



MILLENNIUM
CHALLENGE ACCOUNT
CÔTE D'IVOIRE
LABORATOIRE
D'EXCELLENCE



MILLENNIUM
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PREAMBLE

This Monitoring and Evaluation (M&E) Plan:

- is part of the action plan set out in the Millennium Challenge Compact (Compact) signed on November 7th, 2017 between the United States of America, acting through the Millennium Challenge Corporation, a United States Government corporation (MCC), and the Republic of Côte d'Ivoire (RCI), acting through its government;
- will support provisions described in the Compact; and
- is governed by and follows the principles stipulated in the *Policy for Monitoring and Evaluation of Compacts and Threshold Programs* (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 Compact and any other relevant supplemental legal documents.

LIST OF ACRONYMS

AGEROUTE	Road Management Agency or <i>Agence de Gestion des Routes</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>
DFP	Detailed Financial Plan
DQR	Data Quality Review
DSEAE	Division of Monitoring & Evaluation and Economic Analysis or <i>Direction du Suivi – Evaluation et de l’Analyse Economique</i>
DSPS	Division of Strategy, Planning and Statistics or <i>Direction des Strategies, de la Planification et des Statistiques</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
ENS	Teacher Training Institute or <i>École Normale Supérieure</i>
ENSEA	National School of Statistics and Economics
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
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
MENETFP	Ministry of National Education, Technical Education and Vocational Training or <i>Ministère de l’Education Nationale, de l’Enseignement Technique et de la Formation Professionnelle</i>
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
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

1. COMPACT AND OBJECTIVE OVERVIEW

1.1. Introduction

This Monitoring and Evaluation Plan serves as a guide for program implementation and management, so that Millennium Challenge Account Côte d'Ivoire (MCA-Côte d'Ivoire) management staff, Steering Committee members, Executive Committee, Consultative Group members, program implementers, beneficiaries, and other stakeholders understand the progress being made toward the achievement of objectives and results, and are aware of variances between targets and actual achievement during implementation.

This Monitoring and Evaluation Plan is a management tool that provides the following functions:

- *Describes the program logic and expected results.* Gives details about what impacts the Compact and each of its components are expected to produce in economic, social, and gender areas and how these effects will be achieved.
- *Sets out data and reporting requirements and quality control procedures.* Defines indicators, identifies data sources, frequency in order to define how performance and results will be measured. Outlines the flow of data and information from the project sites through to the various stakeholders both for public consumption and to inform decision-making. It describes the mechanisms that seek to assure the quality, reliability and accuracy of program performance information and data.
- *Establishes a monitoring framework.* Establishes a process to alert implementers, MCA-Côte d'Ivoire management, stakeholders, and MCC to whether or not the program is achieving its major milestones during program implementation and provides a basis for making program adjustments.
- *Describes the evaluation plan.* Explains in detail how MCC and MCA-Côte d'Ivoire will evaluate whether or not the interventions achieve their intended results and expected impacts over time.
- *Includes roles and responsibilities.* Describes in detail what the M&E staff are responsible for.

1.2. Program Logic

1.2.1. Compact background

Côte d'Ivoire is a West African country with a population of 22.7 million¹, 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.²

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 survey³ 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.

¹ 2019 estimation from the National Institute of Statistics (INS)

² Ministry of Economy and Finance

³ 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.

The Compact program will therefore address these constraints through two projects: (i) the Skills for Employability and Productivity Project (or Skills Project); and ii) the Abidjan Transport Project (or Transport Project).

1.2.2. Compact Logic

The Compact program consists of two projects designed to address the binding constraints to economic growth: the Skills Project and the Transport Project. The projects also respond to the Government's national priorities. The goal of the Compact is to reduce poverty through economic growth in Côte d'Ivoire. The objectives of the program are the objectives of each individual project.

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 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 Project is 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.

1.2.3. Project Description and Logic

1.2.3.1. Skills for Employability and Productivity Project

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

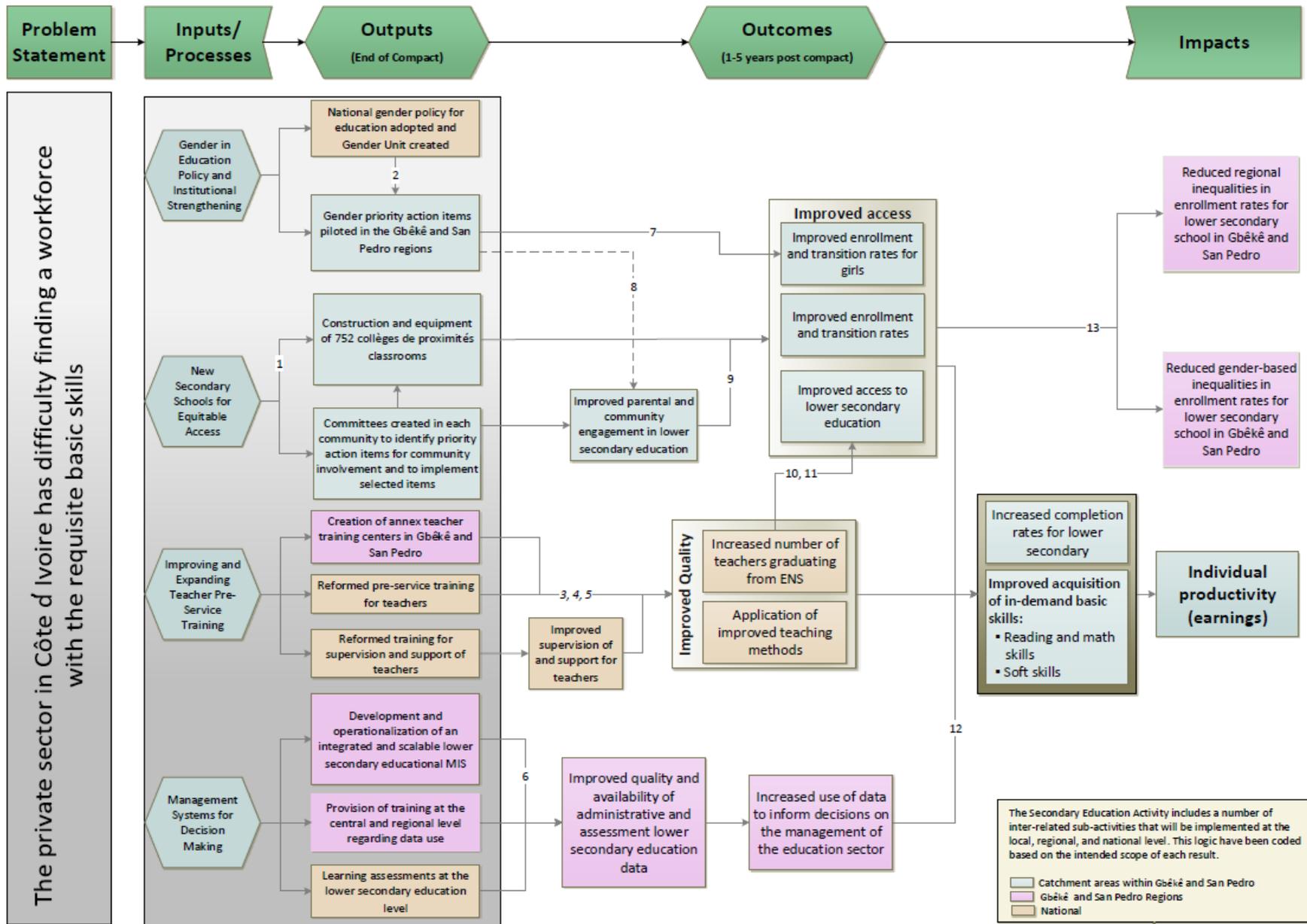
The Secondary Education Activity will be implemented through four sub-activities: (i) New Secondary Schools for Equitable Access (“Equitable Access”) sub-Activity; (ii) Improving and Expanding Teacher Training (“Teacher Training”) sub-Activity; (iii) Gender in Education Policy and Institutional Strengthening (“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 build this many schools within five years may be challenging due to current capacities of construction firms in Cote d'Ivoire. This could result in difficulty hiring qualified firms, delays in construction timelines, completion risks, or the construction of unsafe or incomplete structures.
2. The achievement of this output assumes the development and validation of the National Gender Plan that will serve as a basis for the development of the specific gender priority action items for the regions of Gbêkê and San Pedro. It is currently posited that 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 logic framework will be revised to reflect any changes in the targeted beneficiary population for this output based on the final design of the gender priority action items.
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. It is currently posited that 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. In addition, 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. The logic framework will be revised as necessary based on the identification of the gender priority action items and the detailed designs and work plans for their piloting.

8. The causal linkage between this output and outcome is based on the assumption that the gender priority action items to be supported by the compact will in part or in whole support improved parental and community engagement in the catchment areas where the compact-supported lower secondary schools will be built. The logic framework will be revised as necessary based on the identification of the gender priority action items and the detailed designs and work plans for their piloting.
9. 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.
10. 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.
11. 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.
12. 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.
13. 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.

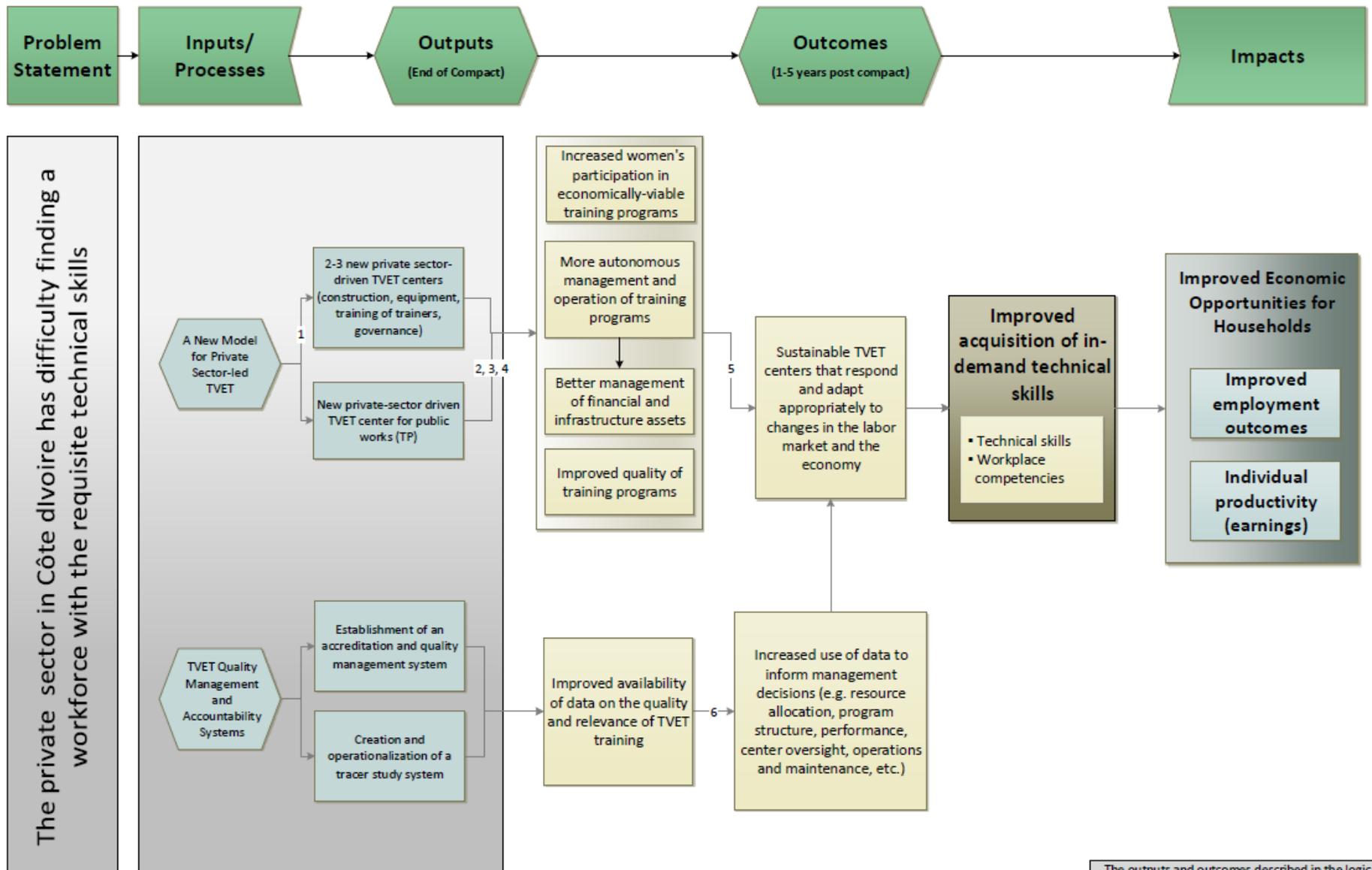
At the same time, the Activity will aim to improve the availability of data on the quality and relevance of training provided by private sector-led TVET centers and increase the use of this data to inform management decisions of the private sector-led TVET centers (e.g. resource allocation, program structure, 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 outputs and outcomes described in the logic for this Activity are specific to the compact-supported TVET centers and are not applicable to the broader TVET system in Côte d'Ivoire.

