

TERMINAL EVALUATION REPORT
on the Project
on Human Resource Development for
Strengthening Local Administration in
Central and Northern Areas of
Cote D'Ivoire

November 2016

JAPAN INTERNATIONAL COOPERATION AGENCY

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*In this report, “local government” refers to decentralized governments, such as Regional Council and Commune. “Deconcentration government” refers to such as the Regional Direction of National Education (DREN), the Territorial Director of Water (DTH) and the Inspections for Primary Education (IEP). “Local administration” refers to both decentralized and deconcentration governments.

Photo



Meeting at MEN



Meeting at MIE



Officers of Local Governments



Meeting at MEMIS



Meeting with Director of Cabinet, MEMIS



Signature for Minutes of Meeting at MEMIS

Abbreviations and Acronyms

Abbreviation	English
CGPE	Water Management Committee
COGES	School Management Committee
CNC-CGPE	National Coordination Unit of Water Management Committee
DAPS-COGES	Direction of Animation, Promotion and Monitoring for COGES*
DELC	Direction of Primary Schools, Secondary Schools and Colleges*
DEP	Direction of Execution of Project
DGDDL	General Direction of Decentralization and Local Development*
DGIHH	General Direction of Human Water Infrastructure*
DREN#	Regional Direction of National Education *
DSPS	Direction of Strategies, Planning and Statistics*
DTH	Territorial Director of Water*
FCAF	West African Franc
HV	Rural Water*
IEP	Inspections for Primary Education*
JCC	Joint Coordination Committee
JICA	Japan International Cooperation Agency
MEMIS	Ministry of State, Ministry of Interior and Security
MEN#	Ministry of National Education
MEMPD	Ministry of State, Ministry of Planning and Development
MIE	Ministry of Economic Infrastructure
MPMEF	Ministry with the Prime Minister in charge of Economy and Finance
MTR	Mid-Term Review
ONEP	National Office of Drinking Water*
PDM	Project Design Matrix
PMH	Human Motorized Pump
PO	Plan of Operations
U-COGES	Union of School Management Committee (COGES Union)
TWG	Technical Working Group

* Provisional translation by the project team.

Abbreviation of MENET has changed into MEN after the reorganization of cabinet in January 2016. Ministry of National Education and Technical Education (MENET) became Ministry of National Education (MEN), just as DRENET became DREN.

Summary of Terminal Evaluation

I. Outline of the Project	
Country: Republic of Cote d'Ivoire	Project Title: The Project on Human Resource Development for Strengthening Local Administration in Central and Northern Areas of Cote d'Ivoire
Issue/Sector: Peacebuilding - Governance	Cooperation Scheme: Technical Cooperation Project
Division in Charge: Office of Peacebuilding and Reconstruction	Total Cost: About 738 million yen (as of Terminal Evaluation)
Period of Cooperation	Partner Country's Implementing Organization:
November 2013–April 2017 (3 years and 5 months)	Ministry of State, Ministry of Interior and Security (MEMIS)
	Cooperation Organization (Japanese Side) : N/A
<p>1-1 Background of the Project</p> <p>After the long socio-political crisis coupled with a crisis linked to the 2010 elections, most of the basic socio-economic infrastructure of the Central, North and West (“CNO”) zone namely primary schools and village hydraulic (HV) infrastructures were dilapidated or broken.</p> <p>At that time, local governments were not able to provide quality basic services to the population because their resources—both financial and human—were severely limited. Moreover the communities were not prepared to play the expected roles in maintaining and managing the basic service infrastructures.</p> <p>In this manner, in 2013, a technical cooperation project entitled the “Project on Human Resource Development for Strengthening Local Administration in Central and Northern Areas of Cote d'Ivoire” was launched with the aim of developing models of basic service delivery for conflict-affected areas in the Central and Northern Areas of Cote d'Ivoire.</p> <p>1-2 Project Overview</p> <p>(1) Overall Goal: Capacity of local administration in basic service delivery is enhanced in conflict-affected areas in Central and Northern Areas of Cote d'Ivoire.</p> <p>(2) Project Purpose: Models of basic service delivery systems for conflict-affected areas in Central and Northern Areas of Cote d'Ivoire are developed.</p> <p>(3) Outputs:</p> <ol style="list-style-type: none"> 1) Skills and knowledge of government officers responsible for basic service delivery of the education sector (officers of DREN, inspectors and advisers of COGES, and officers of Regional Council and communes) and the rural water supply sector (officers of DTH, Regional Council and communes) are improved in Gbeke Region. 2) Effective cooperation and coordination mechanisms between communities and government (Regional Council and communes, Préfet of Region and Préfets of Departments, DREN and DTH) are established through implementation of pilot projects (for infrastructure development and rehabilitation, and 	

communities' activities for management of infrastructure and services.

