

# Guatemala Threshold Program

## **Post Threshold Program Monitoring & Evaluation Plan**

**September 2021**

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## PREAMBLE

This Post Threshold Program Monitoring and Evaluation Plan (M&E) has the following characteristics:

- It is part of the plan of action of the Threshold Program Agreement signed on April 8, 2015 between the United States of America, acting through the Millennium Challenge Corporation (MCC), a government agency of the United States, and the Government of Guatemala, acting through the Ministry of the Economy;
- It is governed and follows the principles set out in the Policy for Monitoring and Evaluation of Compacts and Threshold Programs (dated 03/15/2017).
- It develops in more detail the issues raised in the Closure Plan, the present document will ensure the sustainability of the program's interventions. The Plan includes a description of the future monitoring and evaluation activities, and identifies individuals, and entities that will support these activities. It develops in greater detail the commitments that are generated from the Memorandum of Understanding between PRONACOM and MCC that will be signed to guarantee the implementation of this document.

The Post Threshold Program M&E Plan is considered a binding document and failure to comply with its stipulations could be taken as a violation of the agreement between MCC and the Government of Guatemala. It may be modified or amended as necessary following the MCC M&E Policy (Section 4.2) if as long as this change is consistent with the requirements of the Threshold Program Agreement, and of any other related complementary legal document.

## ACRONYMS

AEPQ	Spanish acronym for Escuintla-Puerto Quetzal Highway
ANADIE	Spanish acronym for National Agency of Alliances for Development and Economic Infrastructure
APP/PPP	Spanish/English acronym for Public-Private Partnerships
IDB	Inter-American Development Bank
DIGEDUCA	Spanish acronym for The General Directorate of Educational Evacuation and Research of the Ministry of Education
DQR	Data Quality Review
DUCA	Spanish acronym for the Central American Single Declaration
DVA	Declaration of Value
EEMAF	Spanish acronym for Agricultural & Forestry Secondary Education Establishments
ENCA	Spanish acronym for Central National School of Agriculture
FHI 360	<i>Family Health International</i>
GOPA	Consultants – German Society for Organization and Planning
INTECAP	Spanish acronym for Technical Institute for Training and Productivity
ITT	Indicator Tracking Table
M&E	Monitoring & Evaluation
MCC	Millennium Challenge Corporation
MINEDUC	Spanish acronym for Ministry of Education
MINFIN	Spanish acronym for Ministry of Finance
OTA	Office of Technical Assistance, US Department of the Treasury
PADEP/CB	Spanish acronym for the Program for Professional Development of Lower Secondary Teachers
PEM	Spanish acronym for Secondary Teacher Training
PIRS	Performance Indicator Reference Sheets
POC	Point of Contact
PRONACOM	Spanish acronym/agency for The Program for National Competitiveness
SAT	Spanish acronym for the Superintendence of Tax Administration
THP	Threshold Program
USAID	United States Agency for International Development

# 1. GENERAL DESCRIPTION OF THE PLAN

## 1.1 Objectives of the M&E Plan

The Post Threshold Program M&E Plan has the following objectives:

- i) Specify how goals and objectives of the projects and activities will be monitored after the end of the Threshold Program; and
- ii) Provide a general overview of the activities that will be carried out for the evaluations of the projects and activities of the Program.

## 1.2 Commitments of the M&E Plan

The Post Threshold Program M&E Plan commits to the following activities:

- Serving as a guide to know the program, so that PRONACOM staff, members of the Executive Committee, Committees stakeholders, staff of implementing agencies, beneficiaries and other stakeholders understand the M&E activities to be held after the completion of the Program.
- Explaining in detail how PRONACOM, and specifically the Post-Program Point of Contact (POC), will be conducting activities related to monitoring the Threshold Program after its completion.
- Describing the M&E requirements that PRONACOM should complete. Specifically, it describes the delivery of the Annual Post Threshold Program Report, which must be submitted each year on June 30<sup>th</sup> starting in 2022.

# 2. SUMMARY OF THE THRESHOLD PROGRAM AND OBJECTIVES

## 2.1 General Description

The overall objective of the program was to support the reforms initiated by the Government to improve the quality and relevance of secondary education in Guatemala and increase tax revenue to increase the capacity of the Government to address the constraints to economic growth. The Program had two projects: i) the Education Project, and ii) the Resource Mobilization Project, which are described below:

## 2.2 Project 1: Education Project

The objective of the Education Project was to support the efforts undertaken by the Government of Guatemala in the implementation of institutional reforms, defined in the

Proposal for the Transformation of the Secondary Education Level<sup>1</sup> and the Critical Route of the Ministry of Education<sup>2</sup>, aimed at offering quality secondary education that prepare a diverse Guatemalan youth to be successful in the labor market.

For the Project's impact to be sustainable and expand nationwide, Guatemala will need to increase the budget for secondary education and ensure the efficient and equitable use of these resources. This shows the relationship between the two projects of the Threshold Program.

The Project implemented three activities, which are described below.

### **Activity 1: Improving Quality of Education in Support of Student Success in Lower Secondary**

In order to improve the learning of students and promote student success (student promotion and transition rates), the Threshold Program supported the Ministry of Education (MOE) in implementing programs to improve the quality of education in the different types of lower secondary schools. Specifically, the Program implemented the following actions:

- Design and implementation of a new training program for teachers and principals of lower secondary schools (also known as PADEP/CB), through two-year certificate programs with specializations in Mathematics, Communication and Language, Science, and Leadership and Educational Management taught through private universities;
- Teaching assistance to support teachers in improving the delivery of the Base National Curriculum and implementing learning communities as a platform for continuous teacher learning;
- Management assistance to form school networks and advise schools on management issues; and
- Technical assistance to develop the capacity in parent organizations for monitoring and advocating for educational quality in the lower secondary schools.

To perform these actions, the Threshold Program hired Family Health International (FHI 360) as an implementing entity of the project aimed at improving the quality of education in the secondary schools. It also hired the InterNaciones, Panamericana, and del Valle Universities to implement the Professional Development of Lower Secondary for In-Service Teachers.

The participants in this activity were lower secondary school students, teachers, and principals (grades seven to nine), in the implementation districts of five departments (Alta Verapaz, Sololá, Sacatepéquez, Jalapa and Chiquimula). Students benefited by receiving better quality education, based on the package of interventions implemented by the program. Teachers and principals benefited by an in-service professional development program and coaching.

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<sup>1</sup> USAID / Educational Reform in the Classroom and Ministry of Education 2014

<sup>2</sup> Ministry of Education 2014

## **Activity 2: Improving Technical and Vocational Education and Training (TVET) in Upper Secondary Schools**

The Threshold Program supported the Ministry of Education and the National Central School for Agriculture (ENCA) to develop new tools and strategies for TVET in order to better match the supply and demand for the labor market. This includes an assessment of the current provision of TVET in upper secondary education and workshops with the private sector and guilds to evaluate their needs and their perspective on the job market. It also offered recommendations for coordination and harmonization of labor competencies and qualification levels among educational institutions, with the participation of the private sector. The activity also identified opportunities for promoting the transition from lower to upper secondary school with attention to gender gaps that affect girls and boys differently.

In support of the Ministry of Education, the project designed and supported the implementation of the curricula of six new vocational programs for Information Technology, Transportation and Vehicle Maintenance, and Hospitality and Tourism occupational families. The vocational programs had two qualifications each, based on the framework of skills and qualifications developed with the support of the private sector. For each of these TVET programs, textbooks for students, guides for teachers and a program to upgrade teachers' skills was designed. To complete all these actions, the Threshold Program hired GOPA Consultants (GOPA) and the teachers training was conducted by the *Instituto Técnico de Capacitación y Productividad* (INTECAP).

MINEDUC participants were students and teachers from the TVET programs in six departments of Guatemala. The first cohort began in 2019, and the second began in 2020. Graduates from these programs will obtain “Peritos” (3-year upper secondary education degree) in computer repair and web systems; development of digital content and software; automotive mechanics and management; food and beverages; tourism administration and management; and hotel administration and management. The students benefited from printed textbooks for the six specialties, English books, as well as equipment. The teachers benefited from upgraded knowledge and guides for each specialty.

As for the ENCA, the Threshold Program supported the design of a new curricula in agribusiness and the redesign of two other curricula, agronomy and forestry, based on the framework of competencies and qualifications developed with the support of the private sector for the Cultivation and Agricultural and Forestry Use occupational family. Guides were developed for the teachers of each of the training modules for the *peritos*. The implementer, GOPA, formed a consortium with Virginia Tech and EARTH Universities, which was in charge of training the teachers.

Teachers from the ENCA and the Agricultural and/or Forestry Secondary Education Centers (EEMAF) benefited from four 5-day workshops to upgrade their skills to teach the aforementioned courses. It is expected that students of the three degrees in agronomy, forestry and agro-industry will begin with their studies in EEMAFs in the year 2021.

### **Activity 3: Strengthening Institutional and Planning Capacity**

Threshold program supported activities to strengthen the institutional capacity of the Ministry of Education to improve planning and budgeting for the provision of an equitable and quality secondary education. This includes support to:

- Carry out an analysis of the efficiency and effectiveness of different forms of lower secondary school education, which identifies minimum inputs needed to provide quality education, the current supply and budgetary requirements to meet minimum inputs. The minimum inputs, also known as the Learning Opportunities identified as follows:
  1. Teachers who master what they teach;
  2. Principals as leaders of their schools;
  3. Quality curriculum: Advancement of students;
  4. At least 850 effective class hours per year;
  5. Books and educational resources for students and teachers;
  6. Schools in good condition and with adequate furniture; and
  7. Access to a lower secondary school for everyone.
- Strengthen the management of information systems, to support data collection, improve data quality and promote its use as a tool for planning educational services for the lower secondary education, including the management of professional development of secondary level teachers, human resource management, their qualifications, training received and professional development needs.
- Advance the institutionalization of a competitive teacher selection process for the lower secondary education (including a diagnostic test).
- Develop a geographic analysis of the supply and demand of lower secondary education as an input for the estimation of required resources (infrastructure, allocation of teachers and materials), planning and budget allocation to provide quality education.

The implementing entity for this activity was the consulting firm FHI360 and the potential participants are the general population of students and teachers of lower secondary schools but cannot be precisely quantified.

### **2.3 Project 2: Resource Mobilization**

The objectives of the Resource Mobilization Project were: (a) to support Government reforms to increase revenues by improving efficiency of tax and customs administration, and (b) to strengthen the Government's capacity to finance infrastructure projects through Public-Private Partnerships (PPP) in order to preserve limited public funding for social spending, mainly on education. The two activities of this Project are described in detail below.

