type	Primary Data Source	Responsible Party	Frequency of Reporting	Indicator Type	Additional Information
Improved physical condition of road segments	R-9	ATP05	Outcome	International Roughness Index	The measure of the roughness of the road surface, in meters of height per kilometer of distance traveled.	Meters per kilometer	Road (1. Boulevard VGE 2. Boulevard du Port /Vridi 3. Boulevard du Petit Bassam 4. Boulevard de la Paix 5. Yopougon Expressway)  Road class (Primary)	IRI Assessment Report (Deliverable 7b-a) as part of the Final Construction Report	Construction Supervisory Engineering Firm	Once	ITT indicator	<p>This indicator will measure the International Roughness Index (IRI) of the four road segments specified on Annex I-15 of the Compact. The IRI measures the average deviation of the distances between successive peaks and troughs on a road segment relative to the initial surface level of the road. The IRI should be measured in the outer wheel path of each lane by a Class 3 or better (e.g. Class 1, Class 2) device. The measurement verification report must be submitted to MCA-CI and saved along with all IRI measurements. Data should be reported at no fewer than one reading per 100 meters. In order to produce an average IRI for each of the road segments, the average IRI should be calculated for each lane in each direction of travel, excluding service roads, and then the average IRI for the road segment should be calculated based on the average IRI for each lane.</p> <p>The Construction Supervisory Engineering Firm will submit baseline and final data reports under task 5.4.7 of their contract. As part of this work, the Supervisory Engineering Firm will present two (2) reports (one before the start of the works and another after the works are completed) for each of the targeted road segments. Within two (2) weeks following the completion of the IRI readings, the Supervisory Engineering Firm will submit a report for each of the sections describing the device, device class, the quality register (according to the American Standard for Testing and Materials or ASTM E-950 standard), the methodology used, and the results obtained in terms of IRI measured for each road segment. The report must indicate the IRI obtained for each of the 100-meter sections.</p>
Reduced incidence of traffic and pedestrian-related accidents	R-11	ATP06	Outcome	Road traffic fatalities	The number of road traffic fatalities per year on roads constructed, rehabilitated, improved or maintained with MCC funding.	Number	Sex (Female, Male)  Road user (Vehicle occupant, Pedestrian, Other)	Official Annual Traffic Accident Statistics, signed by the Director of OSER	OSER (with technical assistance of UIMTA)	Annual	ITT indicator	<p>This indicator will measure the number of road traffic fatalities on the four road segments specified on Annex I-15 of the Compact. The data should include: (i) single-vehicle accidents; (ii) accidents involving multiple vehicles; (iii) accidents involving a single vehicle and another road user (e.g. pedestrian, bicyclists, other); and (iv) accidents involving multiple vehicles and one or more other road users. The data on the number of road traffic fatalities per year on the road segments of the Compact will be collected by the Office of Road Safety (OSER) on the basis of reports of accidents established by the office of national police in each area. OSER will collect the data for each road segment and then aggregate them to measure the indicator, in accordance with the standards and disaggregations specified for this indicator.</p>
Reduced incidence of traffic and pedestrian-related accidents		ATP07	Outcome	Reduced number of road traffic accidents	Number of road traffic accidents on roads constructed, rehabilitated or improved with Compact funding.	Number	Road (1. Boulevard VGE 2. Boulevard du Port /Vridi 3. Boulevard du Petit Bassam 4. Boulevard de la Paix 5. Yopougon Expressway)	Official Annual Traffic Accident Statistics, signed by the Director of OSER	OSER (with technical assistance of UIMTA)	Annual	ITT indicator	<p>This indicator will measure the number of road traffic accidents on the four road segments specified on Annex I-15 of the Compact. The data should include: (i) single-vehicle accidents; (ii) accidents involving multiple vehicles; (iii) accidents involving a single vehicle and another road user (e.g. pedestrian, bicyclists, other); and (iv) accidents involving multiple vehicles and one or more other road users. The data on the number of road traffic accidents per year on the road segments of the Compact will be collected by the Office of Road Safety (OSER) on the basis of reports of accidents established by the office of national police in each area. OSER will collect the data for each road segment and then aggregate them to measure the indicator, in accordance with the standards and disaggregations specified for this indicator.</p>
Reduced incidence of traffic and pedestrian-related accidents		ATP08	Outcome	iRAP road safety rating	Percentage of kilometers of roads that will be constructed, rehabilitated or improved with Compact funding that obtain at least a 3-star (i.e. 3-star or above) rating based on an assessment of the final design produced by the A&E firm. The rating is assigned not at the level of the road segment but at the level of road users (e.g. vehicle occupants, motorcyclists, pedestrians and bicyclists) for each road segment.	Percentage	Road (1. Boulevard VGE 2. Boulevard du Port / Vridi 3. Boulevard du Petit Bassam 4. Boulevard de la Paix 5. Yopougon Expressway)  Road user (Vehicle occupants, motorcyclists, pedestrians, bicyclists)	iRAP Road Assessment Report	MCA-CI / ATP Executive Director	Once	ITT indicator	<p>iRAP's Star Ratings are based on road inspection data (iRAP physical assessment or an assessment using video data from roads) and provide a simple and objective measure of the level of safety which is 'built-in' to the road for vehicle occupants, motorcyclists, bicyclists and pedestrians. Five-star roads are the safest while one-star roads are the least safe. Under Task 3.2.1.3.1 Road Safety: iRAP Assessment of the A&amp;E contract, the A&amp;E will hire iRAP to provide an updated assessment of the A&amp;E's recommended design solution(s) with costs and star ratings. The A&amp;E shall provide the iRAP assessment reports, recommendations and integrate the findings into the itinerary diagrams. Should the design for a road segment be changed subsequent to iRAP's assessment, the revised design will be resubmitted to iRAP to determine whether the change in design would result in a change in iRAP's rating for the given road segment, with any changes in iRAP's rating to be reported in the quarter in which the design revision was finalized.</p>

Project Logic Result	CI Code	Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation Type	Primary Data Source	Responsible Party	Frequency of Reporting	Indicator Type	Additional Information
<b>Transport Infrastructures Activity</b>												
Improved integration of transport modalities		ATP/TI01	Outcome	Integration of transport modalities	Specific evaluation strategies will be employed to assess improvement in the integration of transport modalities	TBD	TBD	TBD	TBD	TBD	Non-ITT indicator	
1. Rehabilitation of Boulevard VGE 2. Rehabilitation of Boulevard du Port /Vridi / Petit Bassam 3. Rehabilitation of Boulevard de la Paix 4. Resurfacing of Yopougon Expressway	R-8	ATP/TI02	Output	Kilometers of roads completed	The length of roads in kilometers (measured regardless of number of lanes) on which an MCC investment is complete (certificates handed over and approved).	Kilometers	Road (1. Boulevard VGE 2. Boulevard du Port / Vridi 3. Boulevard du Petit Bassam 4. Boulevard de la Paix 5. Yopougon Expressway)  Road class (Primary)  Investment type (Rehabilitation)	Taking over certificate	MCA-CI / ATP Executive Director	Quarterly	ITT indicator	This indicator measures the length of roads for which all construction and works have been completed and certificates of completion have been submitted to and approved by MCA. This indicator will be calculated for the four road segments specified on Annex I-15 of the Compact.
N/A	R-7	ATP/TI03	Process	Temporary employment generated in road construction	The number of people temporarily employed or contracted by MCA-contracted construction companies to work on MCC roads investments.	Number	Sex (Female, Male)	TBD	Construction / Rehabilitation Firm	Quarterly	ITT indicator	<p>This indicator counts the number of people contracted for construction works for the four road segments specified on Annex I-15 of the Compact, not the amount of time that those people were temporarily employed. Even if a person was contracted for one day, he/she should be counted. Both local and foreign workers should be included. Informal employment generated by construction activities is not included.</p> <p>Reporting on this indicator is required as it is a common indicator. However, there are a number of potential data quality and double counting risks. These include, but are not limited to: (i) the same individual works on different road segments and/or receives two separate employment contracts over the course of the compact, either with the same construction firm or with two different construction firms, and this duplication is not properly accounted for when reporting the data; (ii) individuals who work on the road segments for only a short period of time are not properly documented by the construction firms; and (iii) there are minor discrepancies in the name reported for a single individual (e.g. small differences in spelling, presence or absence of a middle name), resulting in that individual being counted twice.</p>
N/A	R-6	ATP/TI04	Process	Kilometers of roads under works contracts	The length of roads in kilometers (measured regardless of number of lanes) under works contracts for MCC roads investments.	Kilometers	Road class (Primary)  Investment type (Rehabilitation)	Construction / Rehabilitation Contracts	MCA-CI Fiscal, Procurement, and Administration Director	Quarterly	ITT indicator	This indicator measures the length of roads for which a construction or works contract has been established between MCA-CI and a construction firm. This indicator will be calculated for the four road segments specified on Annex I-15. The length of roads in kilometers reported here should correspond to the information listed in the contract(s) signed by MCA-CI.

Project Logic Result	CI Code	Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation Type	Primary Data Source	Responsible Party	Frequency of Reporting	Indicator Type	Additional Information
N/A		ATP/TI05	Process	Percent disbursed of road construction contracts	The total amount of all signed construction contracts for new roads or reconstruction, rehabilitation, resurfacing or upgrading of existing roads disbursed divided by the total value of all signed contracts.	Percentage	Input	MCA-CI Financial system	MCA-CI Fiscal, Procurement, and Administration Director	Quarterly	ITT indicator	Numerator = Value disbursed of road construction, rehabilitation, resurfacing and/or upgrading contracts. Denominator = Value of signed road construction, rehabilitation, resurfacing or upgrading contracts.  This indicator refers to construction contracts for rehabilitation, resurfacing, or upgrading of the four road segments specified on Annex I-15 using compact funds. Percent disbursed of road construction contracts will be calculated automatically from the two input indicators "Value disbursed of road construction contracts" (numerator) and "Value of signed road construction contracts" (denominator). All contracts associated with rehabilitation, resurfacing and upgrading for those four road segments, including major construction works, should be included in the calculation of this indicator. Costs associated with design, feasibility, supervision or management should not be included.
N/A		ATP/TI06	Process	Value disbursed of road construction contracts	The amount disbursed of all signed construction contracts for new roads or reconstruction, rehabilitation, resurfacing or upgrading of existing roads using compact funds.	US Dollars	None	MCA-CI Financial system	MCA-CI Fiscal, Procurement, and Administration Director	Quarterly	ITT indicator	This indicator measures the disbursement of all construction contracts for the rehabilitation, resurfacing or upgrading of the four roads segments specified on Annex I-15 using compact funds. All contracts associated with rehabilitation and resurfacing for those four road segments, including major construction works, should be included in the calculation of this indicator. Disbursement amounts should be recorded in the quarters in which invoice payments are made. Costs associated with design, feasibility, supervision or management should not be included.
N/A		ATP/TI07	Process	Value of signed road construction contracts	The value of all signed construction contracts for new roads or reconstruction, rehabilitation, resurfacing or upgrading of existing roads using compact funds.	US Dollars	None	Construction / rehabilitation contracts, including any contract modifications	MCA-CI Fiscal, Procurement, and Administration Director	Quarterly	ITT indicator	This indicator measures the contractual value of all signed contracts for the rehabilitation and resurfacing of the four road segments specified on Annex I-15 of the Compact using compact funds. All contracts associated with rehabilitation and resurfacing, including major construction works, for those four road segments should be included in the calculation of this indicator.  In the instances where an IDIQ contract is used, the value of the signed task orders, rather than the total contract value, should be reported. The contractual value should be reported in the quarter in which the contract or task order is signed. If the value of a contract changes, the total contract value should be reported in the quarter that the change occurred. Cost sharing by others (e.g., the non-MCC funding component of any co-financing with other donors or government) should not be included. Costs associated with design, feasibility, supervision or management should not be included.
N/A	R-3	ATP/TI08	Process	Kilometers of roads under design	The length of roads in kilometers (measured regardless of number of lanes) under design contracts.	Kilometers	Road class (Primary) Investment type (Rehabilitation)	A&E contract, including any contract modifications	MCC ATP Director	Quarterly	ITT indicator	This indicator measures the length of roads for which a design contract has been established between MCA-CI and an engineering firm. This indicator will be calculated for the four road segments specified on Annex I-15. The length of roads in kilometers reported here should correspond to the information listed in the contract(s) signed by MCA-CI.
N/A		ATP/TI09	Process	Percent disbursed of road feasibility and design contracts	The total amount of all signed feasibility, design, and environmental contracts, including resettlement action plans, for road investments disbursed divided by the total value of all signed contracts.	Percentage	Input	Invoices submitted by A&E firm to MCC; Final approval by invoices of MCC COR; A&E contract, including any contract modifications	MCC ATP Director	Quarterly	ITT indicator	Percent disbursed of road feasibility and design contracts will be calculated automatically from the two input indicators. Numerator = Value disbursed of road feasibility and design contracts. Denominator = Value of signed road feasibility and design contracts. This indicator should not include costs associated with pre-feasibility, supervision, management, or other administrative costs.
N/A		ATP/TI10	Process	Value disbursed of road feasibility and design contracts	The amount disbursed of all signed feasibility, design, and environmental contracts, including resettlement action plans, for road investments using 609(g) and compact funds.	US Dollars	None	Invoices submitted by A&E firm to MCC; Final approval by invoices of MCC COR	MCC ATP Director	Quarterly	ITT indicator	This indicator measures the disbursements of all feasibility and design contracts for the four road segments specified on Annex I-15 of the Compact. Disbursement amounts should be recorded in the quarters in which invoice payments are made. This indicator should not include costs associated with pre-feasibility, supervision, management, or other administrative costs.

Project Logic Result	CI Code	Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation Type	Primary Data Source	Responsible Party	Frequency of Reporting	Indicator Type	Additional Information
N/A		ATP/TI11	Process	Value of signed road feasibility and design contracts	The value of all signed feasibility, design, and environmental contracts, including resettlement action plans, for road investments using 609(g) and compact funds.	US Dollars	None	A&E contract, including any contract modifications	MCC ATP Director	Quarterly	ITT indicator	This indicator measures the contractual value of all signed road feasibility and design contracts for the four road segments specified on Annex I-15 of the Compact. If the value of a contract changes, the total contract value should be reported in the quarter that the change occurred. Costs associated with pre-feasibility, supervision, management or other administrative costs should not be included.

