

**Department of Decentralisation and Local Development
Ministry of State, Ministry of Interior and Security
Abobo Commune
Yopougon Commune
THE REPUBLIC OF COTE D'IVOIRE**

**THE PROJECT ON
THE REINFORCEMENT OF
COMMUNITIES FOR
PROMOTING SOCIAL COHESION
IN
GREATER ABIDJAN (COSAY)

PROJECT COMPLETION REPORT**

MAY 2016

JAPAN INTERNATIONAL COOPERATION AGENCY

**ORIENTAL CONSULTANTS GLOBAL CO., LTD.
EIGHT-JAPAN ENGINEERING CONSULTANTS INC.**

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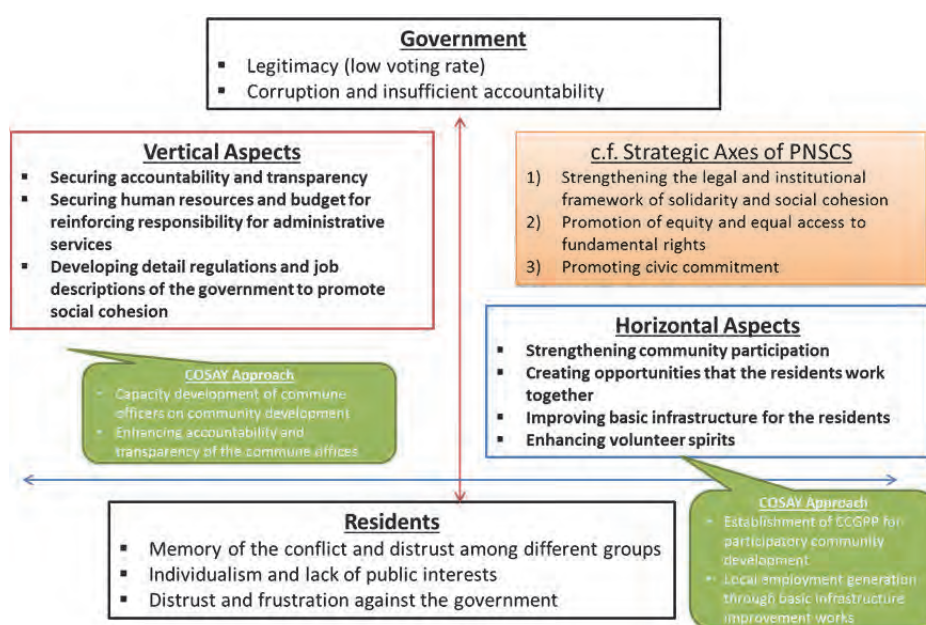
Executive Summary

(1) Outline of the Project (Chapter 1)

1) Background, Rationale and Summary of the Project

Due to the prolonged civil conflict and the post-electoral crisis of 2010, national solidarity and the cohesive society of Cote d'Ivoire had been fragmented with the weakening of government institutions and cooperation in the communities. Promoting social cohesion has been an important objective of the government of Cote d'Ivoire to rebuild a peaceful society and create the basis for socio-economic development of the conflict-torn country. The government, therefore, prepared the national programme of social cohesion (PNCS 2012 – 2015) and the national policy of solidarity and social cohesion (PNSCS 2016 – 2020) to realise the objective.

Based on the agreement between the Government of Japan and the Government of Cote d'Ivoire, Japan International Cooperation Agency (JICA) and the Ministry of State, Ministry of Interior and Security (MEMIS) as well as Abobo and Yopougon Communes commenced “The Project on the Reinforcement of Communities for Promoting Social Cohesion in Greater Abidjan (COSAY)” in July 2013. The figure below summarises the challenges for social cohesion in Cote d'Ivoire that are described in the PNCS and the roles of the COSAY project.

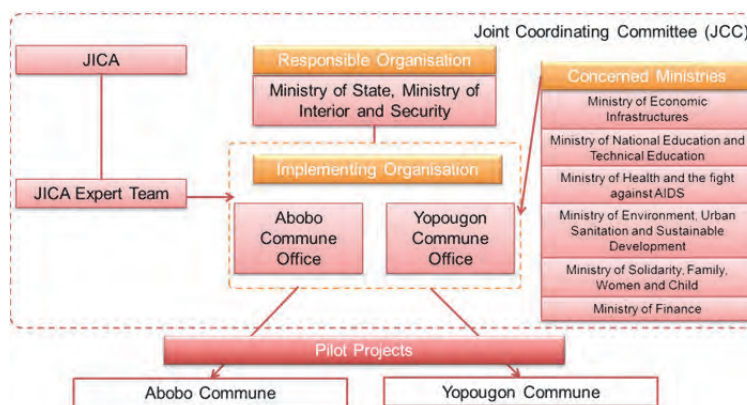


The significance of the Project is in the implementation of a technical cooperation that contributes to stabilisation of the Communes and social cohesion. The mission of the Project is to strengthen the capacity of the counterparts for sustainable and effective basic infrastructure development toward social cohesion at the commune level. Although the inputs for infrastructure rehabilitation through the pilot projects are limited, the Project focuses on capacity development and compiling lessons learned through the process of project implementation for the Ivorian's own initiatives in the future. The outline of the project can be summarised as shown in the table below.

Summary of the COSAY Project	
Project Name	The Project on the Reinforcement of Communities for Promoting Social Cohesion in Greater Abidjan (COSAY)
Project Period	July 2013 – June 2016 (3 years)
Target Area	Abobo Commune and Yopougon Commune in Abidjan District
Target Groups	<ul style="list-style-type: none"> - Commune Office staff, and the people of Abobo Commune and Yopougon Commune participating in the pilot projects (Direct Beneficiaries) - People of Abobo Commune and Yopougon Commune (Indirect Beneficiaries)
Counterparts	<ul style="list-style-type: none"> - Department of Decentralization and Local Development, Ministry of Interior and Security (Responsible Organisation) - Abobo Commune Office, Yopougon Commune Office (Implementing Organisations)
Overall Goal	The social cohesion in the target Communes affected by the crisis is promoted and reinforced.
Project Purpose	The relationships among residents in the target Communes are reinforced through the implementation of basic infrastructure improvement projects.
Output	<ol style="list-style-type: none"> 1. The pilot projects are selected in accordance with the confirmed mechanism for planning and implementation of basic infrastructure improvement projects in the Communes. 2. The pilot projects are executed and managed properly in line with the implementation plans. 3. Methodologies for implementing basic infrastructure improvement projects considering social cohesion for the Commune Office staff are developed.

2) Project Management Structure

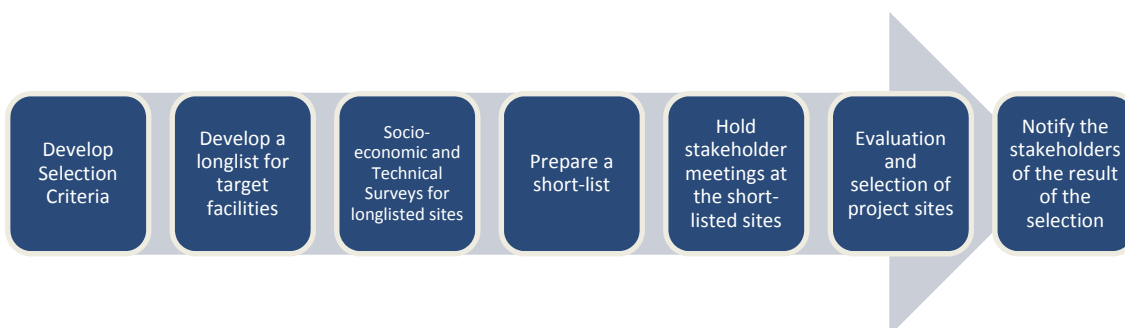
A Joint Coordinating Committee (JCC) was established in order to facilitate inter-organisational coordination as shown in the figure below. In a practical level, the Working Groups were established in Abobo and Yopougon Communes, and both the counterparts and JICA Expert Team participated in the meetings to monitor the project activities.



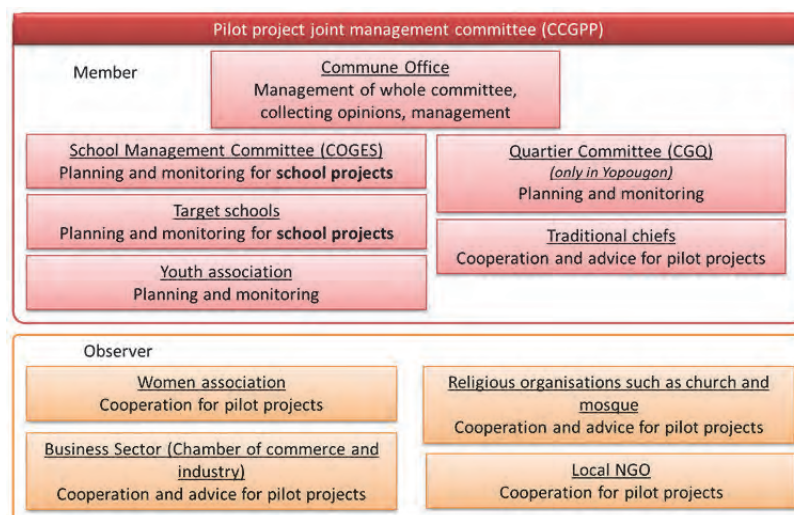
(2) Project Activities (Chapter 2)

1) Activities for Selection of the Pilot Projects (Output 1)

Project selection is a big issue for beneficiaries because there are huge numbers of development needs in a commune. Especially in a fragmented society torn by the conflict, the residents, who belong to an area that was not selected, tend to be frustrated by the decision made by a commune office or mayor. For the purpose of promoting social cohesion, thus, a transparent selection process with accountability was essential to avoiding misunderstanding and false rumours among the population. In total of eight sites including two roads and two schools in each commune were selected based on the procedure summarised in the figure below.

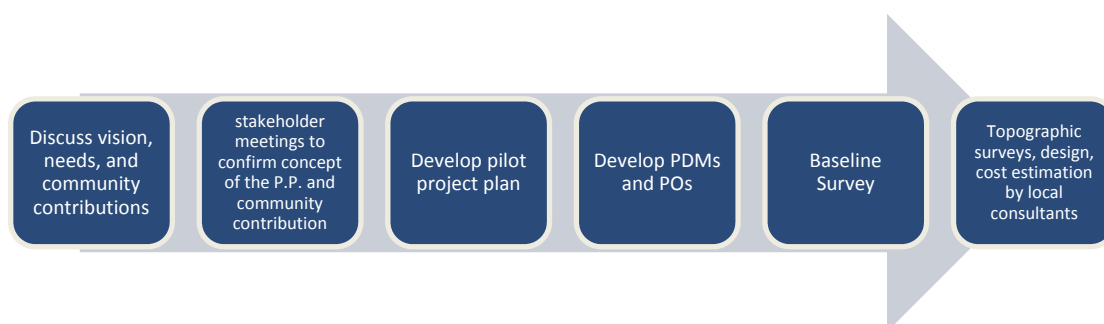


The Project involved various kinds of local population to promote social cohesion through working together for basic infrastructure improvement as a common community interest. This strategy was intended to establish a platform for promoting social cohesion and a durable maintenance system for the rehabilitated and constructed facilities at the community level. Thus, it is important to motivate the residents from the beginning of the pilot project and to strengthen their sense of ownership. Since there were no CBOs or networks in the selected sites for these purposes, the Project established a Pilot Project Joint Management Committee (CCGPP) at each site.



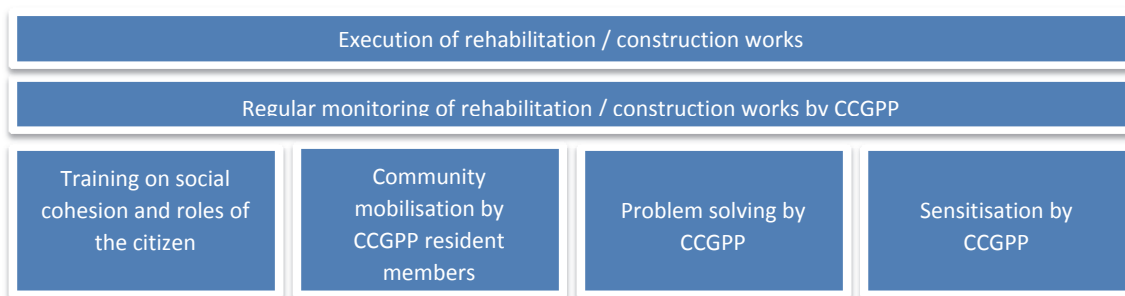
2) Activities for Implementation of the Pilot Projects (Output 2)

Since the Project is not an infrastructure project but a social cohesion project, the Project focused on maximising co-working among the residents in the process of the pilot project. Integration of aspects of social cohesion into the pilot projects that dealt with matters of basic infrastructure improvement was a challenge. Thus, it was important for the stakeholders to share the vision and common objectives of the pilot projects and to design the pilot projects considering promotion of social cohesion through the following process.



Before the implementation stage, the Project paid special attention to preparation works including employment generation for local youth and relocation of road occupants as well as specifications of tender documents considering social cohesion.

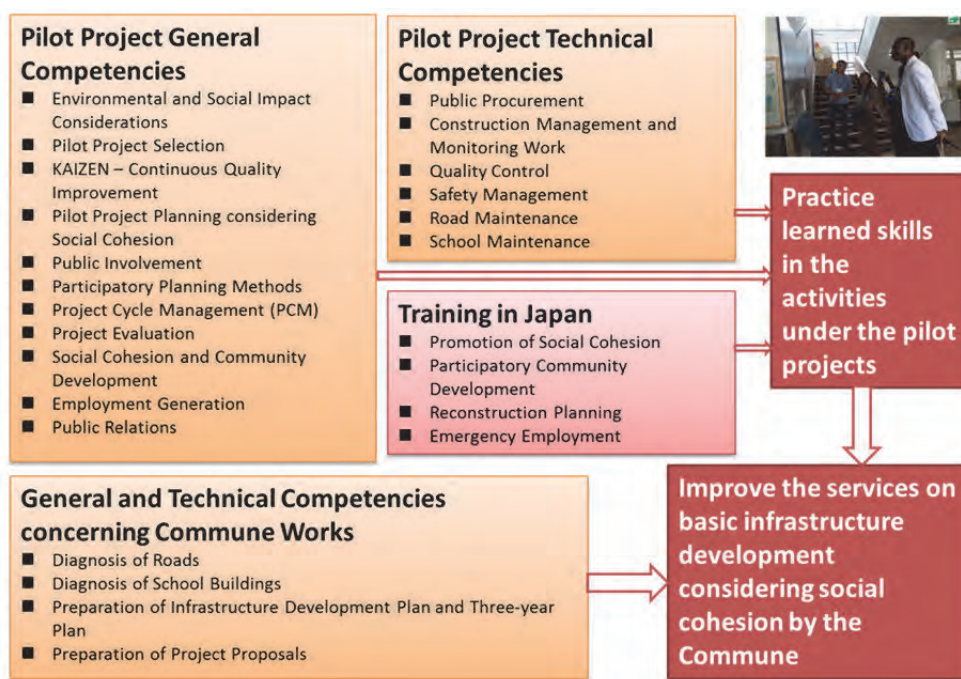
During implementation of the pilot projects, the resident members of CCGPPs used their own strong initiative to monitor and coordinate the pilot projects in collaboration with the commune offices related to the activities shown in the figure below. Since the commune offices face limitations in allocating human resources and budget for basic infrastructure improvement in the huge population of the communes in Abidjan, utilisation of resources of the local community seems to be a key for success.



Keeping rehabilitated and constructed facilities in good condition can be an essential point to sustain the outcomes from the pilot project, because a deteriorated public space tends to affect the population negatively. The Project, therefore, focused on establishing durable maintenance systems for the pilot project sites. Drawing lessons learned from the implementation, on the other hand, was an essential learning process both for the commune offices and the residents concerned. The Project as a technical cooperation project to strengthen the capacity of the Commune Offices emphasised the learning process through evaluation practice.

3) Activities for Capacity Development and Development of the COSAY method (Output 3)

Based on the training plan summarised in the figure below, capacity development of the C/Ps of MEMIS/DGDDL and the target Communes and representatives of residents was done through the training programmes: Training in Japan on Promoting Social Cohesion (total 13 counterparts), Training Programmes in Cote d’Ivoire (total 584 participants) as well as OJT.



Lessons learned from the pilot projects were identified and shared through the evaluation practices, the workshops and the seminars below.

Workshop	<ul style="list-style-type: none"> ■ Workshop on Drawing Lessons Learned (November 2015) ■ Workshop on Sharing and Compiling Lessons Learned (December 2015, February 2016) ■ Joint Workshop on Promoting Social Cohesion (February 2016)
Seminar	<ul style="list-style-type: none"> ■ Interim Seminar (March 2015) ■ Final Seminar (April 2016)

(3) Constraints and Challenges (Chapter 3)

Constraints and challenges that the Project faced during the implementation of the technical cooperation can be summarised as shown in the table below.

Category	Constraint / Challenge
Local Governance	<p><u>Accountability and Transparency</u> Awareness level of the C/Ps of the Commune Office in accountability and transparency tended to be insufficient at the beginning of the project due to lack of practice in their daily works.</p> <p><u>Ability of the Commune Offices</u> Lack of equipment, budget and insufficient human resources in the Commune Offices tended to hinder efficient operation of project activities. Also, weak communication between departments in the Commune Offices was observed.</p>
Community Development	<p><u>Community Participation and Representativeness</u> Lack of experience in community mobilisation and participatory development of the Commune Offices was a challenge for the planning of the pilot projects. There are a number of community based organisations and associations in the communes, on the other hand, most of the organisations do not have sufficient experience in participatory community development. Despite the fact that CCGPP contributed greatly for community mobilisation, there were some cases observed in which the resident members of CCGPP did not appropriately share information with other ordinal residents of the area.</p> <p><u>Lack of Volunteer Spirits and Community Contribution</u> Residents at the target areas tended to be aloof individuals and not care about their neighbours and common property of the community. It was difficult to involve them into the project activities as a volunteer.</p> <p><u>Formation of CBO at Road Sites with a Sustainable System</u> Unlike the existing maintenance system by COGES at the school project sites, in a road project site, there is not such a system. It was a challenge to establish responsible organisations for road maintenance after the completion of the pilot projects.</p>
Local Employment	<p><u>Local Employment Generation by Gender</u> Although the Project intended to generate employment of women for the construction works under the pilot projects, the employment of female workers was limited because many of the works required muscular strength.</p> <p><u>Limitation of Skill Development of Local Youth</u> Developing professional skills concerning construction works for the local youth was limited due to the short employment period for the works.</p>
Construction Work	<p><u>Gaps in Safety and Quality Standards</u> The Project faced various levels of difficulties concerning construction management including quality control, safety and schedule management by the local contractors. There were huge gaps between regulatory standards and practical standards in Cote d'Ivoire.</p> <p><u>Insufficient Regulations and Technical Standards</u> Detailed regulations for infrastructure development at the Commune level are insufficient, although there are existing regulations and standards in national level infrastructure.</p>
External Risks	<p><u>Exchange Rate Fluctuations</u> As the fluctuation of the foreign exchange rate between the Japanese Yen and the FCFA, Due to the weakening Japanese Yen, the value of the budget for the pilot project in FCFA has decreased.</p> <p><u>Unusual Weather</u> Unprecedented heavy rainfall hit Abidjan in June 2016 amounting to 728mm that was the heaviest since 1961 disturbed construction works under the pilot projects.</p>

(4) Achievement of the Project (Chapter 4)

1) Achievement of the Outputs

a) Output 1: Selection of the Pilot Projects

The selection of pilot projects has been done based on the agreed selection criteria in a participatory manner on the schedule. Simultaneously, the planning and implementation mechanism of basic infrastructure improvement projects was organised by the JICA expert team at each commune and confirmed by the commune offices respectively.

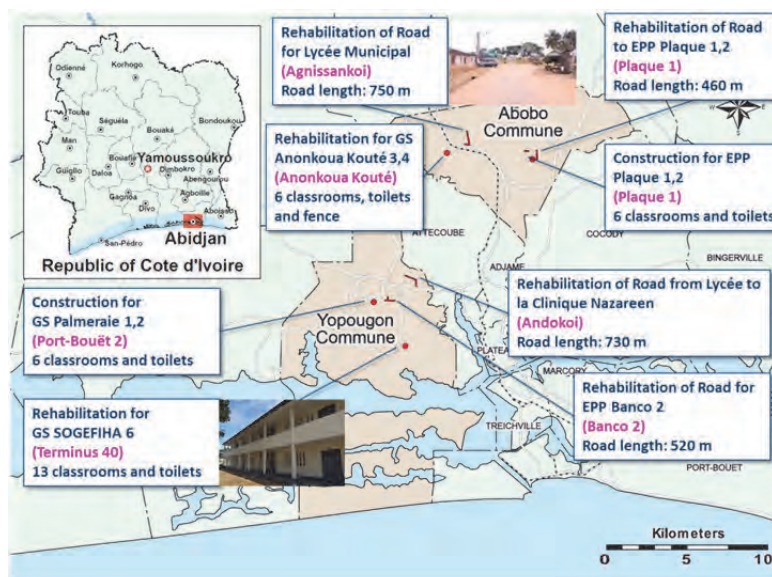
The selection criteria were established by the WG members and approved by JCC in August 2013. The counterparts discussed and selected the shortlisted candidate sites judging the selection criteria based on collected quantitative and qualitative data. Through the stakeholder meetings at the shortlisted candidate sites, the counterparts from the commune offices communicated with the residents and discussed their willingness for participation in the pilot project. Then, they prepared the final lists of pilot projects. Before the official approval of the pilot projects by the 2nd JCC meeting, they explained the evaluation results in front of the representatives of the residents of the candidate sites. Finally, the commune offices explained the purpose and schedule of the pilot projects to the representatives of the selected pilot project sites.

Following the selection of pilot projects, the CCGPPs were established, and the residents were helped to comprehend the purpose and contents of the pilot projects through the CCGPP meetings.

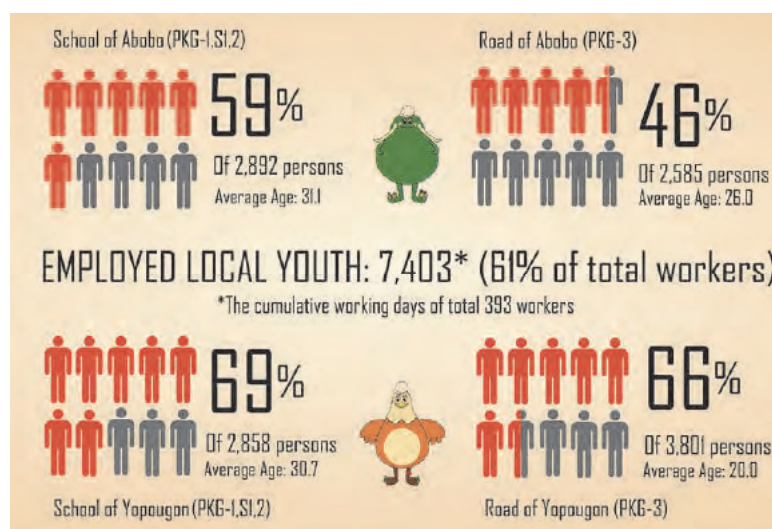
Thus, the output 1 “the pilot projects are selected in accordance with the confirmed mechanism for planning and implementation of basic infrastructure improvement projects in the Communes” has been achieved.

b) Output 2: Implementation of the Pilot Projects

All of the pilot projects had been completed by the end of September 2015 as shown in the figure below, although some of the construction works were delayed due to insufficient construction works performed by the contractors.



More than 50% of workers for school projects and 60% for road projects (7,403 person days) were local residents excluding the road projects in Abobo, reflecting the employment policy of the works as summarised in the figure below.



Payment for the workers has been done under monitoring by the CCGPPs, although minor problems were observed between a contractor and workers in the road rehabilitation works in Yopougon. The monitoring was done every week with the counterparts and CCGPP members. These accomplishments satisfy the objectively verifiable indicators for Output 2 “The pilot projects are executed and managed properly in line with the implementation plans”.

c) Output 3: Methodologies of Basic Infrastructure Improvement

Based on the training plan, 23 essential training programmes were presented to strengthen the capacity of the C/Ps and some of the CCGPP and COGES members as well, in total 584 participants. Also, 13 counterparts from MEMIS, and the Abobo and Yopougon Commune

Offices participated in the training in Japan on promoting social cohesion, and learned about the Japanese experience in community development, reconstruction, emergency employment and multiculturalism. In addition, the core counterparts compiled lessons learned from the pilot projects and shared them with stakeholders and donors through the workshops and seminar. Identified lessons learned and findings were compiled as the “Handbook for Promoting Social Cohesion through Basic Infrastructure Development”. Thus, the output 3 “methodologies for implementing basic infrastructure improvement projects considering social cohesion for the Commune Office staff are developed” had been achieved.

2) Achievement of Project Purpose

The process of the pilot projects, especially in CCGPP meetings, stakeholder meetings, and local employment generation contributed to strengthen the relationships among the residents in the target sites. It was the first time for most of the CCGPP members to work together for specific community interest beyond each group such as associations and ethnic groups. In addition, good collaboration between the Commune Offices and representatives of the communities in the CCGPPs has built trust between the government and the residents through the stakeholder meetings and the training on social cohesion and community development. Considering the evaluation result of the indicators in the project purpose “the relationships among residents in the target communes are reinforced through implementation of the basic infrastructure improvement projects” as shown in the table below, the Project Purpose had been achieved.

Detailed Indicators	Evaluation Results
1. In the pilot project areas, activities by the residents are vitalised. 1-1. The number of meetings organised by/for the residents is increased. 1-2. The number and type of the resident groups are expanded. 1-3. The number of residents who think that relations among neighbours are strengthened is increased.	1-1, 1-2. The stakeholder meetings and CCGPP meetings were a good opportunity for meeting many kinds of resident groups together. 1-3. According to the end-line survey, 92% of the residents think that relations among the residents in their sub-quartier have been improved since 2013.
2. Trust in the commune offices is enhanced through implementation of the pilot projects. 2-1. Opportunity of direct communication between the residents and the commune offices is arisen. 2-2. The number of project requests from residents to the commune offices is increased.	2. Trust in the commune offices has been enhanced through the process of implementing the pilot projects including selection, planning and implementation. During the terminal evaluation, resident members of CCGPPs expressed that their trust in the commune office has been enhanced since 2014. 2-1., 2-2. After the establishment of CCGPPs, residents can communicate easily with the commune offices.

3) Recommendations for Achieving the Overall Goal

Weaknesses concerning the achievement of the overall goal “the social cohesion in the target commune affected by the crisis is promoted and reinforced”, which is expected to be achieved within three to five years after the completion of the Project, were observed through the final evaluation practice. Considering the indicators for the overall goal, recommendations can be summarised as below.

a) Security in the Communes

General crime is a significant security concern for the residents, especially in poor areas in the target Communes, although the security tension concerning distrust among the different groups seems to have decreased recently. The commune offices need to increase their security measures in collaboration with MEMIS and the police.

b) Collective Activities by the Residents

For the purpose of expanding collective activities by the residents, the Commune Offices need to continuously support residents’ organisations including the successor organisations of the ex-CCGPPs concerning development and maintenance of basic infrastructure.

c) Improved Accountability of the Commune Offices

In general, many of the residents do not trust the commune offices. The Commune Offices need to disclose information to the residents, and to communicate with them closely.

d) Utilisation of the COSAY Method

The COSAY method should be used when the commune offices implement basic infrastructure improvement projects in their three-year plan. The Mayors need to secure and allocate budget and human resources for that purpose.

(5) Lessons Learned and Recommendations (Chapter 5)

The various lessons learned were identified from the process of the pilot project and experience of the Project as shown below.

1) Lessons for Promoting Social Cohesion

a) Co-working among Different Groups toward Common Interests of the Community

Establishment of the CCGPPs that consist of both the C/Ps and representatives of various resident groups such as ethnic, religious, youth and women’s groups is a good practice of a form of public involvement. The CCGPPs as the decision making body for planning, implementation and

monitoring of the pilot projects take the initiative and key roles for managing the pilot projects. In addition, the involvement of local youth in the construction works contributed to generating friendship among the youth from different groups through the co-working.

b) Problem Solving by the CCGPPs

In the process of implementation of the pilot projects, there were some significant problems concerning construction works such as water pipes broken by the contractor. The commune offices quickly organised a CCGPP meeting to respond to the request from the resident members of the CCGPP, and to discuss solutions when a serious problem occurred.

2) Lessons for Improving Local Governance

a) Securing Accountability using the Selection Criteria

The selection of the pilot projects using the selection criteria with a scientific evaluation method contributed to clear and transparent explanations of the selection results to the stakeholders, as well as preventing unreasonable intervention from the politicians.

b) Close Communication and Collaboration with the Residents

Meetings of the CCGPPs provided a good opportunity both for the C/Ps and for the residents to exchange their opinions and ideas concerning basic infrastructure development toward social cohesion like never before. Relationships and communication between the Commune Offices and the residents have been gradually improving while the resident members frequently expressed improved relationships among the resident groups through the co-works of the CCGPPs.

c) Interaction between Abobo and Yopougon Communes

The exchange visits made the C/Ps from Abobo and Yopougon feel that they were on the same team and working toward the same objectives and activities beyond the small differences between the communes. Also, they had chances to observe the sites and talk with the CCGPP members in the other communes. As a result, the C/Ps understood the different situations in the other communes, so that they could understand the challenges and efforts of the C/Ps in those communes.

3) Lessons for Project Management

a) Monitoring by the Working Groups

The established Working Groups in Abobo and Yopougon have generated a sense of ownership among the C/Ps at the commune level. Monitoring activities by the Working Groups deepened

the level of understanding of the C/Ps concerning the PDM and the PO, and contributed to efficient project management.

b) Learning from Failure

Failure is the mother of success. We can learn from failures. The C/Ps sometimes failed to conduct project activities as planned. However, they learned from the failures through review and examination of the causes, and then, they prevented repeating the same failures.

c) Training and Learning Opportunities

The C/Ps tended to have good motivation for learning from the Project. Thus, the opportunities for participation in the training programmes, especially the training programmes in Japan, were a significant incentive for them. New methods and ideas introduced by the JICA experts seemed to help them to improve their skills and to implement the pilot projects smoothly, even though many of the lectures from the JICA experts required translation into French.

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ABBREVIATIONS

	Abbreviation	Original Word
A	ACF	Action Contre la Faim (Action Against Hunger)
	ACTED	Agence d'Aide à la Coopération Technique et au Développement (Agency for Technical Cooperation and Development)
	ADDR	Autorité pour le Désarmement, la Démobilisation et la Réintégration (Authority for Disarmament, Demobilisation and Reintegration)
	AFD	Agence Française de Développement (French Development Agency)
	AfDB	African Development Bank
	AGEPE	Agence d'Etudes et de Promotion de l'Emploi (Agency for Studies and Employment Promotion)
	AIDS	Acquired Immune Deficiency Syndrome
	ANDE	Agence Nationale De l'Environnement (National Environmental Agency)
	ANRMP	Autorité Nationale de Régulation des Marchés Publics (National Authority for Regulation and Public Procurement)
	ARAP	Abbreviated Resettlement Action Plan
B	BOQ	Bill of Quantities
C	CBO	Community Based Organisation
	CCE	Comité Conjoint d'Evaluation (Joint Evaluation Committee)
	CCGPP	Comité Conjoint de Gestion du Projet Pilote (Pilot Project Joint Management Committee)
	CGQ	Comité de Gestion du Quartier (Quartier Management Committee)
	CM	Construction Management
	COGES	Comité de Gestion des Etablissements Scolaires (School Management Committee)
	COJO	Commission d'Ouverture des plis et de Jugement des Offres (Bids Opening and Judgment Committee)
	COSAY	The Project on the Reinforcement of Community for Promoting Social Cohesion in Greater Abidjan
	C/P	Counterpart
D	DAC	Development Assistance Committee
	DASCPH	Socio-Cultural Activity and Human Promotion Department
	DDH	Human Development Department
	DGDDL	Department of Decentralisation and Local Development
	DGI	Direction Général des Impôts (Directorate General for Taxes)
	DMP	Direction des Marchés Publics (Directorate for Public Procurement)
	DSC	Socio-Cultural Department
	DST	Technical Service Department
E	EIA	Environmental Impact Assessment
	EHF	Etablissement Halley and Family
	EPP	Ecole Primaire Publique (Public Primary School)
	EU	European Union
F	FCFA	Franc CFA

	Abbreviation	Original Word
G	GRCI	Government of Republic of Cote d'Ivoire
	GS	Groupe Scolaire (School Groups)
	GSB	Groupement de Services Bureautiques
H	HIMO	Haute Intensité de Main d'Oeuvre
	HIV	Human Immunodeficiency Virus
I	IDPs	Internally Displaced Persons
	ILO	International Labour Organisation
	INHP	Institut National d'Hygiène Publique (National Institute of Public Hygiene)
	ISO	International Organisation for Standardization
	IT	Information Technology
J	JCC	Joint Coordination Committee
	JET	JICA Expert Team
	JICA	Japan International Cooperation Agency
K	KOICA	Korea International Cooperation Agency
L	LBT (HIMO)	Labour Based Technology (Haute Intensité de Main-d'œuvre)
M	MEMIS	Ministry of State, Ministry of Interior and Security
	MENET	Ministry of National Education and Technical Education
N	NGO	Non-Governmental Organisation
O	ODA	Official Development Assistance
	OJT	On-the-Job Training
	ONAD	Office National de l'Assainissement et du Drainage (National Office of Sanitation and Drainage)
	ONEP	Office Nationale de l'Eau Potable (National Office of Drinking Water)
	ONUCI	Opération des Nations Unies en Côte d'Ivoire (United Nations Operation in Cote d'Ivoire)
	OSCS	Observatoire de la Solidarité et de la Cohésion Sociale (Observatory for Solidarity and Social Cohesion)
	O&M	Operations and Maintenance
P	PARCS	Projet d'Appui à la Réconciliation et à la Cohésion Sociale des populations des communes d'Abobo et de Yopougon (Project for Supporting Reconciliation and Social Cohesion for the Population in Abobo and Yopougon Communes)
P	PCM	Project Cycle Management
	PDM	Project Design Matrix
	PNCS	Programme National de la Cohésion Sociale (National Programme for Social Cohesion)
	PNSCS	Politique Nationale de Solidarité et de Cohésion Sociale (National Policy for Solidarity and Social Cohesion)
	PO	Plan of Operation
	PP-PKG	Pilot Project Package
	PRI-CI	Projet d'urgence de Renaissance des Infrastructures en Côte d'Ivoire (Project for Urgent Rehabilitation of Infrastructures in Cote d'Ivoire)
	PUIUR	Projet d'Urgence d'Infrastructures Urbaines (Urgent Project for Urban Infrastructures)
R	RAP	Resettlement Action Plan
	RC	Reinforced Concrete

	Abbreviation	Original Word
R	R/D	Record of Discussions
	ROW	Right of Way
	RTI	Radiodiffusion Télévision Ivoirienne (Ivorian Radio Television)
S	SDGs	Sustainable Development Goals
	SEA	Strategic Environmental Assessment
	SFCG	Search of Common Ground
	SODECI	Société de Distribution d'Eau de Côte d'Ivoire (Water Distribution Society of Cote d'Ivoire)
T	TOR	Terms of Reference
	TWG	Training Working Group
U	UN	United Nations
	UNDP	United Nations Development Programme
	UNHCR	United Nations High Commissioner for Refugees
	USAID	United States Agency for International Development
W	WB	World Bank
	WG	Working Group

Chapter 1 Introduction

1.1 Outline of the Project

1.1.1 Background

Cote d'Ivoire has been socioeconomically stagnated for more than a decade due to turmoil resulting from coups d'état or other conflicts. Especially, in Greater Abidjan, the number of refugees or internally displaced persons (IDPs) increased when the violence occurred following the 2010 presidential elections. As a result, urban poverty areas have been formed mainly in Yopougon Commune and Abobo Commune. In these areas, besides inadequate basic infrastructure for education, health facilities, roads and drainage facilities, high unemployment due to the limited capacity of the labour market that is unable to receive young people, ex-soldiers and returnees has become a socially destabilizing factor.

To cope with these problems, the Government of Republic of Cote d'Ivoire (GRCI) has developed the National Social Cohesion Programme (PNCS: Programme National de la Cohésion Sociale) (2012-2015). Following the restoration of justice and peacebuilding, the improvement of social and health conditions for vulnerable people as the third pillar is shown in the programme.

To this end, the Government of Japan has agreed with GRCI to implement the “Programme for Improvement of Infrastructure in Greater Abidjan” for restoring and rehabilitating deteriorated urban infrastructures, and to assist with two measures, the emergency restoration assistance and the economic growth promotion from the view point of the medium and long term.

Therefore, GRCI made a request for technical cooperation¹, that aims to: i) rehabilitate basic social infrastructure in Communes affected by socioeconomic turmoil, and ii) improve employment conditions through the rehabilitation.

Based on the above request, Japan International Cooperation Agency (JICA) despatched the detailed planning survey mission and agreed with GRCI about the framework of “the Project on

¹ Technical cooperation is an all embracing term used to describe JICA's practical assistance to developing countries. Depending on the specific project, technical assistance can include the dispatch of JICA experts, the training of local officials (e.g. counterparts) for 'capacity development', the supply of equipment or financial assistance.

the Reinforcement of Communities for Promoting Social Cohesion in Greater Abidjan” (hereinafter referred to as “the Project”) in the Record of Discussion (R/D) in February 2013. Then, JICA has contracted a consortium structured of Oriental Consultants Global Co., Ltd. and Eight-Japan Engineering Consultants Inc. (hereinafter referred to as the JICA Expert Team) to conduct the technical cooperation project.

1.1.2 Summary of the Project

A summary of the Project that has been agreed in the 1st Joint Coordination Committee (JCC) meeting is as shown in Table 1.1.1. The Project Design Matrix (PDM) that states the outline of the Project has been slightly changed at the time of the terminal evaluation in September 2015, and the revision was validated at the 5th JCC meeting.

Table 1.1.1 Narrative Summary of Project Design Matrix (PDM)

Project Name	The Project on the Reinforcement of Communities for Promoting Social Cohesion in Greater Abidjan
Project Period	July 2013 – June 2016 (3 years)
Target Area	Abobo Commune and Yopougon Commune in Abidjan District
Target Group	<ul style="list-style-type: none"> - Commune Office staff, people of Abobo Commune and Yopougon Commune participating in the pilot projects (Direct Beneficiaries) - People of Abobo Commune and Yopougon Commune (Indirect Beneficiaries)
Counterpart	<ul style="list-style-type: none"> - Department of Decentralization and Local Development, Ministry of Interior and Security (Responsible Organisation) - Abobo Commune Office, Yopougon Commune Office (Implementing Organisations)
Overall Goal	The social cohesion in the target Communes affected by the crisis is promoted and reinforced.
Project Purpose	The relationships among residents in the target Communes are reinforced through the implementation of basic infrastructure improvement projects.
Output	<ol style="list-style-type: none"> 1. The pilot projects are selected in accordance with the confirmed mechanism for planning and implementation of basic infrastructure improvement projects in the Communes. 2. The pilot projects are executed and managed properly in line with the implementation plans. 3. Methodologies for implementing basic infrastructure improvement projects considering social cohesion for the Commune Office staff are developed.

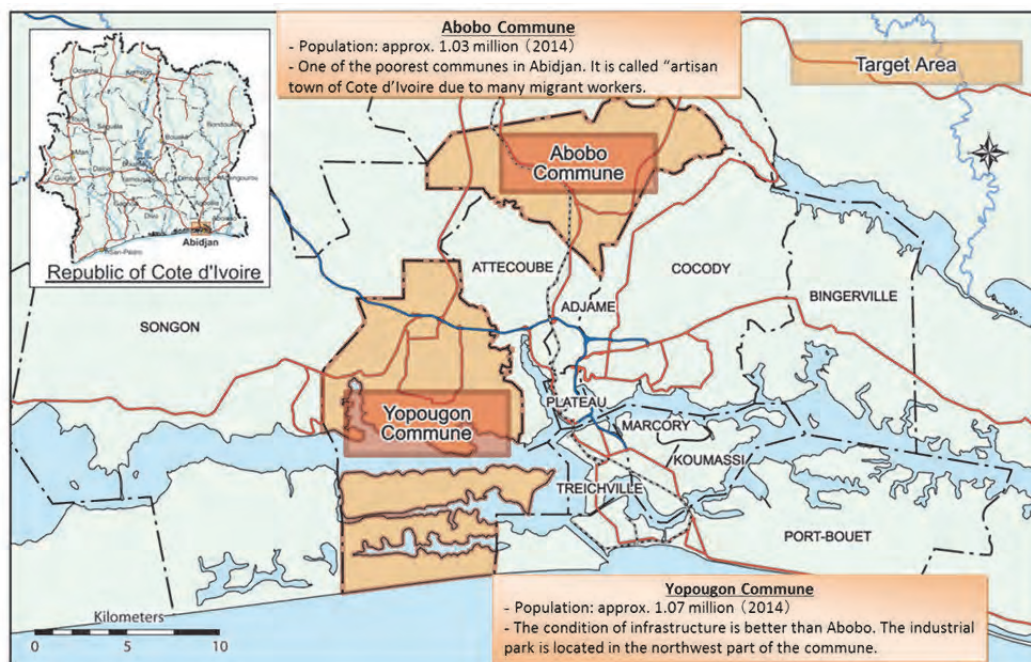
The final version of PDM (version 2) of the Project is attached to Annex 1.

1.1.3 Project Period

The Project was initiated in July 2013, and was concluded in June 2016.

1.1.4 Target Area

The target areas of the Project were Abobo Commune and Yopougon Commune in Greater Abidjan as shown below.



Source: JICA Expert Team

Figure 1.1.1 Target Communes

The selected pilot project sites² and the target facilities are shown in the following figures.



Source: JICA Expert Team

Figure 1.1.2 Pilot Project Site (Abobo Commune)

² The rehabilitation work of Carrefour Jock was eliminated from the list because it was included in the project of AGEROUTE, however, the quartier of the site remained to be a target of the pilot project especially for the soft-component activities.

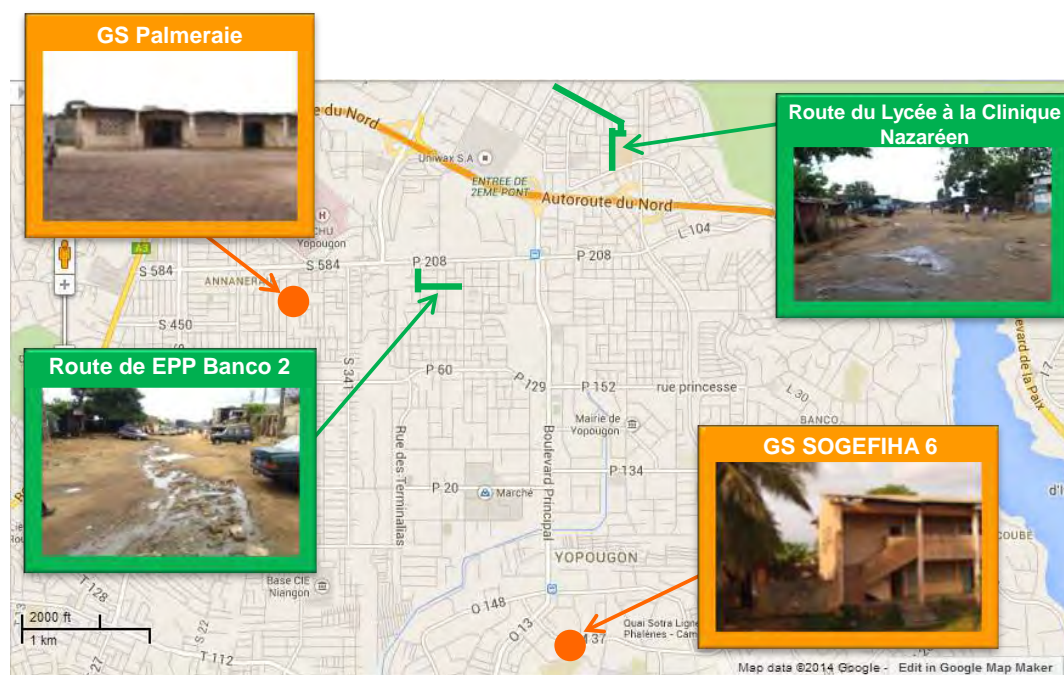


Figure 1.1.3 Pilot Project Site (Yopougon Commune)

1.1.5 Evaluation

JICA and the Ministry of State, Ministry of Interior and Security (MEMIS) jointly conducted the following evaluations and reviews.

- Terminal evaluation in August to September 2015

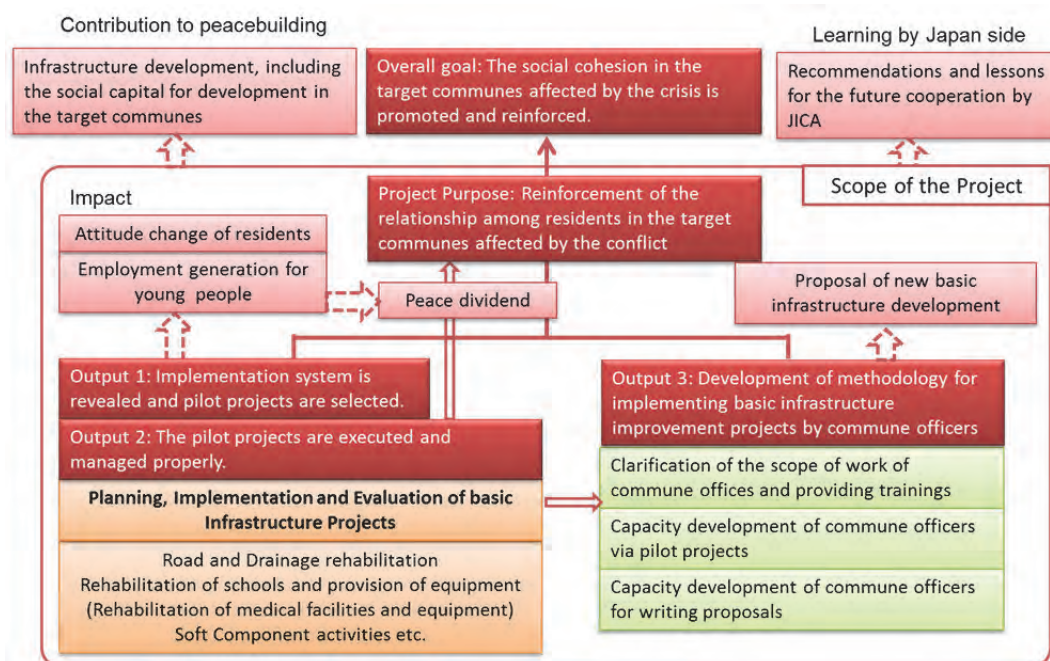
JICA will conduct the following evaluations and surveys mainly to verify sustainability and impact of the Project and draw lessons. MEMIS is required to provide necessary support.

- Ex-post evaluation three (3) years after the Project completion, in principle
- Follow-up surveys on necessity basis

1.2 Basic Policies of the Project

1.2.1 Guiding Principle

The significance of the Project was in the implementation of technical cooperation that contributes to stabilisation of the Communes and social cohesion. The following things were aimed to be achieved based on the Project framework agreed in the R/D and the 1st JCC. The Project was programmed to strengthen the capacities of Commune Officers in terms of project implementation and management and to enable residents to realise a peace dividend through the installation of basic infrastructure which provides employment opportunities and improves the living environment. Figure 1.2.1 shows the Project components and expected outcomes of the Project.



Source: JICA Expert Team

Figure 1.2.1 Goal Chart of the Project

The main objective of the Project under the JICA technical cooperation scheme was to achieve the Project purpose “the relationships among residents in the target Communes are reinforced through implementation of the basic infrastructure improvement projects” toward the overall goal mentioned in the PDM “the social cohesion in the target Communes affected by the crisis is promoted and reinforced” through attaining the following outputs.

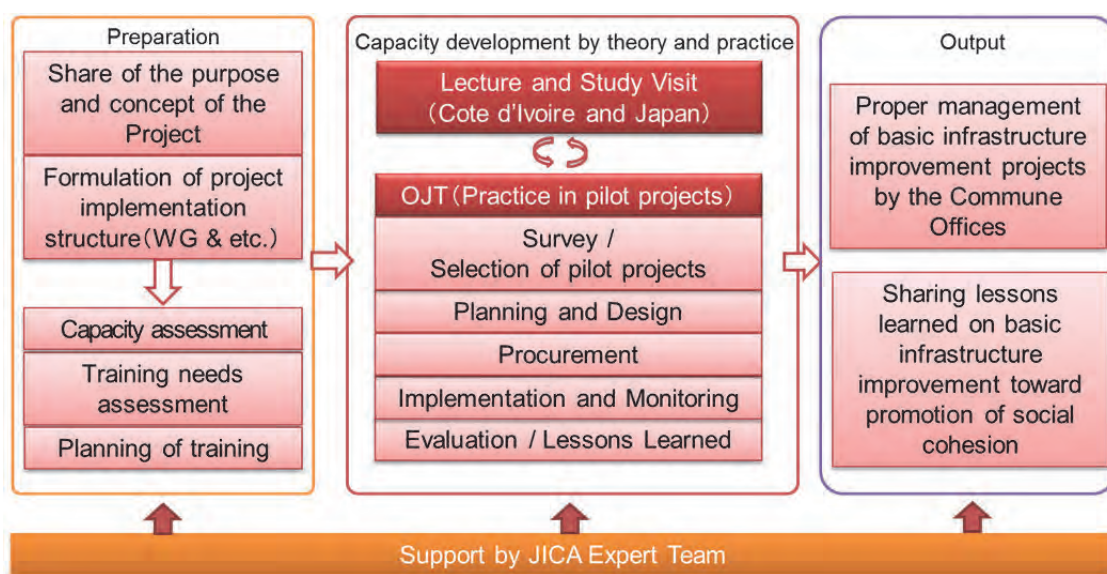
- Output 1: The pilot projects are selected in accordance with the confirmed mechanism for planning and implementation of basic infrastructure improvement projects in the Communes.
- Output 2: The pilot projects are executed and managed properly in line with the implementation plans.
- Output 3: Methodologies for implementing basic infrastructure improvement projects considering social cohesion for the Commune Office staff are developed.

Although the inputs for infrastructure rehabilitation through the pilot projects were limited, the Project focused on capacity development and model development through the process of project implementation for the Ivorian’s own initiatives in the future. Thus, the Project had to be recognised as not an infrastructure project but a capacity development project for promoting social cohesion. It was important that both Ivorian counterparts and Japanese experts had a common understanding of the goal chart of the Project.

1.2.2 Project Design and Capacity Development toward Social Cohesion

The overall goal of the Project aimed to promote social cohesion through reinforcing social capitals in the conflict-affected communities in Greater Abidjan. Mistrust among residents in the fragmented society could trigger recurrence of the conflict in the future. Improvement of the social environment and increased job opportunities for the young generation, who are often said to be at risk of destabilisation, through basic infrastructure rehabilitation with labour intensive construction works, therefore, can contribute to alleviation of sense of stagnation in the civilians and reduction of social instability. Therefore, reinforcement of social capital in the conflict-torn society and involvement of youth had to be considered in planning and implementation of the Project.

Based on clarified competencies, roles and responsibilities, and capacity of the counterparts, programmes of capacity development for them were designed and implemented. Beneficiaries of capacity development included officials from not only the counterparts but also civil society, for the purpose of effective collaboration among stakeholders and public private partnership concerning sustainable operation and maintenance of basic infrastructure. Figure 1.2.2 shows the process of capacity development under the Project.



Source: JICA Expert Team

Figure 1.2.2 Flow of Capacity Development for the Counterparts

1.3 Project Management Structure

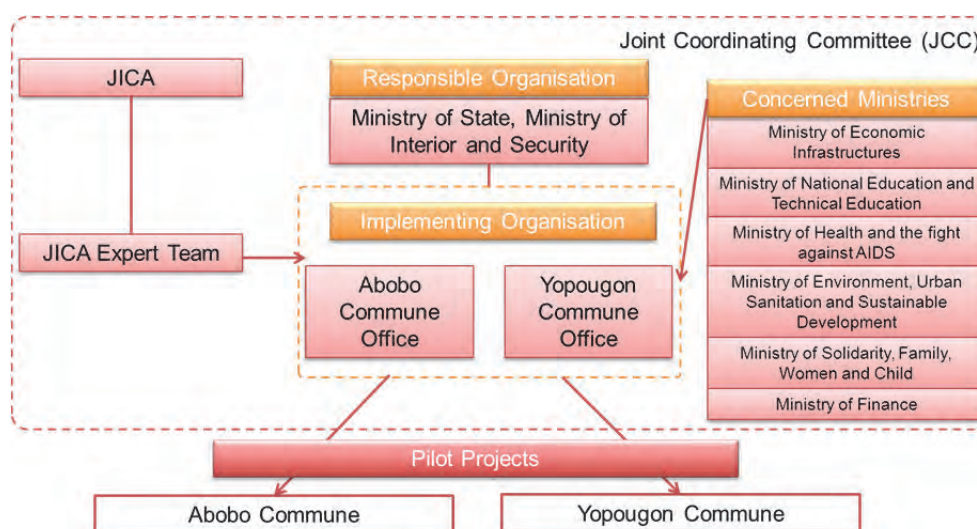
1.3.1 Joint Coordination Committee (JCC)

(1) Function

A Joint Coordinating Committee (JCC) was established in order to facilitate inter-organisational coordination. The JCC was held at least twice a year and additionally whenever it was deemed necessary. The JCC reviewed overall progress, conducted monitoring and evaluation of the Project, and exchanged opinions on major issues that arose during the implementation of the Project.

(2) Members

JCC members consisted of the following. A representative of the Ministry of Economic Infrastructures, a representative of the Ministry of National Education and Technical Education, a representative of the Ministry of Environment, Urban Sanitation and Sustainable Development, a representative of the Ministry of Health, and Fight against AIDS, a representative of the Ministry of Solidarity, Family, Women and Children³, a representative of the Ministry of Finance, the Mayor or a representative of Abobo Commune, the Mayor or a representative of Yopougon Commune, a representative of JICA Cote d'Ivoire Office, and a leader of JICA experts. The organisation chart of JCC is shown below.



Source: JICA Expert Team

Figure 1.3.1 Project Organisation Chart

³ The name of the Ministry was changed to “Ministry of Solidarity, Social Cohesion, and Compensation for Victims” after the cabinet shuffle in January 2016.

The chair of JCC was a General Director of the Department of Decentralisation and Local Development, the Ministry of State, Ministry of Interior and Security (MEMIS/DGDDL).

(3) JCC Meetings

All the JCC meetings held are summarised in the table below and the minutes of all the JCC meetings signed by the JCC members are attached as Annex 8.

Table 1.3.1 JCC Meetings

JCC Meeting	Agenda	Date
1 st JCC	- Community Development and Japan's Experience - Outline of the Project - Approval of the Work Plan	28 Aug. 13
2 nd JCC	- Progress of COSAY - Approval of the pilot projects	10 Dec. 13
3 rd JCC	- Progress of COSAY - Reports on the Training in Japan	13 Aug. 14
4 th JCC	- Progress of COSAY	26 Feb. 15
5 th JCC	- Progress of COSAY - Validation of the Result of the Joint Terminal Evaluation	10 Sep. 15
6 th JCC	- Outcomes of COSAY - Handover of equipment and certificates - Discussion on the Project Completion Report (Draft)	22 Apr, 16

In the 1st JCC meeting, the Work Plan was confirmed and agreed among the JCC members. Following the selection process of pilot projects, the 2nd JCC was held and the pilot projects were confirmed and agreed among the JCC members.

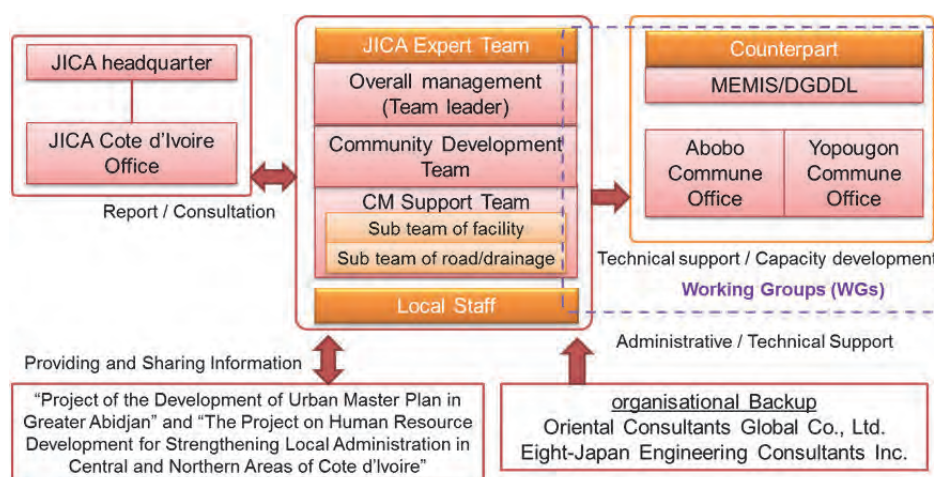
The progress of project activities of January to July 2014 was reported by the Project Coordinator (MEMIS), and the Project Leaders from Abobo and Yopougon Communes at the 3rd JCC. The participants from the line ministries were interested in the challenges of involvement of local residents in the pilot projects, especially in the establishment of the Pilot Project Joint Management Committees (CCGPPs: Comités Conjointes de Gestion du Projet Pilote) and employment generation for the local youth. Also, at the 4th JCC, the counterparts reported the progress of project activities of August 2014 to January 2015. The participants shared recognition of the importance of community participation, environmental considerations, and public communication. The in charge officers from the communication departments of the two communes were officially added to the membership of JCC.

At the 5th JCC, in addition to the report of progress of project activities of February to August 2015, the JICA evaluation mission reported the result of the Joint Terminal Evaluation carried out between 24 August and 12 September 2015 based on the JICA evaluation guidelines. The evaluation team concluded that the Project would be able to fulfil its purpose within the Project period and this result was shared with all participants for their approval.

At the 6th JCC, the outcomes of the Project were reported by the counterparts. Then, the draft of the Project Completion Report was discussed. Equipment and lists thereof as well as the certificates of participation in the Project for all the counterparts were handed over to the MEMIS/DGDDL, Abobo and Yopougon commune offices at this meeting.

1.3.2 Overall Project Management Structure

Concerning the daily project management, the JICA Expert Team established the following project management structure to ensure achievement of the outcomes in PDM.



Source: JICA Expert Team

Figure 1.3.2 Overall Project Management Structure

The JICA Experts organised a team that steadily implemented “community development” and assisted “construction management (CM) for school buildings and roads/drainages” that were the major elements of the pilot projects by taking into account the capacity development of the counterparts and the stakeholders through the implementation of the pilot projects.