#### **Activity 1: Improving Tax and Customs Administration**

MCC provided grant funding for the Department of the Treasury of the United States, Office of Technical Assistance (OTA) to provide technical assistance to the Superintendency of Tax Administration (SAT). This technical assistance supported Government efforts to:

- Implement a process of continuous improvement of the selective examination and of the administrative process to collect tax debts, including the training of personnel, carrying out a pilot in the special large and medium taxpayer's management.
- Implement a solid framework and strategy for managing risk that integrates domestic taxes and customs management in the following work areas :



- Data governance and implementation of an Institutional *Data Warehouse*
- Risk model
- Risk-based unified case detection and selection
- Modernization of the tax credit returns and compensation process
- Identify failures in the detection and application of sanctioning and punitive measures for the participation of SAT officials and employees in illicit situations and situations that conflict with ethics. Support in the institutionalization of a better control system to prevent and punish those who incur in such situations, which included the creation of the Management of Internal Affairs and training of staff in this area.
- Improve the processes of valuation, classification and control of goods in the customs service, through interventions in three different stages which are described below:
  - Prior to dispatch: implement minimum descriptions for merchandise identified in risk segments in order to unify the classification of risky merchandise that directly impact the valuation of merchandise transmitted to SAT through the Central American Single Declaration (DUCA) and the Declaration of Value (DVA). The project also updates the risk management system that designates the red channel for review, or green without review, to be more efficient and accurate.
  - During dispatch: implement and maintain the Value Database, a tool that assists the reviewer in the process of checking and investigating the declared value; reengineer the reasonable doubt process that applies better controls to resolve the dispatches subject to this procedure, while reducing the reviewer's discretion and dispatch times; and strengthen the bulk clearance procedure by automating this process, exercising due customs control of this merchandise in order to properly collect customs duties and taxes.
  - Post-clearance: strengthen the technical analysis of merchandise classification by implementing a computer system that allows the integration of the analyzes and opinions issued by the technical unit and the fiscal chemical laboratory, improving the controls in the handling of requests and technical classification analysis with a database that serves as an input for the value base and the risk system; and establish an effective post-clearance audit program as an extension of customs control.

Since taxes and customs revenues do not have a defined use, the activity does not have specific beneficiaries, so they can be defined as the citizens of Guatemala since the expected result is additional state resources for public investment.

### **Activity 2: Strengthening the Capacity to Form Public-Private Partnerships**

Program supported the efforts of the Government, especially those of the National Agency Partnerships for Economic Infrastructure Development (ANADIE), to build capacity to implement Public-Private Partnerships (PPP). These efforts promote transparency in PPPs, assess direct and contingent liabilities of PPPs; and promote a project to the market by financing feasibility studies that form the basis of the technical, financial and legal structuring, value for money analysis and other requirements so that the project can be tendered. The program also financed transaction advisory services. This assistance was coordinated in concert with the World Bank, the Inter-American Development Bank (IDB) and others to provide general, ongoing PPP capacity building assistance to governmental

agencies in Guatemala, El Salvador and Honduras. This assistance sought to improve capacity and consistency of PPP practices across the region, and increase the impact and sustainability of MCC investments.

Most of the supported activities in this area were prematurely interrupted in November 2019 due to the failure of the Congress of Guatemala to approve the first PPP contract that was presented in October 2018, corresponding to the project for improvements to the Escuintla-Puerto Quetzal Highway (AEPQ). The approval of this project had been established by MCC as a precondition for continuing to invest resources in other projects. Given this situation, the use of program funds was limited to providing advice on the legal reforms necessary to improve the approval process of PPP projects and to propose a rethinking of the contractual scheme on which the implementation of the AEPQ project could be made viable.

In the same way that the beneficiaries of the Improvement of the Tax and Customs Administration Project cannot be isolated into different subpopulations, the generalized state fiscal impacts derived from the increase in budgetary resources due to the role of PPPs in alleviating the infrastructure financing gap preventing the specific identification of the beneficiaries. Therefore, the beneficiaries of the PPP Capacity Building activity can be characterized as citizens of Guatemala. Separately from the previous analysis, PPP professionals have been identified who have participated in training programs in PPP management financed by MCC. Individuals that participated in the PPP training can also be characterized as beneficiaries as this training improves their professional skills and expertise for future employment.

### 3. MONITORING COMPONENT

The Post Threshold Program Monitoring and Evaluation Plan aims to measure the results and implementation of the program after implementation, to ensure that the objectives have been achieved. At the same time, it will continue with the process of monitoring Systematic or through annual reports that include the indicator tracking table (ITT).

#### 3.1 Objectives and organization

The objective of the Post Threshold Program monitoring strategy is to track results and measure the level of achievement of the indicators, as defined in different agreements, and to report achievement (or failures) of the program objectives.

The roles of the key players involved in the implementation of the Post Threshold M&E Plan are:

- Implementers of the Post Threshold Program M&E Plan: PRONACOM which provides information and manages the M&E Plan.
- First-level users (users of the Plan's information system): This group includes MCC and other entities of the Government of Guatemala and the Ministry of Economy, Ministry of Education, ENCA, SAT and ANADIE.

- Second-level users: this group includes other partners that have intervention in the same areas such as USAID, OTA, IDB, World Bank, etc.
- Third-level users: this group includes the beneficiaries, the general public and the press.

The results and performance of the program will be monitored annually through indicators identified by Threshold Program staff and MCC sectors experts. The Post Threshold Program M&E Plan is based on the program logic. This plan will only include output and result indicators, as the other levels are no longer relevant.

### **3.1.1 Definition of Indicators**

The program was monitored during the four years using MCC common indicators and program-specific indicators. For the next three years and six months the indicators will measure the achievement of objectives, and the long-term effects and sustainability.

Annex 1 and 2 of this Post M&E Plan provide a concise description of each indicator that will be monitored at the end of the Threshold Program, as well as its baseline, goal, methodology and frequency, as well as the person in charge of data collection. It also will include Performance Indicator Reference Sheet for each of the indicators in Appendix A.

A table with the list of indicators that will be monitored after the Threshold Program ends is presented below.

**Table 1 Post Threshold Program Education Indicators**

Level	Indicator	Unit of measurement	Disaggregation		
			Sex	Ethnicity	Department
	<b>Education Project</b>				
Outcome	Net transition rate from primary to secondary school	Rate	x	x	x
Outcome	Effective class time	Hours			x
Process	Students enrolled (6th primary, every lower secondary school grade & 4th upper secondary school grade)	Number	x	x	x
Outcome	Graduation rate	Rate	x	x	x
Outcome	Distribution of resources in lower-secondary education (educational materials, infrastructure & teachers)	Number			
Process	Teachers employed (lower secondary school)	Number	x		x
	<b>Improving Quality of Education in Support of Student Success in Lower Secondary</b>				
Outcome	Teachers and principals enrolled in the second cohort of Program for Professional Development	Number	x	x	x
	<b>Improving Technical and Vocational Education and Training (TVET) in Upper Secondary Schools</b>				
	<b>MINEDUC</b>				
Outcome	Graduates from MCC-supported education activities	Number	x	x	x
Outcome	Students participating in MCC-supported education activities	Number	x	x	x
Output	Legal, financial, and policy reforms adopted	Number			
Outcome	Education centers linked with enterprises	Number			x
	<b>ENCA</b>				
Outcome	Students participating in MCC-supported education activities	Number	x	x	x
Output	Legal, financial, and policy reforms adopted	Number			

Source: Own elaboration

**Table 2 Post Threshold Program Resource Mobilization Indicators**

<b>Level</b>	<b>Indicator</b>	<b>Unit of measurement</b>
	<b>Improving of tax and customs administration</b>	
Outcome	Value of imports subject to the requirement of minimum descriptions	Number
Output	Reasonable doubt system implemented	Number
Outcome	Customs clearance time for reasonable doubt declarations, from selection to release, with acceptance of the declared value	Hours
Outcome	Customs clearance time for reasonable doubt declarations, from selection to release, with a bond	Hours
Outcome	Customs clearance time for reasonable doubt declarations, from selection to release, with rectification	Hours
Outcome	Percentage of declarations with reasonable doubt that are resolved by the Customs Clearance Resolution group or unit	Percentage
Outcome	Time to attend requests for technical analysis of merchandise classification	Hours
Outcome	Value added of the risk management system	Percentage
Outcome	Comparison of clearance time for dry bulk declarations of red channel at Puerto Quetzal customs with 2 other customs seaports	Hours
Outcome	Internal integrity investigations conducted by SAT	Number
	<b>Strengthening the capacity to form Public-Private Partnerships</b>	
Output	PPP Contracts sent to the Congress for its approval supported by MCC	Number
Outcome	PPP Contracts signed supported by MCC	Number
Outcome	PPP Contracts that achieved financial closure that are supported by MCC	Number
Outcome	PPP selection criteria	Index
Outcome	Regulators Risk Allocation record	Index

Source: Own elaboration

### 3.2 Data Quality Review

Schools were closed in Guatemala due to the state of emergency caused by COVID-19. As a result, PRONACOM only carried out an internal desk review of data quality for the Education Project. The main objectives of the data quality review (DQR) were to assess the quality of the data that was collected to monitor the Threshold Program, and to identify strengths and weaknesses affecting the validity of this data as it will be used by the independent evaluation. This analysis covered a) definition of indicators and guidelines for reporting, b) forms and tools for data collection and reporting, c) process data management, and d) use of data for decision decisions. The DQR assessed all the MCC Common Indicators in the M&E Plan plus other indicators identified by MCC and PRONACOM. It also identified key issues or problems and mitigation measures to correct them.

In addition to this work, the M&E coordinator and PRONACOM project leaders also regularly verified the quality of the data, which were collected through field visits quarterly or when requested by MCC. This exercise was carried out in coordination with stakeholders of the respective project.

### 3.3 Reporting Standards

At the end of the Threshold Program, performance reports will continue being submitted to MCC by the Post-Program Point of Contact (POC), the Executive Director of PRONACOM.

The annual Post Threshold Program report should include:

- A summary of the activities implemented by the government in monitoring the Threshold Program and attainment of additional activities, which are described in more detail in Appendix B.
- The status of the activities prioritized by the Threshold Program that were not completed or that are to be followed up after the end of the Program.
- The annual Indicator Tracking Table (ITT), using the MCC format and which includes all the indicators presented in Annexes 1 and 2.

MCC may require reports further as it deems necessary.

The report must be sent no later than June 30 of each year, for three and a half years after the closing of the Program. The annual report must be sent by email to the Chief of the *MCC Department of Policy and Evaluation*, with a copy to the Director of MCC Monitoring and Evaluation and the US Ambassador to Guatemala. The subject of the email must include the name of the country followed by the reporting period, for example, Guatemala Post Threshold Program Report January to December 2021. This report may be posted on the MCC website.

The schedule for data collection is as follows:

**Table 3: Schedule for the collection of indicator information**

Collection period	Responsible	Date to receive information	Preliminary report deadline	Delivery to MCC
Year # 0: January - September 2021	M&E Coordinator	November 30, 2021	December 7, 2021	December 20, 2021
Year # 1: January - December 2021	POC PRONACOM	May 20, 2022	May 31, 2022	June 30, 2022
Year # 2: January - December 2022		May 20, 2023	May 31, 2023	June 30, 2023
Year # 3: January - December 2023		May 20, 2024	May 31, 2024	June 30, 2024

Source: Own elaboration

## 4. EVALUATION COMPONENT

### 4.1 Evaluation Strategy

Evaluations are essential components to the Threshold Program and will provide MCC, PRONACOM, and other stakeholders with a systematic and objective assessment of the design, implementation, expected results and attribution to the program in case of impact evaluations.

While all MCC investments are built with the objective of stimulating economic growth and poverty reduction, for some of the projects these benefits will not manifest during the Threshold Program period. For example, the investments to be made in the Education Project are directed towards the improvement of the quality of the secondary education, which will not translate into better job opportunities and higher income until the students graduate and enter the job market. The impact of these investments will occur after the Threshold Program is completed. This argument also applies to other activities, such as the PPP-related within the Resource Mobilization Project. However, literature on the economics of education strongly supports the positive impacts of increased investment in education. Therefore, the evaluation strategy of the Threshold Program will be to measure the degree to which the intermediate outcomes (such as improvements in learning) come to fruition, rather than trying to measure income gains directly.