Project Logic Result	CI Code	Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation Type	Primary Data Source	Responsible Party	Frequency of Reporting	Indicator Type	Additional Information
<b>Transport Management and Planning Activity</b>												
1. Economic prioritization of maintenance and rehabilitation (M&R) 2. Expanded use of cost-effective & environmentally and socially sustainable M&R techniques		ATP/MP01	Outcome	Lane kilometers of roads completed in the District of Abidjan in accordance with the pavement preservation and safety prioritization investment list	The length of roads in lane kilometers on which rehabilitation, resurfacing or upgrading of existing roads is completed (certificates handed over and approved) in accordance with the pavement preservation and safety prioritization investment list for the District of Abidjan.	Kilometers	Road class (Primary, Secondary, Tertiary)	Taking over certificate	MCA-CI / ATP Executive Director	Quarterly	ITT indicator	This indicator measures the length of roads in lane kilometers for which all construction and works have been completed and certificates of completion have been submitted to and approved by MCA-CI.
1. Economic prioritization of maintenance and rehabilitation (M&R) 2. Expanded use of cost-effective & environmentally and socially sustainable M&R techniques		ATP/MP02	Outcome	Lane kilometers of roads in the District of Abidjan under works contracts in accordance with the pavement preservation and safety prioritization investment list	The length of roads in lane kilometers under works contracts for rehabilitation, resurfacing or upgrading of existing roads in accordance with the pavement preservation and safety prioritization investment list for the District of Abidjan.	Kilometers	Road class (Primary, Secondary, Tertiary)	Signed construction contracts, including any contract modifications	MCA-CI / ATP Executive Director	Quarterly	ITT indicator	This indicator measures the length of roads in lane kilometers for which a construction or works contract has been established between MCA-CI and a construction firm. The length of roads in lane kilometers reported here should correspond to the information listed in the contract(s) signed by MCA-CI.
1. Economic prioritization of maintenance and rehabilitation (M&R) 2. Expanded use of cost-effective & environmentally and socially sustainable M&R techniques		ATP/MP03	Outcome	Lane kilometers of roads in the District of Abidjan under design in accordance with the pavement preservation and safety prioritization investment list	The length of roads in lane kilometers under design contracts for rehabilitation, resurfacing or upgrading of existing roads in accordance with the pavement preservation and safety prioritization investment list for the District of Abidjan.	Kilometers	Road class (Primary, Secondary, Tertiary)	Signed design contracts, including any contract modifications	MCA-CI / ATP Executive Director	Quarterly	ITT indicator	This indicator measures the length of roads in lane kilometers for which a design contract has been established between MCA-CI and an engineering firm. The length of roads in lane kilometers reported here should correspond to the information listed in the contract(s) signed by MCA-CI.
<b>Abidjan Road and Safety Prioritization Sub-Activity</b>												
Economic prioritization of maintenance and rehabilitation (M&R)		ATP/MP/SP01	Outcome	Pavement preservation and safety prioritization investment list for the District of Abidjan is approved	The date on which the pavement preservation and safety prioritization investment list for the District of Abidjan is approved.	Date	None	Pavement preservation and safety prioritization investment list (Deliverable 19 under the UIMTA contract)	MCA-CI / ATP Executive Director	Once	ITT indicator	The pavement preservation and safety prioritization investment list for the District of Abidjan must be based on the road asset inventory database and produced in accordance with the urban infrastructure management system and manual. The firm contracted by MCA-CI under the Urban Infrastructure Management Technical Assistance (UIMTA) contract will provide support to AGEROUTE and OSER, among others, in order to produce the pavement preservation and safety prioritization investment list for the District of Abidjan.

Project Logic Result	CI Code	Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation Type	Primary Data Source	Responsible Party	Frequency of Reporting	Indicator Type	Additional Information
Creation of road asset inventory database for Abidjan		ATP/MP/SP02	Output	Road asset inventory database created for the District of Abidjan	The date on which the road asset inventory database is completed and available for use. This requires the database to be fully populated with the relevant data, so as to be usable for technical personnel.	Date	None	Urban infrastructure management system and manual (Deliverable 8 under the UIMTA contract)	MCA-CI / ATP Executive Director	Once	ITT indicator	The UIMTA shall develop a road asset management system with data collection and analysis procedures for the infrastructure management database. The database shall, at a minimum, be able to support network-level maintenance, restoration, rehabilitation and reconstruction sub-system, historical data analysis capability, project-level analysis, graphical and reporting tools.
Adoption of new pavement preservation and rehabilitation technologies and management techniques		ATP/MP/SP03	Output	Development of the pavement preservation and rehabilitation manual for the District of Abidjan	The date on which the pavement preservation and rehabilitation manual for the District of Abidjan is finalized and adopted.	Date	None	Approved manual	MCA-CI / ATP Executive Director	Once	ITT indicator	The firm contracted by MCA-CI under the UIMTA contract will provide support to AGEROUTE and OSER, among others, to develop the pavement preservation and rehabilitation manual for the District of Abidjan. The manual will then be presented, approved and discussed with all stakeholders within the CTCTR (Comité Technique de Coordination du Trafic Routier or Traffic Management Committee). The manual will be considered to be adopted once it has been approved by all relevant stakeholders in the CTCTR during a workshop, with appropriate documentation of that approval provided to MCA-CI.
Creation of road safety database for Abidjan		ATP/MP/SP04	Output	Road safety database for the District of Abidjan created	The date on which the road accident database is completed and available for use. This requires the database to be fully populated with the relevant data, so as to be usable for technical personnel.	Date	None	Urban infrastructure management system and manual (Deliverable 8 under the UIMTA contract)	MCA-CI / ATP Executive Director	Once	ITT indicator	The UIMTA shall develop a cost-effective and sustainable road accident database system, preferably using MS Excel with supporting Geographic Information System (GIS) functionality, covering all topics from the collection of data to the dissemination of data. The database shall be designed so as to be integrated into the road asset coding system.
<b>Infrastructure Graduate Education Sub-Activity</b>												
Expanded on the job and continuing education for FER, AGEROUTE, LBTP, etc.	E-7	ATP/MP/GE01	Outcome	Graduates from MCC-supported education activities	The number of students graduating from the highest grade (year) for that educational level in MCC-supported education schooling programs.	Number	Sex (Female, Male) Education level (Post-secondary)	TBD	INPHB & ENSEA	Quarterly	ITT indicator	This indicator tracks the total number of students who have graduated from the Compact-supported graduate program implemented by ENSEA and INPHB on road management funded by the sub-activity. A student is only considered to have graduated after they have completed all relevant coursework, successfully completed all certification exams, and received a graduation certificate. While this indicator measures a project logic result that is an Output for this sub-Activity, the indicator level is listed as an Outcome to comply with MCC's Guidance on Common Indicators.
Expanded on the job and continuing education for FER, AGEROUTE, LBTP, etc.	E-6	ATP/MP/GE02	Outcome	Students participating in MCC-supported education activities	The number of students enrolled or participating in MCC-supported educational schooling programs.	Number	Sex (Female, Male) Education level (Post-secondary)	Final auditor's list of students enrolled in the cohort, signed by the program director; Student attendance records during the first month, signed by each student	INPHB, ENSEA	Quarterly	ITT indicator	This indicator tracks the total number of students who have ever participated in the Compact-supported Infrastructure Graduate Program implemented by ENSEA and INPHB on road management funded by the sub-activity through the Partner University. While this indicator measures a project logic result that is an Output for this sub-Activity, the indicator level is listed as Outcome to comply with MCC's Guidance on Common Indicators.  This indicator does not subtract dropouts and would only report a person once if they enroll in the program in multiple, different years. Reporting on this indicator will occur one month after the start of the respective cohort, once enrollment has stabilized. In order to be counted for the purposes of this indicator, an individual must be officially enrolled in the program and demonstrate substantial participation in the courses offered under the program at the time data is reported (i.e. one month after the start of the cohort). If an individual decides during the first month of the program to not continue with the program for any reason, they will not be counted for the purposes of this indicator. To report on this indicator, the total enrollment in an education activity should be reported and then each quarter only the additional enrollment should be added to the existing actual. The data will be collected by ENSEA and INPHB. The data will be provided to MCA-CI to measure the indicator.

Project Logic Result	CI Code	Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation Type	Primary Data Source	Responsible Party	Frequency of Reporting	Indicator Type	Additional Information
Expanded on the job and continuing education for FER, AGEROUTE, LBTP, etc.		ATP/MP/GE03	Process	Compact-supported Infrastructure Graduate Program operational	The date on which the Compact-supported Infrastructure Graduate Program, developed in collaboration with the international partner university, is operational and begins training students (i.e. first full day courses are offered).	Date	None	Signed agreement between ENSEA and INP-HB; Final approved report on the curriculum for the Compact-supported graduate program; Signed and dated attendance sheet for the first day of courses	INPHB & ENSEA	Once	ITT indicator	
Expanded on the job and continuing education for FER, AGEROUTE, LBTP, etc.		ATP/MP/GE04	Process	Partnership agreement completed for Compact-supported Infrastructure Graduate Program	The date on which a partnership agreement is signed with the international partner university for the creation of the Compact-supported Infrastructure Graduate Program.	Date	None	Final contract with the partner university, including the signed Notice to Proceed	MCA-CI / ATP Executive Director	Once	ITT indicator	
<b>Road Maintenance Fund Sub-Activity</b>												
Improved road user oversight of FER		ATP/MP/RM01	Output	Road Users Associations participation on the FER board of directors	Number of FER board meetings with a minimum of 50% representation from Road Users Associations.  Numerator = The number of FER board meetings during the Compact year in which at least 50 percent of the FER board member present at the meeting, based on the signed attendance sheet, were from Road User Associations. Denominator = Total number of FER board meetings that occurred during the Compact year.	Percentage	None	Signed attendance sheet for each board meeting; Final meeting minutes (« procès-verbal ») approved by the FER board	FER	Annual	ITT indicator	For every compact year, the FER will provide relevant documentation (e.g. meeting minutes and signed attendance sheet) for each board meeting conducted during the year. FER will provide the documentation cited above to MCA-CI once a year, at the end of each Compact year, as opposed to quarterly following each board meeting. The documentation should be provided by FER as soon as possible following the end of the respective Compact year in early August. However, reporting on this indicator cannot occur until after the first FER board meeting in the subsequent Compact year, such that the meeting minutes from the previous FER board meeting receive the required approval from the FER board and are considered final.
Increased financing for road maintenance		ATP/MP/RM02	Output	Amount of funding for road maintenance leveraged through the incentive matching fund	The amount of funding invested in routine and periodic maintenance as a result of the road maintenance incentive matching fund.	US Dollars	Funding source (MCC; Government of Côte d'Ivoire)	Separate bank account established by MCA-CI to house the Government of Côte d'Ivoire contribution to the road maintenance fund	MCA-CI / ATP Executive Director	Annual	ITT indicator	



Project Logic Result	CI Code	Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation Type	Primary Data Source	Responsible Party	Frequency of Reporting	Indicator Type	Additional Information
Increased financing for road maintenance		ATP/MP/RM03	Output	Increases in the fiscal allocation to FER	<p>This indicator measures the annual change in fiscal allocation to FER by the Government of Côte d'Ivoire in percentage terms.</p> <p>Numerator = The fiscal allocation to FER by the Government of Côte d'Ivoire in the current year minus the fiscal allocation to FER by the Government of Côte d'Ivoire in the previous year.</p> <p>Denominator = The fiscal allocation by the Government of Côte d'Ivoire in the previous year.</p>	Percentage	None	Final, published « Rapport de Gestion » for FER for the corresponding calendar years	FER	Annual	ITT indicator	<p>For the purposes of this indicator, the annual fiscal allocation to FER is defined as the budget received from the Government of Côte d'Ivoire by FER for the corresponding year (i.e. funds are fully transferred to FER and available for its use). Since the fiscal allocation is based on the Ivorian fiscal year which mirrors the calendar year and runs from January to December, the data and source documents for this indicator will be provided by FER as soon as possible following the end of the respective fiscal year.</p> <p>However, FER's annual financial statements must be approved by the FER board in order to be considered final, which typically occurs approximately six (6) months after the end of the fiscal year.</p>
Increased financing for road maintenance		ATP/MP/RM04	Output	Percentage reduction in the amount of debt contracted by FER	<p>The percentage reduction in the amount of debt FER owes to banks and contractors (outstanding accounts payable past 120 days). This indicator should be calculated as the percentage change in cumulative terms of the total debt owed by FER as compared to the initial baseline value of FER's total debt at the date of Entry into Force of the Compact.</p> <p>Numerator = Initial amount of debt owed by FER at the time of Compact Entry into Force minus the current amount of debt owed by FER.</p> <p>Denominator = Initial amount of debt owed by FER at the time of Compact Entry into Force.</p>	Percentage	None	Final, published « Rapport des commissaires aux comptes sur les états financiers annuels » (bank debt); Debt Situation on December 31 of the corresponding year signed by the FER Director General (outstanding accounts payable past 120 days)	FER	Annual	ITT indicator	
<b>Truck Parking and Logistics Center Sub-Activity</b>												
Reduced number of trucks parked in the port zone		ATP/MP/TP00	Outcome	TBD	TBD	TBD	TBD	TBD	TBD	TBD	ITT indicator	<p>An indicator will be developed to capture the results statement "Reduced number of trucks parked in the port zone" once Phase 1 of the sub-Activity has been completed and work on Phase 2 has commenced. As noted in Annex I-21 of the Compact, "Under Phase 1, MCC Funding will provide for the detailed study of demand for truck parking, siting, technical and administrative feasibility, commercial viability, and PPP options. Under Phase 2, provided a feasible option under Phase 1 is identified, the MCC supported transaction advisor will assist the Government to procure, negotiate, and close a PPP, and MCC Funding will further support follow-on technical assistance and support during Compact implementation. The Government agrees to provide the required land, with clean title, for the TPLC PPP site." This is projected to occur in late 2020.</p>
TPLC fully operational (service providers on site and functional) and available to truck drivers		ATP/MP/TP00	Outcome	TBD	TBD	TBD	TBD	TBD	TBD	TBD	ITT indicator	<p>An indicator will be developed to capture the results statement "TPLC fully operational" after the development of public-private partnership (PPP) once Phase 1 of the sub-Activity has been completed. As noted in Annex I-21 of the Compact, "Under Phase 1, MCC Funding will provide for the detailed study of demand for truck parking, siting, technical and administrative feasibility, commercial viability, and PPP options. Under Phase 2, provided a feasible option under Phase 1 is identified, the MCC supported transaction advisor will assist the Government to procure, negotiate, and close a PPP, and MCC Funding will further support follow-on technical assistance and support during Compact implementation. The Government agrees to provide the required land, with clean title, for the TPLC PPP site." This is projected to occur in late 2020.</p>

Project Logic Result	CI Code	Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation Type	Primary Data Source	Responsible Party	Frequency of Reporting	Indicator Type	Additional Information
Construction of the truck parking and logistics center (TPLC) completed		ATP/MP/TP01	Output	TPLC Completed	The date on which construction of the TPLC facility is completed according to the standards established in the PPP agreement.	Date	None	TBD	MCA-CI / ATP Executive Director	Once	ITT indicator	The TPLC will be considered completed when all construction, equipping, and utility certificates have been signed and provided to MCA-CI in accordance with the requirements and standards stipulated in the PPP agreement. This indicator requires only that the physical works be completed, required equipment is installed, and utilities are connected. It does not require that services providers does not require that the TPLC is fully operational (e.g. service providers are on site and functional, etc.) and available to receive truck drivers.
Financial close for a public-private partnership (PPP) for the TPLC		ATP/MP/TP02	Output	Financial close for PPP for TPLC	The date of financial close for the PPP for TPLC facility.	Date	None	PPP Contract / Agreement for TPLC facility	MCA-CI / ATP Executive Director	Once	ITT indicator	This indicator captures the date on which the financial close for the PPP for TPLC facility is signed with the private sector partner for the creation and the management of the TPLC.