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.

1.2.3.2. Abidjan Transport Project

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

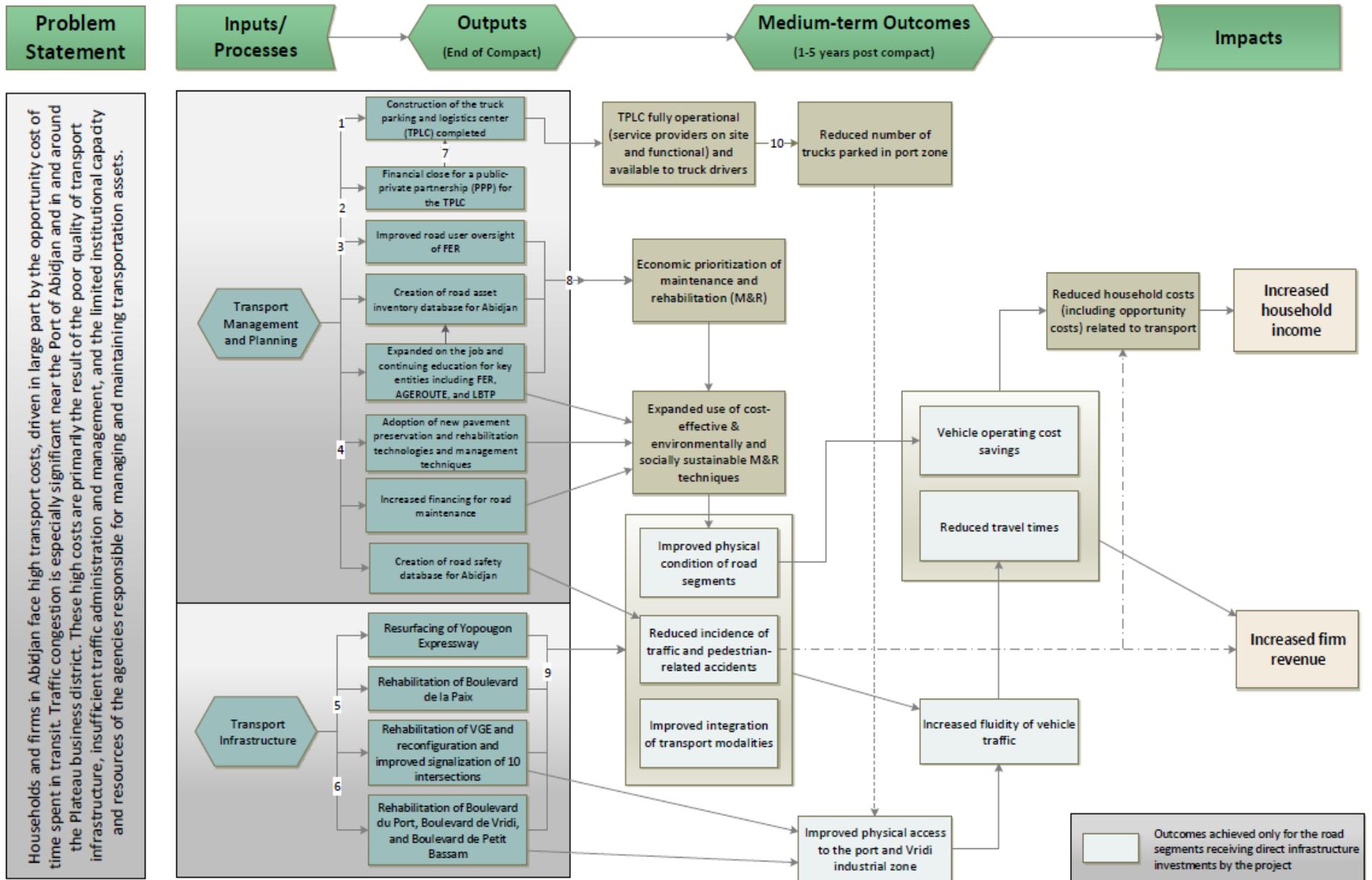
In parallel to the Transport Management and Planning Activity, the Transport Infrastructure Activity will undertake investments in road infrastructure. This Activity will focus on the rehabilitation of up to 32 kilometers of critical roadway and adjoining infrastructure in the central corridor of Abidjan. 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.

1.3. Projected Economic Benefits

Cost Benefit Analysis (CBA) is completed to calculate an Economic Rate of Return (ERR) and determine the cost effectiveness of MCC investments. 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.

Table 1 : Compact Project ERRs

N°	Project / Activity / Sub-Activity	Initial ERR
1	Skills for Employability and Productivity Project	10.4%⁴
1.1	<i>Secondary Education Activity</i>	11.5% ⁵
1.1.1	<i>Gender in Education Policy and Institutional Strengthening sub-Activity</i>	NC ⁶
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% ⁷
1.1.4	<i>New Secondary Schools for Equitable Access sub-Activity</i>	11.6%
1.2	<i>Technical and Vocational Education and Training Activity</i>	6.8% ⁸
2	Abidjan Transport Project	22.6%⁹
2.1	<i>Transport Infrastructure Activity</i>	22.6%
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	<i>Transport Management and Planning Activity</i>	NC

The following sections describe the methodology and general logic of the CBA model, and the main benefits, costs, assumptions, etc. for each calculated ERR.

⁴ The project-level ERR reported here is better interpreted as the ERR for 88% of the Project's investment. This is due to methodological difficulties in calculating a true project-level ERR for project components that have separate logics, but no benefits tied directly to their costs. This weighted average ERR is an indirect way of accounting for those costs overall, but that ERR may be less than if total costs of those project components could be included directly.

⁵ The activity-level ERR reported here is better interpreted as the ERR for 86% of the Activity's investment. This is due to methodological difficulties in calculating a true project-level ERR for project components that have separate logics, but no benefits tied directly to their costs. This weighted average ERR is an indirect way of accounting for those costs overall, but that ERR may be less than if total costs of those project components could be included directly.

⁶ 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.

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

⁸ 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.

⁹ 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.

1.3.1. Skills for Employability and Productivity Project Economic Analysis

The Skills Project consists of two Activities, with a total of four sub-activities for the Secondary Education Activity and two sub-activities for the TVET Activity. 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

There are five ERRs presented here, including two additional 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 10.4%.

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 the students of these schools.

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, it has not been included in the benefits of this Sub-Activity and only the associated costs. The CBA model for this Sub-Activity aims to include all anticipated costs, whether incurred with funding 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. 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.

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 is forthcoming from several upcoming data collection efforts, but detailed data was not available for this 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. Additionally, the creation of two satellite campuses in Gbêkê and San Pedro will 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 incurred with funding from 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 TP investment,¹⁰

¹⁰ The initial model was developed for the BTP sector. However, the program has been modified to focus only on TPs

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 around 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, 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 agrees to work closely with 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%.

1.3.2. Abidjan Transport Project Economic 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.

1.4. Projected Program 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 Compact activities aimed to increase their real incomes*. The Cost Benefit Analysis 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. 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.

The expected beneficiaries of this Compact are shown in the following table.

Table 2 : Expected Beneficiaries and Benefits of the Compact

Project	Estimated Beneficiaries	Present Value* (PV) Benefits	Net Present Value * (NPV) ¹¹
Skills Project	2.8 million	\$ 423.9	\$ 131.7 ¹²
Transport Project	8.8 million	\$ 560.5	\$ 361.4 ¹³
Total	11.3 million¹⁴		

* Millions of US Dollars, updated 2019

1.4.1. 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.

¹¹ 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

¹² 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.

¹³ 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.

¹⁴ 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.

Table 3 : 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"> ▪ 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 ▪ Household members of trained students 	612,079
Improving and Expanding Teacher Training sub-Activity	<ul style="list-style-type: none"> ▪ Students of teachers trained on the new teacher training module at national level ▪ Household members of trained students 	2,123,594
TVET Activity	<ul style="list-style-type: none"> ▪ Students enrolled in new private-sector TVET centers ▪ Household members of students trained in new centers 	68,636

- 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 the students and the members of their household are the potential beneficiaries.
- 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.

1.4.2. 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.

2. MONITORING COMPONENT

2.1. Summary of Monitoring Strategy

The Compact will be monitored systematically and progress reported regularly through the Indicator Tracking Table (ITT). There are four levels of indicators that follow from the program logic framework: (i) process; (ii) output; (iii) outcome; and (iv) goal. The various indicator levels map to the program logic and thus allow Project developers and managers to understand to what extent planned activities are likely to achieve their intended objectives. Often most outcome and goal indicators are not monitored during the life of the Compact, but rather are reported through evaluations after the Compact is complete. Those levels of results typically take longer to be achieved.

Monitoring data will be analyzed regularly 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.

- Goal indicators measure the economic growth and poverty reduction that occur during or, most likely, after implementation of the program. For MCC Compacts, goal indicators will typically be a direct measure of local income and are typically measured through post compact evaluations.
- Outcome indicators measure the intermediate effects of an Activity or set of Activities and are directly related through the Program Logic to the output indicators.
- Output indicators directly measure Project Activities. They describe and quantify the goods and services produced directly by the implementation of an Activity.
- Process indicators measure progress toward the completion of Project Activities. They are a precondition for the achievement of output indicators and a means to ascertain that the work plan is proceeding on time.¹⁵

MCC has introduced common indicators for external reporting across all MCC Compacts. The common indicators relevant to the MCA-Côte d'Ivoire Compact are included in this M&E Plan.

The Compact outlines the initial indicators for the Program. The M&E Plan builds on this information with additional indicators developed by MCC, MCA-Côte d'Ivoire project managers and implementers in the early stage of project implementation.

The Indicator Definition Table provides relevant details for each indicator by Project and can be found in Annex I. It provides descriptions for the indicator structure by specifying each indicator's: (i) name; (ii) definition; (iii) unit of measurement; (iv) level of disaggregation; (v) data source; (vi) responsible party; and (vii) frequency of reporting.

¹⁵ The indicator levels are formally defined in MCC's Monitoring and Evaluation Policy of Compacts and Threshold Programs

To ensure that the Program is on track to meet its overall goals and objectives, the monitoring indicators will be measured against established baselines and targets, derived from ex-ante economic rate of return analysis, other types of analysis, and project planning documents. The targets reflect the underlying assumptions made in program design about what each activity will likely achieve. Baselines and target levels for each indicator are defined in Annex II.

Indicators may need to be modified in future versions of the M&E Plan. Modification and revisions to the indicators may only be made according to the MCC M&E Policy. Any significant modifications to the indicators or other content will be summarized in Annex III of the M&E Plan.

The 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.

2.2. Data Quality Reviews

Data quality is the primary responsibility of the MCA-Côte d'Ivoire staff, led by the M&E and Economic Director. The M&E Unit, other MCA 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. The MCA-Côte d'Ivoire's M&E Unit will conduct field visits on a regular basis or whenever requested by MCC, to review the quality of the data gathered through this M&E Plan. MCA-Côte d'Ivoire may hire individual data quality monitors to monitor data collection and quality, as needed.