Impact and performance evaluations support two objectives derived from MCC’s core principles: accountability and learning. Accountability refers to MCC and PRONACOM’s obligation to report on their activities and attributable outcomes, accept responsibility for them, and disclose these findings in a public and transparent manner. Learning, on the other hand, 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 a minimum, each project should have an independent performance evaluation for accountability reasons.

The following table includes a summary of the evaluations that are being carried out within the Threshold Program.

**Table 4: Summary Table of Assessments**

<b>Draft</b>	<b>Activities</b>	<b>Evaluators</b>	<b>Evaluation type</b>	<b>Results presentation date</b>
Education	School success	Mathematica	Impact	August 2023
	TVET		Performance	October 2022
	Institutional strengthening		Performance	August 2023
Resource mobilization	Improve tax administration and customs	Individual consultant	Performance	March 2022
	Strengthening PPP	Mathematica (in conjunction with El Salvador)	Performance (Intermediate)	April 2022
			Performance (Final)	April 2024

Source: Own elaboration based on information provided by the evaluators

Since the evaluations are financed with MCC resources, there is no obligation to finance components of the evaluation on the part of the Government of Guatemala. However, the POC will contribute to activities related to the evaluation, such as liaising with governmental institutions, organizing events to inform about the results of the evaluations (including the organization, facilitation and financing of the presentations), as well as making relevant

reports and publishing data on its website. MCC will facilitate the evaluators' presentations, as feasible, and will publish the reports and data on its website.

In addition to the specific questions for each of the evaluations, the reports will report data disaggregated by sex and by department, when appropriate. The evaluation reports also include lessons learned in the implementation of the program, which can be useful for activities that will be carried out in the future.

The M&E plan can be consulted at the following link: <https://assets.mcc.gov/content/uploads/Final-GTM-ME-Plan-with-Annexes.pdf>. It details the methodology, questions and data sources for each evaluation, below only a summary of the strategies and activities that remain outstanding in each of them is presented.

## **4.2 Specific Evaluation Plans**

### ***4.2.1 Project evaluation***

#### **4.2.1.1 Evaluation of Activity 1: Improving Quality of Education in Support of Student Success in Lower Secondary**

This activity is being evaluated using a mixed-methods impact evaluation, using experimental design with the participation of the Ministry of Education and other stakeholders. A school-district-randomized rollout of the Education Project allows a rigorous evaluation of changes in teaching behaviors and learning outcomes. It is expected that the results will be attributable to the intervention package that includes a training program for teachers in service, teaching and management assistance, and the establishing/strengthening of learning communities, organizations, and parents and school networks.

The impact evaluation includes rigorous qualitative methods that help to understand how the program (or changes to the program) was implemented that could have influenced the impact results. For more information, the evaluation design can be consulted at the link: <https://data.mcc.gov/evaluations/index.php/catalog/216>.

The activities that will be completed after the threshold program are as follows: Mathematica will collect qualitative information on schools from July to September 2021 and MINEDUC will collect quantitative survey information by applying the AVANZO knowledge assessments to students in 331 schools for the end line sample in September and October of 2021.

#### **4.2.1.2 Evaluation of Activity 2: Improving Technical and Vocational Education and Training in upper secondary**

Since the multiple reforms contemplated in this activity were intended to be implemented at the national level, it was not possible to establish a control group to compare the effects of the reforms. Therefore, a mixed-methods performance evaluation is being used to focus on the fidelity of implementation and analysis of results to monitor progress in adopting the necessary reforms to establish the government integrated TVET system. This qualitative methodology will be based on interviews with the main actors participating in the



implementation of the activity. For more information, the evaluation design can be consulted here: <https://data.mcc.gov/evaluations/index.php/catalog/216/download/1497>

The pending activity to be carried out is the collection of qualitative data, which will be carried out within the first half of 2021.

#### 4.2.1.3 Evaluation of Activity 3: Strengthen Institutional and Planning Capacity

A mixed-methods performance evaluation is being carried out. The assessment is a political economy analysis that uses a Drivers of Change framework to analyze institutional changes. This framework has two main components. The first is a trend analysis, for which secondary data is used to examine changes over the term in key results related to the project (for example, changes in budget allocations to secondary education). The second component is a qualitative component that includes rounds of key informant interviews with stakeholders and focus groups with program participants. For more information, the evaluation design can be consulted at the link: <https://data.mcc.gov/evaluations/index.php/catalog/216>.

The pending activities to be carried out are the collection of qualitative data, which will be carried out within the second and third quarters of 2021.

### **4.2.2 Evaluation of the Resource Mobilization Project**

#### 4.2.2.1 Evaluation of the customs activity

The evaluation will review and evaluate the development, implementation, and likely results of this Activity. It will also collect and document the lessons that can be learned to improve the design and implementation of future activities of this type. For more information, the evaluation design can be consulted at [MCC's Evaluation Catalog](https://data.mcc.gov/evaluations/index.php/catalog) (<https://data.mcc.gov/evaluations/index.php/catalog>) once published.

At the end of the Threshold Program, and if the current planning continues as scheduled, only the presentation of the evaluation results is pending.

#### 4.2.2.2 Evaluation of PPP activity

The PPP performance evaluation is being carried out simultaneously in Guatemala and El Salvador. The evaluation features a mixed methods-based implementation analysis that uses a political-economy approach to answer a series of questions about the quality of PPP implementation. To the extent possible, the evaluator will compare the implementation experiences and results of El Salvador and Guatemala in the performance evaluation. For more information, the evaluation design can be consulted at the link: <https://data.mcc.gov/evaluations/index.php/catalog/233>.

The pending activities to be carried out are: Delivery of the interim performance evaluation results report; Dissemination and feedback of the results with PRONACOM, ANADIE, MINFIN; Qualitative data collection in 2023; Delivery of the report of the results of the performance evaluation (final) in 2024; and Dissemination and feedback of the results with PRONACOM, ANADIE, MINFIN.

## 5. M&E MANAGEMENT AND ADMINISTRATION

### 5.1 Responsibilities

The development of the Post Threshold Program M&E Plan was based on a participatory methodology, in accordance with the procedures of MCC M&E. The management of the plan will be under the responsibility of the designated POC, that is, the Executive Director of PRONACOM, who may designate someone from the team to be able to give a more detailed follow-up. PRONACOM is responsible for the collection, compilation, processing and analysis of the information on pending activities and the indicators specified in the monitoring section.

The MCC M&E counterpart is to provide technical assistance to the team to carry out Post Threshold Program monitoring and evaluation, and to facilitate the implementation of specific activities in accordance with existing processes.

The Monitoring and Evaluation coordinator of the Threshold Program will be in charge of developing a manual and training the POC and/or staff within PRONACOM and institution's counterpart. The manual and training will address the objectives, contents and formats of the Post M&E Plan.

The specific activities in charge of the actors responsible for the Post Threshold Program M&E Plan are detailed below.

The main tasks for the POC, or the person designated for this activity, are:

- Be the point of contact for questions from MCC, implementing entities, evaluators or others in relation to the Post Threshold Program M&E Plan.
- Prepare and submit the Post Threshold Program annual report to MCC on further activities to the Agreement which includes data collection for reporting indicators from different government institutions.
- Provide advice and training to institution counterparts on proper filling of instruments to meet the requirements for preparing the annual Post Threshold Program Report. The facilitation will be done as shown in the manual provided by the M&E coordinator of the Threshold Program.
- Ensure that the indicators have supporting documentation.
- Follow up on the monitoring and evaluation system defined in the Post Threshold Monitoring & Evaluation Plan that includes the collection, processing, analysis, verification/validation and centralization of information for the Post Threshold Program ITT indicators.
- Disseminate information and results related to program performance and impact maintaining the integrity of the documents received. The dissemination will be made through the government website and/or other means.
- Identify opportunities to apply learning from evaluations to project design and implementation.
- Manage agreements with government entities in the field of monitoring and evaluation.

- Facilitate the work of assessment teams, particularly to assist in mission planning, organizing events to disseminate information and coordinate the contribution of comments to the deliverables of stakeholders.
- Inform at the request of external entities of the Post Threshold Program M&E Plan, particularly government entities.
- Include in the annual report lessons learned from the implementation of the Post Threshold Program M&E Plan.
- Review and revise the Post Threshold Program M&E Plan, as necessary, in coordination with the MCC M&E team, to confirm that the activities that are contained are in accordance with what is established and limited by the agreement.

Tasks of the Ministry of Education, ENCA, ANADIE and SAT Post Threshold Program counterpart include:

- Designate personnel to facilitate PRONACOM contact for requests regarding the annual report or other requests from the evaluating firms.
- Send an annual report of the indicators in the specified period.
- Report on the status of activities prioritized by the Threshold Program that were not completed or that they want to follow up after completion of the program, including Appendix B of this document.

The main tasks for the MCC M&E Director include:

- Providing advice and training to the POC, or the person designated for this activity to meet the requirements to prepare the annual post Threshold Program report.
- Manage evaluations.
- Make sure evaluation reports include feedback from interested parties.

## **5.2 Information system**

The information on the results of the Post Threshold Program M&E Plan is structured around the following products:

- Annual report, includes ITT
- Special Reports: These are updates developed through applications, reports data collection and reporting of specific studies.

## **5.3 M&E Post Threshold Program Communication Strategy**

The POC or its designee will develop workshops with interested parties as part of Post Threshold Program M&E Plan to publicize the results.

## **5.4 Review of the M&E Plan**

The Post Threshold Program M&E Plan will be reviewed when there is consensus between MCC and the POC.

## 6. M&E BUDGET

The evaluations are funded directly by MCC. MCC will be responsible for the costs of contracting for the collection of additional data, while the Government of Guatemala will be responsible for the collection of monitoring data.