- 3) Mechanisms of coordination for improvement of basic service delivery systems are developed in Gbeke Region, and the developed models are shared among central government agencies and local administration agencies in the five target districts of Central and Northern Areas of Cote d'Ivoire.

(4) Inputs (at the time of the Terminal Evaluation)

Japanese Side:

- a) Dispatch of Experts: 17 short-term experts in 12 areas (local government, community development, rural water supply, school management, construction planning, social survey, database management, coordinator, etc.) (Total of 123 M/M)
- b) National Staff: 17 expert staff
- c) Equipment: PCs and printers to each of the nine local governments, GPS, equipment for project office operation, etc.
- d) Local Cost: 110 million yen for pilot projects, 20 million yen for equipment, etc.
- e) Training in Japan and Third Country: 14 participants for Japan, 16 participants for Niger

Cote d'Ivoire Side:

- a) Counterpart Personnel: 16 main counterparts; Project Directors from the Counselor of the General Director of Decentralization (DGDDL), MEMES, Project Coordinator from Assistant Director of Training and Training Courses, DGDDL, MEMIS, Project Manager from Prefect of the Gbeke Region, and relevant officials from the Ministry of Infrastructure and Economy (MIE), the National Office of Drinking Water (ONEP), the Ministry of National Education (MEN), and local government offices.
- b) Facility and Equipment: Project office at the Regional/Prefecture Office at Bouake (after the Regional/Prefecture Office was looted, project offices were provided in the Annex of Bouake Commune office and in MEMIS, Abidjan)
- c) General Expenses: Counterpart fund, supplement funds for travel costs for local government officials since November 2015

II. Evaluation Team

Members	Leader/ Peacebuilding: Yuko Dohi, Visiting Senior Advisor, JICA Evaluation Planning: Miki Ichikawa, Office for Peacebuilding and Reconstruction, JICA Evaluation Analysis: Dr. Keiko Watanabe, Chief Research Analyst, Mitsubishi UFJ Research & Consulting Co., Ltd.	
Period of Evaluation	September 21–October 4, 2016	Type of Evaluation: Terminal Evaluation

III. Results of Evaluation

Limitation and constraints of the Evaluation:

Due to security concerns following the looting of the Regional/Prefecture Office, including the project office, in July 2016, the Evaluation Team could not visit the project sites in the Gbeke Region. Accordingly, the coverage of the interviewees was limited. Efforts were made to overcome this obstacle by collecting information through questionnaires, inviting key officials from the Gbeke Region to Abidjan for interviews and

utilizing the results from the project survey. However, the Terminal Evaluation had constraints to a certain extent for the field survey and access of information.

3-1 Achievement of Outputs

1-1-1 Output 1: Skills and knowledge of government officers responsible for basic service delivery of the education sector (officers of DREN, inspectors and advisers of COGES, and officers of Regional Council and communes) and the rural water supply sector (officers of DTH, Regional Council and communes) are improved in Gbeke Region.

- Achieved successfully as planned. Output 1 established a firm foundation for achieving Output 2 and Output 3.
- Identifying the roles and responsibilities of different entities of central, decentralized and deconcentrated governments through series of discussions proved to be one of the most identical outputs of the project.
- The ability of local government officials has been upgraded as a result of a combination of intense theoretical and practical training.

1-1-2 Output 2: Effective cooperation and coordination mechanisms between communities and government (Regional Council and communes, Préfet of Region and Préfets of Departments, DREN and DTH) are established through implementation of pilot projects (for infrastructure development and rehabilitation, and communities' activities for management of infrastructure and services

- Mostly achieved. Database and sector development plans were developed by conducting a survey on the situation in the village regarding rural water and school facilities.
- As a pilot project, 11 schools were built / refurbished, and 78 rural water facilities were installed or refurbished.
- COGES was revitalized and CGPE was re-established to enable effective management.
- Relations between community and government were developed throughout those pilot activities.
- Relations between decentralized and deconcentrated governments were also developed through collaboration for pilot projects.

1-1-3 Output 3: Mechanisms of coordination for improvement of basic service delivery systems are developed in Gbeke Region, and the developed models are shared among central government agencies and local administration agencies in the five target districts of Central and Northern Areas of Cote d'Ivoire.