In addition to regular data quality checks by MCA-Côte d'Ivoire staff, independent 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 in the areas of validity, reliability, timeliness, precision and integrity. DQRs will be used to verify the consistency and quality of data over time across implementing agencies and other reporting institutions. DQRs will also serve to identify where the highest level of data quality is not possible, given the realities of data collection.

The particular objectives for the DQRs will include identification of the following parameters:

- i) what proportion of the data has quality problems (completeness, conformity, consistency, accuracy, duplication, integrity);
- ii) which of the records in the dataset are of unacceptably low quality;
- iii) what are the most predominant data quality problems within each indicator;
- iv) what are the main reasons behind low quality; and
- v) what steps can be taken to improve data quality.

MCA-Côte d'Ivoire will contract an independent data quality reviewer in compliance with MCC Program Procurement Guidelines. The entity responsible for data quality reviews should be hired, at the latest, during the course of the third year of the Compact.

2.3. Standard Reporting Requirements

2.3.1. Reporting to MCC: Quarterly Disbursement Request Package

Performance reports serve as a vehicle by which the MCA-Côte d'Ivoire Management informs MCC of implementation progress and on-going revisions to Project work plans. Currently, MCC requires that MCA-Côte d'Ivoire submit a Quarterly Disbursement Request Package (QDRP) each quarter. The QDRP must contain an updated ITT and an ITT progress report. 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 source for MCC's internal and external reporting on indicator progress.

Additional guidance on reporting is contained in MCC's [Guidance on Quarterly MCA Disbursement Request and Reporting Package](#).

2.3.2. Reporting to MCA and Local Stakeholders

Even though the QDRP is required to be sent to MCC, MCAs should also use these reports and the data included in them to assess progress and performance internally. The M&E teams attempt to align MCC and MCA reporting so that data is used to inform decision-making at both levels.

3. EVALUATION COMPONENT

3.1. Summary of Evaluation Strategy

While good program monitoring is necessary for program management, it is not sufficient for assessing ultimate results. Therefore, MCC and MCA-Côte d'Ivoire will use different types of evaluations as complementary tools to better understand the effectiveness of its programs. As defined in the MCC M&E Policy, evaluation is the objective, systematic assessment of a program's design, implementation and results. MCC and MCA-Côte d'Ivoire are committed to making the evaluations as rigorous as warranted in order to understand the causal impacts of the program on the expected outcomes and to assess cost effectiveness. This Evaluation Component contains three types of evaluation activities: (i) independent evaluations (impact and/or performance evaluations); (ii) self-evaluation, and (iii) special studies, each of which is further described below. The results of all evaluations will be made publicly available in accordance with the MCC M&E Policy.

Independent Evaluations

According to the MCC M&E Policy, every Project in a Compact must undergo a comprehensive, independent evaluation (impact and/or performance). The next section on Specific Evaluation Plans will describe the purpose of each evaluation, methodology, timeline, and the process for collection and analysis of data for each evaluation. All independent evaluations must be designed and implemented by independent, third-party evaluators, which are hired by MCC. If the MCA-Côte d'Ivoire wishes to engage an evaluator, the engagement will be subject to the prior written approval of MCC. Contract terms must ensure non-biased results and the publication of results.

For each independent evaluation, MCA-Côte d'Ivoire and relevant stakeholders are expected to review and provide feedback to independent evaluators on the evaluation design reports, evaluation materials (including questionnaires), baseline report (if applicable), and any interim/final reports in order to ensure proposed evaluation activities are feasible, and final evaluation products are technically and factually accurate. MCC's evaluation review process will follow the guidelines outlined in the MCC M&E Policy.

Self-Evaluation

Upon completion of each Compact program, MCA-Côte d'Ivoire will produce the Compact Completion Report (CCR) to document and reflect on implementation and lessons learned. The MCA-Côte d'Ivoire staff will draft the CCR in the last year of Compact implementation. It should be noted that each department will be responsible for drafting its own section to the report for its own activities, subject to cross-departmental review.

Special Studies

Either MCC or GoCI may request special studies or ad hoc evaluations of Projects, Activities, or the Program as a whole prior to the expiration of the Compact Term.

3.2. Specific Evaluation Plans

3.2.1. Summary of Specific Evaluation Plans

The following table summarizes specific evaluation plans.

Table 4 : Summary of specific evaluation plans

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

3.2.2. Secondary Education Activity

In September 2019, Mathematica was contracted to conduct the independent evaluation of the Secondary Education Activity. Careful consideration will be given to the evaluation design, especially given the differing implementation timelines, participants, beneficiaries, locations, and exposure periods of the four sub-activities.

An initial review of the program design suggests that an impact evaluation using quasi-experimental methods may be possible for the Equitable Access 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. Final determination as to the appropriate evaluation methodology or methodologies will be made by the independent evaluator with technical guidance and oversight from MCC, MCA-Côte d’Ivoire and the government.

Evaluation Questions

Type of Evaluation	Key evaluation questions
Process evaluation	<ol style="list-style-type: none"> 1. Was the Secondary Education Activity implemented according to plan? <ol style="list-style-type: none"> a. Were there any deviations from the original design? If so, then why? Any deviations should be documented to the greatest extent possible. b. What were the major challenges of implementing this Activity? How do these challenges vary by sub-activity? 2. How were the different sub-activities integrated amongst each other in order to achieve the common outcomes?
Overall Long-Term Outcomes	<ol style="list-style-type: none"> 1. To what extent were the objectives of the Activity achieved (1. Increase access to and quality of lower secondary education in two regions of Côte d'Ivoire and 2. Improve the access to and quality of secondary education and the governance of the education sector in Côte d'Ivoire broadly)? <ol style="list-style-type: none"> a. <i>Quality</i>: What was the effect of the Activity on reading, math and soft skills; perceptions of the education provided in targeted communities; and promotion and transition rates? b. <i>Access</i>: What was the effect of the Activity on enrollment, attendance, and dropout rates? c. <i>Sustainability</i>: What evidence is there that the outcomes of the Activity will be sustained and further scaled post-Compact (i.e. operation plans and budgeting)?

Research Areas of Interest

Below are points for consideration for each sub-activity as the Evaluator answers the key evaluation questions above. However, it should be noted that these points are intended to guide the evaluator as to MCC's learning agenda and will be further refined with the assistance of the evaluation team and as the Activity's design evolves. The evaluation may not address all aspects of the agenda outlined below.

Equitable Access

1. Key education indicators (enrollment, attendance, promotion, dropout, transition, and completion rates)
2. Perceptions of the collèges de proximité in the participating communities

Teacher Training

1. Number of teachers enrolling and graduating from ENS and obtaining employment and their geographic location
2. Degree to which trained teachers adopt the new teaching methods
3. Specific institutional strengthening and improvement activities that were identified and implemented to enable better administration and management of ENS

Gender Policy Outcomes

1. Changes in (i) the school environment and (ii) the perceptions and realities associated with girls' and boys' education at the lower secondary level due to policies and practices established in the national strategy and piloted by the new Gender Action Unit
2. Addition of national budget line for the Gender Policy and the level of financial commitment to the Gender Policy (% of national education budget)
3. Allocation of the Gender Policy budget and other supports at the regional level

Management Systems Outcomes

1. Efficiency of resource allocation and performance-driven decision-making in the Ministry of Education
2. Condition of data and policy feedback loops in the Ministry of Education

Data Sources

Data sources will likely include administrative data provided by the Ministry of Education, surveys of project participants, and key informant interviews. Final determination as to the appropriate sources of secondary data as well as the primary data to be collected for the purposes of the evaluation will be made by the independent evaluator with technical guidance and oversight from MCC, MCA-Côte d'Ivoire and the Government. The data collection plan will be documented in the Evaluation Design Report, which will be publicly available on the MCC Evaluation Catalog, and will then be incorporated into a future version of the MCA-Côte d'Ivoire M&E Plan.

3.2.3. TVET Activity

An impact evaluation is likely not feasible for this Activity given the limited number of students enrolled in vocational training programs and the lack of a comparison group for all components of the Activity. A longitudinal study may be considered to understand how the components of this Activity contribute to desired outcomes and impacts through a quantitative analysis of beneficiaries and student results complemented by qualitative analysis of program improvement. The timing of the hiring of the independent evaluator will be determined based on the work plans and final detailed design of the Activity. Final determination as to the appropriate evaluation methodology or methodologies will be made by the independent evaluator with technical guidance and oversight from MCC, MCA-Côte d'Ivoire and GoCI.

Potential Evaluation Questions

1. What are the impacts of the Activity on the quality and relevance of technical skills of graduates of Compact-supported private sector-led TVET centers? On the employment rates and wages of graduates of Compact-supported private sector-led TVET centers? How long after the training do graduates obtain employment and is it within the relevant field of study and in line with the diploma they received?
2. Is there a quality differential between publicly-managed TVET institutions and those in which the private-sector is substantially engaged, as per the private sector-led TVET model?
3. What are the impacts on the quality of training in the participating TVET centers supported by the Compact? What are the impacts of the Activity on the learning environment in the TVET centers? What are the impacts of technological or equipment improvements?
4. Are the private sector-led TVET centers sustained post-Compact? How have these centers adapted to shifts in the economy and/or the demands of the private sector?
5. Are the impacts of the Activity different for women than for men? If so, which component or components of the investment are the key drivers of the differential impacts?

Data Sources

Data sources will likely include administrative data provided by vocational and training programs, surveys of project participants, and information from firms that employ graduates of Compact-supported TVET centers. Final determination as to the appropriate sources of secondary data as well as the primary data to be collected for the purposes of the evaluation will be made by the independent evaluator with technical guidance and oversight from MCC, MCA-Côte d’Ivoire and GoCI. The data collection plan will be documented in the Evaluation Design Report, which will be publicly available on the MCC Evaluation Catalog, and will then be incorporated into a future version of the MCA-Côte d’Ivoire M&E Plan.

3.2.4. Abidjan Transport Project

Given the nature of the investments, it is likely that a performance evaluation would be most appropriate. The evaluation of the Project will be conducted in accordance with MCC's best practices for roads evaluations. It will require independent estimates of road quality data both before and after the MCC investments and will employ the HDM-4 model to assess the economic impacts of road quality improvements.

The final independent assessment and HDM-4 model should occur several years after completion of the Project works, with the exact timing to be decided jointly by MCC, MCA-Côte d'Ivoire, and the independent evaluator. The independent evaluator will assess the HDM-4 calculations used in the investment decision. The evaluation will also include a qualitative and quantitative component, which will attempt to capture how road maintenance practices and management of the road network in Abidjan have changed, if at all, due to the technical assistance and institutional support provided by the Project.

The timing of the hiring of the independent evaluator will be determined based on the work plans and final detailed design of the Project. Final determination as to the appropriate evaluation methodology or methodologies will be made by the independent evaluator with technical guidance and oversight from MCC, MCA-Côte d'Ivoire and GoCI.

Potential Evaluation Questions

1. What is the economic return – calculated in terms of vehicle operating cost savings and travel time cost savings – of the road investments at the time of completion and post-Compact? How are traffic volumes directly or indirectly affected at the time of completion of the road investments and post-Compact?
2. What is the effect of the Project on road safety, for both vehicles and pedestrians, along the targeted road segments?
3. What is the effect of the Project on road maintenance practices in Abidjan? Are the maintenance and rehabilitation techniques used by the Project being employed more broadly? What is the effect of the Project on GoCI funding for road maintenance and how/when/where maintenance is delivered?
4. Have road usage patterns changed along targeted road segments, in terms of who is traveling on the road, why, what they are transporting, what they are paying for transport, and how long it takes to move along key routes? Do the impacts of the Project on travel times and costs differ by vehicle type (e.g., private vehicles, taxis, trucks, buses, informal transportation vehicles)?
5. How have the road investments impacted populations – either negatively, positively, or not at all – living in communities located along the targeted road segments?

Data Sources

The evaluation is expected to use data from design studies, implementation reports, traffic surveys, origin and destination surveys, and key informant interviews. Final determination as to the appropriate sources of secondary data as well as the primary data to be collected for the purposes of the evaluation will be made by the independent evaluator with technical guidance and oversight from MCC, MCA-Côte d'Ivoire and GoCI. The data collection plan will be documented in the Evaluation Design Report, which will be publicly available on the MCC Evaluation Catalog, and will then be incorporated into a future version of the MCA-Côte d'Ivoire M&E Plan.

