

FOMILENIO II

MONITORING AND EVALUATION PLAN



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CONTENTS

- Contents..... 1
- 1. Preamble 3
- 2. Acronyms..... 4
- 3. COMPACT SUMMARY AND OBJECTIVES..... 5
 - 3.1 Introduction 5
 - 3.2 Program Logic..... 5
 - 3.2.1 Investment Climate Project 6
 - 3.2.1.1 Regulatory Improvement Activity 6
 - 3.2.1.2 Partnership Development Activity..... 7
 - 3.2.1.3 Beneficiaries 8
 - 3.2.2 HUMAN CAPITAL PROJECT..... 8
 - 3.2.2.1 Education Quality Activity 8
 - 3.2.2.2 TVET System Reform Activity 9
 - 3.2.2.3 Beneficiaries..... 10
 - 3.2.3 Logistical Infrastructure Project 10
 - 3.2.3.1 Coastal Highway Expansion Activity 1..... 11
 - 3.2.3.2 Border Crossing Infrastructure Activity 2 11
 - 3.2.3.3 Beneficiaries 12
- 4. Monitoring Component..... 12
 - 4.1 Summary of Monitoring Strategy 12
 - 4.1.1 Indicator Levels..... 12
 - 4.1.2 Indicator Classification..... 13
 - 4.1.3 Common Indicators 13
 - 4.1.4 Indicator Documentation Table 13
 - 4.1.5 Indicator Definitions..... 13
 - 4.1.6 Data Sources 13
 - 4.1.7 Data Collection Methods..... 14
 - 4.1.8 Data Collection Frequency 14
 - 4.1.9 Table of Indicator Baselines and Targets 14
 - 4.1.10 Disaggregation of Data..... 15

4.1.11 Pending Baselines and Targets.....	15
4.2 Data Quality Reviews (DQRs)	15
4.3 Standard Reporting Requirements	16
5. Evaluation Component.....	16
5.1 Summary of the Evaluation Strategy	16
5.1.1 MCC Impact and Performance Evaluations	18
5.1.2 Ad Hoc Evaluations and Special Studies.....	19
5.2 Specific Evaluation Plans.....	19
5.2.1 Investment Climate Project Evaluation.....	19
5.2.1.1 Regulatory Improvement Activity Evaluation.....	20
5.2.1.2 Public-Private Partnerships Evaluation.....	21
5.2.1.3 El Salvador Investment Challenge Evaluation.....	21
5.2.2 Human Capital Project Evaluation	22
5.2.2.1 Education Quality Activity	22
5.2.2.2 Evaluation of the TVET System Reform Activity	24
5.2.3 Logistical Infrastructure Project Evaluation.....	26
5.2.3.1 Activity 1 – Coastal Highway Expansion Activity	26
5.2.3.2 Activity 2 – Border Crossing Infrastructure.....	27
6. Implementation and Management of M&E.....	27
6.2 Responsibilities.....	27
6.3 Reporting Data Flow Structure	29
6.4 MCC Management Information System for MCA/M&E	29
6.5 Review and Revision of the M&E Plan	29
7. M&E Budget	30
8. Other.....	32
8.1 M&E Requirements for Disbursements	32
8.2 M&E Plan Assumptions and Risks.....	32
ANNEX 1 Indicator Documentation Table	36
ANNEX 2 Indicators Baselines and Targets.....	62
ANNEX 3 Indicators Modifications and Deletions	75

1. PREAMBLE

This Monitoring and Evaluation (M&E) Plan:

- Is part of the action plan set out in the Millennium Challenge Compact (Compact) signed on 30 September 2014 between the United States of America, acting through the Millennium Challenge Corporation (MCC), a United States government corporation, and the Republic of El Salvador, acting through the Ministry of Foreign Affairs;
- Supports provisions described in Compact Annex III: Compact Monitoring and Evaluation Summary;
- Is governed and follows principles stipulated in the *Policy for Monitoring and Evaluation of Compacts and Threshold Programs* (DCI-2007-55.2 from 05/12/2009) (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 (Section 4.2) if it is consistent with the requirements of the Compact and any other relevant supplemental legal documents.

2. ACRONYMS

BCR	Central Reserve Bank
CA-2	El Salvador's coastal highway
CIF	Compact Implementation Funds
DIGESTYC	Statistics and Census General Directorate
DQR	Data Quality Review
ESIC or API	El Salvador Investment Challenge (API for its Spanish acronym)
ESIA	Environment and Social Impact Assessment
FOMILENIO II	MCA-El Salvador II (Fondo del Milenio II)
HDM-4	Highway development and management model 4
ITT	Indicator Tracking Table
MCC	Millennium Challenge Corporation
MH	Ministry of Finance (Ministerio de Hacienda)
MINED	Ministry of Education
MOP	Ministry of Public Works
M&E	Monitoring and Evaluation
OMR	Regulatory Improvement Institution (Órgano de Mejora Regulatoria)
PPP	Public-Private Partnerships
PNC	National Civil Police
PROESA	Institute for the Promotion of Exports and Investments Promoting Institute of El Salvador
RAP	Resettlement Action Plan
SAL	International Airport Monseñor Oscar Arnulfo Romero y Galdámez
SI-EITP	Full-Time Inclusive Integrated Systems
STPP	Technical and Planning Secretariat of the President
TBD	To be determined
TOR	Terms of Reference
TVET	Technical Vocational Education and Training
VMT	Vice-Ministry of Transportation

3. COMPACT SUMMARY AND OBJECTIVES

3.1 INTRODUCTION

The M&E Plan developed by FOMILENIO II in consultation with MCC has the following objectives: i) specify how Project and activities progress toward Compact goals and objectives will be monitored and evaluated; ii) a methodology, process and timeline for the evaluation of planned, ongoing, or completed Projects and Project Activities to determine their efficiency, effectiveness, impact and sustainability; and iii) other components of the M&E Plan described below.

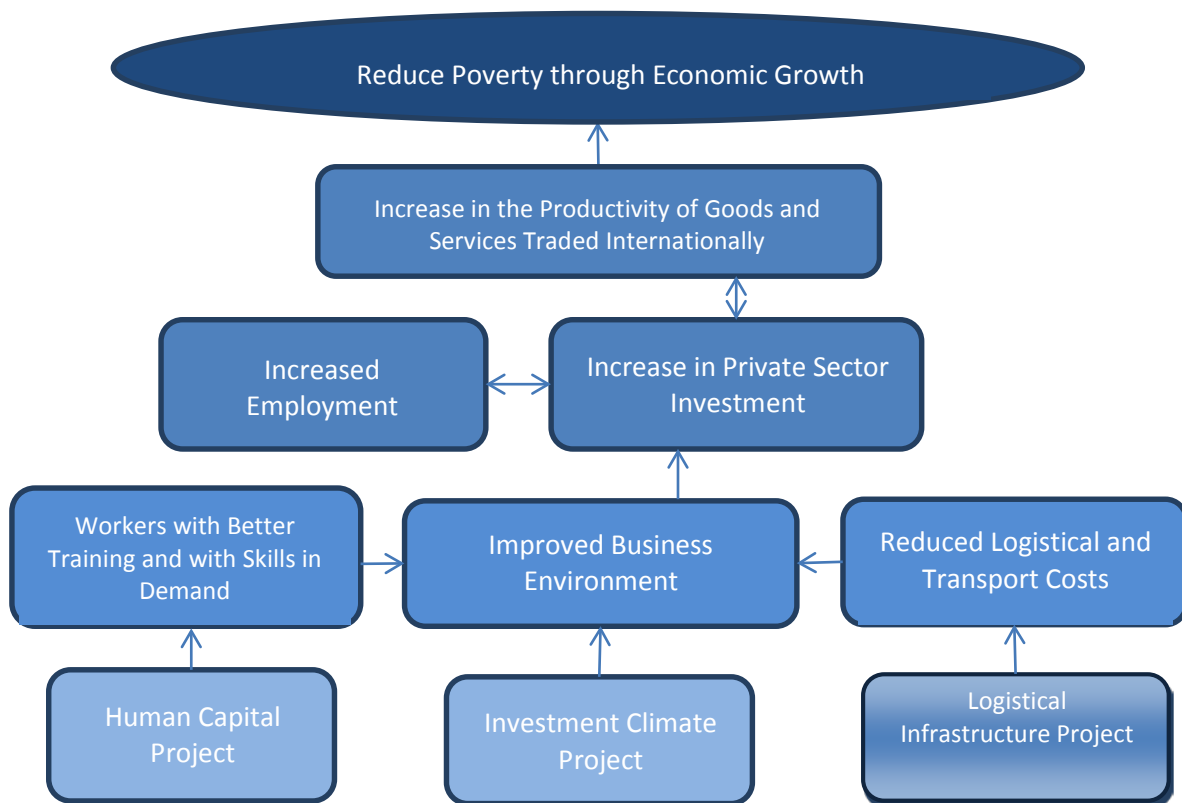
The M&E Plan serves the following functions:

- Explains in detail how MCC and FOMILENIO II will monitor the various Projects to determine whether they are achieving their intended results and measure their larger impacts over time through evaluations.
- Outlines any M&E requirements that FOMILENIO II must meet in order to receive disbursements.
- Serves as a guide for program implementation and management, so that FOMILENIO II staff, Supervisory Board members, Stakeholder Committee(s), Implementing Entities staff, beneficiaries, and other stakeholders understand the objectives and targets they are responsible for achieving, and are aware of their progress towards those objectives and targets during implementation.
- Establishes mechanisms and processes to alert implementers, stakeholders and MCC to any problems in program implementation and provides the basis for making any needed program adjustments.

3.2 PROGRAM LOGIC

In 2012, the Government of El Salvador conducted an intensive consultative process with a wide variety of groups that included business leaders, academia, women's associations, cooperatives, exporters, members of the Salvadoran diaspora living in the United States, and local and national government leaders.

As a result of the consultative process, the objective of the program was identified as the promotion of economic growth and reduction of poverty by addressing institutional, human, and logistical constraints to El Salvador's international trade in goods and services. To obtain this result the program contains three interrelated projects: i) the Investment Climate Project; ii) the Human Capital Project; iii) and the Logistical Infrastructure Project. Figure 1 contains a representation of the logical framework of the Program.



With a population endowed with better competencies and skills, an improved investment climate, and reduced transport and logistical costs, the program is expected to increase the productivity of firms engaged in the international trade of goods and services, which will increase the employment and revenues of the people of El Salvador.

3.2.1 INVESTMENT CLIMATE PROJECT

The Investment Climate Project is designed to increase private investment by improving El Salvador’s regulatory environment and institutional capacity and providing key public services in partnership with the private sector. This project includes two activities: the regulatory improvement activity and the partnership development activity.

3.2.1.1 Regulatory Improvement Activity

This activity prioritize reforms to the investment climate that promote more efficient and lucrative operations for firms doing business in El Salvador. These include:

- The establishment of an institution that prioritizes and promotes key reforms for the regulatory improvement and simplification of business procedures and paperwork.

- The dialog between the public and private sector for the design and implementation of the plans and programs for improved regulation and simplification of business procedures.