Appendix A

Performance Indicator Reference Sheet (PIRS)

Net transition rate from primary to secondary school

<b>Project</b>	Education		
<b>Code</b>	<b>MCC Common Indicator</b>		<b>Internal</b>
	N/A		Ed01
<b>Level</b>	Outcome		
<b>Name</b>	Net transition rate from primary to secondary school		
<b>Objective</b>	Measuring the transition rate of students from primary to secondary school		
<b>Definition</b>	Percentage of students who complete primary school and continue in secondary school the following year.		
	High transition rates indicate a high level of access from primary to secondary and reflect the intake capacity of this level and retention of the education system. On the contrary, low transition rates may indicate a problem in terms of the link between the two educational levels, due to shortcomings in the examination system, or insufficient admission capacity to the higher level of education, or both.		
<b>Formula</b>	$NTRPS = \frac{Enrolled_{i=7}^t \& \frac{t-1}{i=6}}{Graduates_{i=6}^{t-1}} \times 100$		
<b>Definition of related variables</b>	<p>NTRPS is the net transition rate from primary to secondary school</p> <p><math>Enrolled_{i=7}^t \&amp; \frac{t-1}{i=6}</math>, are students enrolled in seventh grade <b>i=7</b> (1st year secondary) in year <b>t</b>, and who were enrolled in sixth grade <b>i=6</b> in <b>t-1</b></p> <p><math>Graduates_{i=6}^{t-1}</math>, are students who graduated sixth grade <b>i=6</b> (6th year primary) in year <b>t-1</b></p>		
<b>General characteristics of the indicator</b>	<b>Unit of measure</b>	<b>Frequency of Reporting</b>	<b>Disaggregation</b>
	Percentage	Annual (approx. May of each year)	Department Sex Indigenous/Not indigenous
<b>Classification</b>	Level		
<b>Primary data source</b>	MINEDUC school database (School record)		
<b>Responsible Party</b>	DIPLAN/MINEDUC		
<b>Measurement Methods</b>	All students included in the sum of the enrolled must have graduated from 6 <sup>th</sup> grade in the immediately preceding year, so the unique student code must be used to calculate the indicator.		
<b>Baseline and Target</b>	<b>Baseline</b>		<b>Target</b>
	2018		2023
	66.4 (54.5 indigenous)		67
<b>Additional Information</b>			

## Effective class time

<b>Project</b>	Education		
<b>Code</b>	<b>MCC Common Indicator</b>		<b>Internal</b>
	N/A		Ed02
<b>Level</b>	Outcome		
<b>Name</b>	Effective class time		
<b>Objective</b>	Measuring effective time spent in class		
<b>Definition</b>	Number of hours of school completed per year, calculated as an average among all schools		
<b>Formula</b>	$HEC = \sum_{d=1}^b HoursCNB_d^t - \sum_{d=1}^b HoursR_d^t - \sum_{d=1}^b HoursC_d^t - \sum_{d=1}^b HoursS_d^t$		
<b>Definition of related variables</b>	<p>HEC, is the number of effective hours of classes received by lower secondary students</p> <p><math>HoursCNB_d^t</math>, is the sum of hours of classes that should be taught according to the National Base Curriculum (CNB in Spanish) in year <b>t</b></p> <p><math>HoursR_d^t</math>, is the sum of hours of classes <b>d</b> not taught, reported by schools in year <b>t</b></p> <p><math>HoursC_d^t</math>, is the sum of hours of classes <b>d</b> not taught, according to the field verifications carried out in year <b>t</b></p> <p><math>HoursS_d^t</math> is the sum of hours of classes <b>d</b> not taught, according to the use of time within classes in year <b>t</b></p>		
<b>General characteristics of the indicator</b>	<b>Unit of measurement</b>	<b>Frequency of Reporting</b>	<b>Disaggregation</b>
	Hours	Annual	Department
<b>Classification</b>	Level		
<b>Primary data source</b>	Ministry of Education (MINEDUC), with data from the General Directorate of Coordination (DIGECOR) and the General Directorate for Quality Monitoring and Verification (DIGEMOCA)		
<b>Responsible Party</b>	MINEDUC		
<b>Measurement Methods</b>	<p>The process to perform the calculation consists of four stages, which are described below:</p> <ol style="list-style-type: none"> <li>1. It starts from the class hours that are needed to teach the total content as established in the National Base Curriculum</li> <li>2. The hours in which the schools remain closed are subtracted (information from DIGECOR)</li> <li>3. They are corrected with data collected in the field by DIGEMOCA, considering days of closure of the establishment and teacher absenteeism.</li> <li>4. Finally, it is corrected using information generated through observations in the classroom with the Stallings methodology whose objective is to achieve descriptions of what happens in a classroom, in terms of the use of time, compiled by DIGEMOCA.</li> </ol>		
<b>Baseline and Target</b>	<b>Baseline</b>		<b>Target</b>
	2018		2020/ 2025
	382		500/ 840
<b>Additional Information</b>			

## Students enrolled

<b>Project</b>	Education		
<b>Code</b>	<b>MCC Common Indicator</b>	<b>Internal</b>	
	N/A	Ed03	
<b>Level</b>	Process		
<b>Name</b>	Number of students enrolled		
<b>Objective</b>	Measures the number of students who could have been supported by the Education project		
<b>Definition</b>	This indicator measured the number of students formally enrolled in sixth grade, lower secondary grades and the fourth upper secondary grade at the beginning of the school year. Lower secondary school students include students in grades seven through nine.		
<b>Formula</b>	$SE = \sum_{h=1}^n Enrolled_h^t$		
<b>Definition of related variables</b>	SE, Students enrolled $Enrolled_h^t$ , are students enrolled at education level <b>h</b> in the year <b>t</b>		
<b>General characteristics of the indicator</b>	<b>Unit of measure</b>	<b>Frequency of Reporting</b>	<b>Disaggregation</b>
	Number	Annual (approx. May of each year)	National Department Sex Indigenous/Not indigenous
<b>Classification</b>	Level		
<b>Primary data source</b>	MINEDUC school database (School record)		
<b>Responsible Party</b>	MINEDUC		
<b>Measurement Methods</b>	The data is requested for the following grades and levels: <ul style="list-style-type: none"> <li>• 6th grade (primary)</li> <li>• 1st, 2nd, 3rd grade of lower secondary</li> <li>• 4th upper secondary</li> </ul>		
<b>Baseline and Target</b>	<b>Baseline</b>		<b>Target</b>
	2020		2023
	N/A		N/A
<b>Additional Information</b>			

## Graduation rate

<b>Project</b>	Education		
<b>Code</b>	<b>MCC Common Indicator</b>		<b>Internal</b>
	N/A		Ed04
<b>Level</b>	Outcome		
<b>Name</b>	Graduation rate		
<b>Objective</b>	Measuring student performance		
<b>Definition</b>	<p>Students who pass the final year of lower and upper secondary school in the reference year</p> <p>Measure the performance of the educational system in terms of students who complete a teaching cycle</p>		
<b>Formula</b>	$GR = \frac{Graduates_{i,t}}{Enrolled_{i,t}}$		
<b>Definition of related variables</b>	<p>GR, is the graduation rate</p> <p><math>Graduates_{i,t}</math>, are students who graduated from the school year in the reference year</p> <p><math>Enrolled_{i,t}</math>, are students who graduated from the school year in the reference year</p>		
<b>General characteristics of the indicator</b>	<b>Unit of measure</b>	<b>Frequency of Reporting</b>	<b>Disaggregation</b>
	Rate	Annual (approx. May of each year)	National Area of influence Sex Indigenous/Not indigenous
<b>Classification</b>	Level		
<b>Primary data source</b>	MINEDUC school database (School record)		
<b>Responsible Party</b>	DIPLAN/MINEDUC		
<b>Measurement Methods</b>	<p>The data is requested for the following grades and levels:</p> <ul style="list-style-type: none"> <li>• Lower secondary</li> <li>• Upper secondary</li> </ul>		
<b>Baseline and Target</b>	<b>Baseline</b>	<b>Target</b>	
	2020	2023	
<b>Additional Information</b>	N/A		N/A



Distribution of resources in lower-secondary education

<b>Project</b>	Education		
<b>Code</b>	<b>MCC Common Indicator</b>	<b>Internal</b>	
	NA	Ed05	
<b>Level</b>	Process		
<b>Name</b>	Distribution of resources in lower-secondary education		
<b>Objective</b>	Quantify the resources invested in secondary school education		
<b>Definition</b>	It is the amount executed in quetzals in a given year of resources allocated in lower secondary school for all modalities		
<b>Formula</b>	$RISS = \sum_{h=1}^n Resources_h^t$		
<b>Definition of related variables</b>	RISS, are the invested resources in lower secondary schools $Resources_h^t$ , is the amount executed in quetzales in a given year of resources <b>h</b> allocated in lower secondary for all modalities in year <b>t</b>		
<b>General characteristics of the indicator</b>	<b>Unit of measure</b>	<b>Frequency of Reporting</b>	<b>Disaggregation</b>
	Number	Annual (approx. May of each year)	National
<b>Classification</b>	Level		
<b>Primary data source</b>	Integrated Accounting System – of the Ministry of Finance and/or records of the Ministry of Education		
<b>Responsible Party</b>	MINEDUC		
<b>Measurement Methods</b>	Preferably report corresponding investment amounts of the following items: <ol style="list-style-type: none"> <li>1. Purchase and printing of educational materials</li> <li>2. Infrastructure</li> <li>3. Teachers</li> </ol>		
<b>Baseline and Target</b>	<b>Baseline</b>	<b>Target</b>	
	2020	2023	
	N/A	N/A	
<b>Additional Information</b>			

## Teachers employed

<b>Project</b>	Education		
<b>Code</b>	<b>MCC Common Indicator</b>	<b>Internal</b>	
	NA	Ed06	
<b>Level</b>	Process		
<b>Name</b>	Teachers employed		
<b>Objective</b>	Quantifies the Number of teachers in lower secondary school employed		
<b>Definition</b>	The Number of teachers employed in lower secondary school of all modalities		
<b>Formula</b>	$TE = \sum_{h=1}^n Employed_h^t$		
<b>Definition of related variables</b>	TE, Teachers employed $Employed_h^t$ , are the teachers employed for lower secondary <b>h</b> in year <b>t</b>		
<b>General characteristics of the indicator</b>	<b>Unit of measure</b>	<b>Frequency of Reporting</b>	<b>Disaggregation</b>
	Number	Annual (approx. May of each year)	Department Type of education center Type of contract Hired by new process
<b>Classification</b>	Level		
<b>Primary data source</b>	MINEDUC school database (School record)		
<b>Responsible Party</b>	MINEDUC		
<b>Measurement Methods</b>			
<b>Baseline and Target</b>	<b>Baseline</b>	<b>Target</b>	
	2020	2023	
	N/A	N/A	
<b>Additional Information</b>			

Teachers and principals enrolled in the second cohort of the Program for Professional Development

<b>Project</b>	Education		
<b>Code</b>	<b>MCC Common Indicator</b>		<b>Internal</b>
	N/A		Ed07
<b>Level</b>	Outcome		
<b>Name</b>	Teachers and principals enrolled in the second cohort of Program for Professional Development		
<b>Objective</b>	Measure the Number of beneficiaries of program interventions		
<b>Definition</b>	Number of teachers and directors in service who are enrolled in the second cohort of the Program for Professional Development of Lower Secondary Teachers (PADEP/CB) or PEM (by its Spanish acronym) in the specializations of Mathematics, Language, Sciences and Leadership and Educational Management, designed by the Threshold Program		
<b>Formula</b>	$DDIPEM = \sum_{c=1}^n Enrolled_c^t$		
<b>Definition of related variables</b>	DDIPEM, teachers and directors enrolled in the PEM $Enrolled_c^t$ , are the teachers and principals enrolled in the second cohort <b>c</b> of year <b>t</b>		
<b>General characteristics of the indicator</b>	<b>Unit of measure</b>	<b>Frequency of Reporting</b>	<b>Disaggregation</b>
	Number	Annual	Sex
<b>Classification</b>	Level		
<b>Primary data source</b>	San Carlos University		
<b>Responsible Party</b>	Ministry of Education		
<b>Measurement Methods</b>	School enrollment of university		
<b>Baseline and Target</b>	<b>Baseline</b>		<b>Target</b>
	2021		2022
	691		553
<b>Additional Information</b>			