## Annex II: Table of Indicator Baselines and Targets

Indicator Level	Indicator Name	Unit of Measure	Classification	Baseline (Year)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Post-Program Target (Year)	Target Link to CBA	Baseline Documentation	Target Documentation
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Jun-24	Jul-24 to Aug-25				
<b>Skills and Employability Project</b>														
Output	Legal, financial, and policy reforms adopted	Number	Cumulative	0 (2019)								Not informed by CBA	N/A	N/A
<b>Secondary Education Activity</b>														
Outcome	Gross enrollment rates at lower-secondary schools in Gbêkê	Percentage	Level	86.5 (2018)					TBD	TBD	TBD	Calculated from CBA benefit stream	DESPS Statistical Yearbook 2018 - 2019, Page 75	Targets are expected to be calculated once the data on population projections and the results of the DQR on enrollment in Gbêkê and San Pedro are available.  The target will be a ratio. It is anticipated that the numerator will be a combination of the DESPS projections of the number of students enrolled in lower-secondary school in the region for the given year and the CBA model data of the number of students who would not otherwise have attended school if the Compact-supported schools are not built for the year. The denominator is expected to be taken from INS population projections.
	Female			81.2 (2018)										
	Male			91.4 (2018)										
Outcome	Gross enrollment rates at lower-secondary schools in San Pedro	Percentage	Level	67.7 (2018)					TBD	TBD	TBD	Calculated from CBA benefit stream	DESPS Statistical Yearbook 2018 - 2019, Page 75	Targets are expected to be calculated once the data on population projections and the results of the DQR on enrollment in Gbêkê and San Pedro are available.  The target will be a ratio. It is anticipated that the numerator will be a combination of the DESPS projections of the number of students enrolled in lower-secondary school in the region for the given year and the CBA model data of the number of students who would not otherwise have attended school if the Compact-supported schools are not built for the year. The denominator is expected to be taken from INS population projections.
	Female			62.5 (2018)										
	Male			72.4 (2018)										
Outcome	Gender inequality in enrollment at the lower-secondary level in Gbêkê and San Pedro	Percentage point	Level									Not informed by CBA	Calculation based on data taken from DESPS Statistical Yearbook 2018 - 2019, Page 75	The target for this indicator was determined on the basis of information from the 2016-2025 education/training sector plan. This plan indicates a goal of gender equality in lower-secondary education by 2025 (p. 95).  The official year for the post-program target will be determined after the design of the independent evaluation of the Skills Secondary Education activity is finalized
	Gbêkê			10.2 (2018)					0	0	0 (TBD)			
	San Pedro			9.9 (2018)					0	0	0 (TBD)			
Outcome	Gross intake ratio for students in the last year of Compact-supported lower-secondary schools	Percentage	Level						TBD	TBD	TBD	Calculated from CBA benefit stream	N/A	Target values to be determined after the targeted number of schools per base and region are finalized and after consultations with the Project Team and MCC Economist. The target will then be determined by the ratio between, in the numerator, the number of new enrollees in 3ieme in the region for a year estimated from the number of students entering in 6ieme (N), year after year (data provided by the CBA model) and the annual dropout rate per school year and in the denominator, the number of children aged 15 in the catchment areas, which will be obtained from INS projections.
	Gbêkê								TBD	TBD	TBD			
	Gbêkê - Female													
	Gbêkê - Male													
	San Pedro								TBD	TBD	TBD			
	San Pedro - Female													
	San Pedro - Male													

Indicator Level	Indicator Name	Unit of Measure	Classification	Baseline (Year)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Post-Program Target (Year)	Target Link to CBA	Baseline Documentation	Target Documentation
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Jun-24	Jul-24 to Aug-25				
Outcome	Students benefitting from improved teacher training	Number	Level	0 (2019)						8,400	25,200 (2030; Compact Year 11)	Taken directly from CBA benefit stream	N/A	Excel file: CIV_Teacher Training_EIF Update_19 11 18; Sheet: Cohorts; Cell: H23 (Compact Year 6), Cell: N23 (Compact Year 11)
	Female			0 (2019)										
	Male			0 (2019)										
Outcome	Change in learning outcomes of students in Compact-supported lower-secondary schools	Number	Level								0.2 (2030; Compact Year 11)	Taken directly from documented CBA assumption	N/A	Excel file: CIV_Teacher Training_EIF Update_19 11 18; Sheet: Assumptions & Parameters; Cell: B13 (Post-Program target) and Sheet Cohorts N17 (Post-Program reference year).
	Female													
	Male													
<b>Gender in Education Policy and Institutional Strengthening Sub-Activity</b>														
Output	Gender Unit budget received	CFA Francs	Level	0 (2019)		20,000,000	20,000,000	20,000,000	20,000,000	20,000,000		Not informed by CBA	N/A	Excel file: Government Invest and Related Cost-sharing schedule _Maj_21.04.2022 - For non objection; Sheet: Gov Invest; Cells: F12
Output	Gender Unit operationalized	Date	Date		7-Feb-20							Not informed by CBA	N/A	Work plan -Skills-Gis (Rows 19, 28, 35, 45)
Output	National gender policy in education adopted	Date	Date		7-Feb-20							Not informed by CBA	N/A	Work plan -Skills-Gis (Row 45)
Output	Number of people trained on gender equity in education	Number	Cumulative	0 (2019)								Not informed by CBA	N/A	For this indicator, the Compact anticipates training all people for all of the defined disaggregations. Given the large amount of unknown information, including the targeted number of catchment areas, the number of villages within each catchment area, and the number of relevant people within each catchment area and each village, the country team has determined it is not possible to define targets in advance of data collection for this indicator.
	Community leaders			0 (2019)										
	Community leaders - Female			0 (2019)										
	Community leaders - Male			0 (2019)										
	Educators			0 (2019)										
	Educators - Female			0 (2019)										
	Educators - Male			0 (2019)										
	Students			0 (2019)										
	Students - Female			0 (2019)										
Students - Male	0 (2019)													

Indicator Level	Indicator Name	Unit of Measure	Classification	Baseline (Year)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Post-Program Target (Year)	Target Link to CBA	Baseline Documentation	Target Documentation
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Jun-24	Jul-24 to Aug-25				
Output	Number of catchment areas where gender priority action items have been implemented	Number	Cumulative	0 (2019)				11	TBD	TBD		Not informed by CBA	N/A	The target for year 4 was determined on the basis of Deliverable 1, methodological note, initial period (p.10) of the Consultant AETS-Cideal-World Education Inc. in charge of implementing the gender priority plans  Targets for years 5 and 6 will be determined by the methodological notes for the optional periods of the priority plans
	Phase 1			0 (2019)				11	TBD	TBD				
	Gbêkê			0 (2019)				6	TBD	TBD				
	San Pedro			0 (2019)				5	TBD	TBD				
	Phase 2			0 (2019)					TBD	TBD				
	Gbêkê			0 (2019)					TBD	TBD				
	San Pedro			0 (2019)					TBD	TBD				
<b>New Secondary Schools for Equitable Access Sub-Activity</b>														
Outcome	Students participating in MCC-supported education activities	Number	Cumulative	0 (2019)					TBD	TBD	TBD	Taken directly from CBA benefit stream	N/A	According to the signed Compact agreement, the program intends to fund between 74 and 84 lower secondary schools (Compact Annex I-3). This estimate of the number of schools corresponds the CBA model to 7,520 students who will be enrolled in the Compact-supported lower-secondary schools (Excel File : College de Proximite CBA Model EIF update_19 11 18 ; Sheet : Education_Summary ; Cells : H57, I57, J57 et K57).  As of the Compact Year 4 M&E Plan revision, an increase in estimated costs of school construction and delays related, among other reasons, to the COVID-19 pandemic, have called into question the ability to achieve this target. Once ongoing conversations around the scope and regional distribution of the sub-activity have been resolved, this indicator and the targets will be reviewed during the next M&E Plan revision, which is expected to be completed in Compact Year 5.
	Secondary			0 (2019)					TBD	TBD	TBD			
	Female			0 (2019)										
	Male			0 (2019)										
	Gbêkê			0 (2019)					TBD	TBD	TBD			
	Gbêkê - Female			0 (2019)										
	Gbêkê - Male			0 (2019)										
	San Pedro			0 (2019)					TBD	TBD	TBD			
	San Pedro - Female			0 (2019)										
	San Pedro - Male			0 (2019)										

Indicator Level	Indicator Name	Unit of Measure	Classification	Baseline (Year)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Post-Program Target (Year)	Target Link to CBA	Baseline Documentation	Target Documentation		
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Jun-24	Jul-24 to Aug-25						
Outcome	Promotion rates for students in Compact-supported lower-secondary schools in Gbêkê	Percentage	Level						TBD	TBD	TBD	Taken directly or calculated from documented CBA assumption	N/A	<p>According to the signed Compact agreement, the program intends to fund between 74 and 84 lower secondary schools (Compact Annex I-3). This estimate of the number of schools corresponds the CBA model to an average dropout rate of 10% over the study period (6ieme to 3ieme year) in the Compact-supported lower-secondary schools (Excel File : College de Proximite CBA Model EIF update_19 11 18 ; Sheet : Education_Summary ; Cell : C69).</p> <p>Due to data quality concerns related to the current data source used to estimate drop out rates and the intention of revisiting the dropout rate assumptions during the next CBA revision, this indicator and the targets will be reviewed during the next M&amp;E Plan revision, which is expected to be completed in Compact Year 5.</p>		
	6ieme								TBD	TBD	TBD					
	6ieme - Female															
	6ieme - Male															
	5ieme										TBD				TBD	TBD
	5ieme - Female															
	5ieme - Male															
	4ieme										TBD				TBD	TBD
	4ieme - Female															
	4ieme - Male															
Outcome	Promotion rates for students in Compact-supported lower-secondary schools in San Pedro	Percentage	Level						TBD	TBD	TBD	Taken directly or calculated from documented CBA assumption	N/A	<p>According to the signed Compact agreement, the program intends to fund between 74 and 84 lower secondary schools (Compact Annex I-3). This estimate of the number of schools corresponds the CBA model to an average dropout rate of 10% over the study period (6ieme to 3ieme year) in the Compact-supported lower-secondary schools (Excel File : College de Proximite CBA Model EIF update_19 11 18 ; Sheet : Education_Summary ; Cell : C69).</p> <p>Due to data quality concerns related to the current data source used to estimate drop out rates and the intention of revisiting the dropout rate assumptions during the next CBA revision, this indicator and the targets will be reviewed during the next M&amp;E Plan revision, which is expected to be completed in Compact Year 5.</p>		
	6ieme								TBD	TBD	TBD					
	6ieme - Female															
	6ieme - Male															
	5ieme										TBD				TBD	TBD
	5ieme - Female															
	5ieme - Male															
	4ieme										TBD				TBD	TBD
	4ieme - Female															
	4ieme - Male															
Outcome	Gross enrollment rate for school-aged children in the catchment areas of Compact-supported lower-secondary schools	Percentage	Level						TBD	TBD	TBD	Calculated from CBA benefit stream	N/A	<p>According to the signed Compact agreement, the program intends to fund between 74 and 84 lower-secondary schools (Compact Annex I-3). This estimate of the number of schools corresponds the CBA model to 7,520 students who will be enrolled in the Compact-supported lower-secondary schools (Excel File : College de Proximite CBA Model EIF update_19 11 18 ; Sheet : Education_Summary ; Cells : H57, I57, J57 et K57).</p> <p>As of the Compact Year 4 M&amp;E Plan revision, an increase in estimated costs of school construction and delays related, among other reasons, to the COVID-19 pandemic, have called into question the ability to achieve this target. Once ongoing conversations around the scope and regional distribution of the sub-activity have been resolved, this indicator and the targets will be reviewed during the next M&amp;E Plan revision, which is expected to be completed in Compact Year 5.</p>		
	Gbêkê								TBD	TBD	TBD					
	Gbêkê - Female															
	Gbêkê - Male															
	San Pedro										TBD				TBD	TBD
	San Pedro - Female															
	San Pedro - Male															

Indicator Level	Indicator Name	Unit of Measure	Classification	Baseline (Year)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Post-Program Target (Year)	Target Link to CBA	Baseline Documentation	Target Documentation
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Jun-24	Jul-24 to Aug-25				
Outcome	Perception of lower-secondary education provided in the Compact-supported lower-secondary school communities	Number	Level	TBD							TBD	Not informed by CBA	This information is expected to be updated following baseline data collection for the independent evaluation of the Secondary Education Activity	This information is expected to be updated following the finalization of the Secondary Education Activity evaluation design report
	Parent			TBD						TBD				
	Educator			TBD						TBD				
Output	Educational facilities constructed or rehabilitated	Number	Cumulative	0 (2019)					74	74		Taken directly from documented CBA assumption	N/A	<p>According to the signed Compact agreement, the program intends to fund between 74-84 lower-secondary schools (Compact Annex I-3). This estimation of schools is derived from the CBA, which projected different distributions of school sizes to achieve the targeted number of 752 classrooms (Excel file: College de Proximite CBA Model_Preliminary_17 06 03_FINAL; Sheet: Cost_Summary; Cells: X7, Y7, AB7 and AC7).</p> <p>As of the Compact Year 4 M&amp;E Plan revision, an increase in estimated costs of school construction and delays related, among other reasons, to the COVID-19 pandemic, have called into question the ability to achieve this target. Once ongoing conversations around the scope and regional distribution of the sub-activity have been resolved, this indicator and the targets will be reviewed during the next M&amp;E Plan revision, which is expected to be completed in Compact Year 5.</p>
	Gbéké			0 (2019)					TBD	TBD				
	San Pedro			0 (2019)					TBD	TBD				
Output	Classrooms constructed and ready for use	Number	Cumulative	0 (2019)					752	752		Taken directly from CBA benefit stream	N/A	<p>According to the Equitable Access CBA, the program intends to fund 752 lower-secondary school classrooms (College de Proximite CBA Model_Preliminary_17 06 03_FINAL; Sheet: Cost_Summary; Cell: I1). As of the Compact Year 4 M&amp;E Plan revision, an increase in estimated costs of school construction and delays related, among other reasons, to the COVID-19 pandemic, have called into question the ability to achieve this target. Once ongoing conversations around the scope and regional distribution of the sub-activity have been resolved, this indicator and the targets will be reviewed during the next M&amp;E Plan revision, which is expected to be completed in Compact Year 5.</p>
	Gbéké			0 (2019)					TBD	TBD				
	San Pedro			0 (2019)					TBD	TBD				
Output	Lower-secondary schools substantially completed	Number	Cumulative	0 (2019)					74	74		Taken directly from documented CBA assumption	N/A	<p>According to the signed Compact agreement, the program intends to fund between 74-84 lower-secondary schools (Compact Annex I-3). This estimation of schools is derived from the CBA, which projected different distributions of school sizes to achieve the targeted number of 752 classrooms (Excel file: College de Proximite CBA Model_Preliminary_17 06 03_FINAL; Sheet: Cost_Summary; Cells: X7, Y7, AB7 and AC7).</p> <p>As of the Compact Year 4 M&amp;E Plan revision, an increase in estimated costs of school construction and delays related, among other reasons, to the COVID-19 pandemic, have called into question the ability to achieve this target. Once ongoing conversations around the scope and regional distribution of the sub-activity have been resolved, this indicator and the targets will be reviewed during the next M&amp;E Plan revision, which is expected to be completed in Compact Year 5.</p>
	Gbéké			0 (2019)					TBD	TBD				
	San Pedro			0 (2019)					TBD	TBD				
Output	COGES created and functional	Number	Cumulative	0 (2019)					74	74		Not informed by CBA	N/A	<p>According to the signed Compact agreement, the program intends to fund between 74-84 lower-secondary schools (Compact Annex I-13). As of the Compact Year 4 M&amp;E Plan revision, an increase in estimated costs of school construction and delays related, among other reasons, to the COVID-19 pandemic, have called into question the ability to achieve this target. Once ongoing conversations around the scope and regional distribution of the sub-activity have been resolved, this indicator and the targets will be reviewed during the next M&amp;E Plan revision, which is expected to be completed in Compact Year 5.</p>
	Gbéké			0 (2019)					TBD	TBD				
	San Pedro			0 (2019)					TBD	TBD				