The reforms will focus on regulations and processes critical for the improvement of El Salvador's competitiveness in international markets, including the facilitation of commerce, among others.

An interim independent regulatory improvement entity will first be created under the Technical and Planning Secretariat of the Presidency of El Salvador. Thereafter, the permanent institution that will have technical autonomy and budget to execute its mandate will be created by law. This institution will have sufficient private sector representation in its governance structure and will be empowered by law to conduct the regulatory improvement process.

In order to quickly and radically change perceptions of the investment climate in El Salvador, the established institution will undertake a comprehensive review of existing regulations and recommend their elimination or simplification in accordance with a transparent set of criteria established for that purpose. The Government, in accordance to that established in the Compact, commits to adopt the initial recommendations of the institution and, within one year after the Compact enters into force, introduce a comprehensive package of modifications, including executive action and proposed legislation as necessary to implement such recommendations. The institution will be empowered to make ongoing recommendations for regulatory improvement.

3.2.1.2 Partnership Development Activity

This activity is designed to enable the Government to partner with the private sector in innovative ways to provide key public goods and services needed to support private investment in internationally traded goods and services sector. There are two sub-activities: public-private partnerships and the El Salvador investment challenge sub-activity.

Public-Private Partnerships. This activity seeks to enable the government to use public-private partnerships (PPP) to provide public goods and services. In particular, the program seeks to structure at least two PPPs that allow to showcase the potential of this investment tool, as well as strengthen the capacities of public sector entities interested in using this investment tool.

El Salvador Investment Challenge (ESIC). The fund has the objective to make it possible private investment projects whose implementation is hindered by absence or insufficient quality of public good and services.

3.2.1.3 Beneficiaries

The beneficiaries of the Regulatory Improvement Activity are expected to be the firms operating in El Salvador (more than 25,000) who will experience fixed or variable cost savings as a result of the reforms. Due to the difficulty of measuring the impact of the learning and discovery effects that will result from the Partnership Development Activity, the economic analysis for this activity assumes that there are no direct benefits beyond those derived from the net profits resulting from the improved income associated with the partnerships. The beneficiaries of the ESIC are expected to be those firms whose profitability will benefit from the provision or improvement of public goods and services made to complement their investment projects, the workers who received net gains in employment as a result of the projects, and third parties who benefit from the public investment.

3.2.2 HUMAN CAPITAL PROJECT

The Human Capital Project is designed to improve the quality of education and to better match the labor market supply and demand, in accordance with the requirements of an economy that seeks a better insertion in the international economy. To guarantee the sustainability of the project, the Government is committed to supply complementary funds and to support MCC investments, within the framework of the current project. The Government's funding commitment includes continued post-Compact support for reforms designed and implemented under each activity and the maintenance of infrastructure and equipment under the Compact. The Human Capital Project includes two Activities: the Education Quality Activity and the Technical Vocational Education and Training System Reform Activity.

3.2.2.1 Education Quality Activity

This activity is designed to support complementary MCC and Government interventions to provide Salvadoran students the benefits of competency-based education, increased classroom time, teachers trained in requisite subject-matters and pedagogical skills, and an institutional and physical environment that is conducive to learning. To this end, two sub-activities have been designed: the Strengthening the National Education System Sub-Activity and the Implementation of Full-Time Inclusive Model Sub-Activity.

Strengthening the National Education System.

This activity seeks to provide funding for legal, policy and operational reform to improve the national education system through the Ministry of Education (MINED), including:

- Initial and continuous teacher professional development, assessment and performance monitoring;

- Measurement and use of national student learning and achievement data;
- Information systems governance and data quality assurance;
- Curricula development and establishment of a National Curriculum Evaluation Commission;
- The development of a MINED gender policy in form and substance satisfactory to MCC, and phased implementation in accordance with its terms and conditions.

Implementation of Full-Time Inclusive Model. This sub-activity seeks to strengthen and expand the implementation of the full-time inclusive school model in an initially estimated 45 clusters (integrated systems) of schools grouped according to spatial proximity and other organizational aspects. It is intended to focus resources at the third cycle and high school levels (grades 7-12). Funding will support:

- Establishment of a general and/or technical high school in each cluster;
- The construction and/or rehabilitation of infrastructure to provide facilities appropriate for the selected clusters;
- Professional development of all teachers and school administrators in selected clusters;
- Curricula learning plans that foster active learning methods and ongoing classroom-based student assessment;
- Strengthening of learning in the classroom in subject matter areas of English, mathematics, science and information technology, and such 21st century learning, innovation, life and career skills;
- The establishment and training of school management committees;
- An increase in the school day from 25 to 40 hours per week;
- The provision of educational materials and equipment.

3.2.2.2 TVET System Reform Activity

This activity seeks to harmonize the skills supplied by private and public education and training providers with the skills demanded by the labor market. There are two sub-activities contemplated under this activity which are described below.

Integrated TVET Governance System Sub-Activity. This sub-activity seeks to create and develop the national TVET governance system by supporting legal, policy and operational reforms. The funding will support:

- The establishment of an entity in charge of providing a legal and institutional framework to an integrated TVET system. This activity will be performed with the coordination of the Technical and Planning Secretariat

of the President and with the advice of the Growth Council, and will include the funding and establishment of an entity acceptable to GOES and MCC that will be governed by a board of directors comprised of an equal number of public and private sector representatives;

- TVET competency-based curricula development with participation and assumed responsibilities from the private sector;
- Career orientation services, including career counseling and job matching services;
- Promoting a blend of school- and industry-based training and workforce development initiatives; and
- Establishment of a framework and standards for accreditation of TVET training organizations and certification of teachers and students.

TVET Continuous Labor Demand Assessment Sub-Activity. This activity seeks to strengthen the capacity of the TVET system for identifying labor market trends that will inform the strategic direction of the TVET system. The funding will support:

- The establishment of an M&E framework to determine labor market trends, and
- The establishment of a labor market observatory, integrating existing similar efforts.

3.2.2.3 Beneficiaries

Direct beneficiaries of the Project are expected to be students in seventh through twelfth grades, in general and technical education, who realize higher incomes as a result of their greater years of education. It is also expected that the project will contribute to preventing or postponing the dropout of as many as 176,000 seventh to twelfth graders. Direct beneficiaries of the TVET System Reform Activity are TVET students who receive higher incomes as a result of receiving skills that are better matched to labor market needs.

Additional beneficiaries of the project may include students who do not attend a full-time inclusive school, but receive increased incomes as a result of improved quality of education that result from the national reforms implemented by MINED under this Compact. Communities may experience a reduction in crime as a result of the full-time inclusive school model, due to increased permanence of students in school.

3.2.3 LOGISTICAL INFRASTRUCTURE PROJECT

This Project seeks to relieve bottlenecks at critical sections of the logistical corridors between the main border crossing with Honduras at El Amatillo, the

Ports of La Unión and Acajutla, and the international airport Monseñor Oscar Arnulfo Romero y Galdámez (SAL). The project includes two activities to reduce logistical and transportation costs and to facilitate international trade in goods and services.

3.2.3.1 Coastal Highway Expansion Activity 1

This activity seeks to relieve congestion at the most-trafficked segment of El Salvador's coastal highway (CA-2), which is one of the two most important logistical corridors in the country and connects the country's major logistical nodes, including its two sea ports (La Unión and Acajutla) and SAL. The activity will finance three segments of CA-2: the 7.22 kilometer segment from Comalapa to la Herradura, the 16.98 kilometer segment from La Herradura to Zacatecoluca, and the 2.97 kilometer segment from La Libertad intersection to the Comalapa Airport Road intersection. Specifically, the funding will support:

- Implementation of construction activities for the opening, improvement, or rehabilitation of the segments stipulated above;
- Implementation of environmental and social mitigation measures as identified in the ESIA's, Strategic RAP, and specific RAPs, or as otherwise may be appropriate;
- Technical assistance to improve operations of the national road maintenance fund, the *Fondo de Conservación Vial* (FOVIAL).

3.2.3.2 Border Crossing Infrastructure Activity 2

This activity seeks to relieve the freight and passenger traffic congestion at the border crossing into Honduras at El Amatillo. For this purpose, the activity intends to: a) rehabilitate and improve up to a 5.74 kilometer road from Agua Salada to El Amatillo; and b) improve and modernize the border crossing facilities on the Salvadoran side of the La Amistad Bridge and the site on the Pan American Highway. The funding will support:

- Implementation of construction activities for the improvement and rehabilitation of the road from Agua Salada to El Amatillo;
- Land acquisition (including RAP implementation, as applicable) for the road and the modernization of the border crossing control center;
- Implementation of environmental and social mitigation measures as identified in the ESIA's, Strategic RAP, and specific RAPs, or as otherwise may be appropriate;
- The construction of the control center, including buildings, internal access and connecting roads, parking areas, storm water drainage, potable water supply system, wastewater treatment plant, lighting and other infrastructure

components that may be necessary for the effective functioning of these control stations; and

- Project management, supervision, technical services required for implementation, and auditing, as appropriate.

3.2.3.3 Beneficiaries

The beneficiaries of this Project are the individuals and firms that travel along the corridors that will be improved and expanded, including the firms that used that infrastructure for exporting and importing goods. In addition, the Project is expected to benefit an estimated 171,159 individuals living within five kilometers of either side of the Project construction.

4. MONITORING COMPONENT

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 logical framework and thus allow Project developers and managers to understand to what extent planned activities are achieving their intended objectives. Monitoring data will be analyzed regularly to allow managers of FOMILENIO II and MCC to make programmatic adjustments as necessary with a view towards improving the overall implementation and results of the Program.

4.1 SUMMARY OF MONITORING STRATEGY

4.1.1 INDICATOR LEVELS

The M&E plan is framed and constructed using the program logic framework approach that classifies indicators as process, output, outcome, and goal indicators. Goal indicators monitor progress on Compact goals and help determine if FOMILENIO II and MCC are meeting their founding principle of poverty reduction through economic growth. Outcome indicators measure intermediate or medium-term effects of an intervention and are directly related through the Program Logic to the output indicators. Output indicators measure the direct result of the project activities—most commonly these are goods or services produced by the implementation of an activity. Process indicators record an event or a sign of progress toward the completion of project activities. They are a precursor to the

achievement of project outputs and a way to ensure the work plan is proceeding on time to sufficiently guarantee that outcomes will be met as projected.¹

4.1.2 INDICATOR CLASSIFICATION

According to MCC's Monitoring and Evaluation Policy all indicators must be classified as one of the following types:

- **Cumulative:** used to report a running total, so that each reported actual includes the previously reported actual and adds any progress made since the last reporting period.
- **Level:** used to track trend over time.
- **Date:** used to track calendar dates as targets

4.1.3 COMMON INDICATORS

MCC has introduced common indicators for external reporting across all MCC Compacts within certain sectors. Common indicators allow MCC to aggregate and reports about results across MCA countries. MCC sector experts have developed these indicators to document sector level progress relevant to different project activity types. Each MCA must include the common indicators in their M&E Plan when the indicators are relevant to that country's Compact Activities. The common indicators relevant to the FOMILENIO II Compact are included in this M&E plan.