- Good progress has been made but further improvement is needed to complete the remaining activities.
- A basic mechanism for coordinating the sharing of information between local governments and deconcentrated governments was established in the education and rural water sectors.
- The improvement of mechanisms for coordinating the provision of services has been discussed with the central government.
- Action plans from the relevant central government and Gbeke Region on how to proceed after the project have not yet been finalized.

1-1-4 Achievement of Project Purpose: “Models of basic service delivery systems for conflict-affected areas in Central and Northern Areas of Cote d'Ivoire are developed.”

- It is assumed the project purpose will be achieved by the end of the project period.

- Models for effectively providing basic services to the education and rural water supply sectors were developed through trial and error to verify appropriateness and feasibility while engaging in activities to enhance ability.
- Most importantly, the concept of coordination and collaboration among all stakeholders at each stage of development (planning, implementation, supervision, management and maintenance), while clarifying the roles of each party, was weaved in the models.
- Although those developed models have to go through the verification process in other areas, it is highly likely that the models will be widely applied and not limited to just the Central and Northern regions.

1-2 Implementation Process

The Team recognized the following promoting and hindering factors for project implementation.

1-2-1 Promoting Factors

- (1) A high level of commitment from both counterpart personnel and the Japanese side realized smooth implementation of the project. Enthusiasm and a willingness to engage in and continue project activities, especially from the counterpart personnel, at the local government level were observed.
- (2) Strong support and cooperation from Prefect and Secretary General 1 of the Gbeke Region facilitated the project activities.
- (3) Training in Japan and sharing experiences in Niger motivated the participants and enlightened new ideas.

1-2-2 Hindering Factors

- (1) A disparity between institutional arrangements and reality prolonged the coordination process. In particular, in the rural water sector, the competence transfer has not been made legally to the local government for developing wells, while it is preferable for local governments and communities to develop and manage wells in the future. The project needed time to make things clear and decided to take a decentralized approach after the authorities concerned—MEMIS, MIE and ONEP—consented.
- (2) Understaffing and insufficient means of transportation within local governments sometimes made it difficult for officials to participate in the project activities.
- (3) Monitoring activities of the counterparts from the central government were limited in the first half of the project due to lack of financing, which hindered to mature the discussion on developing models.

1-3 Evaluation Results by Five Criteria

(1) Relevance (High)

The project is highly relevant to the National Development Plan (NDP: 2012-2015). The target beneficiary is conflict affected areas where local administration have been absent more than 10 years during the conflict. Even after the conflict, the central government has not provided an appropriate level of support. Therefore, there was a pressing and important need to strengthen local administration systems in order to provide effective basic services. The project is also in line with the Japanese assistance policy to Cote d'Ivoire. The timing of the commencement of the project was evaluated as appropriate from the viewpoint of peacebuilding.

(2) Effectiveness (High)

It is highly anticipated that the project purpose will be achieved by the end of the project period. At the time of the terminal evaluation, the project was discussing the draft models with the counterpart organizations at the central level for finalization. Significant outputs include: i) identification and clarification of roles and responsibilities of different entities of central, decentralized and deconcentrated governments, ii) production of tangible outputs such as database, village location map identifying the location and functionality of school and water facilities, sector development plans, actual school and rural water facilities through pilot projects and iii) a stronger link between government officers and the community.

(3) Efficiency (Medium)

The following points decreased the efficiency to a certain degree: i) delay in completion of the pilot projects and ii) a change in an important assumption, namely looting happened in the final stage of the project in July 2016.

(4) Impact (Slightly High)

The impact of the project is slightly high and no negative impact by the project has been observed.

It was too early to judge the overall goal, however, some signs showing a positive impact have already been observed. Those signs include: i) each local government in the Gbeke Region continuing situation surveys on their own initiatives and financial means, and ii) utilizing COGES model outside Gbeke. The impact on national policy and strategy has also been seen in the water and education sectors. Thus, the project models of service delivery will benefit not only the central and northern regions but also the entire country.

(5) Sustainability (Medium)

Sustainability of the project effect is medium.

It was confirmed that political sustainability is ensured by judging the current NDP (2016-2020). However, there were some concerns regarding institutional, technical and financial aspects. Institutionally, understaffing of local administration were observed as one of the constraints. Continuing to train local government officials, especially newly assigned officials, is necessary for consolidating the project effects; however, concerns regarding technical and financial sustainability remain. However, MEMIS, MIE, MEN and the Gbeke Region developing and implementing viable action plans would ensure sustainability to a great degree.