Prior to the full-scale implementation of the Project, the complete picture, the implementation structure (including the establishment of Working Groups (WGs)) and the management structure of the Project were discussed among the stakeholders based on the Draft Work Plan, and then common understandings were formed. In addition, the direction and structure of the Project were agreed on. Especially, concerning the Project Design Matrix (PDM) and the Plan of Operation (PO), common understandings and stances were shared with the Ivorian stakeholders through discussions on those subjects including the definition of the terms, such as “social cohesion”, starting from the fundamental issue: “Why do we conduct the Project?”. Through this process, the PDM version 0 agreed on R/D as a draft PDM was revised to the PDM version 1. The PO was captured in the actual timeframe. Simultaneously, in order to have a written record of the conduct of the overall project monitoring, the JICA Expert Team and Counterparts (C/Ps) developed monitoring forms (e.g. a Progress check sheet of PO, a

Performance monitoring sheet to measure the achievement of the indicators, an Input provision sheet and an Equipment and material list). The forms were utilised as references for the terminal evaluation.

1.3.3 Working Groups

(1) Working Groups at the Target Communes

To regularly report and discuss the progress of the Project, WGs were established both in Abobo and Yopougon Communes in August 2013. The members of a WG mainly consist of the officers on a practical level and it offered good opportunities for them to enhance their abilities by receiving instructions from the JICA experts. All the WG meetings held are summarised in the table below.

Table 1.3.2 Working Group Meetings (August – December 2013)

WG	Agenda	Abobo	Yopougon
1 st	- Discuss TOR and members of WG - Confirmation of progress of the requested data collection	21 Aug. 13	20 Aug. 13
2 nd	- Confirmation of Schedule of the Project until the end of 2013 - Confirmation of Long-lists	05 Sep. 13	05 Sep. 13
3 rd	- Progress of surveys at the long-listed sites - Report on the medical equipment survey	26 Sep. 13	26 Sep. 13
4 th	- Report of the results of technical surveys - Report of the results of social surveys and workshops	25 Oct. 13	25 Oct. 13
5 th	- Confirmation of the shortlists of pilot projects - Confirmation of plans for finalisation of the pilot project sites	07 Nov. 13	07 Nov. 13
6 th	- Confirm final lists of the pilot projects - Confirm procedure of explanation for the selection result to the residents	26 Nov. 13	26 Nov. 13
7 th	- Confirmation of procedure for explanation to residents at the selected sites - Review of activities in 2013	11 Dec. 13	11 Dec. 13
8 th	- Membership of CCGPPs - Procedure of the pilot projects	15 Jan. 14	15 Jan. 14
9 th	- Presentation on the pilot project plans - Verification of the pilot project plans	13 Mar. 14	13 Mar. 14
10 th	- Presentation on PDM of the pilot projects - Site visit to the pilot project sites	23 Apr. 14	23 Apr. 14
11 th	- Necessary activities for the coming months	17 Jun. 14	17 Jun. 14
12 th	- Update of information regarding ongoing activities	31 Jul. 14	31 Jul. 14
13 th	- Confirmation of progress of the Project activities	9 Sep. 14	9 Sep. 14
14 th	- Confirmation of necessary activities for the coming months	10 Oct. 14	10 Oct. 14
15 th	- Presentation of the result of mid-term evaluation of the pilot projects - Confirmation of updated detail schedule of COSAY	25 Nov. 14	18 Nov. 14
16 th	- Update of information on ongoing activities	11 Dec. 14	11 Dec. 14
17 th	- Presentation of PP-PKG-S1 Evaluation Report, - Progress report of PP-PKG-2 and PP-PKG-3, - Preparation of coming JCC and the Seminar	4 Feb. 15	4 Feb. 15
18 th	- Explanation of the Progress Report 3 - Preparation of the 4th JCC - Preparation of the interim Seminar	18 Feb. 15 (Joint Working Group)	

WG	Agenda	Abobo	Yopougon
19th	- Progress of each pilot project - Sensitization of the residents	17 Mar. 15	17 Mar. 15
20th	- Progress of each pilot project - Sensitization of the residents - Policy for the return of road occupants after completion of the road	7 May. 15	7 May. 15
21st	- Progress of each pilot project - Terminal evaluation planning, - Sensitization activities	11 Jun. 15	11 Jun. 15
22nd	- Evaluation of proposals PP-PKG-S2	1 Jul 15	1 Jul 15
23rd	- Progress of each pilot project - Preparation of the Evaluation Mission - Information concerning the JICA Ebola Budget projects - Sensitization of the residents	25 Aug. 15	21 Aug. 13
24th	- Closure of activities - Music of Social Cohesion - Sensitization of the residents - Site visit by members - Inventory of maintenance equipment	22 Sep. 15	22 Sep. 15
25th	- Explanation of upcoming activities - Preparation of the closing ceremony for each site - Problem of infrastructure maintenance and progress of maintenance activities by members - Sensitization of the residents	9 Nov. 15	9 Nov. 15
26th	- Progress of PP-PKG-2, PP-PKG-3 and the JICA Ebola Budget projects - Upcoming activities	17 Dec. 15	17 Dec. 15
27th	- Progress of activities - Explanation of upcoming activities - Presentation of the Handbook	29 Jan. 16 (Joint WG) ⁴	
28th	- Progress of activities - Upcoming activities - Progress of project proposal	16 Mar. 16 (Joint WG)	
29th	- Progress of activities - Participation certificates for the Project - Progress of proposal preparation	14 Apr. 16 (Joint WG)	

(2) Training Working Group

In addition to the WGs of Abobo and Yopougon, the Project established the Training Working Group (TWG) in the middle of January 2014, for the purpose of preparation of the training plan and management of its implementation.

TWGs meetings held during the period are summarised in the table below.

⁴ This Joint WG was held at the same time as the 9th TWG.

Table 1.3.3 Training Working Group Meetings

TWG	Agenda	Date
1 st	- Roles and responsibilities of the Training Working Group - Nomination of members for the Training Working Group	14 Jan. 14
2 nd	- Results of the training needs assessment - Development of training plan	11 Feb. 14
3 rd	- Finalisation of the Training Plan - Procedure of training considering training cycle management - Introduction of the Training in Japan	28 Feb. 14
4 th	- Reports on the Training in Japan - Timing of training programmes in the coming months	24 Jun. 14
5 th	- Recap and feedback of training already conducted - Monitoring report of overall project and PP-PKG-1 - Confirmation and preparation of coming training schedule	19 Sep. 14
6 th	- Review of the Training Plan and Recent Training Programmes - Compilation of Training Programmes - Training opportunity in Japan	10 Mar.15
7 th	- Outline of the training in Japan - Compilation of training programmes	17 Jun.15
8 th	- Reports on the training in Japan - Compilation of training programmes	4 Aug.15
9 th	- Result of training evaluation	29 Jan.16
10 th	- Result of capacity assessment	14 Apr. 16

1.4 Inputs

1.4.1 Japanese Side

(1) JICA Experts

The JICA experts gave necessary technical guidance, advice and recommendations to the counterparts on any matters pertaining to the implementation of the Project. Table 1.4.1 shows the members of the JICA Expert Team.

Table 1.4.1 Member List of JICA Expert Team

Assignment	Name
Team Leader / Community Development / Peacebuilding	Mr. Masaya Sekiguchi
Deputy Team Leader / Building Construction Engineering 1	Mr. Mitsuo Ochi
Building Construction Engineering 2	Mr. Kazuomi Okamura
LBT 1 / Public Works Engineering	Mr. Kiminori Matsumoto
LBT 2	Dr. Tatsumi Tokunaga Mr. Hiroaki Kobayashi
Procurement Supervision 1 / Tender Assistance	Ms. Asuka Toda
Procurement Supervision 2 / Construction Safety Management	Mr. Arata Aikawa
Infrastructure Maintenance (Road / Drainage)	Mr. Noboru Shimizu
Infrastructure Maintenance (Building) / Procurement Supervision 3	Ms. Keiko Otaguro
Medical Equipment	Mr. Tamotsu Nozaki
Project Cost Estimation (Public Works Engineering) / Procurement Supervision 4	Mr. Makoto Matsuura
Procurement Supervision 5	Mr. Hiroaki Kobayashi
Procurement Supervision 6	Mr. Noor Akmar
Project Cost Estimation (Architecture)	Mr. Haruhisa Ishikawa
Local Governance	Ms. Junko Okamoto
Social Survey / School Management and Civil Activity Enhancement 1	Ms. Ayumi Urata (Iguchi)
School Management and Civil Activity Enhancement 2	Ms. Ayumi Koyama
School Management and Civil Activity Enhancement 3	Ms. Yuko Suwa
Environmental and Social Consideration	Dr. Jayamohan Somasundaram
Training Management and Project Monitoring	Mr. Keisuke Hattori
Project Administrator / Community Development Assistant	Ms. Asuka Toda Ms. Mayu Imafuku Mr. Masamichi Sunada Mr. Keisuke Hattori

Assignment schedule of the JICA experts is shown in Annex 4.

(2) Other Inputs

The Japanese side provided vehicles and necessary machinery and equipment for the implementation of the Project including vehicles and office equipment such as computers, copier machines, and printers. Provided equipment, excluding the vehicles that were provided by the JICA Cote d'Ivoire Office, is shown in Annex 7. The Japanese side also provided training opportunities to the counterparts in Cote d'Ivoire and Japan, as well as cover the expense for the pilot projects.

1.4.2 Ivorian Side

The Ivorian side assigned a project director, a project coordinator, project managers, project leaders, and other counterparts for the Project as below.

Table 1.4.2 Assignment of Core Counterparts (JCC Members)

Assignment	Organisation	Position
Project Director	Department of Decentralisation and Local Development, MEMIS	General Director
Project Coordinator	Department of Decentralisation and Local Development, MEMIS	Advisor to General Director
Project Manager	Abobo Commune Office	Mayor
Project Manager	Yopougon Commune Office	Mayor
Project Leader	Abobo Commune Office	Director of Technical Department
Project Leader	Abobo Commune Office	Director of Social, Culture and Human Department
Project Leader	Abobo Commune Office	Director of Communication
Project Leader	Yopougon Commune Office	Director of Technical Department
Project Leader	Yopougon Commune Office	Director of Human Development Department
Project Leader	Yopougon Commune Office	Officer in charge of Communication

All positions and names of assigned counterparts are shown in Annex 4.

The Ivorian side made necessary arrangements and budget allocation for effective implementation of the Project. In addition, three office rooms in MEMIS/DGDDL, Abobo and Yopougon Commune were provided to the Project.



The JCC members, the counterparts and the JICA Expert Team

Chapter 2 Project Activities

In this chapter, detail activities under the Project are summarised by each output listed in the PDM.

2.1 Activities for Output 1

The pilot projects are selected in accordance with the confirmed mechanism for planning and implementation of basic infrastructure improvement projects.

2.1.1 Activity 1-1 To finalise the selection criteria for the pilot projects agreed on Record of Discussions

Criteria for selection of pilot projects agreed to in the R/D was reviewed and reconfirmed during the kick-off workshop in the middle of August. The six criteria mentioned in the R/D were applied as the criteria for the actual selection of the pilot projects, the definitions of the criteria, evaluation items, and weighting were discussed and agreed among the stakeholders. Table 2.1.1 shows the agreed detailed descriptions of the criteria and methods of scoring for selection of the pilot projects.

Table 2.1.1 Details of Criteria for Selection of the Pilot Projects

Criteria	Details	Essential conditions	Additional points
Direct effect by the pilot projects	<ul style="list-style-type: none"> - Urgency and necessity - Size of the targeted beneficiaries - Synergy effects with other projects (including the pilot projects) 	✓	✓ ✓
Technical feasibility	<ul style="list-style-type: none"> - Construction can be completed in the expected schedule period - No discrepancy with the future development plan - Easy maintenance and management when repaired - Easy access to transport for construction materials and equipment 	✓ ✓	✓ ✓
Possibility of job creation	<ul style="list-style-type: none"> - Local residents' participation is expected for construction work - Unemployed young people's participation is expected for construction work - Market in the vicinity of the pilot projects is existing to utilize the techniques obtained by the trainee workers 	✓	✓ ✓
Contribution to social cohesion	<ul style="list-style-type: none"> - Local population including different groups can enjoy outcomes of the pilot project. - Different tribes can participate in the pilot projects 	✓	✓
Involvement and activeness of commune residents	<ul style="list-style-type: none"> - Consent is obtained among commune residents - Community organisations exist that can cooperate in the pilot projects - Achievements and experiences of activities by community organisations 	✓ ✓	✓
Financial aspects	<ul style="list-style-type: none"> - Within budget - No special construction 	✓ ✓	

Candidates which did not satisfy the “essential conditions” shown in Table 2.1.1 were not selected. In consideration of the transparency and the accountability of pilot project selection described below, the evaluation of the criteria could be quantified and be made objectively.

2.1.2 Activity 1-2 To select the pilot projects

(1) Understanding of social system and consensus building system

Information regarding the social system and consensus building system in the target communes was collected and analysed. Firstly, interviews with the staff of the Socio-Cultural Activity and Human Promotion Department (DASCPH) of Abobo Commune and The Human Development Department (DDH) of Yopougon Commune that were in charge of community organisations and socio-cultural activities were held in order to examine the level of understanding of the staff concerning the systems. In addition to the interviews with them, the JICA experts together with the commune staff visited several sites in each commune and talked with residents and representatives of community organisations to understand the existing social activities and public participation in improving the neighbourhood environment in different areas.

Based on the basic understandings obtained through the interviews and the site visits, a study on the social conditions was designed and conducted in the quartiers where the candidate pilot projects in the long lists were located. The study was carried out by the JICA Expert Team in collaboration with C/Ps through the following four survey items:

- Comparison of key characteristics of quartiers
- Lists of organisations and opinion leaders related to quartiers
- Information concerning community organisations and opinion leaders in quartiers
- School information

Among the sub-quartiers in the long lists, two sub-quartiers in each commune were selected in which to conduct case studies to identify all existing community organisations and opinion leaders in the sub-quartiers. They were identified and listed by using the existing information concerning of commune offices, as well as through interviews with leaders of various community organisations. The interviews with the identified organisations as well as local opinion leaders were conducted by using a questionnaire sheet. The interviewed organisations included Quartier Management Committee (CGQ⁵: Comité de Gestion du Quartier), village chiefs, youth associations, women associations, ethnic group organisations, religious organisations, neighbourhood associations, business associations, school management committees (COGES: Comité de Gestion des Etablissements Scolaires) and NGOs. Table 2.1.2 shows the numbers of identified and interviewed community organisations.

Table 2.1.2 Case Study on Social Systems in Target Communes

Sub-Quartier	CGQ	Village	Youth	Women	Ethnic Group	Religious organisation	Neighbourhood association	Business association	COGES	NGO	Others	Total
Abobo Commune												
PLAQUE 1	0	0	7	8	11	2	0	1	0	0	0	29
AGNISSANKOI	0	1	1	6	2	1	2	1	0	4	0	18
Yopougon Commune												
BANCO-ATTIE	2	1	11	7	3	1	3	7	1	0	1	37
CAMP MILITAIRE	1	0	9	4	1	1	2	0	1	2	0	21

In both communes, it was commonly found that there are many youth and women’s associations at the sub-quartier level while there are several organisations based on ethnic groups at quartier or the commune level. However, a difference between Abobo Commune and Yopougon Commune was also found. There are no area-based community organisations representing sub-quartiers in Abobo Commune except for the traditional chiefs such as Quartier

⁵ CGQs were established in Yopougon Commune by the initiative of the former mayor in 2002. They were formed by the membership of landowners in sub-quartier level and were a focal point of the residents. However, the newly elected mayor dissolved all CGQs in 2013. Since then, CGQs were no longer a formal organisation, although some of them have continued their activity informally. Since the beginning of the project, the DDH of Yopougon Commune has been working on re-organising CGQs based on the mayor’s policy. .

Chiefs and Village Chiefs, while there were CGQs in all sub-quartiers in Yopougon Commune in addition to Quartier Chiefs and Village Chiefs.

(2) Clarification of project approval process and implementation mechanism

The formal procedures for approval of basic infrastructure development projects in the decentralised administration system were clarified through the discussions with the technical department and financial department of both commune offices.

The estimated cost for each and all projects shall be reflected and included in the three-year plan, and the annual budget will be prepared based on the plan. This three-year plan ought to be reviewed every year and, in principal, consists of a summary of “Actions” which are various grants and benefits to be expended at the Mayor’s discretion and “Investments” which are various planned operations including procurements, infrastructure projects etc. to be expended or implemented including brief explanations of the contents of such operations and urgency and necessity thereof.

The annual budget for the commune office is generally prepared based on tax revenue for each commune office. For the commune in Greater Abidjan, there are no subsidies in any form from the government. Furthermore, only limited taxes and levies can be collected directly by a commune office and up to a certain point most of the taxes and levies are paid to the Directorate General for Taxes (DGI: Direction Général des Impôts); and thereafter 40% of such taxes and levies will be refunded to the commune office subject to approvals given by the Ministry of Economy and Finance. However, since the said refund is often delayed in reality, some of the planned operations have to be suspended and/or cancelled.

In addition, roles and responsibilities of commune offices, and the work procedures being undertaken for the implementation of the basic infrastructure development projects under the jurisdiction of the commune office were clarified as well. Laws and regulations including office regulations of each commune as well as applicable technical documents such as French Road Technical Standards and reference technical documents obtained from AGEROUTE were reviewed. In addition, necessary procedures for project implementation and current project management capacity of each commune office were also reviewed and clarified through discussions with the commune offices.

Considering that the decentralisation in Cote d’Ivoire is still in the development stage and the current financial and organisational capacity of local governments is insufficient to follow the formal procedures, the actual procedures of project approvals and implementation followed by the local government and undertaken for donor projects were compiled by the JICA Expert

Team. The compiled procedures and mechanism of basic infrastructure improvement projects were confirmed by the commune offices in the early 2014.

(3) Preparation of Long-lists and Inventory Surveys

Initially, the Commune offices requested facilities and equipment for the pilot projects as shown in the table below.

Table 2.1.3 Requested Facilities and Equipment

	Abobo Commune	Yopougon Commune
Road and drainage facilities	<ul style="list-style-type: none"> - Earthen road (first priority) 5 lines, 27.9km, Road structure of straddle fording 4 points - Earthen road (second priority) 15lines, 25.5km - Paved road repair 7 districts, 14.7km 	<ul style="list-style-type: none"> - New pavement (initial) 4 lines, 2.90km, repair of large scale drainage facility 1 site - New pavement (additional) 2 lines, 1.47km, repair of large scale drainage facilities 2 sites - New pavement (initial) 2 lines, 2.28km
Educational Facilities	<ul style="list-style-type: none"> - Elementary school repair: 32 schools Student furniture: 7,834 Latrines: 70% of the schools - Additional classrooms for elementary schools: 182 classrooms (or 6 classrooms x 32 schools) Student furniture: 4,550 	<ul style="list-style-type: none"> - Elementary school repair: 22 sites 22 schools, 70 classrooms - Same as above student furniture:3,875 - Same as above additional buildings for toilets
Medical Facilities	<ul style="list-style-type: none"> - Repair of general hospital and equipment : 2 sites - Repair of Tuberculous centre and equipment : 1 site - Repair of school health centre and equipment : 1 site - Repair of city medical centre and equipment : 6 sites - Repair of city health centre and equipment maintenance: 6 sites - Repair of Western region office and equipment: 1 site - Equipment for Eastern region office: 1 site 	<ul style="list-style-type: none"> - Repair of university hospital and equipment: 1 site - Repair of city medical centre and equipment: 7 sites - Repair of city health centre and equipment: 1 site

Based on the discussion through the Kick-off Workshop and the 1st JCC, and considering the agreed selection criteria, the Commune Offices prepared long lists as shown in the tables below.

Table 2.1.4 Long List (Candidate Sites) of Roads in Abobo Commune

No.	Facility Name	Issues and envisaged solutions	Sub-Quartier & Quartier
1	Voie d'accès EPP Municipalité C	Rehabilitation	Extension C, Abobo Nord
2	Voie d'accès Belleville	Rehabilitation	Belleville, Abobo Baulé
3	Voie d'accès EPP Plaque 1 et 2	Rehabilitation	Plaque 1, Abobo Plaque
4	Voie secondaire d'accès Sagbé	Rehabilitation	Célésté, Sagbé
5	Voie d'accès Lycée Municipal	Rehabilitation	N'guessankoi, N'guessankoi
6	Pharmacie Dokui-marché Anador	Rehabilitation	Doukui Extension, Plateau Dokui
7	Voie parallèle à la Pharmacie AZUR	Rehabilitation	Doukui Extension, Plateau Dokui
8	Voie marché de nuit avocatier-marché central	Rehabilitation	Agnissankoi, Avocatier
9	Voie SODECI-Institut Adama Sanogo	Rehabilitation	Dokui, Plateau Dokui
10	Voie carrefour jock-Quartier Plaque 2	Rehabilitation	SOGEFIHA & Plaque2, SOGEFIHA & Abobo Plaque

Table 2.1.5 Long List (Candidate Sites) of Schools in Abobo Commune

No.	Facility Name	Issues and envisaged solutions	Sub-Quartier & Quartier
1	EPP Municipalité Plaque 2	Rehabilitation	Extension C
2	EPP Plaque 1 et 2	Rehabilitation, New construction	Plaque 1, Abobo Plaque
3	EPP Guy Nairay 1 et 2	Rehabilitation, New construction	Houphouët Boigny, Abobo Nord
4	GS Anonkoua Kouté 3 et 4	Rehabilitation, New construction	Anonkoua Kouté, Anonkoua Kouté
5	EPP Gendarmerie	Rehabilitation, New construction	BC, Abobo Nord
6	EPP Akeikoi Municipalité	Rehabilitation, New construction	Akeikoi Extension, Abobo Nord
7	EPP Assomin BAD	Rehabilitation, New construction	PK 18 Agouéto Sud, Agouéto
8	EPP Centre	New construction	Banco 1, Abobo Banco
9	GS Sandjiro Danho Pierre	Rehabilitation, New construction	Abobo Baoulé, Abobo Baoulé
10	GS Agnissankoi 1 à 4	Rehabilitation, New construction	Agnissankoi, Avocatier

Table 2.1.6 Long List (Candidate Sites) of Roads in Yopougon Commune

No.	Facility Name	Issues and envisaged solutions	Sub-Quartier & Quartier
1	College Andokoi à l'EPP St. Hubert	Rehabilitation	Andokoi, Andokoi
2	Derrière le Lycée à la Clinique Nazaréen	Rehabilitation	Andokoi, Andokoi
3	COOPEC au Marché	Rehabilitation	Andokoi, Andokoi
4	EPP Banco 2 vers l'Antenne de la Construction	Rehabilitation	Banco 2 (Banco-Attié), Yopougon Attié
5	Antenne Construction à la Station-service Royal	Rehabilitation	Banco 2 (Banco-Attié), Yopougon Attié
6	Allocodrome Banco 2	Rehabilitation	Banco 2 (Banco-Attié), Yopougon Attié
7	Pharmacie Nankoko / Terminus 37	Rehabilitation	Camp Militaire, Yopougon Kouté
8	17ème Arrondissement / EPP Pont Sicoji St. Rita	Rehabilitation	Niangon, Niangon à Droite
9	Hôtel Kimi / Collège Ayewa	Rehabilitation	Ananeraie, Niangon Nord-Ouest
10	EPP Mosquée / Rue Princesse	Rehabilitation	Wassakara, Yopougon Attié
11	Collège SEPI au Carrefour Sable	Rehabilitation	Wassakara, Yopougon Attié

Table 2.1.7 Long List (Candidate Sites) of Schools in Yopougon Commune

No.	Facility Name	Issues and envisaged solutions	Sub-Quartier & Quartier
1	GS MARCHE	Rehabilitation, New construction	Port-Bouët 2, CHU
2	GS MOSQUE	Rehabilitation, New construction	WASSANKARA, Yopougon Attié
3	GS PALMERIE	Rehabilitation, New construction	Port-Bouët 2, CHU
4	GS BANCO 2	Rehabilitation, New construction	BANCO-ATTIE (Banco 2), Yopougon Attié
5	GS TERMINUS	Rehabilitation	SICOGI, NIANGON SUD GAUCHE
6	GS SICOGI-11	Rehabilitation	SIDECI, Yopougon Kouté
7	GS KOUTE VILLAGE	Rehabilitation	KOUTE VILLAGE, Kouté
8	GS SOGEFIHA 6	Rehabilitation	Sogephia Kouté (TERMINUS 40), Yopougon Kouté
9	GS LAGUNE (BAD)	Rehabilitation, New construction	SOGEFIHA, Niangon Nord-Ouest
10	GS SICOGI-6	Rehabilitation, New construction	NOUVEAU QTIER, Banco Nord

The candidate sites in the long lists were reviewed and prioritised according to some of the criteria for pilot project selection. Technical points shown in Table 2.1.8 were taken into consideration.

Table 2.1.8 Technical Considerations for Site Review

Points of Review	Detailed Points
Road and Drainage	
Consistency with the existing infrastructure, planned projects, and needs of residents	Analysis of the result of the inventory survey, communities' own development plans, support of other donors, requests from communes, and results of social survey
Availability and quality of equipment, secondary products, and general materials such as concrete, pavement, gravel, etc.	Availability and quality of general-purpose equipment, secondary products, cement, aggregate, bituminous materials and other materials
Requirement for special construction (e.g. soft ground)	Understanding of the topography and geology, hydrology waterways, and conditions of past construction works
Difficulties in construction plans, such as procurement of materials, procurement of labour (including LBT), surrounding conditions etc.	Materials (procurement, transport, temporary placing), Labour (types of jobs, wages), simple social survey, field survey, construction methods
Project cost	Estimated construction cost
Capacity of maintenance and equipment, and frequency of maintenance	Capacity of C/P, the existing practice of maintenance
Education and Health Facilities and Equipment	
Necessity in education and health sectors	Consistency with national policies and plans of the education sector and the development plans of the health sector
Necessity for community development	Demands of residents (shortage of class rooms)
Conformity with the facility operation plans	Planning for staffing and budget allocation for new facilities
Appropriateness in work implementation	Appropriateness of sites (land availability, accessibility, site topography, soil properties, etc.), technical issues (selection of work types (construction or rehabilitation), construction periods, implementation process, etc., project costs

Technical and social surveys were conducted to understand the current conditions of the candidate project sites and their surrounding conditions, in order to evaluate the sites according to the criteria for pilot project selection. The survey items are shown in Table 2.1.9. They were finalised with C/P.

Table 2.1.9 Inventory Survey (Social and Technical Surveys)

Field	Contents
Status of Existing Roads and Facilities	<ul style="list-style-type: none"> - Road and drainage (pavement status and road drainage network) - Buried utilities under the road (telephone and water supply) - Existing buildings and/or structures in the right of way - School Building (number of classrooms and toilet booths, square measure of area for classrooms, number of teachers and staffs, etc.) - Equipment for Education (specification, quantity, etc.) - Health Clinic Building (number of beds, staffs etc.) - Equipment for Medical Service (specification, quantity, operational status, etc.) - Existing infrastructure (electricity, plumbing installation, light fixtures, fire control equipment, etc.) - Access to the site on foot and by car (especially in the rainy season)
Status of Utilization	<ul style="list-style-type: none"> - Number of Households to use the Road and Drainage system - Number of Students, Number of Classes - Number of Patients, Beds
Status of Operation and Maintenance (O&M)	<ul style="list-style-type: none"> - Status and Structure of O&M of Road and Drainage - Status and Structure of O&M of School Building and Equipment (O&M by School and COGES) - Status and Structure of O&M of Health Clinic Building and Equipment
Community Organisation around the Sites and their Activities	<ul style="list-style-type: none"> - Community Activities by Community Organisation and/or Local NGO (related to Road, Drainage, Education and Health Sector)
Other Donor Assistance	<ul style="list-style-type: none"> - Other Donors' projects (Completed, Ongoing, in the Planning Stage) - Similar experience
Socioeconomic Conditions at the sites and surrounding areas	<ul style="list-style-type: none"> - Structure of Tribe and/or Ethnic Group - Occupation of Residents - Income level - Unemployment Situation and Job Opportunities Around the Neighbouring Area - Conditions of community infrastructure - Security

The inventory survey was a part of the training programme for the C/P to develop capacity to plan basic infrastructure development projects. Therefore, C/Ps were involved as much as possible in designing and implementation of the survey. The inventory survey carried out in October 2013 was not subcontracted to the local consulting firm nor to an NGO but entirely conducted by the JICA Expert Team and C/P directly. Collected technical and social data are summarised in the profile sheet for each candidate site of the long-lists. The detail of the socioeconomic conditions at the candidate pilot project sites is summarised in Table 2.1.10 and Table 2.1.11.

Table 2.1.10 Socioeconomic Conditions of Candidate Pilot Project Sites (Abobo Commune)

No	Sous-Quartier	Quartier	Candidate Sites: Schools*	Candidate Sites: Roads*	Representative Organisation of Quartier			Major Ethnic Group(s)	Minor Ethnic Group(s)	Income Level	Infrastructural Condition	Security Condition	Unemployment rate
					Chef de Village (✓)	Chef de Quartier (✓)	CGQ (✓)						
1	EXTENSION C	Abobo Nord	1	1				Malinké 30%	Mix	L	3	3	H
2	PLAQUE 1	Abobo Plaque	2	3				Malinké	Mix	L	3	3	H
3	PLAQUE 2	Abobo Plaque		10				Malinké	Mix	L	3	3	H
4	HOUPHOUET BOIGNY	Abobo Nord	3					Mix	Mix	M	2	2	A
5	ANONKOUA KOUTE	-	4		✓ (Ebrié)			Ebrié 80%	Others	M	2	2	A
6	BC	Abobo Nord	5					Malinké	Attié Baoulé Agni	H&M	2	2	A
7	AKEIKOI EXTENSION	Abobo Nord	6			✓		*Guéré *40% *Wobé Malinké 30%	Others	M	2	2	A
8	PK18 AGOUE TO SUD	Agoueto	7					Malinké 40%	Mix	L	3	3	H
9	BANCO 1	Abobo Banco	8					Malinké 35%	Mix	L	3	3	H
10	ABOBO BAOULE	-	9		✓ (Ebrié)			Ebrié 90%	Others	H&M	1	1	L
11	AGNISSANKOI	Avocatier	10	8	✓ (Attié)			Attié Abbey 40%	Others	L	3	3	H
12	BELLEVILLE	Abobo Baoulé (Extension)		2		✓		Mix	Mix	M	3	3	H
13	CELESTE	Sagbé		4		✓		Malinké 60%	Others	L	3	3	H
14	N'GUESSANKOI	-		5	✓ (Attié)			Attié Abbey	Others	H&M	2	2	A
15	DOKUI EXTENSION	Plateau Dokui		6				Mix	Mix	M	2	3	A
16	DOKUI	Plateau Dokui		9				Mix	Mix	H	1	1	L
17	SOGÉFIHA	Sogéfiha		11				Mix	Mix	M	2	2	A

Note: Numbers are corresponding to the numbers of the long list. Survey items concerning income level, infrastructural condition, security condition, and unemployment rate were rated by Abobo Commune Office.

Table 2.1.11 Socioeconomic Conditions of Candidate Pilot Project Sites (Yopougon Commune)

No	Sous-Quartier	Quartier	Candidate Sites: Schools	Candidate Sites: Roads	Representative Organisation of Quartier			Major Ethnic Group(s)	Minor Ethnic Group(s)	Income Level	Infrastructural Condition	Security Condition	Unemployment rate
					Chef de Village (✓)	Chef de Quartier (✓)	CGQ (✓)						
1	PORT-BOUET 2	CHU	1, 3			✓	✓	Malinké 95%	Others	L	3	2	H
2	WASSAKARA	Yopougon Attié	2	10, 11		✓	✓	Malinké 90%	Bété Baoulé Attié	L	3	3	H
3	BANCO-ATTIE (BANCO 2)	Yopougon Attié	4	4, 5, 6	✓ (Attie)	✓	✓	Malinké 70%	Attie Gouro	L	3	3	H
4	SICOGI	Niangon Sud Gauche (Partie Est)	5			✓	✓	Baoulé Bété Guéré 70%	Malinké	M	2	2	H
5	NIANGON	Niangon à droite		8			✓	ditto 70%	Others	H&M	1	2	A
6	SIDECI	Yopougon Kouté	6				✓	ditto 70%	Others	H&M	1	2	H
7	KOUTE VILLAGE	Kouté	7		✓ (Ebré)		✓	Ebré 50% *Baoulé *Abouré *30%	Malinké	M	3	3	H
8	SOGEFIHA KOUTE (TERMINUS 40)	Yopougon Kouté	8				✓	Baoulé Bété Guéré	Malinké	M	1	2	H
9	SOGEFIHA	Niangon Nord-Ouest	9				✓	ditto	Malinké	M	1	3	H
10	NOUVEAU QTIER	Banco Nord	10				✓	ditto	Malinké	H&M	1	1	A
11	ANDOKOI	Andokoi		1, 2, 3	✓ (Attie)		✓	Malinké 70%	Attie	L	3	2	H
12	CAMP MILITAIRE	Yopougon Kouté		7			✓	Baoulé Bété Guéré	Others	H&M	2	2	H
13	ANANERAIE	Niangon Nord-Ouest		9			✓	ditto	Others	H	1	1	L

Note: Numbers are corresponding to the numbers of the long list. Survey items concerning income level, infrastructural condition, security condition, and unemployment rate were rated by Yopougon Commune Office.

(4) Preparation of Short-lists

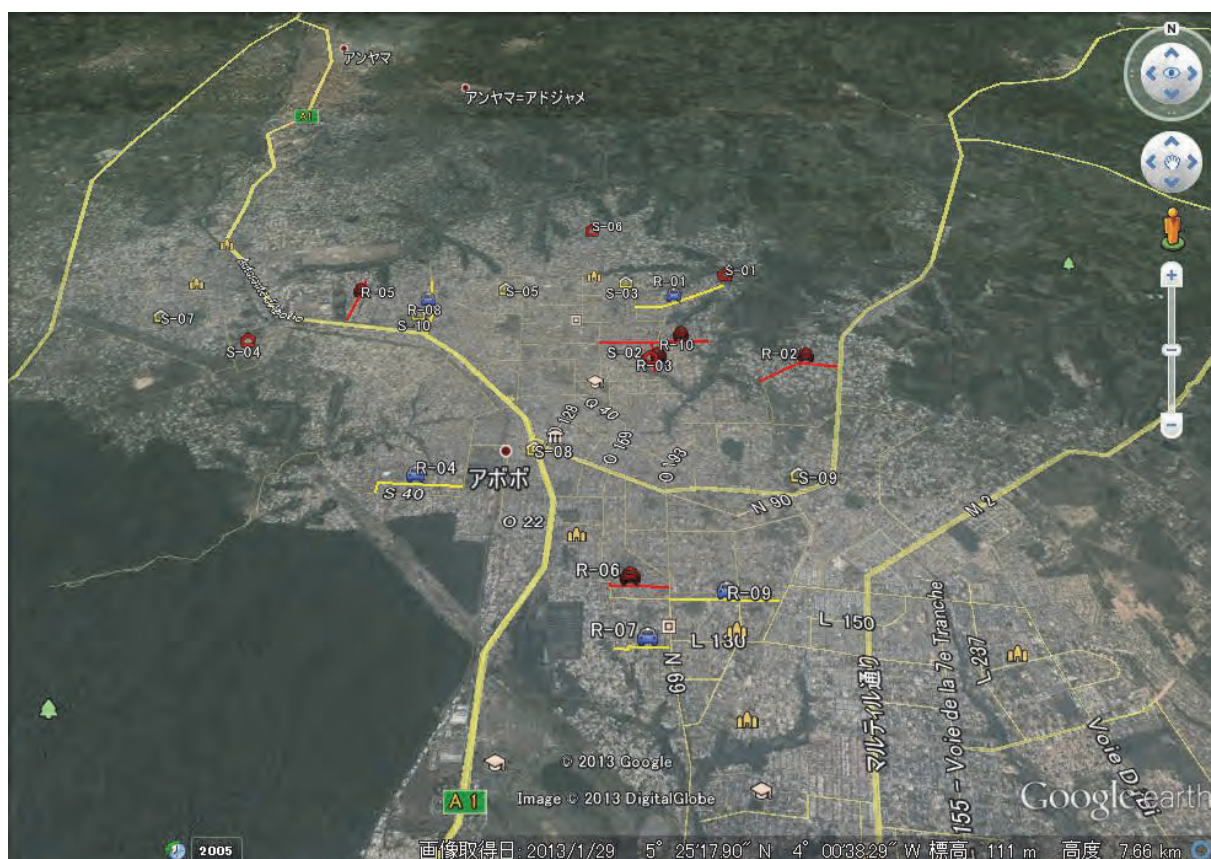
Considering the above mentioned technical aspects, mainly concerning the limitations of the pilot projects and the results of the surveys and the compiled profiles, the candidate pilot project sites were scored and screened based on the agreed selection criteria. It had to be always remembered that the target sites of the pilot projects are in the conflict affected area. Scoring of the candidate sites was made objectively for site selection. However, maintaining balance among the different areas was also taken into consideration in the site selection. Careful coordination was necessary in order that the beneficiaries of the pilot projects are not concentrated only around specific political groups or tribes.

In this regard, the following detailed selection criteria were used to prepare the shortlists.

Table 2.1.12 Details of Criteria for Shortlist

Criteria	Details	Essential conditions	Additional points
Direct effect by the pilot projects	- Urgency and necessity	✓	
Technical feasibility	- Construction can be completed in the expected schedule period - No discrepancy with the future development plan	✓ ✓	
Possibility of job creation			
Contribution to social cohesion	- Local population including different groups can enjoy outcomes of the pilot project.	✓	
Involvement and activeness of commune residents			
Financial aspects	- Within budget - No special construction	✓ ✓	

As result of the evaluations, the following candidate sites which fulfilled the essential conditions above mentioned were selected.



Source: Googleearth

Figure 2.1.1 Abobo Site Map

Table 2.1.13 Shortlisted Candidate Sites (Abobo)

No.	Facility Name	Issues and envisaged solutions	Sub-Quartier & Quartier	Selection
Road				
2	Voie d'accès Belleville	Rehabilitation	Belleville, Abobo Baulé	Shortlisted
3	Voie d'accès EPP Plaque 1 et 2	Rehabilitation	Plaque 1, Abobo Plaque	Shortlisted
5	Voie d'accès Lycée Municipal	Rehabilitation	N'guessankoi, N'guessankoi	Shortlisted
6	Pharmacie Dokui-marché Anador	Rehabilitation	Doukui Extension, Plateau Dokui	Shortlisted
10	VoieCarrefour Jock-Quartier Plaque 2	Rehabilitation	SOGEFIHA & Plaque 2, SOGEFIHA & Abobo Plaque	Shortlisted
School				
1	EPP Municipalité Plaque 2	Rehabilitation	Extension C	Shortlisted
2	EPP Plaque 1 et 2	Rehabilitation, New construction	Plaque 1, Abobo Plaque	Shortlisted
4	GS Anonkoua Kouté 3 et 4	Rehabilitation, New construction	Anonkoua Kouté, Anonkoua Kouté	Shortlisted
6	EPP Akeikoi Municipalité	Rehabilitation, New construction	Akeikoi Extension, Abobo Nord	Shortlisted



Source: Googleearth

Figure 2.1.2 Yopougon Site Map

Table 2.1.14 Shortlisted Candidate Sites (Yopougon)

No.	Facility Name	Issues and envisaged solutions	Sub-Quartier & Quartier	Selection
Road				
1	College Andokoi à l'EPP St. Hubert	Rehabilitation	Andokoi, Andokoi	Shortlisted
2	Derrière le Lycée à la Clinique Nazaréen	Rehabilitation	Andokoi, Andokoi	Shortlisted
4	EPP Banco 2 vers l'Antenne de la Construction	Rehabilitation	Banco 2 (Banco-Attié), Yopougon Attié	Shortlisted
5	Antenne Construction à la Station-service Royal	Rehabilitation	Banco2 (Banco-Attié), Yopougon Attié	Shortlisted
School				
3	GS Palmeraie	Rehabilitation, New construction	Port-Bouët 2, CHU	Shortlisted
5	GS TERMINUS	Rehabilitation	SICOGI, NIANGON SUD GAUCHE	Shortlisted
8	GS SOGEFIHA 6	Rehabilitation	SOGEFIHA Kouté (TERMINUS 40), Yopougon Kouté	Shortlisted
9	GS LAGUNE (BAD)	Rehabilitation, New construction	SOGEFIHA, Niangon Nord-Ouest	Shortlisted

(5) Selection of the Pilot Projects

The shortlists were approved at the 5th Working Group Meetings in Abobo and Yopougon in the beginning of November. Then, the Project team conducted stakeholder meetings at the shortlisted sites and supplementary surveys to collect information and data for evaluating the remaining selection criteria. The C/Ps in both commune offices evaluated the following detailed criteria after the stakeholder meetings for 17 sites and the practical training on selection of pilot projects organised by the JICA Expert Team.

Table 2.1.15 Details of Criteria for Selection of Pilot Projects

Criteria	Details	Essential conditions	Additional points
Direct effect by the pilot projects	<ul style="list-style-type: none"> - Size of the targeted beneficiaries - Synergy effects with other projects (including the pilot projects) 		<ul style="list-style-type: none"> ✓ ✓
Technical feasibility	<ul style="list-style-type: none"> - Easy maintenance and management when repaired - Easy access to transport for construction materials and equipment 		<ul style="list-style-type: none"> ✓ ✓
Possibility of job creation	<ul style="list-style-type: none"> - Local residents' participation is expected for construction work - Unemployed young people's participation is expected for construction work - Market in the vicinity of the pilot projects is existing to utilize the techniques obtained by the trainee workers 	✓	<ul style="list-style-type: none"> ✓ ✓
Contribution to social cohesion	<ul style="list-style-type: none"> - Different tribes can participate in the pilot projects 		✓
Involvement and activeness of commune residents	<ul style="list-style-type: none"> - Consent is obtained among commune residents - Community organisations exist that can cooperate in the pilot projects - Achievements and experiences of activities by community organisations 	<ul style="list-style-type: none"> ✓ ✓ 	✓
Financial aspects			

In this stage, criteria related to the willingness and capacities of the residents were focused on through the stakeholder meetings. As the result of the evaluation, finally, the pilot project sites were selected at the 6th WG Meetings in the end of November and were approved at the 2nd JCC held on 10 December 2013.

(6) Pilot Projects in Health Sector

Although the Project prioritised road and education sectors for the pilot projects, the health sector was a candidate sector according to the R/D. General conditions in the health sector at the target communes seemed to be better than the other sectors due to good maintenance practice and assistance from development partners.

In September 2013, the Medical Equipment Survey under the Project was conducted by the Japanese expert on medical equipment in collaboration with Abobo and Yopougon commune offices and the directorate of the district health offices in the communes. The survey focused on conditions of medical equipment at the health centre level in addition to review essential information such as the government strategic plan and referral system in the communes. There are 20 target health facilities in total. Ten institutions were nominated through a series of discussions with the directorate of the district health offices in Abobo and Yopougon Communes.

Through the survey, conditions of medical equipment were examined and needs of procurement or replacement of medical equipment were identified. The survey result was compiled for the Report on the Health Facility Survey in Abobo and Yopougon Communes. It was utilised for making proposals for other donor funds such as the Grant Assistance for Grass-Roots Human Security Project under the Embassy of Japan, as a part of the capacity building activity under the Project.

(7) Environmental and Social Consideration concerning the Pilot Projects

For the road projects, all four sites were existing urban roads with very limited lengths not exceeding 900m at the most, which were unpaved and had uneven (bumpy) dirt surface that hinders smooth vehicular movement. They also basically functioned as natural surface drainage areas for storm water. Such slow vehicular movement due to the dirt road was also regarded as a cause in the proliferation of road side vendor stalls prevalent along the sides of these roads, although road side vendors were prevalent even along the sides of well paved asphalt roads in these two communes.

Displacement of these road side vendors, at least temporarily during the limited period of construction works, maximum period of construction works was nine months for road project as noted above, was a significant social issue to be amicably negotiated and agreed upon between the relevant commune and the road side vendors or their representatives.

It is further noted that there was no resettlement of households except in the rehabilitation of the road of Lycée a la Clinique Nazaréen located at Yopougon that may be expected to involve resettlement of about five households. This road also had the largest number of road side vendors (75) requiring displacement among all four roads as noted above. In these respects road side vendors requiring displacement ranged from as low as 10 to as high as 75.

Still, the number of households requiring resettlement was only about five, and limited to only one road project. Moreover, this resettlement was accomplished by employing a setback from the right of way (ROW) with housing provided in the same area by the side of the rehabilitated

road. Accordingly, this resettlement was regarded as extremely small in scale to warrant conduct of Resettlement Action Plan (RAP) /Abbreviated RAP (ARAP) Study and hence it was presumed that RAP/ARAP (to be exact it should be ARAP in consideration of the very small number of affected households) was not necessary.

For the school projects, all four schools targeted for rehabilitation and new building construction, that were of small-scale, had no significant social or environmental issues since the school areas had sufficient space for all works including space for material and equipment storage, concerned to rehabilitation and new school building related construction works. Moreover, it was understood that asbestos had not been used in the construction of any of these schools thereby eliminating emission of dust of asbestos origin (a carcinogen) during any demolition works. There was no land acquisition or resettlement or relocation of any other entity like vendors. As such potential adverse social and environmental effects consequent to the rehabilitation and new school building construction works were regarded as not significant.

2.1.3 Activity 1-3 To socialise with Commune residents to foster their ownership towards the pilot projects.

It is important that the residents have ownership of the pilot projects from the beginning, so that the residents in the candidate sites were involved throughout the selection process. Considering the limited resources of the Project including time and the number of C/Ps, public involvement was exercised after the selection of shortlisted candidate sites. It was expected that C/P would play the main role to organise stakeholder meetings at the candidate sites, aiming to facilitate residents to participate in the project activities and cooperate with the project. The social and human departments of the commune offices prepared plans and schedules for the stakeholder meetings in collaboration with the technical departments and the JICA Expert Team before the stakeholder meetings for the shortlisted sites.

(1) Stakeholder Meeting for Data Collection on the Short-listed Sites

The series of stakeholder meetings at 14 sites were held for 17 shortlisted sites in November 2013. Some of the candidate sites that were located in the same area were integrated into one meeting. Considering the results of the social surveys, the commune offices tried to invite various stakeholders in the areas including COGES, CGQ, traditional leaders, religious leaders, youth associations, and women's associations. The purpose of the stakeholder meeting could be summarised as: 1) to inform the residents about the outline of the Project and the pilot projects, and 2) to collect necessary data and information from the residents for evaluating some of the selection criteria.

Table 2.1.16 Stakeholder Meeting at the Short-listed Sites

Date	Abobo Commune	Yopougon Commune
13 Nov. (Wed)	- GS Plaque 1 et 2 + Voie d'accès l'école (9:00~) - EPP Municipalité Plaque 2 (14:00~)	- GS SOGEFIHA (9:00~) - GS Niangon Nord (14:00~)
14 Nov. (Thu)	- Voie Carrefour Jock (9:00~), Voie d'accès Belleville (14:00~)	-
18 Nov. (Mon)	- Voie Pharmacie Dokui-Marche Anador (9:00~)	-
19 Nov. (Tue)	- Voie d'accès Lycée Municipal(14:00~)	- Antenne Construction à la Station-service Royal + EPP Banco 2 vers L'Antenne de la Construction (9:00~)
20 Nov. (Wed)	- GS Anonkoua 3 et4 (9:00~) - EPP Akeikoi Municipalité (14:00~)	- GS Palmeraie (9:00~) - GS Terminus (14:00~)
21 Nov. (Thu)	-	- Lycée a la Clinique Nazaréen + Andokoi a l'EPP St. Hubert (9:00~)

During the stakeholder meetings, the social and human departments facilitated the meeting and explained the outline of the pilot projects and social aspects of the selection criteria while the technical departments explained the technical aspects. Following the explanations, the C/Ps conducted questionnaire surveys with the participants to ask for an outline of civil based organisations and their willingness to participate in the pilot projects. Then, specific issues including local technical human resources, and organisational experience in basic infrastructure rehabilitation were discussed through the focus group sessions. The JICA experts encouraged the C/Ps to extract voices and ideas from female participants and youth during the meetings, as well as to involve women's and youth associations as important stakeholders into the meetings during preparation of the meetings.



Stakeholder Meeting in Abobo



Stakeholder Meeting in Yopougon

(2) Stakeholder Meeting on the Selection Result of the Pilot Project Sites

Based on the collected information and technical supplementary surveys, the shortlisted sites were evaluated. For securing accountability of the selection process, the explanation meetings

as the second Stakeholder Meetings were held before the 2nd JCC meeting which approved the final list of the pilot projects officially. Representatives of the residents who participated to the first stakeholder meetings were invited to the meetings held at the commune offices. The meeting in Abobo was held on 27 November 2013 while in Yopougon was held on 29 November 2013.

Deputy Mayors, the heads of departments and officers in charge of communication attended the meetings, and explained the selection criteria and the selection results to the participants. Representatives from both selected sites and unselected sites finally understood and accepted the results of the selection. According to the questionnaire surveys conducted by the JICA Expert Team during the second stakeholder meetings, more than 90 percent of the participants answered positively to the following questions⁶.

- Was the explanation made by the commune office clear? (Absolutely clear or Clear)
- Do you accept the result of the selection of the pilot project? (Absolutely yes or Yes)
- What do you think of the selection process of the Project compared to a similar project done by the commune office? (Very good or Good)
- Has your confidence in the commune office improved through the selection process? (Absolutely improved or Improved)



Stakeholder Meeting in Abobo



Stakeholder Meeting in Yopougon

Although the C/Ps were afraid about negative responses from representatives from the not selected sites before the meeting, the second stakeholder meetings were conducted smoothly facilitated by the C/Ps. The role of moderator was significantly important to encourage and motivate the participants to focus not on benefits to a candidate site but on benefits to the entire commune.

⁶ Most of the participants to the meetings answered the questionnaire. The number of valid responses was around 50 in Abobo and 90 in Yopougon. Only 0 to 2 responses toward each question were negative.

(3) Stakeholder Meeting on Procedure of the Pilot Project

After the 2nd JCC meeting, representatives of residents from the selected sites were invited to the Stakeholder Meetings on procedure of the pilot projects held at the commune offices. The meeting in Abobo was held on 12 December 2013 while in Yopougon it was held on 13 December 2013. During the meetings, the technical departments explained the procedure of the pilot project generally, and the social and human departments explained soft component activities, employment generation, and establishment a Pilot Project Joint Management Committee (CCGPP) at each site.



Stakeholder Meeting in Abobo



Stakeholder Meeting in Yopougon

Through the process of selection and explanation of the procedures of the pilot projects, involved residents understood the importance of their participation and ownership in the pilot projects.

(4) Establishment of CCGPP

After the Stakeholder Meetings on procedure of the pilot projects in the middle of December 2013, in order to plan and implement the pilot projects, the JICA Expert Team proposed to establish the “Pilot Project Joint Management Committees (CCGPPs)” to plan soft components, procure human resources, and monitor and evaluate implementation of the construction work altogether. The key members were the commune officers, and the resident associations concerning the target facilities of the pilot projects such as COGES.

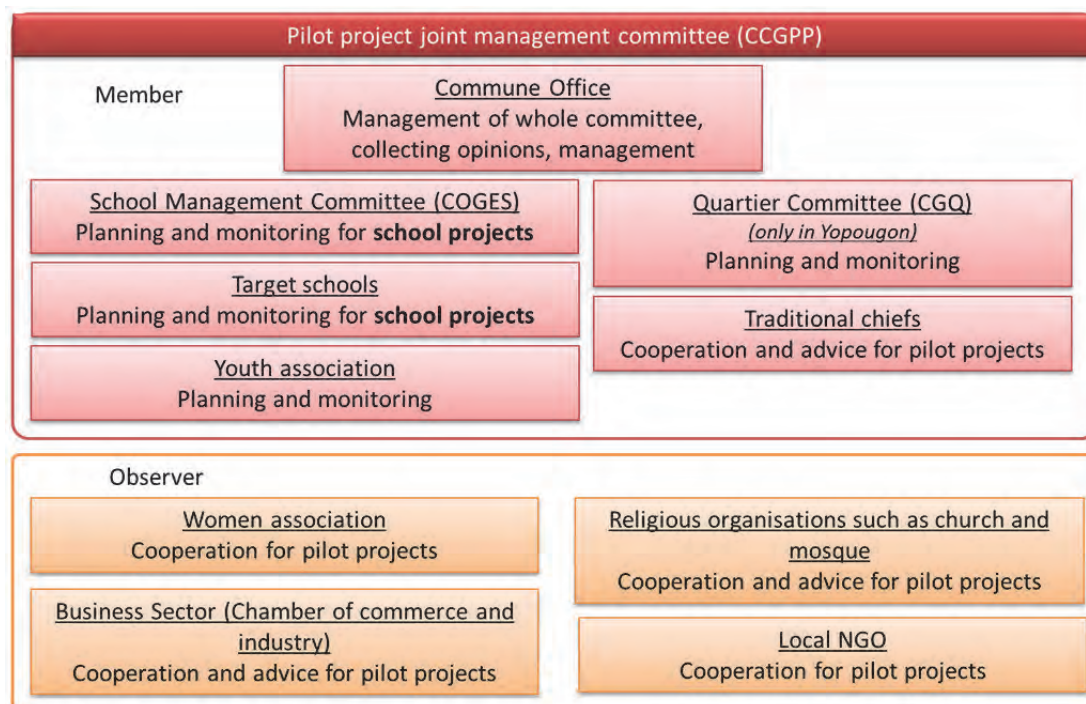


Figure 2.1.3 Pilot Project Joint Management Committee (CCGPP)

2.2 Activities for Output 2

The pilot projects were executed and managed properly in line with the implementation plan.

2.2.1 Activity 2-1 To develop implementation plans of pilot projects which employ the local human resources and strengthen community based organisations.

The procedure of formulating implementation plans can be summarised as shown in the figure below.

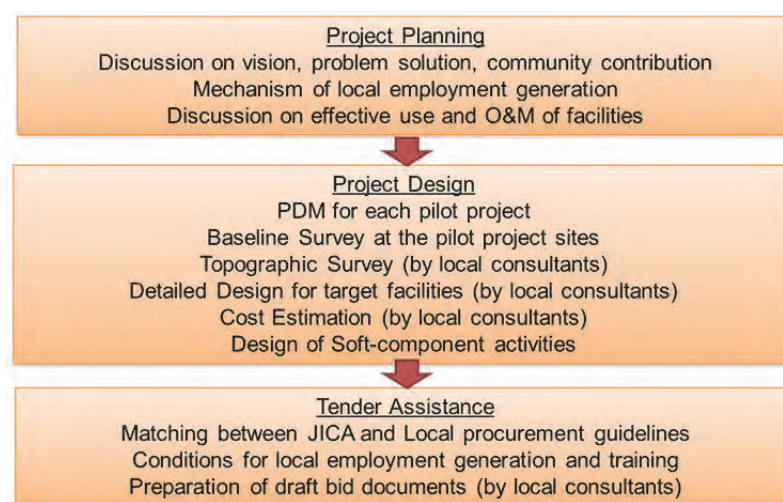


Figure 2.2.1 Procedure of Formulating Implementation Plans

(1) Project Planning

Following the establishment of CCGPPs, the members of CCGPP, including the C/Ps from the commune offices, had discussed planning of the pilot projects. Different CCGPP meetings have been organised at each pilot project site since the end of January 2014.

Main planning topics are as follows.

- **Establish a common goal of the pilot projects**
- **Identify the exact target of rehabilitation works**
- **Identify problems and constraints for the maintenance**
- **Identify needs for capacity building for Community Based Organisations (CBOs) such as COGES and CGQ**
- **Identify necessary activities of the Soft Component**
- **Identify roles of CCGPP concerning youth employment for construction**
- **Identify possible contributions by the residents**

Firstly, the CCGPP members discussed the problems, solutions, priorities, actors, necessary training, and community contributions as well as expected input by the Project concerning the target schools and roads. The CCGPP meetings were facilitated by the C/Ps from the commune offices. At the beginning, the discussions tended to be concentrated on negative aspects of the deteriorated target facilities and needs of rehabilitating them. They did not talk about working together with their neighbours and promoting social cohesion at all. Then, the JICA Expert Team recommended that they discuss their vision for ideal schools and roads first, in a future oriented manner. Finally, the members talked about positive ideas including community contributions, and compiled the results of the discussions into a planning sheet.

Based on the discussions at the CCGPP meetings, the stakeholder meetings (public consultation meetings) were held at each pilot project site as shown in the table below, mobilising local residents who were concerned with the pilot projects, and exchanged ideas about the pilot projects. The CCGPP members such as leaders of ethnic groups, religious leaders, leaders of women’s associations, and leaders of youth associations did a great job in the mobilisation of the local residents, so that hundreds of residents of different generations, genders, and groups attended the meetings.

Table 2.2.1 Stakeholders Meetings on the Pilot Project Planning

Pilot Project Sites	Date
GS Anonkoua Kouté 3 et 4	13 Feb.
EPP Plaque 1 et 2	12 Feb.
Road for EPP Plaque & Carrefour Jock	13 Feb.
Road for Lycée Municipal	12 Feb.
GS SOGEFIHA 6	15 Feb.
GS Palmeraie	1 Feb.
Road from Lycée to la Clinique Nazaréen	8 Mar.
Road for EPP Banco 2	4 Mar.

In the beginning of March 2014, the CCGPPs finalised the pilot project plans reflecting the opinions expressed at the stakeholder meetings and utilising knowledge and skills which were acquired through the training on “Pilot Project Planning considering Social Cohesion” and “Participatory Planning Methods” under the Project. The finalised pilot project plans were verified at the 9th Working Group meetings in the middle of March 2014. A pilot project plan consists of a project title, location of the project site, nature of the rehabilitation work, duration, vision, overall goal, project purpose, expected results of the project, activities, beneficiaries, input by the Project, contributions by the residents, and risks.

Construction works under the pilot projects were divided into three main packages; PP-PKG-1, PP-PKG-2 and PP-PKG-3. PP-PKG-S1 and PP-PKG-2F were parts of the PP-PKG-2. PP-PKG-S2 dealt with facility maintenance and was related to all of the pilot projects. These

activities were categorised considering efficiency of procurement of contractors and construction management.

The summary of packages is shown in the table below.