4.1.4 INDICATOR DOCUMENTATION TABLE

The Indicator Documentation 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) title; ii) definition; iii) unit of measurement; iv) data source; v) method of collection; vi) the frequency of collection; and vii) party or parties responsible

4.1.5 INDICATOR DEFINITIONS

This M&E Plan provides a succinct description of each indicator in Annex I. The definition of the Outcome and Objective indicators was developed by the M&E Units of MCC and FOMILENIO II in close coordination and are derived from Compact documents, the economic analysis, participatory exercises with stakeholders' participation. The definitions for Output and Process indicators are derived from Compact documents, Implementing Entities and implementers' work plans, and MCC external reporting requirements.

4.1.6 DATA SOURCES

¹ The indicator levels are formally defined in MCC's *Policy for Monitoring and Evaluation of Compact and Threshold Programs*.

Data sources have been identified and vetted for all the indicators listed in Annex I. Generally, monitoring data will be obtained from various primary sources, including Implementing Entities, Service Providers, and MCC and MCA-funded surveys. In addition, the FOMILENIO II will obtain secondary data for the high level indicators from the relevant government agencies including the *Banco Central de Reserva (BCR)* y la *Dirección General de Estadística y Censos (DIGESTYC)*.

4.1.7 DATA COLLECTION METHODS

The data for many objective and outcome indicators will be drawn from surveys conducted by FOMILENIO II in conjunction with Implementing Entities and Service providers while the lower-level indicators will be drawn from the Project implementers' records. Indicators will be reported through a Management Information System (MIS). Data will be reported to FOMILENIO II on a monthly, quarterly, or annual basis, depending on the indicator's requirements. To ensure this, FOMILENIO II will set proper cooperation and collaboration with Implementing Entities and Contractors by putting necessary requirements for Contractors to develop and put in place proper reporting mechanisms, including potentially connection to FOMILENIO II's future MIS.

Where and if necessary, FOMILENIO II will commission surveys to collect special data in coordination with the institutions in charge of each project area. Data collection instruments (including surveys and data collection forms and registries) will be designed in collaboration with the Dedicated Teams of the relevant Implementing Entities. In order to provide for the specific needs of evaluations, Impact Evaluators shall be involved in the design of the surveys, including in setting the survey strategy, designing questionnaires and helping developing TORs for survey contractors.

4.1.8 DATA COLLECTION FREQUENCY

During the Compact period, data will be collected on a monthly, quarterly or annual basis, depending on the indicator. Some of the Contractors and Implementing Entities will be required to report on project milestones and outputs quarterly, others annually. Those arrangements will be recorded in the respective contractor's TORs and Implementing Entity Agreements. Decisions on frequency will be taken for each individual implementation-related contract to reconcile FOMILENIO II's need for fresh data with administrative burden and cost efficiency.

4.1.9 TABLE OF INDICATOR BASELINES AND TARGETS

To ensure that the Program is on track to meet its overall goals and objectives, the monitoring indicators are 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 would likely achieve. Baselines and target levels for each indicator are defined in the Table of Indicator Baselines and Targets (Annex II).

Baseline figures were established using the most current and appropriate data available prior to each activity's implementation. These include the MCC/MCA Baseline Survey, government surveys such as those conducted by DIGESTYC, as well as other organizations' records such as MINED, MH, and MOP. If baseline figures are revised from those used in the economic analysis, the Activity's targets, should be revised accordingly.

Targets are derived from 1) the initial economic analysis used in justifying Program investments, 2) project documents, 3) discussions with experts and consultants, and 4) implementation work plans.

Any revision of baselines and targets must adhere to MCC's policies regarding baseline and target revisions and will require MCC's formal approval.

4.1.10 DISAGGREGATION OF DATA

Where applicable, the data will be collected, analyzed, and reported by income level, gender, age groups, regions, etc. in order to portray the benefits accruing to the different segments of the population.

The Indicator Documentation Table (Annex 1) identifies which indicators should be disaggregated, to the extent that it is feasible and cost-effective. Select disaggregated figures identified in the Indicator Documentation Table (Annex I) will be reported to MCC in the quarterly Indicator Tracking Table (ITT).

4.1.11 PENDING BASELINES AND TARGETS

At earlier stages of Compact a certain number of each Project's indicators, baselines and targets could be pending, particularly for lower level output and process indicators. The majority of these baselines and targets will be established once the feasibility and design studies' results are known. Others are pending updated data once implementation contracts are awarded and contractors have presented their work plans.

4.2 DATA QUALITY REVIEWS (DQRs)

Data Quality Reviews 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. Data quality reviews 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 levels of data quality is not possible, given the realities of data collection. DQRs will help ensure that.

The particular objectives for the data quality reviews will be 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 field.

FOMILENIO II will contract an independent data quality reviewer in compliance with MCC Program Procurement Guidelines. The entity responsible for data quality reviews is expected to be hired in Year 3 of the Compact. The M&E Director and other Officers, as appropriate, within FOMILENIO II should also regularly check data quality. In doing so, FOMILENIO II may hire individual data quality monitors to monitor data collection and quality, as needed. Besides independent DQRs, FOMILENIO II M&E Unit will also 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. This exercise will be done in coordination with the respective project stakeholders.

4.3 STANDARD REPORTING REQUIREMENTS

Performance reports serve as a vehicle by which FOMILENIO II informs MCC of implementation progress and on-going field revisions to Project work plans. Currently, MCC requires that FOMILENIO II submit a Quarterly MCA Disbursement Request and Reporting Package (QDRRP) each quarter. The QDRRP must contain a quarterly **Indicator Tracking Table** which tracks progress against indicators in the M&E Plan. Guidance on fulfilling these reporting requirements is available on the MCC website at <https://www.mcc.gov/resources/compact-implementation-guidance>.

5. EVALUATION COMPONENT

5.1 SUMMARY OF THE EVALUATION STRATEGY

Evaluations assess as systematically and objectively as possible the Program's rationale, relevance, effectiveness, efficiency, merits, sustainability and impact. The evaluations will strive to estimate the impacts on the targeted beneficiaries and wider regional or national economy. The evaluations will provide MCC, FOMILENIO II and other stakeholders with information during the Compact on

whether or not the intended outcomes are likely to be achieved and at the Compact's end or after on the impacts that are attributable to the Program.

The evaluation strategy will be based upon scientific models that ensure the advantages of neutrality, accuracy, objectivity and the validity of the information. These models will comprise experimental and quasi-experimental designs as well as statistical modeling. Methodologies will be selected considering the cost-effectiveness of an evaluation's expected learning.

More than formal documentation of Program results, evaluation will serve as a learning tool during Compact implementation and beyond.

While all MCC investments are built with the goal of spurring economic growth and poverty reduction, for some of the projects these benefits will not manifest during the Compact period. For example, the investments that will be made to support the full-time inclusive model under the Human Capital Project are directed towards the improvement of the quality of the education of high school students that will not translate in better job opportunities and higher income until the students graduate and enter the job market; the impact of those investments will not occur until after the Compact period. This argument also applies to other activities such as the one related to the PPPs in the Investment Climate Project. However, literature on the economics of education does give confidence in the positive income impacts of increased investments in education. Thus, the evaluation of impacts on beneficiary incomes will be focused on an ex-post recalculation of ERR models. Therefore, the evaluation strategy of the Compact will be that of measuring the degree to which the project's intermediate outcomes (such a learning gains) come to fruition, rather than attempting to measure income gains directly.

The Respective Roles of MCA-Contracted Evaluations and MCC Impact Evaluations

Both MCC and FOMILENIO II will fund evaluations of the Georgia Compact from their respective budgets. FOMILENIO II will fund Ad Hoc Evaluations and Mid-Term/Final Evaluations. MCC will fund Impact or Performance Evaluations of every Project.

The roles of the various evaluations are different and are intended to be complementary. The primary difference is the source of funds and the respective scopes. Methodologies also tend to differ though not necessarily. Common differences for each evaluation are noted in the following sections. The table below highlights some key differences.

	Mid-Term and Final Evaluation	MCC Impact Evaluation	MCC Performance Evaluation	Ad Hoc Evaluation
Main Objective	Evaluates Compact progress and results in a comprehensive manner	Measures the changes in income and/or other aspects of well-being that are <i>attributable</i> to a defined intervention (through a modeled counterfactual)	A study that seeks to answer descriptive questions, such as: what were the objectives, how was it implemented and perceived; whether expected results occurred and are sustainable	Addresses short-term information gaps
Methodologies	<ul style="list-style-type: none"> • Interviews • Case studies • Statistical analysis of primary data • Summaries of secondary data (including Impact evaluations) 	<ul style="list-style-type: none"> • Experimental • Quasi-experimental • Other advanced statistical analysis 	<ul style="list-style-type: none"> • Pre-Post comparison • Ex-post ERR • Other 	(varies)
Strengths	<ul style="list-style-type: none"> • Broad survey of all issues • Focus on implementation issues 	<ul style="list-style-type: none"> • Attempts to establish attribution • Focus on high level results (impacts) • Use of highly specialized researchers • Quantitative focus 	<ul style="list-style-type: none"> • Attempts to answer important questions for learning about what worked well and what could have been done better 	<ul style="list-style-type: none"> • Executed quickly • In depth analysis of a single issue
Funding	MCA Compact	MCC budget	MCC budget	MCA Compact

5.1.1 MCC IMPACT AND PERFORMANCE EVALUATIONS

Impact and performance evaluations support two objectives derived from MCC's core principles: accountability and learning. Accountability refers to MCC and FOMILENIO II's obligations to report on their activities and attributable outcomes, accept responsibility for them, and disclose these findings in a public and transparent manner. Learning refers to improving the understanding of the causal relationships between interventions and changes in poverty and incomes. MCC advances the objectives of accountability and learning by selecting from a range of independent evaluation approaches. MCC currently distinguishes between two types of evaluations, impact and performance evaluations. At the minimum, each

project should have an independent performance evaluation for accountability reasons.

5.1.2 AD HOC EVALUATIONS AND SPECIAL STUDIES

MCC or FOMILENIO II may request ad hoc evaluations or special studies of Projects, Project Activities or the Program as a whole prior to the expiration of the Compact Term to be conducted by an outside entity contracted in compliance with MCC Program Procurement Guidelines. Ad Hoc Evaluation and Special Studies are designed to provide Management staff, Supervisory Board members, program implementers, beneficiaries, and other stakeholders with information about Program implementation and results that cannot be uncovered from performance monitoring or independent evaluations alone.