## Graduates from MCC-supported education activities

<b>Project</b>	Education		
<b>Code</b>	<b>MCC Common Indicator</b>	<b>Internal</b>	
	E-7	Ed08	
<b>Level</b>	Outcome		
<b>Name</b>	Graduates from MCC-supported education activities		
<b>Objective</b>	Measure the Number of beneficiaries with the program		
<b>Definition</b>	<p>The number of students graduating from the highest grade (year) for that educational level in MCC-supported education schooling programs. The number of graduate students is considered to be those who have been promoted from the twelfth grade.</p> <p>Graduates of the 6 TVET degrees of the upper secondary schools by the Ministry of Education.</p>		
<b>Formula</b>	$GMCC = \sum_{h=1}^n Graduates_h^t$		
<b>Definition of related variables</b>	GMCC, students who graduated from MCC-supported education programs $Graduates_h^t$ , are the students who graduated at level <b>h</b> in year <b>t</b>		
<b>General characteristics of the indicator</b>	<b>Unit of measure</b>	<b>Frequency of Reporting</b>	<b>Disaggregation</b>
	Number	Annual (approx. In May of each year)	Department Sex
<b>Classification</b>	Cumulative		
<b>Primary data source</b>	DIPLAN, Ministry of Education data base (School tab).		
<b>Responsible Party</b>	MINEDUC		
<b>Measurement Methods</b>	Counting		
<b>Baseline and Target</b>	<b>Baseline</b>	<b>Target</b>	
	2020	2021	
	0	295	
<b>Additional Information</b>	The first cohort of MINEDUC Will graduate in 2021		

## Students participating in MCC-supported education activities

<b>Project</b>	Education		
<b>Code</b>	<b>MCC Common Indicator</b>	<b>Internal</b>	
	E-6	Ed09	
<b>Level</b>	Outcome		
<b>Name</b>	Students participating in MCC-supported education activities		
<b>Objective</b>	Measures the Number of beneficiaries of program interventions		
<b>Definition</b>	<p>The number of students enrolled or participating in MCC-supported educational schooling programs. The number of students formally enrolled in upper secondary school is considered at the beginning of the school year.</p> <p>Students of the upper secondary schools include students from the tenth to the twelfth grade in schools where TVET degrees are implemented</p>		
<b>Formula</b>	$SMCC = \sum_{h=1}^n Enrolled_h^t$		
<b>Definition of related variables</b>	SMCC, students enrolled in MCC-supported education programs $Enrolled_h^t$ , are the students enrolled in educational level <b>h</b> in year <b>t</b>		
<b>General characteristics of the indicator</b>	<b>Unit of measure</b>	<b>Frequency of Reporting</b>	<b>Disaggregation</b>
	Number	Annual (approx. In May of each year)	Department Sex
<b>Classification</b>	Level		
<b>Primary data source</b>	DIPLAN, MINEDUC school database (School record) ENCA & CENAF databases		
<b>Responsible Party</b>	MINEDUC & ENCA		
<b>Measurement Methods</b>			
<b>Baseline and Target</b>	<b>Baseline</b>	<b>Target</b>	
	2020	2022	
	0	672 (472 MINEDUC & 200 ENCA)	
<b>Additional Information</b>	<p>Students enrolled in 2019 will be counted, derived from the fact that it is the first year in which results of the intervention will be available.</p> <p>When calculating the total number of enrolled students, each student will be counted only once.</p>		

Legal, financial, and policy reforms adopted

<b>Project</b>	Education		
<b>Code</b>	<b>MCC Common Indicator</b>	<b>Internal</b>	
	E-3	Ed10	
<b>Level</b>	Outcome		
<b>Name</b>	Legal, financial, and policy reforms adopted		
<b>Objective</b>	Measures the degree of institutionalization of the strategies designed by the Threshold Program in MINEDUC and ENCA		
<b>Definition</b>	<p>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.</p> <p>Number of reforms adopted by MINEDUC and ENCA attributable to support from the Threshold Program, which increases the capacity to improve access, quality and/or relevance of education at the lower an upper secondary.</p> <p>In this case, only ministerial and / or governmental agreements and agreements issued by the Center for National Agricultural and / or Forestry Studies (CENAF) will be counted.</p>		
<b>Formula</b>	$LR = \sum_{e=1}^n Reforms_e^t$		
<b>Definition of related variables</b>	LR, legal, financial and policy reforms adopted $Reforms_e^t$ , are the legal, financial and political reforms e that are adopted in year t		
<b>General characteristics of the indicator</b>	<b>Unit of measure</b>	<b>Frequency of Reporting</b>	<b>Disaggregation</b>
	Number	Annual	None
<b>Classification</b>	Cumulative		
<b>Primary data source</b>	MINEDUC & ENCA		
<b>Responsible Party</b>	MINEDUC & CENAF		
<b>Measurement Methods</b>	<p>To implement the training strategy for work, MINEDUC will issue the ministerial agreement.</p> <p>To implement training courses for work, CENAF will issue the agreement.</p>		
<b>Baseline and Target</b>	<b>Baseline</b>	<b>Target</b>	
	2020	2021	
	Activity 2:0	Activity 2:2	
<b>Additional Information</b>			

## Education centers linked with enterprises

<b>Project</b>	Education		
<b>Code</b>	<b>MCC Common Indicator</b>	<b>Internal</b>	
	N/A	Ed11	
<b>Level</b>	Outcome		
<b>Name</b>	Education centers linked with enterprises		
<b>Objective</b>	Measures the short-term outcome of practical training on the job		
<b>Definition</b>	<p>Number of schools that have at least one apprenticeship contract for their students for the new expert reports.</p> <p>Apprenticeship contract: document that establishes the responsibilities of the workplace and the MINEDUC in the job training of students of the new expert reports</p>		
<b>Formula</b>	$PSAC = \sum_{e=1}^n Contracts_e^t$		
<b>Definition of related variables</b>	PSAC, Education centers linked to the private sector through apprenticeship contracts $Contracts_e^t$ , e the education centers e that have at least one apprenticeship contract with a enterprises in year t.		
<b>General characteristics of the indicator</b>	<b>Unit of measure</b>	<b>Frequency of Reporting</b>	<b>Disaggregation</b>
	Number	Annual	Department
<b>Classification</b>	Cumulative		
<b>Primary data source</b>	Apprenticeship contracts filed in the Dideduc of the targeted departments and with copies in the files of the selected schools.		
<b>Responsible Party</b>	MINEDUC. Dideduc of each of the targeted departments report in Digecon.		
<b>Measurement Methods</b>			
<b>Baseline and Target</b>	<b>Baseline</b>	<b>Target</b>	
	2020	2022	
	0	13	
<b>Additional Information</b>			

Value of imports subject to the requirement of minimum descriptions

<b>Project</b>	Resource Mobilization		
<b>Code</b>	<b>MCC Common Indicator</b>	<b>Internal</b>	
	N/A	MR01	
<b>Level</b>	Outcome		
<b>Name</b>	Value of imports subject to the requirement of minimum descriptions		
<b>Objective</b>	Measures the implementation of a project prioritized by the Threshold Program		
<b>Definition</b>	Amount in quetzales of imported goods subject to the minimum description requirement. It is expected that when the minimum descriptions system is implemented, the value of the imports that are subject to this requirement can be calculated.		
<b>Formula</b>	$VMD = \sum_{h=1}^n MerchValue_h^t$		
<b>Definition of related variables</b>	VMD, is the value of minimum descriptions $MarchValue_h^t$ , is the value of the goods that are subject to the minimum descriptions h in year t		
<b>General characteristics of the indicator</b>	<b>Unit of measure</b>	<b>Frequency of Reporting</b>	<b>Disaggregation</b>
	Number	Annual	None
<b>Classification</b>	Level		
<b>Primary data source</b>	SAT		
<b>Responsible Party</b>	SAT		
<b>Measurement Methods</b>	Regime 23 goods are considered subject to Descriptions Minimums of the footwear, tiers, and clothing segments.		
<b>Baseline and Target</b>	<b>Baseline</b>	<b>Target</b>	
	2020	2023	
	Q45,010,797.17	N/A	
<b>Additional Information</b>			



Reasonable doubt system implemented

<b>Project</b>	Resource Mobilization		
<b>Code</b>	<b>MCC Common Indicator</b>	<b>Internal</b>	
	N/A	MR02	
<b>Level</b>	Output		
<b>Name</b>	Reasonable doubt system implemented		
<b>Objective</b>	Measures the implementation of a project prioritized by the Threshold Program		
<b>Definition</b>	<p>This indicator is met when the reengineering of the reasonable doubt system is implemented within the SAT systems.</p> <p>The reengineering of the reasonable doubt process applies better controls to resolve the dispatches subject to this procedure, while reducing the reviewer's discretion and dispatch times</p>		
<b>Formula</b>	N/A		
<b>Definition of related variables</b>	N/A		
<b>General characteristics of the indicator</b>	<b>Unit of measure</b>	<b>Frequency of Reporting</b>	<b>Disaggregation</b>
	Number	Annual	None
<b>Classification</b>	Cumulative		
<b>Primary data source</b>	SAT		
<b>Responsible Party</b>	SAT		
<b>Measurement Methods</b>	They are reported as implemented at the time of having the Memorandum and publication ticket		
<b>Baseline and Target</b>	<b>Baseline</b>	<b>Target</b>	
	2015	2021	
	0	1	
<b>Additional Information</b>			

Customs clearance time for reasonable doubt declarations, from selection to release, with acceptance of the declared value

<b>Project</b>	Resource Mobilization		
<b>Code</b>	<b>MCC Common Indicator</b>	<b>Internal</b>	
	N/A	MR03	
<b>Level</b>	Outcome		
<b>Name</b>	Customs clearance time for reasonable doubt declarations, from selection to release, with acceptance of the declared value		
<b>Objective</b>	Measures the implementation of a project prioritized by the Threshold Program		
<b>Definition</b>	Is the dispatch time of declarations with reasonable doubt in hours, including from selection to release, in cases where there is an acceptance of the declared value.		
<b>Formula</b>	$TRDA = \sum_{h=1}^n Hours_h^t$		
<b>Definition of related variables</b>	TRDA, is the customs clearance time of declarations with reasonable doubt with acceptance of value $Hours_h^t$ , are the hours spent in declarations <b>h</b> in year <b>t</b>		
<b>General characteristics of the indicator</b>	<b>Unit of measure</b>	<b>Frequency of Reporting</b>	<b>Disaggregation</b>
	Hours	Annual	None
<b>Classification</b>	Level		
<b>Primary data source</b>	SAT		
<b>Responsible Party</b>	SAT		
<b>Measurement Methods</b>	It includes the calculation of time from the assignment of the technician to carry out the immediate verification.		
<b>Baseline and Target</b>	<b>Baseline</b>	<b>Target</b>	
	2015	2023	
	N/A	N/A	
<b>Additional Information</b>			

Customs clearance time for reasonable doubt declarations, from selection to release, with a bond

<b>Project</b>	Resource Mobilization		
<b>Code</b>	<b>MCC Common Indicator</b>	<b>Internal</b>	
	N/A	MR04	
<b>Level</b>	Outcome		
<b>Name</b>	Dispatch time for reasonable doubt statements, from selection to release, with a bond		
<b>Objective</b>	Measures the implementation of a project prioritized by the Threshold Program		
<b>Definition</b>	Is the dispatch time of declarations with reasonable doubt in hours, including from selection to release, in cases where there is a bond.		
<b>Formula</b>	$TRDB = \sum_{h=1}^n Hours_h^t$		
<b>Definition of related variables</b>	TRDB, is the dispatch time of reasonable doubt declarations with a bond $Hours_h^t$ , are hours taken for declarations <b>h</b> in year <b>t</b>		
<b>General characteristics of the indicator</b>	<b>Unit of measure</b>	<b>Frequency of Reporting</b>	<b>Disaggregation</b>
	Hours	Annual	None
<b>Classification</b>	Level		
<b>Primary data source</b>	SAT		
<b>Responsible Party</b>	SAT		
<b>Measurement Methods</b>			
<b>Baseline and Target</b>	<b>Baseline</b>	<b>Target</b>	
	2015	2023	
	N/A	N/A	
<b>Additional Information</b>			