4. IMPLEMENTATION AND MANAGEMENT OF M&E

4.1. Responsibilities

The MCA-Côte d'Ivoire's M&E Unit will be composed of an M&E and Economic Director who will have the key responsibility of leading and managing all M&E activities. Two M&E Managers and one Economist will support the M&E Director in performing the M&E activities. Additionally, the M&E Unit will 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:

- Direct implementation of all activities laid out in the M&E Plan and ensure all requirements of the M&E Plan are met by MCA-Côte d'Ivoire;
- As the champion of results-based management, the M&E Unit will take steps to foster a results-oriented culture throughout MCA-Côte d'Ivoire and its implementing partners – this includes making sure that M&E information is used by the MCA-Côte d'Ivoire management and project teams to improve Compact performance (feedback loop);
- Ensure that the M&E Plan is modified and updated as improved information becomes available;
- Oversee development and execution of an M&E system (including data-collection, data-analysis and reporting systems) integrated with the MCC Management Information System (MIS);
- Elaborate and document M&E Policies, Procedures and Processes in a guidance document to be used by all MCA-Côte d'Ivoire staff and project implementers;
- Communicate the M&E Plan and explain the M&E system to all key stakeholders involved in the Compact, particularly project implementers, to ensure a common understanding by all. This could take the form of orientation and capacity building sessions and could focus on issues such as:
 - Explaining indicator definitions, data collection methods and timing/frequency of data collection and reporting,
 - Data quality controls and verification procedures,
 - Independent evaluation questions and methodology, etc.;
- Develop and use a documentation system to ensure that key M&E actions, processes and deliverables are systematically recorded. This may be accomplished either as part of the M&E information system or independently. The documentation may encompass the following elements:
 - Indicators and material evidence for reported values
 - M&E Plan versions
 - M&E Reporting manuals and templates
 - Key M&E deliverables including Terms of References (TORs), contracts/agreements, data collection instruments, reports/analyses, etc.;

- Develop and implement a systematic results dissemination approach that draws on verified ITT data in collaboration with the Communication Unit, Environmental and Social Performance (ESP) officers, and Gender and Social Inclusion (GSI) officers;
- Organize and oversee regular independent data quality reviews on a periodic basis to assess the quality of data reported to MCA-Côte d’Ivoire;
- Participate in project monitoring through site visits, review of project reports and analysis of performance monitoring and other data;
- Update the M&E work plan periodically;
- Manage the M&E budget efficiently;
- Contribute to the design of the evaluation strategy;
- Collaborate with the procurement team to prepare and conduct procurement of M&E contracts;
- Ensure that data collection mechanisms are designed to collect data disaggregated by gender and other dimensions, as applicable and practical, and that the findings are presented at the appropriately disaggregated level; and
- Ensure data collection, storage, and dissemination activities maximize protection of confidentiality of survey respondents’ personally identifiable information. This may require:
 - Facilitating local Institutional Review Board clearance for data collection
 - Using lock and key cabinets for paper files,
 - Using secure file transfer systems,
 - Encrypting data files,
 - Employing password protection on data systems and data encryption,
 - Requiring signed acknowledgements of roles and responsibilities,
 - Requiring relevant stakeholders to sign non-disclosure agreements, and
 - Incorporating data protection standards into the organization’s records management procedures, or if necessary, developing a records management procedure that includes such standards.

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 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 collection and reporting provisions.

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

4.2. 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

The 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.

Post-Compact Point of Contact (POC)

The Compact will have long-term effects and the objectives of the two projects may not be measurable until several years after the end of the Compact. As a result, MCC and GoCI agree to monitor and evaluate the results and to evaluate the impacts of the Compact after the Compact's end date. In this context, before the end of the Compact, MCC and MCA-Côte d'Ivoire will develop a Post-Compact M&E Plan.

In order to prepare for post compact monitoring by GoCI, the MCA-Côte d'Ivoire M&E Unit should identify a post Compact point of contact (POC) for MCC early on in the program and work with that POC to build an understanding of the MCC program and monitoring process. This POC should be part of the GoCI entity that will commit to continuing M&E of Compact investments after the Compact End Date. The M&E Unit should also identify the team that will be responsible for reviewing evaluation reports that are delivered post Compact (e.g. project leads), to ensure that the relevant project stakeholders review and provide feedback prior to the publication of final reports.

4.3. 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 the MCA MIS initiatives.

4.4. Review and Revision of the M&E Plan

The M&E Plan is designed to evolve over time, adjusting to changes in program activities and improvements in performance monitoring and measurement. In the fourth quarter of every year of the Compact, or as necessary, the M&E and Economic Director of MCA-Côte d'Ivoire and representatives of MCC M&E staff will review how well the M&E Plan has met its objectives. The review is intended to ensure that the M&E Plan measures program performance accurately and provides crucial information on the need for changes in project design. More specifically, the review:

- Ensures that the M&E Plan shows whether the logical sequence of intervention outputs and outcomes are occurring;
- Checks whether indicator definitions are precise and timely;
- Checks whether M&E indicators accurately reflect program performance;
- Updates indicator targets, as allowed by the MCC M&E Policy; and
- Adds indicators, as needed, to track hitherto unmeasured results.

The M&E Plan will be revised by MCA-Côte d'Ivoire, in agreement with MCC M&E, when the need for change has been identified in the review. The revision and approval process will follow the guidelines outlined in the MCC M&E Policy.

Annex 3 of the M&E Plan will present the revisions to the M&E Plan throughout implementation of the Compact.

5. M&E BUDGET

The budget for the implementation of the proposed M&E activities for the five-year term of the Compact is USD \$12.7 million. The M&E budget does not include the M&E staff in the MCA-Côte d'Ivoire Management Unit whose salaries and field trips are included in the administrative budget of the Compact. The budget should not exceed the total amount over the five years, but the distribution of funding between line items and years may be adjusted according to the results of the M&E Plan's reviews or quarterly if needed.

This budget will principally 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.

While the resources for the carrying-out of surveys are allocated by MCA-Côte d'Ivoire from the Compact funds, the evaluation design and analysis is to be funded directly by MCC. MCC will commit approximately \$ 6 million to fund the external evaluators.

6. OTHER

6.1. Link between MCA Planning Processes and Monitoring and Evaluation

The achievement of results is at the heart of the implementation of the Compact. In this context, MCA-Côte d'Ivoire will ensure that planning processes are closely linked with the achievement of the results and M&E Plan indicators.

7. ANNEXES

Annex I: Indicator Documentation Table

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Skills and Employability Project										
N/A	E-3	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	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'Ivoirian 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.

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Secondary Education Activity										
Reduced regional inequalities in enrollment rates for lower secondary school in Gbêkê and San Pedro		Outcome	Gross enrollment rates at lower-secondary schools in Gbêkê	<p>The gross enrollment rate for lower-secondary schools in the Gbêkê region.</p> <p>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)</p>	Percentage	Sex (Female, Male)	Statistical Yearbook for the Education Sector; DSPS	MENETFP DSPS	Annual	<p>Enrollment data is reported by secondary schools to DSPS 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 is expected to be completed in 2020. Once the new census data is available, the denominator will be updated. If there are substantial differences in population estimates between the 2014 and 2020 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 a target will only be set for Compact Year 5, 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>

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Reduced regional inequalities in enrollment rates for lower secondary school in Gbêkê and San Pedro		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; DSPS	MENETFP DSPS	Annual	<p>Enrollment data is reported by secondary schools to DSPS 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 is expected to be completed in 2020. Once the new census data is available, the denominator will be updated. If there are substantial differences in population estimates between the 2014 and 2020 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 a target will only be set for Compact Year 5, 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>

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Reduced gender-based inequalities in enrollment rates for lower secondary school in Gbêkê and San Pedro		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; DSPTS	MENETFP DSPTS	Annual	<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 a target will only be set for Compact Year 5, data will be available and reported for all Compact Years.</p>
Increased completion rates for lower secondary schools		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. 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)	TBD	MENETFP DSPTS	Annual	<p>Due to data limitations, DSPTS 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. DSPTS will obtain the denominator through an estimate of the population data in the specific catchment areas of Compact-supported lower-secondary schools.</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>

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Gender in Education Policy and Institutional Strengthening Sub-Activity										
Gender priority action items piloted in the Gbêkê and San Pedro regions		Outcome	TBD	TBD	TBD	TBD	TBD	TBD	TBD	An indicator will be developed for "Gender priority action items piloted in the Gbêkê and San Pedro regions" after the development of Gender Priority Action Plan. This is projected to occur in early 2020.
National gender policy for education adopted and Gender Unit created		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	TBD	MENETFP DEEG	Annual	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. 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.
National gender policy for education adopted and Gender Unit created		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	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.

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
National gender policy for education adopted and Gender Unit created		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	MENETFP DEEG	Once	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.
New Secondary Schools for Equitable Access sub-Activity										
Improved Access: 1. Improved enrollment and transition rates for girls 2. Improved enrollment and transition rates 3. Improved access to lower secondary education	E-6	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)	TBD	MENETFP DSPS	Annual	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 DSPS. 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 DSPS (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.

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Improved Access: 1. Improved enrollment and transition rates for girls 2. Improved enrollment and transition rates 3. Improved access to lower secondary education		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)	TBD	MENETFP DSPS	Annual	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 DSPS around February of the school year. Promotion rates for students are reported in the lower year and grade level.
Improved Access: 1. Improved enrollment and transition rates for girls 2. Improved enrollment and transition rates 3. Improved access to lower secondary education		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)	TBD	MENETFP DSPS	Annual	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 DSPS around February of the school year. Promotion rates for students are reported in the lower year and grade level.

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Improved Access: 1. Improved enrollment and transition rates for girls 2. Improved enrollment and transition rates 3. Improved access to lower secondary education		Outcome	Gross enrollment rate for school-aged children in the catchment areas of Compact-supported lower secondary schools	<p>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.</p> <p>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)</p>	Percentage	<p>Region (Gbêkê, San Pedro)</p> <p>Sex (Female, Male)</p>	TBD	MENETFP DSPS	Annual	<p>Enrollment data is reported by secondary schools to DSPS 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 in the catchment areas. However, the 2014 census has known data quality issues, largely due to low participation at the household level. A new census is expected to be completed in 2020. Once the new census data is available, the denominator will be updated. If there are substantial differences in population estimates between the 2014 and 2020 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>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.</p>

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Improved parental and community engagement in lower secondary education		Outcome	TBD	TBD	TBD	TBD	TBD	TBD	TBD	An indicator will be developed for "Improved parental and community engagement in lower-secondary education" after the Community Mobilization firm has developed their work plan and strategy. This is projected to occur in 2020.
Construction and equipment of 752 collèges de proximités classrooms	E-4	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	<p>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.</p> <p>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.</p>
Construction and equipment of 752 collèges de proximités classrooms		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	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.

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Construction and equipment of 752 collèges de proximités classrooms		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	<p>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.</p> <p>Each school, regardless of school size, will be counted as a single data point.</p>
Committees created in each community to identify priority action items for community involvement and to implement selected items		Output	TBD	TBD	TBD	TBD	TBD	TBD	TBD	An indicator will be developed for "COGES selected items implemented" after the Community Mobilization firm has developed their work plan and strategy. This is projected to occur in 2020.
Committees created in each community to identify priority action items for community involvement and to implement selected items		Output	TBD	TBD	TBD	TBD	TBD	TBD	TBD	An indicator will be developed for "Community mobilization selected items implemented" after the Community Mobilization firm has developed their work plan and strategy. This is projected to occur in 2020.

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Committees created in each community to identify priority action items for community involvement and to implement selected items		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)	TBD	Community mobilization firm	Quarterly	The technical assistance partner for Community Mobilization will facilitate, for each Compact-funded lower-secondary school, the establishment of a COGES. The necessary representatives for a COGES to be considered functional will be defined after the Community Mobilization first has developed their work plan and strategy. Each COGES will be counted once, after it is both created and functional.
Committees created in each community to identify priority action items for community involvement and to implement selected items		Output	TBD	TBD	TBD	TBD	TBD	TBD	TBD	An indicator will be developed for "Community mobilization committees created and functional" after the Community Mobilization firm has developed their work plan and strategy. This is projected to occur in 2020.
N/A	E-2	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	None	MCA-CI Financial system	MCA-CI Fiscal, Procurement, and Administration Director	Quarterly	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 E-2.1 (numerator) and E-1 (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.