Table 2.2.2 Packages of Works under the Pilot Projects

Project Site	Location	Planned Works	Package
Construction Works			
GS Anonkoua Kouté 3 et 4	Anonkoua Kouté, Abobo Commune	Rehabilitation of one school building and construction of boundary wall	PP-PKG-1
GS SOGEFIHA 6	SOGEFIHA Kouté (Terminus 40), Yopougon Commune	Rehabilitation of two school buildings, latrine and part of boundary wall	
EPP Plaque 1 et 2	Plaque 1, Abobo Plaque, Abobo Commune	Construction of one temporary classroom building (one classroom) Basic Skills Training	PP-PKG-S1
GS Palmeraie	Port-Bouët 2, CHU, Yopougon Commune	Construction of one temporary classroom building (three classrooms) Basic Skills Training	
EPP Plaque 1 et 2	Plaque 1, Abobo Plaque, Abobo Commune	Construction of one school building and latrine, supply furniture	PP-PKG-2
GS Palmeraie	Port-Bouët 2, CHU, Yopougon Commune	Construction of one school building and latrine, supply furniture	
EPP Plaque 1 et 2	Plaque 1, Abobo Plaque, Abobo Commune	Procurement of Furniture for EPP Plaque1 et 2	PP-PKG-2F
GS Palmeraie	Port-Bouët 2, CHU, Yopougon Commune	Procurement of Furniture for GS Palmeraie	
Road for EPP Plaque & Carrefour Jock ⁷	Plaque 1, Abobo Plaque, Abobo Commune	Rehabilitation of road and drainage system	PP-PKG-3
Road for Lycée Municipal	N'guessankoi, Abobo Commune	Rehabilitation of road, stairs and drainage system	
Road from Lycée to la Clinique Nazaréen	Andokoi, Yopougon Commune	Rehabilitation of road and drainage system	
Road for EPP Banco 2	Banco 2 (Banco-Attié), Yopougon Commune	Rehabilitation of road and drainage system	
Soft Component			
All the pilot project sites	-	Practical Training and Procurement of equipment for maintenance	PP-PKG-S2

⁷ Carrefour Jock was eliminated for rehabilitation works under COSAY due to its inclusion in a rehabilitation project by AGEROUTE, however, the site and quartier concerned were still targets of the pilot project.

(2) PDM for Each Pilot Project

After the intensive training on “Project Cycle Management (PCM)”, the C/Ps developed a project log frame (PDM) and Plan of Operation (PO) for each pilot project which summarised the objective and components of the projects and is to be utilised for monitoring and evaluation. In fact, it had taken more than one month to finalise the PDMs version 1 since the PCM training in the middle of March 2014, because the logical framework approach was new for most of the C/Ps and they were struggling to develop PDMs. The JICA Expert Team assisted the C/Ps to continually improve their draft PDMs. As a result, most of the PDMs and POs were improved and verified at the 10th Working Group meetings in the end of April 2014. Then, the C/Ps explained PDMs and POs to the CCGPP members to share the common objectives and framework of the pilot project.

(3) Engineering Surveys

As for the building work, topographic surveys were conducted at the sites for PP-PKG-1 and 2, and soil investigations were undertaken by means of the standard penetration test (SPT) in order to verify the soil bearing capacity of the area where new construction of a school building is being conducted at the sites for PP-PKG-2. In addition, as for the sites for PP-PKG-1 where the rehabilitation of the existing school buildings is planned, a detailed survey of the status of the existing buildings was also conducted in order to determine the extent of the rehabilitation works.

For the road and drainage work of PP-PKG-3, the necessary information for design, such as the width and length of the existing roads, the location of the existing buildings and/or structures which have to be relocated or demolished prior to the commencement of the road work and the storm water drainage in the ROW as well as buried public facilities, were surveyed.

All survey works mentioned above were subcontracted to local consultants by the JICA Expert Team, while the terms of reference (TOR) for the procurement of survey works was prepared jointly by the JICA Expert Team and the C/Ps. In addition to the above-mentioned survey works of PP-PKG-1, conceptual design of target facilities was discussed with C/Ps. The plans considered the site conditions and various needs of the residents, and was finalised by the consultant.

(4) Conceptual Design, Detailed Design and Cost Estimation for Target Facilities

Contract agreements for design, preparation of tender documents including basic and detailed design, project cost estimation, bill of quantities (BOQ) and technical specifications, and supervision of the works for the pilot projects were concluded on 31 March 2014, 16 May 2014 and 19 May 2014, respectively, between the JICA Expert Team and the local consulting firms,

based on the Procurement Guideline issued by JICA. The subcontracted local consultants worked through the entire duration of the implementation of the pilot projects from design stage to construction management stage. As for the PP-PKG-1, especially, detailed design and cost estimation relevant to the preparation of the tender documents as well as the implementation structure were discussed with the C/Ps. After the discussions, the contents of the pilot projects that meet the required specific standards were decided.

Concerning the road and drainage works (PP-PKG-3), the detailed design is being implemented giving consideration to the assumed characteristics of traffic, roadside conditions, pavement type and environmental and social impact as well as roadside landscape design based on the design concept discussed with the C/Ps.

In principal, design standards for the pilot projects were referred to the ones established by the Ministry of National Education for the school buildings, and French standard for roads.

Design and cost estimation for target facilities regarding the PP-PKG-2 and PP-PKG-3 were conducted by the local consultants and supervised by the JICA Expert Team, based on the Procurement Guideline issued by JICA, considering the local procedure of the Directorate for Public Procurement (DMP: Direction des Marchés Publics) and the local standards for school buildings and roads while the design and cost estimation for PP-PKG-S1 and PP-PKG-2F were conducted mainly by the Communes offices and supervised by the JICA Expert Team. Regarding the PP-PKG-S2, this preparation was done with the resident members of CCGPP under initiative of the Commune officers.

In the beginning, in the detailed design of six classrooms for GS Palmeraie in Yopougon Commune (PP-PKG-2) using two one-story buildings was considered. However, in order to secure the playground space for children and to simplify school management (without dividing it into two buildings), the CCGPP decided that a portion of the existing building would be demolished and one two-story building of 6 classrooms was planned. As for the temporary shortage of three classrooms caused by the demolition of the existing building, a temporary classroom building would be constructed before the demolition of the existing classrooms as a pilot project of PP-PKG-S1.

Although the scope and scale of the design remain the same as in the outline design, the project cost of the PP-PKG-2 exceeded the original cost due to the weakening Japanese yen exchange rate. However, by changing to the compact classroom plan recommended by the Ministry of National Education, and rejecting the expensive specifications and adopting the standard specifications instead, the consultant's estimate of the project was within the budget.

In the detailed design of PP-PKG-3, it was initially planned that the bituminous carriageway would have a width of 7 or 8m and that U-shape ditches would be installed on both edges of the road. However, the carriageway width was reduced to 6m, and the specifications and quantities of the drainage facilities were minimized to stay within the budget taking into consideration the characteristics of the project road, traffic and land use as well as in an effort for cost reduction.

As a result of design revisions for PP-PKG-2 and PP-PKG-3, including the revision of the scope of work, the project costs remain within the budget and the design and cost estimation were approved by the C/Ps.

Although the detailed design of PP-PKG-S1 initially planned a wooden construction to serve as a temporary classroom, the construction method of “RC frame + block wall + timber roof truss” was adopted because of the strong request from the Abobo and Yopougon Commune Offices to keep the temporary building as a permanent building, even after completion of the new classroom building.

The purpose of the PP-PKG-S1 was to provide the training of basic skills for construction to the local young residents through the construction of the temporary classroom. Methodologies for the training were discussed by the C/Ps and the JICA Expert Team. Then, the C/P decided on utilisation of the skilled workers of the contractors as trainers, and added trainers’ fee in the BOQ. Required skills included carpentry work, paint work, masonry work and others building construction works.

The project requirement for PP-PKG-1 was that 50% of construction workers are local workers. During the execution of PP-PKG-1, there was some difficulty finding sufficient local staff meeting the high demand in skilled and semi-skilled workers. Therefore, we conducted PP-PKG-S1 to train local unskilled workers on a simplified design in order to allow these workers to be hired for the general works of PP-PKG-2. Training for specialized works which require technical skills such as joinery works would require much more intensive training, and was therefore reserved for already skilled and experienced workers.

Detailed design and cost estimation for school furniture as PP-PKG-2F have been prepared by Abobo and Yopougon Communes with the JICA experts. Those activities referred to local standards of the Ministry of National Education and Technical Education (MENET: Ministère de l’Éducation Nationale et de l’Enseignement Technique).

(5) Outlines of the Works under the Pilot Projects

The details of each pilot project are summarised below.

Table 2.2.3 Details of each Pilot Project

PKG	Type of Project	Project Purpose	Project Description	Target Facilities	Consultant	Duration	Defect Liability Period
Construction Works							
PP-PKG-1	School Rehabilitation	Through the project, check the method of planning and implementation system of social infrastructure development projects and extract the lessons learned.	School building (6 classes) and fence (240m) RC frame + Block wall, Single-story building Building area: 522.8m ² , Block fence (H=2.3m) 33.8m: eastern part of the site, Wired fence (H=2.1m) 206.2m Plantation: northern and western parts of the site	GS Anonkoua Kouté 3 et 4	CATEP	3 M	6 M
			School building 6A (7 classes and 3 rooms), school building 6B (toilets for men and women) school building 6D (6 classes) 6A: RC frame + Block wall, Two-story building, Building area: 372.6m ² , total floor area: 745.2m ² 6B: Toilets for men and women (13.9m ²) 6D: RC frame + Block wall, Two-story building Building area: 370.3m ² , total floor area: 740.6m ²	GS SOGEFIHA 6			
PP-PKG-S1	Temporary Classroom Construction	Through the construction, carrying out skills training for local young people to encourage participation of local workers for PP-PKG-2	Temporary classroom building (1 Classroom) RC frame + block wall + timber roof truss Single-story building, Building area: 63.0m ²	EPP Plaque 1 et 2	COSAY/JET	1.5 M	N/A
			Temporary classroom building (3 Classrooms), RC frame + block wall + timber roof truss, Single-story building, Building area: 176.2 m2	GS Palmeraie			
PP-PKG-2	School Construction	Through the project, check the method of planning and implementation system of social infrastructure development projects and extract the lessons learned.	School building (6 classrooms) : RC frame + Block wall, Two-story building, Building area: 333.2m ² , Toilet building: RC frame + Block wall, Single-story building, Building area: 34.9m ²	EPP Plaque 1 et 2	ACROPOLE	6 M	6 M
			School building (6 classrooms): RC frame + Block wall, Two-story building, Building area: 305.7m ² Toilet building: RC frame + Block wall, Single-story building, Building area: 34.9m ²	GS Palmeraie			
PP-PKG-2F	Furniture Procurement	Procure the furniture for schools of PP-PKG-2	Desk and chair for students: 150, Desk for Teacher: 6, Chair for Teacher: 6, Desk for Director: 1, Chair for Director: 1, Chair for visitors: 2, Shelf : 7	EPP Plaque 1 et 2		2.5 M	N/A
			Desk and chair for students: 150, Desk for Teacher: 6, Chair for Teacher: 6, Desk for Director: 1, Chair for Director: 1, Chair for visitors: 2, Shelf : 7	GS Palmeraie			

PKG	Type of Project	Project Purpose	Project Description	Target Facilities	Consultant	Duration	Defect Liability Period
Construction Works							
PP-PKG-3	Roads Rehabilitation	Through the project, check the planning and implementation system of social infrastructure development projects and extract the lessons learned	Road length: 750m Pavement structure: <u>Initial (at contract signing)</u> : Wearing course: sand asphalt (4cm), Base course: cement stabilized (3%) laterite (20cm) <u>Amended</u> : Wearing course: sand asphalt (3cm), Base course: crushed stone (16cm) Drainage facilities: U-side ditch, gutter	Road for Lycée Municipal	IETF	6 M	8.5 M
			Road length: 460m Pavement structure <u>Initial (at contract signing)</u> : Wearing course: sand asphalt (4cm), Base course cement stabilized (3%) laterite (20cm) <u>Amended</u> : Wearing course: sand asphalt (3cm), Base course: crushed stone (16cm) Drainage facilities: U-side ditch	Road for EPP Plaque 1 et 2 & Carrefour Jock*			
			Road length: 730m Pavement structure <u>Initial (at contract signing)</u> : Wearing course: sand asphalt (4cm) Base course cement stabilized (4%) laterite (20cm) <u>Amended</u> : Wearing course: sand asphalt (3cm) Base course cement stabilized (3%) laterite (20cm) Drainage facilities: U-side ditch, box culvert	Road from Lycée to la Clinique Nazaréen			8.75 M
			Road length: 520m Pavement structure <u>Initial (at contract signing)</u> : Wearing course: sand asphalt (4cm) Base course cement stabilized (4%) laterite (20cm) <u>Amended</u> : Wearing course: sand asphalt (3cm) Base course cement stabilized (3%) laterite (20cm) Drainage facilities: U-side ditch	Road for EPP Banco 2			
Soft Component							
PP-PKG-S2	Soft Component for Maintenance Practical Training	To support sustainable community based maintenance activities.	Procurement of Cleaning kits Small rehabilitation work	All the pilot project site	COSAY/JET	5 M	N/A

All consultants and contractors contracted for the pilot projects would be companies of Cote d'Ivoire. In Cote d'Ivoire, contract termination after awarding the contract has been observed in some cases. The reasons for the terminations are various but a severe cash flow problem of the contractor is one of the main reasons. Considering this situation, an advance payment of 30% of contract price and 5% retention were scheduled for PP-PKG-1. As for PP-PKG-2 and 3, because the contract prices were more expensive than PP-PKG-1, an advance payment of 40% was scheduled in order to allow the contractor to start the work more smoothly. To secure the completion of the work by the contractor, a 7.5% retention was scheduled. Regarding the PP-PKG-S1, 2F and S2, since the contract prices were relatively low, after evaluation of the financial capacity of the contractors, the payment schedule was decided for each contractor after discussing it with them.

(6) Design for Soft Component Activities

Soft component activities were designed inseparably linked to the formulation of the implementation plans of the pilot projects. Thus, CCGPPs played a central role in the designing and contributed to acquire involvement of civil society regardless of age, gender, faction or tribe. In this regard, the training on “Participatory Planning Methods” contributed to enhance their knowledge and attitude for planning works taking account the voices of the general residents.

The need for soft-components which were identified through CCGPP meetings and stakeholder meetings are summarised in Table 2.2.4. Details slightly differ based on the situation of target areas.

Table 2.2.4 Identified needs for Soft-Component Activities

Category	Activities	Details
Maintenance	Maintenance of rehabilitated facilities	<ul style="list-style-type: none"> - CCGPP's assistance with school/road cleaning and maintenance. - Establishment of sustainable system of maintenance utilising pool funds (PP-PKG-S2).
Community participation	Civic education for community activities.	<ul style="list-style-type: none"> - CCGPP's participation in all stages of the pilot projects - Training program for COGES & CGQ
Employment generation	Work opportunities for youth	<ul style="list-style-type: none"> - CCGPPs monitored conditions of local employment. - Skill training for unskilled youth
Due Process	Resettlement of road occupants decent process	<ul style="list-style-type: none"> - Development of Resettlement Action Plan (RAP) - Monitoring resettlement with RAP
Sensitisation for social cohesion	Sensitising local population for social cohesion	<ul style="list-style-type: none"> - Commune offices communicate with residents through media, posters, events and etc. for obtaining understanding of social cohesion.
Sensitisation for good use of facilities	Sensitising facility users and neighbouring residents to ensure durability of basic infrastructure	<ul style="list-style-type: none"> - Commune offices communicate to residents through media, posters, events and etc. for obtaining understanding of appropriate use of public facilities.

(7) Compiling of the Pilot Project Implementation Plan

Procedure for implementation of the pilot projects and prepared PDMs, POs, and site plans were compiled as the Pilot Project Implementation Plan in May 2014. It was used as a reference for monitoring the pilot projects.

2.2.2 Activity 2-2 To assign contractors for the pilot projects in line with the implementation plans.

(1) Bidding Procedure

1) Preparation of Tender Documents

For road and drainage construction works and building rehabilitation and construction works (hereinafter referred to as “the Works” collectively) of the pilot project, the contractor(s) were selected from the local contractors through open competitive tender. The JICA Côte d’Ivoire office was the Client of the Works, and entered into construction contract(s) directly with the local contractor(s). In regard to the implementation of the pilot projects, the following points were considered.

- Tender shall be conducted in the Côte d’Ivoire.
- The C/Ps are required to follow the local rules, and they will not be changed after the completion of the pilot projects.
- Since the local contractors and the equipment suppliers are familiar with local rules, the tender procedures will be conducted with local rules in principle. (However, if a local rule is incompatible with the JICA regulations related to the procurement, this does not apply.)
- Especially, contents of the tender and contract documents such as tender process, procedure, method, tender period and contract form, shall be discussed. The JICA Expert Team shall consider the optimal tender and procurement system. If the contents of tender documents must be changed from the JICA standard, the JICA Expert Team will propose an appropriate and/or acceptable modification that is not in conflict with the JICA guidelines for the procurement. Tender documents will be prepared with the consent of JICA Côte D’Ivoire office and the Ivoirian side.

Before starting the designing and preparing tender documents by the local consultant, the local rules deemed necessary for the procurement of the contractor for the pilot projects was examined through discussions with the subcontracted local consultant as well as DMP for PP-PKG-1. Since it was assumed that various approvals from DMP are needed in the event of the implementation of the pilot project, JICA experts had discussions with DMP as to the tender service contents, cooperation scope of DMP, and cooperative structure. DMP mentioned

that JICA's rule takes top priority according to article 5 of Public Contract Rules (Code de Marches Publics), so numerous approvals from DMP are not required in this pilot project. In consideration of training for the commune officers, however, adoption of the DMP standard form of tender documents was considered. Since the "Client" is limited to registered corporations of Cote d'Ivoire according to the Public Contract Rules, adoption of the DMP standard form contract was not suitable for the pilot project. During the discussion with the JICA experts and JICA Cote d'Ivoire office about this issue, finally, the standard form of tender documents under Japanese Official Development Assistance (ODA) Loans by JICA was adopted. For tender instructions, in view of the local situations, the DMP standard was adopted.

As mentioned above, preparation of tender documents for the PP-PKG-1 was subcontracted to the local consultant and it was based on the local procurement situation, adapting the tendering method and contracting method. Thereafter, the tender documents were finalised by the JICA experts and the C/Ps; then, the same was submitted to the JICA headquarters for its approval. And after the approval was given by the JICA headquarters, JICA experts submitted the said tender documents to DMP in order to obtain their confirmation and give public notice of the tender. However, DMP said that the confirmation of DMP should be implemented before JICA's approval, because the donor's rule is given priority over the DMP's rule in this pilot project.

Considering the experience of PP- PKG-1, based on the document prepared for PP-PKG-1, the tender documents for PP-PKG-2 and PP-PKG-3 were prepared by the local consultants and supervised by the JICA Expert Team.

Most of the tender documents adopted the format of DMP, in order to be close to the local tender system. Conversely, tender documents related to general sections and particular conditions, contract forms and parts of the evaluation and qualification criteria of the contract adopted the format of JICA in accordance with JICA procurement rules. However, there were some mismatches of reference number, ambiguous descriptions, etc., on the DMP format that is generally used in Cote d'Ivoire. Therefore the tender documents of PP-PKG-2 and PP-PKG-3 were modified with the MEMIS's agreement. These modifications had not been done in PP-PKG-1 because MEMIS did not agree with modification of DMP's standards without DMP confirmation which would have been a very slow process.

Considering special features of the Project as a social cohesion project, in addition, a format on special commitment from the tenderer was discussed and prepared by the JICA Expert Team and the C/Ps. The social cohesion pledge form was added to as a part of the tender document. Tenderers are required to submit the pledge form including the following commitments.

- More than 50% (schools) or 60% (roads) of the construction workers that are hired must be from the same sub-quartier as the pilot site.
- Considering that this entire project is intended to create social cohesion, it is required to adopt a well-balanced work force among different groups.
- Give priority to the employment of youth for job opportunities in the pilot projects.
- Hire women as much as possible to establish the viability of social participation of women.
- Reports by Abobo and Yopougon Communes must be submitted to the CCGPP representative.
- Determine the setting of the labour wage based on the latest labour law.

A major difficulty in the preparation of tender documents for PP-PKG-2 and PP-PKG-3 was the adjustment of design and scope to bring the engineer's estimates within the budget of the pilot projects. Due to the weak Japanese Yen, the construction costs for these packages had significantly increased in FCFA, so that the scopes of services had to be reduced. Then, the C/Ps from the Commune Offices took the initiative to obtain consensus for the modification of the scopes with the residents in the target area through the CCGPP meetings.

2) Procedure of tender notice

To follow the local bidding procedure, tender notices of PP-PKG-1, PP-PKG-2 and PP-PKG-3 were publicized through the DMP. As for PP-PKG-1 and PP-PKG-2, the period from tender notice to contract signing for the procurement of a contractor was set to run considering the period of the school holidays to minimize the impact on the school activities.

Some confusion occurred in the PP-PKG-2 tender notice even though the same method had already been used for PP-PKG-1. The cause of this confusion can be assumed to be a lack of information sharing between each person in charge of DMP.

In Cote d'Ivoire, the Public Contract Code (Code de Marches Publics) regulates the bidding procedure to be used by the DMP and the bidding procedure should generally comply with the Code. However, some of the documents and procedures normally required may not be required depending on the DMP person in charge.

In the general procedure, the tender documents should be submitted to the sub-department of training and technical support of DMP and the necessary official letter should be submitted to the department which is in charge of reception of letters. Then, the documents or letters are routed through DMP's internal circulation. Generally, it takes a long time before the realisation of bidding announcement by DMP. In the case of this Project, due to the limited time, the documents or letters were submitted directly to the responsible person who had more

decision-making authority to implement the tender procedure as a schedule decided by JICA and MEMIS with technical instruction from the JICA Expert Team. It was difficult to make an appointment with the responsible person, thus, for PP-PKG-1 and PP-PKG-2, the DMP officers for the bid announcement were different individuals. Submission of an official letter was requested by DMP after the first announcement of tender notice for PP-PKG-2 but it had not been requested for PP-PKG-1 using the same procedure. As a result, a correction notice had to be made and submitted to DMP by MEMIS.

Through the above process, the C/P from MEMIS learned the importance of meticulous coordination with DMP concerning tender notice, especially in modification arrangements, considering the insufficient internal communication and information sharing in DMP. From the above lesson, for PP-PKG-3, in-depth meetings were held among the parties including JICA, MEMIS, the Communes, DMP and the JICA Expert Team before the announcement of tender notice, and the bidding procedure was carried out smoothly without any confusion.

3) Preparation of tender opening and evaluation

According to the common practice in Cote d'Ivoire, many C/Ps argued that tender evaluation should be done in two days for careful checking of tender documents. Considering time saving and transparent procedure of tender evaluation, however, the JICA Expert Team recommended to do both tender opening and evaluation in a closed room within one day. Finally, the C/Ps, the JICA Expert Team, and the local consultants agreed that the tender opening and evaluation would be done within one day. The various preparations for tender opening and evaluation were carried out under the initiative of the local consultant in collaboration with the C/Ps and the JICA experts. Taking advantage of the bidding procedure experience of PP-PKG-1, for PP-PKG-2, a preparation meeting was held with the local consultant before the tender opening. However, due to lack of experience of the local consultant, the tender opening and evaluation were carried out in a way which was not very efficient.

Similarly, the local consultant's experience in tender was insufficient for PP-PKG-3. However, taking advantage of the above experience of PP-PKG-2, pre-arrangements of documents, confirmation of flow etc. were more carefully done, and the tender opening and evaluation were carried out efficiently by dividing the local consultant into two teams (one for evaluation of the submitted documents and the other did a recalculation of the submitted financial proposal).

4) Tender opening, evaluation and contract

Tender opening and tender evaluation were conducted by the Bids Opening and Judgment Committee (COJO: Commission d'Ouverture des plis et de Jugement des Offres) members.

COJO consisted of the representative of MEMIS, the Coordinator of the Project, DMP, the Directors of the Technical Departments of the Abobo and Yopougon Commune Offices, JICA (observer), JICA Expert Team (observer), and the local consultant. COJO members evaluated the tender result using the evaluation sheets prepared by the local consultants. When there were issues to be discussed, all the problems were judged by exchanging opinions among COJO members. During the tender process, some tenders were disqualified. The main reasons for the disqualifications are as follows.

- Evidence of corporate ownership for owned equipment could not be proven, because the ownership title was the name of an individual
- Specific construction experience in the past five years did not satisfy the conditions of the tender documents
- The similarity of the specific construction experience did not satisfy the conditions of the tender documents (e.g. tenderer did not have any experience with bituminous paving)
- Lack of required documents (e.g. initialled General Conditions of Contract of Section VII, social cohesion pledge form, etc.)

The C/Ps from MEMIS, and the Commune Offices as well as the local consultants, through the process, learned efficient and effective ways of tender evaluation, especially the importance of preparation in advance and time management during evaluation. After the tender evaluation, the consultants prepared draft tender evaluation reports and submitted them to the COJO. The COJO members and the JICA Expert Team carefully checked the draft reports and gave comments to the consultants for finalising the reports.

The contract agreement between the JICA Cote d'Ivoire Office and the contractor was concluded after the JICA experts confirmed that the contractor understood the purpose and background of the Project and the conditions of the contract.

The summary of the contracts for the pilot projects are presented in the table below.

Table 2.2.5 Summary of Contract for the Pilot Projects

PKG	Type of Project	Target Facilities	Contractor	Contract Price FCFA (tax exempted)
Construction Works				
PP-PKG-1	School Rehabilitation	GS Anonkoua Kouté 3 et 4	AMBRE	20,060,968
		GS SOGEFIHA 6		28,767,386
PP-PKG-2	School Construction	EPP Plaque 1 et 2	EPEC Sarl	92,451,434
		GS Palmeraie	E.L.E	92,810,877
PP-PKG-S1	Temporary Classroom Construction	EPP Plaque 1 et 2	CTS	3,943,555
		GS Palmeraie	ETB	10,676,121
PP-PKG-2F	Furniture Procurement	EPP Plaque 1 et 2	MEDACO	6,612,400
		GS Palmeraie	E.D.D	8,372,500
PP-PKG-3	Road Rehabilitation	Road for Lycée Municipal	Modilus	172,986,604
		Road for EPP Plaque 1 et 2		100,107,390
		Road from Lycée to la Clinique Nazaréen	CNTP	142,327,850
		Road for EPP Banco 2		134,223,590
Soft-Component				
PP-PKG-S2	Soft-Component for Maintenance Practical Training	All the pilot project sites	GSB	38,212,500

The pilot project costs would be funded by the JICA Cote d’Ivoire Office as the Client, although the Commune Offices would be the owners of the Project facilities after their completion. The local consultants subcontracted by the JICA Expert Team for each package of the main pilot project would be the allocated engineers on the Projects during the construction management stage (supervisory stage). The figure below shows the contractual structure of the pilot projects (PP-PKG-1, PP-PKG-2, 2F, PP-PKG-3).

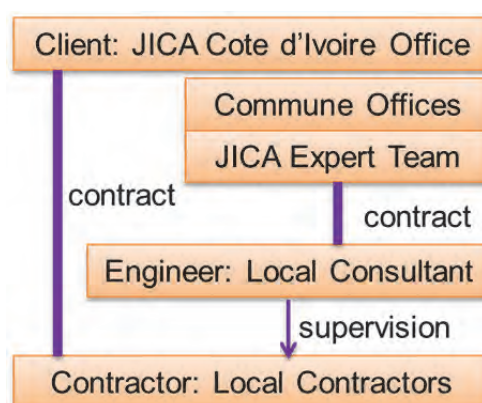


Figure 2.2.2 Contractual Structure of the Pilot Projects

(2) Simplified Bidding Procedure

A simplified bidding procedure for the financial estimate comparison was carried out for PP-PKG-S1, PP-PKG-2F and PP-PKG-S2 in consideration of the small scale of the works.

All processes were performed under the initiative of each Commune for PP-PKG-S1 and PP-PKG-2F, each Commune Office was in charge, under the technical instruction of the JICA experts, of the processes including the preparation of a short-list and tender documents, evaluation and making of evaluation reports.

Regarding the PP-PKG-S2, all the procedures of the tender evaluation were taken under the management of the Evaluation Committee, which consists of two members from MEMIS, two members each from both communes, and two members from the JICA Expert Team.

As part of the technical evaluation, some documents were requested to be submitted with the financial estimates but the lack of documents was observed in each of the bid documents submitted by contractors who were short-listed for this bidding procedure. For the PP-PKG-S1 and PP-PKG-2F, the contractor who was selected for first price negotiation eventually prepared and submitted the necessary documents under the instruction of the Commune and the contractor's contract was successfully signed for both Communes between JICA and the contractors. Regarding to the PP-PKG-S2, the contractor selected for the first price negotiation was successfully signed with JICA Expert Team.

The lack of necessary tender document seems to be typical for small local contractors that handle small-scale projects. Through the process, the C/P from Abobo Commune recognised the importance of compiling all required documents, not just the technical documents but also administrative ones such as social security and tax certificates for contract agreements, especially in case of a donor funded project.

The pilot project costs for the PP-PKG-S1 and PP-PKG-2F were funded by the JICA Cote d'Ivoire Office as the Client while the PP-PKG-S2 was funded by the JICA Expert Team. Under the contractual structure described in the figures below, the local consultant subcontracted by the JICA Expert Team was the allocated engineer on the works during the implementation for the PP-PKG-2F and PP-PKG-S2, while the JICA Expert Team is the allocated engineer on the PP-PKG-S1 during the construction management stage (supervisory stage).

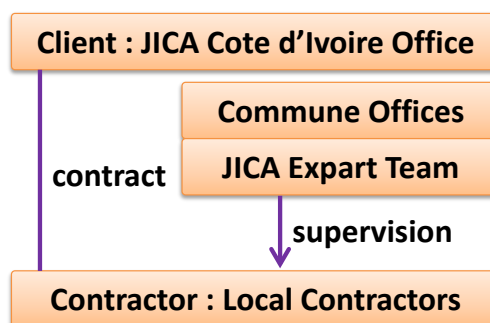


Figure 2.2.3 Contractual Structure of PP-PKG-S1

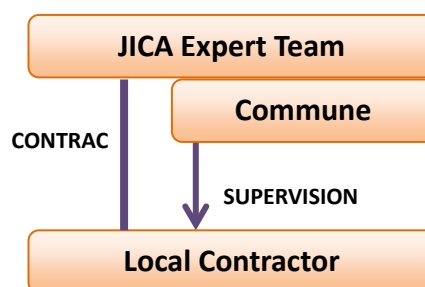


Figure 2.2.4 Contractual Structure of PP-PKG-S2

2.2.3 Activity 2-3 To commence the pilot projects including soft-component activities and manage progress of the pilot projects

(1) Inauguration Ceremony for the pilot projects

Although the construction works for the pilot projects had not yet been contracted, the inauguration ceremony took place at GS Anonkoua Kouté 3 et 4 as a pilot project site in Abobo Commune with the attendance of the Minister of MEMIS, the Mayor of Abobo, the Mayor of Yopougon, the Ambassador of Japan in Cote d'Ivoire, and other officials from the Ivorian and Japanese sides. In addition, a former professional football player as the goodwill ambassador of *Nantokashinakya* Project⁸ participated in the ceremony and gave a short speech. Many of the speakers, including the Minister, emphasised the importance of promoting social cohesion through pilot project works and working together. Following the speeches by the officials, the ground-breaking ceremony was done jointly by the Minister, the Mayors and the Ambassador of Japan in front of the school building to be renovated under the pilot project. Some of the attending officials then visited the pilot project sites in Abobo and in Yopougon.

⁸ An advocacy project on international cooperation from Japan, <http://nantokashinakya.jp/>



Ground-breaking Ceremony



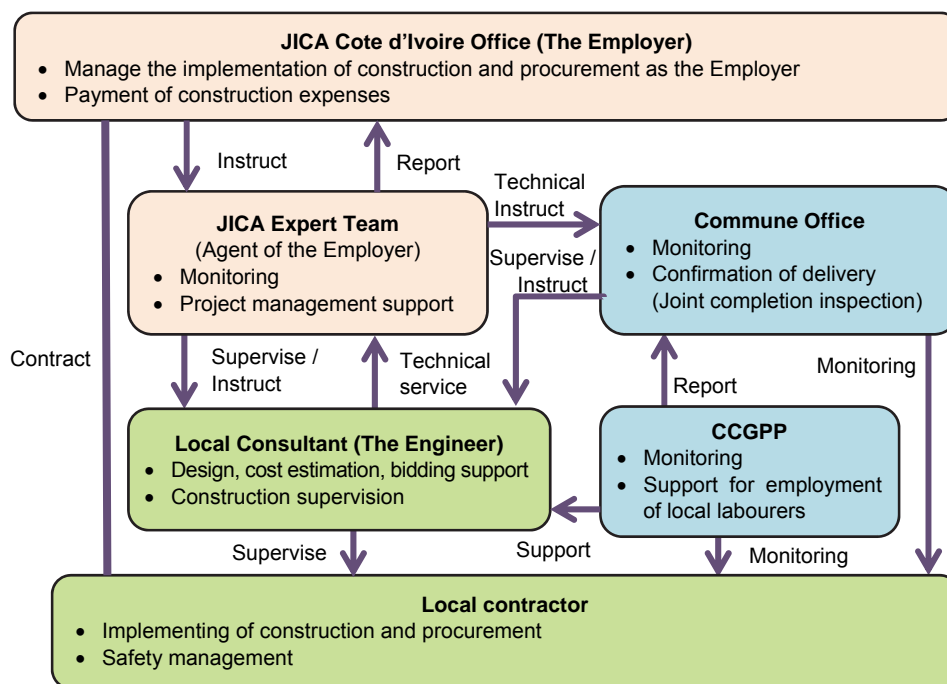
Site visit by the officials

(2) Construction Works

1) Kick-off meetings

For the PP-PKG-1, PP-PKG-2 and PP-PKG-3, prior to the commencement of rehabilitation and construction works at the site, a kick-off meeting was carried out with the Commune Offices, the resident members of CCGPP, the local consultant, the contractor, and the JICA Expert Team. This meeting was separate for each Commune and conducted by the technical division of each commune office. During the meetings, details of construction planning and safety management were confirmed on the basis of the plans submitted by the contractors.

The quality management was confirmed on the basis of the safety management plan submitted by the local consultant. In addition, the schedule and participants of weekly site meetings were confirmed; these meetings were part of the monitoring body and the participants, such as MEMIS, the Commune office, CCGPP, the local consultant, the Contractor and the JICA Expert Team should attend. The progress and quality of rehabilitation and construction works under the pilot projects (PP-PKG-1, PP-PKG-2 and PP-PKG-3) were managed under the management system shown below.

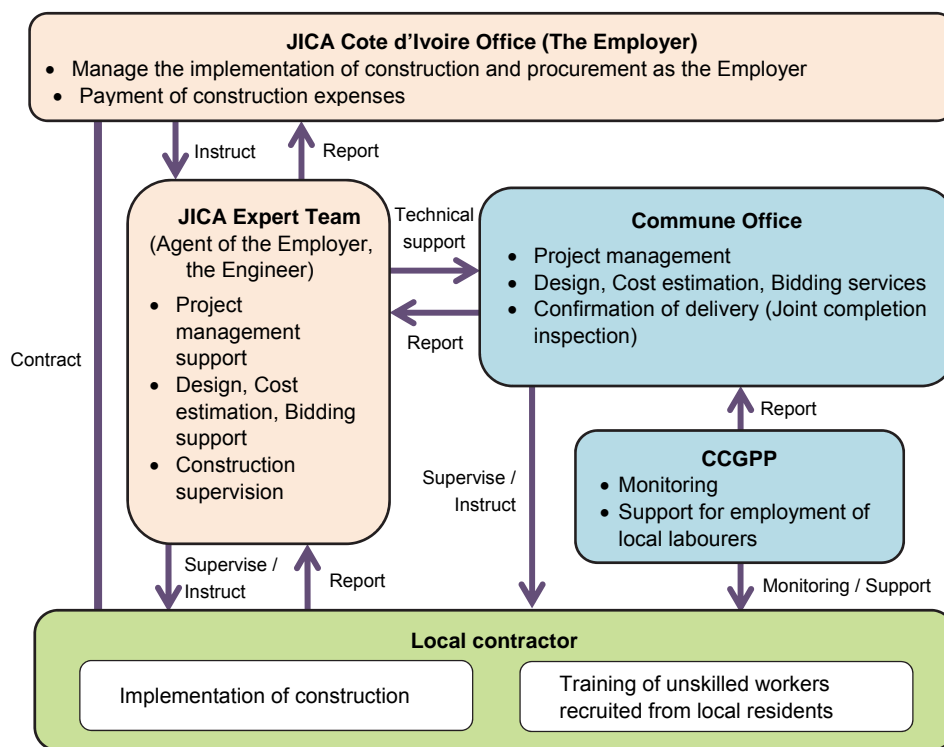


Source: JICA Expert Team

Figure 2.2.5 Management System of the Pilot Projects

As for PP-PKG-3, the C/Ps, the JICA Expert Team, the local consultant and the contractor held two joint site visits before commencement of the construction works. Site conditions such as obstacles and the progress of resettlement were confirmed and the policy of mobilization and drainage were discussed among the participants. Both contractors conducted topographic surveys and prepared shop drawings by reviewing the design provided by the local consultant for proper construction implementation.

For the PP-PKG-S1, although kick-off meetings, safety management and quality management were held the same as for the other major packages mentioned above, the management system for PP-PKG-S1 was slightly different from them due to the direct supervisory works done by the JICA Expert Team and the C/Ps as shown in the figure below.



Source: JICA Expert Team

Figure 2.2.6 Management System of PP-PKG-S1

2) Implementation of the construction works

During the construction period, the works were supervised and monitored with the management system shown in Figure 2.2.5 and Figure 2.2.6. The detailed method of monitoring is described later in “Activity 2-4 To carry out joint monitoring of the pilot projects”.

In terms of project implementation, the Project faced several problems. Some cases were issues involving the residents around the project site. The related parties of construction monitoring especially the resident members of CCGPP played an important role for the smooth implementation of the work.

If the Project faced technical problems, the related parties would hold a meeting to solve the problem. In most cases, the problem was solved in this meeting at the field level. However, some cases were difficult to find a solution for at the field level especially for the PP-PKG-3. In that case, in consultation with the MEMIS and by the initiative of MEMIS, consultations with the related ministries or organisations were conducted to find a solution.

a) Quality Assurance

Quality Management is important not only for the customer satisfaction but also to secure the result of the work including the safety of the facilities. The quality management activities are

performed according to the quality control plan which indicates the details such as the structure of the monitoring, quality control methods, implementing inspections and tests, mobilisation schedule and construction schedule. This plan should be approved by the client before the commencement of the work. In addition, the shop drawings are also important because the monitoring of the construction will be implemented according to the shop drawings.

During the implementation the record of all events related to the Works should be shared with all relevant parties to avoid any misunderstanding.

In the case of PP-PKG-1, PP-PKG-2 and PP-PKG-3, the local consultant sub-contracted by the JICA Expert Team conducted quality management and its results were supervised by the Commune Offices and the JICA Expert Team. As for PP-PKG-S1, the quality management was conducted by the Commune Offices and the JICA Expert Team. In addition, the quality of the work was checked regularly and jointly by the related parties including the resident members of CCGPP.

Although the quality of the Works was properly controlled, the Project faced some difficulties in terms of the quality management.

In the case of the school rehabilitation work for PP-PKG-1, it was difficult to secure good quality the same as new construction works because the quality of the work can easily be affected by the existing condition. Since the purpose of this work of PP-PKG-1 was to provide training regarding basic construction skills to the local young residents, the work done by the trainees did not reach the required quality. In order to secure the quality of the Work, the contractor repaired the inadequate work done by the trainees.

Regarding the school construction work for PP-PKG-2, there were some difficulties especially in Yopougon Commune. For example, installation works of window blocks had to be re-installed several times because of the rough-finish which was caused by the low level of installation technique of the workers. These finishing levels were attentively checked either by the Commune Office, the local consultant and the JICA Expert Team or the resident members of CCGPP.

Regarding the PP-PKG-2F, the Commune Office, the local consultant and the JICA Expert Team checked the works regularly with the samples of the furniture which were made by the Contractor and approved by the Commune office. However, the contractor of Abobo Commune was struggling to reach the quality required by the Commune Office and the resident members of CCGPP. The work was received finally after the tenacious checking by the related parties.

As for the PP-PKG-3, the capacity of one of the contractors was significantly weak regarding the implementation of the work. Lack of monitoring and financial capacity as well as a

dishonest attitude of the contractor was observed during the implementation. This could seriously affect the quality of the work. To secure the quality, the Commune offices, the local consultant and the JICA Expert Team attentively monitored the work of the contractor and organised several meetings with related parties as necessary.

b) Safety Management

The lack of safety management causes injuries or accidents not only involving the construction workers but also third parties. In case of a serious incident, it can be life-threatening. Therefore, the proper safety management is essential.

At the construction site, the safety management is conducted on the basis of the safety plans submitted by the contractors. The contractor is fully responsible for the safety of all the processes for the execution of works. These plans must cover all the elements related to the safety described in the conditions of the contract. To ensure proper safety management for PP-PKG-1, PP-PKG-2 and PP-PKG-3, the local consultant that was sub-contracted by the JICA Expert Team supervised the safety management conducted by the contractor. For PP-PKG-S1, the safety management by the contractor was supervised by the Commune Offices and the JICA Expert Team.

At the beginning of the construction work, awareness of the contractor concerning safety control for workers was extremely weak. The JICA Expert Team led the C/Ps and the local consultant to instruct the contractor properly to ensure safety management by the contractor such as to wear safety products for the workers, to clean up the construction site, and to be careful of machines and vehicles, etc.

Although careful safety management had been carried out, at the site of PP-PKG-3, during unprecedented heavy rainfall in the rainy season in 2015, unfortunately, erosion occurred at the end points of the road site and one fatal accident occurred at the drainage alignment. Therefore preventive actions were taken to avoid further incidents. To minimizing the impact, the JICA Expert Team, C/Ps and resident members of CCGPP took some immediate actions. As a technical measure, barriers in inner dimension were installed in the side drainage at various critical locations. The resident members of CCGPP were involved very actively especially in the sensitisation.

c) Construction period

Due to insufficient capacity of the local contractors, illegal practices of the residents, and abnormal weather, many of the works under the pilot projects were delayed. The actual construction period and causes of the changes are summarised in the table below.

Table 2.2.6 Construction Period under the Pilot Projects

Package	Initial Construction Period	Actual Construction Period	Reason
PP-PKG-1: Rehabilitation of Schools	From the beginning of July to the beginning of Oct. 2014 (3 months) (Abobo and Yopougon)	From the middle of July to the beginning of Oct. 2014 (2.5months)	The construction works were properly conducted and it was completed ahead of the contract schedule to avoid impacts to school lessons.
PP-PKG-S1: Construction of Temporary Classrooms	ABOBO From the beginning of Nov. to the middle of Dec. 2014 (1.5 months)	From the beginning of Nov. 2014 to the end of Jan. 2015 (3 months)	Due to the lack of capacity of the contractors, many works had to be repeated several times because the quality of the work was not sufficient. Since most of the trainees did not have any skills for construction, construction work took longer than usual and more than the expected schedule.
	YOPOUGON From the end of Oct. to the middle of Dec. 2014 (1.5 months)	From the end of Oct. to the end of Dec. 2014 (2 months)	
PP-PKG-2: Construction of Schools	From the middle of Dec. 2014 to the middle of June 2015 (6 months) (Abobo and Yopougon)	As scheduled	The construction work was conducted properly.
PP-PKG-2F: Procurement of Furniture	ABOBO From the beginning of Apr. to the middle of June 2015 (2.5 months)	From the beginning of Apr. to the end of July 2015 (4 months)	The installation of the furniture was delayed because the target school was still under construction. Also, because the quality of the work was insufficient, the contract was extended for the work to achieve the required quality.
	YOPOUGON From the beginning of Apr. to the middle of June 2015 (2.5 months)	As scheduled	The work was conducted properly.
PP-PKG-3: Rehabilitation of Roads	ABOBO From the middle of Dec. 2014 to the middle of June 2015 (6 months)	From the middle of Dec. 2014 to the end of Aug. 2015 (8.5 months)	After the start of construction, the necessary action by competent authority was delayed when a buried object was discovered under which should be replaced. Because of this delay, rainy season started before the completion of the work and it caused a decrease of work efficiency.
	YOPOUGON Form the middle of Dec. 2014 to the middle of June 2015 (6 months)	Form the middle of Dec. 2014 to the beginning of Sep. 2015 (8.75 months)	In addition to the same reasons as for Abobo, domestic wastewater and sewage from the residences around the site caused the delay of the work. Lack of the implementation, monitoring and finance capacity of the contractor was the main reason of the delay.

3) Implementation of completion inspection

Joint completion inspections were conducted separately for each Commune with the participation of the JICA Cote d'Ivoire Office, the MEMIS, the Commune Offices, the principals of target facilities, the resident members of CCGPP, the local consultants, the contractors and the JICA Expert Team after a pre-inspection performed by the JICA Expert Team with the local consultants and the contractors.

Some repair/finalization works were pointed out for each work. Regarding the PP-PKG-1 in Yopougon Commune, installation of toilet facilities was pointed out as needing a relatively extensive remedy work. However, because there was no public water supply at that moment, installation and confirmation of the functioning of the toilet facilities was expected to be done after the public water supply has started and prior to the end of the defect liability period. With the exception of this point, all of the corrections pointed out for schools that means for PP-PKG-1, PP-PKG-S1 and PP-PKG-2, were minor works such as adjustment to defective parts, repainting of uneven coatings and cleaning, all of which were pointed out in large part. The installation of a memorial plate was also noted for PP-PKG-1 and PP-PKG-2. Since all of these works were minor, all participants of the joint completion inspection for each Commune agreed to a pre-reception under the condition that the pointed out repair works would be completed.

Regarding the PP-PKG-2F, the furniture surface treatment and coating, and adjustment of ratting of furniture were the main points to be corrected. In Abobo commune, because the quality of the work was insufficient, all participants of the joint inspection decided to extend the contract period and rescheduled the date of the inspection, because the CCGPP proposed that the date of the inspection could be extended without any problem because of the school holidays. After the adjustment work had been conducted by the contractors, all participants of the inspection agreed to a final reception.

About the PP-PKG-3, some minor defects such as surface cross slope correction and adjustment of gutter joints and etc. were observed for certain of the project sites. Once the remedy works had been carried out by the Contractor all participants of the joint completion inspection for each Commune agreed to a pre-reception under the condition that some of the repair works which were still not totally finished would be completed by the end of defect liability period.

The following photographs show the comparisons between before and after the construction works.

GS Anonkoua Kouté 3 et 4 in Abobo Commune (PP-PKG-1)



Before



After

GS SOGEFIHA 6 in Yopougon Commune (PP-PKG-1)



Before



After



Before



After

Box Article: Cover of DMP Gazette

The DMP publishes an official gazette of public procurement named as “Le Journal des Marchés Publics” once a week. The rehabilitated GS SOGEFIHA 6 was put on the cover of DMP gazette as of 18 November 2014. The picture represented a good image of school construction which was a featured topic of this edition.

The C/Ps as well as the local consultant and the contractor concerned took pride in this publication as an outcome of their works.



EPP Plaque 1 et 2 in Abobo Commune (PP-PKG-S1)



South East Side View



Joint Inspection

GS Palmeraie in Yopougon Commune (PP-PKG-S1)



Entrance of Classroom



Classroom

EPP Plaque 1 et 2 in Abobo Commune (PP-PKG-2)



Foundation Work (January 2015)



Completion of Work (June 2015)

GS Palmeraie in Yopougon Commune (PP-PKG-2)



External Wall (March 2015)



Completion of Work (June 2015)

EPP Plaque 1 et 2 in Abobo Commune (PP-PKG-2F)



Sample approval (May 2015)



Inspection of tables and benches for students
(July 2015)

GS Palmeraie in Yopougon Commune (PP-PKG-2F)



Sample approval (May 2015)



Inspection of tables and benches for students
(June 2015)

EPP Plaque 1 et 2 in Abobo Commune (PP-PKG-3)



Before



After



Before



After

Lycée Municipale in Abobo Commune (PP-PKG-3)



Before



After



Before



After

Banco 2 in Yopougon Commune (PP-PKG-3)



Before



After



Before



After

Andokoi in Yopougon Commune (PP-PKG-3)



Before



After



Before



After

4) Implementation of defect liability inspection

For PP-PKG-1, PP-PKG-2 and PP-PKG-3, the completion inspections were carried out separately for each pilot project site in the defect liability period. The Commune Offices, the local consultants, the contractors and the JICA Expert Team participated in the inspections. MEMIS and JICA could combine some of the inspection. For schools, the principals of the target schools also participated in the inspection.

Some repair works were pointed out for PP-PKG-1 and PP-PKG-2 such as repairing of ceiling panels, replacement of damaged ceiling lights and repair of wall plaster. In addition, for the target school of PP-PKG-1 in Yopougon Commune, installation of toilet facilities had to be undertaken, which was pointed out at the completion inspection.

During the defect liability period, the Contractor of PP-PKG-1 faced a lack of workforce because their skilled workers had to work full time in another region. Therefore, the Contractor could not start some parts of the remedy works immediately. After the discussions among MEMIS, Abobo and Yopougon Communes, the Consultant and the JICA Expert Team considered extending the defect liability period until finishing the remedy works according to the Contract. Finally all remedy works had been carried out by the Contractor under the instruction by the local consultant and all participants of the inspection agreed to completion of the works and final acceptance.

As for PP-PKG-2, the remedy works were finished without delay and the final acceptance was announced accordingly for each communes.

Regarding the PP-PKG-3, about two and half months prior to the defect liability inspection, an intermediate inspection was carried out with MEMIS, the Commune Offices, the local consultants, the contractors, ex-members of CCGPP and the JICA Expert Team. For Abobo Commune, no defects were pointed out at the intermediate inspection. However, at the defect liability inspection, surface peeling of the mortar was observed at some of the joints of the gutters. In Yopougon Commune, some defects had been pointed out such as the need for adjustment of unevenness of pavement surface, and water leaks at the joints of gutters when the intermediate inspection was conducted. All these defects were correctly treated and nothing else was pointed out at the defect liability inspection.

As for PP-PKG-S1, since these buildings were initially built as temporary buildings, no defect liability period was provided. In fact, the buildings are currently being used as permanent buildings under the responsibility of the Commune Office which is the agency in charge of the facility.

(3) Implementation of Soft-Component

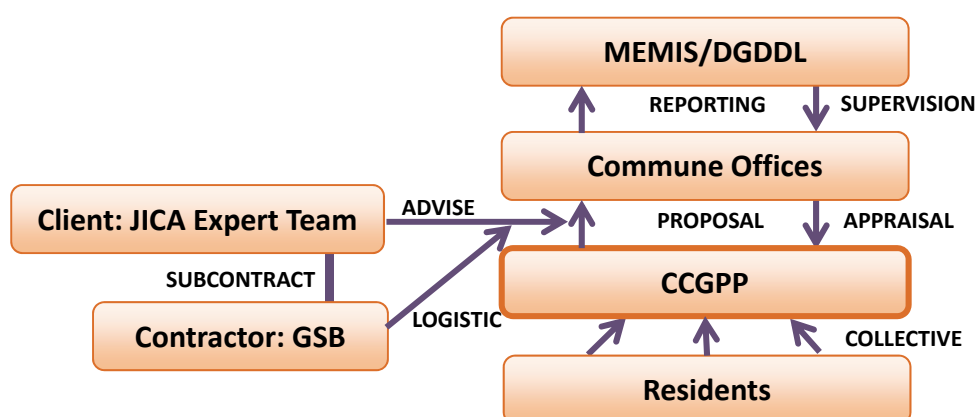
1) Maintenance programme under PP-PKG-S2

At all the 8 pilot project sites, voluntary participation of the residents in maintaining the good condition of the facility after completion of the construction/rehabilitation works are highly expected. Under the scheme of PP-PKG-S2, the budgets of FCFA 3 million were allocated to each site to support sustainable community based maintenance activities. CCGPP resident members of each pilot project site assessed the needs regarding the said purpose and proposed to the commune offices how to make the most of the allocated budget. After examining and evaluating their appropriateness, the commune offices approved the proposals. In the implementation phase of the PP-PKG-S2, the commune offices enjoyed support from a private firm called GROUPEMENT DE SERVICES BUREAUTIQUES (GSB) for all the procurement, logistics, budget calculation and fund management, and by the JICA Expert Team for meeting facilitation.

Schedule and structure of the system for PP-PKG-S2 are summarised in Table and Figure below.

Table 2.2.7 Schedule for PP-PKG-S2

Event	Month
Needs assessment and proposal writing and submission by CCGPP	June 2015
Proposal evaluation and appraisal by Communes	July 2015
Implementation	August 2015
Reporting	September 2015



Source: JICA Expert Team

Figure 2.2.7 Structure of PP-PKG-S2

In addition to the purchase of basic cleaning kits at each site, the different activities proposed by CCGPPs and approved by the commune offices are summarised in the table below.

Table 2.2.8 Activities of PP-PKG-S2

SITES	ACTIVITIES
Anonkoua Kouté 3 et 4	<ul style="list-style-type: none"> ✓ Masonry: structural work ✓ Maintenance equipment and cleaning materials ✓ Planting ✓ Embellishment of classrooms
EPP Plaque 1 et 2	<ul style="list-style-type: none"> ✓ Maintenance equipment and cleaning materials ✓ Planting ✓ Communication board ✓ Construction of storage facilities
Lycée Municipal	<ul style="list-style-type: none"> ✓ Maintenance equipment and cleaning materials ✓ Planting ✓ DO-NOU method
Carrefour Jock	<ul style="list-style-type: none"> ✓ Maintenance equipment and cleaning materials ✓ Planting
GS Palmeraie	<ul style="list-style-type: none"> ✓ Masonry: structural work ✓ Maintenance equipment and cleaning materials ✓ Planting ✓ Repair of ceiling and desks
GS SOGEFIHA 6	<ul style="list-style-type: none"> ✓ Masonry: structural work ✓ Maintenance equipment and cleaning materials ✓ Planting ✓ Embellishment of classrooms ✓ Repair of roof and ceiling
Andokoi	<ul style="list-style-type: none"> ✓ Maintenance equipment and cleaning materials ✓ Planting
EPP BANCO 2	<ul style="list-style-type: none"> ✓ Maintenance equipment and cleaning materials ✓ Planting

PP-PKG-S2 Maintenance Practice Programme



Cleaning the road (Andokoi)



DO-NOU method practice (Lycée Municipal)



Cleaning the dumping site (Plaque road)



Planting in school yard (Plaque school)

2) Community Participation

After their formulation in January 2014, CCGPP of each pilot project site have been participating in all the processes, namely from the preparation stage to the maintenance stage, of the pilot project. Each resident CCGPP consists of members of local associations such as women's association, youth association, religious association, ethnic association and etc. so that they can gather the voices of the residents in the area and share the result of the discussions after CCGPP meetings. CCGPPs also contributed greatly to gather the local population when the project was holding stakeholder meetings, sensitisation events, and ceremonies to celebrate the completion of the pilot projects. The main roles CCGPP played before, during, after the implementation of the pilot projects are roughly summarised in the figure below.

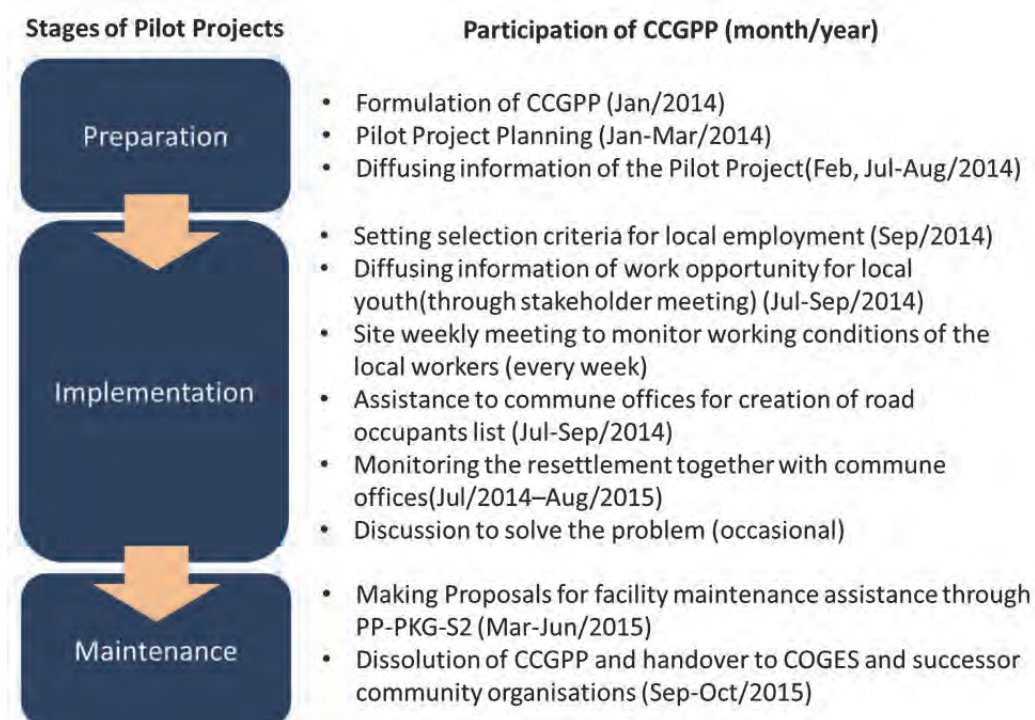


Figure 2.2.8 Roles of CCGPP

3) Local Employment

a) Concept of Local Employment Generation

In the CCGPP meetings and the stakeholder meetings, the issue of maximisation of working opportunities for local residents in the pilot projects were discussed and the mechanism of local employment was developed. According to that mechanism, the contractors are obliged to employ skilled and unskilled workers from the local community and train the unskilled workers so that they can acquire skills for fundamental construction work. Furthermore, the lower limit of employment of local residents was decided as 50% for school projects and 60% for road projects considering the work items and available local resources in the target areas. These rates are higher than the rates of other similar employment generation type infrastructure projects. For instance, the Urgent Project for Urban Infrastructures (PUIUR: Projet d'Urgence d'Infrastructures Urbaines) allocates 30% for local residents. The environment in which local youth work together is expected to contribute to the enhancement of solidarity among local youth. The concept of local employment is summarised in Figure 2.2.9.