1-4 Conclusion

It is expected that almost all the outputs will have been achieved during the project period due to the great efforts from the Ivorian side and the Japanese side. The project was in line with the NDP (2012–2015), needs of the beneficiary and Japanese assistance policy to Cote d’Ivoire as well as peacebuilding policy, thus it was extremely relevant. The project purpose is expected to be achieved by the end of the project period, and the effectiveness is high. Viable action plans at both the central and regional levels are expected to be created at an

early stage. The efficiency was evaluated as medium due to the delay in completing the pilot projects and the delay caused by an unexpected incident. The prospect of achieving the overall goal remains on course after two to three years; however, the Team recognized some signs to produce a positive impact. Thus, the overall impact is considered to be slightly positive. The sustainability is considered to be medium; however, MEMIS, MIE, MEN and the Gbeke Region clarifying their action plans would ensure sustainability to a great degree.

1-5 Recommendation

(A) Recommendations within the remaining period

MEMIS

(1) Hold a consultative meeting with the relevant departments of MEMIS

It is beneficial to update information on the achievements of the project among the different departments of MEMIS. In order to smoothly implement activities according to the developed service delivery models, support from the various departments of MEMIS, such as departments involved with local development, economic finance and local government personnel would be very effective. The Team recommends holding consultative meeting among the relevant departments to share information and discuss the next steps as all MEMIS to utilize the models.

(2) Identify applicable methodologies from the developed model to other sectors outside water and education

It would be beneficial to assess the applicability of the developed models to other sectors by identifying the methodologies within each service delivery models that could be used in other sectors in order to increase applicability of the developed models. Japanese experts are requested to support identifying those methodologies by organizing information.

(B) Recommendations during and after the project period

MEMIS

(3) Initiatives by MEMIS for consolidating and implementing the models in the Gbeke Region

MEMIS is expected to take strong initiatives to ensure the continuity of applying service delivery models developed in the Gbeke Region, including addressing the key issues of: i) training local government personnel, ii) ensuring that the budget is allocated for local governments to establish and update databases for the planning stage and iii) central and deconcentrated governments maintaining a support system for local governments. It is therefore recommended to finalize the viable Action Plans that are based on intra and inter-ministerial consensus for early execution.

(4) Participating in the monitoring meeting of the Scientific Committee in the Gbeke Region to make necessary actions for continuing project activities

A Scientific Committee was formulated in the Gbeke Region to discuss how to proceed and monitor the progress of the activities among all the relevant stakeholders after the project is completed. The representation of MEMIS is required to participate in the monitoring meeting of Scientific Committee to support issues related to MEMIS. MEMIS is required to assist the Gbeke Region to take necessary measures to address key issues including updating baseline data, training newly assigned staff members and directing allocation of the budget for carrying out situation surveys.

(5) Strengthening of advocacy to promote understanding of the project approach especially to local authorities/decision makers

MEMIS should enhance efforts to promote understanding of the project approach capturing every opportunity suitable for this such as utilizing existing forums “ARDCI” (Assembly of Regions and Districts) and “UVICOI” (Union of Town and Commune).

(6) Verification and refinement of project models

The project produced service delivery models from experience in the Gbeke Region. It is recommended to apply them in different areas and if applicable to other sectors based on local situation to verify and refine the models.

MIE and MEN

(7) Establishment of technical support mechanisms for human development for local governments

While MEMIS is expected to take the lead, MIE and MEN are also expected to continue providing technical support to local governments in order to ensure the continuity of utilization of methodology developed in the Gbeke Region. The technical inputs by MIE and MEN are crucial for training the local government officers and implementing the models. It is therefore recommended to finalize the viable Action Plans in coordination with MEMIS for early execution.

(8) Monitor the implementation status in collaboration with MEMIS by participating in Scientific Committee of the Gbeke Region

Representatives of MIE and MEN are expected to participate in the Scientific Committee and monitor the implementation progress of the Gbeke Region in collaboration with MEMIS. The periodical information sharing among all concerned ministries is strongly recommended.

The Gbeke Region

(9) Continuing training

Continuing to train local government officers (Regional Council and Commune) is vital in order to implement and consolidate model of service delivery system in the Gbeke Region.

(10) Maintaining the level of partnership between local governments and communities

A key aspect of the project is to build collaboration between communities and local governments to improve the delivery of public services. In this sense, maintaining the level of partnership by continuously utilizing developed methodologies and systems is expected.