5.2 SPECIFIC EVALUATION PLANS

5.2.1 INVESTMENT CLIMATE PROJECT EVALUATION

Evaluation Name	Summary	Questions	Methodology	Data Sources
Regulatory Improvement Activity	There will be a performance and a process evaluation to monitor the establishment of the Institution in charge, the advances in its role in government, and the impacts of the activity. There will be a survey of firms before and after the program to compare the results.	Has the establishment of the regulatory institution resulted in a positive impact on the regulatory requirements needed to establish a business? Has the cost of doing business decreased as a result of this activity? Is the institution effective in establishing standards for regulations and in eliminating unnecessary regulations?	Comparison of before and after. Process evaluation.	World Bank Enterprise survey; Administrative data, interviews with individuals working to establish the regulatory institution.
Public-Private Partnerships	There will be a performance evaluation of the PPPs and possibly a case study of the implementation of the projects including a study of the incentives and obstacles (economic or political) for doing PPPs, and	Is the development of key infrastructure more efficient through PPPs? In what areas there is a need to improve the development and management of PPPs? What are the major obstacles for the development and implementation of PPPs in El Salvador?	Performance evaluation. Case study.	Administrative data; Interviews with PROESA, MH, and other ministries and institutions; Interviews with participants and beneficiaries of each activity.

	recommendations for the future.	Is the regulation of PPPs by GOES transparent and efficient? Have Compact implemented PPPs been successful?		
El Salvador Investment Challenge	Whenever possible, the evaluation will compare the production and income trends, before and after, of the firms that receive investment funds. There will be a process evaluation that will monitor more generally the management of ESIC activity.	Has the income of the firms that have applied to the projects funded by API increased? Has the projects funded benefited third parties?	Performance evaluation. Comparison of trends before and after the activity.	Administrative and financial data of the firms participating in the activity.

5.2.1.1 Regulatory Improvement Activity Evaluation

Evaluation questions

- Has the establishment of the regulatory institution resulted in a positive impact on the regulatory requirements needed to establish a business?
- Has the cost of doing business decreased as a result of this activity?
- Is the institution effective in establishing standards for regulations and in eliminating unnecessary regulations?
- If the evaluation determines that there has been a positive impact, what will be required to sustain, institutionalize and improve the impact of the institution?

Evaluation Methodology

Since the reforms will be implemented at a national scale, it is estimated that it will not be possible to establish a control group to compare the effects of the reforms. Thus the evaluation of the regulatory improvement activity will include monitoring a sample of firms and the implementation of a survey to determine the effects of the regulations and their impact on the business climate of El Salvador.

Data Sources

- Implementing entities
- Interviews with business owners
- Indicators from “Doing Business” and sub-national “Doing Business”
- Qualitative methods

5.2.1.2 Public-Private Partnerships Evaluation

Evaluation Questions

- Is the development of key infrastructure more efficient through PPPs?
- In what areas there is a need to improve the development and management of PPPs?
- What are the major obstacles for the development and implementation of PPPs in El Salvador?
- Is the regulation of PPPs by GOES transparent and efficient?
- Have Compact implemented PPPs been successful?

Evaluation Methodology

The evaluation will include a performance evaluation that will monitor the GOES selection and management process for the PPPs as well as the advances in their implementation under the Compact. The evaluation may also include a case study, of one or both PPPs established under the Compact, that will have as its main objective to understand the decisions to be made at each phase of the management of the project, the incentives that need to exist to make an PPP successful, the obstacles (political and economic) encountered, and the formulation of recommendations and lessons learned for the future development of PPPs.

Data Sources

- Implementing entities
- Interviews with key people in the implementing entities

5.2.1.3 El Salvador Investment Challenge Evaluation

Evaluation Questions

- Has the income of the firms that have applied to the projects funded by ESIC increased?
- Have the projects funded benefited third parties?

Data Sources

- Financial data from the firms
- Interviews with beneficiaries
- Administrative data of ESIC

Evaluation Methodology

Whenever possible, the evaluation will compare the production and income trends, before and after, of the firms that receive investment funds from the project. There will be also a process evaluation that will monitor more generally the management of the ESIC activity.

5.2.2 HUMAN CAPITAL PROJECT EVALUATION

The complete results of the activities of the Human Capital Project will not be available during the period of the Compact. Specifically, the impact of the activities devoted to the improvement of the quality of education can only be measured in the long run. Nonetheless, FOMILENIO II and MCC agree on the importance of designing evaluation studies to measure the effectiveness of the interventions in relation to the improvement of the quality of education. To guide the design and implementation of future impact evaluations, the M&E plan has prioritized the monitoring of activities such as the establishment of the National Curriculum Evaluation Commission; the professional development and training of teachers; the formulation and approval of study plans based on competencies, the desertion, repetition and promotion rates and the employability of the students formed under the interventions of FOMILENIO II. A central element of the impact evaluations in the education quality activity will be measuring the development of productive and citizenship skills of the students graduated from the SI-EITP which will require the design of indicators that will capture their socio-economic insertion and participation in a diverse set of activities that affect their social life.

5.2.2.1 Education Quality Activity

Evaluation of the Strengthening the National Education System

Evaluation Questions

- How was this sub-activity implemented? Was it implemented according to its original design?
- Were the implementation goals achieved? Why or why not?
- Has the teacher evaluation program been implemented?
- Has the teacher professional development program been implemented?
- Has the National Curriculum Evaluation Commission been established? Have the study programs been evaluated? Has a new curriculum been developed? Why or why not?
- Has a national student learning and achievement database been established?
- Has MINED gender policy been established and implemented?

Data Sources

- Ministry of Education
- Interviews with the main actors

Methodology

There will be a performance evaluation to monitor the establishment and implementation of the different reforms included in this activity. In addition we will use a qualitative methodology based on interviews with the main actors in charge of the implementations (MINED personnel, trainers, and teachers).

Evaluation of the Implementation of Full-Time Inclusive Model

Performance Evaluation Questions

- How was the sub-activity implemented? Was it implemented according to the original design?
- Were the implementation goals met? Why or why not?
- Has there been an improvement in the academic performance of the students? Why or why not?
- How was the increase in the length of the school day implemented? Why? What type of activities and subject matters were added?
- How has the quality of the education in the SI-EITP changed during the project?

Impact Evaluation Questions

- What is the impact of the SI-EITP on the graduation, promotion and desertion rates?
- What is the impact of the SI-EITP in the academic performance of the students as measured by PAES? (the focus will be in the areas prioritized by the SI-EITP model)
- What is the impact of the SI-EITP in the length of the school day?

Long Term Impact Questions (these will be measured if MCC and FOMILENIO II are interested)

- What is the impact of the SI-EITP on superior and professional education access, unemployment and salaries?

Data Sources

- Ministry of Education
- Surveys to different actors in the school centers (students, teachers)
- Administrative documents of the school centers participating in the impact evaluation (SI-EITP and control groups)
- Qualitative study

Evaluation Methodology

The main methodology for the evaluation of the activity for the implementation of the SI-EITP model is an impact evaluation based on the random assignment of systems to a group where FOMILENIO II will implement the SI-EITP model and a group that will not implement the model. The main objective of this evaluation is to determine the differential impact of the SI-EITP model on the outcome indicators as compared to the results of the services that MINED normally provides. In addition, there will be a performance evaluation to describe the model implementation and to determine possible improvements in the quality of education. This evaluation component will be based on interviews with the main actors that participated in the implementation of the activity (MINED personnel, trainers, and teachers).

5.2.2.2 Evaluation of the TVET System Reform Activity

Evaluation of the Integrated TVET Governance System Sub-Activity

Evaluation Questions

- How was the sub-activity implemented? Was it implemented according to the original design?
- Were the implementing goals achieved? Why or why not?
- Is the governing body of TVET functioning?
- Have study plans based on competencies been established? Are they being implemented? Why or why not?
- Has the orientation services, career counseling and job matching services program been established? Are the participants being monitored?
- Is the accreditation program functioning? How many institution have been accredited?
- To what extent there exists a better match between the skills required by the labor market and the specialization areas offered by TVET programs?
- How are the accredited institutions monitoring how successful are their students in obtaining employment?
- How are the specialization areas offered by TVET programs defined? What factors are consider in determining those areas?

Data Sources

- National System support unit
- DIGESTYC
- Administrative data of institutions participating in TVET (accredited institutions, MINED, INSAFORP and others to be determined)
- Interviews with the main actors, implementing entities and employers.

Evaluation Methodology

Since the multiple reforms contemplated under this sub-activity will be implemented at the national level, it is estimated that it will not be possible to establish a control group to compare the effects of the reforms. Thus the type of methodology to be used will be a performance evaluation that will monitor the progress of the reforms needed to establish the integrated TVET governance system. This qualitative methodology will be based on interviews with the main actors participating in the implementation of the sub activity. Later, when a better understanding of the nature and specificity of the reforms is gained, it will be determined whether it is possible to include in the evaluation the monitoring of the accredited institutions and the teachers and individuals trained under the programs. Also the use of surveys and interviews with professionals who have participated in the orientation and advice programs created under this activity will be considered.

Evaluation of the TVET Continuous Labor Demand Assessment Sub-Activity

Evaluation Questions

- How was the sub-activity implemented? Was it implemented according to the original design?
- Were the implementation goals achieved? Why or why not?
- Is the labor market observatory supplying the information needed for the identification of the specialization areas required by the labor market? Is the labor market proving this information to the accredited institutions?
- Have the developed specializations met the employers' expectations? Why or why not?

Data Sources

- Administrative data of the institutions accredited under TVET
- Data from the labor market observatory created under this activity

- Participant surveys
- Interviews with the main actors and implementing entities

Evaluation Methodology

It is estimated that the impact of the labor market observatory will not be realized in the short run. For example, better matching labor force skills with the ones required by the labor market would need processes of professional development that would not be completed until after the Compact period. Thus the methodology to be used will include a performance evaluation that will monitor the progress towards the establishment of the labor market observatory and its integration with the professional orientation program of the integrated TVET governance system sub-activity. We will use a qualitative methodology based on interviews with the main actors that participate in the implementation of the activity. Specifically, it is estimated that the effect of the observatory functioning on labor income could not be determined until after the Compact period.

5.2.3 LOGISTICAL INFRASTRUCTURE PROJECT EVALUATION

5.2.3.1 Activity 1 – Coastal Highway Expansion Activity

Evaluation Questions

- Has the transit times been reduced as a result of the rehabilitation and expansion of the highway?
- Has there been a reduction on the vehicle operation costs?
- How much have the traffic accidents been reduced? How much have fatalities been reduced? How much accidents involving pedestrian been reduced?
- How much has traffic circulation increased?
- Has GOES provided continuous maintenance to the highway?

Data Sources

- Interviews with highway users
- MOP and FOVIAL data
- Traffic accident data from MOP, VMT and PNC *Sub-dirección de Tránsito Terrestre*

Evaluation Methodology

The methodology to evaluate the effects of the expansion and rehabilitation of the highway will be the highway development management model HDM4 with additional surveys to monitor the impact the intervention has on the circulation of people and goods and the effect it has on accidents involving pedestrians. According to the HDM4 methodology, the primary benefits from the rehabilitation

of the highway come from an improvement, measured by the international roughness index (IRI), the increase in traffic speed and volume, the savings in commuting time, the reduction in traffic accidents and the reduction in vehicular maintenance and operation costs.

In addition to measuring the primary benefits included in HDM4, the evaluation attempts to measure the effects on pedestrian accidents and the effects on vendors operating nearby the highway.

Since it would be difficult to establish a counter-factual for the highway, the evaluation will take the form of a performance evaluation that will compare the project before and after indicators.

5.2.3.2 Activity 2 – Border Crossing Infrastructure

Evaluation Questions

- Has there been a reduction in the border crossing time as a result of the construction?
- Has the border cargo volume and transit increased?