Indicator Level	Indicator Name	Unit of Measure	Classification	Baseline (Year)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Post-Program Target (Year)	Target Link to CBA	Baseline Documentation	Target Documentation
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Jun-24	Jul-24 to Aug-25				
Process	Percent disbursed of educational facility construction, rehabilitation, and equipping contracts	Percentage	Level	0 (2019)					79	100		Not informed by CBA	N/A	The Year 5 target is taken from the detailed disbursement and commitment projections from the September 2022 QDRP. The numerator equals \$41,468,498 and is taken from Excel CDR_CASH (the sum of columns I, M, and Q-W for rows 250, 262, 268, 274). The denominator equals \$52,342,109 and is taken from Excel CDR_COMMIT (the sum of columns I, M, and Q-W for rows 359, 361, 367, 375)  The Year 6 target was defined based on the assumption that all works will be completed before Compact End Date.
Process	Value disbursed of educational facility construction, rehabilitation, and equipping contracts	US Dollars	Cumulative	0 (2019)								Not informed by CBA	N/A	N/A
	Gbêkê			0 (2019)										
	San Pedro			0 (2019)										
Process	Value of signed educational facility construction, rehabilitation, and equipping contracts	US Dollars	Cumulative	0 (2019)								Not informed by CBA	N/A	N/A
	Gbêkê			0 (2019)										
	San Pedro			0 (2019)										
Process	School sites selected	Number	Cumulative	0 (2019)	20				74	74		Not informed by CBA	N/A	According to the signed Compact agreement, the program intends to fund between 74-84 lower-secondary schools (Compact Annex I-3). As of the Compact Year 4 M&E Plan revision, an increase in estimated costs of school construction and delays related, among other reasons, to the COVID-19 pandemic, have called into question the ability to achieve this target. Once ongoing conversations around the scope and regional distribution of the sub-activity have been resolved, this indicator and the targets will be reviewed during the next M&E Plan revision, which is expected to be completed in Compact Year 5.  The target for Compact Year 1 is taken from Workplan Skills High level_Skills du 31102019_v10 Row 14 to 18, which states that the site selection for the first 20 schools is expected to be completed by December 2019.
	Gbêkê			0 (2019)					TBD	TBD				
	San Pedro			0 (2019)					TBD	TBD				
Process	Potential villages selected	Number	Cumulative	0 (2019)	20							Not informed by CBA	N/A	The target for Compact Year 1 is taken from Workplan Skills High level_Skills du 31102019_v10 Row 8 to 12, which states that the villages selection for the first 20 schools is expected to be completed by November 2019.
	Gbêkê			0 (2019)										
	San Pedro			0 (2019)										



Indicator Level	Indicator Name	Unit of Measure	Classification	Baseline (Year)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Post-Program Target (Year)	Target Link to CBA	Baseline Documentation	Target Documentation
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Jun-24	Jul-24 to Aug-25				
<b>Improving and Expanding Teacher Training Sub-Activity</b>														
Outcome	Teacher improvement of content knowledge	Number	Level								TBD	Not informed by CBA	N/A	This information is expected to be updated following the finalization of the Secondary Education Activity evaluation design report
	Female													
	Male													
Outcome	Teacher improvement of teaching methods	Number	Level								TBD	Not informed by CBA	N/A	This information is expected to be updated following the finalization of the Secondary Education Activity evaluation design report
	Female													
	Male													
Outcome	Improvement of teacher supervision program	Number	Level									Not informed by CBA	N/A	This information is expected to be updated following the finalization of the Secondary Education Activity evaluation design report
Output	Instructors trained	Number	Cumulative	0 (2019)					500	600		Taken directly from CBA benefit stream	N/A	This target is based on the CBA analysis and in particular the assumption that the Abidjan campus will be training teachers at full capacity, and the two remote satellite campuses will be training teachers at 25% capacity in Compact Year 5 and 50% capacity in Compact Year 6. Ultimately, 200 student-teachers are expected to enroll in the satellite teacher training campuses each year. Excel file: CIV_Teacher Training EIF Update_19 11 18; Sheet: Cohorts; Cells: G18, G19, H18, and H19.
	Female			0 (2019)										
	Male			0 (2019)										
Output	Educational facilities constructed or rehabilitated	Number	Cumulative	0 (2019)				2	2	2		Not informed by CBA	N/A	According to the signed Compact agreement, the program intends to fund two ENS satellite campuses (Compact Annex I-4). Construction of the campuses is expected to be completed in January 2023 according to Work plan 2019 to 2024 Teacher training.
Output	Date on which reformed curriculum is implemented	Date	Date					5-Sep-22				Not informed by CBA	N/A	Inception report of the optional period 1 (2022) of the C2D-WEI Consultant in charge of the development of the new teacher supervision tools (p.10)

Indicator Level	Indicator Name	Unit of Measure	Classification	Baseline (Year)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Post-Program Target (Year)	Target Link to CBA	Baseline Documentation	Target Documentation
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Jun-24	Jul-24 to Aug-25				
Output	Date on which reformed supervision tools are developed and validated	Date	Date						1-Feb-24			Not informed by CBA	N/A	PDF: C2D-WEI Inception Report optional period N°1 for Reform of Supervision Program, pg. 10
Process	Percent disbursed of educational facility construction, rehabilitation, and equipping contracts	Percentage	Level	0 (2019)					66	100		Not informed by CBA	N/A	The Year 5 target is taken from the detailed disbursement and commitment projections from the September 2022 QDRP. The numerator equals \$6,489,024 and is taken from Excel CDR_CASH (the sum of columns I, M, and Q-W for row 114). The denominator equals \$9,829,499 and is taken from Excel CDR_COMMIT (the sum of columns I, M, and Q-W for row 144)  The Year 6 target was defined based on the assumption that all works will be completed before Compact End Date.
Process	Value disbursed of educational facility construction, rehabilitation, and equipping contracts	US Dollars	Cumulative	0 (2019)								Not informed by CBA	N/A	N/A
Process	Value of signed educational facility construction, rehabilitation, and equipping contracts	US Dollars	Cumulative	0 (2019)								Not informed by CBA	N/A	N/A
Risk / Assumption	Student-teachers who have graduated from an ENS teacher training campus	Number	Level	881 (2019)								Not informed by CBA	PDF: Statistics of candidates admitted to the practical and pedagogical examinations - 2019 session (ENS, Center for initial training)	N/A
	Female													
	Male													

Indicator Level	Indicator Name	Unit of Measure	Classification	Baseline (Year)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Post-Program Target (Year)	Target Link to CBA	Baseline Documentation	Target Documentation
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Jun-24	Jul-24 to Aug-25				
<b>Management Systems for Decision-Making Sub-Activity</b>														
Output	Percentage of relevant positions that are occupied by a staff member trained in EMIS	Percentage	Level	TBD					TBD	TBD		Not informed by CBA	TBD	Monitoring timeline: Training is estimated to begin no sooner than early 2023. Source: Rapport de Mobilisation, Notes Méthodologiques et Plans Globaux de Travail du SIGE et de l'ENIA (Mobilization Report, Methodology Notes and Global Work Plans of EMIS and ENIA), January 2022, pg. 65 Target Source: To be determined after the C2D/WEI progressive deployment report approved by the SIGE committee for the EMIS system has been completed (est. late 2022).
	Gbêké			TBD					TBD	TBD				
	San Pedro			TBD					TBD	TBD				
	National			TBD					TBD	TBD				
Output	Compact-supported Integrated Educational Management Information System (EMIS) improvements deployed	Date	Date						29-Feb-24			Not informed by CBA	N/A	According to the November 2022 RFP document for the procurement of design, supply and installation of information systems without prequalification - Implementation of an integrated education management information system (EMIS) on behalf of MENA - the actual deployment will take place during the Information System Implementation Phase (indicative dates March 1, 2023 to February 29, 2024) The data source will be report N°8: Report on the test of the "Reporting and Decision Support" module approved by the MENA Technical Unit. This report will be available on the 420th day after the start of the mission (see page 238 to 239). This is equivalent to the last report of phase 1, i.e., February 29, 2024.
Output	Percentage of relevant positions that are occupied by a staff member trained in data interpretation and decision making	Percentage	Level	TBD					TBD	TBD		Not informed by CBA	TBD	Monitoring timeline: Training is estimated to begin no sooner than early 2023. Source: Rapport de Mobilisation, Notes Méthodologiques et Plans Globaux de Travail du SIGE et de l'ENIA (Mobilization Report, Methodology Notes and Global Work Plans of EMIS and ENIA), January 2022, pg. 65 Target Source: To be determined after the C2D/WEI progressive deployment report approved by the SIGE committee for the EMIS system has been completed (est. late 2022).
	Gbêké			TBD					TBD	TBD				
	San Pedro			TBD					TBD	TBD				
	National			TBD					TBD	TBD				
Output	National assessments for lower-secondary schools implemented	Number	Cumulative	0 (2019)				2	2	2		Not informed by CBA	N/A	According to the signed Compact agreement, the program intends to fund "one or more national assessments" (Compact Annex I-6). This has been interpreted as completing two national assessments. During the initial M&E Plan in 2019, the work plan estimated that both assessments would be completed by the end of Compact Year 4 (the work plan budgeted the first of the assessments would take place in April 2022; however, this fact was overlooked and both assessments were first included in the Compact Year 4 target). As of the Compact Year 4 M&E Plan revision, it is now anticipated the assessments will take place in Compact Years 5 and 6, although the targets will not be updated in compliance with the M&E Policy.  Target Source: Work Plan EMIS Row 33.
Output	International assessments for lower-secondary schools implemented	Number	Cumulative	0 (2019)			1	1	1	1		Not informed by CBA	N/A	According to the signed Compact agreement, the program intends to participate in an international assessment (Compact Annex I-6). During the initial M&E Plan in 2019, the work plan estimated that the assessment would be completed by the end of Compact Year 3. As of the Compact Year 4 M&E Plan revision, it is now anticipated the assessment results will be published in Compact Year 5, although the targets will not be updated in compliance with the M&E Policy.  Target Source: Work Plan EMIS Row 30.
Output	National assessment framework for lower-secondary schools developed	Date	Date									Not informed by CBA	N/A	N/A

Indicator Level	Indicator Name	Unit of Measure	Classification	Baseline (Year)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Post-Program Target (Year)	Target Link to CBA	Baseline Documentation	Target Documentation			
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Jun-24	Jul-24 to Aug-25							
Technical and Vocational Education and Training Activity																	
Outcome	Employment rate of graduates of Compact-supported TVET centers in their field of study nine months after graduation	Percentage	Level						TBD	TBD	TBD	Not informed by CBA	N/A	<ul style="list-style-type: none"> <li>- Measurement on this indicator will not commence until the new private-sector TVET programs have been completed and have produced a first cohort of graduates.</li> <li>- Need a final detailed work plan that establishes when construction will be finished and centers fully equipped and operational, when the first cohort of students will be enrolled, and the duration of the training programs offered in order to target reporting to when the first cohort of students are finished + nine months</li> </ul>			
	TP Center									TBD	TBD				TBD		
	TP Center - Female																
	TP Center - Male																
	TVET Center 2										TBD				TBD	TBD	
	TVET Center 2 - Female																
	TVET Center 2 - Male																
	TVET Center 3										TBD				TBD	TBD	
	TVET Center 3 - Female																
	TVET Center 3 - Male																
	TVET Center 4														TBD	TBD	TBD
	TVET Center 4 - Female																
	TVET Center 4 - Male																

Indicator Level	Indicator Name	Unit of Measure	Classification	Baseline (Year)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Post-Program Target (Year)	Target Link to CBA	Baseline Documentation	Target Documentation	
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Jun-24	Jul-24 to Aug-25					
Outcome	Employed graduates of MCC-supported education activities	Number	Cumulative	0 (2019)					TBD	TBD	TBD	Taken directly from CBA benefit stream	N/A	<p>- Measurement on this indicator will not commence until the new private-sector TVET programs have been completed and have produced a first cohort of graduates. Targets will be established based on the final detailed designs for each of the Compact-supported TVET centers</p> <p>- Need a final detailed work plan that establishes when construction will be finished and centers fully equipped and operational, when the first cohort of students will be enrolled, and the duration of the training programs offered in order to target reporting to when the first cohort students are finished + nine months</p>	
	Female			0 (2019)											
	Male			0 (2019)											
	TP Center			0 (2019)						TBD	TBD				TBD
	TP Center - Female			0 (2019)											
	TP Center - Male			0 (2019)											
	TVET Center 2			0 (2019)						TBD	TBD				TBD
	TVET Center 2 - Female			0 (2019)											
	TVET Center 2 - Male			0 (2019)											
	TVET Center 3			0 (2019)						TBD	TBD				TBD
	TVET Center 3 - Female			0 (2019)											
	TVET Center 3 - Male			0 (2019)											
	TVET Center 4			0 (2019)						TBD	TBD				TBD
	TVET Center 4 - Female			0 (2019)											
	TVET Center 4 - Male			0 (2019)											
Outcome	Average income of graduates of MCC-supported TVET centers in their field of study	CFA Francs	Level						TBD	TBD	TBD	Taken directly from CBA benefit stream	N/A	<p>- Measurement on this indicator will not commence until the new private-sector TVET programs have been completed and have produced a the first cohort of graduates.</p> <p>- Need a final detailed work plan that establishes when construction will be finished and centers fully equipped and operational, when the first cohort of students will be enrolled, and the duration of the training programs offered in order to target reporting to when the first cohort students are finished + nine months</p>	
	TP Center								TBD	TBD	TBD				
	TP Center - Female														
	TP Center - Male														
	TVET Center 2									TBD	TBD				TBD
	TVET Center 2 - Female														
	TVET Center 2 - Male														
	TVET Center 3									TBD	TBD				TBD
	TVET Center 3 - Female														
	TVET Center 3 - Male														
	TVET Center 4									TBD	TBD				TBD
	TVET Center 4 - Female														
	TVET Center 4 - Male														

Indicator Level	Indicator Name	Unit of Measure	Classification	Baseline (Year)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Post-Program Target (Year)	Target Link to CBA	Baseline Documentation	Target Documentation	
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Jun-24	Jul-24 to Aug-25					
Outcome	Graduates from MCC-supported education activities	Number	Cumulative	0 (2019)					TBD	TBD	TBD	Taken directly from CBA benefit stream	N/A	Targets will be established based on final detailed designs for the Compact-supported TVET centers.	
	Female			0 (2019)											
	Male			0 (2019)											
	Secondary			0 (2019)											
	Post-secondary			0 (2019)											
	TP Center			0 (2019)					TBD	TBD	TBD				
	TP Center - Female			0 (2019)											
	TP Center - Male			0 (2019)											
	TVET Center 2			0 (2019)					TBD	TBD	TBD				
	TVET Center 2 - Female			0 (2019)											
	TVET Center 2 - Male			0 (2019)											
	TVET Center 3			0 (2019)					TBD	TBD	TBD				
	TVET Center 3 - Female			0 (2019)											
	TVET Center 3 - Male			0 (2019)											
	TVET Center 4			0 (2019)					TBD	TBD	TBD				
	TVET Center 4 - Female			0 (2019)											
TVET Center 4 - Male	0 (2019)														
Outcome	Quality and relevance of technical skills of graduates of MCC-supported TVET centers	TBD	TBD								TBD	TBD	N/A		
Outcome	Sustainable TVET centers that respond and adapt appropriately to changes in the labor market and the economy	TBD	TBD								TBD	TBD	N/A		

Indicator Level	Indicator Name	Unit of Measure	Classification	Baseline (Year)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Post-Program Target (Year)	Target Link to CBA	Baseline Documentation	Target Documentation	
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Jun-24	Jul-24 to Aug-25					
<b>A New Model for Private Sector-Led TVET Sub-Activity</b>															
Outcome	Students participating in MCC-supported education activities	Number	Cumulative	0 (2019)								Taken directly from CBA benefit stream	N/A	N/A	
	Female			0 (2019)											
	Male			0 (2019)											
	Secondary			0 (2019)											
	Post-secondary			0 (2019)											
	TP Center			0 (2019)											
	TP Center - Female			0 (2019)											
	TP Center - Male			0 (2019)											
	TVET Center 2			0 (2019)											
	TVET Center 2 - Female			0 (2019)											
	TVET Center 2 - Male			0 (2019)											
	TVET Center 3			0 (2019)											
	TVET Center 3 - Female			0 (2019)											
	TVET Center 3 - Male			0 (2019)											
	TVET Center 4			0 (2019)											
	TVET Center 4 - Female			0 (2019)											
TVET Center 4 - Male	0 (2019)														