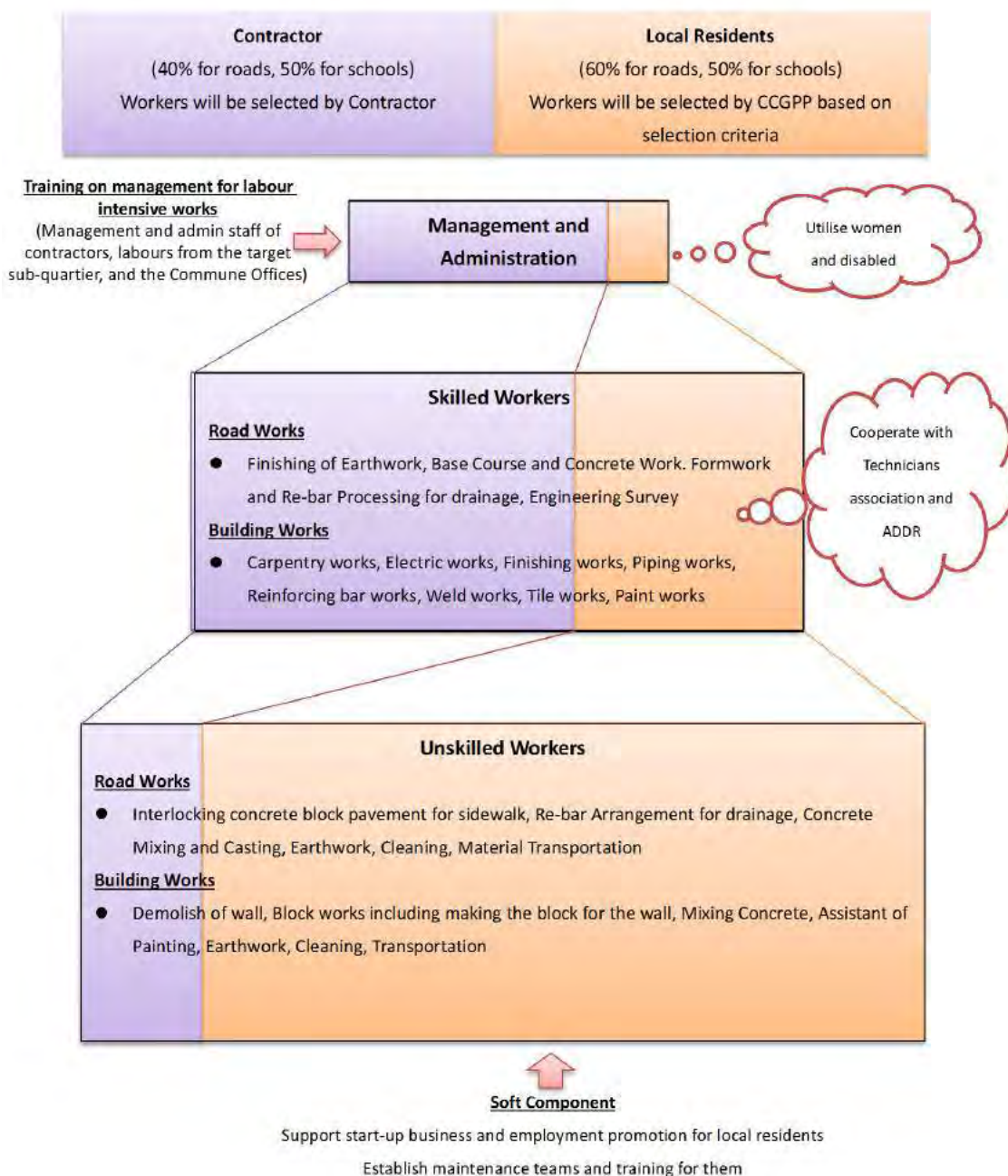


Figure 2.2.9 Concept of Local Employment

b) Process

The employment of local residents was facilitated by the coordination of CCGPPs at the initiative of the social department of the Commune Offices in the steps shown in the figure below.

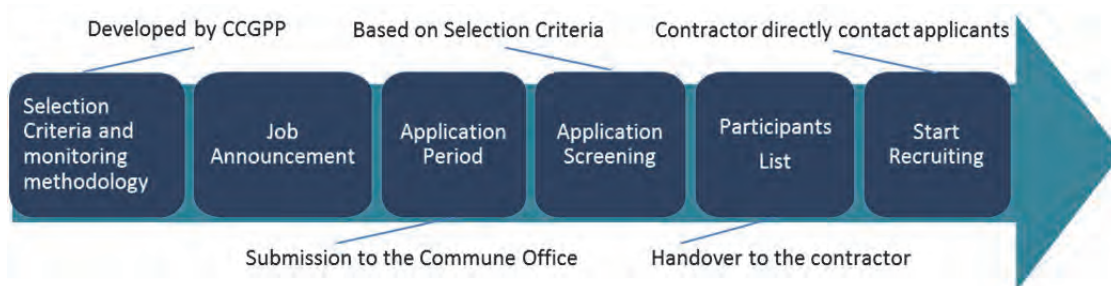


Figure 2.2.10 Local Employment Process

Table 2.2.9 Stakeholders Meetings on Employment Generation

Pilot Project Sites	Date
GS Anonkoua Kouté 3 et 4	11 Jul.
EPP Plaque 1et 2	17 Sep.
Road for EPP Plaque & Carrefour Jock	25 Sep.
Road for Lycée Municipal	23 Sep.
GS SOGEFIHA 6	9 Jul.
GS Palmeraie	- ⁹
Road from Lycée to la Clinique Nazaréen	26 Sep.
Road for EPP Banco 2	26 Sep.

CCGPP members paid attention to fairness and impartiality as their prime concern throughout all the procedures according to the establishment of the selection criteria (e.g. worker’s age and residential area, employment status, elimination of any discrimination based on ethnicity, religion, politics, gender, or disability, and no preference for relatives or friends of themselves). After selection of workers based on the criteria, CCGPP members have been monitoring the working conditions of the local workers through the meetings held every week at each site.

c) Result

The result of local employment of each pilot project is summarised in the Table 2.2.10.

⁹ Announcement of local employment to residents in Palmeraie was not made in a stakeholder meeting (gathering residents to one place and explain at one time) unlike other sites. In Palmeraie, CCGPP members spread the information by word of mouth.

Table 2.2.10 Result of Local Employment

PKG	COMMUNE	SITE	Working Days ¹⁰ (Total)	Working Days (Local Youth)	% of Local Youth	Number of Local Youth ¹¹
1	Abobo	Anonkoua Kouté	1,184	752	64%	30
S1	Abobo	Plaque School	358	221	62%	39
2	Abobo	Plaque School	1,350	746	55%	95
3	Abobo	Plaque Road	726	316	44%	21
3	Abobo	Lycée Municipal	1,859	886	48%	27
1	Yopougon	SOGEFIHA 6	1,365	987	72%	41
S1	Yopougon	Palmeraie	701	425	61%	75
2	Yopougon	Palmeraie	792	559	71%	34
3	Yopougon	Andokoi	2,281	1,560	68%	17
3	Yopougon	Banco 2	1,520	941	62%	14
TOTAL			12,136	7,393		393
AVERAGE					61%	

The difference in the local employment ratio has been observed in each works. One of the main causes of the difference was that the decisions for the work methods of the contractors, who are responsible for the quality of the construction, had to be respected. Some contractors often used heavy machines and skilled workers from outside the area while the others tried to utilise more local unskilled labourers. Especially the road rehabilitation works in Abobo (Plaque road and Lycée Municipal), which needed to make up the time lost for the coordination with other authorities regarding to the discovered buried objects and illegal water pipes, had to use machines to avoid delays in the construction schedule and did not reach their target numbers of employment (60%).

d) Skill training through PP-PKG-S1

PP-PKG-S1, construction of temporary classrooms, was conducted mainly as skill training. The well experienced professional workers conducted On-the-Job Training (OJT) for local youth so that they can learn skills and techniques of fundamental construction works. The training items consisted of earth work, forming work, rebar work, concrete work, masonry work, paint work, roof work and etc.

¹⁰ Staffs of contractor included

¹¹ Who worked at least one day

Job training through PP-PKG-S1



Trainees learning masonry work (Abobo)



Trainees learning Iron work (Yopougon)

In total, 116 (39 in Abobo, 75 in Yopougon) local young residents participated the programme. The trainees learned the processes and skills of land survey, processing and assembling reinforcing bar, roofing work, mortaring and etc. Remarkably, the most common work type the participants experienced was masonry work as shown in the figure below since the school buildings built under PP-PKG-S1 were simple buildings without any windows, doors, or facilities for electricity or water,

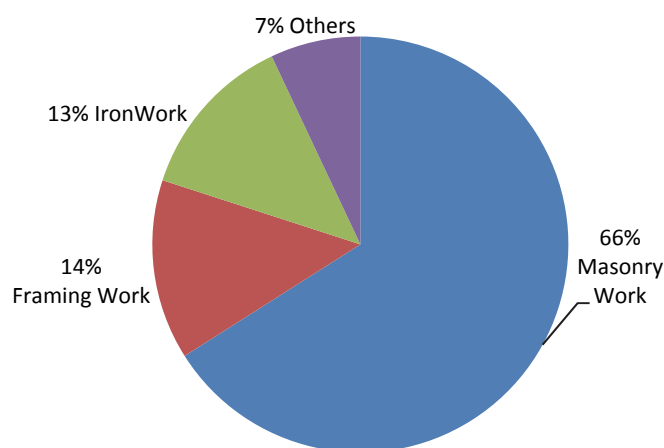


Figure 2.2.11 Major work types of training through PP-PKG-S1

Through the implementation of PP-PKG-S1, the officers of Abobo and Yopougon communes reaffirmed the importance of training of unskilled youth and provision of equal opportunities to work regardless of their skills. Some officers are eager to conduct occupational training for the youth in cooperation with the Agency of Studies and Employment Promotion (AGEPE: Agence d'Etudes et de Promotion de l'Emploi).

Box Article: Opportunities after the training

Even though the training did not last long enough to master the work, some trainees who showed good performance obtained further opportunities after the training. For example, one of the trainees called Mr. Gboukou Djeh Basile worked 15 days.

He started the work as a trainee in the beginning and showed splendid talent in the iron work and in the end, he was working almost like a team leader and instructed other new trainees. He was hired for PP-PKG-2 also and became a chief of a small group. The contractor says that in the end of PKG-2, he might be able to work as “skilled worker”.

In another case, a female worker, Ms. Dehi worked mainly as a carpenter for 10 days. Because her working attitude and performance were outstanding, the carpenter team from CTS (they are not official staffs of CTS, but often work with CTS as a team) asked her to work with them in another project in Angre in Abidjan.



4) OJT on Resettlement Action Plan

Regarding the road rehabilitation work of PP-PKG-3, even though the sites are public roads, there have been some shops occupying a part of roads unlawfully. The table below shows the number of occupants.

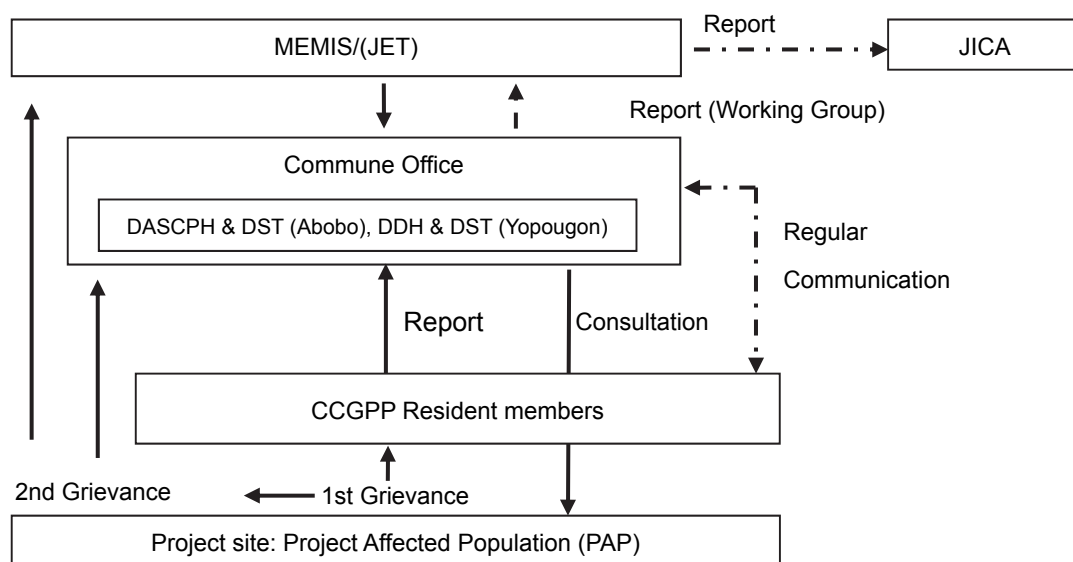
Table 2.2.11 Number of Road Occupants

Commune	Pilot Project	Number of Occupants
Abobo	EPP Plaque 1, 2 & Carrefour Jock	122
	Lycée Municipal	43
	sub total	165
Yopougon	Lycée à la Clinique Nazaréen	136
	EPP Banco 2	61
	sub total	197
	TOTAL	362

It was necessary for the Commune Offices to ask those occupants to move from the sites to ensure the availability of the required road width and to implement the work safely. In the Project, the Commune Offices identified each occupant of the road and invited them to the public consultation meetings with the support of CCGPPs unlike the commune offices before the intervention of the Project which had been removing unlawful road vendors without certain communication.

After the Public Consultation meetings, where opinions were shared among the occupants and the commune officers, the Commune Offices drafted the Resettlement Action Plan (RAP) with the supervision of the JICA Expert Team. Continuous discussions about the procedures for resettlement have been engaged in with the National Agency for Environment 1 (ANDE: Agence Nationale De l'Environnement), and the RAP was approved by ANDE on 11 November 2014 following the official visits to all the road sites made by the Commune Offices, MEMIS, and the JICA Expert Team together with ANDE on 21 October 2014.

The Commune Offices established a system of grievance redress shown in the figure below. As a result of their continuous communication with the residents and with the great contribution from CCGPP members, the resettlement of road occupants was mostly completed by the end of December 2014 without serious problems.



Source: JICA Expert Team

Figure 2.2.12 Grievance Mechanism for Resettlement of Road Occupants

5) Sensitisation

In addition to the sensitisation activities responding to urgent needs for safety in the heavy rain and the prevention of Ebola, the Project kept addressing residents anticipating development of their awareness regarding beautification of their living environment, clean and durable use of the public facilities, safety during the construction, and last but not least social cohesion. For each sensitisation activity, the resident members of CCGPP played great rolls to assist the social department and Communication Department of the commune office when they intended to communicate with the residents directly.

a) Sensitisation Concerning maintenance

As part of the implementation of the construction works of the pilot projects, in order to encourage the proper maintenance after the completion of work by the relevant parties, several maintenance training sessions and workshops were conducted for the target schools and roads. Good understanding about the necessity and the method of maintenance by the managing person of the facility is important. On the other hand, increasing the awareness of users is also important because the way the facilities are used significantly affects the facility condition. For transmitting messages regarding clean and appropriate use of the facility to the residents, sensitisation posters and panels were developed. The posters and panels were displayed on the school walls and entrances to the roads so the users of the facilities can see them. In some of the schools, the posters were used in the classrooms to explain to the pupils how to keep the schools clean. At the road site the residents took the initiative not only for installation but also for storage to avoid the loss of the panels.

The sensitisation through the maintenance training contributed strongly to the understanding of the residents and Commune Officers. Through the training, they learned the importance of regular maintenance and detailed maintenance action plans including the budget for the implementation of proper maintenance activities. During the training, an action plan was created for each pilot project site on a trial basis. However, because of a lack of details including the budgeting issues, these actions plans were not used in reality. The parties related to the facility maintenance understood the importance of the detailed action plan for the proper maintenance activities.

The difficulty in sensitising the residents was also recognised by the related parties. The residents who do not feel ownership of the facilities give less attention to the facilities and do not care about the acts which can inhibit the sustainability of the facilities. It is not easy to raise the awareness of the residents in a short period. The sensitization activities should be implemented continually.

Posters and Panels for Maintenance of Facilities



School Maintenance Poster (Abobo)



School Maintenance Poster (Yopougon)



Panel for Clean use of gutter (Road Sites)



Poster displayed on a school wall



Panel displayed on a road

b) Sensitisation concerning social cohesion

As a presentation of experiences through the pilot projects under the Project, counterparts have chosen tools such as posters and songs of social cohesion to consolidate what residents have actually lived through in their community collaboration and to disseminate the message to the largest possible part of the population of the Communes.

Sensitisation through the JICA/SONY Public Viewing

JICA and SONY jointly organised public viewing events concerning the FIFA World Cup at some of the pilot project sites in the middle of June 2014. Prior to the full scale implementation of the pilot projects, using this occasion, the C/Ps explained the Project and the importance of promoting social cohesion. Table 2.2.12 shows the sites for the sensitisation activities in the public viewing events.

Table 2.2.12 Sensitisation Activities in the Public Viewing Events

Date	Venue	Location
14 June 2014	GS Anonkoua Kouté 3 et 4	Anonkoua Kouté, Abobo
16 June 2014	GS Plateau Port-Bouët 2	Port-Bouët 2, CHU, Yopougon
18 June 2014	GS SOGEFIHA 6	SOGEFIHA Kouté (TERMINUS 40), Yopougon
19 June 2014	Road to Lycée Municipal	N'guessankoi, Abobo

Before the events, C/P prepared presentation materials, mascot characters of Abobo and Yopougon, and sensitisation video on cleaning toilets. CCGPP members at the sites, on the other hand, took significant roles to prepare the event in collaboration with JICA and SONY, and to mobilise the population to attend the events. During the events, CCGPP members assisted with the logistical works at the venues as well as participating in a friendly international football match between the Ivorian and the Japanese. The C/Ps gave their presentation about the Project and social cohesion by introducing their experience both in Abidjan and in the training programme in Japan.



Presentation at the Public Viewing Event



Sensitisation on Clean Environment

Posters

To materialise and visualise the message of social cohesion, MEMIS and the Commune Offices have decided to prepare the posters under the technical support of the JICA Expert Team to display in strategic places in their Communes. After several consultation meetings, a message has been selected from among many proposals, a single message for the two Communes, namely: “Learn to live together – Social cohesion for peaceful Commune”. Under the same message, each commune has selected a different frame: Lycée Municipal stairs rehabilitated by COSAY/JICA for Abobo Commune; New Town Hall for Yopougon Commune. The design and technical arrangements such as photography, and layout were realised by the JICA Expert Team taking into account recommendations issued by C/Ps to follow protocol for the use of the national flag, Coat of arms of MEMIS and Communes. The peculiarity of these posters is also community participation: the residents of different ethnic/religious groups of the pilot project

sites (ex- CCGPP, COGES, pupils, etc.) appear in these posters as witnesses, to express their own experience of social cohesion through the Project. As total of 50 posters in A1 size were printed for each commune by the Project. These posters were displayed in different places in the Communes such as on the information board of the Commune Offices, at schools, cultural centre, police station, mosque, church, hospital etc. through the effort of the Communication Departments of Abobo and Yopougon Communes.

Social Cohesion Posters



Social Cohesion Poster (Abobo)



Social Cohesion Poster (Yopougon)



Distributed poster in a cultural centre (Abobo)



Distributed poster in a public canteen (Yopougon)

Songs

Another tool that counterparts have chosen for the promotion of social cohesion is the song. The communication department of each commune has found local musicians to compose and write an original song for them. As a precaution to avoid any copyright problems, a memorandum of agreement was signed between the artist, the commune, and the JICA Expert Team for each song so that the commune can use it freely. Whatever the rhythm chosen by the musician, the lyrics of two songs of two Communes deal with the importance of living in harmony with neighbours to build national unity, for the Cote d'Ivoire unified and reconciled. The singing pupils from school pilot project sites further emphasised this desire for peace in the

social cohesion song of Abobo. These songs were also used and appreciated during the activities on Ebola prevention in December 2015.

Ceremonies

To mark the end of the pilot projects and to publicly thank the CCGPPs, MEMIS and Communes for the work that they have done, it was thought useful to hold small ceremonies. Followed by speeches of representatives of Mayer and MEMIS, the local workers who participated in construction works and the resident members of CCGPP that have received their certificates. At the same time it was also an opportunity to present the organisations that succeed subsequently for the maintenance of rehabilitated infrastructures by the Project, COGES for the schools, and the successor organisations of CCGPPs for the roads. During the ceremonies, the Communication Departments of the Commune Offices presented the posters and songs, which are the concrete materialisation of the social cohesion message to be reminded to all of them. The posters were explained with the participation of schoolchildren and residents and the songs have heightened the atmosphere of ceremonies thanks to the rhythms that made participants dance by bringing them closer and the lyrics which recall the importance of social cohesion. These ceremonies have marked the end the process of the pilot projects and they now become real proof of a concrete case of a march towards social cohesion both for the community and for the Commune Office leaving them keys to answer the question "what is social cohesion and how to promote it? ".

(4) Final Ceremony

In April 2016, just before completion of the Project activity, the MEMIS/DGDDL as well as Abobo and Yopougon commune office held the final ceremony for the pilot projects at Banco 2 which is a pilot project site in Yopougon Commune, with the attendance of the Minister of MEMIS, the Mayor of Abobo, the Mayor of Yopougon, the counsellor of the Embassy of Japan in Cote d'Ivoire, and other officials from the Ivorian and Japanese sides. Many of the speakers, especially the Mayors of Abobo and Yopougon Communes, emphasised the importance of promoting social cohesion through working together for community infrastructures, while the Minister of MEMIS stated that the improvement of basic infrastructures contributed to promotion of social cohesion. Following the speeches by the officials, the road opening ceremony was done jointly by the Minister, the Mayors and the counsellor of the Embassy of Japan on the road that was rehabilitated under the pilot project.



Road Opening Ceremony



Speech by the Minister

2.2.4 Activity 2-4 To carry out joint monitoring of the pilot projects

(1) Weekly Site Meetings

Concerning the construction works under the pilot projects, in order to share the progress of the construction work with each related person and to promote smooth work, weekly site meetings were conducted at each site. Commune Offices, the local consultant (controller and technician), the contractor (manager, technician), resident members of CCGPP and the JICA Expert Team participated in these meetings of PP-PKG-1, 2 and 3. MEMIS also participated occasionally when there was an important decision that should be taken.

Weekly meetings were facilitated by the controller who was a local consultant sub-contracted by the JICA Expert Team. After visual inspection of the construction work progress, the controller took the time to read through the minutes of meeting of the previous weekly site meeting with all participants, and confirming the actual status based on the contents of the previous minutes. Then, all participants discussed the required works that were confirmed by visual inspection later that day. For the PP-PKG-1 and 2, all the weekly meetings were conducted with the method described above and the progress of the work was shared and approved among the participants. On the other hand, for PP-PKG-3, sometimes, the weekly meetings were not conducted correctly because of the insufficient preparation on the part of the local consultant. For example, the minutes of meeting of the previous weekly site meeting were not shared with the participants of the meeting in a timely manner. Such weekly site meetings were inappropriate and had a negative impact on sharing the information and indirectly caused the delay of the work.

In addition to weekly site meetings, the participants cooperated actively in the progress of the construction to make important decisions and implement the completion inspection. As one example; after the replacement and installation of a water utility line at Lycée Municipal for PP-PKG-3, the resident members of CCGPP objected to the original drainage alignment. They requested a major change in the drainage alignment that was later approved by all parties, because the alignment of the original plan seemed to cause flooding along a natural canal that

was stacked with a huge amount of rubbish. In addition, the CCGPP played an important role in the employment of local workers. The CCGPP selected local workers, monitored and managed the work situation and played an active role as a bridge between the local workers and the contractors. The major items monitored by CCGPPs are shown below.

- If the workers are working under adequate and safe condition
- If the payments from the contractor are made without any problems
- If neighbourhood residents are not feeling any stress or inconvenience because of the construction work

If a complaint was made to a member of CCGPP, he/she immediately shared the information with the other members including the Commune Officers to find a solution quickly.

Box Article: Creation of good relations

In order to restart classes at a beautifully renovated school building, which is like new, a lack of desks and chairs for school children was a serious problem for Anonkoua Kouté 3, 4 in Abobo Commune.

The participants of weekly site meetings such as MEMIS, the Communes Office., local consultant, contractor, resident members of CCGPP and JICA Expert Team were gathered to solve this problem. In the discussion to seek a solution, the contractor proposed one thing, “Let us provide a part of the necessary materials for the repairs, and let’s repair the existing furniture using local furniture workers” even though this issue is outside of the scope of PP-PKG-1. As a reply, CCGPP members promised to check the status of existing furniture and find local furniture workers.

Restoration of the furniture was realised by the collaborative and trusting relationship developed between the participants through the weekly meetings.



Several problems have been identified through the monitoring of PP-PKG-1. The weekly meetings for both Communes were set for the same day of the week. Therefore, the start time of the second meeting varied depending on the first meeting of the day and this became a burden to the participants. In addition, the contents of the weekly site meetings have not been shared successfully with the related people who did not participate in the meetings at the Commune and CCGPP levels.

For PP-PKG-S1, weekly site meetings were conducted at each site, in a similar manner as for PP-PKG-1. However, based on the experience of PP-PKG-1, weekly meetings for each

Commune were set on a separate day of the week. Commune Offices, the contractor (manager, technician), resident members of CCGPP and JICA experts participated in these meetings and the facilitator was the Commune Officer. After visual inspection of the construction work progress, the contractor reported the progression of the construction, situation of material installation, number of trainees they hired, and discussed problems encountered, if necessary. For information sharing, the monitoring system was improved at each Commune, in order to ensure that the minutes of meetings would be shared between the related parties.

Regarding the supervisor of PP-PKG-S1, the JICA Expert Team assigned a local specialist to each site as site engineer and they were monitored comprehensively by the Japanese experts. From the Commune Offices, monitoring was conducted a maximum of 1 or 2 times per week during a site visit by one person. Regarding the monitoring by CCGPPs, the resident members of CCGPP, which are the school officials were involved deeply and came to the site once a day for monitoring.

(2) Responding to Problems

During the construction, various problems occurred for each pilot project. Some were purely technical problems but some were issues related with the residents at the pilot project sites. All these detected problems were shared with the participants of the weekly meetings mentioned above. As to the technical matter, the Consultant took the initiative in solving the problems considering the opinions of Commune Offices and advices by the JICA Expert Team. As to the issues related to the residents, the resident members of CCGPP were involved actively in response to the problems.

For example, at GS Palmeraie which was one of the sites of PP-PKG-2, some problems occurred related to the employment for local residents. At the beginning, strong tension existed between the residents members of CCGPP, and the contractor. Both had complained about the method of local employment management by the other party. This problem was due to lack of communication which caused misunderstandings by both parties. By the request of the resident members of CCGPP, several meetings were conducted by the initiation of Yopougon Commune Office in order to solve the problem. Finally, the local employment procedure was shared with all related persons and they collaborated in a good relationship. The resident members of CCGPP were involved deeply in this procedure and they contributed to the procurement of local youth by the contractor.

At the site of PP-PKG-3, due to the unprecedented heavy rainfall in the rainy season during the construction period, unfortunately, erosions and one fatal accident occurred at the drainage alignment. After the incident, the JICA Expert Team and the C/Ps immediately discussed with the resident members of CCGPP how to examine appropriate measures, and steps to be taken to

install barriers in the side drainage at various critical locations along with the emergent sensitisation activities like announcements for caution using a megaphone, and distributing small flyers on the street and some community/religious facilities by mobilising the resident members of CCGPPs.

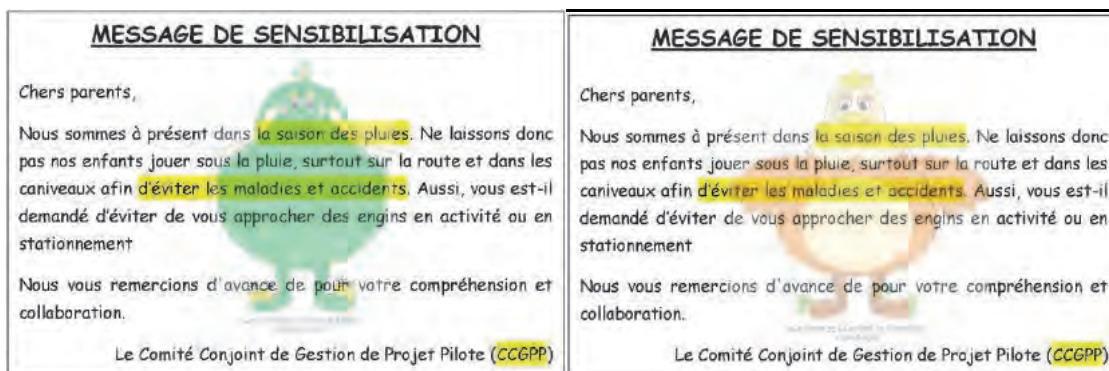


Figure 2.2.13 Sensitisation Flyer for Alert regarding the Danger of the Gutters in Heavy Rain



Communication with local residents about the safe use of the gutter (left) installed message panel (right)



Figure 2.2.14 Wooden Panels for Alert regarding the Danger of the Gutters in Heavy Rain

(3) Baseline Survey and Endline Survey

For good understanding of how the situations changed between before and after the pilot projects, a Base-line survey and End-line survey were conducted. For the Base-line survey, as learned during the training programme for “Participatory Planning Methods”, the C/P and CCGPP members identified survey items necessary for project design and evaluation. Some survey items which CCGPP members know well were studied for preparing the PDMs for the pilot projects. Then, some other survey items were identified by the C/P assisted by the JICA Expert Team for evaluating the indicators in PDMs of the pilot projects and of the Project. While some survey items were studied by CCGPPs and the C/Ps, some quantitative surveys such as opinion surveys and traffic counting surveys were subcontracted to a local consulting firm called Etablissement Halley and Family (EHF) by the JICA Expert Team.

After the completion of the construction work of each pilot project, the progress was monitored by the End-line Survey with the same methodology as the Base-line survey; some questions were examined by CCGPPs and C/Ps, and the quantitative surveys were studied by EHF.

2.3 Activities for Output 3

Methodologies for implementation of basic infrastructure improvement projects considering social cohesion for the Commune Office staff are developed.

2.3.1 Activity 3-1 To develop training plans necessarily for planning, implementing, management and facilitation of maintenance of the basic infrastructure projects

(1) Clarification of roles and works under jurisdiction of each department of Commune Offices

This activity is linked with Activity 1-1 mentioned above. Firstly, the roles and works under the jurisdiction of departments of commune offices, which are in charge of basic infrastructure development projects, were studied. The target departments were the Technical Service Department and the Socio-Cultural Activities and Human Promotion Department (DASCPH) of Abobo Commune Office, and the Technical Service Department and the Human Development Department of Yopougon Commune Office¹².

At Yopougon Commune Office, restructuring of all departments was reviewed by the order of the newly elected mayor. At the beginning of the Project, it was found that the reorganisation of the Socio-Cultural and Human Development Department had just been done and the department was divided into two departments, namely the Socio-Cultural Department (DSC)

¹² The sections in charge of communication of Abobo and Yopougon Commune Offices were added as the target in a later stage.

and Human Development Department (DDH). The sub-directions and service sections were also reorganised under the departments, and new directors and sub-directors were appointed to the new posts. Through the interviews with the director of DDH, it was clarified that DDH is responsible for public involvement, community organisations, and social cohesion. Therefore, the organogram and the roles and responsibilities of each section of DDH were discussed and clarified. Reorganisation of the Technical Service Department had not been completed at the time (See Figure 2.3.1, Figure 2.3.2, Figure 2.3.3).

According to the sub-director of Technical Service Department (DST) of Yopougon Commune Office, more staff would be required, considering the work volume they had to deal with throughout the year, even though the number of staff was more than three times that of the Technical Services Department of Abobo Commune Office. In addition, despite the relatively large number of posts vacant, there were staff who were already assuming the responsibilities of these vacant posts, although they had not been authorized by the Mayor at that time. However, since they did not have any authority in decision-making, two authorized sub-directors were burdened with all decision-making responsibilities.

At Abobo Commune Office, there was no reorganisation plan. The organograms of the two departments and responsibilities of each section were clarified through the interviews with the directors and sub-directors (See Figure 2.3.4, Figure 2.3.5, and Figure 2.3.6). According to the sub-director, quite a few posts had been long vacant but it was functioning well since the other staffs were performing the works supposed to be undertaken by the vacant posts.

Appropriate C/P personnel were selected by conducting interviews with the directors of both departments and staff of each section and by identifying the responsibilities of the staffs.

The staffs in charge of communication and public relations were included in the C/P lists, according to the requests from both Communes. The officers have significant roles in communication with residents in the communes concerning public services including basic infrastructure development.

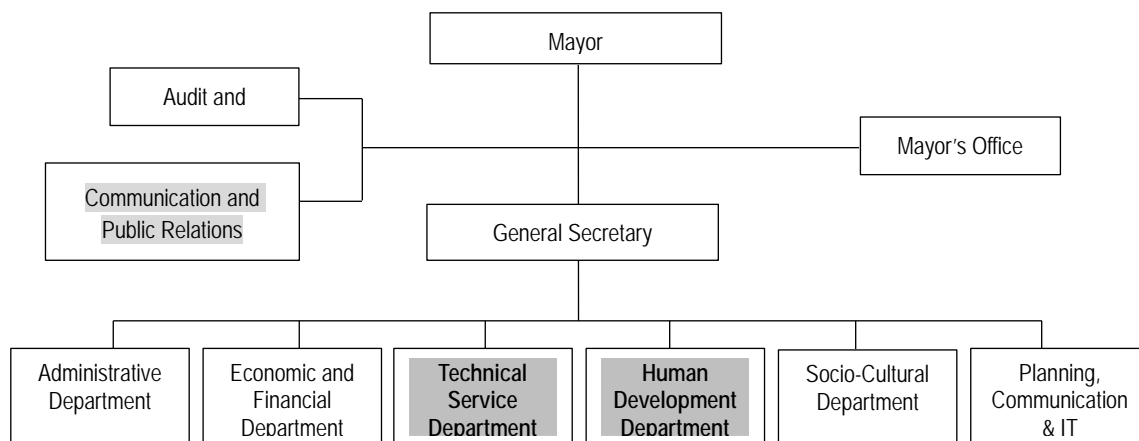
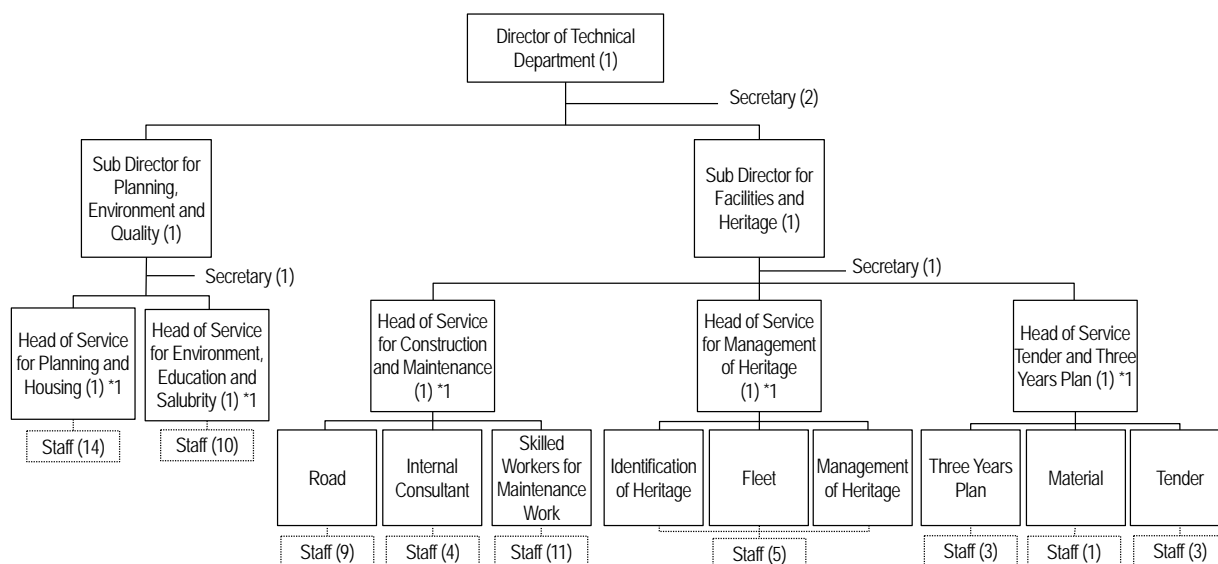


Figure 2.3.1 Organisational Structure of Yopougon Commune



*1: Not authorized by the Mayor

Figure 2.3.2 Technical Service Department of Yopougon Commune

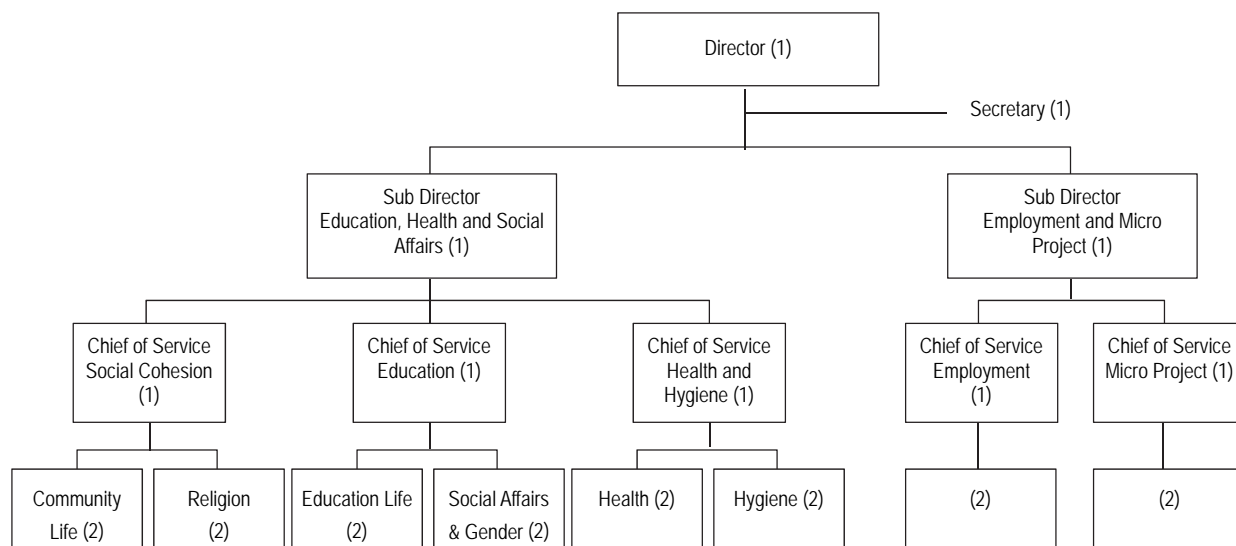


Figure 2.3.3 Human Development Department of Yopougon Commune

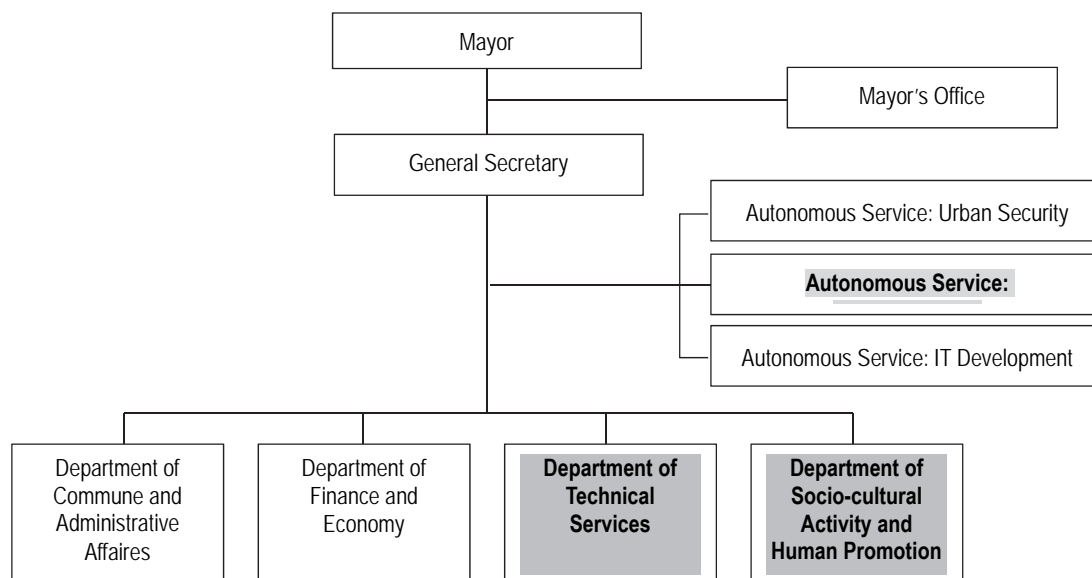


Figure 2.3.4 Organisational Structure of Abobo Commune

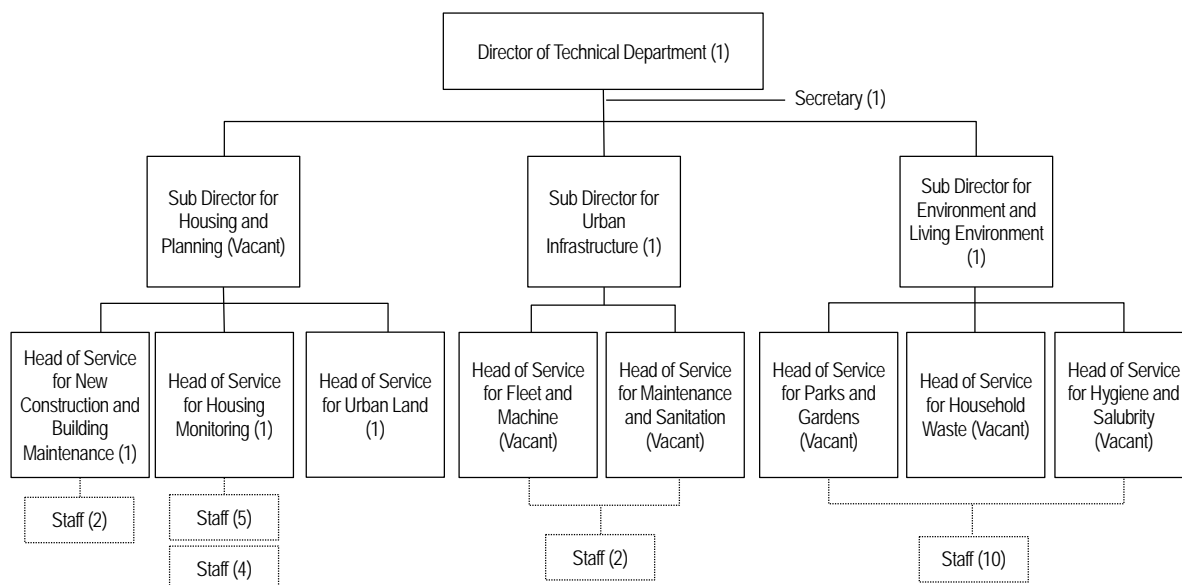


Figure 2.3.5 Technical Service Department of Abobo Commune

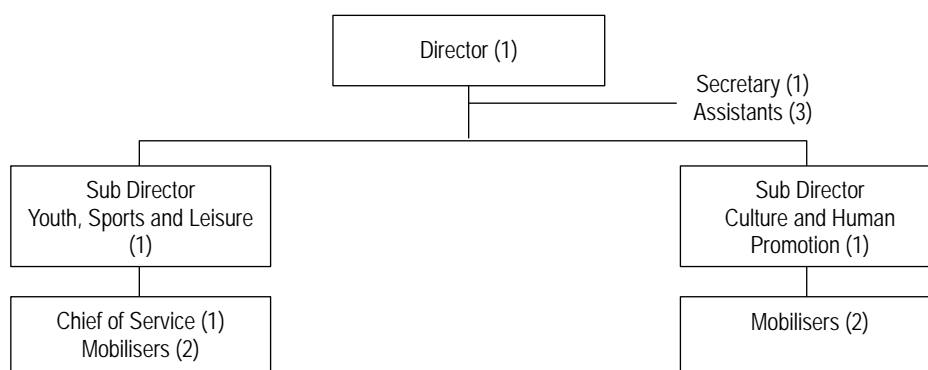


Figure 2.3.6 Socio-Cultural Activity and Human Promotion Department of Abobo Commune

The organogram and roles and responsibilities of the sub-departments and service sections were updated due to the reorganisation of the Technical Service Department in Yopougon Commune. In addition, the departments responsible for public relations and communication, as well as promotion of employment and business were studied and the results were integrated into the report on Infrastructure Development Mechanism of the Communes. According to the result, the Commune Offices tended to have little experience in basic infrastructure development considering social and environmental impacts, public involvement, or participatory planning, although they did have experience in small scale rehabilitation for basic infrastructure including procurement of contractors.

(2) Preparation of a training programme

Due to being busy with the activities on the selection of pilot projects, activities on preparation of a training programme have been delayed, although the C/P and the JICA Expert Team

agreed on establishment of a Training Working Group which would work on preparation, implementation and evaluation of training programmes.

1) Establishment of the Training Working Group

The training working group (TWG) was established in January 2014, which is responsible for planning and implementation of training programmes in the Project. Members include the directors of the technical, social, and communication departments of the commune offices and other C/P have been selected by the departments. All C/P of MEMIS/DGDDL and representatives from the JICA Expert Team are also included as members of TWG.

2) Capacity Assessment and Training Needs Assessment

Capacity of individual staff as well as the organisational capacity were assessed with regard to the clarified target departments and required works of the departments. At first, all the staff from director level to supporting staff level in the departments in charge of basic infrastructure development projects were identified and listed. The capacity of each person was assessed according to the process of basic infrastructure development projects from development planning, up to the monitoring and maintenance after the project implementation. Necessary items of capacity assessment had been identified through discussions between the JICA Expert Team and the C/Ps and considering the Infrastructure Development Mechanism of the Communes. The items of capacity assessment that were chosen according to that procedure are shown in Table 2.3.1.

Table 2.3.1 Items of Capacity Assessment

Technical Service Department	Social Department, Communication Department
Information collection and basic facility development planning	
<ul style="list-style-type: none"> ✓ Survey on existing conditions of public facilities ✓ Management of database of public facilities ✓ Preparation of public facility development plan and selection of priority projects 	<ul style="list-style-type: none"> ✓ Collection and management of information on various types of community organisations and key persons in the commune ✓ Communication with community organisations and key persons and development of good relationship with them ✓ Selection of priority projects in consideration of the social aspect (in cooperation with Technical Service Department)
Conceptual planning and budgeting	
<ul style="list-style-type: none"> ✓ Diagnostic check of existing building and road (for rehabilitation only) ✓ Preparation of Conceptual Plan ✓ Preliminary cost estimate ✓ Preparation of a study report ✓ Preparation of Triennial Programme and Annual Budget Plan ✓ Preparation of project proposals to find fund for implementation 	<ul style="list-style-type: none"> ✓ Organisation of meetings with community organisations and key persons to understand their problems and needs ✓ Preparation of Triennial Programme and Annual Budget Plan ✓ Preparation of project proposals to find fund for implementation ✓ Public announcement of selection of projects to be implemented by the commune
Project planning and preparation	
<ul style="list-style-type: none"> ✓ Environmental Impact Assessment (when necessary) ✓ Preparation of Resettlement Action Plan (when necessary) ✓ Project planning with public participation ✓ Basic Design ✓ Project cost estimate ✓ Contract with the consultants (Preparation of TOR, Selection of the consultants, Agreement with the consultants) ✓ Topographic surveys and soil surveys ✓ Detailed design ✓ Review of project cost estimate ✓ Preparation of tender documents ✓ Implementation of Tender (Tender notice, Distribution of the Tender documents, Tender evaluation, Contract award) 	<ul style="list-style-type: none"> ✓ Planning of public involvement process ✓ Environmental Impact Assessment (when necessary) ✓ Preparation of Resettlement Action Plan (when necessary) ✓ Project planning with public participation
Project Implementation	
<ul style="list-style-type: none"> ✓ Project implementation (Preparation of monthly reports, Periodical inspection, Material test and sample approval, Monthly coordination) ✓ Utilization of LBT and organisation of LBT works ✓ Project handover (Conduct final inspection, Review and approval of handover documents, Preparation of handover ceremony) ✓ Warranty Inspection (Conduct warranty inspection, Approval of remedial works, Release warranty bond) 	<ul style="list-style-type: none"> ✓ Involvement of community people in project implementation ✓ Organisation of LBT works ✓ Conducting public relations activities by choosing appropriate methods (website, media, events, leaflets, video, public meetings, etc.)
Monitoring and Maintenance	
<ul style="list-style-type: none"> ✓ Monitoring ✓ Maintenance 	<ul style="list-style-type: none"> ✓ Promotion of community participation in monitoring and maintenance

The assessment was carried out by distributing questionnaires to the staff as well as organizing group discussions. The collected information is considered as baseline data of the capacity at the beginning of the Project.

Following the capacity assessment, training needs assessment was carried out. Workshops in the target communes were organised with the participation of related staff. At the workshops, the result of the capacity assessment was shared among the participants, and required competency as well as capacities to carry out the required works were discussed and clarified. In an effort to understand the gap between the required and current capacities, the training items and quantities to be included in the Project were discussed in the 2nd TWG meeting.

(3) Training Plan

Considering the result of discussions in the 2nd TWG meeting, the training plan was drafted by the JICA Expert Team and it was verified at the 3rd TWG meeting. The training plan includes 1) theme, 2) trainers, 3) major contents, 4) trainees, 5) number of trainees, 6) Duration, 7) frequency, and 8) timing. In total 24 training themes were nominated in the training plan as shown in the table below.

Table 2.3.2 Summary of Training Plan (ver.1)

No.	Training Theme
Category 1. Pilot Project General Competencies	
1	Environmental and Social Impact Considerations
2	Pilot Project Selection
3	KAIZEN – Continuous Quality Improvement
4	Pilot Project Planning considering Social Cohesion
5	Public Involvement
6	Participatory Planning Methods
7	Project Cycle Management (PCM)
8	Employment Generation: Experience of Great East Japan Earthquake
9	Project Evaluation
10	Public relations
11	Project implementation plan
Category 2. Pilot Project Technical Competencies	
12	Public procurement
13	HIMO Management
14	Quality Control
15	Safety Management
16	Training of trainers for school building maintenance
17	Training of trainers for Road maintenance
18	School building maintenance
19	Road maintenance
Category 3. General and Technical Competencies concerning Commune Works	
20	Diagnosis of roads
21	Diagnosis of school buildings
22	Preparation of infrastructure development plan
23	Preparation of 3 year programme
24	Preparation of project proposals

The training plan was updated and verified at the TWG meetings or WG meetings. The major modifications include 1) change “HIMO training” to “Construction Management (CM) and Monitoring Work” considering the necessary skills for management of the pilot projects, 2) delete “Project Implementation Plan” because the training had been practised as OJT, 3) add “Social cohesion and community development” as an essential capacity development for both counterparts and the resident members of CCGPPs, and 4) integration of “Preparation of Infrastructure Development Plan” and “Preparation of 3 year Programme”. The final version of the training plan (ver. 1.4) is shown in Annex 5.

2.3.2 Activity 3-2 To conduct necessary trainings on planning, implementing, management and facilitation of maintenance of the basic infrastructure projects

Although the training plan has not been developed, for the purpose of appropriate selection of the pilot projects, and enhancement of the understanding of the C/Ps about the Project and

principals of project works, essential training has been given as shown in the table above in addition to OJTs in project activities. Annex 6 summarises the participants of the training programmes. The level of understanding for each training programme was evaluated by the JICA Expert Team through test results or outputs of the trainees during and/or after training sessions. The methods of evaluation were different among the training programmes, because some training programmes tended to be suitable for assessing by a test while other training programmes required development of plans by training sessions and/or in practice.

(1) Pilot Project General Competencies

1) Kick-off Workshop

Common understanding about the mission and outline of the Project is essential for all members concerned. At the beginning of the Project, the JICA experts and C/Ps started discussions from project frameworks including PDM, PO and the implementation structure of the Project. Firstly the participants discussed “what is social cohesion?”, “what are the lessons from Japan’s experience with Kaizen?”, and “what are the problems in the basic infrastructure in Abobo and Yopougon?” through brainstorming sessions. The JICA Expert Team facilitated the C/Ps to understand the background issues of the Project and Japan’s experience. Then, the participants reviewed PDM and PO which were agreed to in the R/D. Also, details of selection criteria were discussed and clarified in the workshop. Combined with establishment of the Working Groups in Abobo and Yopougon Communes, in addition, the implementation structure for the Project was reviewed. Through the workshop, the participants revised the PDM, PO, implementation structure and the selection criteria for the pilot projects by their own initiative.

2) KAIZEN – Continuous Quality Improvement

Kaizen refers to a Japanese management philosophy and means continuous quality improvement of a business or any kind of other activities. For the purpose of effective capacity development of the C/P individually and institutionally, it is important to understand the values and philosophy of the works. The JICA Expert Team introduced ideas of Kaizen as a philosophy, and 5S¹³ and HouRenSou¹⁴ as principal skills, considering the potential and learning capacity of the C/Ps. During the training sessions, following the lecture by JICA experts, the participants discussed necessary measures against problems in their daily office works. Kaizen action plans were presented by groups of participants (MEMIS/DGDDL, Abobo

¹³ 5S is an organising system for works and/or offices, and consists of Seiri, Seiton, Seiketsu, Seisou, and Shitsuke in Japanese which mean Set, Sort, Shine, Standardise, and Sustain in English.

¹⁴ HouRenSou is a communication principal for business occasions, and consists of Houkoku, Renraku, Soudan in Japanese which mean Report, Communication, and Consultation in English.

Commune Office, and Yopougon Commune Office) at the end of training session. The action plans are shown in the table below.

Table 2.3.3 Kaizen Action Plans of C/Ps

	Problems	Kaizen Actions
MEMIS/DGDDL	Delay of staff at work	Take oneself early to be on time at the work place Focus one attention on the work in the office
	Inappropriate use of Human Resources	Identification of workstations, showcase the skills of workers and appoint them based on their academic level
	Lack of space	Rational management of working space
ABOBO	Lack of communication between departments	Enhance information sharing
	Administrative weakness	Planning of work
	Mismanagement of time	Improvement of working condition
	Unexpected visits	
	Lack of comfort in the offices	
	Lack of working equipment	
YOPOUGON	Lack of human resources	Motivation, and Capacity building of the human resources
	Staff are always late	Awareness campaign (each one should have a task to fulfil) Plan awards for punctuality
	Low salary	Psychological motivation of workers. (awards for excellence)
	Lack of financial resources and equipment (cars)	
	Financial requests from the population is more than the available financial resources of the commune office	

3) Pilot Projects Selection

This training was implemented at the last stage of selection of the pilot projects in line with other OJT practices. The training focused on how we evaluate each selection criteria using the collected data and information. The JICA Expert Team prepared the compiled data and information based on the stakeholder meetings and road and school profiles, and explained methodologies for rating using the compiled data. Then, the participants rated the selection criteria with assistance from the JICA Expert Team. Although most of the works had been done in the training session, remaining works and supplemental discussions were done later in another day. As a result of training, the C/Ps rated all selection criteria and prepared final lists of the pilot projects.

4) Environmental and Social Considerations

This training programme targeting the C/Ps was conducted so as to enhance their awareness of social and environmental considerations on project planning and development. The JICA Expert Team perceived, based on discussion meetings held with Commune officials, that their awareness and understanding on this important aspect is insufficient and they needed awareness enhancement to facilitate smooth implementation of the pilot projects in conformity with the guidelines on environmental and social considerations of JICA and other donor agencies as well as knowledge of relevant environmental and social considerations that are related to the legal framework of Cote d'Ivoire from ANDE as well.

With due consideration to these aspects, the training lecture sessions and environmental scoping exercise with the use of the typical JICA environmental scoping form as on-the-job training were conducted by the Environmental and Social Consideration Expert of the JICA Expert Team.

For the purpose of the scoping exercise, on the form for project screening/preliminary environmental and social impact assessment, which was conducted following theoretical lecture sessions, one of the selected road rehabilitation projects for each commune was used as a typical and relevant project example. All training sessions for the officials from both communes were conducted with the participation of the officials in-charge of both technical and social aspects. The training program was conducted divided into three sessions as follows:

Session 1: Theoretical lecture sessions followed with a question and answer session were conducted on basic aspects of environmental and social considerations of the projects and plans (Strategic Environmental Assessment (SEA) and Environmental Impact Assessment (EIA) aspects) followed by the relevant legal framework of Cote d'Ivoire and environmental and social considerations Guidelines of JICA (2010).

Session 2: Theoretical sessions on the explanation of the environmental and social items and their meaning and the significance of the JICA Scoping Form followed with draft completion of the scoping forms separately by both communes for their relevant road pilot project followed with synthesis of the scoping results by the JICA Expert Team as the first step for on-the-job training. The pilot road projects targeted for scoping as project screening examples are the Road EPP Plaque 1 et 2 for Abobo and the Road EPP Banco 2 for Yopougon.

Session 3: Final explanation and confirmation sessions on the completion of the JICA Scoping Form with additional explanations, as appropriate, on the relation between the environmental and social items in the checklist and project activities concerned with the construction and

post-construction stages of the target road rehabilitation projects. This final session was held separately for both communes in their respective commune offices.

The scoping results having many Ds¹⁵ as evaluation clearly indicated that both projects could be categorised as Category C and no further detailed social or environmental consideration is necessary other than for amicable resolution with the road side vendors targeted for displacement.

5) Pilot Project Planning considering Social Cohesion

Although the C/Ps had prepared draft pilot project plans through the discussion in the CCGPP meetings and stakeholders meetings as OJT, it was necessary for the C/Ps to understand the approach and methodology for pilot project planning in a systematic manner. The objective of the training was “to learn and understand the planning approach and methodology for developing pilot project plans under the Project considering the promotion of social cohesion”. In this training, practical aspects such as strengthening knowledge and understanding about social and cultural consideration, gender, and the concept of soft-component activity were focused on considering the weaknesses of the C/Ps during the planning process.

Table 2.3.4 Training Module of the Pilot Project Planning considering Social Cohesion

Module	Contents
Outline of Pilot Project Plan	- Structure of Pilot Project Plan (Lecture)
Special Considerations	- Social Considerations: conflict, gender, and resettlement etc. (Lecture) - Environmental and Resettlement Issues (Lecture) - Identification of necessary considerations for the pilot projects (Group Work)
Soft-Component Activities	- Concept of Soft-Component Activities (Lecture) - Planning Soft-Component Activities (Group Work)
Preparation of Pilot Project Plan	- Methods for Compiling Pilot Project Plans(Lecture) - Review the existing pilot project plans and modify them (Group Work)

The training session was not completed within the scheduled two and a half days because many of the topics were new for the trainees and they asked a lot of questions. Then after the session, each commune office did group works by themselves to review and modify the draft pilot project plans.

6) Participatory Planning Methods

This training was the first training under the Project which involved CCGPP members in addition to the C/P. Eight representative members from local CCGPPs as well as the C/Ps

¹⁵ Category D represents no significant effect on the relevant environmental item.

learned facilitation skills and analytical tools which were essential for managing CCGPP meetings and stakeholder meetings. The table below shows the contents of the training.

Table 2.3.5 Training Module of the Participatory Planning Methods

Module	Contents
Facilitation Skills	<ul style="list-style-type: none"> - Facilitation and Roles of Facilitators (Lecture) - Facilitation using cards (Lecture and Group Work) - Considerations for Community mobilisation (Lecture and Group Work)
Analytical Tools	<ul style="list-style-type: none"> - Stakeholder Analysis(Lecture and Group Work) - SWOT Analysis (Lecture and Group Work) - Cause and Effect Analysis (Lecture and Group Work)

Although the C/Ps had experience in facilitation of stakeholder meetings through OJT under the Project, the trainees reconsidered the philosophy of facilitation and acquired essential facilitation skills in a systematic manner through the training session. It was important for the trainees to learn analytical skills for enhancing their capacity for logical thinking. SWOT analysis helps to understand the characteristics of the stakeholders of the pilot projects, while the basic concept of the cause and effect analysis can be utilised to develop a framework of projects, especially for logical frameworks.