Data Sources

- Customs data
- Interviews with drivers waiting at the border crossing
- MOP data

Evaluation Methodology

The evaluation is expected to be a performance evaluation that will compare the border crossing times before and after the Project. There is also the possibility of doing an impact evaluation, using the difference in differences methodology, to compare the before and after trends between different customs and border crossings.

6. IMPLEMENTATION AND MANAGEMENT OF M&E

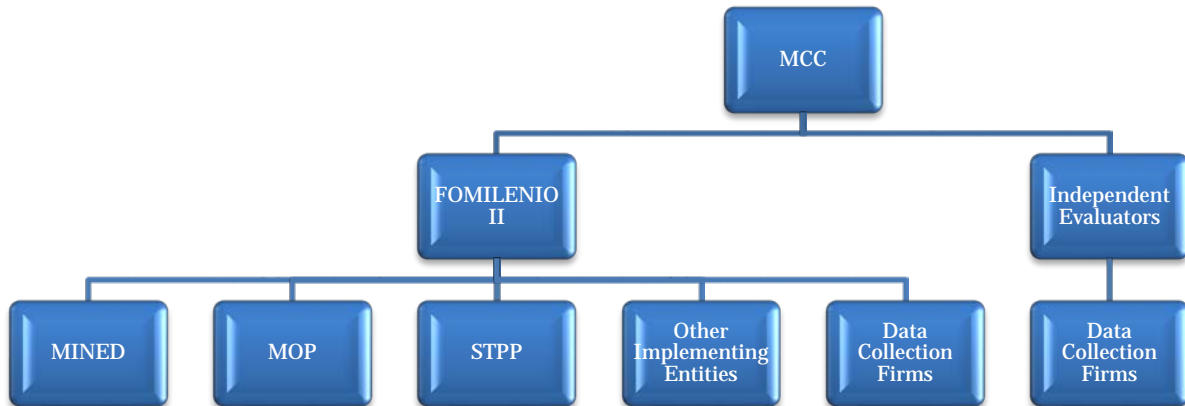
6.2 RESPONSIBILITIES

The M&E Unit of FOMILENIO II is part of the Management Team of FOMILENIO II, and is composed of an M&E Director who has the key responsibility of leading and managing all M&E activities; and an M&E Officer who 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 FOMILENIO II
- Ensure that the M&E Plan and ERR analysis are modified and updated as improved information becomes available
- 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:
 - Process, output and outcome indicators,
 - Performance indicators (to be developed by implementers and added subsequently to the M&E Plan),
 - Changes to the M&E Plan,
 - Key M&E deliverables including TORs, contracts/agreements, data collection instruments, reports/analyses, etc.
- Develop (with the PR and ESA/Gender officers) and implement a systematic dissemination approach to ensure participation of all the stakeholders, and to facilitate feedback of lessons learned into the compact implementation process
- Organize and oversee regular independent data quality reviews on a periodic basis to assess the quality of data reported to FOMILENIO II
- 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
- Contribute to the design of the impact evaluation strategy
- Collaborate with the Procurement Director to prepare and conduct procurement of M&E contracts.

6.3 REPORTING DATA FLOW STRUCTURE



6.4 MCC MANAGEMENT INFORMATION SYSTEM FOR MCA/M&E

The MCC MIS system was developed to replace the Excel submission of the ITT. The system will also aid in the automated reporting of ITT data. FOMILENIO II will be required to submit the ITT with the QDRP through the MCC MIS system and training for how to use the system is available. The ITT will be created upon the approval of the initial M&E Plan in the MCC MIS system. Any approved changes to the M&E Plan will be reflected in the ITT. In addition, the implementation of a Web-enabled MIS serves to support the timely and systematic reporting of FOMILENIO II to MCC on the ITT, and the M&E components of the Detailed Financial Plan, Procurement Plan and Narrative Report in the routine submission of the Quarterly Disbursement Request Package.

6.5 REVIEW AND REVISION OF THE M&E PLAN

The M&E Plan will be revised as needed during the life of the Compact to adjust to changes in the Program's design and to incorporate lessons learned for improved performance monitoring and measurement. Any revision of the M&E Plan will follow MCC's Policy for Monitoring and Evaluation of Compact approved May 2009 and updated in May 2012.

7. M&E BUDGET

The budget for the implementation of the proposed M&E activities for the five-year term of the Compact is US\$ 4.3 million, including \$400,000 CIF funds, leaving \$3.9 million for Program Financing during the five year term of the Compact. The line items of this budget will be reviewed and updated as the program develops, on an annual or quarterly basis, when the respective quarterly detailed financial plan is submitted to MCC with the quarterly disbursement request.

The M&E budget does not include the M&E staff 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 regular reviews.

M&E Budget

Item	CIF	Year 1	Year 2	Year 3	Year 4	Year 5	Total (US\$)
Evaluation and data collection	280000	434783	484848	384614	376923	1050000	3011168
Monitoring		21739	48485	38462	53846	43750	206282
Capacity building, reporting and dissemination, and data quality reviews	50000		218182	38462	215384	218750	740778
Other	70000	43478	48485	38462	53847	87500	341772
Total	400000	500000	800000	500000	700000	1400000	4300000

While the resources for the carrying-out of surveys are allocated by FOMILENIO II from Compact funds, the cost of independent evaluators is to be funded directly by MCC with their own funds other than the Program financing funds.

8. OTHER

8.1 M&E REQUIREMENTS FOR DISBURSEMENTS

The MCC M&E Policy states that the M&E Plan should include “any M&E requirements that an MCA must meet in order to receive disbursements” (Section 5.1.1). The Policy notes that substantial compliance with M&E Plan is a condition for approval of quarterly disbursements. The requirements for the disbursements are contained in the *Program Implementation Agreement*.

8.2 M&E PLAN ASSUMPTIONS AND RISKS

As with any large Compact program, a number of assumptions and risks could influence the normal process of its implementation according to the schedule and resources allocated. The assumptions and risks presented below are deemed to be applicable to this Monitoring and Evaluation Plan and other program components that relate directly to monitoring and evaluation issues. Assumptions are basically details associated with activities assumed ahead that need to occur for the monitoring and evaluation to be successfully implemented, while risks are considered factors that might restrict or limit the success of M&E.

Assumptions	Risks
Investment Climate Project	
There is enough resources and political support for the formation of the Institution of Regulatory Improvement	The formation of the Institution of Regulatory Improvement requires, first the promulgation of an executive decree and then a legislative decree, as well as the assignment of a sustainable Budget. This last two aspects require for their approval the political support of the Legislative Assembly.
The regulations and legal reforms suggested by the Institution are approved according to planning	If the Legislative Assembly does not approved the modifications to the laws, or such approval is delayed, there is the risk that the expected impact will be diminished
The government institution are aware of and have the necessary resources to apply the new laws and regulations	The impact of the laws depend on its consistent application by the concerned authorities. If those authorities are not familiar or lack the technical and financial resources needed to apply the laws, the impact of the regulatory improvement reforms will be minimized.

Assumptions	Risks
Potential investors have trust in the transparency of the bidding processes and the legal protection of contracts.	The successful implementation of the PPPs and the ESIC projects depend on the public and private collaboration. For this purpose it is necessary to promote the transparency of the bidding processes and the protection of contracts to guarantee the broad participation of private businesses.
Public institutions are willing to provide support in determining project feasibility and the required amount of public investment	The economic evaluation of ESIC projects depends heavily on feasibility studies that will be performed by government institutions. The identification of good projects depends of this assumption.
Institutions appropriate the reforms and tools to attract the investments	The program impact in terms of the increased government capacity to promote investments depends on the compromise that the government has to keep using the PPPs and ESIC tools.
Human Capital Project	
There is enough resources and political support for the formation of the governing body of the TVET system	The formation of the governing body of the TVET system requires the active participation of the private sector and the support of several government institution such as the STPP, the Ministry of Education and the Growth Council. It must be ensured that government and private business cooperate and collaborate in the setup process of the governing body of the TVET system, as well as in guaranteeing its financial sustainability.
There is political will to coordinate the different existing initiatives for the creation of the labor market observatory	The capacity to coordinate the different initiatives is essential to ensure that the creation of the governing body is done according to an efficient schedule
The cooperation of the Ministry of Education to implement the contemplated reforms of the National Education System is ensured	The strengthening of the National Education System includes the formulation and execution of political, legal and operation reforms. Among them the design of teacher development and evaluation programs, the design of student evaluation programs, and the revision of study plans. The implementation of these programs according to schedule depend on MINED's decisive support.
Teachers and teachers organizations are willing to cooperate	The development and implementation of a normative framework for the evaluation of teachers cannot be successful without teacher's support. The same is true about the development and implementation of the teacher development program and the new study plans

Assumptions	Risks
There is an adequate supply of development and specialized training service providers	Several of the activities include development and training processes, therefore their success depends on the existing supply and interest for the provision of these services
The necessary security conditions to implement the integrated systems exist in the territories	The SI-EITP model requires the formation of systems composed of multiple school centers distributed across a territory. The success of the system depends not only on the ability of the students and teachers to attend courses and workshops in different centers but on the execution of works for the construction and rehabilitation of the SI-EITP facilities. Lack of security to move from one center to another, and the inability to work in secured conditions within the centers, would be a serious limitations for the successful implementation of the model. This inability would limit the teacher and student participation and could reduce the expected benefits from consolidating and sharing resources across different education centers within a system.
There is a high level of compromise in the education community (teachers, administrators, students, parents, municipal authorities and MINED) to the success of the SI-EITP model	The success of the SI-EITP model depends on the continuous work and support of the different members of the education community. The apathy of some sector or the conflicts between sectors could significantly limit the success of the system
It is possible to legalize the property of the school centers where there are anomalies	The formation of the SI-EITP depends on legalizing the property of some school centers. If it is not possible the system could fall short of resources if it lacks a school that was included in its design.
The boundaries of the systems are made taking advantage of the existing relations between the school centers that are members of the system and without imposing artificial borders	Forcing school centers to collaborate with other centers that do not offer complementarities should be avoided. The deterioration of established relations between centers by leaving some out of the system should also be avoided. The functioning of an artificially formed system could result in inefficiencies and limit the effectiveness of the model.
The boundaries of the systems are made taking into account the geography and environmental vulnerability of the territory	There is risk that the geography of the territory would impose onerous commuting costs to teachers and students. Also, environmental disaster can affect the capacity of the systems to attend to student needs.
Logistical Infrastructure Project	

Assumptions	Risks
The expansion and improvement of CA-2 is sufficient to reduce time and transport costs between border crossings	There is risk that the traffic congestion would not be eliminated but displaced to other segments of the CA-2 and as a result time and transport costs would not be significantly reduced.
The construction of the infrastructure at the border crossing center in El Amatillo will result in a reduction of the border crossing time	There is risk that the paperwork and document processing times are the main determinants of customs waiting times