Indicator Level	Indicator Name	Unit of Measure	Classification	Baseline (Year)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Post-Program Target (Year)	Target Link to CBA	Baseline Documentation	Target Documentation	
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Jun-24	Jul-24 to Aug-25					
Outcome	Dropout rate of students in Compact-supported TVET centers	Percentage	Level									Taken directly from CBA benefit stream	N/A	Measurement on this indicator will not commence until the new private-sector TVET programs have been completed and have enrolled at the first cohort of students.	
	TP Center														
	TP Center - Female														
	TP Center - Male														
	TVET Center 2														
	TVET Center 2 - Female														
	TVET Center 2 - Male														
	TVET Center 3														
	TVET Center 3 - Female														
	TVET Center 3 - Male														
	TVET Center 4														
	TVET Center 4 - Female														
TVET Center 4 - Male															
Outcome	Training conducted in the work place or real world environment	Percentage	Level						50	50	TBD	Not informed by CBA	N/A	Annex I-8 of the Compact specifies the following: "It is envisioned that (i) the PDC training will be delivered by industry practitioners, (ii) at least fifty per cent of the training will be conducted in a work place or similar environment in order to transfer real-world, practical knowledge and skills to trainees, and (iii) the private sector representatives from relevant economic sectors will share the responsibility of testing and certifying graduates.	
	TP Center								50	50	TBD				
	TVET Center 2								50	50	TBD				
	TVET Center 3								50	50	TBD				
	TVET Center 4								50	50	TBD				
Outcome	Budget autonomy	Percentage	Level						TBD	TBD	TBD	Not informed by CBA	N/A	The target for this indicator will be updated, once the grant application process is completed and the financial and business plans of each TVET center are finalized.	
	TP Center								TBD	TBD	TBD				
	TVET Center 2								TBD	TBD	TBD				
	TVET Center 3								TBD	TBD	TBD				
	TVET Center 4								TBD	TBD	TBD				



Indicator Level	Indicator Name	Unit of Measure	Classification	Baseline (Year)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Post-Program Target (Year)	Target Link to CBA	Baseline Documentation	Target Documentation
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Jun-24	Jul-24 to Aug-25				
Outcome	TVET accreditation obtained for Compact-supported TVET centers	Number	Cumulative	0 (2019)					3	3	TBD	Not informed by CBA	N/A	Currently, the Compact anticipates funding 3-4 TVET centers. The target for this indicator will be updated, once the accreditation system is developed. All Compact-supported TVET centers are expected to receive accreditation by the end of the Compact.
Output	Educational facilities constructed or rehabilitated	Number	Cumulative	0 (2019)					3	3		Taken directly from documented CBA assumption	N/A	Currently, the Compact anticipates funding 3-4 TVET centers. The target for this indicator will be updated, if necessary, once the number of TVET centers to be funded by the Activity has been finalized through the grants application process.
Output	Feedback loop system established	Date	Date			TBD	TBD	TBD	TBD	TBD		Not informed by CBA	N/A	The target will be set once the work plan and detailed designs for the TVET Activity have been finalized.
Process	Percent disbursed of educational facility construction, rehabilitation, and equipping contracts	Percentage	Level	0 (2019)		TBD	TBD	TBD	100	100		Not informed by CBA	N/A	We assume that the disbursement rate for the End of the Compact will be 100%. The targeted disbursement rate for each Compact year will be included after the detailed designs of the TVET centers are completed. A completed work plan for the TVET Activity will be needed to determine when construction is expected to begin on the TVET centers.
Process	Value disbursed of educational facility construction, rehabilitation, and equipping contracts	US Dollars	Cumulative	0 (2019)		TBD	TBD	TBD	TBD	TBD		Not informed by CBA	N/A	Targets will be taken from signed construction contracts. A completed work plan for the TVET Activity will be needed to determine when construction is expected to begin on the TVET centers.
Process	Value of signed educational facility construction, rehabilitation, and equipping contracts	US Dollars	Cumulative	0 (2019)		TBD	TBD	TBD	TBD	TBD		Not informed by CBA	N/A	The targets will be established based on the dollar amounts of the signed construction contracts.
<b>TVET Quality Management and Accountability Systems Sub-Activity</b>														
Output	TVET accreditation system developed	Date	Date					TBD	TBD	TBD		Not informed by CBA	N/A	The target for this indicator will be updated, once the design of TVET centers accreditation system is developed.

Indicator Level	Indicator Name	Unit of Measure	Classification	Baseline (Year)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Post-Program Target (Year)	Target Link to CBA	Baseline Documentation	Target Documentation
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Jun-24	Jul-24 to Aug-25				
Output	Tracer studies conducted in Compact-supported TVET centers	Number	Cumulative	0 (2019)					3	3		Not informed by CBA	N/A	Currently, the Compact anticipates funding 3-4 TVET centers. The target for this indicator will be updated, if necessary, once the number of TVET centers to be funded by the Activity has been finalized through the grants application process.
Output	Tracer studies system developed	Date	Date					TBD	TBD	TBD		Not informed by CBA	N/A	The target for this indicator will be updated, once the design of tracer survey system is developed.
<b>Abidjan Transport Project</b>														
Outcome	Change in vehicle operating costs	US Dollars	TBD	TBD (2019)							TBD	Taken directly from CBA benefit stream	N/A	
	Boulevard VGE			TBD (2019)						TBD				
	Boulevard du Port /Vridi			TBD (2019)						TBD				
	Boulevard du Petit Bassam			TBD (2019)						TBD				
	Boulevard de la Paix			TBD (2019)						TBD				
	Yopougon Expressway			TBD (2019)						TBD				
Outcome	Duration of travel time	Minutes	Level									Taken directly from CBA benefit stream	To be collected by A&E firm (data expected in December 2019)	To be established based on traffic simulations to be produced by the A&E firm in early 2020 as well as the updated work plan for the Project.
	Boulevard VGE			TBD					TBD	TBD	TBD			
	Boulevard du Port /Vridi			TBD					TBD	TBD	TBD			
	Boulevard du Petit Bassam			TBD					TBD	TBD	TBD			
	Boulevard de la Paix			TBD					TBD	TBD	TBD			
	Yopougon Expressway			TBD					TBD	TBD	TBD			

Indicator Level	Indicator Name	Unit of Measure	Classification	Baseline (Year)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Post-Program Target (Year)	Target Link to CBA	Baseline Documentation	Target Documentation	
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Jun-24	Jul-24 to Aug-25					
Outcome	Average annual daily traffic	Number	Level									Taken directly from CBA benefit stream	To be collected by A&E firm (data expected in December 2019)	The targets listed here are based on a due diligence report produced in 2016 to support the development of the Côte d'Ivoire Compact and were used to calculate the ERRs listed in Annex III of the Compact. The targets will be updated, as appropriate, based on the traffic simulations to be produced by the A&E firm in early 2020 as well as the updated work plan for the Project, which will inform an update to the cost-benefit analysis for the Project, including revised ERR estimates.	
	Primary														
	Boulevard VGE			TBD					106,302	106,302	TBD				
	Boulevard du Port /Vridi			TBD					36,092	36,092	TBD				
	Boulevard du Petit Bassam			TBD					54,081	54,081	TBD				
	Boulevard de la Paix			TBD					62,154	62,154	TBD				
	Yopougon Expressway			TBD					87,016	87,016	TBD				
Outcome	Capacity flow ratios	Ratio	Level									Taken directly from CBA benefit stream	To be collected by A&E firm (data expected in December 2019)	The targets listed here are based on a due diligence report produced in 2016 to support the development of the Côte d'Ivoire Compact. The targets will be updated, as appropriate, based on the traffic simulations to be produced by the A&E firm in early 2020 as well as the updated work plan for the Project.	
	Boulevard VGE			TBD					1	1	TBD				
	Boulevard du Port /Vridi			TBD					0	0	TBD				
	Boulevard du Petit Bassam			TBD					1	1	TBD				
	Boulevard de la Paix			TBD					1	1	TBD				
	Yopougon Expressway			TBD					1	1	TBD				
Outcome	International Roughness Index	Meters per kilometer	Level									Taken directly from CBA benefit stream	To be collected by A&E firm (data expected in December 2019)	The targets listed here are based on a due diligence report produced in 2016 to support the development of the Côte d'Ivoire Compact and were used to calculate the ERRs listed in Annex III of the Compact. The targets will be updated, as appropriate, based on the modeling and simulations to be produced by the A&E firm in early 2020 as well as the updated work plan for the Project, which will inform an update to the cost-benefit analysis for the Project, including revised ERR estimates.	
	Primary														
	Boulevard VGE			TBD					3	3	TBD				
	Boulevard du Port /Vridi			TBD					3	3	TBD				
	Boulevard du Petit Bassam			TBD					3	3	TBD				
	Boulevard de la Paix			TBD					3	3	TBD				
	Yopougon Expressway			TBD					2	2	TBD				

Indicator Level	Indicator Name	Unit of Measure	Classification	Baseline (Year)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Post-Program Target (Year)	Target Link to CBA	Baseline Documentation	Target Documentation
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Jun-24	Jul-24 to Aug-25				
Outcome	Road traffic fatalities	Number	Level	TBD								Taken directly from CBA benefit stream	To be collected by A&E firm (data expected in December 2019)	No target required. MCA should report on this indicator throughout the life of the compact.
	Female			TBD										
	Female - Vehicle occupant			TBD										
	Female - Pedestrian			TBD										
	Female - Other			TBD										
	Male			TBD										
	Male - Vehicle occupant			TBD										
	Male - Pedestrian			TBD										
	Male - Other			TBD										
Outcome	Reduced number of road traffic accidents	Number	Level	TBD								Taken directly from CBA benefit stream	To be collected by A&E firm (data expected in December 2019)	No target required. MCA should report on this indicator throughout the life of the compact.
	Boulevard VGE			TBD										
	Boulevard du Port /Vridi			TBD										
	Boulevard du Petit Bassam			TBD										
	Boulevard de la Paix			TBD										
	Yopougon Expressway			TBD										

Indicator Level	Indicator Name	Unit of Measure	Classification	Baseline (Year)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Post-Program Target (Year)	Target Link to CBA	Baseline Documentation	Target Documentation	
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Jun-24	Jul-24 to Aug-25					
Outcome	iRAP road safety rating	Percentage	Level									Not informed by CBA	iRAP April 2017 report, based on videos of the relevant road segments produced by a due diligence consultant in late 2016.	The targets listed here are based on the iRAP April 2017, based on videos of the relevant road segments produced by a due diligence consultant in late 2016.	
	Boulevard VGE														
	Boulevard VGE - Vehicle occupant			61 (2016)	81										
	Boulevard VGE - Motorcyclist			0 (2016)	76										
	Boulevard VGE - Pedestrian			0 (2016)	91										
	Boulevard VGE - Bicyclist			0 (2016)	0										
	Boulevard du Port /Vridi														
	Boulevard du Port /Vridi - Vehicle occupant			61 (2016)	93										
	Boulevard du Port /Vridi - Motorcyclist			38 (2016)	87										
	Boulevard du Port /Vridi - Pedestrian			2 (2016)	41										
	Boulevard du Port /Vridi - Bicyclist			20 (2016)	39										
	Boulevard du Petit Bassam														
	Boulevard du Petit Bassam - Vehicle occupant			0 (2016)	79										
	Boulevard du Petit Bassam - Motorcyclist			0 (2016)	53										
	Boulevard du Petit Bassam - Pedestrian			0 (2016)	0										
	Boulevard du Petit Bassam - Bicyclist			0 (2016)	0										
	Boulevard de la Paix														
	Boulevard de la Paix - Vehicle occupant			96 (2016)	98										
	Boulevard de la Paix - Motorcyclist			85 (2016)	97										
Boulevard de la Paix - Pedestrian	8 (2016)	20													
Boulevard de la Paix - Bicyclist	1 (2016)	28													

Indicator Level	Indicator Name	Unit of Measure	Classification	Baseline (Year)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Post-Program Target (Year)	Target Link to CBA	Baseline Documentation	Target Documentation
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Jun-24	Jul-24 to Aug-25				
	Yopougon Expressway													
	Yopougon Expressway - Vehicle occupant			78 (2016)		100								
	Yopougon Expressway - Motorcyclist			38 (2016)		87								
	Yopougon Expressway - Pedestrian			0 (2016)		100								
	Yopougon Expressway - Bicyclist			0 (2016)		0								
<b>Transport Infrastructures Activity</b>														
Outcome	Integration of transport modalities	TBD	TBD									TBD	Not informed by CBA	N/A
Output	Kilometers of roads completed	Kilometers	Cumulative	0 (2019)				30	30	30		Taken directly from documented CBA assumption	N/A	The targets listed here are based on Deliverable 4, page 124 produced by the A&E firm in November 2019. These targets may be updated based on additional design work to be conducted by the A&E firm. A total of up to 32 kilometers is cited in the Compact (Annex I-14). The timeline for achieving the targets may be updated, if appropriate, based on the signed construction contracts and the final, approved work plan for the Activity. MCA should begin reporting on this indicator once construction contracts have been signed and physical works have begun.
	Primary			0 (2019)				30	30	30				
	Primary - Boulevard VGE			0 (2019)				9	9	9				
	Primary - Boulevard du Port /Vridi			0 (2019)				6	6	6				
	Primary - Boulevard du Petit Bassam			0 (2019)				2	2	2				
	Primary - Boulevard de la Paix			0 (2019)				6	6	6				
	Primary - Yopougon Expressway			0 (2019)				8	8	8				
	Rehabilitation			0 (2019)				30	30	30				
Process	Temporary employment generated in road construction	Number	Cumulative	0 (2019)								Not informed by CBA	N/A	No target required. MCA will begin reporting on this indicator once the construction contracts for the four road segments cited on Annex I-15 have been signed and works have commenced.
	Female			0 (2019)										
	Male			0 (2019)										

Indicator Level	Indicator Name	Unit of Measure	Classification	Baseline (Year)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Post-Program Target (Year)	Target Link to CBA	Baseline Documentation	Target Documentation
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Jun-24	Jul-24 to Aug-25				
Process	Kilometers of roads under works contracts	Kilometers	Cumulative	0 (2019)		30	30	30	30	30		Not informed by CBA	N/A	The target listed here is based on Deliverable 4, page 124 produced by the A&E firm in November 2019. The target may be updated based on additional design work to be conducted by the A&E firm. A total of up to 32 kilometers is cited in the Compact (Annex I-14).
	Primary			0 (2019)		30	30	30	30	30				
	Rehabilitation			0 (2019)		30	30	30	30	30				
Process	Percent disbursed of road construction contracts	Percentage	Level	0 (2019)		TBD	TBD	TBD	100	100		Not informed by CBA	N/A	We assume that the disbursement rate for the End of the Compact will be 100%. The targeted disbursement rate for each Compact year will be included after the designs and work plans to rehabilitate the four road segments have been finalized.
Process	Value disbursed of road construction contracts	US Dollars	Cumulative	0 (2019)		TBD	TBD	TBD	TBD	TBD		Not informed by CBA	N/A	Targets will be taken from the signed road construction contracts.
Process	Value of signed road construction contracts	US Dollars	Cumulative	0 (2019)		TBD	TBD	TBD	TBD	TBD		Not informed by CBA	N/A	Targets will be taken from the signed road construction contracts.
Process	Kilometers of roads under design	Kilometers	Cumulative	0 (2019)	30	30	30	30	30	30		Not informed by CBA	N/A	The target is based on Deliverable 4, page 124 produced by the A&E firm in November 2019.
	Primary			0 (2019)	30	30	30	30	30	30				
	Rehabilitation			0 (2019)	30	30	30	30	30	30				
Process	Percent disbursed of road feasibility and design contracts	Percentage	Level	0 (2019)	43	100	100	100	100	100		Not informed by CBA	N/A	We assume that the disbursement rate for the End of the Compact will be 100%. Targets for each Compact year are based on the signed A&E contract (19C0056 Egis Int'l DCO TVS CIV Engineering Services (44a SF252 Cont.) pages 1 & 2).