The resident representatives from the CCGPPs tended to understand the training contents better than the C/Ps. The reason seemed to be that most of the representatives were key persons in the communities who tended to have good working experience and education. The representatives of CCGPPs would benefit from training courses under the Project.

7) Project Cycle Management (PCM)

The objective of the training was “to learn and understand the theory, approach and methodology of a logical framework, ways of developing PDM, and designing a baseline survey”. The training was implemented in the middle of March 2014, just before the preparation of PDMs and POs for the pilot projects and the baseline surveys. This training was essential theoretical capacity building for the C/Ps whose knowledge about logical frameworks was weak. The table below shows the modules and contents of the training.

Table 2.3.6 Training Module of the Project Cycle Management (PCM)

Module	Contents
Theory of Project Cycle Management	<ul style="list-style-type: none"> - Theory of Project Cycle Management (Lecture) - Logical Thinking (Lecture and Group Work)
Logical Framework (Project Design Matrix)	<ul style="list-style-type: none"> - Structure of Logical Framework (PDM)(Lecture) - Vertical Logic of PDM (Lecture and Group Work) - Objectively Verifiable Indicators (OVI) and Means of verification (Lecture and Group Work) - Activities and Inputs (Lecture and Group Work) - Assumptions and Risks (Lecture and Group Work)
Baseline Survey	<ul style="list-style-type: none"> - Baseline Survey on collecting information for OVIs (Lecture) - Developing a TOR for Baseline Survey (Group Work)
Plan of Operation (PO)	<ul style="list-style-type: none"> - Operation Plan and Monitoring (Lecture) - Developing POs (Group Work)

During the session, knowledge acquired from the training on participatory planning methods such as cause and effect analysis were utilised to develop logical frameworks. The level of understanding of the trainees, however, was weak due to the logic model being an unfamiliar theory for them, and the insufficient attendance of the trainees for the three days training.

Due to the insufficient level of understanding of the C/Ps on the logical framework approach and baseline surveys on data collection for indicators in PDMs of the pilot projects, the JICA Expert Team continually assisted them to develop the PDMs and POs for the pilot projects through OJT after the training.

The above three training programmes (5, 6, 7) covered the essential competencies for planning of the pilot projects and strengthening the capacities of the C/Ps, although some theories and methods tended to be difficult for them and intensive follow up by the JICA Expert Team was needed. Finally, the C/Ps developed PDMs and POs for the pilot projects and identified necessary survey items for the baseline surveys.

8) Employment Generation: Experience of Great East Japan Earthquake

This training was conducted to share the lessons that some C/Ps learned in the training in Japan about approaches and methodologies of employment generation after the Great East Japan Earthquake and Tsunami 2011 with other C/Ps and to identify applicable/useful approaches and methodologies in the city of Abidjan (Abobo and Yopougon Communes) based on said Japanese cases. The training was implemented in July with 18 participants from MEMIS, Abobo and Yopougon Communes, right before the commencement of actual employment through the PP-PKG-1. The table below shows the modules and contents of the training.

Table 2.3.7 Training Module of Employment Generation

Module	Contents
Present Situation of Employment after the Crisis	- Present Situation of Employment after the Crisis (Group Discussion)
Outline and Case studies	- Outline and Methodological Input (Lecture by JICA Expert Team) - Case Study1 (Lecture by C/P who participated in training in Japan) - Case Study2 (Lecture by C/P who participated in training in Japan) - Case Study3 (Lecture by C/P who participated in training in Japan)
Identification of Applicable methods in Abidjan and COSAY	- Applicable Ideas in Abidjan (Group Work) - Applicable Ideas to COSAY (Group Work)

After the lecture about the basic idea of employment generation and its importance for social cohesion, the C/Ps who participated in the training shared three cases (employment generation programme by the Government, NGO, and collaboration between the Government and NGO). In the Group work in the end of the training, the participants discussed how to seek a way to improve the employment situation in Abidjan referring to the Japanese cases.

9) Social Cohesion and Community Development

Since the establishment of CCGPPs, their focus tended to be planning and monitoring for construction works under the pilot projects. Considering the objectives of the pilot projects and effective management for sensitisation and other soft-component activities, CCGPP members, both from Commune Offices and the residents, seemed to have insufficient experience in community mobilisation and communication with the general residents, thus, it was essential for CCGPP members to improve their attitude and skills on community development considering promoting social cohesion before the implementation of the soft-component works as well as some of the construction works.

Based on the above, the training was developed by the JICA Expert Team and the C/Ps, in collaboration with the international NGO (SFCG: Search for Common Ground) which had rich experience in the field. The table below shows the contents of the training.

Table 2.3.8 Training Module of the Social Cohesion and Community Development

Module	Contents
Conflict analysis & resolution	- Defining and understanding conflict (Lecture and Group Work) - 3Ns of Conflict (Lecture and Group Work) - Origins of Conflict (Lecture and Group Work) - Conflict Analysis (Lecture and Group Work)
Communication	- Communication as a conflict prevention tool (Lecture and Group Work) - Conditions of a communication that promotes the culture of peace (Lecture and Group Work) - Qualities of communicator for peace (Lecture and Group Work) - Attitudes of positive communication (Lecture and Group Work)
Roles of citizens for community development	- Public nature and citizenship (Lecture and Group Work)

The training was implemented by a trainer from SFCG at five locations (two in Abobo Commune and three in Yopougon Commune) inviting not only CCGPP members but also COGES members at the target schools. In total 103 persons participated in the training including 85 residents from CCGPPs and COGES, and 18 C/Ps from MEMIS, Abobo and Yopougon Communes. Considering sustainable maintenance of rehabilitated facilities and continuous sensitisation activities, COGES and other resident based organisations need to enhance their capacity as well as CCGPPs as tentative project based committees.

Although the CCGPP members had experience in facilitation of stakeholder meetings through OJT under the Project, the trainees reconsidered their communication and acquired essential skills for conflict management and communication in a systematic manner through the training sessions. The training also motivated the residents to recognise their roles and responsibilities as citizens, since they are major actors of community development in addition to the implementation of pilot projects under COSAY.

10) Project Evaluation

Project evaluation is an essential skill for project management. The pilot projects under COSAY must be evaluated to extract the lessons learned. Therefore, the JICA Expert Team explained about project evaluation to the C/Ps on various occasions during the planning and monitoring stages of the pilot projects. This included training and workshops concerning project cycle management. The level of understanding of the C/Ps concerning project cycle management, however, tended to be significantly weak compared with other training contents. Therefore, when the syllabus of the training on project evaluation was developed, the JICA Expert Team focused on improving understanding of project cycle management, especially regarding ideas of logical framework.

Considering the results of the test for Project Cycle Management Training, practice developing PDMs for the pilot projects afterwards, and experience in the introductory workshop on project evaluation in August 2014, the training modules were developed as shown in the table below.

Table 2.3.9 Training Module for Project Evaluation

Module	Contents
Theory of Project Cycle Management and Project Evaluation	<ul style="list-style-type: none"> - Review of Project Cycle Management (PCM) (Lecture) - Review of Logical Framework (PDM) (Lecture) - Development Assistance Committee (DAC) 5 criteria, Special considerations for project evaluation in post-conflict setting (Lecture)
Procedure and Methodology of Project Evaluation	<ul style="list-style-type: none"> - Procedure of Project Evaluation(Lecture) - Preparation of Project Evaluation such as developing an evaluation grid (Lecture and Group Work) - Planning of Evaluation Study including survey methods (Lecture and Group Work)
Field Practice	<ul style="list-style-type: none"> - Implementation of Evaluation Study: Direct Observation (Practice at GS Anonkoua Kouté and GS SOGEFHIA6) - Implementation of Evaluation Study: Interview with CCGPP members and beneficiaries (Practice at GS Anonkoua Kouté and GS SOGEFHIA 6)
Data Analysis and Reporting	<ul style="list-style-type: none"> - Data Analysis and evaluation using DAC criteria (Lecture and Group Work) - Reporting (Lecture and Group Work)

The three day training consisted of theoretical lectures and practices. A total of 22 participants from MEMIS, and Abobo and Yopougon Communes participated in the training, while another 15 resident members of CCGPPs were involved in the field practice as interviewees. The participants tried to develop practical evaluation tools in the first day, practised evaluation surveys in the field using the prepared evaluation tools, and compiled surveyed data as evaluation reports. The rehabilitation works for the schools (PP-PKG-1) were selected as targets of the evaluation practice. The C/Ps evaluated their pilot projects at each Commune using methods and tools which they acquired through the training sessions. The C/Ps finally presented the results of their evaluations at the end of training. Most of the contents in the report format were covered and satisfied with their surveyed data and analysis.

11) Public Involvement

The objective of the training was “To learn and understand the theory, approach and methodology of public involvement in infrastructure development projects”. The training was conducted in the middle of December with 15 participants from MEMIS, Abobo and Yopougon Communes, although it was originally planned for March 2014. Since the participants of the training have already experienced many things regarding to Public Involvement through the pilot projects, especially in the process of site selection, design, resettlement of road occupants, and monitoring activities, the contents of the training were slightly modified to review public involvement in the context of the Project, not just learning basic concepts and methodologies.

Table 2.3.10 Training Module for Public Involvement

Module	Contents
Public Involvement Process	<ul style="list-style-type: none"> - What is Public Involvement? (Lecture) - Methods of Public Involvement and Classification (Lecture) - Cases in Japan (Lecture)
Designing and Facilitating Public Involvement Programmes	<ul style="list-style-type: none"> - Requirements for public involvement in planning stage (Lecture) - Public Involvement Programme (Lecture) - Facilitating Public Involvement programmes (Lecture) - Facilitators of Public Involvement programmes (Lecture)
Skills Required in Public Involvement Process	<ul style="list-style-type: none"> - Skills required for public involvement facilitators (Lecture) - Method to analyse public opinions (Lecture) - Social norms and ethics (Lecture)
Group Work (Role Play)	<ul style="list-style-type: none"> - Simulation of future road construction project

At the end of the training, the trainees played the roles of different stakeholders in a public consultation meeting simulating a future road construction project in Abidjan utilizing methods and skills learned in the lectures. After this group work session, the level of understanding of the trainees was assessed using a test with 10 questions based on the distributed training materials.

The above training covered the essential competencies for implementation and monitoring of the pilot projects and strengthening the capacities of the C/Ps, although some theories and methods tended to be difficult for them and intensive follow up by the JICA Expert Team was needed.

12) Public Relations

Public relations is an important tool for communication with stakeholders. Building trust between the Commune Offices and the residents in the target Communes through the process of pilot projects is one of the targets of the Project. Public relations is defined as “a strategic communication process that builds mutually beneficial relationships between organisations and their publics¹⁶” so that strengthening of the capacities for public relations for the counterparts would help their communication with the residents and contribute to increasing trust in them by the population.

¹⁶ Public Relations Society of America (PRSA) (2011/2012)

Table 2.3.11 Training Module for the Public Relations

Module	Contents
Theory of Public Relations	<ul style="list-style-type: none"> - What is Public Relations? (Lecture) - Principles of Public Relations (Lecture) - Targets of Public Relations (Lecture)
Practice of Public Relations	<ul style="list-style-type: none"> - Basics of PR Practice (Lecture) - Risk Management (Lecture)
Preparation for the Interim Seminar	<ul style="list-style-type: none"> - Review of draft presentation materials (Group Work) - Development of planned answers for anticipated questions (Group Work)
PR Strategy and Action Plan	<ul style="list-style-type: none"> - Development of PR Strategy (Group Work) - Preparation of Action Plan on PR (Group Work)

The one day training consisted of theoretical lectures and group works, and its training modules are shown in the above table. A total of 19 participants from MEMIS, and Abobo and Yopougon Communes participated in the training. The training was held just before the Interim Seminar of the Project. Therefore, practical group works for the preparation of the seminar were integrated into the training contents. The participants reviewed their presentation materials for the interim seminar and developed anticipated questions for their preparation of anticipated answers, after they learned the theories and skills of public relations. Due to insufficient time for group works, development of PR strategies and action plans were not completed during the training, so that the counterparts who were in charge of communication would think about the strategy and action plan in later occasions¹⁷.

Although the topics were fruitful for the participants, ideas and skills of public relations were new and difficult for some of the participants. After the training, however, the counterparts reflected their learning from the training to their presentation materials for the interim seminar, and their communication activities with media and residents concerning the Project became more active.

(2) Pilot Project Technical Competencies

1) Public Procurement

The training sessions were scheduled for two days in the middle of July 2014, before preparing of tender documents for PP-PKG-2 and PP-PKG-3 as well as PP-PKG-S1. This training was the first training of technical skills for construction management under the Project. A total of 13 participants from MEMIS, and Abobo and Yopougon Communes acquired knowledge and skills of procurement for public facilities. The table below shows the contents of the training.

¹⁷ The communication department of Abobo and Yopougon Commune Office prepared action plans for utilisation of mascots for better communication with the local population, and presented the action plans at the 21st Working Group meetings.

Table 2.3.12 Training Module for Public Procurement

Module	Contents
Flow of Pilot Project	- Overall view of Pilot Project (Lecture) - Selection of Pilot Project (Lecture)
Procurement Method	- Procurement Policy (Lecture) - Procurement Cycle (Lecture) - Examination for Procurement Method (Group Work)
Selection of Consultant	- Flow of PP-PKG-1 (Lecture) - Examination for Selection of Consultant (Lecture and Group Work)
Tender (DMP)	- Tender Documents (Lecture) - Tender Procedure (Lecture)
Selection of Contractor	- Flow of PP-PKG-1 (Lecture) - Examination for Selection of contractor (Lecture and Group Work)

During the first days, the process of selection and background of the pilot projects were explained before the start of training for confirming the procurement method and general items of procurement such as procurement policy and procurement cycle. On the second days, details of procurement, DMP format and selection of the consultant and the contractor of PP-PKG-1 were clearly explained. In the beginning of training, none of the members could clearly understand what methods could be applied or how to select the best method from among them. However, all participants could choose the best procurement method on the examination conducted in the last day of training. The skills needed for efficient procurement shall be arranged so that they can be applied to future projects and shall be transferred to other staffs as well as social division of the Communes.

2) Quality Control

The objective of the training was “to learn and understand about quality control for implementation of a project”. The training was implemented in August 2014, during the implementation of construction works of PP-PKG-1 because Abobo and Yopougon Communes required quality control as their task in OJT. This training was joined by eight participants from MEMIS, Abobo and Yopougon Communes. The participants previously did not recognise what quality control on construction works was. Quality control in the local level was commonly implemented by contracted consultants who were specialists of quality control, and the participants knew what quality control was. However, they did not understand what kinds of tools and application were necessary. The table below shows the modules and contents of the training.

Table 2.3.13 Training Module for Quality Control

Module	Contents
Technical Competencies	<ul style="list-style-type: none"> - Objectives of the Training (Lecture) - Training Schedule and Remarks
Construction Plan	<ul style="list-style-type: none"> - General Construction Schedule (Lecture) - Inspection & Testing (Lecture) - Shop Drawings (Lecture) - Records (Lecture)
Quality management	<ul style="list-style-type: none"> - Quality System (Lecture) - Quality Management (Lecture) - Total Quality Management (Lecture) - ISO9001 (Lecture)
Construction Hand Book	<ul style="list-style-type: none"> - Construction Hand Book from JICA Philippines (Lecture) - Examination to Prepare Hand Book for COSAY (Lecture and Group Work)

Concerning training material for construction management, the Construction Hand Book made by JICA Philippines Office was presented to the participants. The hand book was prepared in 2014 after heavy damage from mega typhoon “Yolanda”. JICA Philippines expected to improve the quality management and distribute the hand book to relevant ministries because it would have prevented much of the damage if sufficient quality control in construction of the buildings had been executed beforehand. Using this hand book including a lot of easily understandable illustrations, all participants of the training understood why quality control was necessary in construction work. After the training, some of the participants who were in charge of the PP-PKG-1 utilised the handbook and instructed the contractor to reinforce quality control.

3) Safety Management

The training was implemented in August 2014 during the implementation of works of PP-PKG-1 because Abobo and Yopougon Communes were required to learn safety management as their task in OJT. Five participants from MEMIS, Abobo and Yopougon Communes acquired knowledge and skills for safety control for public facilities. Safety Management is a most important skill for construction work and the lack of knowledge of safety management can cause accidents in the construction site. The table below shows the modules and contents of the training.

Table 2.3.14 Training Module for Safety Management

Module	Contents
Technical competencies	<ul style="list-style-type: none"> - Schedule for Training Competencies (Lecture) - Remarks regarding Competencies (Lecture)
Safety management in Japan	<ul style="list-style-type: none"> - Industrial Safety and Health Act (Lecture) - Responsibility of the Client (Lecture) - Responsibility of the Contractor (Lecture) - Conformity of Safety Management (Lecture) - Free Discussion
Practice of safety Management in Pilot Project	<ul style="list-style-type: none"> - Safety Organisation (Lecture) - Description in the PP-PKG-1 Contract (Lecture) - Contractor's Safety Plan (Lecture) - Practice of Safety Management Plan

In the beginning of training, none of the participants were much interested in the general topic of safety management. After the introduction of cases regarding safety management in Japan, however, the participants were interesting in Japanese experience and practices. Their question was who should take responsibility for safety management and they finally understood that it must be clearly mentioned in the Project contract. After the training, the participants rechecked the contract documents of the PP-PKG-1 and recognised necessary items for safety management.

4) School Building Maintenance

Maintenance is a key for maintaining a safe and appropriate condition of the facility. Regular cleaning and inspection help to analyse the current condition, to discover unusual conditions at an early stage and to prevent in advance extensive damage that could extend to a building. In fact, the proper maintenance can reduce the life cycle cost of the facilities.

In Cote d'Ivoire, routine cleaning is basically done by the pupils. However, considering the maintenance status of the existing school buildings, it is not certain that adequate cleaning has been carried out. The necessary small repair work and inspections are expected to be carried out by COGES. On the other hand, large-scale repairs, renovation and replenishment of school furniture are in the charge of the Communes. However, due to the insufficient budget of COGES and the Communes, school maintenance is not carried out sufficiently.

Considering the above actual situation, school maintenance training was developed by the JICA Expert Team inviting CCGPP members and COGES to clarify the importance and necessity of school maintenance at the target school of PP-PKG-1 in October 2014. During the training, a group work was carried out to develop a maintenance action plan clarifying the details of maintenance such as the cleaning tools that are needed, cleaning frequency as well as cleaning personnel. Later the maintenance committee was set up at each target school as the implementation organisation of the maintenance action plan. However, due to the lack of a

budgeting plan and the unclear role division among the COGES and maintenance committee members, the action plan was not utilised often.

Based on the above experience, one more training was carried out by Commune officers and JICA Expert Team in June and July 2015 for all target schools of the pilot project giving more concrete subjects such as budgeting for maintenance. In the training, the roles and responsibilities of each actor for maintenance activities including the budget securing had been also clarified.

The table below shows the contents of the training.

Table 2.3.15 Training Module for Maintenance for School Buildings

Module	Contents
Facility maintenance	Understanding what facility maintenance is (Lecture) Understanding the need for maintenance cleaning and inspection (Lecture) Understanding the need for repair / renovation (Lecture)
Planning and budgeting for maintenance	Understanding the need for and Importance of the budgeting (Lecture) Understanding the appropriate schedule for budgeting (Lecture)
Action plan	Understanding the existing problems and solutions (Lecture) Clarifying the role of each actor for budgeting and maintenance (Workshop)
Inspection of the facility	Understanding the inspection points (Site visit)

Before the training, the actors who may be involved in the school maintenance and their relationships were not clearly understood by the participants in the training. In addition, understanding of an appropriate budgeting schedule of Communes and COGES, which play a central role in the school maintenance was ambiguous. Through implementation of this training, participants understood the appropriate timing of budgeting and budget requests. They also understood the possible actions that could be taken by COGES when large-scale repairs, renovation or replenishment is necessary.

In the workshop carried out during the training, a maintenance action plan which clarifies the role of each actor and appropriate schedule for budgeting and maintenance was developed. Concrete and meaningful discussions regarding securing the maintenance budget has taken place in this workshop.

5) Construction Management and Monitoring Work

To facilitate construction works of pilot projects effectively and understand Construction Management (CM) and monitoring work activities including periodic inspection works, the CM training was done separately for each Commune prior to starting pilot project works. It was organised by the JICA Expert Team inviting the C/Ps, representatives from resident members

of CCGPP and local consultants concerned in PP-PKG2 and PP-PKG3. The training was done through lectures, and question and answer sessions including the below contents.

Table 2.3.16 Training Module for CM Training

Module	Contents
Outline of the Project	<ul style="list-style-type: none"> - Training schedule and remarks (Lecture) - Introduction of project organisation (Lecture) - Explanation of work schedule (Lecture)
Briefing regarding Construction Management	<ul style="list-style-type: none"> - Mobilization (Lecture) - Traffic Control (Traffic diversion, Traffic safety) (Lecture) - Reporting (Lecture) - Labour recruitment and remuneration (Lecture) - Health, HIV and AIDS (Lecture) - Demobilization (Lecture)
Briefing of Monitoring Works	<ul style="list-style-type: none"> - Site meetings (Weekly, Monthly) (Lecture) - Periodic inspections, Final inspection (Lecture)

The contents and hand-outs of the training mainly referred to training materials by the International Labour Organisation (ILO) such as “Gestion d’entreprise”, “Contractor's handbook, Labour-based road works”, “Community Contracts”, and “Community Infrastructure in Urban Areas”.

Not just acquiring basic skills regarding construction management and monitoring work, the CM Trainings were also intended to fulfil the following objectives:

- Describe the project outlines and its targets,
- Teach the participants how to recognise project organisation structures and their responsibilities,
- Familiarize project staff,
- Teach the participants how to understand construction management and monitoring work activities for clients including inspection works, and,
- Confirm a schedule and necessary actions for monitoring works for a pilot project.

The pilot project started shortly after the training, hence, timing of the training was quite appropriate for all trainees to recognise their tasks and necessary actions during the construction period. The trainees also confirmed planning work schedules and project organisation charts for pilot projects. Furthermore, training presented updated information regarding the Ebola outbreak evolution, currently epidemic over the neighbouring West Africa countries, and presented prevention methods, diagnosis and treatments. Those presentations also involved a brief of public health measures against HIV/AIDS.

6) Road Maintenance

Timely and proper road maintenance is an essential skill for road management. At the same time, the JICA Expert Team also realised that the level of understanding of the participants concerning road maintenance tended to be significantly weak. Therefore, the JICA Expert Team has explained the importance of road maintenance to the participants during the monitoring stages of the road pilot projects. When the syllabus of the training on road maintenance was developed, the JICA Expert Team focused on improving understanding of road maintenance, especially regarding the evaluation of road cracks and repair methods and other road maintenance elements. This included lectures concerning proper road maintenance applicable in the Cote d'Ivoire. Based on that, the training modules were developed as shown in the table below.

Table 2.3.17 Training Module for Training of Trainers for Road Maintenance

Module	Contents
Identification skill for road maintenance	<ul style="list-style-type: none"> - Types of road distress (Lecture and video) - Identification of road distress (Lecture) - Selection of road maintenance treatment (Lecture)
Practical visual skills	<ul style="list-style-type: none"> - Preventive road maintenance examples (Lecture and video) - Road safety (Lecture and video)

The one day training session consisted of theoretical lectures and examples of practices adopted in Japan. A total of 16 participants from MEMIS, and Abobo and Yopougon Communes participated in the training which took place on 27 May 2015. The participants were exposed to various types of road maintenance techniques, the awareness of drainage maintenance and proper safety approach. At the end of the training module, the participants were able to interpret the case study offered by the JICA expert team at an astonishing level when they adopted the tools which they acquired through the training sessions. The JICA expert team realised that since most of the training module contents were covered with the aid of photos and videos, it has bought the participant's knowledge to the next level.

In addition to the above road maintenance training, one more training was carried out towards the end of the rehabilitation work as PP-PKG-3, on 27 August 2015 in Yopougon Commune and on 28 August 2015 in Abobo Commune. For each commune, the training was conducted jointly inviting the resident members of two different project sites. It was a good opportunity to share their experiences and visions of each CCGPP. The training was given by the technical officers of each commune and they introduced some examples of road maintenance in Japan. The participants were impressed and understood the importance of the work carried out by volunteers in the surrounding area for the sustainable maintenance of the roads. During the training, a group work was carried out to make an action plan for the road maintenance. Since the CCGPP was an organisation ad-hoc, the group work remained only a case study. However,

the participants understood how to make it and the necessity of a detailed action plan for maintenance activity.

(3) General and Technical Competencies concerning Commune Works

1) Diagnosis of Roads

One of the primary missions of the road agency is maintaining the road network in a “Passable” condition as much as possible. The best approach to accomplish the mission is appropriate implementation of “Road Maintenance Work” composed of three major activities, namely (i) inspection, (ii) diagnosis and (iii) repair work. The JICA expert focused on the following items due to time constraints;

- ✓ Comprehensive methodology of road maintenance work
- ✓ Inspection and diagnosis of road condition
- ✓ Application of road inventory

The expert implemented 2 days training namely classroom training (1 day) and field training (1 day). The participants were dispatched from three organisations, namely MEMIS, Abobo, and Yopougon commune offices (total 12 persons). Training contents are summarised in Table 2.3.18.

Table 2.3.18 Summary of Training Contents

Module	Contents
Contents of road maintenance work	<ul style="list-style-type: none"> - Inventory survey - Inspection work - Diagnosis work on road condition - Planning of repair work
Development of inventory form	<ul style="list-style-type: none"> - General - Select info/data to be input - Application of inventory data for road management - Discussions to formulate the inventory form
Trial inspection & drafting the Inventory	<ul style="list-style-type: none"> - Inspection in the selected road sections - Discussions to finalize the inspection result - Input data of the result into the draft form - Presentation of the work result

The participants acquired general knowledge of road maintenance work and work methodologies concerning inspection and diagnosis through the training.

It would be noted that many participants did not have even fundamental knowledge (e.g. work purpose, deterioration mechanism of the road, etc.) in the training, because the participants consisted of technical staffs and administration staffs. However, such a gap of knowledge level among the participants hindered smooth implementation of the lecture because the lecturer (JICA expert) had to explain even basic technical terms within a limited time frame.

2) Diagnosis of School Buildings

Diagnosis of school buildings is an essential skill for facility management. The rehabilitated school facilities under the pilot projects must be maintained by Abobo and Yopougon Communes as the responsible institutions. Therefore, the JICA Expert Team explained the diagnosis of school buildings to the C/Ps on various occasions during the planning and monitoring stages of the pilot projects. This included lectures and workshops with facility manager of MENET. MENET also expected to joint manage with the Communes for diagnosis of school buildings. Although MENET was responsible for all schools before the decentralisation, according to the Government Decree No86-453 of June 1986, MENET expects that each commune will manage the facilities of the primary schools. Therefore, the knowledge of diagnosis of school buildings is required for each commune. The roles transferred to the communes such as construction, rehabilitation and renovation of the facilities for pre-school, primary school and teacher's houses are clearly indicated in this decree.

Training Syllabus for the Diagnosis of School Buildings is shown in the table below.

Table 2.3.19 Training Module for the Diagnosis of School Buildings

Module	Contents
<u>Inventory</u>	- Definition and objectives (Conference) - Diagram (Conference)
<u>Abbreviation of the school map</u>	- Summary Definition (Conference) - Hierarchy of commissions of the school map (Conference) - Model Class Matrix for the school map (Conference)
<u>Rehabilitation approach</u>	- Contents of the process (Conference) - Illustrations with images (Conference) - Inventory format for rehabilitation (Conference) - Practical case; inventory of a building GS Palmeraie (Site visit)

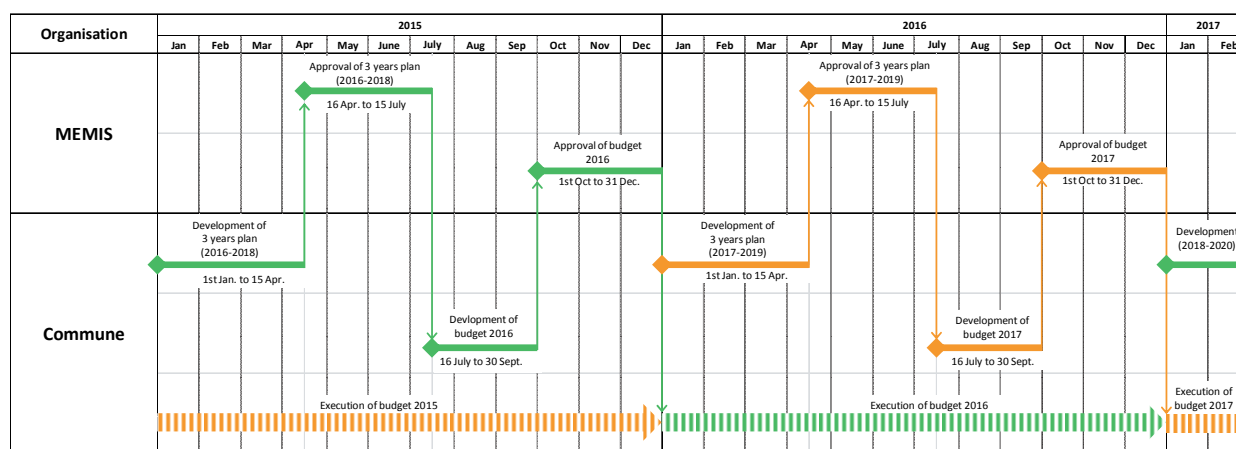
The whole day training consisted of theoretical lectures and practice in the field. A total of 15 participants from MEMIS, and Abobo and Yopougon Communes participated in the training. The participants tried to check the current condition of school buildings using the inventory tools under the instruction of the JICA Expert Team with the technical division of Yopougon commune in the day.

3) Commune 3 Year Plan

The 3 year plan is a development plan over three years from the next fiscal year and made by each commune. Depending on the amount of development budget, approval of the plan is made at prefect level or at MEMIS level. However, for communes in Greater Abidjan, approval of the plan is made by MEMIS regardless of the amount.

Each commune has also established an annual budget statement for the following year. For communes in Great Abidjan, the annual budget statement has also been approved by MEMIS regardless of the amount of total budget. The annual budget consists of operating budget and investment budget. Regarding the investment budget, all activities should be described in the approved 3 years plan as the activities of the 1st year.

In Cote d'Ivoire, the fiscal year is January-December. Therefore, the annual budget statement for the following year should be approved by the end of December of the previous year. Considering the elaboration period of the annual budget statement, the 3 year plan should be approved by around mid-July of the previous year. The appropriate schedule is shown below.



Source: JICA Expert Team based on the decentralization guideline

Figure 2.3.7 Programming and Budgeting Schedule in Greater Abidjan

The above mentioned appropriate schedule details are described in the decentralization guideline. However, this schedule is not respected by commune offices for many cases in fact, and more than six months of delay tended to be observed.

Based on the contents and procedures of the 3 year plan, MEMIS gives regular training for the commune's officers. However, the number of participants for this training is limited due to the budget and many communes' officers do not have an opportunity for this training.

Based on the above actual situation, the training was developed by MEMIS and the JICA Expert Team. The table below shows the contents of the training.

Table 2.3.20 Training Module for Commune 3 Year Plan

Module	Contents
Image of 3 Year Plan	<ul style="list-style-type: none"> - Clarifying the image of the 3 Year Plan for the following points (Workshop) - Why communes prepare 3 year plans? - What kinds of aspects should be considered for preparation of the 3 year plan? - How communes prioritize operations in the 3 year plan?
Outline of 3 Year Plan	<ul style="list-style-type: none"> - Understanding the objectives of the 3 Year Plan (Lecture) - Understanding the contents of the 3 Year Plan (Lecture) - Understanding the procedures of the 3 Year Plan (Lecture)
Discussion on improving the 3 Year Plan	<ul style="list-style-type: none"> - Discussion of the 3 Year Plan (Workshop)) - Kaizen action for the 3 Year Plan (Workshop)

The training was implemented and facilitated by an officer of MEMIS and the JICA experts inviting C/Ps from MEMIS, and Abobo and Yopougon Communes. In total 14 persons participated in the training, 4 persons from MEMIS and 5 persons each from Abobo and Yopougon Communes.

Before the training, each participant had their own image of the 3 year plan and their image was approximately correct. However, regarding the prioritization of the development project, the participants tend to be fixed on the prioritization taken in the actual situation and they tend not to have a clear picture of the necessity of evaluation criteria for the selection of development projects. The image that should determine the priorities in accordance with the evaluation with clear evaluation criteria was insufficient on the part of the participants.

Through implementation of this training, participants understood more clearly the objective, contents and procedures of the 3 year plan. They recognised the importance of having a medium and long term development vision and strategy for the Commune and understood that the 3 year plan should be developed based on this medium and long-term development vision of the Commune.

They also understood the appropriate schedule for elaboration and validation of the 3 year plan related to budgeting schedule and the fiscal year. In addition, the participants recognised the existing problems regarding the elaboration schedule of the 3 year plan and prioritization of development activities. It is difficult to solve these problems in the short term because there are different actors who are involved in elaboration of the 3 year plan. However, in the training, all participants discussed how to solve these problems and various opinions have been exchanged. Regarding the improvement of the recognised problems during the training, it is desirable to continue to monitor them.

4) Proposal Writing

There was a huge demand for improving skills of the counterparts for proposal writing concerning basic infrastructure projects to acquire financial support from donors. Through the process of the pilot projects and training programmes, some weaknesses of the counterparts such as logical writing have been observed. Thus, the training programme focused on the aspect of logical writing considering the essential requirements and priorities of donors. Also, integration of experience and lessons learned from the Project into proposals would increase the attractiveness of the proposals, because the approach and methodology of the Project included consistencies with national policies such as the National Policy for Solidarity and Social Cohesion (PNSCS) and international agendas such as the Sustainable Development Goals (SDGs).

Table 2.3.21 Training Module for Proposal Writing

Module	Contents
What is an attractive proposal?	<ul style="list-style-type: none"> - Good Writing (Lecture and Group Work) - Reader Friendly Writing (Lecture)
Skills for proposal writing	<ul style="list-style-type: none"> - Logical thinking and writing (Lecture) - Writing Tips for proposals (Lecture)
Responding to Priority Policies	<ul style="list-style-type: none"> - Priority policy of the Government of Cote d'Ivoire (Lecture) - Aid Policies of Donors (Lecture) - International Agenda (Lecture) - Essential universal values (Lecture)
Proposal Writing Practice for the Final Seminar	<ul style="list-style-type: none"> - Final Seminar (Lecture) - Proposal writing practice (Group Work)

The one day training consisted of theoretical lectures and group works, and its training modules are shown in the above table. A total of 14 participants from MEMIS, and Abobo and Yopougon Communes participated in the training. The training was held before the Final Seminar of the Project. Therefore, practical group works for the preparation of the seminar were integrated into the training contents. The participants were divided into two groups randomly. Each group was made up of representatives from the Abobo or Yopougon Commune Office prepared a proposal for a basic infrastructure improvement project that was listed in the three-year plan of Abobo or Yopougon Commune, after they learned the theories and skills of proposal writing. The Abobo group prepared a project for rehabilitation of the grand market while the Yopougon group proposed rehabilitation of a nursery located in a conflict affected quartier. Both groups set promoting social cohesion as the overall goal, and included the idea of establishment of CCGPP for the proposed projects. Based on the exercise, the Commune Offices were expected to prepare proposals that would be presented at the final seminar.

The level of understanding of the counterparts seemed to be improved beyond what they were before, especially in logical thinking after the training programmes that dealt with the subject

repeatedly and because of their practice through the Project. According to the course evaluation, the participants tended to appreciate sessions of logical writing, responding to priority policies, and proposal writing practice.

(4) Training in Japan

1) Promotion of Social Cohesion I

The first phase of the training in Japan, the “Promotion of Social Cohesion I” was implemented in Hiroshima, Miyagi, Kanagawa, and Tokyo from the end of May to the beginning of June (two weeks training excluding travel between Cote d’Ivoire and Japan).

The trainees were nominated by the MEMIS, Abobo and Yopougon Communes based on the following selection criteria which were discussed in the Training Working Group meeting in February 2014.

- Must be a C/P of the Project, especially those who belong to the technical service departments or social and human departments of the commune offices
- Must have a willingness for continually working for social cohesion as a public servant
- Can participate in the training for the entire period
- Balance of gender and among the departments should be considered

Table 2.3.22 Trainees of the Training in Japan 2014

Name of Trainee	Position and Organisation
MEMIS/DGDDL	
Mr. NEMLIN Abel Jose	Head of Procurement Service for Local Authorities
Ms. N'GUESSAN Nichet Didiee	Archive Curator
Abobo Commune	
Mr. COULIBALY Vally Pierre	Director of Technical Service Department
Ms. BARRO Mahoussa Saran	Director of Social Culture and Human Department
Yopougon Commune	
Mr. COULIBALY Bengaly	Director of Human Development Department
Mr. OUATTARA Seydou	Sub-director for Facilities and Heritage, Technical Department

Outline of the training is shown in the below figure.

Objective of the Training		
To learn the roles of government and how to cooperate with civil society concerning basic infrastructure development toward social cohesion -> to practise learning from the training in the Project and contribute to promoting social cohesion in the target areas.		
Module	Objective	Subjects
M1: Participatory Development	To learn participatory town planning, facility maintenance by community participation including voluntary road maintenance, and activities of community based organisations	- Social Cohesion and Community Development - Participatory Road Maintenance in African Countries - Promotion of Civic Activities in Hiroshima City - Community Based Activities: The Case of Heian-cho, Yokohama City
M2: Rehabilitation Plan	To learn about the experience of reconstruction after World War II and the Great East Japan Earthquake, especially regarding stakeholders coordination by the government for land readjustment and relocation	- Reconstruction of Hiroshima City after World War II (including urban planning and relocation issues) - Visit the Peace Memorial Park and the Museum in Hiroshima - Reconstruction of Sendai City after World War II - Role of Ishinomaki City in the recovery after the earthquake
M3: Emergency Employment	To learn lessons from emergency employment after the Great East Japan Earthquake	- Overview of the Great East Japan Earthquake and Emergency Employment by NGOs - Visit the Tsunami affected areas in Kesenuma City - Employment Promotion in Ishinomaki City after the Earthquake
General	To increase the effectiveness of training, understand the overall picture of the training and link with actions after the training	- Programme Orientation - General Orientation: Overview of Japan and its administrative system - Review Sessions - Preparation of Action Plans

Figure 2.3.8 Outline of the Training in Japan (Promotion of Social Cohesion I)

Just before commencement of the pilot projects, the trainees would learn about the following issues through the training programme.

- Appropriate management of the CCGPPs
- Attitude change of the residents and cooperation between the government and civil society
- Employment generation for youth and developing an exit strategy
- Establishment of maintenance systems by the residents after the rehabilitation works
- Relocation of illegal vendors in the right of way of the target roads of the pilot projects

The trainees learned about “Appropriate management of the CCGPPs” and “Attitude change of the residents and cooperation between the government and civil society” through the spirit of reconstruction of Hiroshima and Sendai after World War II, and the activities of community

based organisations such as *Chounaikai*, a voluntary organisation. They also learned the importance of community initiative concerning “Establishment of maintenance systems by the residents after the rehabilitation works” through experience of community based road maintenance in Africa using *Do-nou*, sandbags, and community based maintenance activities by the *chounaikai* of Heian-cho. Through the experiences of reconstruction and land readjustment in Hiroshima and Sendai they learned and recognised that “Relocation of illegal vendors in the right of way of the target roads of the pilot projects” will require amicable consensus building between the government and the affected residents including even illegal vendors. Through the experiences of emergency employment after the Tsunami disaster of the Great East Japan Earthquake in Kesenuma and Ishinomaki, furthermore, they learned the importance of having an exit strategy for durable employment generation beyond the temporary works.

According to the result of the evaluation questionnaire given to the trainees, they deeply understood these training topics. In addition, it was significant for their daily activities and activities under the Project that they were aware of the Japanese spirit of *Kaizen*, continuous quality improvement, and *Kizuna*, solidarity among the people.

At the end of the training, the trainees prepared the action plans which consisted of lessons learned from the training and utilisation of lessons for their practice in the Project and their daily works.

Box Article: A Message for Peace

During the post-election turmoil in April 2011, GS SOGEFIHA 6, a target school under the pilot project, was a battle field. The school was damaged by a number of bullets and rocket shells. Since then, many pupils left the school due to its negative image.

The JICA Expert Team asked the C/Ps to preserve some of the bullet holes for the purpose of peace education when the CCGPP discuss the details regarding rehabilitation works for the school building. Although the C/P had not planned the preservation of the war damage nor to present peace education in the beginning, they later got concrete images through visiting preserved buildings including a school building that was damaged by the atomic bomb in Hiroshima. Then, the CCGPP decided to preserve the bullet holes in the wall.

After the completion of rehabilitation work, the C/P and CCGPP members decorated the preserved wall by themselves. Now we can see their message for peace on the wall. “Never again!”



2) Promotion of Social Cohesion II

Following the successful completion of the first training in Japan from the end of May to the beginning of June 2014, the second phase of the training in Japan was implemented in Tokyo, Kanagawa and Iwate from the end of June to the beginning of July 2015 (two weeks training excluding travel between Cote d'Ivoire and Japan).

The trainees were nominated by the MEMIS, and the Abobo and Yopougon Communes based on the following selection criteria which were discussed in the Training Working Group meeting in March 2015.

- Must be a C/P of the Project, especially those who belong to the technical service departments or social and human departments of the commune offices
- Must have a willingness for continually working for social cohesion as a public servant
- Can participate in the training for the entire period
- Balance of gender and among the departments should be considered
- Must not be a C/P of the Project who participated in the training in Japan last year

Table 2.3.23 Trainees of the Training in Japan 2015

Name of Trainee	Position and Organisation
MEMIS/DGDDL	
Mr. Koffi Ehoussou François	Officer of Department of Decentralisation and Local Development
Abobo Commune	
Mr. Koné Moussa	Head of Service, New Constructions and Building Maintenance, Technical Service Department
Mr. Wagué Adama	Officer of Projects
Mr. Dumbia Adama	Officer of Communication
Yopougon Commune	
Mr. Bamba Lanciné	Sub Director, Urban Planning, Environment and Living Environment, Technical Service Department
Ms. Diomandé Mabala Estelle	Sub Director, Employment and Professional Insertion, Human Development Department
Mr. Koné Doulaye	Officer of Communication

Outline of the training is shown in the figure below.

Objective of the Training		
To learn the roles of government and how to cooperate with civil society concerning basic infrastructure development toward social cohesion -> to practice learning from the training in the Project and contribute to promoting social cohesion in the target areas.		
Module	Objective	Subjects
M1: Multicultural Society	To learn about initiatives for community development and multiculturalism in foreigner concentrated areas	<ul style="list-style-type: none"> - Social Cohesion and Community Development - Initiatives for Multiculturalism by Shinjuku City - Shinjuku Art Project - Walk around Shin-Okubo Area - Workshop on the Multicultural Society - Multicultural Activities of the Iida-Kita Icho Primary School, Yokohama City - Initiatives for Multiculturalism by the Icho Housing Estate, Yokohama City
M2: Participatory Development	To learn participatory town planning, public relations, and facility maintenance by community participation, and activities of community based organisations	<ul style="list-style-type: none"> - Knowledge Creation Regional Management: A case of Tono City - Visit "Yanaka Yuyake dandan", Arakawa City - Walk around the Fuchu Station - Reconstruction Efforts after the Earthquake by Rikuzentakata City - Reconstruction Efforts after the Earthquake by the people of Rikuzentakata (Nagahora Area) - Community Based Activities: The Case of Heian-cho, Yokohama City - Maintenance activities at the Iida-Kita Icho Primary School, Yokohama City
General	To increase the effectiveness of the training, understand the overall picture of the training and link with actions after the training	<ul style="list-style-type: none"> - Programme Orientation - General Orientation: Overview of Japan and its administrative system - Review Sessions - Preparation of Action Plans

Figure 2.3.9 Outline of the Training in Japan (Promotion of Social Cohesion II)

At the end of the pilot projects, the trainees would learn about the following issues through the training programme.

- Appropriate management and next steps of the CCGPPs
- Attitude change of the residents and cooperation between the government and civil society
- Establishment of maintenance systems by the residents after the rehabilitation works

The trainees learned about “Appropriate management and next steps of the CCGPPs” and “Attitude change of the residents and cooperation between the government and civil society” through the initiatives for multiculturalism and the activities of community based organisations such as *Chounaikai*, a voluntary organisation in Shinjuku, Yokohama and Rikuzentakata. They also learned the importance of community initiative concerning “Establishment of maintenance systems by the residents after the rehabilitation works” through the experience of community

based maintenance activities by the *chounaikai* of Heian-cho and school maintenance practices by the Iida-kita Ichō primary school.

According to the result of the evaluation questionnaire given to the trainees, they deeply understood these training topics. In addition, it was significant for their daily activities and activities under the Project that they were aware of the Japanese voluntarism among the people.

At the end of the training, the trainees prepared the action plans which consisted of lessons learned from the training and utilisation of lessons for their practice in the Project and their daily works. The action plans prepared separately by MEMIS, Abobo and Yopougon Communes were shared with their colleagues in each organisation in Abidjan, and implemented by the trainees.

2.3.3 Activity 3-3 To compile lessons from implementation of the pilot projects, and share the findings within the Commune Offices.

(1) Mid-term Evaluation of the Pilot Projects

As mentioned in the training on Project Evaluation, the C/Ps had done a mid-term evaluation of PP-PKG-1 rehabilitation works as part of the training programme. The results of their evaluation were finalised by the participants of the training with advice from the JICA Expert Team. Then, a representative of the C/P in each Commune presented the results with other C/Ps at the 15th WG meetings.

(2) Interim Seminar

The Interim Seminar was held on 5 March 2015 as the first occasion of introducing the Project to donors that were interesting in social cohesion and other stakeholders. An outline of the Interim Seminar is shown in the table below.

Table 2.3.24 Outline of Interim Seminar

Purpose	Introduction of the Project and share lessons learned from the pilot projects
Participants	Officers of MEMIS/DGDDL, officers of Abobo Commune, officers of Yopougon Commune, officers of concerned Ministries (Ministry of Economic Infrastructures etc.), AGEROUTE, CCGPP resident members, other donors (WB, AFD, EU/PARCS, ONUCI, ILO, UNDP/ADDR, UNHCR, international NGO), media, JICA officer, JICA experts (approx. 70 persons)
Venue	HOTEL PALM CLUB, Cocody, Abidjan
Timing	5 March 2015
Contents	<ul style="list-style-type: none"> - Introduction of the COSAY Project (MEMIS/DGDDL) - Approach and Methodology of the COSAY Project (JICA Expert Team) - Achievement and Lessons from the Pilot Projects (Abobo Commune) - Achievement and Lessons from the Pilot Projects (Yopougon Commune) - Questions and Answers, and Discussions
Presenter	MEMIS/DGDDL, Abobo and Yopougon Communes, and JICA Expert Team
Preparation	MEMIS/DGDDL, Abobo and Yopougon Communes, and JICA Expert Team

Standing in front of the invited participants from the Ministries, donors and media that were engaged in issue of social cohesion, the counterparts from Abobo and Yopougon Commune Offices presented their experiences in the pilot projects including project selection, establishment of CCGPPs, planning and monitoring activities, and employment generation for local residents, while MEMIS/DGDDL talked about the outline of the Project as an introduction, and the JICA Expert Team explained the approach and methodology of capacity development through the Project. The presentation materials were prepared by each presenter in cooperation with the JICA Expert Team.

During the seminar, a number of questions were raised by the participants, especially from representatives of UN agencies. The participants tended to be interesting in the issues of social cohesion and local employment generation focusing on their indicators and quantitative data. Although the counterparts from the Commune Offices tried to respond to these questions emphasising the importance of establishment of CCGPPs and co-working among local residents in terms of qualitative aspects, they were aware of the necessity of preparation of quantitative data for clear explanation.

Box Article: Sharing COSAY's experience at the Interim Seminar

*The C/Ps had an opportunity to introduce their experiences and lessons from the implementation of the COSAY project. The Interim Seminar was covered by the national TV (RTI) and major newspapers such as *Fraternité Matin*.*

Each paper and TV news programme covered the outline of the COSAY project and took up issues of local employment generation and community participation under the Project. In addition, some of the main counterparts responded to interviews, and emphasised the achievement of the Project.

(Left picture: the Project Coordinator responded to the interview by the national TV <©RTI>, Right picture: the participants raised their questions and comments actively.)



(3) Establishment of Joint Evaluation Committee (CCE)

For the purpose of drawing and compiling lessons learned from the pilot projects, the Joint Evaluation Committee (CCE: Comité Conjoint d'Evaluation) was established in June 2015.

The CCE consisted of the members from MEMIS/DGDDL, Abobo and Yopougon Commune Offices. Detailed tasks of the CCE included the following.

- ✓ Monitor activities and achievement of indicators in PDM of the Project
- ✓ Preparation of data and records of the Project for evaluation practice
- ✓ Monitor the End-line surveys
- ✓ Conduct joint evaluation practice in collaboration with the Terminal Evaluation Mission
- ✓ Conduct final evaluation practice concerning the pilot projects
- ✓ Drawing lessons from the pilot projects
- ✓ Compiling the lessons learned and recommendations
- ✓ Compiling the COSAY Handbook
- ✓ Sharing the lessons at the Final Seminar

(4) Terminal Evaluation

According to the R/D, the terminal evaluation was conducted by the joint evaluation team, which consisted of the CCE members and the evaluation study team from JICA Headquarters jointly from the 25th of August to the 12th of September 2015. The joint evaluation team reviewed the progress reports and other records of the Project, and had interviews with CCGPP members, local workers, ministries and donors concerned. After internal discussions of the joint evaluation team concerning evaluation results, the Joint Terminal Evaluation Report was validated at the 5th JCC meeting on 11 September 2015. The evaluation results can be summarised as below.

Evaluation by Five Criteria

Evaluation result by DAC five criteria is summarised in the table below.

Table 2.3.25 Evaluation Result by Five Criteria

Five Criteria	Result	Special Remarks
Relevance	Very High	PNCS ODA policy of Japan Abobo and Yopougon were relevant targets
Effectiveness	High	Most of the outputs and project purposes will have been achieved by the end of the Project
Efficiency	Moderate	Most of the activities are on schedule except the delay of road construction works
Impact	High	Positive cases for social cohesion Negative impacts on road construction works
Sustainability	Moderate	It is high in terms of the national policy and its methodology while institutional (financial) capacity of the commune offices tends to be insufficient.

Promoting Factors

- ✓ Participation of social and communication departments in addition to technical departments
- ✓ Establishment of CCGPPs that consist of representatives from various existing entities such as COGES
- ✓ Generation of employment of local youth that tends to be a risk group for social instability

Hindering Factors

- ✓ Delay of the road construction works demotivated CCGPP members and decreased the opportunities for local employment

Lessons Learned

- ✓ In the transition period from the conflict, it was effective to target both the commune offices and residents for capacity development.
- ✓ Involvement of various kinds of groups promoted social cohesion.
- ✓ Establishment of the selection criteria contributed not only to securing accountability and transparency but it also prevented political interventions.
- ✓ Although utilising construction works of schools and roads as a method for setting a common goal and then promoting social cohesion, it is necessary to examine the appropriate technical level for the infrastructure development: e.g. delay of construction works or inequality of benefit from the construction works have a risk of producing a negative impact on social cohesion.
- ✓ It was effective that the basic ability of the government and community as essential actors for promoting social cohesion was sufficient in Cote d'Ivoire.
- ✓ Close communication between C/Ps and JICA Expert Team both formal and informal contributed to conflict prevention and promoting peace.
- ✓ It was beneficial in implementing the Project to assign social experts in areas such as peacebuilding, community development, social survey, and EIA in addition to engineers for the purpose of promoting social cohesion.
- ✓ It is needed to modify PDM when necessary under the unstable post-conflict setting.

Recommendations

Recommendations made by the joint evaluation team were categorised for MEMIS, the Commune Offices, and the JICA Expert Team, as shown in the table below.

Table 2.3.26 Recommendations for Actions to be done until the end of the Project

Recommendations	MEMIS	Commune	JET
Discuss and agree on an appropriate maintenance system including finance and logistics with the resident members of CCGPPs	✓	✓	
Compile lessons learned from the Project and examine the applicability of the COSAY method considering particular conditions of the Abobo and Yopougon Communes		✓	✓
Invite to the final seminar and share COSAY's experience with other commune offices in Grater Abidjan that have challenges concerning social cohesion.	✓		
The JICA Expert Team needs to assist MEMIS to develop a system concerning public involvement for basic infrastructure improvement projects.	✓		✓

Considering the recommendation concerning continuous usage of COSAY's method, an indicator measuring the overall goal in the PDM was added and validated at the 5th JCC meeting. The additional indicator is "Each commune office implements at least one basic infrastructure improvement project utilising methodologies learned from the Project".

(5) Final Evaluation of the Pilot Projects

The CCE members conducted the final evaluation practice for each pilot project in the middle of November 2015. The evaluation practice included interview with the ex-CCGPP resident members and direct observation as well as reviewing results of the endline survey and the terminal evaluation. The findings and evaluation results for the pilot projects can be summarised as below.

Inputs

All inputs from the Project budget and many of the inputs in the form of community contributions were realised except for some inputs from the residents' side such as donation of flowers, lawns, maintenance tools and rubbish bins.

Achievement of the Indicators

Although most of the indicators in the PDM of each pilot project were achieved, some of them had not been achieved. In Abobo, concerning the indicators at the output level, the indicator "more than 70% of residents would be sensitised regarding hygiene and environmental issues" and "at least 60% of road construction workers would be local residents" had not been achieved. The latter indicator was hindered by utilisation of more construction machines than originally planned due to delay of construction work, while the former indicator seemed to be inappropriate as an indicator since the target number would be too ambitious. Another ambitious indicator was observed in the project purpose level for school pilot projects in Abobo

that was “70% of parents would contribute to COGES”. This indicator was not achieved. During the preparation of PDMs, Abobo commune office insisted on setting these indicators, although the JICA Expert Team did not recommend using this kind of ambitious indicators. However, the counterparts of Abobo commune could learn the importance of appropriate setting of indicators through the evaluation practice.

Concerning the indicators for the overall goal, “the number of residents who think that the commune office communicates and conducts development activities for all increased”, the counterparts recognised the difficulty of achieving this indicator, although the indicator was not evaluated at that time of the final evaluation but will be in the future. According to the endline survey, approximately 90% of residents think that the commune office does not communicate with the residents very well or implement fair development. However, confidence between the commune offices and the resident members of CCGPPs had been improved according to the result of the terminal evaluation. These results showed small positive changes of the relationship between them. Expansion of trust of the commune office beyond the resident members of CCGPPs is still a challenge.

Evaluation by Five Criteria

Evaluation result by DAC five criteria is summarised in the table below.

Table 2.3.27 Evaluation on the Pilot Projects by Five Criteria

Five Criteria	Result	Special Remarks
Relevance	Very High	Consistency with PNCS and COSAY’s policy
Effectiveness	High	Most of outputs and project purposes have been achieved
Efficiency	Moderate	Delay of construction works Communication problems among CCGPP members
Impact	High	Positive for social cohesion among stakeholders Negative impacts on construction works, especially for road rehabilitation works including flood and erosion at the drainage outlet, and road safety
Sustainability	Moderate	Organisational weakness for COGERB2, MUDA, and Plaque CGQ Financial weakness for all organisations

Although most of the evaluation results by five criteria tended to be the same as the ones of the terminal evaluation, the communication problem among the CCGPP members was pointed out frequently during the interview with ex-CCGPP resident members. Information sharing between the commune offices and resident members and among resident members seemed to be insufficient.

(6) Workshop on Drawing Lessons Learned

Based on the final evaluation result, lessons learned from the pilot projects were drawn through the “Workshop on Drawing Lessons Learned” that was held in the conference room of the Ministry of Finance on 25 November 2015. After inviting the counterparts and some of the ex-CCGPP resident members, the participants were divided into three groups named the “participatory development”, “employment generation and relocation of street vendors”, and “construction and maintenance”, and discussed lessons learned, after the presentation on the evaluation results by the commune offices. Drawn lessons learned from the groups are summarised in the tables below.

Table 2.3.28 Lessons Learned concerning CCGPP

Category	Lessons
Structure of CCGPP	<ul style="list-style-type: none"> - This structure allowed different groups to work together toward common interests. - The number of resident members was insufficient to represent the various kinds of entities. It caused the limitation of information sharing with the wider population.
Communication	<ul style="list-style-type: none"> - The JICA Expert Team and Commune office tended to announce the notice dates of meetings just a couple of days before the meeting, so that it was difficult for each resident member to coordinate their own schedule. - CCGPP tended not to have information sharing systems among the members concerning results of the meetings.

Table 2.3.29 Lessons Learned concerning Community Contribution and Volunteerism

Category	Lessons
Community contribution	<ul style="list-style-type: none"> - The residents could participate in meetings, provide meeting venues and chairs, and some maintenance activities without salary.
Volunteerism	<ul style="list-style-type: none"> - The residents participated in the CCGPPs without any financial incentive. - The residents tended to abandon volunteerism when donor assistance came.

Table 2.3.30 Lessons Learned concerning Local Employment Generation

Category	Lessons
Positive	<ul style="list-style-type: none"> - The initiative provided job opportunities to local youth including those who had never worked.
Positive	<ul style="list-style-type: none"> - Selection criteria contributed to securing accountability for the selection of workers and made it easier for CCGPP to monitor the working conditions.
Positive	<ul style="list-style-type: none"> - CCGPP arbitrated disputes among the local workers and the contractors.
Negative	<ul style="list-style-type: none"> - Many local workers could only work for less than two months so it was difficult for them to acquire skills.
Negative	<ul style="list-style-type: none"> - It was difficult for the contractors to contact the local youth listed.

Table 2.3.31 Lessons Learned concerning Relocation of Roadside Vendors

Category	Lessons
Positive	- CCGPP resident members learned conflict resolution through the process of the relocation.
Positive	- Involvement of CCGPP resident members contributed to making the relocation easier, especially to collecting information concerning the residents and to communicate with them.
Negative	- CCGPP was regarded with hostility by some of the road occupants.

Table 2.3.32 Lessons Learned concerning Construction

Category	Lessons
Participatory design	- The opinions of the residents were not always appropriate in terms of technical credibility, although they were important to plan and design facilities based on the needs of the users. - Ownership of the residents had been increased through the design.
Risk Management	- Insufficient discussions in the design stage concerning the safety of the target facilities and security in the sites
Response by CCGPP when the residents faced problems	- Sensitisation by CCGPP resident members (e.g. house to house, religious occasions)
Impacts of road and school construction	- The residents were aware of public interests through construction of roads and schools - Constructed schools provided a space for gathering the residents

Table 2.3.33 Lessons Learned concerning Maintenance

Constrain	Reasons
Financial Weakness	- Financial contribution to COGES by parents of pupils tends to be insufficient.
Organisational Weakness	- Lack of capable associations in charge
Unwillingness for volunteer works	- Poverty (e.g. no free time) - Insufficient education about hygiene and maintenance.