ANNEX 1 INDICATOR DOCUMENTATION TABLE

N	Level	Name	Definitions	Unit of Measure	Disaggregation	Primary Source	Responsible Entity
1	Outcome	Exports	Exports of goods and services adjusted using the exports price index	US \$	None	BCR	FOMILENIO II
2	Process	Legal creation of the regulatory improvement institution (OMR)	Date of creation of the OMR by law	Date	None	Publication date in the Diario Oficial of El Salvador	FOMILENIO II
3	Process	Adoption of operation procedures by the OMR	Date of adoption of operation procedures by the OMR	Date	None	Administrative Documents of the OMR	FOMILENIO II
4	Outcome	Burden of government regulation	Average of the answers to the question: In your country, how burdensome is it for companies to comply with public administration's requirements (e.g., permits, regulations,	Number	None	WEF Global Competitive Report Index 1.09 (including the ranking)	FOMILENIO II

N	Level	Name	Definitions	Unit of Measure	Disaggregation	Primary Source	Responsible Entity
			reporting)? (1 = extremely burdensome; 7 = not burdensome at all)				
5	Outcome	Transparency of government policymaking	Average of the answers to the question: In your country, how easy is it for companies to obtain information about changes in government policies and regulations affecting their activities? (1 = extremely difficult; 7 = extremely easy)	Number	None	WEF Global Competitive Report Index 1.12 (including the ranking)	FOMILENIO II
6	Outcome	Net savings as a result of the reforms	Net savings to society resulting from changes in the regulatory processes	US \$	None	Evaluation of the impact of regulations	OMR

N	Level	Name	Definitions	Unit of Measure	Disaggregation	Primary Source	Responsible Entity
7	Process	Signed PPP contracts	Number of signed PPP contracts supported by the project	Number	None	Administrative Documents	FOMILENIO II
8	Output	Competition in the PPP awarding process	Number of bidders participating in the APP process	Number	APP project (PPP1, PPP2)	Administrative Documents	FOMILENIO II
9	Output	People trained on PPP skills	People who have received training on PPPs funded by the project	Number	Sex	Administrative Documents	FOMILENIO II
10	Outcome	Private investment in partnerships	Amount of US dollars in private investments in partnerships either through a formal PPP contract supported by the Project or due to El Salvador Investment Challenge	US \$	Sub-Activity (PPP,ESIC)	Implementing Entities	FOMILENIO II
11	Process	Expressions of interest received in the call for ESIC projects	Number of expressions of interest received	Number	None	Administrative Documents	FOMILENIO II

N	Level	Name	Definitions	Unit of Measure	Disaggregation	Primary Source	Responsible Entity
12	Process	Signed intention acts	Number of signed agreements of intention to perform pre-feasibility studies	Number	None	Administrative Documents	FOMILENIO II
13	Process	Signed investment agreements	Number of signed investment agreements	Number	None	Administrative Documents	FOMILENIO II
14	Process	Public investment approved for ESIC projects	Total amount approved for the provision of public and semi-public goods	US \$	None	Administrative Documents	FOMILENIO II
15	Process	Government of El Salvador budget committed to El Salvador Investment Challenge	US \$ committed by the Government of El Salvador to the El Salvador Investment Challenge	US \$	None	Administrative Documents	FOMILENIO II
16	Output	Completed projects under ESIC	Number of projects (both public and private) completed under ESIC	Number	None	Administrative Documents	FOMILENIO II
17	Output	Value of the projects completed under ESIC	US \$ value of the projects (both public and private)	US \$	Investment Type (Public,Private)	Administrative Documents	FOMILENIO II

N	Level	Name	Definitions	Unit of Measure	Disaggregation	Primary Source	Responsible Entity
			completed under API				
18	Outcome	Investment leverage from El Salvador Investment Challenge	Private to public investment ratio calculated as the US Dollars of private investment compared to US Dollars of public investment in the El Salvador Investment Challenge completed projects	Ratio	None	FOMILENIO II	FOMILENIO II
19	Outcome	Increase in the value of the salaries related to the ESIC	Change in the value of the salaries reported in the payroll of firms supported by the ESIC	US \$	Sex	ISSS, incremental value calculated by ESIC analyst	FOMILENIO II
20	Outcome	ISSS affiliated	Number of people with formal employment under projects financed with API funds contributing to ISSS	Number	ESIC grantee Sex	ISSS	FOMILENIO II

N	Level	Name	Definition	Unit of measurement	Disaggregation	Primary source	Responsible entity
Human Capital Project							
Education Quality Activity							
Strengthening the National Education System Sub-Activity							
	Process	Gender policy approved	Gender policy developed and approved by MINED	Date	None	MINED	FOMILENIO II
	Process	Gender Unit of MINED established	The Gender Unit of MINED is established and functioning	Date	None	MINED	FOMILENIO II
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, Grade Level (From 7° to 9°, and from 10° to 11° (general) and from 10° to 12° (technical))	MINED and Implementing Entities	FOMILENIO II

N	Level	Name	Definition	Unit of measurement	Disaggregation	Primary source	Responsible entity
	Output	Normative framework for teacher evaluation approved	Date of approval of the normative framework for teacher evaluation under the strengthening of the national education system sub-activity	Date	None	MINED	FOMILENIO II
	Output	Program of measurement and use of national learning data	Date of approval of the Program of measurement and use of national learning data	Date	None	MINED	FOMILENIO II
	Output	Establishment of the National Commission for Curriculum Evaluation	Date of establishment of the National Commission for Curriculum Evaluation	Date	None	MINED	FOMILENIO II

N	Level	Name	Definition	Unit of measurement	Disaggregation	Primary source	Responsible entity
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	MINED	FOMILENIO II
Implementation of Full-Time Inclusive Model Sub-Activity							

N	Level	Name	Definition	Unit of measurement	Disaggregation	Primary source	Responsible entity
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 \$	None	Implementing entities	FOMILENIO II
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	Implementing entities	FOMILENIO II

N	Level	Name	Definition	Unit of measurement	Disaggregation	Primary source	Responsible entity
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 \$	None	Implementing entities	FOMILENIO II
	Process	Educational systems under the SI-EITP of FOMILENIO II that have teachers working with students of more than one school in the system	Number of educational systems under the SI-EITP of FOMILENIO II that have teachers working with students of more than one school in the system	Number	None	Administrative documents of the educational establishments	FOMILENIO II

N	Level	Name	Definition	Unit of measurement	Disaggregation	Primary source	Responsible entity
	Process	Educational systems under the SI-EITP supported by FOMILENIO II that have schools collaborating in educational planning activities	Number of educational systems under the SI-EITP supported by FOMILENIO II that have schools collaborating in educational planning activities	Number	None	Administrative documents of the educational establishments	FOMILENIO II
	Process	Educational systems under the SI-EITP supported by FOMILENIO II with students sharing resources of schools that belong to the educational system	Number of educational systems under the SI-EITP supported by FOMILENIO II with students sharing resources of schools that belong to the educational system	Number	None	Administrative documents of the educational establishments	FOMILENIO II
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	Implementing entities	FOMILENIO II

N	Level	Name	Definition	Unit of measurement	Disaggregation	Primary source	Responsible entity
	Output	Equipped educational facilities	Number of educational facilities that have received furniture, equipment, or teaching materials in support of the SI-EITP model	Number	None	Implementing entities	FOMILENIO II
	Output	Number of schools belonging to the SI-EITP supported by FOMILENIO II with general and technical high school degree programs	Number of schools belonging to the SI-EITP support by FOMILENIO II with general and technical high school degree programs	Number	School Type (General/Technical)	Administrative documents of the educational establishments	FOMILENIO II
	Output	Number of educational establishments, belonging to the SI-EITP, that have adequate and functional academic registers	Number of educational establishments, belonging to the SI-EITP, that have adequate and functional academic registers, divided by the total number of educational establishments	Percentage	None	Implementing entities	FOMILENIO II

N	Level	Name	Definition	Unit of measurement	Disaggregation	Primary source	Responsible entity
			that belong to the SI-EITP				
	Output	Number of schools members in the SI-EITP	Number of school establishments that belong to the SI-EITP	Number	Grade Level (From kindergarten to 6°, from 7° to 9°, and from 10° to 11° (general) and 10° to 12° (technical))	Implementing entities	FOMILENIO II
	Outcome	Dropout rate in the SI-EITP	Number of students who no longer attend school in the following year over the total enrollment of the year in a given grade	Percentage	Sex Grade Level (7°, 8°, 9°, 10° general, 11° general, 10° technical, 11° technical y 12° technical)	MINED and administrative documents of the educational establishments and surveys of impact evaluation	FOMILENIO II
	Outcome	Repetition rate in the SI-EITP	Number of students who repeat a grade in a given year divided by the total enrollment in that grade in the same year	Percentage	Sex Grade Level (7°, 8°, 9°, 10° general, 11° general, 10° technical, 11° technical y 12° technical)	MINED and administrative documents of the educational establishments and surveys of impact evaluation	FOMILENIO II

N	Level	Name	Definition	Unit of measurement	Disaggregation	Primary source	Responsible entity
	Outcome	Promotion rate in the SI-EITP	Number of passing students divided by the total number of students who completed the school year within the full-time inclusive school model - in grades 7-9; 10-11 General; 10-12 Technical	Percentage	Sex Grade Level (7°, 8°, 9°, 10° general, 11° general, 10° technical, 11° technical y 12° technical)	MINED and administrative documents of the educational establishments and surveys of impact evaluation	FOMILENIO II
E8	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	Sex School Type (General/Technical)	TBD	FOMILENIO II

N	Level	Name	Definition	Unit of measurement	Disaggregation	Primary source	Responsible entity
E7	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 School Type (General/Technical)	MINED and administrative documents of the educational establishments	FOMILENIO II
	Outcome	School Management Committees functioning	Number of School Management Committees functioning in intervened full-time inclusive schools.	Number	None	MINED and administrative documents of the educational establishments	FOMILENIO II
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, Grade Level (From 7° to 9°, and from 10° to 11° (general) and from 10° to 12° (technical))	MINED and administrative documents of the educational establishments	FOMILENIO II
	Outcome	Extended hours in schools under the full-time inclusive school model	Average number of weekly hours in the full-time inclusive schools offered in addition to	Number	Sex, Grade Level (From 7° to 9°, and from 10° to 11° (general) and from 10° to 12° (technical))	Administrative documents of the educational establishments in the SI-EITP	FOMILENIO II

N	Level	Name	Definition	Unit of measurement	Disaggregation	Primary source	Responsible entity
			the existing academic load				
Technical Vocational Education and Training (TVET) System Reform Activity							
Integrated TVET Governance System Sub-Activity							
	Process	Proposal for a TVET system developed	Proposal document for the formation of a TVET system validated and approved	Number	None	Implementing entities	FOMILENIO II
E3	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	MINED, INSAFORP, Diario oficial and other entities TBD	FOMILENIO II

N	Level	Name	Definition	Unit of measurement	Disaggregation	Primary source	Responsible entity
	Output	National TVET accreditation system established	National TVET accreditation system, of training organizations, established and operational	Number	None	Implementing entity	FOMILENIO II
	Output	Legal establishment of the Government Body of the TVET system	Date of legal establishment of the Government Body of the TVET system	Date	None	Implementing entity	FOMILENIO II
	Output	Publication of national competencies for specialties	Specialties areas with competencies and qualifications defined for the design of the curriculum and the establishment of certification criteria	Number	None	Implementing entity	FOMILENIO II
	Output	Plans of study based on competencies approved	Number of plans of study based on competencies that have been approved	Number	None	Implementing entity	FOMILENIO II