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
N/A	E-2.1	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	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	E-1	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	MCA-CI Fiscal, Procurement, and Administration Director	Quarterly	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.
N/A		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)	TBD	MCA-CI Skills Executive Director	Quarterly	A site is considered "selected" when the formal plot, has been formally approved. The specific process for selecting a plot for school construction will be finalized in early 2020. 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.

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
N/A		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)	TBD	MCA-CI Skills Executive Director	Quarterly	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.
Improving and Expanding Teacher Training sub-Activity										
Improved acquisition of in-demand basic skills: - Reading and math skills - Soft skills		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	MENETFP DSPS	Annual	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, DSPS 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.

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Improved Quality: 1. Increased number of teachers graduating from ENS	E-5	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)	TBD	ENS	Annual	<p>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.</p> <p>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.</p>
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.		Output	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)	TBD	ENS	Annual	This indicator 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.
Improved supervision of and support for teachers		Output	TBD	TBD	TBD	TBD	TBD	TBD	TBD	An indicator will be developed for "Improved supervision of and support for teachers" after the scope of this intervention is further refined

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Creation of annex teacher training centers in Gbêkê (Bouake) and San Pedro	E-4	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	This indicator measures tracks 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.
Reformed pre-service training for teachers		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	TBD	TBD	Once	The definition for "operational" will be refined after designs for the Teacher Training sub-activity have been finalized.
Reformed trainings for supervision and support of teachers		Output	TBD	TBD	TBD	TBD	TBD	TBD	TBD	An indicator will be developed for "Reformed trainings for supervision and support of teachers" after the scope of this intervention is further refined.
N/A	E-2	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	None	MCA-CI Financial system	MCA-CI Fiscal, Procurement, and Administration Director	Quarterly	This indicator refers to construction contracts for the Compact-supported ENS satellite campuses in Gbêkê and San Pedro. Percent disbursed of educational contracts will be calculated automatically from the two input indicators E-2.1 (numerator) and E-1 (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.

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
N/A	E-2.1	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	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	E-1	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	MCA-CI Fiscal, Procurement, and Administration Director	Quarterly	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.
Management Systems for Decision-Making sub-Activity										
Increased use of data to inform decisions on the management of the education sector		Outcome	TBD	TBD	TBD	TBD	TBD	TBD	TBD	An indicator will be developed for the "Increased use of data to inform decisions on the management of the education sector" after the needs assessment for the eMIS system has been completed

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Improved quality and availability of administrative and assessment lower secondary education data		Outcome	TBD	TBD	TBD	TBD	TBD	TBD	TBD	An indicator will be developed to measure the "Improved quality of administrative and assessment lower secondary education data" after the needs assessment for the eMIS system has been completed
Improved quality and availability of administrative and assessment lower secondary education data		Outcome	TBD	TBD	TBD	TBD	TBD	TBD	TBD	An indicator will be developed to measure the "Improved availability of administrative and assessment lower secondary education data" after the needs assessment for the eMIS system has been completed
Development and operationalization of an integrated and scalable lower secondary educational MIS		Output	Percentage of relevant positions that are occupied by a staff member trained in eMIS	<p>The percentage of positions which require a staff member trained in eMIS that are filled by a trained staff member.</p> <p>Numerator: Number of relevant positions that are occupied by a staff member trained in eMIS</p> <p>Denominator: Number of relevant positions.</p>	Percentage	Region (Gbêkê, San Pedro, National)	TBD	eMIS / NISA consultant firm	Quarterly	<p>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 MENETFP, that must be held by a trained staff member.</p> <p>This indicator is disaggregated by Gbêkê, San Pedro, and National. The National disaggregation refers to those staff members who are based in the MENETFP central offices and manage the eMIS at the national level.</p>
Development and operationalization of an integrated and scalable lower secondary educational MIS		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	Comité SIGE	Once	The specific steps for the improvements to the system to be considered deployed will be developed after the needs assessment for the eMIS system has been completed

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Provision of training at the national and regional level regarding data use		Output	Percentage of relevant positions that are occupied by a staff member trained in data interpretation and decision making	<p>The percentage of positions which require a staff member trained in data interpretation and decision making that are filled by a trained staff member.</p> <p>Numerator: Number of relevant positions that are occupied by a staff member trained in data analysis and decision making Denominator: Number of relevant positions.</p>	Percentage	Region (Gbêkê, San Pedro, National)	TBD	eMIS / NISA consultant firm	Quarterly	<p>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 MENETFP, that must be held by a trained staff member.</p> <p>"Data interpretation and decision making" will be further defined as the sub-Activity is developed.</p> <p>This indicator is disaggregated by Gbêkê, San Pedro, and National. The National disaggregation refers to those staff members who are based in the MENETFP central offices and conduct data interpretation and decision making at the national level.</p>
Learning assessments at lower secondary education level		Output	National Assessments for lower-secondary schools implemented	The number of national assessments of lower-secondary school students implemented with Compact funding.	Number	None	TBD	MENETFP DVSP	Annual	The scope and implementation process of national Assessments for lower-secondary schools will be determined by the eMIS and NISA consulting firm
Learning assessments at lower secondary education level		Output	International assessments for lower-secondary schools implemented	The number of international assessments of lower secondary school students implemented with Compact funding.	Number	None	TBD	MENETFP DVSP	Annual	The specific international assessment to be implemented, scope, and implementation process will be determined by the eMIS and NISA consulting firm.
Learning assessments at lower secondary education level		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	TBD	MENETFP DVSP	Once	The specific requirements for the development of the national assessment system will be developed after the needs assessment for the eMIS system has been completed

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Technical and Vocational Education and Training Activity										
Improved employment outcomes		Outcome	Employment rate of graduates of Compact-supported TVET centers in their field of study nine months after graduation	<p>Average employment rate of graduates from Compact-supported TVET centers (nine months after graduation) employed in their field of study.</p> <p>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.</p> <p>Denominator: Total number of students from the same cohort who graduated from a Compact-supported TVET center training program.</p>	Percentage	<p>TVET Center (TP Center; TVET Center 2-4)</p> <p>Sex (Female, Male)</p>	TBD	TBD	Annual	<p>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.</p> <p>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.</p>

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Improved employment outcomes	E-8	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	<p>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.</p> <p>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.</p>

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Individual productivity (earnings)		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	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.
A New Model for Private Sector-Led TVET sub-Activity										
Improved acquisition of in-demand technical skills - Technical skills - Workplace competencies	E-7	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)	TBD	Grant manager (collected via reporting from TVET centers)	Annual	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.

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Increased women's participation in economically-viable training programs	E-6	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)	TBD	Grant manager (collected via quarterly reporting from TVET centers)	Quarterly	<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		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	<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>

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
More autonomous management and operation of training programs		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. 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	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		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.). 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	<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>

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Better management of financial and infrastructure assets		Outcome	TBD	TBD	TBD	TBD	TBD	TBD	TBD	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		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	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.
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	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	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.

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
<p>1. 2-3 new private sector-driven TVET centers (construction, equipment, training of trainers, governance)</p> <p>2. New private-sector driven TVET center for construction and public works (TP)</p>		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	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	E-2	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	None	MCA-CI Financial System	MCA-CI Fiscal, Procurement, and Administration Director	Quarterly	Numerator = Value disbursed of construction, rehabilitation, and/or equipping contracts (E-2.1). Denominator = Value of signed educational facility construction, rehabilitation, and equipping contracts (E-1). 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

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
N/A	E-2.1	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	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.
N/A	E-1	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	MCA-CI Fiscal, Procurement, and Administration Director	Quarterly	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. 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.

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
TVET Quality Management and Accountability Systems sub-Activity										
Increased use of data to inform management decisions (e.g. resource allocation, program structure, performance, center oversight, operations and maintenance, etc.)		Outcome	TBD	TBD	TBD	TBD	TBD	TBD	TBD	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		Outcome	TBD	TBD	TBD	TBD	TBD	TBD	TBD	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		Output	TVET Accreditation system developed	The date on which the accreditation system is developed and approved	Date	None	TBD	TBD	Once	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		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	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		Output	Tracer studies system developed	The date on which the tracer studies system is developed and approved.	Date	None	TBD	TBD	Once	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.

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Abidjan Transport Project										
Reduced travel times		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	Annual	<p>The A&E firm is collecting baseline data as part of task 3.1.2.1.1 Data Collection under its contract. As part of that work, the A&E firm will provide a detailed description of the data collection methodology and approach used, which should be incorporated into the Additional Information for this indicator during the next M&E Plan revision. 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.</p> <p>Construction is set to begin by early 2021 and take approximately 18-24 months for completion, although this needs to be confirmed with the A&E planning that will be produced as part of the Conceptual Design in late February 2020. Based on the Conceptual Design, 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, as appropriate.</p>

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Increased fluidity of vehicle traffic	R-10	Outcome	Average Annual Daily Traffic (AADT)	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)	TBD	TBD	Annual	<p>The A&E firm is collecting baseline data as part of task 3.1.2.1.1 Data Collection under its contract. As part of that work, the A&E firm will provide a detailed description of the data collection methodology and approach used, which should be incorporated into the Additional Information for this indicator during the next M&E Plan revision. 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.</p> <p>Construction is set to begin by early 2021 and take approximately 18-24 months for completion, although this needs to be confirmed with the A&E planning that will be produced as part of the Conceptual Design in late February 2020. Based on the Conceptual Design, 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, as appropriate.</p>

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Increased fluidity of vehicle traffic Improved physical access to the port and Vridi industrial zone		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	<p>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.</p> <p>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.</p> <p>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.</p>

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Improved physical condition of road segments	R-9	Outcome	Roughness	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)	Certificates of final acceptance	Construction Supervision Engineering Firm.	Once	<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 A&E firm is collecting baseline data as part of task 3.1.2.1.1 Data Collection under its contract. As part of that work, the A&E firm will provide a detailed description of the data collection methodology and approach used, which should be incorporated into the Additional Information for this indicator during the next M&E Plan revision. At a minimum, the data collection methodology to be included here for this indicator should specify the device, device class, ASTM International standard used, and data processing software for each road segment.</p>

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Reduced incidence of traffic and pedestrian-related accidents	R-11	Outcome	Road traffic fatalities	The number of road traffic fatalities per year on roads constructed, rehabilitated or improved with MCC funding.	Number	Sex (Female, Male) Road user (Vehicle occupant, Pedestrian, Other)	TBD	OSER (with technical assistance of UIMTA)	Annual	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.
Reduced incidence of traffic and pedestrian-related accidents		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)	TBD	OSER (with technical assistance of UIMTA)	Annual	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.

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Reduced incidence of traffic and pedestrian-related accidents		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	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&E contract, the A&E will hire iRAP to provide an updated assessment of the A&E's recommended design solution(s) with costs and star ratings. The A&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.
Transport Infrastructures Activity										
1. Resurfacing 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	Output	Kilometers of roads completed	The length of roads in kilometers on which construction of new roads or reconstruction, rehabilitation, resurfacing or upgrading of existing roads is completed (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)	Taking over certificate	MCA-CI / ATP Executive Director	Quarterly	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. This Common Indicator is not disaggregated by road class (i.e. primary/secondary/tertiary) as all of the road segments set forth in Annex I-15 of the Compact are primary roads. This holds true for the other relevant Common Indicators for this Activity, namely R-6, R-5.1, R-4, R-3, R-2.1, and R-1.