(7) Workshop on Sharing and Compiling Lessons Learned 1

Results of the final evaluation and the workshop on drawing lessons learned as well as essential findings from the terminal evaluation and the endline survey were shared with most of the counterparts at the workshop on sharing and compiling lessons learned held on 1 December 2015.

Based on the shared lessons learned, applicability of methodologies of the Project was discussed as a group work divided into Abobo and Yopougon Communes. The question was to what extent the commune office would continue to utilise the COSAY method in their work. The COSAY method included six steps including project selection, institutional arrangement, project planning and design, preparation for implementation, implementation and monitoring,

and post-implementation. Each commune reviewed the methods and examined the applicability of them in their works in the future.

The results of the discussions in each commune are compiled respectively as “Applicable Methods and Lessons of COSAY” in Annex 9, and reflected to draft the handbook that compiled the approach and methodologies of the COSAY project.

(8) Joint Workshop on Promoting Social Cohesion

Promoting social cohesion has been a priority policy of the government of Cote d’Ivoire since the post-election crisis. Both the governmental authorities and the donors have struggled to meet this challenge. Experience and lessons learned from those challenges among the actors, however, seemed not to be shared sufficiently, especially in the challenge for promoting social cohesion through basic infrastructure development like the Project. Thus, the Project held the joint workshop on promoting social cohesion and invited governmental authorities, donors and civil society who worked for this priority policy. This was the first joint workshop for discussions concerning social cohesion and basic infrastructure development in Cote d’Ivoire. An outline of the joint workshop is shown in the table below.

Table 2.3.34 Outline of Joint Workshop

Purpose	Sharing experience and lessons learned from social cohesion projects using basic infrastructure development, and discuss applicability of the COSAY method
Participants	Officers of MEMIS/DGDDL, officers of Abobo Commune, officers of Yopougon Commune, officers of concerned Ministries (Ministry of Economic Infrastructures etc.), OSCS, other donors (WB, EU/PARCS, ONUCI, KOICA, international NGO), media, JICA officer, JICA experts (approx. 40 persons)
Venue	Pullman Hotel, Abidjan
Date	9 February 2016
Contents	<ul style="list-style-type: none"> - National Policy on Solidarity and Social Cohesion (OSCS) - Outcomes of the PARCS project (EU/PARCS) - Outcomes of the COSAY Project (MEMIS/DGDDL) - Approach and Methodology of COSAY (JICA Expert Team)

Firstly, the Observatory for Solidarity and Social Cohesion (OSCS) introduced the National Policy on Solidarity and Social Cohesion (PNSCS 2016-2020) which was approved in 2015 and the vision of the Government of Côte d’Ivoire in terms of solidarity and social cohesion as a key to permanent and lasting development and peace.

Secondly, the representative of PARCS explained the objective of the project which aimed at contributing to the reinforcement of social cohesion in the communes of Abobo and Yopougon through the development of cultural and sporting infrastructures and activities. This presentation also mentioned the components of PARCS, its expected outputs, its beneficiaries, partners, methodology, constraints, challenges, and lessons learned.

Thirdly, the MEMIS/DGDDL explained the outline and outcomes of the Project. Before the project, the residents did not trust each other and their relationships were severed. Moreover, there was no trust or communication between them and the commune office. However, the Project brought the residents together by strengthening their relations through co-working and the establishment of CCGPPs which brought together commune officers and residents from various ethnic, religious, and political groups. Through the establishment of CCGPPs, the project also reinforced the relationships between the commune offices and the residents.

Finally, the JICA Expert Team explained the approach and methodologies of the Project in the line with a draft handbook for promoting social cohesion through basic infrastructure development.

After each presentation, active discussions and exchange of ideas were engaged in by the participants from the ministries, donors, NGOs and research institutions, as well as participants concerned with the presenters. Discussions included various topics on social cohesion such as indicators measuring social cohesion, government policy on social cohesion in the future, roles of MEMIS and commune offices, and applicability of a method of promoting social cohesion through basic infrastructure development including establishment of a multi-representative committee like a CCGPP.

(9) Workshop on Sharing and Compiling Lessons Learned 2

The draft handbook was revised reflecting comments and feedbacks from the counterparts and the joint workshop. Then, the final draft was reviewed at the workshop on “sharing and compiling lessons learned 2” on 16 February 2016. In addition to the review and finalisation of the draft handbook, another objective of the workshop was to share lessons learned from the Project with the council members of Abobo and Yopougon Communes. The importance of raising the awareness of the mayors and council members for practising the COSAY method continuously was frequently pointed out in the previous workshops. Thus, the project invited most of the council members including deputy mayors, to the workshop.

The MEMIS/DGDDL explained the outline and outcomes of the Project in front of the council members. Most of the council members recognised the fruitful outcomes and lessons learned from the project, and expressed their appreciation for and willingness to utilise the COSAY method. They gained a better understanding of the COSAY method through the active participation in the review works of the draft handbook at the workshop.

(10) Final Seminar

The Final Seminar was held on 20 April 2016 to share the experience and lessons learned from the project with governmental authorities, donors and civil society that were interested in promoting social cohesion. An outline of the Final Seminar is shown in the table below.

Table 2.3.35 Outline of Final Seminar

Purpose	Introduction of the COSAY's experience and share lessons learned from the pilot projects
Participants	Officers of MEMIS/DGDDL, officers of Abobo Commune, officers of Yopougon Commune, officers of concerned Ministries (Ministry of Solidarity and Social Cohesion etc.), OSCS, representatives of Communes in Greater Abidjan, other donors (e.g.EU/PARCS, ONUCI etc.), media, JICA officer, JICA experts (approx. 100 persons)
Venue	HOTEL PALM CLUB, Cocody, Abidjan
Date	20 April 2016
Contents	<ul style="list-style-type: none"> - Outcomes of the COSAY Project (MEMIS/DGDDL) - Promoting Social Cohesion through basic infrastructure improvement and the roles of commune offices (Panel Discussion) - Presentation on Priority Projects (Abobo Commune) - Presentation on Priority Projects (Yopougon Commune)
Presenter	MEMIS/DGDDL, Abobo and Yopougon Communes, and the JICA Expert Team

The seminar consisted of three parts, the outcomes and lessons learned from the Project, proposals of basic infrastructure improvement toward promoting social cohesion by the commune offices, and the panel discussion.

Firstly, after the presentation by MEMIS/DGDDL concerning the outcomes and lessons learned from the Project, the participants from the communes in Greater Abidjan expressed their interest to have similar projects in the future because these communes also were conflict-affected. In addition, the Ministry of Justice was interesting in taking part to be taken a part in projects of this kind in the future based on their experience in a discussion with ex-CCGPP members in Yopougon concerning legal information and its sensitisation with the residents.

Then, the both commune offices presented their proposals. Each commune proposed two basic infrastructure development projects toward promoting social cohesion using the methods learned from the Project. Abobo commune presented the rehabilitation of the central market and a school construction, while the Yopougon gave a presentation about projects for the construction of a market and a health centre. These projects are listed in their three-year plans. However, the proposals added methods and activities not only for improving facilities but also for integrating the social cohesion aspects such as co-working systems among different groups and sensitisations to the original plans in the three-year plans.

As the last session, the panel was moderated by MEMIS and invited panellists from OSCS, PARCS, and Abobo and Yopougon communes, discussed topics of promoting social cohesion through basic infrastructure improvement and the roles of the commune offices. Abobo and Yopougon communes presented their practical experience and lessons learned from the pilot projects, especially focusing on the roles of the CCGPPs that strengthened the relationship among the different groups at the sites. Generating a volunteering spirit in the residents beyond the members of CCGPPs was a challenge. Then, PARCS introduced their experience which focused on cultural and sport activities. The panellist mentioned that PARCS learned from the methodology of the COSAY Project in terms of project management involving local stakeholders. Following the presentations done by the panellists of COSAY and PARCS, OSCS concluded that the Project was in line with the PNSCS, especially linked with its core axis “access to fundamental rights” by improving basic infrastructure and generating local employment.

Concerning the roles of the commune offices for promoting social cohesion, OSCS suggested that the communes should encourage and be involved like the COSAY Project which strengthened the trust between commune offices and their population, as well as promoted good governance and transparency by involving the population in the decision making process. Then, Abobo and Yopougon communes expressed their wills and commitments to utilise the COSAY method including use of selection criteria, increasing sense of ownership of the residents, and setting local employment ratios, in planning and implementation of their projects in the three-year plans.

2.3.4 Activity 3-4 To develop proposals for basic infrastructure improvement project

(1) Grass-Roots Human Security Project under the Embassy of Japan

Although no lessons from the pilot projects have been drawn, as a small practice for proposal development, the JICA Expert Team instructed the C/Ps in March 2014 regarding how to fill in the application forms to apply for Grant Assistance for the Grass-Roots Human Security Project under the Embassy of Japan for medical equipment considering the output of the medical equipment survey done in September 2013.

The embassy looked for candidate projects concerning public facilities such as schools and health centres in the conflict affected areas in Abidjan. Then, both Abobo and Yopougon Commune Offices prepared application forms for rehabilitation of conflict affected health facilities, utilising the result of the health equipment survey under the Project in September 2013. However, only one facility out of four has been selected by the Embassy of Japan as a candidate due to the failure of the application to comply with the selection criteria of the Embassy. Updating and resubmission of the application form for the selected health centre will

be required, furthermore, the Embassy of Japan prefers to communicate directly with the health centre rather than with the Commune Office for improving the application form in detail, because the health centre tends to have more detailed information than the Commune Office. Through the process, nevertheless, the C/Ps of the Commune Offices learned about necessary contents and selection criteria for the scheme. Although the Commune Offices failed to be approved as applicants for the grass-roots project, they introduced health facilities to the Embassy, and one of them has been selected as a candidate. This would be an important role of the Commune Offices for acquiring donor funded projects in the health sector. As a result, one health facility of Yopougon was successfully selected for a project by the Embassy of Japan.



Rehabilitated Yopougon Health Centre

Following the above experience, Abobo and Yopougon Commune Offices prepared application forms for rehabilitation of schools in their communes in 2015. Although the proposed schools were not selected because the Embassy of Japan had priority in the rural area in that year, it is remarkable that the commune officers enhanced their ability regarding needs assessment, cost estimation, and proposal writing by conducting close research to determine the needs at candidate sites and to make a detailed proposal.

(2) Invitation of a Japanese Professor

In addition to the grant project by the Embassy of Japan, MEMIS officers who participated in the training in Japan in 2014 prepared a proposal to invite a professor from Kyoto University who is the authority on road rehabilitation using the Do-Nou method and was a lecturer at the above mentioned training programme. As the result, the professor decided to visit Cote d'Ivoire to introduce the method using his research budget. On the other hand MEMIS decided to provide necessary undertakings for his mission.

(3) Fund of ONEP

Although the scope of the road rehabilitation under the pilot project covered the budget for removal of some underground structures such as water pipes and sewerage pipes, a huge amount of legal and illegal pipes were found during the levelling works by the contractors. The

Water Distribution Society of Cote d'Ivoire (SODECI: Société de Distribution d'Eau de Côte d'Ivoire) charged not only for replacement of damaged water pipes but also installation of new pipes to the commune office, when the contractor broke the existing water pipes. Indeed, the contractor had obligation to rectify the damaged structure. However, installation of the new water pipes that would be needed for the residents whose access to the main water pipes might be hindered due to the road pavement, was not an obligation of the contractor but the commune office. At that time, Abobo commune office did not have any budget for that. Then, they started seeking financial support. Finally, the MEMIS/DGDDL in collaboration with Abobo Commune Office requested financial support from the National Office of Drinking Water (ONEP: Office Nationale de l'Eau Potable) to replace and install water pipes at the road rehabilitation sites in Abobo. Responding to the request, the ONEP allocated a budget for that work. This experience was a good practice for securing unexpected additional budget by coordination among the governmental authorities.

(4) Fund of PRI-CI/ONAD

It was partially impossible to install bituminous pavement in Lycée Municipal (Lot-1: Abobo) and Banco 2 (Lot-2: Yopougon) due to budget constraint in PKG-3. Accordingly, such unpaved sections have been threatened by risk of erosion. The JICA Expert Team drew up the concept design for a solution by employing a local consultant. The outline of the design is as shown below.

Table 2.3.36 Outline of the Design

Item	Lycée Municipal	Banco 2
Proposed structure	Bituminous pavement, concrete drainage and concrete slope protection	
Road length	450m	120m
Cost estimate (*1)	315million FCFA	57million FCFA

(*1) Cost includes construction cost and consultant fee (detailed design & construction supervision)

The JICA Expert Team presented and explained the above contents to MEMIS. Then, MEMIS has been discussing with The Project for Urgent Rehabilitation of Infrastructures in Cote d'Ivoire (PRI-CI: Projet d'urgence de Renaissance des Infrastructures en Côte d'Ivoire), the National Office of Sanitation and Drainage (ONAD: Office National de l'Assainissement et du Drainage) and African Development Bank (AfDB) to secure the budget for the project.

(5) JICA Ebola Budget

Concerning the pandemic of Ebola in the Western African region, a budget for Ebola prevention was allocated to the Project by the JICA. Lack of a hygienic environment can be a cause of the spread of infectious diseases like Ebola which can create panic that may have a negative impact on social cohesion. This budget was allocated not only for sensitisation

concerning Ebola prevention but also for improvement of hygienic conditions. The financial support was utilised for the construction works and sensitisation activities based on the proposal from the Commune Offices and assisted by the JICA Expert Team. Since the both parts were implemented as a part of the Project, all these activities were carried out at or near the pilot project sites.

1) Construction works under the budget for Ebola prevention

The Commune Offices were responsible for designing appropriate construction works, and preparing tender documents with the support of a local consultant sub-contracted by the JICA Expert Team. In order to achieve proper implementation, the construction works were monitored by the Commune offices and the local consultant with the support of the JICA Expert Team. The works were divided into civil works and building works as shown in the table below.

Table 2.3.37 Summary of Construction Work under the JICA Ebola Budget

Items	Contents
Employer	JICA Expert Team
Consultant	ACROPOLE
Contractor	Civil works: GEBATEC
	Building works: AMBRE
Project location and purpose	Civil works: • GS Anonkoua Kouté 3 et 4 (Abobo) Improvement of drainage system of school yard and a community road adjacent to the school • GS Palmeraie (Yopougon) Improvement of drainage system of school yard • Road of Andokoi (Yopougon) Rehabilitation of access road to Health Centre at Andokoi
	Building works : • GS Anonkoua Kouté 3 et 4 (Abobo) Improvement of the sanitation in the school • GS Palmeraie (Yopougon) Improvement of the sanitation in the school • GS SOGEFIHA6 in (Yopougon) Improvement of the sanitation in the school
Implementation period	Civil works: From 3 rd of December 2015 to 25 th of December 2015
	Building works: From 23 rd of November 2015 to 24 th of December 2015
Amount of Contract	Civil works: 37 910 168 FCFA
	Building works: 7 400 000 FCFA

Some difficulties were observed during the implementation. To resolve these problems, the Commune Offices had to understand the reason for the problem and the reality of the needs at the site. Working closely with the Consultant, the Contractor, and the ex-members of CCGPPs, the ability of needs assessment and realistic cost estimation of the Commune Offices were enhanced through the implementation of the works.

Civil works



School yard of GS Anonkoua Kouté 3 et 4



Community Road in Anonkoua Kouté



Access Road to Andokoi Health Centre



Sanitary System of GS Palmeraie

Building Works



Sanitary of GS Anonkoua Kouté 3 et 4



Insulation of Booster Pump in GS SOGEFIHA 6



Sanitary facilities of GS Palmeraie

2) Sensitisation concerning Ebola prevention under the JICA Ebola Budget

As a part of Ebola prevention activities at the pilot project sites, the Sensitisation regarding Ebola prevention was conducted at the sites in the four schools and at the four roads in Abobo and Yopougon Communes. The implementing partners for the sensitisation activities were selected through cost based competitive bidding from the NGOs that had experience in Ebola prevention operation in Great Abidjan and who were recommended by the National Institute of Public Hygiene (INHP: Institut National d' Hygiène Publique), the Ministry of Health. Agency for Technical Cooperation and Development (ACTED: Agence d'Aide à la Coopération Technique et au Développement) was selected as the implementing partner for Abobo Commune, while Action Against Hunger (ACF: Action Contre la Faim) was selected for Yopougon Commune in November 2015.

Before the implementation of the activities, preparatory meetings were held by the Commune Offices gathering social and communication departments to define the schedule as shown in the tables below.

Table 2.3.38 Schedule of Activities in Abobo Commune (by ACTED)

Category	Name	Date
School 1	EPP Plaque 1 et 2	20 November 2015
School 2:	GS Anonkoua Kouté 3 et 4	26 November 2015
Road 1:	Voie d'accès au Lycée Municipal	27 November 2015
Road 2:	Voie d'accès EPP Plaque 1 et 2	1 December 2015

Table 2.3.39 Schedule of Activities in Yopougon Commune (by ACF)

Category	Name	Date
School 1:	GS SOGEFIHA 6	20 November 2015
School 2:	GS Palmeraie	24 November 2015
Road 1:	Derrière le Lycée à la Clinique Nazaréen	28 November 2015
Road 2:	EPP Banco 2 vers l'Antenne de la Construction	5 December 2015

The activities were carried out in each Commune by the selected NGOs who highlighted the tools of their choice as the presentation of the 10 steps of hand washing, the picture box, the interactive Ebola and hygiene quiz, the dance competition, the theatre performance by a professional team on the Ebola virus disease accompanied by distribution of flyers etc., and inserting therein the songs of social cohesion composed by the Communes in order to animate the public using a sound system. Especially the communication officers of Communes had actively participated during these events to convey the message of social cohesion. No significant difference of activities between school and road sites, except for at the schools, the NGOs have adopted easier language to reach out to primary school children.

Sensitisation activities of JICA Ebola Budget



10 steps of handwashing practice with pupils



Quiz about Ebola and hygiene at school site



Performance by professional theatre team at road site



Sensitisation by a C/P

This budget for Ebola sensitization had not only informed schoolchildren and residents of project sites about the Ebola disease itself and hygiene but also helped bring the population to share community based events led by the NGOs and supervised by the Commune Offices to remind them once again of the importance of social cohesion as an essential basis to live together in peace.

Chapter 3 Constraints and Challenges in the Implementation

3.1 Local Governance

3.1.1 Accountability and Transparency

Awareness level of the C/Ps of the Commune Offices in accountability and transparency tended to be insufficient at the beginning of the project due to lack of practice in their daily works.

It is crucially important for the government officials to maintain accountable and transparent administrative procedures taking account of the social back ground of Cote d'Ivoire where the recent social confusion was arisen from politics and trust of government may directly affect the stability of the society. The accountability and transparency of the government may enable them to earn more trust from the residents and also strengthen the fundamental rights of the residents. However, the spirits of accountability and transparency were not fully pervading the mind-sets and systems of Abobo and Yopougon communes, especially when the project just started. This has been pointed out time to time throughout the implementation of the project.

For example, the importance of selection of the pilot project sites with clear and fair criteria was not smoothly understood by some of the commune officers. Rather, not all, but some of them tried to select a site they were personally familiar with arbitrarily or put more weight on political importance than fairness. Furthermore, for the resettlement of road occupants attached to PP-PKG-3, some commune officers tended to lay little emphasis on the communication with the occupants and respect of legal based due process regardless of potential economic loss of the occupants inherent in this procedure. Even though it is also true that most of the occupants were not lawfully using the road, with instructions of the JICA Expert Team, the commune officers prepared a RAP and based on this, established a grievance board together with MEMIS and CCGPP. The commune officers, for some of them for the first time, experienced administration procedures for infrastructure development projects with accountability of a world standard. The most fundamental point of improvement for the accountability and transparency might be record making in their daily works. Since some of them were not used to keeping official memos and records for meetings, the information they disclose to residents was not correct and equal in some occasions.

The fact that the attitudes of the commune officers toward accountability and transparency improved as the project progressed indicates that their insufficient attitudes might not stem largely from the personalities of each officer but rather that the lack of experience and training in that field mattered more. The institutional changes which facilitate commune officers to spend more resources (time, budget, human resources) might be needed in the long run.

3.1.2 Ability of the Commune Offices

Lack of equipment, budget and insufficient human resources in the Commune Offices tended to hinder efficient operation of project activities. Due to the limited budget, every department in the Commune Office lacked a sufficient amount of necessary equipment for project activities such as PCs, printers, and vehicles, especially in Abobo Commune Office. To mitigate the issue, in practice, the JICA Expert Team provided its own vehicles to the C/Ps to visit the candidate sites and to attend CCGPP meetings and stakeholder meetings, and printed documents for meetings instead of the Commune Offices. Concerning efficient notification for the residents, communication by mobile phone is a practical tool. However, the C/P faced lack of budget for top up of the mobile phones. In addition to physical assistance from the JICA Expert Team, it was desirable that the Commune Offices secure budget for equipment and methods of communication for the implementation of the Project.

Securing time from the C/Ps for activities under the Project was another challenge. In addition to the lack of personnel, the implementation of other donors support programmes in similar issues, such as a social cohesion project (PARCS) targeted to Abobo and Yopougon Communes, affected the schedule management of the C/P. The C/P themselves and the JICA Expert Team tried to coordinate their schedule efficiently. The coordination among the various projects was needed, especially before important meetings and training courses.

Insufficient Information Technology (IT) literacy and computer skills of the C/Ps and local staff of the JICA Expert Team tended to hinder efficient documentation works. Preparation of documents by computer that took a longer time than hand writing was observed often. Continuous OJT for them on IT skills was needed, although their skills had improved gradually.

Weak communication between departments in the Commune Offices was observed frequently. Communication between the Technical Department and the social department used to be almost nil. Because the Project focused on both technical and social issues including “basic infrastructure”, “social cohesion”, and “youth employment”, the JICA Expert Team tried to strengthen communication between the departments, as well as communication among the staff within a department. It should be improved continually, although the communication has been

improved gradually through the process of pilot project implementation and training programmes.

Lack of punctuality was a serious constraint on the Project activities, especially in meetings and training programmes. Although it has been improved progressively through the implementation of the Project, even though this problem tends to be observed frequently in the Sub-Saharan African countries, improvement of the behaviour of the C/Ps on punctuality is continuously needed.

3.2 Community Development

3.2.1 Community Participation and Representativeness

Since the project was aiming to promote social cohesion, the participation of the community was one of the most important key elements. However, it was challenging for the commune officers in the early stage of the project to mobilise the local residents because they had not sufficiently experienced this through their works during the crisis. The JICA Expert Team provided training in participatory development to the commune officers. They exercised the learned methodologies in practices through CCGPP meetings, stakeholder meetings and relevant occasions. Their knowledge and skills had been remarkably enhanced. Especially the skills of meeting facilitation became incomparably advanced than what they were at the beginning of the project.

For the resident sides, even though there were a number of CBOs and associations in the communes, almost none of them were well experienced neither in infrastructure project nor participatory community development. The project provided CCGPP resident members with training programmes such as participatory planning methods and social cohesion, communication, and the roles of citizens. The learning opportunities through the training programme were highly appreciated and the capacities of CCGPP resident members were also certainly improved together with the facilitation abilities of the commune officers.

However, securing even and equitable representation of the various groups within the CCGPP was a challenge until the end of the project. Despite the fact that CCGPP contributed greatly for community mobilisation, there were some cases observed in which the resident members of CCGPP did not appropriately share what had been discussed during the CCGPP meetings with other ordinal residents of the area. Furthermore, some CCGPP members could not always collect certain opinions of the local residents and rather, some of their statements in the CCGPP meetings were from their personal viewpoints not from the stand point of a representative of the other residents.

3.2.2 Lack of Volunteer Spirit and Community Contribution

Residents in the target areas tended to be isolated individuals and not care about their neighbours or the common property of the community. In addition to a common tendency in the urban area concerning individualism, the prolonged conflict and complex politics in Cote d'Ivoire deteriorated solidarity and collaboration among the various populations. Although the resident members of CCGPPs were originally representatives of community based associations and had a kind of volunteer spirit and attended CCGPP meetings and other project activities without asking for a salary, it was difficult to involve local residents including youth into the project activities as volunteers. Considering durable maintenance, thus, COGES and other successor organisations would need to raise money from stakeholders such as parents and local residents to secure local workforces for maintenance activities.

In addition, the Project faced the difficulty of community contribution. The resident members of CCGPPs committed themselves to supplying community contributions including provision of food and water for construction workers and procurement of maintenance tools and flowers to be planted when the outline of the pilot projects was discussed at CCGPP meetings. However, procurement of maintenance tools and flowers for beautification were not realised in most of the pilot projects, although the CCGPP resident members could provide meeting venues and water that did not cost anything. Since the CCGPPs were an ad-hoc committee and did not have their own budget, it seemed to be difficult for them to secure money for the purchase of tools and flowers.

3.2.3 Formation of CBO at Road Sites with a Sustainable System

During the pilot projects, CCGPPs have been taking care of the situation in the area. Any time problems arise or there are things to decide, they have been showing strong leadership to make the situation better. After the completion of the pilot projects, however, all the CCGPP were dissolved as planned from the beginning. The activities of the CCGPPs including maintenance of the facilities were inherited by COGES at school sites. The system of COGES is common in the country and its remarkable advantage is that it provides a system for membership fees to be collected from the parents of the students which promises financial stability for their activities (Although in reality, failure of fee collection is a serious issue of many COGES).

On the other hand, in the road project sites, there is not such a system and responsibility of the community for maintenance of the road is vague regardless of the fact that the condition and durability of the roads are affected hugely by the clean and appropriate use of the frequent users. To keep the roads clean and durable for a long time, and to promote solidarity of the community, the former CCGPP members of all the road sites established new organisations. However, unlike the school sites, the financial resources of those organisations are not stable.

Although the commune offices of Abobo and Yopougon are seeking a way to support them, without well-established supporting system for civil society, their attempts have made no significant progress yet.

Box Article: A challenge to establish local communities

Establishment of CCGPP was a great opportunity because different local groups were working together for planning and implementation of the pilot projects. Unlike in CCGPPs for school project sites, where COGES as successor organisation already exists, road project had a big challenge to establish a community based organisation that would inherit the roles and responsibilities from CCGPP.

CCGPP resident members at all the road project sites decided to establish successor organisations involving representatives from different groups. Their composition of members is similar to CCGPP. However, their size and their tasks are wider than CCGPP. This was due to the strong initiative of resident members of the CCGPP.



3.3 Local Employment

3.3.1 Local Employment Generation by Gender

The Project intended to generate employment of women for the construction works under the pilot projects. Although the CCGPP members set a target ratio for females when they decided the working criteria (e.g. for PP-PKG-1, Abobo: as many as possible, Yopougon: 30%), the result did not meet their expectations.

Table 3.3.1 Female Local Employment Ratio

PKG	COMMUNE	SITE	FEMALE RATIO
1	Abobo	Anonkoua Kouté	7%
S1	Abobo	Plaque School	10%
2	Abobo	Plaque School	9%
3	Abobo	Plaque Road	0%
3	Abobo	Lycée Municipal	0%
1	Yopougon	SOGEFIHA6	27%
S1	Yopougon	Palmeraie	25%
2	Yopougon	Palmeraie	18%
3	Yopougon	Andokoi	6%
3	Yopougon	Banco2	21%
AVERAGE			12%

While relatively better results were achieved in the school sites where female workers were participating mainly in painting works, the road works failed to show remarkable outcomes. The contractor of Abobo explained that this was because most of the construction works required muscular strength and some female residents in the list of applicants did not come to the site after explaining the work contents and working regulations on the phone.

3.3.2 Limitation of Skill Development of Local Youth

The programme of the local employment through the construction work was designed to let the local youth learn skills so that they can find similar works after the pilot projects. Good news was delivered by some ex-workers of the pilot projects that they found construction related jobs after the pilot projects making the most of the skills acquired. Some were hired by local carpenters and some others were kept on by the contractors who worked for the pilot projects. According to the follow-up survey conducted one to three month after completion of each pilot project, which acquired responses from 49% of all the ex-workers, 85% of the responders felt they have learned some kind of skills and 88% out of them think the skills will be very useful for their career developments.

The same survey indicates that almost half (49%) of the responders found the same kind of jobs (including part-time work with short period) after the pilot projects. In the other half, although not clearly answered, some found other kinds of works and others went back to being jobless. It is difficult to identify the reasons why some ex-workers could not find jobs after the pilot projects because it may vary widely depending on the job availability in the area, age, their own preferences for work (only 37% of the responders showed motivation to continuously work for constructions to make their livings) and etc. However, the fact that only 42% answered that the working durations of the pilot projects were long enough (the working duration of the worker had wide range from 2 days in PP-PKG-S1 to 165 days in PP-PKG-3 based on their availability

and the progress of the project) may imply the possibility that they could have learned more skills if their duration of employment had been longer even though it was the contractors who make the final decisions for such things because they were the ones responsible for the quality of the construction and the construction schedules.

3.4 Construction Work

3.4.1 Gaps in Safety and Quality Standard

The Project faced various levels of difficulties concerning construction management including quality control, safety and schedule management by the local contractors. In terms of the quality, problems were observed especially in the contractors for the PP-PKG-S1 and the PP-PKG-3, although a tendency was observed from the stage of preparation of shop drawings for all pilot projects.

Regarding the PP-PKG-S1, the contractors were small-scale structures whose activities have mainly been in the Abobo and Yopougon Communes. Although they had experience in similar construction works, in their experience, it was standard practice to determine actual dimensions and construction schedule at the construction site without having to prepare the documents such as shop drawings, construction schedule or safety management plan. Therefore, the contractors did not have the experience to prepare adequate documents even though these documents are necessary for proper site management. Implementing the work without these necessary documents can cause delay of the work schedule and poor quality. In addition, quality management by the contractor was sometimes inappropriate or incomplete including the management of the quality of construction materials and construction method. In the case of small scale construction such as PP-PKG-S1, the contractor's quality control was carried out based on their experience to date.

Therefore, the JICA Expert Team had meetings with the contractors and Commune Offices to explain the importance of preparation of shop drawings, construction schedule and a safety management plan prior to the commencement of construction works.

As for the PP-PKG-3, although the contractors had experiences with several projects of large and small scales of road work, some difficulties were observed in preparation of shop drawings. The design process for road projects in Cote d'Ivoire refers to the practices of France. Although the preliminary design is carried out by the consultant, the detailed design used for the construction work is generally prepared by the contractor. The lack of local contractors experienced in detailed design tends to result in poor quality drawings and design output, especially for the drainage plan and road alignment.

In terms of quality assurance for the construction work, the BOQ is also very important. Adequate quantities and prices should be secured in the BOQ. Some of the project sites of PP-PKG-3, faced problems on major adjustment to the BOQ due to the negligence of the local consultant to reflect the actual infrastructure requirements at the sites. The BOQ was finalised through the discussions between the consultant and the contractor, but it caused the delay of the work. Even though there was only a short time and the limited budget, prior to the commencement of the implementation, it is significantly important to prepare the appropriate documents including the BOQ.

Regarding the safety management by the contractors, at the beginning of the construction work, because of lack of awareness of the contractors, the safety management was not conducted properly. Therefore, the JICA Expert Team led the C/Ps and the local consultant instructed the contractor regarding the proper safety management procedure and their importance. Even though the construction manager of the contractor understood the importance of safety management, there were some difficulties for its implementation for several reasons. One of the main reasons was the common practices of the workers. For example, while most of the workers were not familiar with wearing safety shoes and helmets, the contractors had not reinforced their workers to wear these safety goods, without the instruction by the JICA Expert Team and the C/Ps. It was a challenge to change the mind and the manner of the contractor.

In addition, external factors had an impact on the quality management of the Work. In the stage of the implementation of the works, inflowing sewage water into the construction area was a serious problem to secure the quality of the works. The road construction cannot be implemented appropriately in the wet state, and the sewage water affects the quality of the work. The difficulties of preventing local residents from discharging waste water on to the road during construction posted a challenge to sensitisation and quality control. Subsequently, preventing local residents trespassing in construction areas during heavy vehicle movement also posted a major challenge.

3.4.2 Insufficient Regulations and Technical Standards

In Cote d'Ivoire, regulations and technical standards related to infrastructure development are not well put in place. Regarding the regulation of the construction sector, some standards and technical provisions exist and they should be respected. However, no national building law exists.

For the road sector, although the French design standards such as « *Recommandations Techniques pour la Conception Générale et la Géométrie de la Route Aménagement des Routes Principales* » and « *Instruction sur les Conditions Techniques d'Aménagement des Voies Rapides Urbaines* » are generally adopted for road projects in Cote d'Ivoire, the local

consultant does not tend to read or understand the standard in detail. Also, most road engineers and public officers in Cote d'Ivoire believe that these standards should be applicable for all types of roads although these standards are generally applicable only for expressways and arterial roads.

Detailed regulations for infrastructure development at the Commune level are insufficient. Therefore, at the Commune level, the infrastructure development up to a certain scale tends to be carried out by local common practice while the local common practice does not always reach the national regulations level. It would be necessary to establish technical standards or regulations at the Commune level. Regarding the road development, it is also necessary to categorise each community road in accordance with the standards or regulations.

About the various procedures for bidding and construction related to infrastructure development, a lack of detailed regulations for small scale projects was also observed. Therefore, procedures required under normal circumstances are not often followed in small-scale projects; instead, works are conducted according to local common practice.

Regarding the bidding procedure through the DMP, clear procurement guidelines are established by the National Authority for Regulation and Public Procurement (ANRMP: *Autorité Nationale de Régulation des Marchés Publics*) and models of tender documents exist for reference. However, there were some inadequacies or errors in the model such as wrong reference numbers. At the moment of procurement of the Project, there was no model of a simplified version of tender documents for small projects, but it became available later. Although some parts of the procurement model were amended during the Project, continuous improvement will be highly expected.

The relevant law concerning EIA Decree No. 96-894, exists in Cote d'Ivoire and screening conditions to classify whether the Project needs an EIA procedure are specified in the law based on the project scale. Although this Decree states that highway construction over 2,100m which is typically a large scale project basically needs an EIA procedure, ANDE tends to request EIA procedures for all road constructions and there are no exemptions for small projects which will not cause any environmental impact. This situation is mainly caused by the fact that the Decree includes the ambiguous note that ANDE can evaluate the necessity of an EIA procedure for non-defined medium scale projects based on ANDE's own judgement without consultations or discussions with other relevant organisations. Therefore, flexible operation and exceptional treatment of the Decree for small scale projects which will not cause any environmental impact should be considered by the relevant Ministries in Cote d'Ivoire.

3.5 External Risks

3.5.1 Exchange Rate Fluctuations

A serious issue during the reporting period was the fluctuation of the foreign exchange rate between the Japanese Yen and the FCFA. The Project has a budget amounting to 180 million Japanese Yen for the pilot projects. Value of the budget in FCFA was approximately 900 million FCFA (price in FCFA is reference only) at the beginning of the Project in August 2013. Due to the weakening Japanese Yen in the timing of procurement of contractors, however, the value of the budget for the pilot project in FCFA has decreased, and became approximately 772 million FCFA as of December 2014¹⁸. The JICA Expert Team and the C/Ps attempted to adjust cost estimations for the pilot projects within the budget in Japanese Yen, so that the scopes of some of the construction works under the pilot projects were adjusted from the view of value engineering. As the result of these efforts, all construction works were contracted with local contractors within the budget. However, budget for the PP-PKG-S2 was secured not from the budget for the pilot projects but from other financial sources.

3.5.2 Unusual Weather

Unprecedented heavy rainfall hit Abidjan in June 2015 amounting to 728mm, which was the heaviest recorded since 1961, disturbed construction works under the pilot projects. Originally, the construction works of the PP-PKG-2 and the PP-PKG-3 were expected to be completed by the end of June 2015 with some contingency period. Although there were delays due to lack of schedule management by the contractors and problems concerning underground utilities, especially in the PP-PKG-3 tended to be delayed during April. The rainy season in Abidjan in 2015 started earlier than average, and there was huge amount of rainfall, especially in June and July 2015. The heavy rainfall caused delay of the construction works as well as the erosions and the fatal accident at the road construction sites.

¹⁸ The exchange rate was 1 FCFA = 0.223 Japanese Yen in December 2014, while it was 0.198 Japanese Yen in August 2013.

Chapter 4 Achievements of the Project

4.1 Achievement of Outputs

4.1.1 Output 1

The selection of pilot projects has been done based on the agreed selection criteria in a participatory manner on the schedule. The selection criteria were established by the WG members and approved by JCC in August 2013.

The counterparts discussed and selected the shortlisted candidate sites judging the selection criteria based on collected quantitative and qualitative data. Through the stakeholder meetings at the shortlisted candidate sites, the counterparts from the commune offices communicated with the residents and discussed their willingness for participation in the pilot project. Then, they prepared the final lists of pilot projects.

Before the official approval of the pilot projects by the 2nd JCC meeting, they explained the evaluation results in front of the representatives of the residents of the candidate sites. Finally, the commune offices explained the purpose and schedule of the pilot projects to the representatives of the selected pilot project sites.

Following the selection of pilot projects in the last reporting period, the CCGPPs were established, and the residents were helped to comprehend the purpose and contents of the pilot projects through the CCGPP meetings.

Thus, the output 1 “The pilot projects are selected in accordance with the confirmed mechanism for planning and implementation of basic infrastructure improvement projects in the Communes” has been achieved.

4.1.2 Output 2

All of the pilot projects had been completed by the end of September 2015, although some of the construction works were delayed due to insufficient construction works performed by the contractors.

More than 50% for school projects and 60% for road projects of workers (7,403 person days) were local residents excluding the road projects in Abobo, reflecting the employment policy of

the works. Payment for the workers has been done under monitoring by the CCGPPs, although minor problems were observed between a contractor and workers in the road rehabilitation works in Yopougon.

The monitoring was done every week with the counterparts and CCGPP members.

These accomplishments satisfy the objectively verifiable indicators for Output 2 “The pilot projects are executed and managed properly in line with the implementation plan”.

4.1.3 Output 3

Based on the training plan, 23 essential training programmes were implemented to strengthen the capacity of the C/Ps and some CCGPP and COGES members, in total 584 participants concerning pilot project implementation. Also 13 counterparts from MEMIS, and the Abobo and Yopougon Commune Offices participated in the training in Japan on promoting social cohesion, and learned about the Japanese experience in community development, reconstruction, emergency employment and multiculturalism.

In addition, the core counterparts compiled lessons learned from the pilot projects and shared them with stakeholders and donors through the workshops and the seminars. Identified lessons learned and findings were compiled as the “Handbook for Promoting Social Cohesion through Basic Infrastructure Development”.

Thus, the output 3 “Methodologies for implementation of basic infrastructure improvement projects considering social cohesion for the commune office staff are developed” had been achieved.

4.2 Achievement of Project Purpose

The process of the pilot projects, especially in CCGPP meetings, stakeholder meetings, and local employment generation contributed to strengthen the relationships among the residents in the target sites. It was the first time for most of the CCGPP members to work together for specific community interest beyond each group such as associations and ethnic groups.

In addition, good collaboration between the Commune Offices and representatives of the communities in the CCGPPs has built trust between the government and the residents through the stakeholder meetings and the training on social cohesion and community development.

Considering the evaluation result of the indicators in the project purpose level shown in the table below, the Project Purpose “The relationships among residents in the target communes are reinforced through implementation of the basic infrastructure improvement projects” had been achieved.

Table 4.2.1 Achievement of Indicators for the Project Purpose

Indicators	Evaluation Results
<p>1. In the pilot project areas, activities by the residents are vitalised.</p> <p>1-1. The number of meetings organised by/for the residents is increased.</p> <p>1-2. The number and type of the resident groups are expanded.</p> <p>1-3. The number of residents who think that relations among neighbours are strengthened is increased.</p>	<p>1-1, 1-2. The stakeholder meetings and CCGPP meetings were a good opportunity for meeting many kinds of resident groups together.</p> <p>1-3. According to the end-line survey, 92% of the residents think that relations among the residents in their sub-quartier have been improved since 2013.</p>
<p>2. Trust in the commune offices is enhanced through implementation of the pilot projects.</p> <p>2-1. Opportunity of direct communication between the residents and the commune offices is arisen.</p> <p>2-2. The number of project requests from residents to the commune offices is increased.</p>	<p>2. Trust in the commune offices has been enhanced through the process of implementing the pilot projects including selection, planning and implementation. During the terminal evaluation, resident members of CCGPPs expressed that their trust in the commune office has been enhanced since 2014.</p> <p>2-1., 2-2. After the establishment of CCGPPs, residents can communicate easily with the commune offices.</p>

The indicators in the project purpose can be divided two aspects concerning social cohesion, namely horizontal relations among the residents and vertical relations between the Commune Offices and the residents. In the horizontal relations, activities of the resident groups, including meetings, have been vitalised through the activities by the resident members of CCGPPs. Regarding the relations among the residents in the sites of the pilot projects, the endline survey confirmed that 92% of the residents thought their relationships have been improved.

Concerning the vertical relations, on the other hand, opportunities for communication between the residents and the Commune Offices have been increased through the planning and implementation of the pilot projects and activities done by the CCGPPs. Regarding trust in the Commune Offices, however, the endline survey showed a limit to the enhancement of the trust. Although trust in the Commune Offices of the resident members of CCGPP had been improved through the pilot projects, many of the general population in the sites of the pilot projects tended not to have trust in the Commune Offices.

4.3 Recommendations for Achieving the Overall Goal

The overall goal in a PDM is expected to be achieved within three to five years after the completion of the Project. In the PDM of the Project, the overall goal is “the social cohesion in the target commune affected by the crisis is promoted and reinforced”. Although it is too early to evaluate the overall goal before the completion of the Project, some of the indicators for the overall goal were monitored during the endline survey and the terminal evaluation. Results of the monitoring are shown in the table below.

Table 4.3.1 Achievement of Indicators for the Overall Goal

Indicators	Evaluation Results
1. In the target communes, the number of residents who feel safer is increased.	1. According to the end-line survey, less than 50% of residents feel safer compared with year 2013.
2. In the target communes, the number and types of collective activities by the residents and between communities are expanded.	2. Continuous facilitation by the commune office will contribute to increasing collective activities by the residents.
3. The number of residents who think that the commune offices become to disclose information and undertake fair development activities is increased.	3. Trust in the commune offices by the residents seems to be limited thus far. Although the resident members of CCGPPs tend to have good relationships with the commune office, less than 10% of the residents in the subject areas have trust in the commune offices, according to the end-line survey.

Weakness concerning the achievement of the overall goal was observed through the monitoring and evaluation practices. As the result of the terminal evaluation in September 2015, on the other hand, the indicator “Each Commune Office implements at least one basic infrastructure improvement project utilising methodologies learned from the Project” was added to the PDM (as version 2) to ensure achievement of the overall goal. Considering the indicators for the overall goal including the additional one, recommendations can be summarised as below.

4.3.1 Security in the Communes

General crime is a significant security concerns for the residents especially in poor areas in the target Communes, although the security tension concerning distrust among the different groups seems to have decreased recently. The commune offices need to increase their security measures in collaboration with MEMIS and the police.

4.3.2 Collective Activities by the Residents

In comparison with before the commencement of the Project, collective activities by the residents in the target areas have been increased through the establishment of CCGPPs and implementation of the pilot projects. For the purpose of expanding collective activities by the residents, the Commune Offices need to continuously support residents’ organisations including the successor organisations of the ex-CCGPPs concerning development and maintenance of basic infrastructure.

4.3.3 Improved Accountability of the Commune Offices

According to the result of the endline survey, in general, many of the residents do not trust in the Commune Offices, although the ex-CCGPP resident members expressed their increased trust in the Commune Offices. So far trust in the Commune Office seems to be limited. For the purpose of increasing the trust beyond the direct stakeholders, the Commune Offices need to

disclose information to the residents, and to communicate with them closely. It is necessary for the Commune Offices to develop public information systems such as disclosure of minutes of meetings for basic infrastructure projects through their websites and notice boards.

4.3.4 Utilisation of the COSAY Method

The COSAY method should be used when the commune offices implement basic infrastructure improvement projects in their three-year plan. The C/Ps can use and refer to the Handbook when they select, plan and implement the projects. On the other hand, the Mayors and council members should respect the COSAY method and need to secure and allocate budget and human resources for that purpose.

4.4 Outcome of Capacity Development

In addition to the objectives mentioned in the PDM, capacity development of the counterpart personnel is a major purpose of JICA's technical cooperation project. It is necessary for securing sustainability of the outcomes of the Project and achieving the overall goal, so that capacity development of the C/Ps is essential for continuing activities they learned from the Project. Thus, the Project assessed all C/Ps in Abobo and Yopougon Communes concerning their capacities on basic infrastructure improvement projects toward promoting social cohesion. The capacity assessments were conducted once in 2014 and once again in 2016, targeting three different departments in each Commune Office.

In order to quantify the capacity assessment, the knowledge and experience of the C/Ps and other staff of the commune offices concerning basic infrastructure development were assessed and assigned to one of three categories, good (A), medium (B) and poor (C). Answers to the questionnaires were analysed by the directors of each department and the JICA Expert Team. An average score above 2.5 is rated as A, from 2.0 to 2.4 as B+, from 1.5 to 1.9 as B-, while below 1.4 is rated as C. The comparison results of the capacity assessments are summarised in the tables below.

Table 4.4.1 Result of the Capacity Assessment (Technical Capacity) 2014/2016

Knowledge/ Experience	Abobo DST				Yopougon DST			
	Score		Rate		Score		Rate	
	2014	2016	2014	2016	2014	2016	2014	2016
Information collection and basic facility development planning								
Survey on existing conditions of public facilities	2.0	2.5	B+	A	1.7	2.2	B-	B+
Management of database of public facilities	1.2	2.3	C	B+	1.3	1.8	C	B-
Preparation of public facility development plan and selection of priority projects	1.6	2.3	B-	B+	1.6	2.0	B-	B+
Conceptual planning and budgeting								
Diagnostic check of existing buildings and road (for rehabilitation only)	1.8	2.3	B-	B+	1.9	2.2	B-	B+
Preparation of Conceptual Plan	1.6	2.0	B-	B+	1.8	1.7	B-	B-
Preliminary cost estimate	1.6	2.5	B-	A	1.9	2.0	B-	B+
Preparation of a study report	1.2	2.3	C	B+	1.8	1.7	B-	B-
Preparation of Triennial Programme and Annual Budget Plan	1.4	1.8	C	B-	2.0	2.0	B+	B+
Preparation of project proposals to find funds for implementation	1.0	1.5	C	B-	1.4	1.3	C	C
Project planning and preparation								
Environmental Impact Assessment	1.2	1.8	C	B-	1.7	1.5	B-	B-
Preparation of Resettlement Action Plan	1.4	1.8	C	B-	1.2	1.8	C	B-
Project planning with public participation	1.0	1.8	C	B-	1.4	2.0	C	B+
Basic Design	1.8	2.3	B-	B+	1.4	1.5	C	B-
Project cost estimate	1.8	2.3	B-	B+	2.1	2.2	B+	B+
Contract with the consultants (Preparation of TOR, Selection of the consultants, Agreement with the consultants)	-	-	-	-	1.0	1.2	C	C
Topographic surveys and soil surveys	1.8	1.8	B-	B-	1.3	1.5	C	B-
Detailed design	1.6	2.5	B-	A	1.7	1.7	B-	B-
Review of project cost estimate	1.6	2.5	B-	A	1.8	2.2	B-	B+
Preparation of tender documents	-	-	-	-	1.9	2.0	B-	B+
Implementation of Tender (Tender notice, Distribution of the Tender documents, Tender evaluation, Contract award)	1.4	2.3	C	B+	1.9	2.0	B-	B+
Project Implementation								
Project implementation (Preparation of monthly reports, Periodical inspections, Material tests and sample approval, Monthly coordination)	1.8	2.0	B-	B+	1.9	2.2	B-	B+
Utilization of LBT and organisation of LBT works	1.4	2.0	C	B+	1.2	1.8	C	B-
Project handover (Conduct final inspection, Review and approval of handover documents, Preparation of handover ceremony)	1.8	2.5	B-	A	2.0	2.3	B+	B+
Warranty Inspection (Conduct warranty inspection, Approval of remedial works, Release warranty bond)	1.8	2.5	B-	A	2.0	2.3	B+	B+
Monitoring and Maintenance								
Monitoring	1.0	2.3	C	B+	1.9	2.5	B-	A
Maintenance	1.0	2.5	C	A	1.7	2.0	B-	B+

As the DST, most of the competencies have been improved in both Abobo and Yopougon. Especially in the planning and preparatory stages and the monitoring and maintenance stage, the C/P recognised that their capacities have been much improved.

Table 4.4.2 Result of the Capacity Assessment (Social Departments) 2014/2016

Knowledge/ Experience	Abobo				Yopougon			
	DASCPH				DDH			
	Score		Rate		Score		Rate	
	2014	2016	2014	2016	2014	2016	2014	2016
Collection and management of information on various types of community organisations and key persons in the commune	1.7	1.6	B-	B-	2.0	2.4	B+	B+
Communication with community organisations and key persons and development of good relationships with them	1.5	1.5	B-	B-	2.4	2.5	B+	A
Selection of priority projects in consideration of the social aspect (in cooperation with Technical Service Department)	1.5	1.4	B-	C	2.1	2.1	B+	B+
Organisation of meetings with community organisations and key persons to understand their problems and needs	1.7	1.7	B-	B-	2.7	2.7	A	A
Preparation of Triennial Programme and Annual Budget Plan	1.3	1.3	C	C	1.5	1.7	B-	B-
Preparation of project proposals to find funding for implementation	1.4	1.7	C	B-	1.8	2.2	B-	B+
Public announcement of selection of projects to be implemented by the commune	1.3	1.6	C	B-	2.1	2.0	B+	B+
Planning of public involvement process	1.5	1.8	B-	B-	1.9	1.7	B-	B-
Environmental Impact Assessment	1.0	1.2	C	C	2.4	2.0	B+	B+
Preparation of Resettlement Action Plan	1.2	1.4	C	C	1.9	2.2	B-	B+
Project planning with public participation	1.0	1.4	C	C	2.1	2.0	B+	B+
Involvement of community people in project implementation	1.4	1.5	C	B-	2.7	2.2	A	B+
Organisation of LBT works	1.0	1.3	C	C	2.2	2.3	B+	B+
Conducting public relations activities by choosing appropriate methods (website, media, events, leaflets, video, public meetings, etc.)	1.2	1.7	C	B-	2.3	2.0	B+	B+
Promotion of community participation in monitoring and maintenance	1.0	1.7	C	B-	2.2	2.2	B+	B+

Concerning the DASCPH in Abobo and the DDH in Yopougon, the change was smaller than those of the DSTs, because they had less experience in basic infrastructure improvement projects than the DSTs and the participatory approach was new for them. Through the activities under the Project, however, they acquired competencies in the areas of communication with the residents, resettlement issues, and monitoring of the projects. In terms of difference between the Communes, Abobo seems to have more positive change than Yopougon.

Table 4.4.3 Result of the Capacity Assessment (Communication Departments) 2014/2016

Knowledge/ Experience	Abobo				Yopougon			
	Communication				Communication			
	Score		Rate		Score		Rate	
	2014	2016	2014	2016	2014	2016	2014	2016
Collection and management of information on various types of community organisations and key persons in the commune	1.5	2.3	B-	B+	1.4	1.7	C	B-
Communication with community organisations and key persons and development of good relationships with them	1.8	2.3	B-	B+	1.6	2.3	B-	B+
Selection of priority projects in consideration of the social aspect (in cooperation with Technical Service Department)	1.8	2.0	B-	B+	1.6	2.0	B-	B+
Organisation of meetings with community organisations and key persons to understand their problems and needs	1.8	2.0	B-	B+	2.2	1.3	B+	C
Preparation of Triennial Programme and Annual Budget Plan	1.0	1.3	C	C	1.6	2.0	B-	B+
Preparation of project proposals to find funding for implementation	1.0	1.3	C	C	1.6	1.0	B-	C
Public announcement of selection of projects to be implemented by the commune	2.0	2.3	B+	B+	1.0	1.3	C	C
Planning of public involvement process	1.3	2.0	C	B+	1.2	1.7	C	B-
Environmental Impact Assessment	1.3	1.7	C	B-	1.0	1.3	C	C
Preparation of Resettlement Action Plan	1.0	1.7	C	B-	1.6	2.0	B-	B+
Project planning with public participation	1.3	2.3	C	B+	1.8	1.7	B-	B-
Involvement of community people in project implementation	1.8	2.0	B-	B+	1.8	2.0	B-	B+
Organisation of LBT works	1.0	1.3	C	C	1.6	2.0	B-	B+
Conducting public relations activities by choosing appropriate methods (website, media, events, leaflets, video, public meetings, etc.)	2.0	2.3	B+	B+	1.8	1.3	B-	C
Promotion of community participation in monitoring and maintenance	1.3	2.0	C	B+	1.4	1.3	C	C

For the communication section, the C/P of Abobo recognised that they learned a lot from the Project. Both Communes acquired competencies in the area of communication with the residents, resettlement issues, and project selection.

Generally, the C/P from Yopougon commune tended to have higher scores than those from Abobo commune. Yopougon commune seemed to have more opportunity to be involved in basic infrastructure development in the past than Abobo commune, because the budget of Yopougon commune was much higher than Abobo. On the other hand, there were some competencies in which the ratios had been decreased. The rating in 2014 seemed to be too much higher than their actual capacities at that time.

Despite the above tendencies, at the time of capacity assessment in 2014, there were some of the competencies in which both communes and in every department tended to be weak, such as proposal writing, environmental and social impact assessment, project planning in a participatory manner, procurement of consultants, and monitoring and maintenance. According to the results of capacity assessment in 2016, many of the weak competencies have been improved through the participation in the Project for nearly three years, although capacity development is a long process.

Chapter 5 Lessons Learned from the Implementation

5.1 Lessons for Promoting Social Cohesion

5.1.1 Co-working among Different Groups toward Common Interests of the Community

Establishment of the CCGPPs is a good practice of a form of public involvement. The CCGPPs that consist of both the C/Ps and representatives of residents as the decision making body for planning, implementation and monitoring of the pilot projects take the initiative and key roles for managing the pilot projects with assistance from the JICA Expert Team. The resident members of CCGPPs are representatives of various resident groups such as ethnic, religious, youth and women's groups, and are working for the pilot projects as volunteers. Also, local communities led by the resident members have contributed to efficient implementation of the pilot projects such as providing meeting venues, meals for workers, and planting flowers at the rehabilitated school. Meetings of the CCGPPs provide a good opportunity both for the C/Ps and for the residents to exchange their opinions and ideas concerning basic infrastructure development toward social cohesion like never before. Relationships and communication between the Commune Offices and the residents have been gradually improving while the resident members frequently expressed improved relationships among the resident groups through co-works of the CCGPPs. Fruitful lessons from the pilot project management with the CCGPPs were shared with the Ministries concerned and donors that assist similar projects in the joint workshop and the seminars as well as the Handbook that was distributed.

In addition, the involvement of local youth in the construction works contributed to generating friendship among the youth from different groups through the co-working.

5.1.2 Problem Solving by the CCGPPs

In the process of implementation of the pilot projects, there were some significant problems concerning construction works such as water pipes broken by the contractor. The commune offices quickly organised a CCGPP meeting to respond to the request from the resident members of the CCGPP, and to discuss solutions when a serious problem occurred. Since the resident members of CCGPP were those who were actually living near the sites, they were familiar with the people at the sites and able to assist the commune officers to quickly understand the situation and to amicably communicate with the residents. Within the limited

human resources of the commune offices, cooperation with local communities like CCGPP resident members can facilitate streamlining their administrative activities and improve the quality of their services.

However, it must be noted that it would not work appropriately if the distinction of their roles are unclear. The commune officers should always bare it in minds that the participation of the collaborators from the community is not a legal obligation and they should check time to time if they are not feeling huge burdens because of it. If the meetings are held too frequently, and /or on a short notice, it could exhaust the members over a long period. When the commune offices ask for cooperation from the community to solve a sensitive problem, meticulous attention should be paid so as not to cause any resentment toward the resident members by others.

5.2 Lessons for Improving Local Governance

5.2.1 Securing Accountability using the Selection Criteria

The selection of the pilot projects using the selection criteria with a scientific evaluation method contributed to clear and transparent explanations of the selection results to the stakeholders, as well as preventing unreasonable intervention from the politicians.

Lack of experience in community mobilisation and participatory development of the commune offices was a challenge for the selection of pilot projects. Selection of basic infrastructure projects under the Commune Offices tended to be done by the decision of the mayor without any public consultation or scientific selection criteria. Then, the Commune Office used to face difficulties with the residents during the implementation of the basic infrastructure projects.

At the time of the announcement of selection results of the pilot projects, therefore, the C/Ps were afraid of negative responses from the non- selected sites. When the C/Ps had the meetings, however, the results were explained based on the evaluation using the selection criteria in a transparent manner that they learned through the project activities, so that the representatives from the non-selected sites could understand the results without any objections or antagonism.

5.2.2 Close Communication and Collaboration with the Residents

Meetings of the CCGPPs provided good opportunities both for the C/Ps and for the residents to exchange their opinions and ideas concerning basic infrastructure development toward social cohesion like never before. Relationships and communication among the Commune Offices and the residents have been gradually improving. While in the beginning they did not even know each other, by the end of the project, the resident members understood how to communicate and with whom when they deliver a request to the commune offices. Furthermore,

the resident members frequently expressed improved relationships among the resident groups through co-works of the CCGPPs.

5.2.3 Interaction between Abobo and Yopougon Communes

The exchange visits made the C/Ps from Abobo and Yopougon feel that they were on the same team and working toward the same objectives and activities beyond the small differences between the communes. Due to the busy schedule of the project, there was only limited opportunity for the C/Ps to visit the other communes. The inauguration of the pilot projects would begin with an official visit of the Minister of MEMIS. In preparation for this visit, the main C/Ps from Abobo and Yopougon, as well as MEMIS/DGDDL, visited all the pilot project sites. That was the first time that the C/Ps from Abobo visited the sites in Yopougon, and those from Yopougon visited the sites in Abobo. They had chances to observe the sites and talk with the CCGPP members in the other communes. As a result, the C/Ps understood the different situations in the other communes, so that they could understand the challenges and efforts of the C/Ps in those communes.

In addition to the interaction between the Commune Offices, the project organised the exchange visit of the CCGPP members in October 2015, just after the completion of the pilot project. The representatives of ex-CCGPP members participated in the site visit and learned about the experiences of each pilot project in terms of process, outcomes and maintenance practise.