Customs clearance time for reasonable doubt declarations, from selection to release, with rectification

<b>Project</b>	Resource Mobilization		
<b>Code</b>	<b>MCC Common Indicator</b>	<b>Internal</b>	
	N/A	MR05	
<b>Level</b>	Outcome		
<b>Name</b>	Customs clearance time for reasonable doubt declarations, from selection to release, with rectification		
<b>Objective</b>	Measures the implementation of a project prioritized by the Threshold Program		
<b>Definition</b>	Is the customs clearance time of declarations with reasonable doubt in hours, including from selection to to release, in cases where there is a rectification.		
<b>Formula</b>	$TRDR = \sum_{h=1}^n Hours_h^t$		
<b>Definition of related variables</b>	TRDR, is the dispatch time of declarations with reasonable doubt with rectification $Hours_h^t$ , are the hours taken for declarations <b>h</b> in year <b>t</b>		
<b>General characteristics of the indicator</b>	<b>Unit of measure</b>	<b>Frequency of Reporting</b>	<b>Disaggregation</b>
	Hours	Annual	None
<b>Classification</b>	Level		
<b>Primary data source</b>	SAT		
<b>Responsible Party</b>	SAT		
<b>Measurement Methods</b>	Includes the calculation of time from the assignment of the technician to carry out the immediate verification.		
<b>Baseline and Target</b>	<b>Baseline</b>	<b>Target</b>	
	2015	2023	
	N/A	N/A	
<b>Additional Information</b>			

Percentage of declarations with reasonable doubt that are resolved by the Customs Clearance Resolution group or unit

<b>Project</b>	Resource Mobilization		
<b>Code</b>	<b>MCC Common Indicator</b>	<b>Internal</b>	
	N/A	MR06	
<b>Level</b>	Outcome		
<b>Name</b>	Percentage of declarations with reasonable doubt that are resolved by the Customs Clearance Resolution group or unit		
<b>Objective</b>	Measures the implementation of a project prioritized by the Threshold Program		
<b>Definition</b>	All the declarations with reasonable doubt, the number that is resolved by the Customs Clearance Resolution unit		
<b>Formula</b>	$RDCCR = \frac{Cases\ CCR^t}{All\ Cases^t} \times 100$		
<b>Definition of related variables</b>	RDCCR, is the percentage of reasonable doubt declarations resolved by the conclusions of the dispatch. <i>Cases CCR<sup>t</sup></i> , are the cases resolved by the firm's completion group or unit, in year <b>t</b> <i>Total cases<sup>t</sup></i> , are all cases of reasonable doubt in year <b>t</b>		
<b>General characteristics of the indicator</b>	<b>Unit of measure</b>	<b>Frequency of Reporting</b>	<b>Disaggregation</b>
	Percentage	Annual	None
<b>Classification</b>	Level		
<b>Primary data source</b>	SAT		
<b>Responsible Party</b>	SAT		
<b>Measurement Methods</b>			
<b>Baseline and Target</b>	<b>Baseline</b>	<b>Target</b>	
	2015	2023	
	0	N/A	
<b>Additional Information</b>			

Time to attend requests for technical analysis of merchandise classification

<b>Project</b>	Resource Mobilization		
<b>Code</b>	<b>MCC Common Indicator</b>	<b>Internal</b>	
	N/A	MR07	
<b>Level</b>	Outcome		
<b>Name</b>	Time to attend requests for technical analysis of merchandise classification		
<b>Objective</b>	Measures the implementation of a project prioritized by the Threshold Program		
<b>Definition</b>	It is the time in hours to attend requests for technical analysis of merchandise classification.		
<b>Formula</b>	$TA = \sum_{h=1}^n Hours_h^t$		
<b>Definition of related variables</b>	TA, is the time of service requests for technical analysis of merchandise classification by stage of the process. $Hours_h^t$ , are the hours it takes to process the request <b>h</b> in year <b>t</b>		
<b>General characteristics of the indicator</b>	<b>Unit of measure</b>	<b>Frequency of Reporting</b>	<b>Disaggregation</b>
	Hours	Annual	None
<b>Classification</b>	Level		
<b>Primary data source</b>	SAT		
<b>Responsible Party</b>	SAT		
<b>Measurement Methods</b>			
<b>Baseline and Target</b>	<b>Baseline</b>	<b>Target</b>	
	2015	2023	
	N/A	N/A	
<b>Additional Information</b>			

Value added of the risk management system

<b>Project</b>	Resource Mobilization		
<b>Code</b>	<b>MCC Common Indicator</b>	<b>Internal</b>	
	N/A	MR08	
<b>Level</b>	Outcome		
<b>Name</b>	Value added of the risk management system		
<b>Objective</b>	Measuring the incremental medium-term outcome reviews the effectiveness and reliability of the verification value.		
<b>Definition</b>	<p>This rate measures the difference between the average value of adjustment of declarations in the red channel selected by the risk model - average value of adjustment of all the declarations.</p> <p>Measured by the statements in the red channel selected randomly and those selected by the risk model weighted by their representation in the total population.</p>		
<b>Formula</b>	$VA_t = Rev\_Rate_{NR,t} - Rev\_Rate_{Pop,t} \times 100$ $Rev\_Rate_{Pop,t} = \frac{\#DUA_{NR,t}}{\#DUA_{Pop,t}} Rev\_Rate_{NR,t} - \frac{\#DUA_{Pop,t} - \#DUA_{NR,t}}{\#DUA_{Pop,t}} Rev\_Rate_{R,t}$ $Rev\_Rate_{NR,t} = \frac{Valor\ de\ ajustes\ a\ IVA\ y\ DAI_{NR,t}}{Valor\ de\ IVA\ y\ DAI_{NR,t}}$ $Rev\_Rate_{R,t} = \frac{Valor\ de\ ajustes\ a\ IVA\ y\ DAI_{R,t}}{Valor\ de\ IVA\ y\ DAI_{R,t}}$		
<b>Definition of related variables</b>	<p>VA= Value added of the risk system            Rev_Rate= Value of the VAT and DAI adjustments divided by VAT DAI originally paid            R = declarations selected for random review            NR = Declarations selected for review by the risk model.            Pop = Total population of all declarations</p>		
<b>General characteristics of the indicator</b>	<b>Unit of measure</b>	<b>Frequency of Reporting</b>	<b>Disaggregation</b>
	Percentage	Annual	None
<b>Classification</b>	Level		
<b>Primary data source</b>	SAT		
<b>Responsible Party</b>	SAT		
<b>Measurement Methods</b>			
<b>Baseline and Target</b>	<b>Baseline</b>	<b>Target</b>	
	2015	2023	
	N/A	N/A	
<b>Additional Information</b>			

Comparison of clearance time for dry bulk declarations of red channel at Puerto Quetzal customs with 2 other customs seaports

<b>Project</b>	Resource Mobilization		
<b>Code</b>	<b>MCC Common Indicator</b>	<b>Internal</b>	
	N/A	MR09	
<b>Level</b>	Outcome		
<b>Name</b>	Comparison of clearance time for dry bulk declarations of red channel at Puerto Quetzal customs with 2 other customs seaports		
<b>Objective</b>	Measures the implementation of a project prioritized by the Threshold Program		
<b>Definition</b>	It is the comparison of time in hours clearance time for dry bulk red selective in Puerto Quetzal customs with two other ports.		
<b>Formula</b>	$TBD = \sum_{h=1}^n HoursPQ_h^t - \sum_{h=1}^n Hours2P$		
<b>Definition of related variables</b>	TBD, is the dispatch time for bulk declarations $HoursPQ_h^t$ , are the hours that it takes to process the request in Puerto Quetzal <b>h</b> in year <b>t</b> $Hours2p_h^t$ , are the hours that it takes to process the request in the two other ports <b>h</b> in year <b>t</b>		
<b>General characteristics of the indicator</b>	<b>Unit of measure</b>	<b>Frequency of Reporting</b>	<b>Disaggregation</b>
	Hours	Annual	None
<b>Classification</b>	Level		
<b>Primary data source</b>	SAT		
<b>Responsible Party</b>	SAT		
<b>Measurement Methods</b>			
<b>Baseline and Target</b>	<b>Baseline</b>	<b>Target</b>	
	2015	2023	
	N/A	N/A	
<b>Additional Information</b>			



## Internal integrity investigations conducted by SAT

<b>Project</b>	Resource Mobilization		
<b>Code</b>	<b>MCC Common Indicator</b>	<b>Internal</b>	
	N/A	MR10	
<b>Level</b>	Outcome		
<b>Name</b>	Internal integrity investigations conducted by SAT		
<b>Objective</b>	Measure the medium-term results of fraud identification, investigation, and prosecution.		
<b>Definition</b>	Number of internal investigations of possible crimes initiated and carried out by the SAT.		
<b>Formula</b>	$II = \sum_{h=1}^n Investigations_h^t$		
<b>Definition of related variables</b>	II, are the internal investigations carried out by the SAT $Investigations_h^t$ , are the internal investigations <b>h</b> in year <b>t</b>		
<b>General characteristics of the indicator</b>	<b>Unit of measure</b>	<b>Frequency of Reporting</b>	<b>Disaggregation</b>
	Number	Annual	None
<b>Classification</b>	Level		
<b>Primary data source</b>	SAT		
<b>Responsible Party</b>	SAT		
<b>Measurement Methods</b>			
<b>Baseline and Target</b>	<b>Baseline</b>	<b>Target</b>	
	2015	2023	
	N/A	N/A	
<b>Additional Information</b>			

PPP contracts sent to the Congress for its approval supported by MCC

<b>Project</b>	Resource Mobilization		
<b>Code</b>	<b>MCC Common Indicator</b>	<b>Internal</b>	
	N/A	MR11	
<b>Level</b>	Output		
<b>Name</b>	PPP contracts sent to the Congress for its approval supported by MCC		
<b>Objective</b>	Responds to the short-term result of better structured PPP offers in process		
<b>Definition</b>	Total Number of PPP contracts presented to the Congress of the Republic for approval which were supported by MCC		
<b>Formula</b>	$CPCR = \sum_{h=1}^n Contracts_h$		
<b>Definition of related variables</b>	CPCR, are Contracts presented to the Congress of the Republic for approval <i>Contracts<sub>h</sub></i> , are the PPP contracts <b>h</b> presented to Congress		
<b>General characteristics of the indicator</b>	<b>Unit of measure</b>	<b>Frequency of Reporting</b>	<b>Disaggregation</b>
	Number	Annual	None
<b>Classification</b>	Cumulative		
<b>Primary data source</b>	ANADIE		
<b>Responsible Party</b>	ANADIE		
<b>Measurement Methods</b>			
<b>Baseline and Target</b>	<b>Baseline</b>		<b>Target</b>
	2015		2022
	0		2
<b>Additional Information</b>	<p>The PPP contracts that are expected to be presented to the Congress of the Republic are:</p> <ol style="list-style-type: none"> <li>1. Rehabilitation, Administration, Operation, Maintenance and Complementary Works of the Escuintla-Puerto Quetzal Highway with toll collection</li> <li>2. Modernization, Efficiency and Safety of the La Aurora International Airport of Guatemala City</li> </ol>		