N	Level	Name	Definition	Unit of measurement	Disaggregation	Primary source	Responsible entity
	Output	Accreditation program for the training organizations in TVET approved	Date of approval of the accreditation program for the training organizations in TVET	Date	None	Implementing entity	FOMILENIO II
	Output	Certification program for TVET instructors approved	Date of approval of the certification program for TVET instructors	Date	None	Implementing entity	FOMILENIO II
E5	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	Implementing entity	FOMILENIO II
	Output	Students certified with technical competencies	Students who have received a certificate from the Governing Body of the TVET System for technical skills demanded by	Number	Sex	Implementing entity	FOMILENIO II

N	Level	Name	Definition	Unit of measurement	Disaggregation	Primary source	Responsible entity
			the labor market				
TVET Continuous Labor Demand Assessment Sub-Activity							
	Output	Labor Market Observatory established	Labor Market Observatory established and operational	Number	None	Implementing entity	FOMILENIO II
	Output	TVET Information Platform established	Date of establishment of the TVET Information Platform (including the Observatory of the Labor Market)	Date	None	Implementing entity	FOMILENIO II
	Output	Mechanism for dissemination of competencies required by the labor market	Date of establishment of the mechanism for dissemination of competencies required by the labor market	Date	None	Implementing entity	FOMILENIO II

N	Level	Name	Definition	Unit of measurement	Disaggregation	Primary source	Responsible entity
	Output	Program of monitoring and evaluation of the TVET system	Date of approval of monitoring and evaluation plan for the TVET system (including the Labor Market Observatory)	Date	None	Implementing entity	FOMILENIO II

N	Level	Name	Definition	Unit of measure	Disaggregation	Primary Source	Responsible Entity
Logistical Infrastructure Project							
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	Primary	MOP	FOMILENIO II
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 \$	Primary	Administrative documents	FOMILENIO II

N	Level	Name	Definition	Unit of measure	Disaggregation	Primary Source	Responsible Entity
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	Primary	Administrative documents	FOMILENIO II
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 \$	Primary	Administrative documents	FOMILENIO II

N	Level	Name	Definition	Unit of measure	Disaggregation	Primary Source	Responsible Entity
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	Primary	Administrative documents	FOMILENIO II
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 Age (18 years and under, 19-30 year, 30+ years)	Administrative documents	FOMILENIO II
1	Process	Number of resettlements	Number of resettlements done related to the construction works	Number	None	Administrative documents	FOMILENIO II
2	Process	Number of people in resettlements	Number of people that have been resettled	Number	Sex	Administrative documents	FOMILENIO II

N	Level	Name	Definition	Unit of measure	Disaggregation	Primary Source	Responsible Entity
3	Process	Cost of resettlements	Funds spent in the resettlement process	US \$	None	Administrative documents	FOMILENIO II
4	Process	Border Control Center completed	Completed construction of the control center (including two stations), including buildings, internal access and connecting roads, parking areas, storm water drainage, potable water supply system, wastewater treatment plant, lighting, and other infrastructure components that may be necessary for the effective functioning of the control center	Number	None	Administrative documents	FOMILENIO II

N	Level	Name	Definition	Unit of measure	Disaggregation	Primary Source	Responsible Entity
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 complete (certificates handed over and approved)	Kilometers	Primary	Administrative documents	FOMILENIO II
5	Output	Number of accidents	Average annual number of accidents in the roads improved and built	Number	Activity 1-Segment 1, Activity 1-Segment 2, Activity 1-Segment 3 Activity 2	Administrative documents	FOMILENIO II
6	Output	Average time to complete custom requirements for crossing the border	Average time measured from the vehicle arrival at customs first checkpoint to its release and permission to cross the border	Hours	None	TBD	FOMILENIO II

N	Level	Name	Definition	Unit of measure	Disaggregation	Primary Source	Responsible Entity
7	Output	Annual road maintenance funding for FOVIAL	Annual budget allocation to FOVIAL for road maintenance, excluding any cost of servicing outstanding loans or other indebtedness	US \$	None	Administrative documents	FOMILENIO II
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	Activity 1/Activity 2	MOP	FOMILENIO II
R-10	Outcome	Average annual daily traffic	The average number and type of vehicles per day, averaged over different times (day and night) and over different seasons to arrive at an annualized daily average	Number	Activity 1-Segment 1, Activity 1-Segment 2, Activity 1-Segment 3 Activity 2	MOP	FOMILENIO II
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 Type of victim (pedestrian, vehicle passenger, merchant, bicyclist)	PNC	FOMILENIO II

ANNEX 2 INDICATORS BASELINES AND TARGETS

N	Level	Name	Unit of Measure	Classification	Baseline (2015)	Y1	Y2	Y3	Y4	Y5
Investment Climate Project										
	Outcome	Exports	US \$	Level	TBD					TBD
Activity 1: Regulatory Improvement Activity										
2	Process	Legal creation of the regulatory improvement institution (OMR)	Date	Date						N/A
3	Process	Adoption of operation procedures by the OMR	Date	Date						N/A
4	Outcome	Burden of government regulation	Number	Level	Index: 2.9 Rank: 113/140					TBD
5	Outcome	Transparency of government policymaking	Number	Level	Index: 3.5 Rank: 114/140					TBD
6	Outcome	Net savings as a result of the reforms	US \$	Level	0					TBD
Activity 2: Partnership Development Activity										
Public-Private Partnerships										
7	Process	Signed PPP contracts	Number	Cumulative	0					2
8	Output	Competition in the PPP awarding process	Number	Level	0					TBD

N	Level	Name	Unit of Measure	Classification	Baseline (2015)	Y1	Y2	Y3	Y4	Y5
9	Output	People trained on PPP skills	Number	Cumulative	0					TBD
10	Outcome	Private investment in partnerships	US \$	Cumulative	0					\$307 millions
El Salvador Investment Challenge										
11	Process	Expressions of interest received during the call for ESIC projects	Number	Cumulative	0					N/A
12	Process	Signed intention acts	Number	Cumulative	0					N/A
13	Process	Signed investment agreements	Number	Cumulative	0					N/A
14	Process	Public investment approved for ESIC projects	US \$	Cumulative	0					TBD
15	Process	Government of El Salvador budget committed to El Salvador Investment Challenge	US \$	Cumulative	0					\$50 millions
16	Output	Completed projects under ESIC	US \$	Cumulative	0					N/A
17	Output	Value of the projects completed under ESIC	US \$	Cumulative	0					\$150 millions
18	Outcome	Investment leverage from ESIC	Ratio	Level	0					1:1
19	Outcome	Increase in the value of the salaries as related to ESIC projects	US \$	Cumulative	0					N/A

N	Level	Name	Unit of Measure	Classification	Baseline (2015)	Y1	Y2	Y3	Y4	Y5
20	Outcome	ISSS affiliates	Number	Cumulative	0					TBD

N	Level	Name	Unit of measurement	Classification	Baseline (Year 0)	Y1	Y2	Y3	Y4	Y5
Human Capital Project										
Education Quality Activity										
Strengthening the National Education System Sub-Activity										
	Process	Gender policy approved	Date	Date						N/A
	Process	Gender Unit of MINED established	Date	Date						N/A
E-5	Output	Instructors trained	Number	Cumulative	0					TBD
	Output	Normative framework for teacher evaluation approved	Date	Date						TBD
	Output	Program of measurement and use of national learning data	Date	Date						TBD
	Output	Establishment of the National Commission for Curriculum Evaluation	Date	Date						TBD
E-3	Output	Legal, financial, and policy reforms adopted	Number	Cumulative	0					TBD
Implementation of Full-Time Inclusive Model Sub-Activity										

N	Level	Name	Unit of measurement	Classification	Baseline (Year 0)	Y1	Y2	Y3	Y4	Y5
E-1	Process	Value of signed educational facility construction, rehabilitation, and equipping contracts	US \$	Cumulative	0					TBD
E-2	Process	Percent disbursed of educational facility construction, rehabilitation, and equipping contracts	Percentage	Level	0					100
E-2.1	Process	Value of disbursed educational facility construction, rehabilitation, and equipping contracts	US \$	Cumulative	0					TBD
	Process	Educational systems under the SI-EITP of FOMILENIO II that have teachers working with students of more than one school in the system	Number	Cumulative	0					45

N	Level	Name	Unit of measurement	Classification	Baseline (Year 0)	Y1	Y2	Y3	Y4	Y5
	Process	Educational systems under the SI-EITP of FOMILENIO II that have schools collaborating in educational planning activities	Number	Cumulative	0					45
	Process	Educational systems under the SI-EITP of FOMILENIO II with students sharing resources of schools that belong to the system	Number	Cumulative	0					45
E-4	Output	Educational facilities constructed or rehabilitated	Number	Cumulative	0					TBD
	Output	Equipped educational facilities	Number	Cumulative	0					TBD

N	Level	Name	Unit of measurement	Classification	Baseline (Year 0)	Y1	Y2	Y3	Y4	Y5
	Output	Number of schools belonging to the SI-EITP of FOMILENIO II with general and technical high school degree programs	Number	Cumulative	0					TBD
	Output	Number of educational establishments, belonging to the SI-EITP, that have adequate and functional academic registers	Percentage	Level	0					TBD
	Output	Number of schools participating in the SI-EITP	Number	Cumulative	0					TBD

N	Level	Name	Unit of measurement	Classification	Baseline (Year 0)	Y1	Y2	Y3	Y4	Y5
	Outcome	Dropout rate in the SI-EITP	Percentage	Level	7°: 12 8°: 13 9°: 27 10° general: 23 11° general: 20 10° technical: 25 11° technical: 20 12° technical: 15					7°: 5 8°: 5 9°: 15 10° general: 10 11° general: 10 10° technical: 10 11° technical: 10 12° technical: 10
	Outcome	Repetition rate in the SI-EITP	Percentage	Level	7°: 6 8°: 4 9°: 2 10° general: 6 11° general: 4 10° technical: 6 11° technical: 4 12° technical: 2					7°: 3 8°: 2 9°: 1 10° general: 3 11° general: 2 10° technical: 3 11° technical: 2 12° technical: 1
	Outcome	Promotion rate in the SI-EITP	Percentage	Level	TBD					TBD

N	Level	Name	Unit of measurement	Classification	Baseline (Year 0)	Y1	Y2	Y3	Y4	Y5
E8	Outcome	Employed graduates of MCC-supported education activities	Number	Cumulative	0					TBD
E7	Outcome	Graduates from MCC-supported education activities	Number	Cumulative	0					TBD
	Outcome	School Management Committees functioning	Number	Cumulative	0					TBD
E-6	Outcome	Students participating in MCC-supported education activities	Number	Cumulative	0					TBD
	Outcome	Extended hours in schools under the full-time inclusive school model	Number	Level	0					15
Technical Vocational Education and Training (TVET) System Reform Activity										
Integrated TVET Governance System Sub-Activity										
	Process	Proposal for a TVET system developed	Number	Cumulative	0					1
E3	Output	Legal, financial, and policy reforms adopted	Number	Cumulative	0					N/A