Indicator Level	Indicator Name	Unit of Measure	Classification	Baseline (Year)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Post-Program Target (Year)	Target Link to CBA	Baseline Documentation	Target Documentation
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Jun-24	Jul-24 to Aug-25				
Process	Value disbursed of road feasibility and design contracts	US Dollars	Cumulative	0 (2019)	6,662,482	15,506,313	15,506,313	15,506,313	15,506,313	15,506,313		Not informed by CBA	N/A	Targets are established for compact years one and two based on the signed A&E contract: 19C0056 Egis Int'l DCO TVS CIV Engineering Services (44a SF252 Cont.) pages 1 & 2
Process	Value of signed road feasibility and design contracts	US Dollars	Cumulative	0 (2019)	15,506,313	15,506,313	15,506,313	15,506,313	15,506,313	15,506,313		Not informed by CBA	N/A	The targets were established based on the dollar amounts of the signed A&E contract. The data and source documentation for the feasibility and design contract (A&E contract) managed by MCC using 609(g) funds were provided to the MCA-CI ATP Executive Director so that MCA_CI can incorporate that data into the reporting on this indicator (19C0056 Egis Int'l DCO TVS CIV Engineering Services (44a SF252 Cont.) pages 1 & 2).
<b>Transport Management and Planning Activity</b>														
Outcome	Lane kilometers of roads completed in the District of Abidjan in accordance with the pavement preservation and safety prioritization investment list	Kilometers	Cumulative	0 (2019)					TBD	TBD	TBD	Not informed by CBA	N/A	Targets will be established in 2022 once the road asset inventory database has been created, the pavement preservation and safety prioritization investment list has been produced, and the relevant work plans for the Activity have been developed.
	Primary			0 (2019)					TBD	TBD	TBD			
	Secondary			0 (2019)					TBD	TBD	TBD			
	Tertiary			0 (2019)					TBD	TBD	TBD			
Outcome	Lane kilometers of roads in the District of Abidjan under works contracts in accordance with the pavement preservation and safety prioritization investment list	Kilometers	Cumulative	0 (2019)				TBD	TBD	TBD	TBD	Not informed by CBA	N/A	Targets will be established in the first half of 2022 once the road asset inventory database has been created and the pavement preservation and safety prioritization investment list has been produced.
	Primary			0 (2019)				TBD	TBD	TBD	TBD			
	Secondary			0 (2019)				TBD	TBD	TBD	TBD			
	Tertiary			0 (2019)				TBD	TBD	TBD	TBD			



Indicator Level	Indicator Name	Unit of Measure	Classification	Baseline (Year)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Post-Program Target (Year)	Target Link to CBA	Baseline Documentation	Target Documentation
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Jun-24	Jul-24 to Aug-25				
Outcome	Lane kilometers of roads in the District of Abidjan under design in accordance with the pavement preservation and safety prioritization investment list	Kilometers	Cumulative	0 (2019)				TBD	TBD	TBD	TBD	Not informed by CBA	N/A	Targets will be established in the first half of 2022 once the road asset inventory database has been created and the pavement preservation and safety prioritization investment list has been produced.
	Primary			0 (2019)				TBD	TBD	TBD	TBD			
	Secondary			0 (2019)				TBD	TBD	TBD	TBD			
	Tertiary			0 (2019)				TBD	TBD	TBD	TBD			
<b>Abidjan Road and Safety Prioritization Sub-Activity</b>														
Outcome	Pavement preservation and safety prioritization investment list for the District of Abidjan is approved	Date	Date				30-Jun-22					Not informed by CBA	N/A	Workplan ATP High level_ATP du 310719_v10, Row 26
Output	Road asset inventory database created for the District of Abidjan	Date	Date				31-Jan-22					Not informed by CBA	N/A	Workplan ATP High level_ATP du 310719_v10, Row 28
Output	Development of the pavement preservation and rehabilitation manual for the District of Abidjan	Date	Date			TBD						Not informed by CBA	N/A	Targets will be established once the UIMTA contract is awarded
Output	Road safety database for the District of Abidjan created	Date	Date				31-Jan-22					Not informed by CBA	N/A	Workplan ATP High level_ATP du 310719_v10, Row 28

Indicator Level	Indicator Name	Unit of Measure	Classification	Baseline (Year)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Post-Program Target (Year)	Target Link to CBA	Baseline Documentation	Target Documentation
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Jun-24	Jul-24 to Aug-25				
<b>Infrastructure Graduate Education Sub-Activity</b>														
Outcome	Graduates from MCC-supported education activities	Number	Cumulative	0 (2019)			TBD	TBD	TBD	TBD	TBD	Not informed by CBA	N/A	The targets will be established as appropriate, once the partnership agreement is completed for the Infrastructure Graduate Program, and the design report for training is finalized (est. mid 2021).
	Female			0 (2019)										
	Male			0 (2019)										
	Post-secondary			0 (2019)										
Outcome	Students participating in MCC-supported education activities	Number	Cumulative	0 (2019)		TBD	TBD	TBD	TBD	TBD	TBD	Not informed by CBA	N/A	The Compact (Annex I-18) indicates that approximately 20-30 students will attend the Infrastructure Graduate Program each year. The annual targets and end of compact target will be updated, if necessary, based on the final design of the Infrastructure Graduate Program and A&E training program, which will specify the cohort size for the Program.
	Female			0 (2019)										
	Male			0 (2019)										
	Post-secondary			0 (2019)										
Process	Compact-supported Infrastructure Graduate Program operational	Date	Date			30-Nov-20						Not informed by CBA	N/A	Workplan ATP High level_ATP du 310719_v10, Row 33
Process	Partnership agreement completed for Compact-supported Infrastructure Graduate Program	Date	Date									Not informed by CBA	N/A	
<b>Road Maintenance Fund Sub-Activity</b>														
Output	Road Users Associations participation on the FER board of directors	Percentage	Level	TBD	100	100	100	100	100	100		Not informed by CBA	TBD	The decree No 2001-593 dated September 19, 2001 established FER and required that board meetings be held at least quarterly (Article 19). The decree No 2017-794 dated December 6, 2017 increased the participation of road user associations on the FER board to 50 percent of the total board members.

Indicator Level	Indicator Name	Unit of Measure	Classification	Baseline (Year)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Post-Program Target (Year)	Target Link to CBA	Baseline Documentation	Target Documentation
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Jun-24	Jul-24 to Aug-25				
Output	Amount of funding for road maintenance leveraged through the incentive matching fund	US Dollars	Cumulative	0 (2019)			TBD	TBD	TBD	TBD		Not informed by CBA	N/A	The targets for this indicator will be established, if appropriate, once more detailed information is available regarding total construction costs for the Transport Infrastructure Activity and the amount in remaining contingencies from those infrastructure contracts that will be available to put towards the Road Maintenance Fund Sub-Activity.
	MCC					TBD	TBD	TBD	TBD					
	Government of Côte d'Ivoire					TBD	TBD	TBD	TBD					
Output	Increases in the fiscal allocation to FER	Percentage	Level		10	10	10	10	10	10		Not informed by CBA	TBD	According to Compact PIA (Schedule 2 -3) FER fiscal allocation must increase 10% during each year the Compact.
Output	Percentage reduction in the amount of debt contracted by FER	Percentage	Level			TBD	TBD	TBD	100	100		Not informed by CBA	N/A	According to Compact PIA (Schedule 2 -3) the Government must have developed and adopted a plan acceptable to MCC to eliminate FER's current debt by the end of the Compact Term
<b>Truck Parking and Logistics Center Sub-Activity</b>														
Output	TPLC Completed	Date	Date						31-Jul-24			Not informed by CBA	N/A	Work plan ATP High level_ATP du 310719_v10, Row 35
Output	Financial close for PPP for TPLC	Date	Date		TBD	TBD	TBD					Not informed by CBA	N/A	The target for this indicator will be established, as appropriate, based on the finalized work plan for the TPLC sub-Activity as well as on the work to be conducted as part of Phase 1 of the TPLC sub-Activity. As noted in Annex I-21 of the Compact, "Under Phase 1, MCC Funding will provide for the detailed study of demand for truck parking, siting, technical and administrative feasibility, commercial viability, and PPP options."

**Annex III (Cote d'Ivoire M&E Plan Version 2.0; March 2023)**

\*Post-Program Target is a newly required indicator annex field, as of spring 2023. When the required Post-Program Target could not yet be defined, a TBD target was added.

**Gross enrollment rates at lower-secondary schools in Gbêkê (Female)**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	

<b>Version 2.0</b>	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>						
	<b>Previous Targets</b>					TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	TBD targets for disaggregations were removed because, following further definition of this Activity, sex-specific targets were not defined for this indicator.					

**Gross enrollment rates at lower-secondary schools in Gbêkê (Male)**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	

<b>Version 2.0</b>	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>						
	<b>Previous Targets</b>					TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	TBD targets for disaggregations were removed because, following further definition of this Activity, sex-specific targets were not defined for this indicator.					

**Gross enrollment rates at lower-secondary schools in San Pedro (Female)**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	

<b>Version 2.0</b>	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>						
	<b>Previous Targets</b>					TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	TBD targets for disaggregations were removed because, following further definition of this Activity, sex-specific targets were not defined for this indicator.					

**Gross enrollment rates at lower-secondary schools in San Pedro (Male)**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	

Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>						
	<b>Previous Targets</b>					TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	TBD targets for disaggregations were removed because, following further definition of this Activity, sex-specific targets were not defined for this indicator.					

**Gender inequality in enrollment at the lower-secondary level in Gbêkê and San Pedro (Gbêkê)**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	

Version 2.0	<b>Modification</b>	Post-Program Target Modification					
	<b>Modification:</b>	Previous			Revised		
							0
	<b>Justification:</b>	Corrections to erroneous data					
<b>Justification Description:</b>	Post-Program Target and Target Year are newly required indicator annex fields, as of spring 2023. Therefore, these fields were added to comply with this requirement.						

**Gender inequality in enrollment at the lower-secondary level in Gbêkê and San Pedro (Gbêkê)**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	

Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					0	0
	<b>Previous Targets</b>					TBD	TBD
	<b>Justification:</b>	TBD replaced with target					
	<b>Justification Description:</b>	Year 5-6 targets changed to 0. At the time the M&E Plan was first drafted in 2019, the Gender sub-activity had not been sufficiently developed such that it was possible to add a target. Due to the development of the gender priority action items, it is now possible to identify a source document to define a target for Years 5-6.					

**Gender inequality in enrollment at the lower-secondary level in Gbêkê and San Pedro (San Pedro)**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	

Version 2.0	<b>Modification</b>	Post-Program Target Modification					
	<b>Modification:</b>	Previous			Revised		
							0
	<b>Justification:</b>	Corrections to erroneous data					
	<b>Justification Description:</b>	Post-Program Target and Target Year are newly required indicator annex fields, as of spring 2023. Therefore, these fields were added to comply with this requirement.					

**Gender inequality in enrollment at the lower-secondary level in Gbêkê and San Pedro (San Pedro)**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	

Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					0	0
	<b>Previous Targets</b>					TBD	TBD
	<b>Justification:</b>	TBD replaced with target					
	<b>Justification Description:</b>	Year 5-6 targets changed to 0. At the time the M&E Plan was first drafted in 2019, the Gender sub-activity had not been sufficiently developed such that it was possible to add a target. Due to the development of the gender priority action items, it is now possible to identify a source document to define a target for Years 5-6.					

**Gross intake ratio for students in the last year of Compact-supported lower-secondary schools**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	

Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>			TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 3-4 TBD targets have been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 6.					

**Gross intake ratio for students in the last year of Compact-supported lower-secondary schools (Gbêkê)**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	

Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>			TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 3-4 TBD targets have been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 6.					

**Gross intake ratio for students in the last year of Compact-supported lower-secondary schools (San Pedro)**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	

Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>			TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 3-4 TBD targets have been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 6.					

**Students benefitting from improved teacher training**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	

Version 2.0	<b>Modification</b>	Post-Program Target Modification					
	<b>Modification:</b>	Previous			Revised		
							25,200
	<b>Justification:</b>	Corrections to erroneous data					
<b>Justification Description:</b>	Post-Program Target and Target Year are newly required indicator annex fields, as of spring 2023. Therefore, these fields were added to comply with this requirement.						

### Students benefitting from improved teacher training

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	

Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>						8,400
	<b>Previous Targets</b>					TBD	TBD
	<b>Justification:</b>	TBD replaced with target					
<b>Justification Description:</b>	These targets were added following a formal update of the Teacher Training CBA models in November 2019. This model was not available during the drafting of the initial M&E Plan, which primarily took place in September and October 2019.						

### Change in learning outcomes of students in Compact-supported lower-secondary schools

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	

Version 2.0	<b>Modification</b>	Creation of new indicator					
	<b>Modification:</b>	Previous			Revised		
	<b>Justification:</b>	Existing indicators do not sufficiently measure project logic					
	<b>Justification Description:</b>	This indicator was added following new M&E Guidance that all project logic results must be included in the indicator annexes and measured by at least one indicator. This indicator will be a non-ITT indicator and measured as part of an independent evaluation.					

### Gender Unit budget received

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	Gender in Education Policy and Institutional Strengthening

Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>		20,000,000	20,000,000	20,000,000	20,000,000	20,000,000
	<b>Previous Targets</b>		TBD	TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with target					
<b>Justification Description:</b>	During the development of the 1st version of the M&E Plan, there was no source document that specified the amount of the GoCI's annual commitment. Since then, MCA and the GoCI established the "Budget Government Invest and Related Cost-sharing schedule" which specifies this amount. This document has been approved by MCC the 05/12/2022						



### Number of people trained on gender equity in education

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	Gender in Education Policy and Institutional Strengthening

Version 2.0	<b>Modification</b>	Creation of new indicator
	<b>Modification:</b>	Previous Revised
	<b>Justification:</b>	Existing indicators do not sufficiently measure project logic
	<b>Justification Description:</b>	This indicator aims to measure the outcome of "Gender priority action items piloted in the Gbêkê and San Pedro regions" of the project logic. When the first version of the M&E plan was developed, there was not sufficient information about the implementation of the gender priority action plans in the Gbêkê and San Pedro regions to define an indicator. Since then, a consultant has been selected and proposed a methodology and an action plan which allow us to obtain information to measure the achievement of this result.

### Number of catchment areas where gender priority action items have been implemented

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	Gender in Education Policy and Institutional Strengthening

Version 2.0	<b>Modification</b>	Creation of new indicator
	<b>Modification:</b>	Previous Revised
	<b>Justification:</b>	Existing indicators do not sufficiently measure project logic
	<b>Justification Description:</b>	This indicator aims to measure the outcome of "Gender priority action items piloted in the Gbêkê and San Pedro regions" of the project logic. When the first version of the M&E plan was developed, there was not sufficient information about the implementation of the gender priority action plans in the Gbêkê and San Pedro regions to define an indicator. Since then, a consultant has been selected and proposed a methodology and an action plan which allow us to obtain information to measure the achievement of this result.