PPP contracts signed supported by MCC

<b>Project</b>	Resource Mobilization		
<b>Code</b>	<b>MCC Common Indicator</b>	<b>Internal</b>	
	N/A	MR12	
<b>Level</b>	Outcome		
<b>Name</b>	PPP contracts signed supported by MCC		
<b>Objective</b>	Measures the medium-term result of the PPP implementation products under the Threshold Program		
<b>Definition</b>	Total Number of PPP contracts signed, which had technical support from MCC		
<b>Formula</b>	$PPP_{CS} = \sum_{h=1}^n \text{Signed contracts}_h$		
<b>Definition of related variables</b>	PPP <sub>CS</sub> , are PPP contracts signed <i>Signed contracts<sub>h</sub></i> , are PPP contracts <b>h</b> signed		
<b>General characteristics of the indicator</b>	<b>Unit of measure</b>	<b>Frequency of Reporting</b>	<b>Disaggregation</b>
	Number	Annual	None
<b>Classification</b>	Cumulative		
<b>Primary data source</b>	ANADIE		
<b>Responsible Party</b>	ANADIE		
<b>Measurement Methods</b>			
<b>Baseline and Target</b>	<b>Baseline</b>	<b>Target</b>	
	2015	2022	
	0	1	
<b>Additional Information</b>	<p>The PPP contracts that are expected to be signed are:</p> <ol style="list-style-type: none"> <li>Rehabilitation, Administration, Operation, Maintenance and Complementary Works of the Escuintla-Puerto Quetzal Highway with toll collection or</li> <li>Modernization, Efficiency and Safety of the La Aurora International Airport of Guatemala City</li> </ol>		

PPP contracts that achieved financial closure that are supported by MCC

<b>Project</b>	Resource Mobilization		
<b>Code</b>	<b>MCC Common Indicator</b>	<b>Internal</b>	
	N/A	MR13	
<b>Level</b>	Outcome		
<b>Name</b>	PPP contracts that achieved financial closure that are supported by MCC		
<b>Objective</b>	Measures the medium-term result of the PPP implementation products under the Threshold Program		
<b>Definition</b>	<p>Total number of PPP contracts that achieved financial closure, which were supported by MCC.</p> <p>Financial closing refers to the fact that the selected company has obtained the financing for the execution of the project and presents the list of creditors to the State and, in turn, send it a copy of the loan or mutual contracts signed with them.</p>		
<b>Formula</b>	$PPPCFC = \sum_{h=1}^n \text{Contracts to reach financial closure}_h$		
<b>Definition of related variables</b>	PPPCFC, are PPP Contracts that achieved financial closure that were supported by MCC <i>Contracts to reach financial closure<sub>h</sub></i> , are the PPP contracts <b>h</b> which reached financial closure		
<b>General characteristics of the indicator</b>	<b>Unit of measure</b>	<b>Frequency of Reporting</b>	<b>Disaggregation</b>
	Number	Annual	None
<b>Classification</b>	Cumulative		
<b>Primary data source</b>	ANADIE		
<b>Responsible Party</b>	ANADIE		
<b>Measurement Methods</b>			
<b>Baseline and Target</b>	<b>Baseline</b>	<b>Target</b>	
	2015	2023	
	0	1	
<b>Additional Information</b>	<p>The PPP contracts that are expected to achieve financial closure are:</p> <p>a. Rehabilitation, Administration, Operation, Maintenance and Complementary Works of the Escuintla-Puerto Quetzal Highway with toll collection</p> <p>or</p> <p>b. Modernization, Efficiency and Safety of the La Aurora International Airport of Guatemala City</p>		

PPP selection criteria

<b>Project</b>	Resource Mobilization		
<b>Code</b>	<b>MCC Common Indicator</b>	<b>Internal</b>	
	N/A	MR14	
<b>Level</b>	Outcome		
<b>Name</b>	PPP selection criteria		
<b>Objective</b>	Measures the short-term result of ANADIE and MINFIN's ability to design and contract PPPs.		
<b>Definition</b>	Infrascope indicator 1.2 in the regulation's category. It measures the competitive bidding required by the regulations, selection criteria described in the regulations and the economic principles for the selection of projects.		
<b>Formula</b>	Indicator calculated by Infrascope		
<b>Definition of related variables</b>	Indicator calculated by Infrascope		
<b>General characteristics of the indicator</b>	<b>Unit of measure</b>	<b>Frequency of Reporting</b>	<b>Disaggregation</b>
	Index	Annual	None
<b>Classification</b>	Level		
<b>Primary data source</b>	Infrascope		
<b>Responsible Party</b>	PRONACOM		
<b>Measurement Methods</b>			
<b>Baseline and Target</b>	<b>Baseline</b>	<b>Target</b>	
	2015	2023	
	0	100	
<b>Additional Information</b>			

## Regulators risk allocation record

<b>Project</b>	Resource Mobilization		
<b>Code</b>	<b>MCC Common Indicator</b>	<b>Internal</b>	
	N/A	MR15	
<b>Level</b>	Outcome		
<b>Name</b>	Regulators risk allocation record		
<b>Objective</b>	Measures the short-term result of ANADIE, MINFIN, and the ministries in charge of contracts ability to manage and regulate PPPs.		
<b>Definition</b>	Infrascope indicator 1.5 in the regulation's category. Measures regulations and measurements on contingent liabilities.		
<b>Formula</b>	Indicator calculated by Infrascope		
<b>Definition of related variables</b>	Indicator calculated by Infrascope		
<b>General characteristics of the indicator</b>	<b>Unit of measure</b>	<b>Frequency of Reporting</b>	<b>Disaggregation</b>
	Index	Annual	None
<b>Classification</b>	Level		
<b>Primary data source</b>	Infrascope		
<b>Responsible Party</b>	PRONACOM		
<b>Measurement Methods</b>			
<b>Baseline and Target</b>	<b>Baseline</b>	<b>Target</b>	
	2015	2023	
	0	100	
<b>Additional Information</b>			

## **Appendix B**

Follow-up questions as part of the annual report

Education:

During the reporting period:

Have new PEM cohorts been opened? What is the location? And how many student teachers are enrolled? How many have graduated?

Have TVET degrees been implemented in other schools? What is the location? And how many schools were enabled (disaggregated by department, public or private)? How many students are enrolled?

APP

During the reporting period:

Have laws or mechanisms been presented and / or approved to expedite the approval of PPPs?

SAT

During the reporting period

Comment on the operation, maintenance and results of the system risk

Comment on the operation, maintenance and results of the technical analysis of merchandise classification carried out from the new system

Comment on improvements in times in the bulk dispatch

Comment on the improvements in verification and classification of value, resulting from application of segments Descriptions Minimum.

Comment on improving times and facilitating clearance of imports subject to final verification of the value resulting from the new model of reasonable doubt.

Comment on the reduction of time and better results in post audits of foreign trade

Comment on the implementation by the SAT of selection of cases and results of use.

**Guatemala Threshold Program  
Annex I: Indicator Tracking Table**

**Guatemala Threshold Program  
Annex II: Table of Baselines and Targets**

CI Code	Indicator Type	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Entity	Frequency of Reporting	Additional Information	Indicator Type	Indicator Name	Unit of Measure	Indicator Classification	Baseline (2020)	Year				Target
															Year 0	Year 1	Year 2	Year 3	
															Jan - Sep 2021	Jan - Dec 2021	Jan - Dec 2022	Jan - Dec 2023	
<b>Education Project</b>										<b>Education Project</b>									
	Outcome	Net transition rate from primary to secondary school	Percentage of students who complete primary school and continue in secondary school the following year.	Percentage	Department (Alta Verapaz, Sololá, Sacatepéquez, Jalapa, & Chiquimula), Sex(Male/Female), Ethnicity (Indigenous/ Not Indigenous)	MINEDUC School Database (School Record)	MINEDUC/ DIPLAN	Annual		Outcome	Net transition rate from primary to secondary school	Percentage	Level	66.4 (2018)					67 (2023)
	Outcome	Effective class time	Number of hours of school completed per year, calculated as an average among all schools	Number	Department (Alta Verapaz, Sololá, Sacatepéquez, Jalapa, & Chiquimula)	MINEDUC Field data collection	MINEDUC/ DIGEMOCA & DIGECOR	Annual		Outcome	Effective class time	Number	Level	382 (2018)					500 (2020) 840 (2025)
	Process	Students enrolled	This indicator measured the number of students formally enrolled in sixth grade, lower secondary grades and the fourth upper secondary grade at the beginning of the school year. Lower secondary school students include students in grades seven through nine.	Number	Grade (Primary 6th, 1st, 2nd & 3rd Secondary y 4th Upper Secondary), Department (Alta Verapaz, Sololá, Sacatepéquez, Jalapa, & Chiquimula), Sex (Male/Female), Ethnicity (Indigenous/Not Indigenous)	MINEDUC School Database (School Record)	MINEDUC/ DIPLAN	Annual		Process	Students enrolled	Number	Level						
	Outcome	Graduation rate	Students who pass the final year of lower and upper secondary school in the reference year	Percentage	Level (Secondary & Upper Secondary), Department (Alta Verapaz, Sololá, Sacatepéquez, Jalapa, & Chiquimula), Sex(Male/Female), Ethnicity (Indigenous/Not Indigenous)	MINEDUC School Database (School Record)	MINEDUC/ DIPLAN	Annual		Outcome	Graduation rate	Percentage	Level						
	Outcome	Distribution of resources in lower-secondary education	It is the amount executed in quetzels in a given year of resources allocated in lower secondary school for all modalities	Number	Type of spending (educational materials, infrastructure, & teachers)	SICOM & MINEDUC Registries	MINEDUC/ DAFI	Annual		Outcome	Distribution of resources in lower-secondary education	Number	Level						
	Outcome	Teachers employed	The number of teachers employed in lower secondary school of all modalities	Number	Department (Alta Verapaz, Sololá, Sacatepéquez, Jalapa, & Chiquimula), Sex(Male/Female), Type (school, contract, new process)	MINEDUC School Database (School Record)	MINEDUC/ DIPLAN	Annual		Outcome	Teachers employed	Number	Level						
<b>Improving the Quality of Education in Support of Student Success in Lower Secondary School</b>										<b>Improving the Quality of Education in Support of Student Success in Lower Secondary School</b>									
	Outcome	Teachers and principals enrolled in the second cohort of the Program for Professional Development	Number of teachers and directors in service who are enrolled in the second cohort of the Program for Professional Development of Lower Secondary Teachers (PADEP/CB) or PEM (by its Spanish acronym) in the specializations of Mathematics, Language, Sciences and Leadership and Educational Management, designed by the Threshold Program	Number	Sex (Male/Female)	Universities	MINEDUC	Annual	Data recollected each semester	Outcome	Teachers and principals enrolled in the second cohort of the Program for Professional Development	Number	Level	691 (beginning 2020)	606		553		553 (2022)
<b>Improving Technical and Vocational Education and Training (TVET) in Upper Secondary School</b>										<b>Improving Technical and Vocational Education and Training (TVET) in Upper Secondary School</b>									
<b>MINEDUC</b>										<b>MINEDUC</b>									
E-7	Outcome	Graduates from MCC-supported education activities	The number of students graduating from the highest grade (year) for that educational level in MCC-supported education schooling programs.	Number	Department (Guatemala, Alta Verapaz, Sololá, Sacatepéquez, Jalapa, & Chiquimula), Sex (Male/Female)	MINEDUC School Database (School Record)	MINEDUC/ DIPLAN	Annual	Graduates of the 6 TVET degrees of the upper secondary schools by the Ministry of Education.	Outcome	Graduates from MCC-supported education activities	Number	Level	0 (2019)					295 (2021)
E-6	Outcome	Students participating in MCC-supported education activities	The number of students enrolled or participating in MCC-supported educational schooling programs.	Number	Department (Guatemala, Alta Verapaz, Sololá, Sacatepéquez, Jalapa, & Chiquimula), Sex (Male/Female)	MINEDUC School Database (School Record)	MINEDUC/ DIPLAN	Annual	Students of the upper secondary schools include students from the tenth to the twelfth grade in schools where TVET degrees are implemented	Outcome	Students participating in MCC-supported education activities	Number	Level	0 (2019)					472 (2022)
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	Administrative Data	Education Consultant	Annual	Number of reforms adopted by MINEDUC attributable to support from the Threshold Program	Output	Legal, financial, and policy reforms adopted	Number	Cumulative	0 (2020)					1 (2021)
	Outcome	Education centers linked with enterprises	Number of schools that have at least one apprenticeship contract for their students for the new expert reports. Apprenticeship contract: document that establishes the responsibilities of the	Number	Department (Guatemala, Alta Verapaz, Sololá, Sacatepéquez, Jalapa, & Chiquimula)	Administrative Data	Education Consultant	Annual		Outcome	Education centers linked with enterprises	Number	Cumulative	0 (2017/18)					13 (2022)
<b>ENCA</b>										<b>ENCA</b>									
E-6	Outcome	Students participating in MCC-supported education activities	The number of students enrolled or participating in MCC-supported educational schooling programs.	Number	Department (Guatemala, Alta Verapaz, Sololá, Sacatepéquez, Jalapa, & Chiquimula), Sex (Male/Female)	Administrative Data	ENCA/ CENAF	Annual	Students of the upper secondary schools include students from the tenth to the twelfth grade in schools where TVET degrees are implemented	Outcome	Students participating in MCC-supported education activities	Number	Level	0 (2017/18)					200 (2022)
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	Administrative Data	ENCA/ CENAF	Annual	Number of reforms adopted by ENCA attributable to support from the Threshold Program	Output	Legal, financial, and policy reforms adopted	Number	Cumulative	0 (2020)					1 (2022)