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
N/A	R-7	Process	Temporary employment generated in road construction	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.	Number	Sex (Female, Male)	TBD	Construction / Rehabilitation Firm	Quarterly	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.
N/A	R-6	Process	Kilometers of roads under works contracts	The length of roads in kilometers under works contracts for construction of new roads or reconstruction, rehabilitation, resurfacing or upgrading of existing roads.	Kilometers	None	Construction / Rehabilitation Contracts	MCA-CI / PFA Executive Director	Quarterly	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.
N/A	R-5	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	None	MCA-CI Financial system	MCA-CI Fiscal, Procurement, and Administration Director	Quarterly	Numerator = Value disbursed of road construction, rehabilitation, resurfacing and/or upgrading contracts (R-5.1). Denominator = Value of signed road construction, rehabilitation, resurfacing or upgrading contracts (R-4). 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 R-5.1 (numerator) and R-4 (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.

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
N/A	R-5.1	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	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	R-4	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	MCA-CI Fiscal, Procurement, and Administration Director	Quarterly	<p>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.</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 or government) should not be included. Costs associated with design, feasibility, supervision or management should not be included.</p>

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
N/A	R-3	Process	Kilometers of roads under design	The length of roads in kilometers under design contracts. This includes designs for building new roads and reconstructing, rehabilitating, resurfacing or upgrading existing roads.	Kilometers	None	A&E contract	MCA-CI / ATP Executive Director	Quarterly	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	R-2	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	None	MCA-CI Financial system	MCA-CI Fiscal, Procurement, and Administration Director	Quarterly	Percent disbursed of road feasibility and design contracts will be calculated automatically from the two input indicators R-2.1 (numerator) and R-1 (denominator). Numerator (R-2.1) = Value disbursed of road feasibility and design contracts. Denominator (R-1) = 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	R-2.1	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	MCA-CI Financial system	MCA-CI Fiscal, Procurement, and Administration Director	Quarterly	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.
N/A	R-1	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	MCA-CI Fiscal, Procurement, and Administration Director	Quarterly	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.

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Transport Management and Planning Activity										
1. Economic prioritization of maintenance and rehabilitation (M&R) 2. Expanded use of cost-effective & environmentally and socially sustainable M&R techniques		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	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		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	MCA-CI / ATP Executive Director	Quarterly	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		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	MCA-CI / ATP Executive Director	Quarterly	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.

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Abidjan Road and Safety Prioritization sub-Activity										
Economic prioritization of maintenance and rehabilitation (M&R)		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 17 under the UITMA contract)	MCA-CI / ATP Executive Director	Once	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.
Creation of road asset inventory database for Abidjan		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 7 under the UITMA contract)	MCA-CI / ATP Executive Director	Once	The UITMA 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		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	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.

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Creation of road safety database for Abidjan		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 7 under the UITMA contract)	MCA-CI / ATP Executive Director	Once	The UITMA 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.
Infrastructure Graduate Education sub-Activity										
Expanded on the job and continuing education for FER, AGEROUTE, LBTP, etc.	E-7	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)	TBD	INPHB & ENSEA	Annual	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 program 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.

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Expanded on the job and continuing education for FER, AGEROUTE, LBTP, etc.	E-6	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)	TBD	INPHB, ENSEA, A&E Firm	Quarterly	<p>This indicator tracks the total number of students who have ever enrolled in the Compact-supported Infrastructure Graduate Program implemented by ENSEA and INPHB on road management funded by the sub-activity through the Partner University. This indicator will also capture the individuals obtaining structured training through the A&E. The A&E will providing ten modules in coordination with INP-HB/ENSEA, which can count towards the Master's degree requirement set by INP-HB/ENSEA with the completion of a Master's thesis. While this indicator measures a program 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.</p> <p>The reason there are two tracks for Compact-supported training under this sub-Activity is due to timing; the Compact requires relevant individuals to be trained to engage effectively with the A&E and the UIMTA work, including developing the pavement preservation and safety prioritization investment list for the District of Abidjan.</p> <p>This indicator does not subtract dropouts and would only report a person once if they enroll in the program in multiple, different years. To report on this indicator, the total enrollment in an education activity should be reported and then each year only the additional enrollment should be added to the existing actual. The data will be collected by ENSEA, INPHB and A&E. The data will be provided to MCA-CI to measure the indicator.</p>

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Expanded on the job and continuing education for FER, AGEROUTE, LBTP, etc.		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	TBD	INPHB & ENSEA	Once	
Expanded on the job and continuing education for FER, AGEROUTE, LBTP, etc.		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	TBD	MCA-CI / ATP Executive Director	Once	
Road Maintenance Fund sub-Activity										
Increased financing for road maintenance		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	

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Improved road user oversight of FER		Output	Road Users Associations participation on the FER Board of Directors	<p>Number of FER board meetings with a minimum of 50% representation from Road Users Associations.</p> <p>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.</p> <p>Denominator = Total number of FER Board meetings that occurred during the Compact year.</p>	Percentage	None	FER Board Meeting Report	FER	Annual	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.
Increased financing for road maintenance		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	Financial audit report for FER	MCA-CI / ATP Executive Director	Annual	-

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Increased financing for road maintenance		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	TBD	FER	Annual	

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Truck Parking and Logistics Center sub-Activity										
Reduced number of trucks parked in the port zone		Outcome	TBD	TBD	TBD	TBD	TBD	TBD	TBD	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.
TPLC fully operational (service providers on site and functional) and available to truck drivers		Outcome	TBD	TBD	TBD	TBD	TBD	TBD	TBD	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.

Program Logic Result	CI Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information
Construction of the truck parking and logistics center (TPLC) completed		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	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		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	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	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source	
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24			
Skills and Employability Project												
Output	Legal, financial, and policy reforms adopted	Number	Cumulative	0 (2019)							N/A	
Secondary Education Activity												
Outcome	Gross enrollment rates at lower-secondary schools in Gbêkê	Total	Percentage	Level	86.5 (2018)					TBD	TBD	DSPS Statistical Yearbook 2018 - 2019, Page 75
		Female			81.2 (2018)					TBD	TBD	
		Male			91.4 (2018)					TBD	TBD	
Outcome	Gross enrollment rates at lower-secondary schools in San Pedro	Total	Percentage	Level	67.7 (2018)					TBD	TBD	DSPS Statistical Yearbook 2018 - 2019, Page 75
		Female			62.5 (2018)					TBD	TBD	
		Male			72.4 (2018)					TBD	TBD	
Outcome	Gender inequality in enrollment at the lower secondary level in Gbêkê and San Pedro	Total	Percentage point	Level								Calculation based on data taken from DSPS Statistical Yearbook 2018 - 2019, Page 75
		Gbêkê			10.2 (2018)					TBD	TBD	
		San Pedro			9.9 (2018)					TBD	TBD	
Outcome	Gross intake ratio for students in the last year of Compact-	Total	Percentage	Level				TBD	TBD	TBD	TBD	N/A

Indicator Level	Indicator Name	Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24		
	supported lower-secondary schools	Gbéké					TBD	TBD	TBD	TBD	
		Gbéké - Female									
		Gbéké - Male									
		San Pedro				TBD	TBD	TBD	TBD		
		San Pedro - Female									
		San Pedro – Male									
Gender in Education Policy and Institutional Strengthening sub-Activity											
Outcome	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Output	Gender Unit budget received	CFA Francs	Level	0 (2019)		TBD	TBD	TBD	TBD	TBD	N/A

Indicator Level	Indicator Name	Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source	
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24			
Output	Gender Unit operationalized	Date	Date		07-Feb-20					07-Feb-20	N/A	
Output	National gender policy in education adopted	Date	Date		07-Feb-20					07-Feb-20	N/A	
New Secondary Schools for Equitable Access sub-Activity												
Outcome	Students participating in MCC-supported education activities	Total	Number	Cumulative	0 (2019)			TBD	TBD	TBD	TBD	N/A
		Gbékê			0 (2019)			TBD	TBD	TBD	TBD	
		Gbékê - Female			0 (2019)							
		Gbékê - Male			0 (2019)							
		San Pedro			0 (2019)			TBD	TBD	TBD	TBD	
		San Pedro - Female			0 (2019)							
		San Pedro - Male			0 (2019)							

Indicator Level	Indicator Name		Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source	
						Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24			
Outcome	Promotion rates for students in Compact-supported lower secondary schools in Gbêkê	Total	Percentage	Level				TBD	TBD	TBD	TBD	N/A	
		6ieme						TBD	TBD	TBD	TBD		
		6ieme - Female											
		6ieme - Male											
		5ieme						TBD	TBD	TBD	TBD		
		5ieme - Female											
		5ieme - Male											
		4ieme						TBD	TBD	TBD	TBD		
		4ieme - Female											
		4ieme - Male											
Outcome	Promotion rates for students in Compact-supported lower secondary schools in San Pedro	Total	Percentage	Level				TBD	TBD	TBD	TBD	N/A	
		6ieme						TBD	TBD	TBD	TBD		
		6ieme - Female											
		6ieme - Male											
		5ieme						TBD	TBD	TBD	TBD		
		5ieme - Female											
		5ieme - Male											
		4ieme						TBD	TBD	TBD	TBD		
		4ieme - Female											
		4ieme - Male											

Indicator Level	Indicator Name		Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source
						Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24		
Outcome	Gross enrollment rate for school-aged children in the catchment areas of Compact-supported lower secondary schools	Total	Percentage	Level			TBD	TBD	TBD	TBD	TBD	N/A
		Gbékê					TBD	TBD	TBD	TBD		
		Gbékê - Female										
		Gbékê - Male										
		San Pedro					TBD	TBD	TBD	TBD		
		San Pedro - Female										
		San Pedro - Male										
Outcome	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

Indicator Level	Indicator Name		Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source
						Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24		
Output	Educational facilities constructed or rehabilitated	Total	Number	Cumulative	0 (2019)			TBD	TBD	74	74	N/A
		Gbêkê			0 (2019)			TBD	TBD	TBD	TBD	
		San Pedro			0 (2019)			TBD	TBD	TBD	TBD	

Indicator Level	Indicator Name		Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source
						Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24		
Output	Classrooms constructed and ready for use	Total	Number	Cumulative	0 (2019)			TBD	TBD	752	752	N/A
		Gbékê			0 (2019)			TBD	TBD	TBD	TBD	
		San Pedro			0 (2019)			TBD	TBD	TBD	TBD	

Indicator Level	Indicator Name		Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source
						Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24		
Output	Lower-secondary schools substantially completed	Total	Number	Cumulative	0 (2019)			TBD	TBD	74	74	N/A
		Gbêkê			0 (2019)			TBD	TBD	TBD	TBD	
		San Pedro			0 (2019)			TBD	TBD	TBD	TBD	
Output	TBD		TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Output	TBD		TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

Indicator Level	Indicator Name		Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source
						Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24		
Output	COGES created and functional	Total	Number	Cumulative	0 (2019)			TBD	TBD	74	74	N/A
		Gbêké			0 (2019)			TBD	TBD	TBD	TBD	
		San Pedro			0 (2019)			TBD	TBD	TBD	TBD	
Output	TBD		TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Process	Percent disbursed of educational facility construction, rehabilitation, and equipping contracts		Percentage	Level	0 (2019)		TBD	TBD	TBD	100	100	N/A

Indicator Level	Indicator Name		Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source
						Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24		
Process	Value disbursed of educational facility construction, rehabilitation, and equipping contracts	Total	US Dollars	Cumulative	0 (2019)		TBD	TBD	TBD	TBD	TBD	N/A
		Gbêkê			0 (2019)		TBD	TBD	TBD	TBD	TBD	
		San Pedro			0 (2019)		TBD	TBD	TBD	TBD	TBD	
Process	Value of signed educational facility construction, rehabilitation, and equipping contracts	Total	US Dollars	Cumulative	0 (2019)		TBD	TBD	TBD	TBD	TBD	N/A
		Gbêkê			0 (2019)		TBD	TBD	TBD	TBD	TBD	
		San Pedro			0 (2019)		TBD	TBD	TBD	TBD	TBD	

Indicator Level	Indicator Name		Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source	
						Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24			
Process	School sites selected	Total	Number	Cumulative	0 (2019)	20	TBD	TBD	TBD	74	74	N/A	
		Gbéké			0 (2019)		TBD	TBD	TBD	TBD	TBD		TBD
		San Pedro			0 (2019)		TBD	TBD	TBD	TBD	TBD		TBD
Process	Potential villages selected	Total	Number	Cumulative	0 (2019)	20	TBD	TBD	TBD	TBD	TBD	N/A	
		Gbéké			0 (2019)		TBD	TBD	TBD	TBD	TBD		TBD
		San Pedro			0 (2019)		TBD	TBD	TBD	TBD	TBD		TBD