### Students participating in MCC-supported education activities

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	New Secondary Schools for Equitable Access

Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>			TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 3-4 TBD targets have been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 6.					

### Students participating in MCC-supported education activities (Gbêkê)

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	New Secondary Schools for Equitable Access

Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>			TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 3-4 TBD targets have been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 6.					

### Students participating in MCC-supported education activities (San Pedro)

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	New Secondary Schools for Equitable Access

Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>			TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 3-4 TBD targets have been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 6.					

### Promotion rates for students in Compact-supported lower-secondary schools in Gbêkê

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	New Secondary Schools for Equitable Access

Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>			TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 3-4 TBD targets have been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 6.					

**Promotion rates for students in Compact-supported lower-secondary schools in Gbêkê (6ieme)**

Project:	Skills and Employability						
Activity:	Secondary Education						
Sub-Activity:	New Secondary Schools for Equitable Access						
Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>			TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 3-4 TBD targets have been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 6.					

**Promotion rates for students in Compact-supported lower-secondary schools in Gbêkê (5ieme)**

Project:	Skills and Employability						
Activity:	Secondary Education						
Sub-Activity:	New Secondary Schools for Equitable Access						
Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>			TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 3-4 TBD targets have been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 6.					

**Promotion rates for students in Compact-supported lower-secondary schools in Gbêkê (4ieme)**

Project:	Skills and Employability						
Activity:	Secondary Education						
Sub-Activity:	New Secondary Schools for Equitable Access						
Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>			TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 3-4 TBD targets have been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 6.					

**Promotion rates for students in Compact-supported lower-secondary schools in San Pedro**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	New Secondary Schools for Equitable Access

Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>			TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 3-4 TBD targets have been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 6.					

**Promotion rates for students in Compact-supported lower-secondary schools in San Pedro (Gieme)**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	New Secondary Schools for Equitable Access

Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>			TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 3-4 TBD targets have been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 6.					

**Promotion rates for students in Compact-supported lower-secondary schools in San Pedro (Sieme)**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	New Secondary Schools for Equitable Access

Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>			TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 3-4 TBD targets have been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 6.					

**Promotion rates for students in Compact-supported lower-secondary schools in San Pedro (4ieme)**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	New Secondary Schools for Equitable Access

<b>Version 2.0</b>	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>			TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 3-4 TBD targets have been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 6.						

**Gross enrollment rate for school-aged children in the catchment areas of Compact-supported lower-secondary schools**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	New Secondary Schools for Equitable Access

<b>Version 2.0</b>	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>			TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 3-4 TBD targets have been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 6.						

**Gross enrollment rate for school-aged children in the catchment areas of Compact-supported lower-secondary schools (Gbêkê)**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	New Secondary Schools for Equitable Access

<b>Version 2.0</b>	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>			TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 3-4 TBD targets have been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 6.						

**Gross enrollment rate for school-aged children in the catchment areas of Compact-supported lower-secondary schools (San Pedro)**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	New Secondary Schools for Equitable Access

<b>Version 2.0</b>	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>			TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 3-4 TBD targets have been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 6.						

**Perception of lower-secondary education provided in the Compact-supported lower-secondary school communities**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	New Secondary Schools for Equitable Access

<b>Version 2.0</b>	<b>Modification</b>	Creation of new indicator					
	<b>Modification:</b>	Previous			Revised		
	<b>Justification:</b>	Existing indicators do not sufficiently measure project logic					
	<b>Justification Description:</b>	This indicator was added following new M&E Guidance that all project logic results must be included in the indicator annexes and measured by at least one indicator. This indicator will be a non-ITT indicator and measured as part of an independent evaluation.					

**Educational facilities constructed or rehabilitated**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	New Secondary Schools for Equitable Access

<b>Version 2.0</b>	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					74	74
	<b>Previous Targets</b>			TBD	TBD	74	74
	<b>Justification:</b>	TBD replaced with no target					
<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 3-4 TBD targets have been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 5.						

### Educational facilities constructed or rehabilitated (Gbêkê)

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	New Secondary Schools for Equitable Access

Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>			TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 3-4 TBD targets have been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 5.					

### Educational facilities constructed or rehabilitated (San Pedro)

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	New Secondary Schools for Equitable Access

Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>			TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 3-4 TBD targets have been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 5.					

### Classrooms constructed and ready for use

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	New Secondary Schools for Equitable Access

Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					752	752
	<b>Previous Targets</b>			TBD	TBD	752	752
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 3-4 TBD targets have been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 5.					

### Classrooms constructed and ready for use (Gbêkê)

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	New Secondary Schools for Equitable Access

Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>			TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 3-4 TBD targets have been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 5.					

### Classrooms constructed and ready for use (San Pedro)

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	New Secondary Schools for Equitable Access

Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>			TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 3-4 TBD targets have been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 5.					

### Lower-secondary schools substantially completed

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	New Secondary Schools for Equitable Access

Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					74	74
	<b>Previous Targets</b>			TBD	TBD	74	74
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 3-4 TBD targets have been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 5.					



### Lower-secondary schools substantially completed (Gbêkê)

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	New Secondary Schools for Equitable Access

Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>			TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 3-4 TBD targets have been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 5.						

### Lower-secondary schools substantially completed (San Pedro)

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	New Secondary Schools for Equitable Access

Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>			TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 3-4 TBD targets have been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 5.						

### COGES created and functional

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	New Secondary Schools for Equitable Access

Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					74	74
	<b>Previous Targets</b>			TBD	TBD	74	74
	<b>Justification:</b>	TBD replaced with no target					
<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 3-4 TBD targets have been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 5.						

**COGES created and functional (Gbêkê)**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	New Secondary Schools for Equitable Access

Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>			TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 3-4 TBD targets have been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 5.					

**COGES created and functional (San Pedro)**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	New Secondary Schools for Equitable Access

Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>			TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 3-4 TBD targets have been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 5.					

**Value disbursed of educational facility construction, rehabilitation, and equipping contracts (Gbêkê)**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	New Secondary Schools for Equitable Access

Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>						
	<b>Previous Targets</b>		TBD	TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	Targets will not be set for this indicator because the comparison of actual value disbursed against targets does not create a clear image of the progress of the sub-activity. In implementation, the actual value disbursed often exceeds or falls below the target for several different reasons. Progress is better assessed by reviewing the percent disbursed of construction contracts.					

**Value disbursed of educational facility construction, rehabilitation, and equipping contracts (San Pedro)**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	New Secondary Schools for Equitable Access

Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>						
	<b>Previous Targets</b>		TBD	TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	Targets will not be set for this indicator because the comparison of actual value disbursed against targets does not create a clear image of the progress of the sub-activity. In implementation, the actual value disbursed often exceeds or falls below the target for several different reasons. Progress is better assessed by reviewing the percent disbursed of construction contracts.					

**Value of signed educational facility construction, rehabilitation, and equipping contracts (Gbêkê)**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	New Secondary Schools for Equitable Access

Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>						
	<b>Previous Targets</b>		TBD	TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	Targets will not be set for this indicator because the comparison of actual value signed against targets does not create a clear image of the progress of the sub-activity. In implementation, the actual value signed often exceeds or falls below the target for several different reasons. Progress is better assessed by reviewing the percent disbursed of construction contracts.					

**Value of signed educational facility construction, rehabilitation, and equipping contracts (San Pedro)**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	New Secondary Schools for Equitable Access

Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>						
	<b>Previous Targets</b>		TBD	TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	Targets will not be set for this indicator because the comparison of actual value signed against targets does not create a clear image of the progress of the sub-activity. In implementation, the actual value signed often exceeds or falls below the target for several different reasons. Progress is better assessed by reviewing the percent disbursed of construction contracts.					

<b>School sites selected</b>							
Project:	Skills and Employability						
Activity:	Secondary Education						
Sub-Activity:	New Secondary Schools for Equitable Access						
<b>Version 2.0</b>	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>	20				74	74
	<b>Previous Targets</b>	20	TBD	TBD	TBD	74	74
	<b>Justification:</b>	TBD replaced with no target					
<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 2-4 TBD targets have been removed. This indicator was first reported on in Compact Year 1.						

<b>School sites selected (Gbêkê)</b>							
Project:	Skills and Employability						
Activity:	Secondary Education						
Sub-Activity:	New Secondary Schools for Equitable Access						
<b>Version 2.0</b>	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>		TBD	TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 2-4 TBD targets have been removed. This indicator was first reported on in Compact Year 1.						

<b>School sites selected (San Pedro)</b>							
Project:	Skills and Employability						
Activity:	Secondary Education						
Sub-Activity:	New Secondary Schools for Equitable Access						
<b>Version 2.0</b>	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>		TBD	TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 2-4 TBD targets have been removed. This indicator was first reported on in Compact Year 1.						

<b>Potential villages selected</b>	
Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	New Secondary Schools for Equitable Access

<b>Version 2.0</b>	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>End of Compact</b>
	<b>Revised Targets</b>	20					20
	<b>Previous Targets</b>	20	TBD	TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
<b>Justification Description:</b>	No specific targets are anticipated for this indicator, beyond the target that was previously defined for Compact Year 1. Each village that may receive a Compact-supported lower-secondary school will propose 2-3 sites for school construction. If none of the sites are deemed appropriate, the village may be removed from eligibility to receive a school and another village within the same catchment area would be proposed. We anticipate that the number of villages selected will be approximately equal to the number of sites selected; however, exceeding this figure does not indicate greater achievement, but rather that some potential villages were later removed from eligibility.						

<b>Potential villages selected (Gbêkê)</b>	
Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	New Secondary Schools for Equitable Access

<b>Version 2.0</b>	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>End of Compact</b>
	<b>Revised Targets</b>						
	<b>Previous Targets</b>		TBD	TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
<b>Justification Description:</b>	No specific targets are anticipated for this indicator, beyond the target that was previously defined for Compact Year 1. Each village that may receive a Compact-supported lower-secondary school will propose 2-3 sites for school construction. If none of the sites are deemed appropriate, the village may be removed from eligibility to receive a school and another village within the same catchment area would be proposed. We anticipate that the number of villages selected will be approximately equal to the number of sites selected; however, exceeding this figure does not indicate greater achievement, but rather that some potential villages were later removed from eligibility.						

### Potential villages selected (San Pedro)

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	New Secondary Schools for Equitable Access

Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>						
	<b>Previous Targets</b>		TBD	TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
<b>Justification Description:</b>	No specific targets are anticipated for this indicator, beyond the target that was previously defined for Compact Year 1. Each village that may receive a Compact-supported lower-secondary school will propose 2-3 sites for school construction. If none of the sites are deemed appropriate, the village may be removed from eligibility to receive a school and another village within the same catchment area would be proposed. We anticipate that the number of villages selected will be approximately equal to the number of sites selected; however, exceeding this figure does not indicate greater achievement, but rather that some potential villages were later removed from eligibility.						

### Teacher improvement of content knowledge

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	Improving and Expanding Teacher Training

Version 2.0	<b>Modification</b>	Creation of new indicator					
	<b>Modification:</b>	Previous			Revised		
	<b>Justification:</b>	Existing indicators do not sufficiently measure project logic					
	<b>Justification Description:</b>	This indicator was added following new M&E Guidance that all project logic results must be included in the indicator annexes and measured by at least one indicator. This indicator will be a non-ITT indicator and measured as part of an independent evaluation.					

### Teacher improvement of teaching methods

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	Improving and Expanding Teacher Training

Version 2.0	<b>Modification</b>	Creation of new indicator					
	<b>Modification:</b>	Previous			Revised		
	<b>Justification:</b>	Existing indicators do not sufficiently measure project logic					
	<b>Justification Description:</b>	This indicator was added following new M&E Guidance that all project logic results must be included in the indicator annexes and measured by at least one indicator. This indicator will be a non-ITT indicator and measured as part of an independent evaluation.					

### Improvement of teacher supervision program

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	Improving and Expanding Teacher Training

Version 2.0	<b>Modification</b>	Creation of new indicator					
	<b>Modification:</b>	Previous			Revised		
	<b>Justification:</b>	Existing indicators do not sufficiently measure project logic					
	<b>Justification Description:</b>	This indicator was added following new M&E Guidance that all project logic results must be included in the indicator annexes and measured by at least one indicator. This indicator will be a non-ITT indicator and measured as part of an independent evaluation.					

### Instructors trained

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	Improving and Expanding Teacher Training

Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					500	600
	<b>Previous Targets</b>				TBD	600	600
	<b>Justification:</b>	Change to align with CBA update					
	<b>Justification Description:</b>	The Teacher Training CBA model was updated in November 2019. As part of this update, the assumptions around the rate at which the ENS satellite campuses would achieve full capacity were changed. Previously, the model assumed that in Compact Year 5, the satellite campuses would be at 50% capacity. As of the November 2019 revision, the model assumes the satellite campuses will only be at 25% capacity in Compact Year 5.					

### Date on which reformed curriculum is implemented

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	Improving and Expanding Teacher Training

Version 2.0	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>				05-Sep-2022		05-Sep-2022
	<b>Previous Targets</b>						
	<b>Justification:</b>	TBD replaced with target					
	<b>Justification Description:</b>	The reformed curriculum is expected to be implemented at the beginning of the first school year following the finalization of the curriculum. This was initially targeted for 2022, although no specific date was set. As of the Compact Year 4 M&E Plan revision, this is projected to take place in the 2023/2024 school year.					

**Date on which reformed supervision tools are developed and validated**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	Improving and Expanding Teacher Training

<b>Version 2.0</b>	<b>Modification</b>	Creation of new indicator					
	<b>Modification:</b>	Previous			Revised		
	<b>Justification:</b>	Existing indicators do not sufficiently measure project logic					
	<b>Justification Description:</b>	This indicator was added following further definition of the teacher supervision program to measure a results statement that did not previously have an indicator assigned to it.					

**Percent disbursed of educational facility construction, rehabilitation, and equipping contracts**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	Improving and Expanding Teacher Training

<b>Version 2.0</b>	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					66	100
	<b>Previous Targets</b>			TBD	TBD	100	100
	<b>Justification:</b>	Work plan update (Process indicators only)					
	<b>Justification Description:</b>	The Year 5 target was updated to reflect the most recent work plan values, as represented in the September 2022 QDRP.					

**Value disbursed of educational facility construction, rehabilitation, and equipping contracts**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	Improving and Expanding Teacher Training

<b>Version 2.0</b>	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>						
	<b>Previous Targets</b>			TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
<b>Justification Description:</b>	Targets will not be set for this indicator because the comparison of actual value disbursed against targets does not create a clear image of the progress of the sub-activity. In implementation, the actual value disbursed often exceeds or falls below the target for several different reasons. Progress is better assessed by reviewing the percent disbursed of construction contracts.						



**Value of signed educational facility construction, rehabilitation, and equipping contracts**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	Improving and Expanding Teacher Training

<b>Version 2.0</b>	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>						
	<b>Previous Targets</b>			TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	Targets will not be set for this indicator because the comparison of actual value signed against targets does not create a clear image of the progress of the sub-activity. In implementation, the actual value signed often exceeds or falls below the target for several different reasons. Progress is better assessed by reviewing the percent disbursed of construction contracts.					

**Percentage of relevant positions that are occupied by a staff member trained in EMIS**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	Management Systems for Decision-Making

<b>Version 2.0</b>	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>			TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 3-4 TBD targets have been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 5.					

**Percentage of relevant positions that are occupied by a staff member trained in EMIS (Gbêkê)**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	Management Systems for Decision-Making

<b>Version 2.0</b>	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>			TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 3-4 TBD targets have been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 5.					