**Guatemala Threshold Program  
Annex I: Indicator Tracking Table**

CI Code	Indicator Type	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Entity	Frequency of Reporting	Additional Information
<b>Strengthening Institutional and Planning Capacity</b>									

**Guatemala Threshold Program  
Annex II: Table of Baselines and Targets**

Indicator Type	Indicator Name	Unit of Measure	Indicator Classification	Baseline (2020)	Year 0	Year 1	Year 2	Year 3	Target
					Jan Sep 2021	Jan - Dec 2021	Jan - Dec 2022	Jan - Dec 2023	
<b>Strengthening Institutional and Planning Capacity</b>									

**Guatemala Threshold Program  
Annex I: Indicator Tracking Table**

**Guatemala Threshold Program  
Annex II: Table of Baselines and Targets**

CI Code	Indicator Type	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Entity	Frequency of Reporting	Additional Information	Indicator Type	Indicator Name	Unit of Measure	Indicator Classification	Baseline (2015)	Year 0	Year 1	Year 2	Year 3	Target		
															Jan	Sep 2021	Jan	Dec 2021		Jan - Dec 2022	Jan - Dec 2023
<b>Improving Tax and Customs Administration</b>										<b>Improving Tax and Customs Administration</b>											
	Outcome	Value of imports subject to the requirement of minimum descriptions	Amount in quetzales of imported goods subject to the minimum description requirement. It is expected that when the minimum descriptions system is implemented, the value of the imports that are subject to this requirement can be calculated.	Number	None	SAT	SAT	Annual		Outcome	Value of imports subject to the requirement of minimum descriptions	Number	Level	Q45,010,797.17 (2020)							
	Output	Reasonable doubt system implemented	This indicator is met when the reengineering of the reasonable doubt system is implemented within the SAT systems.	Number	None	SAT	SAT	Annual		Output	Reasonable doubt system implemented	Number	Level	0 (2015)					1 (2021)		
	Outcome	Customs clearance time for reasonable doubt declarations, from selection to release, with acceptance of the declared value	Is the dispatch time of declarations with reasonable doubt in hours, including from selection to the lift, in cases where there is an acceptance of value.	Hours	None	SAT	SAT	Annual		Outcome	Customs clearance time for reasonable doubt declarations, from selection to release, with acceptance of the declared value	Hours	Level								
	Outcome	Customs clearance time for reasonable doubt declarations, from selection to release, with a bond	Is the dispatch time of declarations with reasonable doubt in hours, including from selection to the lift, in cases where there is an acceptance of value.	Hours	None	SAT	SAT	Annual		Outcome	Customs clearance time for reasonable doubt declarations, from selection to release, with a bond	Hours	Level								
	Outcome	Customs clearance time for reasonable doubt declarations, from selection to release, with rectification	Is the dispatch time of declarations with reasonable doubt in hours, including from selection to the lift, in cases where there is an acceptance of value.	Hours	None	SAT	SAT	Annual		Outcome	Customs clearance time for reasonable doubt declarations, from selection to release, with rectification	Hours	Level								
	Outcome	Percentage of declarations with reasonable doubt that are resolved by the Customs Clearance Resolution group or unit	All the declarations with reasonable doubt, the number that is resolved by the Customs Clearance Resolution unit	Percentage	None	SAT	SAT	Annual		Outcome	Percentage of declarations with reasonable doubt that are resolved by the Customs Clearance Resolution group or unit	Percentage	Level								
	Outcome	Time to attend requests for technical analysis of merchandise classification	It is the time in hours to attend requests for technical analysis of merchandise classification.	Hours	None	SAT	SAT	Annual		Outcome	Time to attend requests for technical analysis of merchandise classification	Hours	Level								
	Outcome	Value added of the Risk Management System	This rate measures the difference between the average value of adjustment of declarations in the red channel selected by the risk model - average value of adjustment of all the declarations	Percentage	None	SAT	SAT	Annual		Outcome	Value added of the Risk Management System	Percentage	Level								
	Outcome	Comparison of clearance time for dry bulk declarations of red channel at Puerto Quetzal customs with 2 other customs seaports	It is the comparison of time in hours clearance time for dry bulk red selective in Puerto Quetzal customs with two other ports.	Hours	None	SAT	SAT	Annual		Outcome	Comparison of clearance time for dry bulk declarations of red channel at Puerto Quetzal customs with 2 other customs seaports	Hours	Level								
	Outcome	Internal integrity investigations conducted by the SAT	Number of internal integrity investigations of possible crimes initiated and carried out by the SAT.	Number	None	SAT	SAT	Annual		Outcome	Internal integrity investigations conducted by the SAT	Number	Level								
<b>Capacity Building of Public-Private Partnerships</b>										<b>Capacity Building of Public-Private Partnerships</b>											
	Output	PPP contracts sent to the Congress for its approval supported by MCC	Total Number of PPP contracts presented to the Congress of the Republic for approval which were supported by MCC	Number	None	ANADIE Implementation Report	ANADIE	Annual		Output	PPP contracts sent to the Congress for its approval supported by MCC	Number	Cumulative	0 (2015)					2 (2022)		
	Outcome	PPP contracts signed supported by MCC	Total Number of PPP contracts signed, which had technical support from MCC	Number	None	ANADIE Implementation Report	ANADIE	Annual		Outcome	PPP contracts signed supported by MCC	Number	Cumulative	0 (2015)					1 (2022)		
	Outcome	PPP contracts that achieved financial closure that are supported by MCC	Total number of PPP contracts that achieved financial closure, which were supported by MCC.	Number	None	ANADIE Implementation Report	ANADIE	Annual		Outcome	PPP contracts that achieved financial closure that are supported by MCC	Number	Cumulative	0 (2015)					1 (2023)		
	Outcome	PPP selection criteria	Infrascope indicator 1.2 in the regulation's category. It measures the competitive bidding required by the regulations, selection criteria described in the regulations and the economic principles for the selection of projects.	Index	None	Infrascope	PRONACOM	Other		Outcome	PPP selection criteria	Index	Level	0					100		
	Outcome	Regulators risk allocation record	Infrascope indicator 1.5 in the regulation's category. Measures regulations and measurements on contingent liabilities.	Index	None	Infrascope	PRONACOM	Other		Outcome	Regulators risk allocation record	Index	Level	0					100		

### Annex III

#### Modifications to the Guatemala Post Threshold Monitoring and Evaluation Plan

Version 1 – August 2021

#### Indicator Changes:

Teachers and principals enrolled in the second cohort of the Program for Professional Development		
Project:	Guatemala Education Project	
Activity:	Activity 1: Improving the Quality of Education in Support of Student Success in Lower Secondary	
Sub-Activity:		
	<b>Change Description:</b>	Change to baseline and target.
	<b>Justification:</b>	New data available
	<b>Justification Description:</b>	New data available
Previous Indicator Baseline Value (Year)	0 (2020)	Explanation The program was extended to finance the start of the second cohort, it is updated with real data
New Indicator Baseline Value (Year)	691 (2021)	
Previous Indicator Target Value (Year)	800 (2022)	
New Indicator Target Value (Year)	553 (2022)	

Legal, financial, and policy reforms adopted		
Project:	Guatemala Education Project	
Activity:	Activity 3: Strengthening Institutional and Planning Capacity.	
Sub-Activity:		
	<b>Change Description:</b>	Dropped “Legal, financial, and policy reforms adopted”
	<b>Justification:</b>	New data available
	<b>Justification Description:</b>	With the extension of the program, this goal was met within the implementation period and was reported in the M&E Plan.

Minimum description system implemented		
Project:	Guatemala Resource Mobilization Project	
Activity:	Activity 1: Improving Tax and Customs Administration	
Sub-Activity:		
	<b>Change Description:</b>	Dropped “Minimum description system implemented”
	<b>Justification:</b>	New data available
	<b>Justification Description:</b>	With the extension of the program, this goal was met within the implementation period and was reported in the M&E Plan.

Value database system implemented		
Project:	Guatemala Resource Mobilization Project	
Activity:	Activity 1: Improving Tax and Customs Administration	
Sub-Activity:		
	<b>Change Description:</b>	Dropped “Value database system implemented”
	<b>Justification:</b>	New data available
	<b>Justification Description:</b>	With the extension of the program, this goal was met within the implementation period and was reported in the M&E Plan.

Computer system for the technical analysis of goods implemented in SAT linked to the value data base		
Project:	Guatemala Resource Mobilization Project	
Activity:	Activity 1: Improving Tax and Customs Administration	
Sub-Activity:		
	<b>Change Description:</b>	Dropped “Computer system for the technical analysis of goods implemented in SAT linked to the value data base”
	<b>Justification:</b>	New data available
	<b>Justification Description:</b>	With the extension of the program, this goal was met within the implementation period and was reported in the M&E Plan.