Indicator Level	Indicator Name	Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source	
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24			
Improving and Expanding Teacher Training sub-Activity												
Outcome	Students benefitting from improved teacher training	Total	Number	Level	0 (2019)					TBD	TBD	N/A
		Female			0 (2019)							
		Male			0 (2019)							
Output	Instructors trained	Total	Number	Cumulative	0 (2019)				TBD	600	600	N/A
		Female			0 (2019)							
		Male			0 (2019)							
Output	Student-teachers who have graduated from an ENS teacher training campus	Total	Number	Level	881 (2019)							Statistiques des candidats admis aux examens pratiques et pédagogiques - Session 2019 (ENS, Centre de formation initiale)
		Female										
		Male										

Indicator Level	Indicator Name	Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24		
Output	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Output	Educational facilities constructed or rehabilitated	Number	Cumulative	0 (2019)				2	2	2	N/A
Output	Date on which reformed curriculum is implemented	Date	Date				TBD			TBD	N/A
Output	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Process	Percent disbursed of educational facility construction, rehabilitation, and equipping contracts	Percentage	Level	0 (2019)			TBD	TBD	100	100	N/A
Process	Value disbursed of educational facility construction, rehabilitation, and equipping contracts	US Dollars	Cumulative	0 (2019)			TBD	TBD	TBD	TBD	N/A

Indicator Level	Indicator Name	Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24		
Process	Value of signed educational facility construction, rehabilitation, and equipping contracts	US Dollars	Cumulative	0 (2019)			TBD	TBD	TBD	TBD	N/A
Management Systems for Decision-Making sub-Activity											
Outcome	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Outcome	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Outcome	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Output	Percentage of relevant positions that are occupied by a staff member trained in eMIS	Total	Percentage	Level	TBD		TBD	TBD	TBD	TBD	TBD
		Gbéké			TBD		TBD	TBD	TBD	TBD	
		San Pedro			TBD		TBD	TBD	TBD	TBD	
		National			TBD		TBD	TBD	TBD	TBD	
Output	Compact-supported Integrated Educational Management Information System (eMIS) improvements deployed	Date	Date				TBD			TBD	N/A
Output	Percentage of relevant positions that are occupied by a staff member trained in data interpretation and decision making	Total	Percentage	Level	TBD			TBD	TBD	TBD	TBD
		Gbéké			TBD			TBD	TBD	TBD	
		San Pedro			TBD			TBD	TBD	TBD	
		National			TBD			TBD	TBD	TBD	

Indicator Level	Indicator Name	Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24		
Output	National Assessments for lower-secondary schools implemented	Number	Cumulative	0 (2019)				2	2	2	N/A
Output	International assessments for lower-secondary schools implemented	Number	Cumulative	0 (2019)			1	1	1	1	N/A
Output	National Assessment framework for lower-secondary schools developed	Date	Date			TBD				TBD	N/A
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	Total	Percentage	Level					TBD	TBD	N/A
		TP Center							TBD	TBD	
		TP Center - Female									

Indicator Level	Indicator Name	Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24		
	TP Center - Male										
	TVET Center 2								TBD	TBD	
	TVET Center 2 - Female										
	TVET Center 2 - Male										
	TVET Center 3								TBD	TBD	
	TVET Center 3 - Female										
	TVET Center 3 - Male										
	TVET Center 4								TBD	TBD	
	TVET Center 4 - Female										
	TVET Center 4 - Male										
Outcome	Total	Number	Cumulative	0 (2019)					TBD	TBD	N/A
	TP Center			0 (2019)					TBD	TBD	
	TP Center - Female			0 (2019)							
	TP Center - Male			0 (2019)							

Indicator Level	Indicator Name	Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source	
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24			
	TVET Center 2			0 (2019)					TBD	TBD		
	TVET Center 2 - Female			0 (2019)								
	TVET Center 2 - Male			0 (2019)								
	TVET Center 3			0 (2019)					TBD	TBD		
	TVET Center 3 - Female			0 (2019)								
	TVET Center 3 - Male			0 (2019)								
	TVET Center 4			0 (2019)					TBD	TBD		
	TVET Center 4 - Female			0 (2019)								
	TVET Center 4 - Male			0 (2019)								
Outcome	Total	CFA Francs	Level						TBD	TBD		
	TP Center								TBD	TBD		
	TP Center - Female											
	TP Center - Male											

Indicator Level	Indicator Name	Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source	
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24			
	TVET Center 2								TBD	TBD		
	TVET Center 2 - Female											
	TVET Center 2 - Male											
	TVET Center 3								TBD	TBD		
	TVET Center 3 - Female											
	TVET Center 3 - Male											
	TVET Center 4								TBD	TBD		
	TVET Center 4 - Female											
	TVET Center 4 - Male											
A New Model for Private Sector-Led TVET sub-Activity												
Outcome	Graduates from MCC-supported education activities	Total	Number	Cumulative	0 (2019)					TBD	TBD	N/A
		TP Center			0 (2019)					TBD	TBD	
		TP Center - Female			0 (2019)							
		TP Center - Male			0 (2019)							

Indicator Level	Indicator Name	Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24		
	TVET Center 2			0 (2019)					TBD	TBD	
	TVET Center 2 - Female			0 (2019)							
	TVET Center 2 - Male			0 (2019)							
	TVET Center 3			0 (2019)					TBD	TBD	
	TVET Center 3 - Female			0 (2019)							
	TVET Center 3 - Male			0 (2019)							
	TVET Center 4			0 (2019)					TBD	TBD	
	TVET Center 4 - Female			0 (2019)							
	TVET Center 4 - Male			0 (2019)							
Outcome	Total	Number	Cumulative	0 (2019)							
	TP Center			0 (2019)							
	TP Center - Female			0 (2019)							
	TP Center - Male			0 (2019)							
	TVET Center 2			0 (2019)							

Indicator Level	Indicator Name	Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source	
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24			
	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)								
Outcome	Total	Percentage	Level								N/A	
	TP Center											
	TP Center - Female											
	TP Center - Male											
	TVET Center 2											
	TVET Center 2 - Female											

Indicator Level	Indicator Name	Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24		
		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	Total	Percentage	Level					50	50	N/A
		TP Center							50	50	
		TVET Center 2							50	50	
		TVET Center 3							50	50	
		TVET Center 4							50	50	

Indicator Level	Indicator Name		Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source
						Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24		
Outcome	Budget autonomy	Total	Percentage	Level						TBD	TBD	N/A
		TP Center								TBD	TBD	
		TVET Center 2								TBD	TBD	
		TVET Center 3								TBD	TBD	
		TVET Center 4								TBD	TBD	
Outcome	TBD		TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Outcome	TVET accreditation obtained for Compact-supported TVET centers		Number	Cumulative	0 (2019)					3	3	N/A
Output	Educational facilities constructed or rehabilitated		Number	Cumulative	0 (2019)					3	3	N/A

Indicator Level	Indicator Name	Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24		
Output	Feedback loop system established	Date	Date			TBD	TBD	TBD	TBD	TBD	N/A
Process	Percent disbursed of educational facility construction, rehabilitation, and equipping contracts	Percentage	Level	0 (2019)		TBD	TBD	TBD	100	100	N/A
Process	Value disbursed of educational facility construction, rehabilitation, and equipping contracts	US Dollars	Cumulative	0 (2019)		TBD	TBD	TBD	TBD	TBD	N/A
Process	Value of signed educational facility construction, rehabilitation, and equipping contracts	US Dollars	Cumulative	0 (2019)		TBD	TBD	TBD	TBD	TBD	N/A
TVET Quality Management and Accountability Systems sub-Activity											
Outcome	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Outcome	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

Indicator Level	Indicator Name	Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24		
Output	TVET Accreditation system developed	Date	Date					TBD	TBD	TBD	N/A
Output	Tracer studies conducted in Compact-supported TVET centers	Number	Cumulative	0 (2019)					3	3	N/A
Output	Tracer studies system developed	Date	Date					TBD	TBD	TBD	N/A
Abidjan Transport Project											
Outcome	Duration of travel time	Total	Minutes	Level							To be collected by A&E firm (data expected in December 2019)
		Boulevard VGE			TBD				TBD	TBD	
		Boulevard du Port /Vridi			TBD				TBD	TBD	
		Boulevard du Petit Bassam			TBD				TBD	TBD	
		Boulevard de la Paix			TBD				TBD	TBD	
		Yopougon Expressway			TBD				TBD	TBD	
Outcome	Average Annual Daily Traffic (AADT)	Total	Number	Level							To be collected by A&E firm (data)

Indicator Level	Indicator Name		Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source
						Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24		
		Boulevard VGE			TBD					106,302	106,302	expected in December 2019)
		Boulevard du Port /Vridi			TBD					36,092	36,092	
		Boulevard du Petit Bassam			TBD					54,081	54,081	
		Boulevard de la Paix			TBD					62,154	62,154	
		Yopougon Expressway			TBD					87,016	87,016	
Outcome	Capacity flow ratios	Total	Ratio	Level								To be collected by A&E firm (data expected in December 2019)
		Boulevard VGE			TBD					0.72	0.72	
		Boulevard du Port /Vridi			TBD					0.44	0.44	
		Boulevard du Petit Bassam			TBD					0.66	0.66	
		Boulevard de la Paix			TBD					0.77	0.77	
		Yopougon Expressway			TBD					0.60	0.60	
Outcome	Roughness	Total	Meters per kilometer	Level								To be collected by A&E firm (data

Indicator Level	Indicator Name		Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source
						Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24		
		Boulevard VGE			TBD					2.5	2.5	expected in December 2019)
		Boulevard du Port /Vridi			TBD					2.5	2.5	
		Boulevard du Petit Bassam			TBD					2.5	2.5	
		Boulevard de la Paix			TBD					2.5	2.5	
		Yopougon Expressway			TBD					1.8	1.8	
Outcome	Road traffic fatalities	Total	Number	Level	TBD							To be collected by A&E firm (data expected in December 2019)
		Female			TBD							
		Female - Vehicle occupant			TBD							
		Female - Pedestrian			TBD							
		Female - Other			TBD							
		Male			TBD							
		Male - Vehicle occupant			TBD							
		Male - Pedestrian			TBD							

Indicator Level	Indicator Name		Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source
						Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24		
		Male - Other			TBD							
Outcome	Reduced number of road traffic accidents	Total	Number	Level	TBD							To be collected by A&E firm (data expected in December 2019)
		Boulevard VGE			TBD							
		Boulevard du Port /Vridi			TBD							
		Boulevard du Petit Bassam			TBD							
		Boulevard de la Paix			TBD							
		Yopougon Expressway			TBD							
Outcome	iRAP road safety rating	Total	Percentage	Level								iRAP April 2017 report, based on videos of the relevant road segments produced by a due diligence consultant in late 2016.
		Boulevard VGE										
		Boulevard VGE - Vehicle occupants			61 (2016)	81				81		
		Boulevard VGE - Motorcyclists			0 (2016)	76				76		
		Boulevard VGE - Pedestrians			0 (2016)	91				91		
		Boulevard VGE - Bicyclists			0 (2016)	0				0		
		Boulevard du Port /Vridi										

Indicator Level	Indicator Name	Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24		
	Boulevard du Port /Vridi - Vehicle occupants			61 (2016)		93				93	
	Boulevard du Port /Vridi - Motorcyclists			38 (2016)		87				87	
	Boulevard du Port /Vridi - Pedestrians			2 (2016)		41				41	
	Boulevard du Port /Vridi - Bicyclists			20 (2016)		39				39	
	Boulevard du Petit Bassam										
	Boulevard du Petit Bassam - Vehicle occupants			0 (2016)		79				79	
	Boulevard du Petit Bassam - Motorcyclists			0 (2016)		53				53	
	Boulevard du Petit Bassam - Pedestrians			0 (2016)		0				0	
	Boulevard du Petit Bassam - Bicyclists			0 (2016)		0				0	
	Boulevard de la Paix										
	Boulevard de la Paix - Vehicle occupants			96 (2016)		98				98	
	Boulevard de la Paix - Motorcyclists			85 (2016)		97				97	
	Boulevard de la Paix - Pedestrians			8 (2016)		20				20	