N	Level	Name	Unit of measurement	Classification	Baseline (Year 0)	Y1	Y2	Y3	Y4	Y5
	Output	National TVET accreditation system established	Number	Cumulative	0					1
	Output	Legal establishment of the Government Body of the TVET system	Date	Date						TBD
	Output	Publication of national competencies for specialties	Number	Cumulative	0					N/A
	Output	Plans of study based on competencies approved	Number	Cumulative	0					N/A
	Output	Accreditation program for the training organizations in TVET approved	Date	Date	N/A					TBD
	Output	Certification program for TVET instructors approved	Date	Date	N/A					TBD
E5	Output	Instructors trained	Number	Cumulative	0					TBD
	Output	Students certified with technical competencies	Number	Cumulative	0					TBD
TVET Continuous Labor Demand Assessment Sub-Activity										

N	Level	Name	Unit of measurement	Classification	Baseline (Year 0)	Y1	Y2	Y3	Y4	Y5
	Output	Labor Market Observatory established	Number	Cumulative	0					1
	Output	TVET Information Platform established	Date	Date						TBD
	Output	Mechanism for dissemination of competencies required by the labor market	Date	Date						TBD
	Output	Program of monitoring and evaluation of the TVET system	Date	Date						TBD

N	Level	Name	Unit of Measure	Classification	Baseline (Year 0)	Y1	Y2	Y3	Y4	Y5
Logistical Infrastructure Project										
R-3	Process	Kilometers of roads under design	Kilometers	Cumulative	0					32.9 km
R-4	Process	Value of signed road construction contracts	US \$	Cumulative	0					\$90 millions
R-5	Process	Percentage disbursed of road construction contracts	Percentage	Level	0					100%

N	Level	Name	Unit of Measure	Classification	Baseline (Year 0)	Y1	Y2	Y3	Y4	Y5
R-5.1	Process	Value of road construction contracts disbursed	US \$	Cumulative	0					\$90 millions
R-6	Process	Kilometers of roads under works contracts	Kilometers	Cumulative	0					32.9 km
R-7	Process	Temporary employment generated in road construction	Number	Cumulative	0					424
1	Process	Number of resettlements	Number	Cumulative	0					TBD
2	Process	Number of people in resettlements	Number	Cumulative	0					TBD
3	Process	Cost of resettlements	US \$	Cumulative	0					TBD
4	Process	Border Control Center completed	Number	Cumulative	0					1
R-8	Output	Kilometers of roads completed	Kilometers	Cumulative	0					32.9 km
5	Output	Number of accidents	Number	Level	TBD					TBD
6	Output	Average time to complete custom requirements for crossing the border	Hours	Level	6.1					0.51
7	Output	Annual road maintenance funding for FOVIAL	US \$	Level	TBD					TBD

N	Level	Name	Unit of Measure	Classification	Baseline (Year 0)	Y1	Y2	Y3	Y4	Y5
R-9	Outcome	Roughness	Meters per kilometers	Level	Activity 1(A1):2.6 Activity 2(A2):3.33					A1: 2.5 A2: 2.5
R-10	Outcome	Average annual daily traffic	Number	Level	A1-Segment 1: 12,719 A1-Segment 2: 9,120 A1-Segment3: 6,301 A2: 2,470					A1-Segment 1: 15,240 A1-Segment 2: 10,660 A1-Segment 3: 7,534 A2: 2,759
R-11	Outcome	Road traffic fatalities	Number	Level	TBD					TBD

ANNEX 3 INDICATORS MODIFICATIONS AND DELETIONS

Reason	Activity	Level	Name	Definition	Unit of measure	Disaggregation	Primary source	Responsible Entity	Classification	Baseline	Y1	Y2	Y3	Y4	Y5
Investment Climate Project															
Deleted Indicators															
The activity is focused on the creation of the regulatory improvement institution not on the realization of reforms	Regulatory Improvement	Outcome	Reforms implemented	Number of reforms implemented under the regulatory improvement institutions	Number	None	TBD	TBD	Accumulative	0					TBD
Modified Indicators															
Original	Processes	Signed Intention Acts	Number	Cumulative	0	None				N/A					TBD
Modified	Processes	Signed Letters of Intent	Number	Cumulative	0	None				N/A					TBD

Level	Name	Definition	Unit of measurement	Disaggregation	Primary Source	Responsible	Classification	Baseline	Y1	Y2	Y3	Y4	Y5	
Human Capital Project														
Modified Indicators														
Original	Outcome	Extended hours in schools under the full-time inclusive school model	Average weekly number of hours within the full-time inclusive schools offered in addition to existing academic load for students in 7th-9th grade and 10 - 11 General	Percentage	TBD	TBD	TBD	TBD	0					100
Modification	Outcome	Extended hours in schools under the full-time inclusive school model	Average number of weekly hours in the full-time inclusive schools offered in addition to the existing academic load	Number	Sex, From 7° to 9°, and from 10° to 11° (general) and from 10° to 12° (technical)	Administrative documents of the educational establishments in the SI-EITP	FOMILE NIO II	Cumulative	0					15

Original	Process	Full-time inclusive school model organized	Number of educational systems identified and organized to function under the full-time inclusive school model. Schools are incorporated into the full-time inclusive school model if they meet one of the following conditions: 1. Enrollment has been consolidated among schools for one or more classroom units. 2. One or more teacher's work in various schools.	Number	TBD	TBD	TBD	TBD	TBD					TBD

			3. Schools work together in planning educational activities. 4. Students share resources among schools.											
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Substitutes	Process	Education al systems under the SI-EITP of FOMILEN IO II that have teachers working with students of more than one school in the system	Number of educational systems under the SI-EITP of FOMILEN IO II that have teachers working with students of more than one school in the system	Number	None	Administrative documents of the educational establishments	FOMILE NIO II	Cumulativ e	0					45
	Process	Education al systems under the SI-EITP of FOMILEN IO II that have schools collaborati ng in education al planning activities	Number of educational systems under the SI-EITP of FOMILEN IO II that have schools collaborati ng in educational planning activities	Number	None	Administrative documents of the educational establishments	FOMILE NIO II	Cumulativ e	0					45

	Process	Education al systems under the SI-EITP of FOMILEN IO II with students sharing resources of schools that belong to the system	Number of educational systems under the SI-EITP of FOMILEN IO II with students sharing resources of schools that belong to the system	Number	None	Administrative documents of the educational establishments	FOMILE NIO II	Cumulativ e	0					45
Original	Output	Schools, under the full-time inclusive school model, with student records registered	Number of schools intervened with student records registered as a percentage of all schools under the intervened full-time inclusive school model	Percentage	TBD	TBD	TBD	Level	0					100

Modifica tion	Outp ut	Number of education al establishm ents, belonging to the SI- EITP, that have adequate and functional academic registers	Number of educational establishme nts, belonging to the SI-EITP, that have adequate and functional academic registers, divided by the total number of educational establishe nts that belong to the SI-EITP	Percenta ge	None	Implemen ting entities	FOMILE NIO II	Level	0					100
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Level	Name	Definition	Responsible Entity	Disaggregation	Primary Source	Responsible Unit	Classification	Baseline	Y1	Y2	Y3	Y4	Y5	
Logistical Infrastructure Project														
Modified Indicators														
Original	Outcome	Average annual daily traffic	The average number and type of vehicles per day, averaged over different times (day and night) and over different seasons to arrive at an annualized daily average	Number	Activity 1-Segment 1, Activity 1-Segment 2, Activity 1-Segment 3 Activity 2	MOP	FOMILENIO II	Level	A1-Segment 1: 12,173 A1-Segment 2: 8,067 A1-Segment 3: 5,494 A2: 2,367					A1-Segment 1: 13,648 A1-Segment 2: 9,301 A1-Segment 3: 6,164 A2: 3,165

Level	Name	Definition	Responsible Entity	Disaggregation	Primary Source	Responsible Unit	Classification	Baseline	Y1	Y2	Y3	Y4	Y5	
Modified	Outcome	Average annual daily traffic	The average number and type of vehicles per day, averaged over different times (day and night) and over different seasons to arrive at an annualized daily average	Number	Activity 1-Segment 1, Activity 1-Segment 2, Activity 1-Segment 3 Activity 2	MOP	FOMILENIO II	Level	A1-Segment 1: 12,719					A1-Segment 1: 15,240
									A1-Segment 2: 9,120					A1-Segment 2: 10,660
									A1-Segment 3: 6,301					A1-Segment 3: 7,534
									A2: 2,470					A2: 2,759

Level	Name	Definition	Responsible Entity	Disaggregation	Primary Source	Responsible Unit	Classification	Baseline	Y1	Y2	Y3	Y4	Y5	
Original	Outcome	Roughness	The measure of the roughness of the road surface, in meters of height per kilometer of distance traveled	Meters per kilometer	Activity 1/Activity 2	MOP	FOMILENIO II	Level	A1: 4,68 A2: 4.41					A1: 2.5 A2: 2.5
Modification	Outcome	Roughness	The measure of the roughness of the road surface, in meters of height per kilometer of distance traveled	Meters per kilometer	Activity 1/Activity 2	MOP	FOMILENIO II	Level	Activity 1(A1):2.6 Activity 2(A2):3.33					A1: 2.5 A2: 2.5
Human Capital Project														
Modified Indicators														

Level	Name	Definition	Responsible Entity	Disaggregation	Primary Source	Responsible Unit	Classification	Baseline	Y1	Y2	Y3	Y4	Y5	
Original	Outcome	Repetition rate in the SI-EITP		Number of repeating students enrolled in a grade in a determined year divided by the total enrollment of the year in a given grade.		Percentage	Sex 7°, 8°, 9°, 10° general, 11° general, 10° technical, 11° technical y 12° technical							MINED and administrative documents of the educational establishments and surveys of impact evaluation
Modified	Outcome	Repetition rate in the SI-EITP		Number of students who repeat a grade in a given year divided by the total enrollment in that grade in the same year		Percentage	Sex 7°, 8°, 9°, 10° general, 11° general, 10° technical, 11° technical y 12° technical							MINED and administrative documents of the educational establishments and surveys of impact evaluation
Original	Outcome	Promotion rate in the SI-EITP		Number of passing students divided by the total number of students completing a given school year within the full-time inclusive school model - in grades 7 - 9; 10 - 11 General; 10 - 12 Technical.		Percentage	Sex 7°, 8°, 9°, 10° general, 11° general, 10° technical, 11° technical y 12° technical							MINED and administrative documents of the educational establishments and surveys of impact evaluation

Level	Name	Definition	Responsible Entity	Disaggregation	Primary Source	Responsible Unit	Classification	Baseline	Y1	Y2	Y3	Y4	Y5
Modified	Outcome	Promotion rate in the SI-EITP	Number of passing students divided by the total number of students who completed the school year within the full-time inclusive school model - in grades 7-9; 10-11 General; 10-12 Technical	Percentage	Sex 7°, 8°, 9°, 10° general, 11° general, 10° technical, 11° technical y 12° technical			MINED and administrative documents of the educational establishments and surveys of impact evaluation					