**Percentage of relevant positions that are occupied by a staff member trained in EMIS (San Pedro)**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	Management Systems for Decision-Making

<b>Version 2.0</b>	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>			TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 3-4 TBD targets have been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 5.					

**Percentage of relevant positions that are occupied by a staff member trained in EMIS (National)**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	Management Systems for Decision-Making

<b>Version 2.0</b>	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>			TBD	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 3-4 TBD targets have been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 5.					

**Compact-supported Integrated Educational Management Information System (EMIS) improvements deployed**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	Management Systems for Decision-Making

<b>Version 2.0</b>	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					29-Feb-2024	29-Feb-2024
	<b>Previous Targets</b>						
	<b>Justification:</b>	TBD replaced with target					
	<b>Justification Description:</b>	This indicator aims to measure the output of "Development and operationalization of an integrated and scalable lower-secondary educational MIS" of the project logic. When the first version of the M&E plan was developed, there was not sufficient information about the implementation of the EMIS sub activity to define a target. Since then, a consultant has been selected and proposed a methodology to allow us to obtain information to measure the achievement of this result.					

**Percentage of relevant positions that are occupied by a staff member trained in data interpretation and decision making**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	Management Systems for Decision-Making

<b>Version 2.0</b>	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>				TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 4 TBD target has been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 5.					

**Percentage of relevant positions that are occupied by a staff member trained in data interpretation and decision making (Gbêkê)**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	Management Systems for Decision-Making

<b>Version 2.0</b>	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>				TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 4 TBD target has been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 5.					

**Percentage of relevant positions that are occupied by a staff member trained in data interpretation and decision making (San Pedro)**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	Management Systems for Decision-Making

<b>Version 2.0</b>	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>				TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
	<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 4 TBD target has been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 5.					

**Percentage of relevant positions that are occupied by a staff member trained in data interpretation and decision making (National)**

Project:	Skills and Employability
Activity:	Secondary Education
Sub-Activity:	Management Systems for Decision-Making

<b>Version 2.0</b>	<b>Modification</b>	Target Modification					
	<b>Modification:</b>	Previous			Revised		
		Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact
	<b>Revised Targets</b>					TBD	TBD
	<b>Previous Targets</b>				TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with no target					
<b>Justification Description:</b>	This M&E Plan revision takes place in Year 4 of the Compact. According to the M&E Plan Guidance, targets that were previously TBD should not be set for the current or previous Compact years. Therefore, for this indicator, the Year 4 TBD target has been removed. Due to programmatic delays, this indicator is not expected to be reported on until Compact Year 5.						

**Quality and relevance of technical skills of graduates of MCC-supported TVET centers**

Project:	Skills and Employability
Activity:	Technical and Vocational Education and Training
Sub-Activity:	

<b>Version 2.0</b>	<b>Modification</b>	Creation of new indicator					
	<b>Modification:</b>	Previous			Revised		
	<b>Justification:</b>	Existing indicators do not sufficiently measure project logic					
	<b>Justification Description:</b>	This indicator was added following new M&E Guidance that all project logic results must be included in the indicator annexes and measured by at least one indicator. This indicator will be a non-ITT indicator and measured as part of an independent evaluation. This indicator was previously included in Annex IV of the M&E Plan but has now been integrated into Annexes I and II following the removal of Annex IV.					

**Sustainable TVET centers that respond and adapt appropriately to changes in the labor market and the economy**

Project:	Skills and Employability
Activity:	Technical and Vocational Education and Training
Sub-Activity:	

<b>Version 2.0</b>	<b>Modification</b>	Creation of new indicator					
	<b>Modification:</b>	Previous			Revised		
	<b>Justification:</b>	Existing indicators do not sufficiently measure project logic					
	<b>Justification Description:</b>	This indicator was added following new M&E Guidance that all project logic results must be included in the indicator annexes and measured by at least one indicator. This indicator will be a non-ITT indicator and measured as part of an independent evaluation. This indicator was previously included in Annex IV of the M&E Plan but has now been integrated into Annexes I and II following the removal of Annex IV.					

<b>Change in vehicle operating costs</b>		
Project:	Abidjan Transport	
Activity:		
Sub-Activity:		
<b>Version 2.0</b>	<b>Modification</b>	Creation of new indicator
	<b>Modification:</b>	Previous Revised
	<b>Justification:</b>	Existing indicators do not sufficiently measure project logic
	<b>Justification Description:</b>	This indicator was added following new M&E Guidance that all project logic results must be included in the indicator annexes and measured by at least one indicator. This indicator will be a non-ITT indicator and measured as part of an independent evaluation. This indicator was previously included in Annex IV of the M&E Plan but has now been integrated into Annexes I and II following the removal of Annex IV.
<b>Road traffic fatalities</b>		
Project:	Abidjan Transport	
Activity:		
Sub-Activity:		
<b>Version 2.0</b>	<b>Modification</b>	Indicator Definition Modification
	<b>Modification:</b>	Previous Revised
		The number of road traffic fatalities per year on roads constructed, rehabilitated or improved with MCC funding. The number of road traffic fatalities per year on roads constructed, rehabilitated, improved or maintained with MCC funding.
	<b>Justification:</b>	MCC requires a new common indicator definition
	<b>Justification Description:</b>	Minor edits were made to the definition to align with the 2022 Common Indicator Guidance update of Transportation indicators. However, the modification to the definition does not change how the indicator will be measured or reported.
<b>Integration of transport modalities</b>		
Project:	Abidjan Transport	
Activity:	Transport Infrastructures	
Sub-Activity:		
<b>Version 2.0</b>	<b>Modification</b>	Creation of new indicator
	<b>Modification:</b>	Previous Revised
	<b>Justification:</b>	Existing indicators do not sufficiently measure project logic
	<b>Justification Description:</b>	This indicator was added following new M&E Guidance that all project logic results must be included in the indicator annexes and measured by at least one indicator. This indicator will be a non-ITT indicator and measured as part of an independent evaluation. This indicator was previously included in Annex IV of the M&E Plan but has now been integrated into Annexes I and II following the removal of Annex IV.

### Kilometers of roads completed

Project:	Abidjan Transport
Activity:	Transport Infrastructures
Sub-Activity:	

Version 2.0	<b>Modification</b>	Indicator Definition Modification	
	<b>Modification:</b>	Previous	Revised
		The length of roads in kilometers on which construction of new roads or reconstruction, rehabilitation, resurfacing or upgrading of existing roads is complete (certificates handed over and approved).	The length of roads in kilometers (measured regardless of number of lanes) on which an MCC investment is complete (certificates handed over and approved).
	<b>Justification:</b>	MCC requires a new common indicator definition	
	<b>Justification Description:</b>	Minor edits were made to the definition to align with the 2022 Common Indicator Guidance update of Transportation indicators. However, the modification to the definition does not change how the indicator will be measured or reported.	

### Temporary employment generated in road construction

Project:	Abidjan Transport
Activity:	Transport Infrastructures
Sub-Activity:	

Version 2.0	<b>Modification</b>	Indicator Definition Modification	
	<b>Modification:</b>	Previous	Revised
		The number of people temporarily employed or contracted by MCA-contracted construction companies to work on construction of new roads or reconstruction, rehabilitation, resurfacing or upgrading of existing roads.	The number of people temporarily employed or contracted by MCA-contracted construction companies to work on MCC roads investments.
	<b>Justification:</b>	MCC requires a new common indicator definition	
	<b>Justification Description:</b>	Minor edits were made to the definition to align with the 2022 Common Indicator Guidance update of Transportation indicators. However, the modification to the definition does not change how the indicator will be measured or reported.	

### Kilometers of roads under works contracts

Project:	Abidjan Transport
Activity:	Transport Infrastructures
Sub-Activity:	

Version 2.0	<b>Modification</b>	Indicator Definition Modification	
	<b>Modification:</b>	Previous	Revised
		The length of roads in kilometers under works contracts for construction of new roads or reconstruction, rehabilitation, resurfacing or upgrading of existing roads.	The length of roads in kilometers (measured regardless of number of lanes) under works contracts for MCC roads investments.
	<b>Justification:</b>	MCC requires a new common indicator definition	
	<b>Justification Description:</b>	Minor edits were made to the definition to align with the 2022 Common Indicator Guidance update of Transportation indicators. However, the modification to the definition does not change how the indicator will be measured or reported.	

<b>Kilometers of roads under design</b>			
Project:	Abidjan Transport		
Activity:	Transport Infrastructures		
Sub-Activity:			
<b>Version 2.0</b>	<b>Modification</b>	Indicator Definition Modification	
	<b>Modification:</b>	Previous	Revised
		The length of roads in kilometers under design contracts. This includes designs for building new roads and reconstructing, rehabilitating, resurfacing or upgrading existing roads.	The length of roads in kilometers (measured regardless of number of lanes) under design contracts.
	<b>Justification:</b>	MCC requires a new common indicator definition	
	<b>Justification Description:</b>	Minor edits were made to the definition to align with the 2022 Common Indicator Guidance update of Transportation indicators. However, the modification to the definition does not change how the indicator will be measured or reported.	

### Annex III: M&E Plan Modifications

<i>Gross enrollment rates at lower-secondary schools in Gbêkê</i>				
Project:	Skills for Employability and Productivity			
Activity:	Secondary Education			
	<b>Change Description:</b>	Baseline modification		
		Female	Male	Total
Dec-19	Revised Baseline	81.2 (2018)	91.4 (2018)	86.5 (2018)
	Previous Baseline	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with baseline		
	<b>Justification Description:</b>			

<i>Gross enrollment rates at lower-secondary schools in San-Pedro</i>				
Project:	Skills for Employability and Productivity			
Activity:	Secondary Education			
	<b>Change Description:</b>	Baseline modification		
		Female	Male	Total
Dec-19	Revised Baseline	62.5 (2018)	72.4 (2018)	67.7 (2018)
	Previous Baseline	TBD	TBD	TBD
	<b>Justification:</b>	TBD replaced with baseline		
	<b>Justification Description:</b>			

<i>Instructors Trained</i>				
Project:	Skills for Employability and Productivity			
Activity:	Secondary Education			
Sub-Activity:	Improving and Expanding Teacher Training			
	<b>Change Description:</b>	Baseline modification		
	Revised Baseline	0		
	Previous Baseline	400 (Abidjan)		
Dec-19	<b>Justification:</b>	Corrections to erroneous data		
	<b>Justification Description:</b>	This indicator measures the number of Instructors who received Compact-supported teacher training. After		



		reviewing the definition more closely, it became clear that the natural baseline for this indicator is 0.
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<i>Students benefitting from improved teacher training</i>		
Project:	Skills for Employability and Productivity	
Activity:	Secondary Education	
Sub-Activity:	Improving and Expanding Teacher Training	
	<b>Change Description:</b>	Target modification
	Revised Target	TBD
	Previous Target	4,000 (2025)
Dec-19	<b>Justification:</b>	Corrections to erroneous data
	<b>Justification Description:</b>	The target provided in the Compact is for one year after the Compact closes. The M&E Plan does not set post Compact targets and a target is not currently available for 2024.

<i>Budget autonomy</i>		
Project:	Skills for Employability and Productivity	
Activity:	Technical and Vocational Education and Training	
Sub-Activity:	A New Model for Private Sector-Led TVET	
	<b>Change Description:</b>	Target modification
	Revised Target	TBD
	Previous Target	10
Dec-19	<b>Justification:</b>	Corrections to erroneous data
	<b>Justification Description:</b>	This target was estimated based on the provisional activity design at Compact signing. However, between Compact signing and Entry into Force, the activity evolved in such a way that it was determined additional design of the sub-activity was required before an appropriate target could be established.

<i>Tracer studies constructed in Compact-supported TVET centers</i>		
Project:	Skills for Employability and Productivity	
Activity:	Technical and Vocational Education and Training	
Sub-Activity:	TVET Quality Management and Accountability Systems	
	<b>Change Description:</b>	Target modification
Dec-19	Revised Target	3
	Previous Target	TBD

	<b>Justification:</b>	TBD replaced with target
	<b>Justification Description:</b>	

<i>Kilometers of roads completed</i>							
Project:	Abidjan Transport						
Activity:	Transport Infrastructure						
	<b>Change Description:</b>	Target modification					
		Blvd VGE	Blvd Port Vridi	Blvd Pet. Bas.	Blvd Paix	You. Express	Total
Dec-19	Revised Target	8.7	5.6	1.9	6.3	7.5	30
	Previous Target	8.7	5.6	1.9	6.1	7.6	29.9
	<b>Justification:</b>	Corrections to erroneous data					
	<b>Justification Description:</b>	More precise targets were established through additional design work by the engineering firm.					

<i>Value of signed road construction contracts</i>		
Project:	Abidjan Transport	
Activity:	Transport Infrastructure	
	<b>Change Description:</b>	
	Target modification	
Dec-19	Revised Target	TBD
	Previous Target	\$171,885,038
	<b>Justification:</b>	Corrections to erroneous data
	<b>Justification Description:</b>	Targets were previously established based on the provisional activity budget. MCC has since clarified its practice that targets should be established based on the final signed works contracts.

<i>Value of disbursed road construction contracts</i>		
Project:	Abidjan Transport	
Activity:	Transport Infrastructure	
	<b>Change Description:</b>	
	Target modification	
Dec-19	Revised Target	TBD
	Previous Target	\$171,885,038
	<b>Justification:</b>	Corrections to erroneous data

	<b>Justification Description:</b>	Targets were previously established based on the provisional activity budget. MCC has since clarified its practice that targets should be established based on the final signed works contracts.
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<i>Compact-supported Infrastructure Graduate Program operational</i>		
Project:	Abidjan Transport	
Activity:	Transport Management and Planning	
Sub-Activity:	Infrastructure Graduate Education	
	<b>Change Description:</b>	Target modification
Dec-19	Revised Target	30-Nov-2020
	Previous Target	2022 (Compact Year 3)
	<b>Justification:</b>	Corrections to erroneous data
	<b>Justification Description:</b>	Provisional date set previously. New target based on updated work plan for the sub-activity.

<i>Partnership agreement completed for Compact-supported Infrastructure Graduate Program</i>		
Project:	Abidjan Transport	
Activity:	Transport Management and Planning	
Sub-Activity:	Infrastructure Graduate Education	
	<b>Change Description:</b>	Target modification
Dec-19	Revised Target	N/A
	Previous Target	2021 (Compact Year 2)
	<b>Justification:</b>	Work plan update
	<b>Justification Description:</b>	Progress on this indicator was faster than anticipated and the target will be achieved before the M&E Plan is finalized. As such, no target is established but the actual will be included in MCA-CI quarterly reporting.

<i>Amount of funding for road maintenance leveraged through the incentive matching fund</i>		
Project:	Abidjan Transport	
Activity:	Transport Management and Planning	
Sub-Activity:	Road Maintenance Fund	
	<b>Change Description:</b>	Baseline modification
Dec-19	Revised Baseline	0 (2019)

	Previous Baseline	TBD
	<b>Justification:</b>	TBD replaced with baseline
	<b>Justification Description:</b>	

<i>Financial close for PPP for TPLC</i>		
Project:	Abidjan Transport	
Activity:	Transport Management and Planning	
Sub-Activity:	Truck Parking and Logistics Center	
	<b>Change Description:</b>	Target modification
	Revised Target	TBD
	Previous Target	2022 (Compact Year 3)
	<b>Justification:</b>	Corrections to erroneous data
Dec-19	<b>Justification Description:</b>	This milestone date was estimated based on the provisional activity design at Compact signing. However, between Compact signing and Entry into Force, the activity evolved in such a way that it was determined additional design of the sub-activity was required before an appropriate target could be established.



**MILLENNIUM**  
CHALLENGE ACCOUNT  
**CÔTE D'IVOIRE**

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