Indicator Level	Indicator Name	Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source	
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24			
	Boulevard de la Paix - Bicyclists			1 (2016)		28				28		
	Yopougon Expressway											
	Yopougon Expressway - Vehicle occupants			78 (2016)		100				100		
	Yopougon Expressway - Motorcyclists			38 (2016)		87				87		
	Yopougon Expressway - Pedestrians			0 (2016)		100				100		
	Yopougon Expressway - Bicyclists			0 (2016)		0				0		
Transport Infrastructure Activity												
Output	Kilometers of roads completed	Total	Kilometers	Cumulative	0 (2019)				30	30	30	N/A
		Boulevard VGE			0 (2019)				8.7	8.7	8.7	
		Boulevard du Port /Vridi			0 (2019)				5.6	5.6	5.6	
		Boulevard du Petit Bassam			0 (2019)				1.9	1.9	1.9	

Indicator Level	Indicator Name		Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source
						Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24		
		Boulevard de la Paix			0 (2019)				6.3	6.3	6.3	
		Yopougon Expressway			0 (2019)				7.5	7.5	7.5	
Process	Temporary employment generated in road construction	Total	Number	Cumulative	0 (2019)							N/A
		Female			0 (2019)							
		Male			0 (2019)							
Process	Kilometers of roads under works contracts		Kilometers	Cumulative	0 (2019)		30	30	30	30	30	N/A
Process	Percent disbursed of road construction contracts		Percentage	Level	0 (2019)		TBD	TBD	TBD	100	100	N/A

Indicator Level	Indicator Name	Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24		
Process	Value disbursed of road construction contracts	US Dollars	Cumulative	0 (2019)		TBD	TBD	TBD	TBD	TBD	N/A
Process	Value of signed road construction contracts	US Dollars	Cumulative	0 (2019)		TBD	TBD	TBD	TBD	TBD	N/A
Process	Kilometers of roads under design	Kilometers	Cumulative	0 (2019)	30	30	30	30	30	30	N/A
Process	Percent disbursed of road feasibility and design contracts	Percentage	Level	0 (2019)	43	100	100	100	100	100	N/A
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	N/A

Indicator Level	Indicator Name	Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source	
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24			
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	N/A	
Transport Management and Planning Activity												
Outcome	Lane kilometers of roads completed in the District of Abidjan in accordance with the pavement preservation and safety prioritization investment list	Total	Kilometers	Cumulative	0 (2019)					TBD	TBD	N/A
		Primary			0 (2019)					TBD	TBD	
		Secondary			0 (2019)					TBD	TBD	
		Tertiary			0 (2019)					TBD	TBD	
Outcome	Lane kilometers of roads in the District of Abidjan under works contracts in accordance with the pavement	Total	Kilometers	Cumulative	0 (2019)				TBD	TBD	TBD	N/A
		Primary			0 (2019)					TBD	TBD	

Indicator Level	Indicator Name		Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source
						Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24		
	preservation and safety prioritization investment list	Secondary			0 (2019)				TBD	TBD	TBD	
		Tertiary			0 (2019)				TBD	TBD	TBD	
Outcome	Lane kilometers of roads in the District of Abidjan under design in accordance with the pavement preservation and safety prioritization investment list	Total	Kilometers	Cumulative	0 (2019)				TBD	TBD	TBD	N/A
		Primary			0 (2019)				TBD	TBD	TBD	
		Secondary			0 (2019)				TBD	TBD	TBD	
		Tertiary			0 (2019)				TBD	TBD	TBD	
Abidjan Road and Safety Prioritization sub-Activity												
Outcome	Pavement preservation and safety prioritization investment list for the District of Abidjan is approved		Date	Date				30-Jun-22			30-Jun-22	N/A
Output	Road asset inventory database created for the District of Abidjan		Date	Date				31-Jan-22			31-Jan-22	N/A
Output	Development of the pavement preservation and rehabilitation manual for the District of Abidjan		Date	Date			TBD				TBD	N/A
Output	Road safety database for the District of Abidjan created		Date	Date				31-Jan-22			31-Jan-22	N/A
Infrastructure Graduate Education Sub-Activity												

Indicator Level	Indicator Name		Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source
						Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24		
Outcome	Graduates from MCC-supported education activities	Total	Number	Cumulative	0 (2019)			TBD	TBD	TBD	TBD	N/A
		Female			0 (2019)							
		Male			0 (2019)							
Outcome	Students participating in MCC-supported education activities	Total	Number	Cumulative	0 (2019)		TBD	TBD	TBD	TBD	TBD	N/A
		Female			0 (2019)							
		Male			0 (2019)							
Process	Compact-supported Infrastructure Graduate Program operational		Date	Date			30-Nov-20				30-Nov-20	N/A
Process	Partnership agreement completed for Compact-supported Infrastructure Graduate Program		Date	Date								N/A
Road Maintenance Fund sub-Activity												
Output	Amount of funding for road maintenance leveraged through the incentive matching fund	Total	US Dollars	Cumulative	0 (2019)			TBD	TBD	TBD	TBD	N/A
		MCC			0 (2019)			TBD	TBD	TBD	TBD	

Indicator Level	Indicator Name		Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source
						Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24		
		Government of Côte d'Ivoire			0 (2019)			TBD	TBD	TBD	TBD	
Output	Road Users Associations participation on the FER Board of Directors		Percentage	Cumulative	TBD	100	100	100	100	100	100	TBD
Output	Increases in the fiscal allocation to FER		Percentage	Level		10	10	10	10	10	10	TBD
Output	Percentage reduction in the amount of debt contracted by FER		Percentage	Level			TBD	TBD	TBD	100	100	N/A
Truck Parking and Logistics Center sub-Activity												
Outcome	TBD		TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Outcome	TBD		TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Output	TPLC Completed		Date	Date						31-Jul-24	31-Jul-24	N/A

Indicator Level	Indicator Name	Unit of Measure	Indicator Classification	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	End of Compact Target	Baseline Source
					Aug-19 to Jun-20	Jul-20 to Jun-21	Jul-21 to Jun-22	Jul-22 to Jun-23	Jul-23 to Aug-24		
Output	Financial close for PPP for TPLC	Date	Date		TBD	TBD	TBD			TBD	N/A

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			
Dec-19	Change Description:	Baseline modification		
		Female	Male	Total
	Revised Baseline	81.2 (2018)	91.4 (2018)	86.5 (2018)
	Previous Baseline	TBD	TBD	TBD
	Justification:	TBD replaced with baseline		
	Justification Description:			

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

<i>Instructors Trained</i>		
Project:	Skills for Employability and Productivity	
Activity:	Secondary Education	
Sub-Activity:	Improving and Expanding Teacher Training	
Dec-19	Change Description:	Baseline modification
	Revised Baseline	0
	Previous Baseline	400 (Abidjan)
	Justification:	Corrections to erroneous data
	Justification Description:	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.

<i>Students benefitting from improved teacher training</i>		
Project:	Skills for Employability and Productivity	
Activity:	Secondary Education	
Sub-Activity:	Improving and Expanding Teacher Training	
Dec-19	Change Description:	Target modification
	Revised Target	TBD
	Previous Target	4,000 (2025)
	Justification:	Corrections to erroneous data
	Justification Description:	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	
Dec-19	Change Description:	Target modification
	Revised Target	TBD
	Previous Target	10
	Justification:	Corrections to erroneous data
	Justification Description:	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	
Dec-19	Change Description:	Target modification
	Revised Target	3
	Previous Target	TBD
	Justification:	TBD replaced with target
	Justification Description:	

<i>Kilometers of roads completed</i>							
Project:	Abidjan Transport						
Activity:	Transport Infrastructure						
Dec-19	Change Description:	Target modification					
		Blvd VGE	Blvd Port Vridi	Blvd Pet. Bas.	Blvd Paix	You. Express	Total
	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
	Justification:	Corrections to erroneous data					
Justification Description:	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	
Dec-19	Change Description:	Target modification
	Revised Target	TBD
	Previous Target	\$171,885,038
	Justification:	Corrections to erroneous data
	Justification Description:	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	
Dec-19	Change Description:	Target modification
	Revised Target	TBD
	Previous Target	\$171,885,038
	Justification:	Corrections to erroneous data
	Justification Description:	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>Compact-supported Infrastructure Graduate Program operational</i>		
Project:	Abidjan Transport	
Activity:	Transport Management and Planning	
Sub-Activity:	Infrastructure Graduate Education	
Dec-19	Change Description:	Target modification
	Revised Target	30-Nov-2020
	Previous Target	2022 (Compact Year 3)
	Justification:	Corrections to erroneous data
	Justification Description:	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	
Dec-19	Change Description:	Target modification
	Revised Target	N/A
	Previous Target	2021 (Compact Year 2)
	Justification:	Work plan update
	Justification Description:	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 the 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	
Dec-19	Change Description:	Baseline modification
	Revised Baseline	0 (2019)
	Previous Baseline	TBD
	Justification:	TBD replaced with baseline
	Justification Description:	

<i>Financial close for PPP for TPLC</i>		
Project:	Abidjan Transport	
Activity:	Transport Management and Planning	
Sub-Activity:	Truck Parking and Logistics Center	
Dec-19	Change Description:	Target modification
	Revised Target	TBD
	Previous Target	2022 (Compact Year 3)
	Justification:	Corrections to erroneous data
	Justification Description:	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.

Annex IV: Table of Evaluation Indicators

CI Code	Indicator Level	Result Statement	Indicator Name	Definition	Unit of Measure	Disaggregation Type	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information	Baseline	Targets
Skills for Employability and Productivity Project													
Secondary Education Activity													
	Outcome	Improved acquisition of in-demand basic skills	Learning outcomes of students in MCC supported schools	Specific evaluation strategies will be employed to track improvements in student learning outcomes in Compact-supported schools on national assessments at the lower-secondary level or other relevant learning assessments.	Number	Region Sex Subject	Gbêkê, San Pedro Female, Male Read, Writing, Mathematics, Science	TBD	Evaluation firm	TBD		0 (2019)	0.2 SD (2029)
	Outcome	Application of improved teaching methods	Teacher improvement of content knowledge over baseline score	Specific evaluation strategies will be employed to assess trained teachers' knowledge in training-relevant content areas.	TBD	TBD	TBD	TBD	Evaluation firm	TBD		TBD	TBD
	Outcome	Application of improved teaching methods	Application of improved teaching methods in classroom by teachers as defined by the compact training activity	Specific evaluation strategies will be employed to assess trained teachers' application of improved teaching methods.	TBD	TBD	TBD	TBD	Evaluation firm	TBD		TBD	TBD

CI Code	Indicator Level	Result Statement	Indicator Name	Definition	Unit of Measure	Disaggregation Type	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information	Baseline	Targets
	Outcome	Improved Access: 1. Improved enrollment and transition rates for girls 2. Improved enrollment and transition rates 3. Improved access to lower secondary education	Distance to a lower-secondary school for students in the catchment areas of Compact-supported secondary schools	Specific evaluation strategies will be employed to assess the change in distance traveled by lower-secondary school aged children in the catchment areas.	TBD	Region Sex	Gbêkê, San Pedro Female, Male	TBD	Evaluation Firm	TBD		TBD	TBD

Technical and Vocational Education and Training Activity

	Outcome	Improved acquisition of in-demand basic skills	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	TBD	Other		N/A	TBD
	Outcome	Sustainable TVET centers that respond and adapt appropriately to changes in the labor market and the economy	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 Ivoirian economy.	TBD	TBD	TBD	TBD	TBD	TBD		N/A	TBD

CI Code	Indicator Level	Result Statement	Indicator Name	Definition	Unit of Measure	Disaggregation Type	Disaggregation	Primary Data Source	Responsible Party	Frequency of Reporting	Additional Information	Baseline	Targets
Abidjan Transport Project													
	Outcome	Vehicle operating cost savings	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	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.	TBD (2019)	TBD
	Outcome	Improved integration of transport modalities	Integration of transport modalities	Specific evaluation strategies will be employed to assess improvement in the integration of transport modalities	TBD	TBD	TBD	TBD	TBD	TBD		N/A	TBD



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