5.3 Lessons for Project Management

5.3.1 Monitoring by the Working Groups

The established WGs in Abobo and Yopougon have generated a sense of ownership among the C/Ps at the commune level. Although the JICA Expert Team led and facilitated the WG meetings at the beginning, the roles of C/Ps at the meetings have increased gradually. In preparation for the meetings, the JICA Expert Team tended to assist the C/Ps to prepare documents to be presented at the meeting. It was an important process and sometimes took a long time compared with the preparation by the JICA Expert Team. Although the JICA Expert Team prepared agendas for the WG meetings and set deadlines for preparation of the documents, the C/P tried to respond to the requirements set by the JICA Expert Team. Monitoring of the project activities by the WGs with the initiative of the C/Ps could have enhanced their ownership of the project management.

5.3.2 Learning from Failure

Failure is the mother of success. We can learn from failures. The C/Ps sometimes failed to conduct project activities as planned. However, they learned from the failures through review and examination of the causes, and this prevented them from repeating the same failures. A good example was observed during the process of selection of pilot projects as shown in the box article below.

Box Article: Case of excellent team work after a serious failure

The commune officers of Abobo were struggling to organise stakeholder meetings at each shortlisted site in the middle of November 2013. They did not have sufficient experience to organise this kind of meeting. Collaboration among the C/Ps and between the departments seemed to be weak.

One day, they failed to organise the meeting in front of a site for a visit by the resident representative of the JICA Cote d'Ivoire Office. There were no residents at the venue of the meeting. The reason was insufficient coordination between the departments. They did not share the information regarding the pilot project site for the meeting, so that the C/P in charge organised a meeting venue at the wrong place. The meeting had to be postponed.

They decided to reorganise the meeting for the next day and discussed among the C/Ps regardless the difference of departments.

The roles and tasks of each C/P were discussed.

The meeting next day was the; most successful one which had ever been observed. Each C/P recognised his or her roles and facilitated the residents very well. They worked as an excellent team.



5.3.3 Training and Learning Opportunities

The C/Ps tended to have good motivation for learning from the Project. Thus, the opportunities for participation in the training programmes, especially the training programmes in Japan were a significant incentive for them. New methods and ideas introduced by the JICA experts seemed to help them to improve their skills and to implement the pilot projects smoothly, even though many of the lectures from JICA experts required translation into French.

Box Article: Learning from Japan's Experience

Before the training in Japan, the participants did not have clear pictures about community based activities or the linkage between social cohesion and community development.

They learned about the various experiences of Japan such as reconstruction and land readjustment issues after World War II and the Great East Japan Earthquake, and the collaboration between the government and civil society. Now they have clear pictures of what the Project aims to do and what the messages of the JICA experts are.

“Community based organisations are essential for mobilising residents and for effective usage of the rehabilitated facilities”, “the roles of government for amicable relocation of occupied people is important”, and “the wall damaged in the post-election crisis must be preserved like the elementary school affected by the atomic bomb in Hiroshima, as a peace memorial”. These are samples of their learning in Japan.



In addition to the above training programmes, the C/Ps were motivated through the preparation, implementation and monitoring of the pilot projects together with JICA Expert Team. The process also presented good opportunities for learning. Although the process was not so easy and sometimes the C/Ps were required to work overtime, the C/Ps completed their tasks. The remarkable key for success of the Project seems to be a strong morale as member of the COSAY team. All team members had a strong engagement to complete the mission of the Project “promoting social cohesion”, regardless of the positions of MEMIS/DGDDL, the Commune Offices, and the JICA Expert Team.

Annexes

- Annex 1 Project Design Matrix (PDM)
- Annex 2 Plan of Operation (PO)
- Annex 3 Achievement of Indicators
- Annex 4 Input of JICA Experts and Counterparts
- Annex 5 Training Plan
- Annex 6 Training Records
- Annex 7 List of Equipment
- Annex 8 Minutes of Meetings on Joint Coordination Committee (JCC)
- Annex 9 Applicable Methods and lessons of COSAY

Annex 1

Project Design Matrix (PDM)

Annex 1 Project Design Matrix (PDM)

Title: Project on the Reinforcement of Communities for Promoting Social Cohesion in Greater Abidjan
 Direct Beneficiary: Commune office staff, people of Abobo commune and Yopougon commune participating in the pilot projects
 Indirect Beneficiary: people in Abobo Commune and Yopougon Commune

Duration: July 2013 - June 2016 (three years)
 Target Area: Abobo commune and Yopougon commune in Abidjan District
 PDM: Ver.2

10 September 2015

Overall goal	Objectively Verifiable Indicators	Means of Verification	Important Assumption
The social cohesion in the target communes affected by the crisis is promoted and reinforced.	1. In the target communes, the number of residents who feel more safety is increased. 2. In the target communes, the number and types of collective activities by the residents and between communities are expanded. 3. The number of residents who think that the commune offices become to disclose information and undertake fair development activities is increased. 4. Each commune office implements at least one basic infrastructure improvement project utilising methodologies learned from the Project.	1. Questionnaire and interview results from community leaders, commune residents, and the commune offices 2. Questionnaire and interview results from community leaders, participants of the collective activities, the community based organizations and the commune offices 3. Questionnaire and interview results from community leaders, the residents and the commune offices. 4. Questionnaire and interview results from the commune offices, project documents prepared by the commune offices, and the Project Completion Report.	
Project purpose	Objectively Verifiable Indicators	Means of Verification	
The relationships among residents in the target communes are reinforced through implementation of the basic infrastructure improvement projects.	1. In the pilot project areas, activities by the residents are vitalised. 1-1. The number of meetings organised by/for the residents is increased. 1-2. The number and type of the resident groups are expanded. 1-3. The number of residents who think that relations among neighbours is strengthened is increased. 2. Trust in the commune offices is enhanced through implementation of the pilot projects. 2-1. Opportunity of direct communication between the residents and the commune offices is arisen. 2-2. The number of project request from residents to the commune offices is increased.	1. Questionnaire and interview results from community leaders and community based organizations, and the project progress reports. 2. Questionnaire and interview results from community leaders and community based organizations, the project progress reports, the joint monitoring reports and the pilot project completion reports.	- Events which affect social cohesion of Cote d'Ivoire do not occur.
Outputs	Objectively Verifiable Indicators	Means of Verification	
1. The pilot projects are selected in accordance with the confirmed mechanism for planning and implementation of basic infrastructure improvement projects in the communes.	1-1. The planning and implementation mechanism of basic infrastructure improvement projects is organized by the project team at each commune and confirmed by the commune offices respectively. 1-2. The selection criteria for the pilot projects are established. 1-3. The residents comprehend purpose and contents of the selected pilot projects.	1-1. Reports on the planning and implementation mechanism of the commune, and interview results from the commune offices. 1-2. The pilot project selection criteria for each commune 1-3. Interview results from the commune offices, community leaders and the residents	- Socio-political situation in the communes are not deteriorated. - Jurisdiction of the communes is not altered drastically.
2. The pilot projects are executed and managed properly in line with the implementation plan.	2-1. A Pilot Project Joint Management Committee is established at each project site. 2-2. The commune residents are employed in accordance with the procurement policy. 2-3. The community workers are paid as contracted. 2-4. The counterparts at the commune offices conduct site-investigation of the pilot projects regularly (once a week). 2-5. The results of the joint monitoring are informed to the residents on a timely basis.	2-1. Member list of established committees, the project progress reports 2-2. Procurement policy for the pilot projects, contracts on the pilot project works, and the rehabilitation work status reports, the project progress reports 2-3. Employment contracts with the community workers, the rehabilitation work status reports, and interview results from the community workers, the project progress reports 2-4. Monitoring record and interview results from the contractors 2-5. Joint monitoring reports, and interview results from the monitoring members and community leaders	
3. Methodologies for implementation of basic infrastructure improvement projects considering social cohesion for the commune office staff are developed.	3-1. The trainings are conducted in accordance with the developed training plans considering social cohesion. 3-2. All core counterparts from the commune offices comprehend lessons learned from implementation of the pilot projects. 3-3. The proposal/s on the basic infrastructure improvement project which reflect/s the lesson learned from implementation of the pilot projects is/are submitted to donors.	3-1. The training needs assessment and the training completion reports 3-2. Questionnaire and interview results from the counterparts from the commune offices. 3-3. Developed proposal/s on the basic infrastructure improvement project	
Activities	Inputs		
1-1. To finalize the selection criteria for the pilot projects agreed on Record of Discussions 1-2. To select the pilot projects 1-3. To socialize with commune residents to foster their ownership towards the pilot projects. 2-1. To develop implementation plans of the pilot projects which employ the local human resources and strengthen community based organisations. 2-2. To assign contractors for the pilot projects in line with the implementation plans. 2-3. To commence the pilot projects including soft-component activities and manage progress of the pilot projects 2-4. To carry out joint monitoring of the pilot projects 3-1. To develop training plans necessarily for planning, implementation, management and facilitation of maintenance of the basic infrastructure projects 3-2. To conduct the necessary trainings on project planning, implementation, management and facilitation of maintenance of the basic infrastructure projects 3-3. To compile lessons from implementation of the pilot projects, and share the findings within the commune offices. 3-4. To develop proposals for basic infrastructure improvement project	<Japanese side> 1) Experts -Chief/Community Development/Peacebuilding -Building Construction Engineering -LBT/Public Works Engineering -Procurement Supervision -Infrastructure Maintenance (road/drainage) -Facility Maintenance (building) -Medical Equipment -Cost Estimation -Local Governance -Security and safety management -Coordinator -Other experts when necessary 2) Provision of machinery and equipment -Vehicle*4 -Office equipment 3) Training -Training in Japan (6 persons * 2 times) 4) Others -Expense for pilot projects -Training equipment and materials	<Ivoirian Side> 1) Assignment of personnel -Project Director -Project Coordinator -Project Managers -Project Leaders -Counterparts 2) Provision of facility and equipment - Suitable office space with necessary equipment and utilities (Electricity, water, internet, air conditioners etc.) at MEMIS, Abobo Commune Office and Yopougon Commune Office - Vehicle 3) Arrangements - Access to the necessary information, permission to under take project activities, and securing safety - Information as well as support for obtaining medical services - Credentials or identification cards 4) Budget Allocation - Allocation of counterpart budget - Operation and maintenance cost of provided equipment and developed facilities in the Project - Financial support for the project-assigned personnel	-Counterparts who are trained by the Project are working continuously for development of the areas. Pre-Conditions -Security in the target communes does not hamper the project activities. -Cooperation and understanding on the Project are obtained from local population.

1-1. Finalization of selection criteria includes collection of the necessary information and data, such as a social system and consensus-building system, for finalizing the selection criteria. Some of the collected data will be used as baseline data.

1-2. Selection of the pilot projects includes review of the commune development plans and the inventory survey of the pilot projects. Some of the collected data will be used as baseline data.

2-1. Development of the implementation plan includes capacity building of community based organisations, measurement, design, cost estimation, preparation of tender documents and TOR, formulation of the procurement policy and socio-economic survey on the residents participating in the pilot projects. Some of the collected data will be used as baseline data.

2-2. Assignment of contractors is proceeded by obtaining approval for implementation of the pilot projects from the commune offices and JICA, tendering, contracting and other procedures required by the commune offices and JICA.

Annex 2

Plan of Operation (PO)

Annex 2 Plan of Operation (PO)

PO Activities		2013												2014												2015												2016						Achievement
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Post Achievement						
0 Project management																																												
0-1	Holding JCC	Plan																																				The 1st JCC meeting was held on 27 August 2013, and approved the Work Plan including PDM ver. 1, PO, project management structure, and selection criteria for the pilot project. The 2nd JCC meeting was held on 10 December 2013, and approved the pilot project sites which were selected by the selection criteria. The 3rd JCC meeting was held on 13 August 2014 in order to present the progress report of the pilot projects. The 4th JCC meeting was held on 26 February 2015 in order to present the progress report of the pilot projects. The 5th JCC meeting was held on 10 September 2015 to verify the joint evaluation report on the terminal evaluation of COSAY. The 6th JCC meeting was held in April 2016 to verify the draft project completion report of COSAY.						
		Actual		JCC			JCC										JCC																							JCC				
0-2	Holding Working Groups	Plan																																					The Working Groups at Abobo and Yopougon were established and TORs for the counterparts were developed (1st - 3rd WG). The Working Groups mainly working on selection of the pilot projects (4th - 7th WG). The Working Groups mainly working on pilot projects plans (8th - 11th WG). The Working Groups monitor implementation of the pilot projects (12th - 21st WG). The Training Working Group was established and discussed the COSAY training plan (1st - 3rd WG). The Action Plans prepared during the training in Japan were shared with other counterparts at the 4th Training Working Group meeting. The Training Working Group reviewed previous trainings (5th - 7th WG). The Working Groups monitor implementation of the pilot projects (22nd - 24th WG). The Action Plans prepared during the training in Japan were shared with other counterparts at the 8th Training Working Group meeting. The Working Groups monitor remaining activities of the Project (25th - 29th WG). The implemented training programmes were evaluated at the 9th Training Working Group meeting. The result of capacity assessment was shared at the 10th Training Working Group meeting.					
		Actual																																										
0-3	Preparation and consultation of Work Plan, Progress Report, Completion Report	Plan																																					The Work Plan and the Progress Report 1, 2, 3 and 4 were delivered. The Project Completion Report (Draft) and The Project Completion Report were delivered.					
		Actual		WP draft																																								
Output 1. The pilot projects are selected in accordance with the confirmed mechanism for planning and implementation of basic infrastructure improvement projects in the communes.																																												
1-1	To finalize the selection criteria for the pilot projects agreed on Record of Discussions	Plan																																				Selection criteria were discussed and finalised during the kick-off workshop. Then, the JCC approved the selection criteria.						
		Actual																																										
1-2	To select the pilot projects	Plan																																					Based on the long lists prepared by Abobo and Yopougon Communes, both communes implemented technical and social surveys for the candidate sites, and compiled the profiles for each target site. Then, the communes prepared shortlists through the evaluation of some essential criteria. Stakeholder meetings were held at the shortlisted sites (9 sites in Abobo, 8 sites in Yopougon) to confirm willingness of residents concerning participation to the pilot project and to collect required information so as to judge some of the selection criteria. Based on the collected information and results of the stakeholder meetings, finally, selected pilot projects were approved at the 6th Working Group meetings.					
		Actual																																										
1-3	To socialize with commune residents to foster their ownership towards the pilot projects.	Plan																																					Before officialising the pilot projects, the commune offices attempted to foster residents ownership towards the stakeholder meetings. The commune offices held explanation meetings about procedure of pilot projects and establishment of pilot project joint management committees (CCGPPs). CCGPPs were established at all pilot project sites, involving leaders of ethnic groups, religious groups, CGO, COGES, women associations, youth associations, and artisan associations as well as commune officials.					
		Actual																																										
Output 2. The pilot projects are executed and managed properly in line with the implementation plan.																																												
2-1	To develop implementation plans of the pilot projects which employ the local human resources and strengthen community based organisations.	Plan																																					The counterparts conducted 3 CCGPP meetings and 1 stakeholder meeting at each pilot project site. The 1st version of pilot project plans were drafted by the counterparts based on the discussions at the above mentioned meetings. Project Design Matrix for each pilot project was prepared considering insufficient items in the pilot project plans. Subcontracted works for pilot projects including baseline survey, topographic surveys, detailed design and cost estimation have been implemented.					
		Actual																																										
2-2	To assign contractors for the pilot projects in line with the implementation plans.	Plan																																					Tender document for the rehabilitation of schools as the first batch of the pilot projects was prepared and a contractor was selected. Tender documents for PP-PKG-2 (school construction) and PP-PKG-3 (road rehabilitation), PP-PKG-S1 (training through construction of temporary classrooms), and PP-PKG-2F (banquet for the PP-PKG-2 schools) under the pilot projects were prepared, and contractors were selected. Tender document for the procurement of the programme on maintenance of basic infrastructure (PP-PKG-S2) was prepared and a contractor was selected.					
		Actual																																										
2-3	To commence the pilot projects including soft component activities and manage progress of the pilot projects	Plan																																					The commune offices implemented sensitisation on social cohesion and hygiene issue to the residents of the pilot project areas at the JICA/SONY public viewing for FIFA World Cup. CCGPP and stakeholder meetings were held. The resettlement action plan was prepared. Local workers were recruited in July for PP-PKG-1, and in October for PP-PKG-S1, PP-PKG-2, and PP-PKG-3. The rehabilitation works of the schools in Abobo and Yopougon communes have completed (PP-PKG-1). Also, the temporary buildings were constructed as training of local workers (PP-PKG-S1). The CIPs prepared monitoring reports for PP-PKG-S1. School construction works were completed (PP-PKG-2). The PP-PKG-S2 was completed and maintenance equipment at each pilot project site were delivered. The road rehabilitation works in Abobo and Yopougon communes have completed (PP-PKG-3). Sensitisation on maintenance of rehabilitated infrastructures was done by the commune office and CCGPP resident members. Successor organisations of CCGPP that are responsible for maintenance of rehabilitated facilities at the pilot project sites have been established.					
		Actual																																										
2-4	To carry out joint monitoring of the pilot projects	Plan																																					The monitoring is done every weeks with the Technical Service Departments and CCGPP members.					
		Actual																																										
Output 3. Methodologies for implementation of basic infrastructure improvement projects considering social cohesion for the commune office staff are developed.																																												
3-1	To develop training plans necessarily for planning, implementation, management and facilitation of maintenance of the basic infrastructure projects	Plan																																					JICA expert team conducted capacity assessment for the counterpart organisations through the project activities. The Training Working Group was established. Then, the working group conducts training needs assessment, planning of training programme. The 3rd Training Working Group confirmed the Training Plan as the 1st version. The 5th and 6th Training Working Group meetings confirmed the updated training plan.					
		Actual																																										
3-2	To conduct the necessary trainings on project planning, implementation, management and facilitation of maintenance of the basic infrastructure projects	Plan																																					Training on social and environmental considerations (22 Nov. and 3 Dec.) followed with practice session (5 Dec.) Training on final selection of the pilot projects (22 Nov.) Training on KAIZEN (3 Dec.) Training on Pilot Project Planning (3, 4 Mar.) followed with practice session (5 and 6 Mar.) Training on Participatory Planning Methods (11 Mar.) Training on Project Cycle Management (17, 18, 19 Mar.) The 1st training programme in Japan (Promotion of Social Cohesion II) was implemented. (22 May - 8 June) Training on employment generation (8 July) Training on public procurement (15,17 July) Training on quality control (19 Aug.) Training on safety management (26 Aug.) Training on school maintenance (1, 3, 7 Oct. 14, 23 Jun. 15) Training on social cohesion and roles of citizen (11, 18 Oct. 8, 12, 13 Nov.) Training on construction management (30, 31 Oct.) Training on project evaluation (5, 6, 7 Nov.) Training on Public Involvement (18 Dec.) Training on diagnosis of roads (27, 28 Jan. 15) Training on public relations (24 Feb. 15) Training on diagnosis of schools (12 Mar. 15) Training on road maintenance (27 May 15) Training on commune 3 years plan (18 Jun. 15) Training on road maintenance (27, 28 Aug. 15) Training on school maintenance (7, 16, 28 Jul. 15) Training on Proposal Writing (11 Feb. 16)					
		Actual																																										
3-3	To compile lessons from implementation of the pilot projects, and share the findings within the commune offices.	Plan																																					Internal mid-term evaluations were done for two pilot projects, especially in PP-PKG-1 construction works, and share evaluation results with counterparts at 15th Working Group meetings. The interim seminar was held on the 5th of March to share lessons of COSAY with stakeholders and other donors, and exchange ideas. The joint evaluation committee (CCE) was established to conduct evaluation practice and withdraw lessons learned from the project. The joint evaluation committee (CCE) member participated in the terminal evaluation practice. End-line survey was conducted. CCE conducted the final evaluation on the pilot projects. Workshop on Drawing Lessons Learned was held to identify lessons from the pilot projects (15 Nov. 15) Workshop on Sharing and Compiling Lessons Learned 1 was held to confirm applicability of the COSAY method to the services of the Commune Offices (1 Dec. 15) Workshop on Sharing and Compiling Lessons Learned 2 was held to share the lessons of COSAY with the council members of the Communes and review a draft Handbook of COSAY Method (16 Feb. 16) Joint Workshop on Promoting Social Cohesion was held to share experience and information among government authorities and donors that are working on social cohesion issue (9 Feb. 16) Final Seminar was held in April to share the lessons and experience of COSAY with stakeholders that are working on social cohesion issue.					
		Actual																																										
3-4	To develop proposals for basic infrastructure improvement project	Plan																																					JET instructed the counterparts how to apply the Grassroots Grant scheme by the embassy of Japan. As an initial practice, proposals for the Grassroots Grant of the Embassy of Japan prepared by the both communes. Yopougon Commune office attended the signing ceremony of the Grassroots Grant scheme by the embassy of Japan concerning health facility in Yopougon. The commune offices prepared proposals for the Grassroots Grant scheme by the embassy of Japan in FY2015. The commune offices prepared proposals for the Eboua fund under COSAY. The commune offices prepared proposals of basic infrastructure improvement projects for the final seminar. MEMIS and the commune offices prepared proposals for PRICHONARD concerning remaining parts of the roads that were rehabilitated under the pilot project.					
		Actual																																										

Annex 3

Achievement of Indicators

Annex 3 Achievement of Indicators

PDM Indicator	Achievement
Project Purpose: The relationships among residents in the target communes are reinforced through implementation of the basic infrastructure improvement projects.	
Overall - Achieved	
<p>1. In the pilot project areas, activities by the residents are vitalised.</p> <p>1-1. The number of meetings organised by/for the residents is increased.</p> <p>1-2. The number and type of the resident groups are expanded.</p> <p>1-3. The number of residents who think that relations among neighbours is strengthened is increased.</p>	<ul style="list-style-type: none"> - The stakeholder meetings and CCGPP meetings were a good opportunity for meeting many kind of resident groups together. - According to the end-line survey, 92% of the residents think that relations among the residents in their sub-quartier have been improved since 2013.
<p>2. Trust in the commune offices is enhanced through implementation of the pilot projects.</p> <p>2-1. Opportunity of direct communication between the residents and the commune offices is arisen.</p> <p>2-2. The number of project request from residents to the commune offices is increased.</p>	<ul style="list-style-type: none"> - Trust in the commune offices has been enhanced through the process of pilot project including selection, planning and implementation. During the terminal evaluation, resident members of CCGPPs expressed their trust to the commune office have been enhanced since 2014. - Trust in the commune offices by the residents seems to be limited so far. Although the resident members of CCGPPs tend to have good relationships with the commune office, less than 10% of residents in the areas have trust in the commune offices, according to the end-line survey. - After the establishment of CCGPPs, residents can communicate easily with the commune offices.
Output 1: The pilot projects are selected in accordance with the confirmed mechanism for planning and implementation of basic infrastructure improvement projects in the communes.	
Overall - Achieved	
<p>1-1. The planning and implementation mechanism of basic infrastructure improvement projects is organized by the project team at each commune and confirmed by the commune offices respectively.</p>	<ul style="list-style-type: none"> - The planning and implementation mechanism has been studied by the WG members. - The mechanism was reviewed and confirmed by the WG members.
<p>1-2. The selection criteria for the pilot projects are established.</p>	<ul style="list-style-type: none"> - The selection criteria were established by the WG members and approved by JCC in August 2013.
<p>1-3. The residents comprehend purpose and contents of the selected pilot projects.</p>	<ul style="list-style-type: none"> - The commune offices explained purpose and schedule of the pilot projects to the representatives of the selected pilot project sites. - The residents were comprehend purpose and contents of the pilot projects through the establishment of CCGPP and process of project planning.
Output 2: The pilot projects are executed and managed properly in line with the implementation plan.	
Overall - Achieved	
<p>2-1. A Pilot Project Joint Management Committee is established at each project site.</p>	<ul style="list-style-type: none"> - CCGPPs were established at the pilot project sites.
<p>2-2. The commune residents are employed in accordance with the procurement policy.</p>	<ul style="list-style-type: none"> - 59% of workers in Abobo Commune and 69% of workers in Yopougon Commune (man/day base) were from local residents in the school rehabilitation/construction works (PP-PKG-1, S1 and 2), reflecting the employment policy of the works (more than 50%). - 46% of workers in Abobo Commune and 66% of workers in Yopougon Commune (man/day base) were from local residents in the road rehabilitation works (PP-PKG-3), reflecting the employment policy of the works (more than 60%).
<p>2-3. The community workers are paid as contracted.</p>	<ul style="list-style-type: none"> - For PP-PKG-1, S1, 2 and 3, payment for the workers has been done under the monitoring by CCGPPs, although there was small problems.
<p>2-4. The counterparts at the commune offices conduct site-investigation of the pilot projects regularly (once a week).</p>	<ul style="list-style-type: none"> - The monitoring was done every week with the counterparts and CCGPP members.
<p>2-5. The results of the joint monitoring are informed to the residents on a timely basis.</p>	<ul style="list-style-type: none"> - Results of monitoring were informed to the residents partly by CCGPP members, although the endline survey found that only 13% of the residents knew the pilot projects under COSAY.
Output 3: Methodologies for implementation of basic infrastructure improvement projects considering social cohesion for the commune office staff are developed.	
Overall - Achieved	
<p>3-1. The trainings are conducted in accordance with the developed training plans considering social cohesion.</p>	<ul style="list-style-type: none"> - The Kick-off workshop and establishment of the WGs in each target commune helped C/Ps' understandings of the Project. - The training plan was prepared through the discussions in the Training Working Group meetings and training needs assessment. - The implementation of 23 training programmes and 2 training programmes in Japan contributed to increasing level of understanding of the counterparts including the importance of paying due attention to social and environmental issues consequent to project planning and implementation.
<p>3-2. All core counterparts from the commune offices comprehend lessons learned from implementation of the pilot projects.</p>	<ul style="list-style-type: none"> - Through the mid-term evaluation practice on PP-PKG-1 construction works, the core counterparts learned lessons of the pilot projects. - The interim seminar was held in March 2015, and lessons of COSAY were shared with stakeholders and donors. - The CCE members participated actively in the process of terminal evaluation practice. - Final evaluation practice and the workshops facilitated by the C/Ps withdrawn lessons learned from the pilot projects and share them with the stakeholders. - The lessons learned from the pilot projects and compiled Handbook was shared with the stakeholders that are working on social cohesion issue.
<p>3-3. The proposal/s on the basic infrastructure improvement project which reflect/s the lesson learned from implementation of the pilot projects is/are submitted to donors.</p>	<ul style="list-style-type: none"> - One of proposed health facility in Yopougon Commune has been selected as a grassroots grant project under the embassy of Japan (FY2014). - The Japanese Professor who is the authority of Do-Noh method visited to Abidjan based on the invitation by MEMIS. - The commune offices prepared proposals for the Ebola fund under COSAY. - MEMIS and the commune offices prepared proposals for PRICI/ONARD concerning remaining parts of the roads that were rehabilitated under the pilot project. - The commune offices presented proposals of basic infrastructure improvement projects for the final seminar.

Annex 4

Input of JICA Experts and Counterparts

Annex 4 Input of JICA Experts and Counterparts

JICA Experts			2013												2014												2015												2016					
			7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6						
Title	Name	Work in CI																																										
Team Leader/ Community Development/Peacebuilding	Mr. Masaya Sekiguchi	13.60 / 13.60 MM	[Gantt chart bars]																																									
Deputy Team Leader/ Building Construction Engineering 1	Mr. Mitsuo Ochi	4.63 / 4.63 MM	[Gantt chart bars]																																									
Building Construction Engineering 2	Mr. Kazuomi Okamura	1.67 / 1.67 MM	[Gantt chart bars]																																									
LBT 1/ Public Works Engineering	Mr. Kiminori Matsumoto	5.73 / 5.73 MM	[Gantt chart bars]																																									
LBT2	Dr. Tatsumi Tokunaga	2.37 / 2.37 MM	[Gantt chart bars]																																									
LBT2	Mr. Hiroaki Kobayashi	1.00 / 1.00 MM	[Gantt chart bars]																																									
Procurement Supervision 1/ Tender Assistance	Ms. Asuka Toda	6.73 / 6.73 MM	[Gantt chart bars]																																									
Procurement Supervision 2/ Construction Safety Management	Mr. Arata Aikawa	10.63 / 10.63 MM	[Gantt chart bars]																																									
Infrastructure Maintenance (Road / Drainage)	Mr. Noboru Shimizu	4.80 / 4.80 MM	[Gantt chart bars]																																									
Infrastructure Maintenance (Building) / Procurement Supervision 3	Ms. Keiko Otoguro	10.00 / 10.00 MM	[Gantt chart bars]																																									
Medical Equipment	Mr. Tamotsu Nozaki	1.00 / 1.00 MM	[Gantt chart bars]																																									
Project Cost Estimation (Public Works Engineering) Procurement Supervision 4	Ms. Makoto Matsuura	2.73 / 2.73 MM	[Gantt chart bars]																																									
Project Cost Estimation (Architecture)	Mr. Haruhisa Ishikawa	0.83 / 0.83 MM	[Gantt chart bars]																																									
Procurement Supervision 5	Mr. Hiroaki Kobayashi	3.00 / 3.00 MM	[Gantt chart bars]																																									
Procurement Supervision 6	Mr. Noor Akmar	1.57 / 1.57 MM	[Gantt chart bars]																																									
Local Governance	Ms. Junko Okamoto	1.63 / 1.63 MM	[Gantt chart bars]																																									
Social Survey/ School Management and Civil Activity Enhancement	Ms. Ayumi Urata (Iguchi)	6.73 / 6.73 MM	[Gantt chart bars]																																									
School Management and Civil Activity Enhancement 2	Ms. Ayumi Koyama	1.00 / 1.00 MM	[Gantt chart bars]																																									
School Management and Civil Activity Enhancement 3	Ms. Yuko Suwa	2.43 / 2.43 MM	[Gantt chart bars]																																									
Environmental and Social Considerations	Dr. Jayamohan Somasundaram	1.00 / 1.00 MM	[Gantt chart bars]																																									
Training Management and Project Monitoring	Mr. Keisuke Hattori	8.33 / 8.33 MM	[Gantt chart bars]																																									
Project Administrator/ Community Development Assistance 1	Ms. Asuka Toda	1.8 / 1.8 MM	[Gantt chart bars]																																									
Project Administrator/ Community Development Assistance 2	Ms. Mayu Imafuku	1.7 / 1.7 MM	[Gantt chart bars]																																									
Project Administrator/ Community Development Assistance 3	Mr. Masamichi Sunada	1.5 / 1.5 MM	[Gantt chart bars]																																									
Project Administrator/ Community Development Assistance 4	Mr. Keisuke Hattori	6.27 / 6.27 MM	[Gantt chart bars]																																									

▨ Borne by the companies

Counterpart Personnel			2013												2014												2015												2016					
			7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6						
Position	Name	Terms																																										
Project Director (Director General of DGDDL)	Mr.Parfait Gohourou	2013/8 ~	[Gantt chart bars]																																									
Project Coordinator (Forcal Point of JICA, DGDDL)	Mr.Gbala Gnato Raphael	2013/8 ~	[Gantt chart bars]																																									
Counterpart (DGDDL)	Mr. Nemlin Abel José	2013/8 ~	[Gantt chart bars]																																									
Counterpart (DGDDL)	Ms. N'guessan Nichet Didiée	2013/8 ~	[Gantt chart bars]																																									
Counterpart (DGDDL)	Mr. Koffi Ehoussou François	2015/2 ~	[Gantt chart bars]																																									
Project Manager (Deputy Mayor, Abobo Commune)	Mr. Koné Siaka	2013/8 ~	[Gantt chart bars]																																									
Project Leader (Director of DT, Abobo Commune)	Mr. Coulibaly Valy	2013/8 ~	[Gantt chart bars]																																									
Counterpart (DT, Abobo Commune)	Mr. Djanikro Kouassi Amidou	2013/9 ~ 2013/12	[Gantt chart bars]																																									
Counterpart (DT, Abobo Commune)	Mr. Koné Moussa	2013/9 ~	[Gantt chart bars]																																									
Project Leader (Director DASCPh, Abobo Commune)	Ms. Barro Mahoussa	2013/8 ~	[Gantt chart bars]																																									
Counterpart (DASCPh, Abobo Commune)	Mr. Mèlèdje Loès	2013/9 ~	[Gantt chart bars]																																									
Counterpart (DASCPh, Abobo Commune)	Mr. Kambou Kouadio Rémi	2013/9 ~	[Gantt chart bars]																																									
Counterpart (DASCPh, Abobo Commune)	Ms. Djanhoré Lou Chantal	2013/9 ~ 2014/7	[Gantt chart bars]																																									
Counterpart (SG, Abobo Commune)	Mr. Ouattara Blidia Alain	2013/9 ~	[Gantt chart bars]																																									
Counterpart (Project, Abobo Commune)	Mr. Wagué Adama	2013/8 ~	[Gantt chart bars]																																									
Counterpart (Communication, Abobo Commune)	Mr. Doumia Adama	2013/9 ~	[Gantt chart bars]																																									
Project Manager (Deputy Mayor, Yopougon Commune)	Mr. Coulibaly Issifou	2013/8 ~	[Gantt chart bars]																																									
Project Leader (Director DT, Yopougon Commune)	Mr. Adama Yéo	2013/8 ~	[Gantt chart bars]																																									
Counterpart (Deputy Director of DT, Yopougon Commune)	Mr. Ouattara Seydou	2013/9 ~	[Gantt chart bars]																																									
Counterpart (DT, Yopougon Commune)	Mr. Bamba Lanciné	2013/9 ~	[Gantt chart bars]																																									
Project Leader (Director DDH, Yopougon Commune)	Mr. Coulibaly Bengaly	2013/8 ~	[Gantt chart bars]																																									
Counterpart (Deputy Director of DDH, Yopougon Commune)	Mr. Coulibaly Mamadou Débolo	2013/9 ~	[Gantt chart bars]																																									
Counterpart (DDH, Yopougon Commune)	Ms. Diomandé Mabala Estelle	2013/9 ~	[Gantt chart bars]																																									
Counterpart (DDH, Yopougon Commune)	Mr. Kablan Sahi	2013/9 ~	[Gantt chart bars]																																									
Counterpart (SG, Yopougon Commune)	Mr. Oulaye Firmin	2013/9 ~	[Gantt chart bars]																																									
Counterpart (Communication, Yopougon Commune)	Mr. Doulaye Koné	2013/9 ~	[Gantt chart bars]																																									

Annex 5
Training Plan

Annex 5 Training Plan (Ver. 1.4)

List of trainings to be implemented in the project: Pilot Project General Competencies

30/06/2015

	Theme	Trainers	Major contents	Trainees (in detail)	Number of trainees	Period	Times	Timing	Completed
1	Environmental and Social Impact Considerations	<ul style="list-style-type: none"> JICA Experts 	<ul style="list-style-type: none"> Theory and Practice on Social and Environmental Considerations in Cote d'Ivoire JICA Guidline on Social and Environmental Considerations 	<ul style="list-style-type: none"> All Counterpart from MEMIS, Commune Offices 	21	1 day	1	Nov. 2013	✓
2	Pilot Project Selection	<ul style="list-style-type: none"> JICA Experts 	<ul style="list-style-type: none"> Procedure of selection of pilot project Evaluation of selection criteria 	<ul style="list-style-type: none"> All Counterpart from MEMIS, Commune Offices 	19	1 day	1	Nov. 2013	✓
3	KAIZEN – Continuous Quality Improvement	<ul style="list-style-type: none"> JICA Experts 	<ul style="list-style-type: none"> Philosophy of Kaizen 5S Principal HouRenSou Principal 	<ul style="list-style-type: none"> All Counterpart from MEMIS, Commune Offices 	19	Half day	1	Dec. 2013	✓
4	Pilot Project Planning considering Social Cohesion	<ul style="list-style-type: none"> JICA Experts 	<ul style="list-style-type: none"> Outline of pilot project plan Image of soft component activities Gender considerations Conflict considerations EIA and Resettlement issues 	<ul style="list-style-type: none"> All Counterpart from MEMIS, Commune Offices 	20	1 day	1	Mar. 2014	✓
5	Public Involvement	<ul style="list-style-type: none"> JICA Experts 	<ul style="list-style-type: none"> Public involvement process Public involvement methods Public involvement in project planning and in project implementation Skills for communication with community people for social cohesion 	<ul style="list-style-type: none"> All Counterpart from MEMIS, Commune Offices 	20	1 day	1	Dec. 2014	✓

6	Participatory Planning Methods	<ul style="list-style-type: none"> JICA Experts 	<ul style="list-style-type: none"> Facilitation Skills Stakeholder Analysis SWOT Analysis Cause and Effect Analysis Other social survey methods 	<ul style="list-style-type: none"> All Counterpart from MEMIS, Commune Offices CCGPP members 	28	1 day	1	Mar. 2014	✓
7	Project Cycle Management (PCM)	<ul style="list-style-type: none"> JICA Experts 	<ul style="list-style-type: none"> Theory of project cycle management Logical Framework Indicators and survey methods Design baseline survey 	<ul style="list-style-type: none"> Director, Sub-directors, Chiefs and staff of Technical Service Department Director, Sub-directors, Chiefs and staff of DASCPH/DDH 	20	3 days	1	Mar. 2014	✓
8	Employment Generation: Experience of Great East Japan Earthquake	<ul style="list-style-type: none"> MEMIS, Abobo, Yopougon JICA Experts 	<ul style="list-style-type: none"> Experience of job creation after the earthquake Approach and methodology of employment generation 	<ul style="list-style-type: none"> All Counterpart from MEMIS, Commune Offices 	20	Half day	1	Jul. 2014	✓
9	Project Evaluation	<ul style="list-style-type: none"> JICA Experts 	<ul style="list-style-type: none"> Theory of project evaluation DAC 5 Criteria Evaluation in post-conflict context Evaluation Grid Report writing 	<ul style="list-style-type: none"> Director, Sub-directors, Chiefs and staff of Technical Service Department Director, Sub-directors, Chiefs and staff of DASCPH/DDH 	20	Half day Introduction + 3 days	1	Aug. 2014 Nov. 2014	✓
10	Social cohesion and community development	<ul style="list-style-type: none"> Facilitators from Search for Common Ground 	<ul style="list-style-type: none"> Conflict analysis & resolution Communication Role of citizens for community development 	<ul style="list-style-type: none"> CCGPP members Director, Sub-directors, Chiefs and staff of DASCPH/DDH 	30	1 day	5 locations	Oct. 2014 Nov. 2014	✓
11	Public relations	<ul style="list-style-type: none"> JICA Experts NGO(if there is an appropriate NGO to provide the training) 	<ul style="list-style-type: none"> Purposes of public relations practices by Commune Offices Planning of public relations Methods of public relations 	<ul style="list-style-type: none"> Staff of DASCPH/DDH Staff in charge of communication 	16	1 day	1	Feb. 2015	✓

List of trainings to be implemented in the project: Pilot Project Technical Competencies

	Theme	Trainers	Major contents	Trainees (in detail)	Number of trainees	Period	Times	Timing	Completed
12	Public procurement	<ul style="list-style-type: none"> MEMIS JICA Experts 	<ul style="list-style-type: none"> Tender process for construction projects Selection and contract with consultants and contractors 	<ul style="list-style-type: none"> Director, Sub-directors, Chiefs and staff of Technical Service Department Director, Sub-directors, Chiefs and staff of DASCPH/DDH 	12	Half day x 2	1	Jul. 2014	✓
13	Construction Management and Monitoring Work Training (Mobilization Training)	<ul style="list-style-type: none"> JICA Expert Consultants 	<ul style="list-style-type: none"> Introduction of the Training Outline of the project Briefing of Construction Management Briefing of Monitoring Works Wrap up and evaluation 	<ul style="list-style-type: none"> Staff of Technical Service Department responsible for Supervision (6) CCGPP members (12) Local Technicians (12) 	30	1 day	2 (1 time in each commune)	Oct. 2014	✓
14	Quality Control	<ul style="list-style-type: none"> JICA Experts 	<ul style="list-style-type: none"> Outline of Quality Assurance Practice of Quality Assurance 	<ul style="list-style-type: none"> Director, Sub-directors, Chiefs and staff of Technical Service Department Local Consultants 	8	1/2 day of Lecture	1	Aug. 2014 (Dec. 2014) (Jan. 2015)	✓
15	Safety Management	<ul style="list-style-type: none"> JICA Experts 	<ul style="list-style-type: none"> Outline of Safety Management Practice of Safety Management 	<ul style="list-style-type: none"> Director, Sub-directors, Chiefs and staff of Technical Service Department Local Consultants Contractors 	10	1/2 day of lecture	1	Aug. 2014 (Dec. 2014) (Jan. 2015)	✓
16	Training of trainers for school building maintenance	<ul style="list-style-type: none"> JICA Experts 	<ul style="list-style-type: none"> Daily maintenance methods by COGES Monitoring by Commune Office Communication between COGES and Commune Office 	<ul style="list-style-type: none"> Staff of Technical Service Department responsible for building maintenance Staff of DASCPH/DDH in charge of communication with COGES CCGPP members 	14	1/2 day of lecture	2 (1 time in each commune)	Oct. 2014	✓

17	Training of trainers for Road maintenance	<ul style="list-style-type: none"> JICA Experts Consultants 	<ul style="list-style-type: none"> Monitoring/Survey of road conditions Maintenance works Involvement of community organization in road maintenance 	<ul style="list-style-type: none"> Staff of Technical Service Departments in commune office responsible for road maintenance (6) 	14	1 day (Classroom)	1	May 2015	✓
18	School building maintenance	<ul style="list-style-type: none"> Commune officials who take training of trainers for school building maintenance 	<ul style="list-style-type: none"> Roles of COGES and community organizations in daily maintenance Roles of Commune Office in daily maintenance and rehabilitation Methods of daily maintenance 	<ul style="list-style-type: none"> Members of COGES Members of CCGPP Community organizations to support daily maintenance 	30	1 day (Lecture & Field practice)	4 (1 time in each target school)	Jun. 2015 Jul. 2015	✓
19	Road maintenance	<ul style="list-style-type: none"> Commune officials who take training for road maintenance 	<ul style="list-style-type: none"> Roles of community organizations in daily maintenance Roles of Commune Office in daily maintenance and rehabilitation Methods of daily. routine, periodic maintenance 	<ul style="list-style-type: none"> Members of CCGPP Community organizations to support daily maintenance 	36	1 day (Lecture & Field Practice)	4 (1 time in each road site)	Aug. 2015	✓

List of trainings to be implemented in the project: General and Technical Competencies concerning Commune Works

	Theme	Trainers	Major contents	Trainees (in detail)	Number of trainees	Period	Times	Timing	Completed
20	Diagnosis of roads	<ul style="list-style-type: none"> JICA Experts 	<ul style="list-style-type: none"> Methods of diagnosis Rehabilitation plan Cost estimation Compiling inventory data 	<ul style="list-style-type: none"> Director, Sub-directors, Chiefs and staff of Technical Service Department (Abobo 3, Yopougon 5?) 	8	2 days (Lecture & Field practice)	1	Jan. 2015	✓

21	Diagnosis of school buildings	<ul style="list-style-type: none"> JICA Experts 	<ul style="list-style-type: none"> Methods of diagnosis Rehabilitation plan Compiling inventory data 	<ul style="list-style-type: none"> Director, Sub-directors, Chiefs and staff of Technical Service Department (Abobo 3, Yopougon 3) Director, Sub-directors, chief and staff of DASC PH/DDH (Abobo 4, Yopougon 4) MEMIS (2) 	16	1 days (Lecture & Field practice)	1	Mar. 2015	✓
22	Preparation of infrastructure development plan and three-year plan	<ul style="list-style-type: none"> MEMIS JICA Experts 	<ul style="list-style-type: none"> Review of Inventory of infrastructure Analysis of collected data and identification of issues Planning and prioritization Process of three-year plan Necessary activities for the preparation of the three-year plan Preparation of the three-year plan considering the infrastructure development plan prepared 	<ul style="list-style-type: none"> Director, Sub-directors, Chiefs and staff of Technical Service Department (Abobo 3, Yopougon 5) Director, Sub-directors, Chiefs and staff of DASC PH/DDH (Abobo 4, Yopougon 4) 	16	1 day	1	Jun.2015	✓
23	Preparation of project proposals	<ul style="list-style-type: none"> JICA Experts 	<ul style="list-style-type: none"> Identification of projects Project design Documentation 	<ul style="list-style-type: none"> Director, Sub-directors, Chiefs and staff of Technical Service Department (Abobo 3, Yopougon 5) Director, Sub-directors, Chiefs and staff of DASC PH/DDH (Abobo 4, Yopougon 4) 	16	1 day	1	Feb. 2016	✓

Annex 6

Training Records

Annex 6 Training Record

Training Programme	Objective	Targets	DGDDL	Abobo	Yopougon	CBO	Other	Total	Timing	When	Duration	Venue	Trainer
Kick-off Workshop	Share the objective and envisaged outcomes of the Project, and to discuss about PDM, project management structure and the selection criteria for the pilot project	JCC Members	3	3	3			9	At the beginning of the Project	13, 14, 22 August 2013	2.5 days	MEMIS/DGDDL	JET(Masaya Sekiguchi, Ayumi Urata, Asuka Toda)
Environmental and social impact considerations	Acquire necessary knowledge and skills for selection of the pilot projects concerning environmental and social impact considerations	WG Members	3	10	8			21	Before selection of the pilot projects	22 November 2013 3 December 2013	half day	COSAY Office Yopougon MEMIS/DGDDL	JET(Jayamohan, Dosso)
Pilot Project Selection	Acquire necessary knowledge and skills for selection of the pilot projects. Prepare final lists of the pilot projects through the practice of acquired knowledge and skills	WG Members	3	9	7			19	Before selection of the pilot projects	22 November 2013	half day	COSAY Office Yopougon	JET(Masaya Sekiguchi, Ayumi Urata)
KAIZEN – Continuous Quality Improvement	Acquire necessary knowledge and skills on a Japanese management style KAIZEN including 5S principal and HouRenSou principal	WG Members	3	9	7			19	At the early stage of the project	3 December 2013	half day	MEMIS/DGDDL	JET(Masaya Sekiguchi, Ayumi Urata)
Pilot Project Planning considering Social Cohesion	Increase the understanding of the considerations for the implementation of pilot projects Increase the understanding of the soft component activities Finalize plans for pilot projects	WG Members	4	9	9			22	At the advanced stage of the project	3,4 March 2014	1 day	MEMIS/DGDDL	JET(Masaya Sekiguchi, Dosso)
Participatory Planning Methods	To learn and understand about skills for participatory planning involving the residents	WG Members and CCGPP members	5	7	7	9		28	At the advanced stage of the project	11 Mach 2014	1 day	MEMIS/DGDDL	JET(Masaya Sekiguchi, Yoko Suwa, Dosso)
Project Cycle Management (PCM)	To learn and understand about theory, approach and methodology of logical framework; ways of developing PDM; and designing a baseline survey	WG Members and their staff	4	7	4			15	At the advanced stage of the project	17,18,19 March 2014	3 days	MEMIS/DGDDL	JET(Masaya Sekiguchi, Yoko Suwa, Dosso)
Employment Generation: Experience of Great East Japan Earthquake	1. To learn and understand about approaches and methodologies of employment generation after the Great East Japan Earthquake and Tsunami 2011. 2. To identify applicable/useful approaches and methodologies in the city of Abidjan (Abobo and Yopougon) based on said Japanese cases.	WG Members	4	7	7			18	At the advanced stage of the project	08 July,2014	1 day	MEMIS/DGDDL	JET(Keisuke Hattori) MEMIS, Abobo, Yopougon
Public Procurement	To learn and understand about procurement skills for implementation of project	WG Members	3	4	6			13	In Project Implementation Phase	15,17 July 2014	2 days	MEMIS/DGDDL	JET(Didier Alassier, Toure Main, Gondo Francis), DMP(Pierre Koua)
Results of the baseline survey, Project Monitoring and evaluation	Confirm the results of the baseline survey and make comments on the draft final report Understanding the basic theory of project evaluation Understand the use of pilot projects monitoring forms *	WG Members and their staff	2	2	4	1		9	In Project Implementation Phase	8 August 2014	half day	MEMIS/DGDDL	JET(Masaya Sekiguchi) consultant EHF(NGotta)
Quality Control	To learn and understand about quality control skills for implementation of project	WG Members and their staff	2	3	3			8	In Project Implementation Phase	19 August 2014	1 day	MEMIS/DGDDL	JET(Aikawa Arata, Didier Alassier, Gondo Francis)
Safety Management	To learn and understand about the quality control for the implementation of the project	WG Members and their staff	3	1	1			5	In Project Implementation Phase	26 August 2014	half day	MEMIS/DGDDL	JET(Didier Alassier, Toure Main, Gondo Francis)
Training of Trainers for school building maintenance	To learn and understand about skills of facility maintenance for school buildings. To understand the necessity of action plan for maintenance and to learn the way to make an action plan.	WG members with their staff and CCGPP	2	2	1	28		33	In Project Implementation Phase	1,3 October 2014	1 day	Anonkoua Koué 3et 4 and SOGEFIHA 6	JET(Alassier Didier, Dosso Aboubakar, Gondo Francis)
Social Cohesion and community Development	To learn basic knowledge of social cohesion and importance of communication and citizenship (This training was held especially for CCGPP members of each pilot project site).	WG members with their staff and CCGPP	4	8	6	85		103	In Project Implementation Phase	11,18 October 2014 8,12,13 November 2014	5 days (1day/1site)	COSAY office in Yopougon , Anonkoua Koué and IFEF training center	Search for Common Ground(Traoré Alliou)
Construction Management and Evaluation of work	Understanding the professional activities of construction management supervision, including periodic inspection work	WG members with their staff and CCGPP	2	5	6	17		30	In Project Implementation Phase	30,31 October 2014	2 days	COSAY office in Abobo and Yopougon	JET(Tokunaga Tatsumi, Alassier Didier)
Project Evaluation	To learn and understand the theory, approach and project evaluation methodology	WG members with their staff and CCGPP	4	8	10	15		37	In Project Implementation Phase	5,6,7 November 2014	2.5 days	MEMIS/DGDDL Anonkoua Koué 3 et 4 and SOGEFIHA 6	JET(Masaya Sekiguchi, Urata Ayumi, Dosso Aboubakar)
Public Involvement	To know and understand the theory, approach and methodology of public involvement in infrastructure development projects	WG members with their staff	3	5	7			15	In Project Implementation Phase	18 December 2014	1 day	MEMIS/DGDDL	JET(Keisuke HATTORI, Dosso Aboubakar, Gondo Francis)
Diagnosis of roads	To learn comprehensive methodology of road maintenance work & application method of road inventory	WG members with their staff	2	5	2	3		12	In Project Implementation Phase	27,28 January 2015	2 days	MEMIS/DGDDL, Abobo and Yopougon	JET(Hiroaki Kobayashi, Gondon francis)
Public Relations	To learn and understand about theory, strategy and methodology of public relations	WG members with their staff	3	7	8	1		19	In Project Implementation Phase	24, February 2015	1 day	MEMIS/DGDDL	JET(Masaya Sekiguchi)
Diagnosis of school buildings	Understand and have a notion about inventory of school buildings and the essential tools such as school mapping and rehabilitation process Also understand the importance of statistical data but also technical and architectural data on the quality of school buildings and the update given so that donors or even the state is aware in making choices	WG members with their staff	2	6	7	1		16	In Project Implementation Phase	12, March 2015	1 day	MEMIS/DGDDL, Abobo et Yopougon	JET(Arata Aikawa, Alassier Didier)
Training of trainers for Road maintenance	Learning and understanding how to detect road damage and provide by adequate justifications	WG members with their staff	1	2	8	3		14	In Project Implementation Phase	27, May 2015	1 day	COSAY office in Yopougon	JET(Noor Akmar)
Preparation of 3 year plan program	Learning and understanding the appropriate schedule for a 3 year Program	WG members with their staff	3	4	5	2		14	In Project Implementation Phase	18, June 2015	1 day	MEMIS/DGDDL	JET(Masaya Sekiguchi , Aikawa, Otoguro and Dosso) MEMIS(Nemlin Abel)
School building maintenance	Learning and understanding on the maintenance of school buildings	WG members with their staff	0 1 0 0 0	3 0 0 1 1	2 2 2 11 11	9 12 11 11		14 15 13 12	In Project Implementation Phase	23 June 2015 8 July 2015 16 July 2015 28 July 2015	1 day/1 Site	Anonkoua Koué 3et 4 , SOGEFIHA 6 and GS Palmeraie	JET(Otoguro Keiko, Alassier Didier) Counterparts(Koné Moussa, Ouattara Seydou)
Road Maintenance	Learning and understanding road maintenance approach methods	WG members with their staff	0	1	1	35		37	In Project Implementation Phase	27 August 2015 28 August 2015	2days /2 Sites	Epp plaque 1&2 Bancoc2	JET(Shimizu Noburo, Boka Sylvère) Homologue (Koné Moussa, Ouattara Seydou)
Project Writing Proposal	Learning and understanding attractive writing of proposals	WG members with their staff	2	6	5	1		14	At the end of the project implementation	11 February 2016	1 day	MEMIS/DGDDL	JET(Masaya Sekiguchi, Dosso Aboubakar)
Sub-total			68	134	138	244	0	584					

Japan	Contents	Targets	DGDDL	Abobo	Yopougon	CBO	Other	Total	Timing	When	Duration	Venue	Trainer
Promotion of Social Cohesion I	To learn roles of government and cooperation with civil society concerning basic infrastructure development toward social cohesion	Counterparts	2	2	2			6	Before implementation of the pilot projects	26 May - 6 July 2014	2 weeks	Hiroshima, Miyagi, Tokyo, Kanagawa	Various trainers from COSAY, universities, local government, and NGOs
Promotion of Social Cohesion II	To learn roles of government and cooperation with civil society concerning basic infrastructure development toward social cohesion	Counterparts	1	3	3			7	During implementation of the pilot projects	29 June - 10 July 2015	2 weeks	Tokyo, Kanagawa, Iwate	Various trainers from COSAY, universities, local government, and NGOs
Sub-total			3	5	5	0	0	13					

Total 71 139 143 244 0 597

Annex 7

List of Equipment

Annex 7 List of Equipment

Items	Specifications	Currency	Purchased Prices	Area	Department of Equipment Use	Purpose of the Use	Placement of the Equipment	Date of Purchase	Reference
Digital Camera with GPS (first one)	STYLUS TG830, OLYMPUS	JPY	25,700	Africa	Economic Infrastructure Department	for project	Project site	26/7/2013	
Digital Camera with GPS (second one)	STYLUS TG830, OLYMPUS	JPY	25,700	Africa	Economic Infrastructure Department	for project	Project site	26/7/2013	
Digital Camera with GPS (third one)	STYLUS TG830, OLYMPUS	JPY	25,700	Africa	Economic Infrastructure Department	for project	Project site	26/7/2013	
Desk-top PC (first one)	DELL VOSTRO V260MT	XOF	475,000	Africa	Economic Infrastructure Department	for project	Project site	4/9/2013	
MS Office Software (first one)	LOGICIEL LICENCE MIRCOSOFT OFFICE PRO 2013	XOF	250,000	Africa	Economic Infrastructure Department	for project	Project site	5/9/2013	
Anti-Virus Soft (first one)	ANTI VIRUS KASPERSKY INTERNET SECURITY3 POSTES 2013	XOF	30,000	Africa	Economic Infrastructure Department	for project	Project site	5/9/2013	
Photocopy Machine(Laser)	CANON Image Runner 2420 20P/MN	XOF	1,900,000	Africa	Economic Infrastructure Department	for project	Project site	26/8/2013	
Printer(Laser)	HP Color Laserjet CP5225 DN A3/A4	XOF	1,245,000	Africa	Economic Infrastructure Department	for project	Project site	23/8/2013	
Projector (first one)	EPSON EB-S11 2600 LUMENS	XOF	350,000	Africa	Economic Infrastructure Department	for project	Project site	10/8/2013	
Flip-chart Stand (first one)	Barracuda 70×100 A	XOF	88,500	Africa	Economic Infrastructure Department	for project	Project site	19/8/2013	
Flip-chart Stand (second one)	Barracuda 70×100 A	XOF	80,000	Africa	Economic Infrastructure Department	for project	Project site	11/11/2013	
Flip-chart Stand (third one)	Barracuda 70×100 A	XOF	80,000	Africa	Economic Infrastructure Department	for project	Project site	11/11/2013	
Megaphone (first one)	Titanic, HMP2502	XOF	30,000	Africa	Economic Infrastructure Department	for project	Project site	12/11/2013	
Megaphone (second one)	Titanic, HMP2502	XOF	30,000	Africa	Economic Infrastructure Department	for project	Project site	18/11/2013	
Amplifier (first one)	PIASING, Professional	XOF	194,925	Africa	Economic Infrastructure Department	for project	Project site	20/11/2013	
Small shelf	White/ 3 compartments	XOF	14,100	Africa	Economic Infrastructure Department	for project	Project site	17/04/2014	
Big shelf	Black/brown/ 5 compartments	XOF	128,820	Africa	Economic Infrastructure Department	for project	Project site	26/05/2014	
Helmets	10 White Helmets Unit Price : CFA 9,000	XOF	106,200	Africa	Economic Infrastructure Department	for project	Project site	25/08/2014	
Chinstrap for Helmets	10 Chinstraps Unit Price: CFA 1,000	XOF	11,800	Africa	Economic Infrastructure Department	for project	Project site	25/08/2014	
Anti-Virus Software (second one)	ANTI VIRUS KASPERSKY INTERNET SECURITY 3 POSTES 2014	XOF	25,000	Africa	Economic Infrastructure Department	for project	Project site	03/09/2014	
Laptop Computer	HP PROBOOK 4540s	XOF	425,000	Africa	Economic Infrastructure Department	for project	Project site	04/09/2014	
Laptop Computer	HP PROBOOK 4540s	XOF	425,000	Africa	Economic Infrastructure Department	for project	Project site	16/09/2014	
Laptop Computer	HP PROBOOK 4540s	XOF	425,000	Africa	Economic Infrastructure Department	for project	Project site	13/10/2014	
Anti-Virus Software (third one)	ANTI VIRUS KASPERSKY INTERNET SECURITY 3 POSTES 2015	XOF	25,000	Africa	Economic Infrastructure Department	for project	Project site	08/12/2014	
Adobe Illustrator	CS6 Window English language	JPY	75,000	Asia	Economic Infrastructure Department	for project	Project site	13/02/2015	
Anti-Virus Software (fourth one)	ANTI VIRUS KASPERSKY INTERNET SECURITY 3 POSTES 2015	XOF	24,000	Africa	Economic Infrastructure Department	for project	Project site	21/08/2015	
Anti-Virus Software (fifth one)	ANTI VIRUS KASPERSKY INTERNET SECURITY 3 POSTES 2015	XOF	25,000	Africa	Economic Infrastructure Department	for project	Project site	14/12/2015	

Annex 8

Minutes of Meetings on Joint Coordination Committee (JCC)

**MINUTES OF MEETING
BETWEEN
THE JICA EXPERT TEAM
AND
DEPARTMENT OF DECENTRALISATION AND LOCAL DEVELOPMENT
OF
MINISTRY OF STATE, MINISTRY OF INTERIOR AND SECURITY
ON
JAPANESE TECHNICAL COOPERTAION
FOR
THE PROJECT ON THE REINFORCEMENT OF COMMUNITIES FOR
PROMOTING SOCIAL COHESION IN GREATER ABIDJAN (COSAY)**

The JICA Expert Team (hereinafter referred to as “the Team”) of Japan International Cooperation Agency (hereinafter referred to as “JICA”) presented the Work Plan of the Project on the Reinforcement of Communities for Promoting Social Cohesion in Greater Abidjan (hereinafter referred to as “the Project”) at the Joint Coordination Committee of the Project chaired by the General Director of Department of Decentralisation and Local Development, Ministry of State, Ministry of Interior and Security in 28 August 2013.

As a result of the discussions, both sides confirmed the Work Plan.

Abidjan, 28 August 2013



Mr. Masaya SEKIGUCHI
Team Leader
JICA Expert Team,
The Project on the Reinforcement of
Communities for Promoting Social
Cohesion in Greater Abidjan



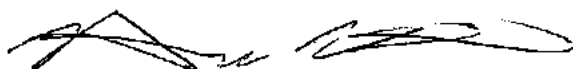
Mr. Parfait GOHQOUROU
General Director
Department of Decentralisation and
Local Development
Ministry of State, Ministry of Interior and
Security

**MINUTES OF MEETING
BETWEEN
THE JICA EXPERT TEAM
AND
DEPARTMENT OF DECENTRALISATION AND LOCAL DEVELOPMENT
OF
MINISTRY OF STATE, MINISTRY OF INTERIOR AND SECURITY
ON
JAPANESE TECHNICAL COOPERATION
FOR
THE PROJECT ON THE REINFORCEMENT OF COMMUNITIES FOR
PROMOTING SOCIAL COHESION IN GREATER ABIDJAN (COSAY)**

Abobo and Yopougon Communes presented pilot project sites which were selected based on the selection criteria in the Work Plan, under the Project on the Reinforcement of Communities for Promoting Social Cohesion in Greater Abidjan (hereinafter referred to as "the Project") at the Joint Coordination Committee of the Project chaired by the General Director of Department of Decentralisation and Local Development, Ministry of State, Ministry of Interior and Security in 10 December 2013.

As a result of the discussions, the pilot project sites in the attached document were approved by the committee.

Abidjan, 10 December 2013



Mr. Masaya SEKIGUCHI
Team Leader
JICA Expert Team,
The Project on the Reinforcement of
Communities for Promoting Social
Cohesion in Greater Abidjan



Mr. Parfait GOHOUROU
General Director
Department of Decentralisation and
Local Development
Ministry of State, Ministry of Interior and
Security

Attached Document

1. List of the Pilot Project Sites

1.1 Abobo Commune

1.1.1 Road and Drainage

No.	Name	Envisaged Solution	Sub-Quartier & Quartier	Note
3	Voie d'accès EPP Plaque I & II	Rehabilitation	Plaque I, Abobo Plaque	
5	Voie d'accès lycée Municipal	Rehabilitation	N'guessankoi, N'guessankoi	
10	Voie carrefour jock-Quartier Plaque II	Rehabilitation	Sogefiha & Plaque II, Sogefiha & Abobo Plaque	Target will be carrefour jock partly

1.1.2 School

No.	Name	Envisaged Solution	Sub-Quartier & Quartier	Note
2	EPP Plaque 1 et 2	New construction	Plaque I, Abobo Plaque	
4	GS Anonkoua Koueté 3,4	Rehabilitation	Anonkoua Kouté, Anonkoua Kouté	

1.2 Yopougon Commune

1.2.1 Road and Drainage

No.	Name	Envisaged Solution	Sub-Quartier & Quartier	Note
2	Derrière le Lycée à la Clinique Nazaréen	Rehabilitation	Andokoi, Andokoi	
4	EPP Banco II vers l'Antenne de la Construction	Réhabilitation	Banco II (Banco-Attié), Yopougon Attié	

1.2.2 School

No.	Name	Envisaged Solution	Sub-Quartier & Quartier	Note
3	GS PALMERIE	Rehabilitation New construction	PORT BOUET-2, CHU	
8	GS SOGEPHIA 6	Rehabilitation	Sogephia Kouté (TERMINUS 40), Yopougon Kouté	

**MINUTES OF MEETING
BETWEEN
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OF
MINISTRY OF STATE, MINISTRY OF INTERIOR AND SECURITY
ON
JAPANESE TECHNICAL COOPERTAION
FOR
THE PROJECT ON THE REINFORCEMENT OF COMMUNITIES FOR
PROMOTING SOCIAL COHESION IN GREATER ABIDJAN (COSAY)**

Abobo and Yopougon Communes along with the Department of Decentralisation and Local Development, Ministry of State, Ministry of Interior and Security (MEMIS/DGDDL) made a presentation on the progress of the Project on the Reinforcement of Communities for Promoting Social Cohesion in Greater Abidjan (COSAY) at the 3rd Joint Coordination Committee (JCC) of the Project chaired by the General Director of MEMIS/DGDDL in 13 August 2014.

MEMIS/DGDDL made an overall presentation of the project whereas Abobo and Yopougon presentations focused mainly on their respective pilot project sites approved on the previous Joint Coordination Committee. Indeed in both communes school rehabilitation works started, at Anonkoua Kouté for Abobo and GS.SOGEFIHA6 for Yopougon. In addition to the rehabilitation works, both communes experienced soft component activities, such as the sensitization via the public viewing event and the different trainings mainly the training in Japan.

As a result of the discussions under the presence of the Deputy General Director Department of Decentralisation and Local Development, Ministry of State, Ministry of Interior and Security, the progress of the project was on the right path and is to be encouraged in that respect. Both sides confirmed the comments by the JCC members concerning the matters referred to in the document attached hereto.

Abidjan, 13 August 2014



Mr. Masaya SEKIGUCHI
Team Leader
JICA Expert Team,
The Project on the Reinforcement of
Communities for Promoting Social
Cohesion in Greater Abidjan



Mr. Parfait GOHOUROU
General Director
Department of Decentralisation and
Local Development
Ministry of State, Ministry of Interior and
Security

ATTACHED DOCUMENT

I. Summary of Comments

1.1 The representative of the Ministry of Economic Infrastructures

Mr. Brou Boka, expressed his satisfaction with the progress of COSAY project. Indeed he mentioned the importance of the participative method used in the project. COSAY project should be a good sample for other commune's projects he stated.

1.2 The representative of the Ministry of National and Technical Education

Mr. Dosso Gosse, Deputy Director of Infrastructure and Heritage expressed his satisfaction with the ongoing schools rehabilitation and the coming schools construction works. Moreover, in addition to Abidjan, he suggested that the project be extended to other communes such as Korohgo.

MEMIS, in reaction to Mr. Dosso's suggestion, said many more schools and communes could have been selected under the COSAY project. However, he regretted that, due to the limited budget of the COSAY, the project could unfortunately not be extended to other schools and communes.

1.3 The representative of the Ministry of Health and the Fight against AIDS

Mr. Kassi N'Goua, Deputy Director of Studies, Standardization and Investment Programme in the Infrastructure, Equipment and Maintenance, asked why health centres were not selected as the pilot project. MEMIS answered that a health centre in Yopougon which was surveyed under COSAY and proposed by the commune office was nominated as a candidate of grassroots grant aid scheme by the embassy of Japan. MEMIS also added that some health centres had already been selected under other projects and that the COSAY team had all the same visited some health centres in order to determine whether they could possibly be selected under the COSAY project.

1.4 The representative of the Ministry of Environment, Urban Sanitation and Sustainable Development

Pr. Kouadio Kouamé Georges clearly stated that for any kind of infrastructure development works, environmental and social considerations are needed. Indeed he insisted that an environmental and social impact report and a relocation plan concerning the pilot projects were to be submitted to ANDE as soon as to avoid delaying the project. In addition, he said that if the environmental, social, and economic aspects were taken into great consideration, the project would have a durable and positive impact.

1.5 The representative of the Head of Economy and Finance, the Ministry to the Prime Minister


Mr. Bamba Mamadou, Ministry to the Prime Minister, remarked that from the commune officer's presentation he could say that the pilot projects were fully funded by the Japanese Government. Then he suggested that since the commune offices are allocated a budget to cover basic infrastructure development, henceforth they should mobilise their own budget to infrastructure development in collaboration with COSAY's activities.

1.6 The representative of the Ministry of Solidarity, Family, Women, and Children

Mr. Doh Dibahi Marcellin, Unit Coordinator and Organisational Advisor, expressed his satisfaction with the approach and progress of the project, especially in promoting social cohesion and solidarity through involving local residents in construction works. Also he emphasised importance of participation of youth and women in the project.

1.7 Observer with the Ministry of State, Ministry of Interior and Security

Mr. Yapi Fidèle, Director of Studies, Programming, Monitoring and Evaluation of MEMIS, who participated as an observer, emphasised importance of a synergy of actions between all projects that promote social cohesion at the national level. He also wanted a list of JICA's financial contributions to the MEMIS. In this regard, the Resident Representative noted that the Ministry to the Prime Minister, Head of Economy and Finance has a database that is regularly informed by all funding partners of Cote d'Ivoire. Mr. Yapi Fidèle suggested that representatives of residents be invited to attend meetings of the JCC.



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Abobo and Yopougon Communes along with the Ministry of State, Ministry of Interior and Security (MEMIS) made a presentation on the progress of COSAY project. MEMIS made an overall presentation of the project whereas Abobo and Yopougon presentations focused mainly on their respective pilot projects. The rehabilitation works of the target schools in the Communes were completed with the establishment of maintenance committee at GS Anonkoua Kouté in Abobo and GS SOGEFIHA6 in Yopougon. In addition, the Communes presented the experiences of training on local unskilled workers through the construction of temporary classrooms at EPP Plaque 1 et 2 in Abobo, and GS Palmeraie in Yopougon, while they reported the progress of road rehabilitation works.

As a result of the discussions under the presence of the representative of the General Director Department of Decentralisation and Local Development, Ministry of State, Ministry of Interior and Security, the progress of the project was on the right path and is to be encouraged in that respect. Both sides confirmed the comments by the Joint Coordination Committee (JCC) members concerning the matters referred to in the document attached hereto.

Abidjan, 26 February 2015



Mr. Masaya SEKIGUCHI
Team Leader
JICA Expert Team,
The Project on the Reinforcement of
Communities for Promoting Social
Cohesion in Greater Abidjan



Mr. Parfait COHO
General Director
Department of Decentralisation and
Local Development
Ministry of State, Ministry of Interior and
Security

ATTACHED DOCUMENT

I. Summary of Comments

1.1 The representative of the General Director of the Department of Decentralisation and Local Development

Mr. Gogoné, expressed his satisfaction with the progress of COSAY project. He suggested that the experience and contents of the project, especially in training programmes should be compiled as a book at the end of the project, so that the counterparts will disseminate the COSAY's model in their activities. Then, he asked the JCC members about their opinions on his suggestion.

After the discussions, the parties suggested that the said documents should be prepared.

1.2 Deputy Mayor of Abobo Commune

Mr. Koné Siaka, Deputy Mayor of Abobo commune expressed his satisfaction concerning the COSAY progress and explained that it would be necessary to extend the experience of this project to the other communes and areas, especially in lessons of project management system with CCGPPs. He also mentioned that mayors should experience this in their own commune because it contributes to the promotion of voluntary attitude.

1.3 Deputy Mayor of Yopougon Commune

Mr. Coulibaly Issoufou, Deputy Mayor of Yopougon Commune mentioned that this project contained many training programmes which are profitable for most of the Commune Directors because they can use this knowledge in their daily activities. In addition, he suggested to Directors to make a compilation of all the trainings made in a document that can be used as reference and also be used by the next generations.

1.4 The representative of the Ministry of Environment, Urban Sanitation and Sustainable Development

Mr. Brou N'Gbin Sub Director in charge of environmental impact studies made the remark that in the different presentation made during the JCC, there was no enough focus the environmental impact aspect. Indeed even if this is not a large scale project, questions about environmental aspect should get more interest because construction of building and rehabilitation of road will affect residents in a certain way.

Responding to the comment, Mr. Coulibaly Bengaly, Director of Human development department of Yopougon, explained process of the relocation of road occupants with amicable way, and successful results.

1.5 The representative of the Ministry of Health and the Fight against AIDS

Mr. Kassi N'Goua, Deputy Director of Studies, Standardization and Investment Programme in the Infrastructure, Equipment and Maintenance, congratulated project team for their work. He explained that they tried once to conduct a similar project by involving residents and they faced many difficulties so when he see the success of the COSAY project so far, he thinks that this can also be useful for his ministry, especially in the infrastructure maintenance.

1.6 Resident Representative of JICA Cote d'Ivoire

Mr. Eiro Yonezaki, JICA resident representative, expressed his satisfaction with the progress of the project so far, and encouraged all the counterparts and experts to continue on the same way. After that he asked commune officers to what extent attitude of the residents have been changed through the pilot projects.

Responding to the question, the Deputy Mayors answered that they observed positive changes of attitude and behaviour of the residents such as voluntary co-working among the residents, and closer relationship between the residents and the commune offices through the pilot projects.

1.7 Team Leader of the JICA Expert Team

Mr. Masaya Sekiguchi, Team Leader of JICA Expert Team, explained that the compilation of training programmes is not a part of project activity in the PDM. If the counterparts strongly request that, it can be discussed in the terminal evaluation of the project expected to be implemented in September 2015.

1.8 Project Coordinator from the Department of Decentralisation and Local Development

Mr. Gbala Gnato Raphaël, Project Coordinator at the Department of Decentralisation and Local Development, officially gave the names of two new JCC members, namely Mr. Doumbia Adama Yves, Communication Officer of the Commune Office of Abobo and Mr. Doulaye Koné, Communication officer of the Commune Office of Yopougon, and a new counterpart, namely Mr. Koffi Ehoussou François.



Compte Rendu des Réunions d'Evaluation Finale
du
Projet de Renforcement des Communes
pour la Promotion de la Cohésion Sociale dans le Grand Abidjan
Entre
L'Agence Japonaise de Coopération Internationale
Et
Le Direction de la Décentralisation et du Développement Local,
Ministère d'Etat, Ministère de l' Intérieur et de la Sécurité
de la République de Côte d'Ivoire

Le Gouvernement de la République de Côte d'Ivoire (ci-après dénommé "GRCI") et l'Agence Japonaise de Coopération Internationale (ci-après dénommé "JICA") ont conjointement mis sur pied une Equipe Mixte d'Evaluation Finale (ci-après dénommée "Equipe") respectivement composée de représentants du Ministère d'Etat, Ministère de l' Intérieur et de la Sécurité (ci-après dénommé "MEMIS") et l'Equipe Japonaise dirigée par Madame Yuko DOHI, pour conduire le Projet Conjoint d'Evaluation Finale sur le Renforcement des Communes pour la Promotion de la Cohésion Sociale dans le Grand Abidjan (ci-après dénommé "le Projet") du 25 Août au 11 Septembre 2015.

Suite aux échanges, le MEMIS et la JICA ont convenu d'une Revue à mi-parcours dont il est fait référence dans le document ci-joint.



Monsieur Parfait GOHOUROU
Directeur Général,
Direction de la Décentralisation et du
Développement Local,
Ministère d'Etat, Ministère de
l'Intérieur et de la Sécurité

Abidjan, le 11 Septembre 2015

A handwritten signature in black ink, appearing to be "Yuko DOHI", is written over a horizontal line.

Madame Yuko DOHI
En Charge de
L'Equipe d'Evaluation Finale,
Agence Japonaise de Coopération
Internationale

**MINUTES OF MEETING
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The Ministry of State, Ministry of Interior and Security (MEMIS) made a presentation on the lessons learned from the COSAY project and the major contents of the project completion report (draft), while the Abobo and Yopougon Communes made presentations on the outcomes of the project, at the 6th Joint Coordination Committee of the Project chaired by the General Director of Department of Decentralisation and Local Development, MEMIS in 22 April 2016.

As a result of the discussions, the successful completion of the COSAY project was confirmed by the Joint Coordination Committee (JCC) members. Also, both side confirmed the project completion report will be finalised considering the comments made by the JCC members referred to in the document attached hereto.

Abidjan, 22 April 2016



Mr. Masaya SEKIGUCHI
Team Leader
JICA Expert Team,
The Project on the Reinforcement of
Communities for Promoting Social
Cohesion in Greater Abidjan



Mr. Luc HOUNDJE
Deputy General Director
Department of Decentralisation and
Local Development
Ministry of State, Ministry of Interior and
Security

ATTACHED DOCUMENT

I. Summary of Discussion and Comments

1.1 The representative of the embassy of Japan

Ms. ISHINO Sayako, expressed her satisfaction with the achievements of the COSAY Project in terms of promoting social cohesion through basic infrastructure improvement, training, and co-working. She expressed the hope that the relationships among the populations of Abobo and Yopougon would further be reinforced. She finally encouraged communes and MEMIS to continue making efforts to further strengthen social cohesion.

1.2 The General Director of the Department of Decentralisation and Local Development

Mr. Gohourou Parfait thanked COSAY Project team for the good results they obtained over the three years of project implementation. On behalf of the Minister of State, Minister of Interior and Security, he expressed their satisfaction with the results of the project and then requested that the project should be duplicated. He also recommended that efforts should be made in to sustain the achievements and method of COSAY project.

1.3 The representative PRICI/ PUIUR

Mr. Dimba Pierre suggested that the equipment transferred by JICA to MEMIS and communes should be considered as a reminder that the Ivorian side should take further actions regarding the sustainability of the method and achievements of COSAY Project. Remarking on the successful completion of the project, he expressed both his satisfaction and astonishment at the fact that the project was able to achieve very good results in spite of its limited budget and the challenges it faced. He then encouraged the Ivorian side to demonstrate their commitment to the project by maintaining and sustaining its achievements and method.

1.4 The representative of Japan International Cooperation Agency in Côte d'Ivoire

Ms. ABIKO Yu, thanked the counterparts from MEMIS, Abobo commune, and Yopougon commune for their commitment and contribution to COSAY Project. She expressed her satisfaction with the results and the successful completion of COSAY Project. She stated that the project not only succeeded in strengthening the relationships and trust among residents who did not talk to each other before, but it also contributed to restoring trust between the residents and the commune office. She confirmed that, thanks to COSAY Project and the uniqueness of its method, a significant change of mentality had occurred in the counterparts, the residents, and CCGPP members. She then expressed her wish to see COSAY's experience and method adapted, improved and disseminated by communes.

Concerning the presentation made by the communes of Abobo and Yopougon, she suggested that all the contents of COSAY method should be presented one after the other so that people could be able to identify which items could easily be duplicated. She remarked that communes had mentioned about supporting associations both at the final seminar and during that day's JCC meeting. She therefore asked communes and

MEMIS about their expectations from associations and then asked them about their respective roles in encouraging the involvement of those associations in promoting social cohesion and in community development.

1.5 The Deputy Director of the Department of Decentralisation and Local Development

Responding to the question asked by Ms. Abiko, Mr. Houndjé Luc said that MEMIS plays an important role in encouraging the creation and involvement of associations. He explained that, MEMIS had the responsibility of making sure that associations are officially and legally created. He also said that MEMIS played the role of conducting investigations to make sure that associations applying for registration are in line with national policy and the visions of communes.

1.6 The Technical Director of Yopougon Commune Office

Mr. Adama Yéo, said that the project was satisfactorily completed in terms of promoting social cohesion. Concerning the roles of communes in encouraging associations to pursue the goal of promoting social cohesion, he said that communes should support and monitor the activities of associations. Moreover, he suggested that communes should subsidize and encourage the establishment of associations whose activities are not only in line with the vision of the commune office but also promote the values of good citizenship.

1.7 The representative OSCS

Responding to the questions of Ms. Abiko, Ms. Ouattara said that associations greatly contribute to promoting social cohesion. She therefore urged communes to draw on associations to promote social cohesion. She finally asked communes and MEMIS to encourage association to officially get registered by making the registration process simple.

1.8 The representative of the Mayor of Abobo Commune

Mr. Koné Siaka replied to Ms. Abiko's question that MEMIS and communes should encourage the creation of associations whose members are from different ethnic, religious, political, etc. origins in order to promote social cohesion. Besides, he said that communes were expecting associations to be involved in civic actions, to support the actions of the commune office, and have a diversified membership.

1.9 The representative of the Ministry of Solidarity and Social Cohesion

Concerning the draft completion report of COSAY, Mr. Kam Oleh suggested that the diagnosis of social cohesion in Abobo and Yopougon should be included in the draft completion report. He explained that this diagnosis social cohesion (condition of social cohesion before and after the project) would help know the extent to which COSAY contributed to promoting social cohesion.

1.10 Resident Representative of the Ministry of Health and the Fight against AIDS

Mr. Koffi Yao, suggested that some statistic data on the condition of social cohesion before and after COSAY project should be included in the draft completion report COSAY project. He then asked communes how they intended to ensure the

sustainability of the experience and achievements of COSAY project.

1.11 The Technical Director of the Commune Office of Yopougon

Reacting to the question of Mr. Koffi Yao, Mr. Adama Yéo said that Yopougon commune had taken necessary measures to ensure the sustainability of COSAY project. He explained that the commune office would conduct maintenance activities and support ex-CCGPP members in order to continue the maintenance activities that they had started under the project. In addition, he said that the commune office would subsidize quartier associations so that they could support the action of the commune office.

1.12 The Director of Human Promotion Department of Yopougon Commune Office

Mr. Coulibaly Bengaly pointed out that COSAY project had created a strong relationship among residents and restored trust among them and between them and the commune office. He said that the commune office would keep that momentum going by encouraging the spirit of togetherness, co-working, and strengthening trust through communication and transparency.

1.13 Team Leader of the JICA Expert Team

Mr. SEKIGUCHI Masaya explained that COSAY project was a challenging project because it targeted the promotion of social cohesion, which is a difficult and tricky topic. He also admitted that things were somewhat difficult during the implementation of the project, because both the Japanese side and the Ivorian side had different standards which needed to be considered.

Regarding the measurement of social cohesion, he replied that measuring social cohesion was not easy, although the draft project completion report contained some quantitative data concerning the condition of social cohesion before and after COSAY project. He explained that social cohesion is a long process that needs time to be achieved. He then said that only those who were in contact with the populations of COSAY project sites before and after the project were in the best position to tell and confirm how much change COSAY brought to populations in terms of social cohesion. He finally suggested that, since achieving social cohesion is a long process, the Ivorian side should continue working on it.

Annex 9

Applicable Methods and lessons of COSAY

Step 1: Project Selection

A9-1

What we have done? (COSAY's Methods)	Lessons/Efficacy of the Methods	Reproducibility by Commune	Note
Develop Selection Criteria	<ul style="list-style-type: none"> <input type="checkbox"/> It was effective that the C/Ps explain the results to the residents (Accountability) <input type="checkbox"/> It contributed avoiding political intervention and favouritism <input type="checkbox"/> It was a base of judgment for selection of pilot projects 	It will be a compulsory when project selection is needed	► Criteria (for the Commune): it is very important to take the needs of the populations into account.
Develop a longlist for target facilities	<ul style="list-style-type: none"> <input type="checkbox"/> It was useful to nominate candidate facilities <input type="checkbox"/> It was questionable for the nomination without database , concrete evidences <input type="checkbox"/> 	This step may be able to skip	►At the commune office, site selection is often done by the Technical Director without any justification. The selection is at times done politically. However, theoretically speaking, the selection must be done based on the three-year plan.
Socio-economic Survey for longlisted sites	<ul style="list-style-type: none"> <input type="checkbox"/> It was useful to understand the conditions of the sites 		
Prepare a short-list	<ul style="list-style-type: none"> <input type="checkbox"/> It was efficient to eliminate sites that did not be satisfied with some of selection criteria 		
Hold stakeholder meetings at the short-listed sites	<ul style="list-style-type: none"> <input type="checkbox"/> It contributed knowing willingness and capacity of the residents at the sites as well as their acceptance, although examination of them was limited 	Budget for holding meetings	

Applicable Methods and lessons of COSAY

WORKSHOP ON SHARING AND COMPILING LESSONS LEARNED 1 (1 December 2015)

Commune of Abobo

What we have done? (COSAY's Methods)	Lessons/Efficacy of the Methods	Reproducibility by Commune	Note
Evaluation and selection of project sites	<ul style="list-style-type: none"> <input type="checkbox"/> The project sites were selected by scientific way (transparency) 		
Notice result of selection to the stakeholders	<ul style="list-style-type: none"> <input type="checkbox"/> It might prevent from any gossip and negative impressions from those that were not selected <input type="checkbox"/> It ensured the transparency and accountability of information for the confidence in the Commune office 	The commune office is willing to reproduce this approach. There is also a need for political will.	<ul style="list-style-type: none"> ▶ COSAY method is very interesting. If there collaboration between the Technical Department and the Social Department as it the case under COSAY, there is no reason why this would be rejected.

A9-2

Step 2: Institutional Arrangement – Establishment of CCGPP

A9-3

What we have done? (COSAY's Methods)	Lessons/Efficacy of the Methods	Reproducibility by Commune	Note
Introduction of the pilot project to representatives of residents at the selected site	<ul style="list-style-type: none"> <input type="checkbox"/> It helped increasing understandings of the residents about P.P. <input type="checkbox"/> It clarified the aim of P.P. (Not infrastructure project but social cohesion project) 		
Call representatives of residents for participation to CCGPP	<ul style="list-style-type: none"> <input type="checkbox"/> It involved representatives from various kinds of entities (Why you could involve them?) 	The commune office has a database on the quartiers. This database was used in order to invite the populations to participate.	<ul style="list-style-type: none"> ▶The commune office has a database on associations by quartier (for each quartier). The commune office used that database and called the different quartier representatives to invited them to become CCGPP members. ▶ A quota was set for each association.
Prepare member list of CCGPPs	<ul style="list-style-type: none"> <input type="checkbox"/> This made it possible to officialise CCGPPs and the membership of residents <input type="checkbox"/> There were some discussions on membership and representation conditions 		

Applicable Methods and lessons of COSAY

WORKSHOP ON SHARING AND COMPILING LESSONS LEARNED 1 (1 December 2015)

Commune of Abobo

What we have done? (COSAY's Methods)	Lessons/Efficacy of the Methods	Reproducibility by Commune	Note
Confirm roles and responsibilities of CCGPPs	<ul style="list-style-type: none"> <input type="checkbox"/> It contributed setting vision and common objective of CCGPPs so that the members could work together toward common goal <input type="checkbox"/> There were advantage and disadvantage of committee structure of CCGPPs as flat membership such as lack of distribution of tasks like taking notes of meetings CCGPP 	There is a need to empower and share responsibilities among CCGPP members by consensus in order to ensure a better management.	<ul style="list-style-type: none"> <input type="checkbox"/> Although it was question of a committee with no hierarchy, each CCGPP elected their representative on the spot (or relied on the existing charismatic leader), because an association with no leader cannot work. This was one of the weaknesses of CCGPP. <input type="checkbox"/> If the roles of association members had clearly been specified at the time CCGPP was established, we would have been able to better organize (e.g.: taking turns to prepare CCGPP meeting memos)

A9-4

Step 3: Project Planning and Design

A9-5

What we have done? (COSAY's Methods)	Lessons/Efficacy of the Methods	Reproducibility by Commune	Note
Discuss visions, needs, and community contributions	<ul style="list-style-type: none"> <input type="checkbox"/> It clarified common goal of the pilot projects and possibility of community contributions <input type="checkbox"/> It allowed deeper understandings of the resident members about community contribution <input type="checkbox"/> It contributed to promote ownership of the resident members 	It is difficult to get the contribution of populations. They do not generally contribute. Sensitization on volunteering must therefore be done.	<ul style="list-style-type: none"> ▶The level of understanding was improved; but is difficult to get people to understand and practise the notions of community contribution and volunteerism. The commune office does not rely on this so much. ▶Some projects funded by donors like UNDP provide financial motivations (money to encourage people's contribution to the project)
Hold stakeholder meetings to confirm concept of the P.P. and community contribution	<ul style="list-style-type: none"> <input type="checkbox"/> It secured accountability of the pilot projects , although mobilization of residents were limited 		
Develop pilot project plan	<ul style="list-style-type: none"> <input type="checkbox"/> It helped making the resident members and the C/Ps understand outline of the pilot project and demarcate roles of them 		
Develop PDMs and POs	<ul style="list-style-type: none"> <input type="checkbox"/> It provided a framework of each pilot project for project management including monitoring and evaluation, although the level of understanding of the CCGPPs about logic model seemed to be insufficient 	Considering the level of understanding of logical framework, it should be simplified.	<ul style="list-style-type: none"> ▶ The project design matrix was not practically used. Its simplification will be appreciated

Applicable Methods and lessons of COSAY

WORKSHOP ON SHARING AND COMPILING LESSONS LEARNED 1 (1 December 2015)

Commune of Abobo

What we have done? (COSAY's Methods)	Lessons/Efficacy of the Methods	Reproducibility by Commune	Note
Baseline Survey	<ul style="list-style-type: none"> <input type="checkbox"/> It helped providing qualitative and quantitative data for evaluation practice 	Possible if its budget were secured	
Topographic surveys, design, cost estimation by local consultants	<ul style="list-style-type: none"> <input type="checkbox"/> It mitigated workload of the C/Ps (DST) <input type="checkbox"/> JET needed to order the consultants to improve their work quality (inefficient) 	It may not be needed for small rehabilitation works.	<ul style="list-style-type: none"> ► Concerning the topographic survey and cost estimations, we think that this caused a lot of problems. Cost estimations should be done before confirming projects with residents in order to avoid the inconveniences caused by modifications.

A9-6

Step 4: Preparation for Implementation

A9-7

What we have done? (COSAY's Methods)	Lessons/Efficacy of the Methods	Reproducibility by Commune	Note
Discuss utilisation of local human resources (local workers)	<ul style="list-style-type: none"> <input type="checkbox"/> This made it possible to determine the framework and target for local employment (school 50%, road 60%) 	The commune office is planning to reproduce this approach by revising the quota.	►For this project, the quota was good. However, when the commune reproduces the approach, it will revise the quota, especially for roads.
Develop selection criteria for local youth employment	<ul style="list-style-type: none"> <input type="checkbox"/> Thanks to the clear criteria, it was easy for CCGPP to do the monitoring. <input type="checkbox"/> Considering the local level, we were able to employ local contractors based on a minimum of employment requirements 	This must be put in the specifications.	►Youth employment is a concern for the commune office. This should therefore be in the specifications.
Registration of candidate workers	<ul style="list-style-type: none"> <input type="checkbox"/> If information is not shared impartially, complaints and dissatisfactions will ensue 	If there is an office where applications can be submitted and which is convenient for all, that could be possible. Consider a cooperation with Agence Emploi Jeune (Youth employment agency), branch office of Abobo.	<ul style="list-style-type: none"> ►AGEPE has now become Agence Emploi Jeune (Youth employment agency). ►AEJ (Youth employment agency) is a national network. If we want to receive applications from the youth of Abobo, we need to collaborate with the branch office of Abobo.
Selection and prepare lists of local workers	<ul style="list-style-type: none"> <input type="checkbox"/> Even if the worker list was effective for employment purpose, some time was spent/lost between its preparation and the beginning of the construction work. For this reason, it was not always effective. <input type="checkbox"/> Some people who were not on the list were sometimes employed. 	The collaboration with Agence Emploi Jeune is not possible.	► Our young manual workers do not register with Agence Emploi Jeune .

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What we have done? (COSAY's Methods)	Lessons/Efficacy of the Methods	Reproducibility by Commune	Note
Skill development through PKG-S1	<ul style="list-style-type: none"> <input type="checkbox"/> Helped unskilled people (people with no experience) acquire some techniques <input type="checkbox"/> Long-term/ continuous employment was not that easy due to the change of contractors. <input type="checkbox"/> Increased workers' interest in a new professional skill 	Concerning the acquisition of techniques through on-the-job training, it is more realistic to provide a budget for the training and extend the ordinary construction period	
Preparer tender documents considering promoting social cohesion	<ul style="list-style-type: none"> <input type="checkbox"/> The employment requirements/ criteria were used to give instructions to the contractors. 	This is possible. The commune office intends to apply it.	► It must be put in the specifications so that it shall become an obligation for the contractor.
Preparation of tender documents by local consultants + JICA approval	<ul style="list-style-type: none"> <input type="checkbox"/> C/Ps learned procurement system of JICA <input type="checkbox"/> C/Ps and Local consultants tended to be unfamiliar with donor's procurement system 	It will be a requirement for donor funded projects	► Tender procedure itself is not a new thing that was learned
Tender evaluation by COJO	<ul style="list-style-type: none"> <input type="checkbox"/> C/Ps learned importance of accountability through a strict evaluation system of the donor 	It may be a requirement for donor funded projects	► Tender procedure itself is not a new thing that was learned
Survey on affected vendors and houses at road sites with support of CCGPP resident members	<ul style="list-style-type: none"> <input type="checkbox"/> The information on relocation sites were collected <input type="checkbox"/> Thanks to the collaboration of the resident members of CCGPP, communication was fruitful. 	Is simplification required for an implementation at the commune level?	► Tender procedure itself is not a new thing that was learned
Planning the resettlement process (RAP)	<ul style="list-style-type: none"> <input type="checkbox"/> Thanks to planning, the procedures were clarified <input type="checkbox"/> At the commune office, information is disclosed to the public. The responsibility for explanation has improved. 	Essential at the level of decrees. Is simplification required for an implementation at the commune level?	►As regards resettlement, we recently called the populations of a site in order to get their opinion before resettlement. Sometimes, we take labour union/ association representatives, if any, with

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What we have done? (COSAY's Methods)	Lessons/Efficacy of the Methods	Reproducibility by Commune	Note
			whom we discuss before implementing the resettlement plan. What makes the difference with COSAY's approach is that COSAY does not resort to force upon expiry of the deadline of the formal warning letter. In Abobo, sometimes, even if people receive such information (warning letter), they do not comply with it. Due to this situation, we are sometimes obliged to use force.
Adequate Explanation Before the relocation (Pre-announcement and Public Hearing)	<ul style="list-style-type: none"> <input type="checkbox"/> The discontents of the residents have decreased. <input type="checkbox"/> Opportunities were given to make complaints and express discontents. The responsibility for explanation has improved. 	Is simplification required for an implementation at the commune level?	
Monitoring of the implementation of relocation	<ul style="list-style-type: none"> <input type="checkbox"/> During employment phase and the resettlement of vendors, thanks to thanks to the structure for the transmission of grievances to the commune office which contributed to the early settlement of grievances. 	Is simplification required for an implementation at the commune level?	

Step 5: Implementation and monitoring

A9-10

What we have done? (COSAY's Methods)	Lessons/Efficacy of the Methods	Reproducibility by Commune	Note
Execution of rehabilitation / construction works (PKG-1, PKG-2, PKG-3)	<ul style="list-style-type: none"> <input type="checkbox"/> C/P obtained work approaches for quality control and the dealing issues occurred on the site. <input type="checkbox"/> It contributed to increase ownership of the residents for the rehabilitated / constructed facilities <input type="checkbox"/> The rehabilitated or constructed schools and roads have become a symbol of social cohesion for the residents of the quartier 		<ul style="list-style-type: none"> ▶ Commune office usually does it. ▶ This approach will help improve. The construction work of JICA encouraged the commune office to build another building. ▶ There were some delays due to the fact that the contractor were not used to the working pace. ▶ The residents meet in/around the infrastructures (using the classrooms as a meeting place, etc.)
Regular monitoring on construction works by CCGPP	<ul style="list-style-type: none"> <input type="checkbox"/> Through the monitoring of the construction work, the resident members of CCGPP have been able to reflect opinions on the projects (many? The opinion of some people?) <input type="checkbox"/> When a problem happened, it was shared with the commune 	Possible if there is an association of residents	<ul style="list-style-type: none"> ▶ The participation of CCGPPs to meetings contributed to transparency and to strengthening the trust in the commune office.
Problem solving by CCGPP	<ul style="list-style-type: none"> <input type="checkbox"/> When the problem of SODECI, waste water, the incident in drainage, etc. happened, the resident members of CCGPP collaborated with the commune to solve them. 	Possible if there is an association of residents	
Sensitisation by CCGPP	<ul style="list-style-type: none"> <input type="checkbox"/> Through resident members of CCGPP, information and sensitization can easily reach the concerned residents. <input type="checkbox"/> The residents acknowledge citizen role such as the regulations on garbage. 		<ul style="list-style-type: none"> ▶ Help CGQs and quartier association in order to continue sensitizations.

What we have done? (COSAY's Methods)	Lessons/Efficacy of the Methods	Reproducibility by Commune	Note
Community mobilisation by CCGPP resident members (e.g. PV and ceremony)	<ul style="list-style-type: none"> <input type="checkbox"/> The participation of the residents from the preparatory phase, there were discussions, ownership and love for the quartier were improved <input type="checkbox"/> Noticed that CCGPP has more and more influence 		
Training on social cohesion and roles of the citizen	<ul style="list-style-type: none"> <input type="checkbox"/> The resident members of CCGPPs improved their communication skills through the training 	Possible if its budget were secured	
Endline Survey	<ul style="list-style-type: none"> <input type="checkbox"/> It helped providing qualitative and quantitative data for evaluation practice 	Possible if its budget were secured	

A9-11

Step 6: Post-implementation and Durable Maintenance

A9-12

What we have done? (COSAY's Methods)	Lessons/Efficacy of the Methods	Reproducibility by Commune	Note
Establishment of successor organization of CCGPP	<ul style="list-style-type: none"> ❑ There were initiatives by CCGPP resident members to establish successor organisations at the road sites. ❑ CCGPP resident members and the CPs learned necessity of sustainable system and responsible organisations for maintenance through the process. 		<ul style="list-style-type: none"> ▶ For schools, we did not find another possibility for succession because COGES exists ▶ For roads, the organization did not exist. The commune office asked CCGPP what it wanted to become and when there is an initiative to continue as another type of association, the commune office guides them concerning what to do in order to become official. (Prefecture of Abidjan → Commune office) ▶ officialising community-based organizations is a very good initiative that will help easily pass information from the commune office on to the populations. This is already done in Port Bouet, Treichville, Adjamé, etc. We therefore intend to do the same thing in Abobo, even if this will take some time.

What we have done? (COSAY's Methods)	Lessons/Efficacy of the Methods	Reproducibility by Commune	Note
			<p>► Unlike the project that provided financial motivation to encourage community involvement, we can say that the hard core (key persons) of CCGPP is a true community contribution.</p>
Establishment / reinforcement of maintenance system	<ul style="list-style-type: none"> ❑ The successor organizations such as CGQ learned technically appropriate work system for road maintenance through the training programmes. ❑ The commune offices and COGES at the target schools recognised importance of collaboration between them for effective and efficient maintenance of school facilities. 	Commune office needs to take initiative.	
Monitoring for maintenance works doing by the successor organizations	<ul style="list-style-type: none"> ❑ Monitoring by the commune offices strengthened continuation level and technical appropriateness of the works. ❑ The commune offices and residents (members of successor organisations) learned importance of cooperation and their roles and responsibilities on road / school maintenance. 		

A9-13

What we have done? (COSAY's Methods)	Lessons/Efficacy of the Methods	Reproducibility by Commune	Note
Instalment of equipment tools for maintenance and planting materials (PKG-S2)	<ul style="list-style-type: none"> <input type="checkbox"/> Installed maintenance tools motivated the residents to participate in maintenance activities. <input type="checkbox"/> It contributed improving clean environment and attractiveness of the facilities. <input type="checkbox"/> It promoted to sustain maintenance activities by COGES, CGQ, MUDA and COGERB2 by the instalment of maintenance equipment and tools. 	Possible if its budget were secured	
Final Evaluation of the pilot projects	<ul style="list-style-type: none"> <input type="checkbox"/> The C/Ps and CCGPP resident members learned process and achievement of each pilot project, impacts, promoting and hindering factors, and lessons, although JET assisted the C/Ps to prepare evaluation grids and compile evaluation reports. 	Improvement of evaluation skills of the C/Ps will be needed.	

A9-14

Step 1: Project Selection

A9-15

What we have done? (COSAY's Methods)	Lessons/Efficacy of the Methods	Reproducibility by Commune	Note
Develop Selection Criteria	<ul style="list-style-type: none"> <input type="checkbox"/> It was effective that the C/Ps explain the results to the residents (Accountability) <input type="checkbox"/> It contributed to avoiding political intervention <input type="checkbox"/> It was a base of judgment for selection of pilot projects 	<p>It will be a compulsory when project selection is needed.</p> <p>There is risk of political intervention</p>	<ul style="list-style-type: none"> <input type="checkbox"/> It is important to have some criteria <input type="checkbox"/> The commune must preclude political intervention even if it is not easy
Develop a longlist for target facilities	<ul style="list-style-type: none"> <input type="checkbox"/> It was useful to nominate candidate facilities <input type="checkbox"/> It was questionable for the nomination without database , concrete evidences 	<p>This step is necessary</p> <p>Applicable</p>	
Socio-economic Survey for longlisted sites	<ul style="list-style-type: none"> <input type="checkbox"/> It was useful to understand the conditions of the sites 	<p>This step is important and may be applied</p>	
Prepare a short-list	<ul style="list-style-type: none"> <input type="checkbox"/> It was efficient to eliminate sites that did not be satisfied with some of selection criteria 	<p>This step is important</p> <p>Applicable</p>	
Hold stakeholder meetings at the short-listed sites	<ul style="list-style-type: none"> <input type="checkbox"/> It contributed knowing willingness and capacity of the residents at the sites, although examination of them was limited 	<p>Plan the budget for holding meetings</p>	
Evaluation and selection of project sites	<ul style="list-style-type: none"> <input type="checkbox"/> The project sites were selected by scientific way (transparency) 	<p>This step is important</p> <p>Applicable</p>	

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What we have done? (COSAY's Methods)	Lessons/Efficacy of the Methods	Reproducibility by Commune	Note
Notice result of selection to the stakeholders	<ul style="list-style-type: none"> <input type="checkbox"/> It might prevent from any gossip and negative impressions from those that were not selected <input type="checkbox"/> It ensured the transparency and accountability of information for the confidence in the Commune office 	This step may be applied.	<ul style="list-style-type: none"> <input type="checkbox"/> The commune office considers this notification to be part of its responsibility as administration <input type="checkbox"/> This helps the commune office move forward with the project without difficulty <input type="checkbox"/> The commune office can get stakeholders to understand

A9-16

Step 2: Institutional Arrangement – Establishment of CCGPP

What we have done? (COSAY's Methods)	Lessons/Efficacy of the Methods	Reproducibility by Commune	Note
Introduction of the pilot project to representatives of residents at the selected site	<ul style="list-style-type: none"> <input type="checkbox"/> It helped increasing understandings of the residents about P.P. <input type="checkbox"/> It clarified the aim of P.P. (Not infrastructure project but social cohesion project) 	Applicable	<ul style="list-style-type: none"> <input type="checkbox"/> This method is necessary because it makes it possible to involve residents
Call representatives of residents for participation to CCGPP	<ul style="list-style-type: none"> <input type="checkbox"/> It involved representatives from various kinds of entities (Why you could involve them?) 	Applicable	<ul style="list-style-type: none"> <input type="checkbox"/> The commune office closely contacted each organization existing in each quartier so that it could appoint a member to participate in CCGPP without, however, making participation compulsory nor binding for them <input type="checkbox"/> Out of the 62 ethnic groups, 2 people were chosen by the residents as ethnic group representatives <input type="checkbox"/> The political organization which was at the root of conflict must integrate CCGPP in the future and thereby contribute to promoting social cohesion.

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What we have done? (COSAY's Methods)	Lessons/Efficacy of the Methods	Reproducibility by Commune	Note
Prepare member list of CCGPPs	<ul style="list-style-type: none"> <input type="checkbox"/> This made it possible to officialise CCGPPs and the membership of residents <input type="checkbox"/> There were some discussions on membership and representation conditions 	Applicable	
Confirm roles and responsibilities of CCGPPs	<ul style="list-style-type: none"> <input type="checkbox"/> It contributed to setting vision and common objective of CCGPPs so that the members could work together toward common goal <input type="checkbox"/> There were advantage and disadvantage of committee structure of CCGPPs as flat membership such as lack of distribution of tasks like taking notes of meetings CCGPP 	Applicable	<ul style="list-style-type: none"> <input type="checkbox"/> It is necessary to determine particular roles for each CCGPP member <input type="checkbox"/> Giving responsibilities to each member by assigning them some roles will not cause any problem of hierarchy <input type="checkbox"/> The opinion of CCGPP was determined by the agreement of the majority of participants

A9-18

Step 3: Project Planning and Design

A9-19

What we have done? (COSAY's Methods)	Lessons/Efficacy of the Methods	Reproducibility by Commune	Note
Discuss visions, needs, and community contributions	<ul style="list-style-type: none"> <input type="checkbox"/> It clarified common goal of the pilot projects and possibility of community contributions <input type="checkbox"/> It allowed deeper understandings of the resident members about community contribution <input type="checkbox"/> It contributed to promote ownership of the resident members 	The same thing can be done	<ul style="list-style-type: none"> <input type="checkbox"/> It is difficult to determine the capacity of residents in advance. However, through communication with some residents, it is possible to determine more realistic and achievable things.
Hold stakeholder meetings to confirm concept of the P.P. and community contribution	<ul style="list-style-type: none"> <input type="checkbox"/> It secured accountability of the pilot projects , although mobilization of residents were limited 	Applicable	
Develop pilot project plan	<ul style="list-style-type: none"> <input type="checkbox"/> It helped making the resident members and the C/Ps understand outline of the pilot project and demarcate roles of them 	Applicable	
Develop PDMs and POs	<ul style="list-style-type: none"> <input type="checkbox"/> It provided a framework of each pilot project for project management including monitoring and evaluation, although the level of understanding of the CCGPPs about logic model seemed to be insufficient 	Considering the level of understanding of logical framework, it should be adapted.	<ul style="list-style-type: none"> <input type="checkbox"/> The PDM helps have the objective, indicators, etc. at the planning stage. This makes project monitoring and evaluation easy.

What we have done? (COSAY's Methods)	Lessons/Efficacy of the Methods	Reproducibility by Commune	Note
Baseline Survey	<ul style="list-style-type: none"> <input type="checkbox"/> It helped providing qualitative and quantitative data for evaluation practice 	Possible if its budget is secured.	
Topographic surveys, design, cost estimation by local consultants	<ul style="list-style-type: none"> <input type="checkbox"/> It mitigated workload of the C/Ps (DST) <input type="checkbox"/> JET needed to order the consultants to improve their work quality (inefficient) 	It may not be needed for small rehabilitation works.	<ul style="list-style-type: none"> <input type="checkbox"/> The technical department of the commune office technically controls the quality of the work done by the consultant. <input type="checkbox"/> In general, the commune office does this by using the internal resource of the commune office for small-scale projects.

A9-20

Step 4: Preparation for Implementation

What we have done? (COSAY's Methods)	Lessons/Efficacy of the Methods	Reproducibility by Commune	Note
Discuss utilisation of local human resources (local workers)	<ul style="list-style-type: none"> <input type="checkbox"/> This made it possible to determine the framework and target for local employment (school 50%, road 60%) 	This method can be applied	<ul style="list-style-type: none"> <input type="checkbox"/> It is effective to set a percentage as the common objective for local employment in order to promote social cohesion <input type="checkbox"/> The percentage will be determined on a case-by-case basis <input type="checkbox"/> Try to involve local contractors
Develop selection criteria for local youth employment	<ul style="list-style-type: none"> <input type="checkbox"/> Thanks to the clear criteria, it was easy for CCGPP to do the monitoring. <input type="checkbox"/> Considering the local level, we were able to have local contractors employ young people based on a minimum of employment requirements 	If the focal point is selected from among the residents and if the contractor can understand and allow, it can be reproduced.	
Registration of candidate workers	<ul style="list-style-type: none"> <input type="checkbox"/> If information is not shared impartially, complaints and dissatisfactions will come out as a result. 	If there is an office where applications can be submitted, it could be possible. Consider cooperation with the departments of the commune.	
Selection and prepare lists of local workers	<ul style="list-style-type: none"> <input type="checkbox"/> Even if the worker list was effective for employment purpose, due to the time spent between its preparation and the beginning of the construction work. For this reason, it was not updated. <input type="checkbox"/> Some people who were not on the list were sometimes employed. 	Collaboration with the departments of the commune office will be created.	

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What we have done? (COSAY's Methods)	Lessons/Efficacy of the Methods	Reproducibility by Commune	Note
Skill development through PKG-S1	<ul style="list-style-type: none"> <input type="checkbox"/> Helped unskilled people (people with no experience) acquire some techniques <input type="checkbox"/> Long-term/ continuous employment was not that easy due to the change of contractors. <input type="checkbox"/> Increased workers' interest in a new professional skill 	Concerning the acquisition of techniques through on-the-job training, it is more realistic to provide a budget for the training and extend the ordinary construction period	
Preparer tender documents considering promoting social cohesion	<ul style="list-style-type: none"> <input type="checkbox"/> The employment requirements/ criteria were used to give instructions to the contractors. 	Possible if needed.	<ul style="list-style-type: none"> <input type="checkbox"/> It was effective to clarify employment conditions. <input type="checkbox"/> Depending on the type of public works for the future, the commune office will insist on having this kind of conditions in the tender documents.
Preparation of tender documents by local consultants + JICA approval	<ul style="list-style-type: none"> <input type="checkbox"/> C/Ps learned procurement system of JICA <input type="checkbox"/> C/Ps and Local consultants tended to be unfamiliar with donor's procurement system 	It will be a requirement for donor funded projects	<ul style="list-style-type: none"> <input type="checkbox"/> There is no big difference between JICA's system and that of DMP. <input type="checkbox"/> The commune office will use DMP's system in the future if it is not question of a donor-funded project.
Tender evaluation by COJO	<ul style="list-style-type: none"> <input type="checkbox"/> C/Ps learned importance of accountability through a strict evaluation system of the donor 	It may be a requirement for donor funded projects	<ul style="list-style-type: none"> <input type="checkbox"/>

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What we have done? (COSAY's Methods)	Lessons/Efficacy of the Methods	Reproducibility by Commune	Note
Survey on affected vendors and houses at road sites with support of CCGPP resident members	<ul style="list-style-type: none"> <input type="checkbox"/> The information on relocation sites were collected <input type="checkbox"/> Thanks to the collaboration of the resident members of CCGPP, communication was fruitful. 	Simplification is not necessary for CCGPP members.	<ul style="list-style-type: none"> <input type="checkbox"/> Communication by the resident members of CCGPP (it is question of communication by those who are close to concerned houses) helped have more opinions from residents and necessary information. <input type="checkbox"/> The motivation of CCGPP members to conduct the surveys was high enough. For this reason, the burden on the shoulders of CCGPP members should not be too much.
Planning the resettlement process (RAP)	<ul style="list-style-type: none"> <input type="checkbox"/> Thanks to planning, the procedures were clarified <input type="checkbox"/> At the commune office, information is disclosed to the public. The responsibility for explanation has improved. 	It is essential to do it.	<ul style="list-style-type: none"> <input type="checkbox"/> The information on the contact person at the commune office was clarified thanks to the RAP and this helped decrease the worries of residents. <input type="checkbox"/> By using this procedure, the commune office could understand the real problems of the residents. <input type="checkbox"/> The commune office considers this explanation to be its responsibility as an administration

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What we have done? (COSAY's Methods)	Lessons/Efficacy of the Methods	Reproducibility by Commune	Note
Adequate Explanation Before the relocation (Pre-announcement and Public Hearing)	<ul style="list-style-type: none"> <input type="checkbox"/> The discontents of the residents have decreased. <input type="checkbox"/> Opportunities were given to make complaints and express discontents. The responsibility for explanation has improved. 	Improve the implemented procedure.	<ul style="list-style-type: none"> <input type="checkbox"/> The commune office is aware that the task of explaining to residents is one of its important missions. <input type="checkbox"/> The commune office is aware that clear explanation to residents helps get residents to understand and move forward with the project. <input type="checkbox"/> Implementing a project with the consent of inhabitants can contribute to the promotion of social cohesion. <input type="checkbox"/> Once residents' understanding is obtained, this enable commune office to move forward with the project without difficulties.
Monitoring of the implementation of relocation	<ul style="list-style-type: none"> <input type="checkbox"/> During employment phase and the resettlement of vendors, thanks to thanks to the structure for the transmission of grievances to the commune office which contributed to the early settlement of grievances. 	Applicable	

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Step 5: Implementation and Monitoring

A9-25

What we have done? (COSAY's Methods)	Lessons/Efficacy of the Methods	Reproducibility by Commune	Note
Execution of rehabilitation / construction works (PKG-1, PKG-2, PKG-3)	<ul style="list-style-type: none"> <input type="checkbox"/> C/P obtained work approaches for quality control and the dealing issues occurred on the site. <input type="checkbox"/> The commune office learned the importance of monitoring with more technical control. <input type="checkbox"/> It contributed to increase ownership of the residents for the rehabilitated / constructed facilities <input type="checkbox"/> The rehabilitated or constructed schools and roads have become a symbol of social cohesion for the residents of the quartier 	Applicable	<ul style="list-style-type: none"> <input type="checkbox"/> The commune office learned the importance of a rigorous control of quality and deadline. <input type="checkbox"/> We can say the school is a symbol of social cohesion, since the residents meet around/ in the school. <input type="checkbox"/> The residents were aware that the purpose of the PP was to promote social cohesion. The completion of the work is a symbol of social cohesion.
Regular monitoring on construction works by CCGPP	<ul style="list-style-type: none"> <input type="checkbox"/> Through the monitoring of the construction work, the resident members of CCGPP have been able to reflect opinions on the projects (many? The opinion of some people?) <input type="checkbox"/> When a problem happened, it was shared with the commune 	Possible if there is an association of residents	<ul style="list-style-type: none"> <input type="checkbox"/> It is preferable to move forward with the project by taking into account the opinions of residents in order to reach social cohesion even if not all the opinions can be applied. <input type="checkbox"/> Even if not all CCGPP members attend work monitoring, we can consider the opinion of the attendants as the general opinion of CCGPPP.

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What we have done? (COSAY's Methods)	Lessons/Efficacy of the Methods	Reproducibility by Commune	Note
Problem solving by CCGPP	<ul style="list-style-type: none"> <input type="checkbox"/> When the problem of SODECI, waste water, the incident in drainage, etc. happened, the resident members of CCGPP collaborated with the commune to solve them. 	Possible if there is an association of residents	
Sensitization by CCGPP	<ul style="list-style-type: none"> <input type="checkbox"/> Through resident members of CCGPP, information and sensitization can easily reach the concerned residents. <input type="checkbox"/> The residents acknowledge citizen role such as the regulations on garbage. 	Applicable	<ul style="list-style-type: none"> <input type="checkbox"/> CCGPP is closer to residents than the commune office. The messages of CCGPP intended for the other residents can therefore more easily be passed across. <input type="checkbox"/> Sensitization by the commune office is sometimes considered by residents as orders or obligations. <input type="checkbox"/> The commune office considers this sensitization to be its responsibility as an administration.
Community mobilisation by CCGPP resident members (e.g. PV and ceremony)	<ul style="list-style-type: none"> <input type="checkbox"/> The participation of the residents from the preparatory phase, there were discussions, ownership and love for the quartier were improved <input type="checkbox"/> Noticed that CCGPP has more and more influence 	Applicable	
Training on social cohesion and roles of the citizen	<ul style="list-style-type: none"> <input type="checkbox"/> The resident members of CCGPPs improved their communication skills through the training 	Possible if its budget were secured	
Endline Survey	<ul style="list-style-type: none"> <input type="checkbox"/> It helped providing qualitative and quantitative data for evaluation practice 	Possible if its budget were secured	

A9-26

Step 6: Post-implementation and Durable Maintenance

A9-27

What we have done? (COSAY's Methods)	Lessons/Efficacy of the Methods	Reproducibility by Commune	Note
Establishment of successor organization of CCGPP	<ul style="list-style-type: none"> <input type="checkbox"/> There were initiatives by CCGPP resident members to establish successor organisations at the road sites. <input type="checkbox"/> CCGPP resident members and the CPs learned necessity of sustainable system and responsible organisations for maintenance through the process. 	Applicable	<ul style="list-style-type: none"> <input type="checkbox"/> The successor organizations of CCGPP for schools are COGES. However, it is possible to establish some organizations other than COGES such as CGQ to serve as an organization which will help strengthen social cohesion within the quartier. <input type="checkbox"/> The maintenance activity by the successor organizations of CCGPP is implemented in collaboration with residents. This helped promote social cohesion. <input type="checkbox"/> The commune office will support the activities of successor organizations so that those organizations can become like JICHIKAI (association of residents) in Japan

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What we have done? (COSAY's Methods)	Lessons/Efficacy of the Methods	Reproducibility by Commune	Note
Establishment / reinforcement of maintenance system	<ul style="list-style-type: none"> <input type="checkbox"/> The successor organizations such as CGQ learned technically appropriate work system for road maintenance through the training programmes. <input type="checkbox"/> The commune offices and COGES at the target schools recognised importance of collaboration between them for effective and efficient maintenance of school facilities. 	Commune office needs to take initiative.	<ul style="list-style-type: none"> <input type="checkbox"/> The commune office will monitor the activities of the successor organizations of CCGPP <input type="checkbox"/> The commune office will not be able to monitor all the associations of residents (CGQ) in the future if the number of CGQ increases. It would be better to make sure that the discussions within CGQ help promote the growth of CGQ <input type="checkbox"/> To settle the problem of lack of budget which hinders the implementation of maintenance activities by the successor organizations of CCGPP, the commune office will see how it can make budget available to support their activities.
Monitoring for maintenance works doing by the successor organizations	<ul style="list-style-type: none"> <input type="checkbox"/> Monitoring by the commune offices strengthened continuation level and technical appropriateness of the works. <input type="checkbox"/> The commune offices and residents (members of successor organisations) learned importance of cooperation and their roles and responsibilities on road / school maintenance. 	Applicable with the support of the commune office	

What we have done? (COSAY's Methods)	Lessons/Efficacy of the Methods	Reproducibility by Commune	Note
Instalment of equipment tools for maintenance and planting materials (PKG-S2)	<ul style="list-style-type: none"> <input type="checkbox"/> Installed maintenance tools motivated the residents to participate in maintenance activities. <input type="checkbox"/> It contributed improving clean environment and attractiveness of the facilities. <input type="checkbox"/> It promoted to sustain maintenance activities by COGES, CGQ, MUDA and COGERB2 by the instalment of maintenance equipment and tools. 	Possible if its budget were secured	
Final Evaluation of the pilot projects	<ul style="list-style-type: none"> <input type="checkbox"/> The C/Ps and CCGPP resident members learned process and achievement of each pilot project, impacts, promoting and hindering factors, and lessons, although JET assisted the C/Ps to prepare evaluation grids and compile evaluation reports. 	Improvement of evaluation skills of the C/Ps will be needed.	

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