(11) Possible utilization of methodologies developed by the Ivorian counterpart and expert team for formulating and executing three-year plan

Database and sector development plans are expected to be updated regularly. Moreover, it is recommended to make use of methodologies such as selection criteria, database, sector plans, and community involvement methodology for drafting and executing a three-year plan. It was confirmed that these methodologies can enhance better delivery of public services through transparent and objective planning processes, and thus can promote mutual understanding between communities and local governments.

1-6 Lessons Learned

(1) Transparent and objective process of prioritizing service selection

Baseline surveys and compiling databases has enormous significance in ensuring the delivery of public services based on the needs of the population. Realizing such importance, all local governments in the Gbeke Region allocated funds from their own budget to conduct situation surveys. The approach of planning process that the project took had one of the biggest impacts on strengthening relations between local administration and communities. It is therefore worthwhile to place importance on the planning process for the sake of raising the ability to deliver services.

(2) Involvement of decision-makers of decentralized government from the initial stage of the project

Involvement of decision-makers of decentralized governments from an early stage in all stages of project activities would be useful in order to gain full support in ameliorating systems and methodologies in delivering public services.

(3) Conducting a baseline survey to assess qualitative changes at the initial stage of the project

In order to assess the changes such as relationships, awareness, and satisfaction clearly, it is better to conduct the surveys both at the initial and final stages of the project.

1. Introduction

1-1 Background and Objectives of the Evaluation

“Project on Human Resource Development for Strengthening Local Administration in Central and Northern Areas of Cote d’Ivoire” (hereinafter referred to as “Project”) was launched in November 2013 for an initial period of three years up to November 2016. The project was then extended for two months according to the recommendation by the Mid-Term Review (MTR) in December 2015. Then the project was further extended for three months due to an unexpected incident. The project will be terminated in April 2017. Based on the Record of Discussion (R/D) signed between the Ministry of State, Ministry of Interior and Security (hereinafter referred to as “MEMIS”) and the Japan International Cooperation Agency (hereinafter referred to as “JICA”) on August 29, 2013, a Terminal Evaluation was carried out from September 21, 2016 to October 4, 2016.

The purposes of the Terminal Evaluation are as follows;

- (1) Reviewing the performance, achievements, and implementation process of the project to date according to the Project Design Matrix (hereinafter referred to as the “PDM”) and the work plan;
- (2) Conducting a comprehensive evaluation of the project in terms of the five evaluation criteria described in 2-2 below, and;
- (3) Drawing recommendations on measures to be taken for achieving the project purpose for the remaining period and extracting lessons learned from the project.

1-2 Members of the Evaluation Team

	Name	Mission	Job Title	Duration of Stay
1	Mme. Yuko DOHI	Leader/ Peace Building	Visiting Senior Advisor, JICA	9.28.2016 – 10.4.2016
2	Mme. Miki ICHIKAWA	Evaluation Planning	Office for Peacebuilding and Reconstruction, JICA	9.28.2016 – 10.4.2016
3	Dr. Keiko WATANABE	Evaluation Analysis	Chief Research Analyst, Mitsubishi UFJ Research & Consulting Co., Ltd (MURC)	9.20.2016 – 10.4.2016

1-3 Schedule of the Evaluation Study

Please see attached ANNEX 1.

1-4 Outline of the Project

1-4-1 Background of the Project

Cote d’Ivoire has seen a gradual return to stability in many parts of the country, including the Northern and Central part following the post-electoral violence that ended in April 2011. In the Northern and Central part of the country, the partition after the crisis in 2002 had a significant impact on the region in terms of the deterioration of social-economic conditions, rule of law, and security. Indeed, the region has experienced a significant increase in poverty during the last 10 years. The comparison of the poverty rate in 2002 and 2008 by the District shows the following. Center-North: 32%/57%, North:

40%/77%, North-West: 52%/58%, North-East: 45%/54%.

The return of the government to the regions is gradually reviving vital services, including in the education and health sectors. However, the state authority in the region faces immense challenges, including restoring the delivery of vital services, re-building basic infrastructures, and re-constituting judiciary, maintaining security, and above all confronting underdevelopment in the regions.

The project aims to support both the central government and local governments in restoring and ameliorating basic services in conflict affected regions through developing human resources, targeting the northern and central part of the country, as these regions are in transition from emergency to development phase. Through reinstating basic services in these regions, the project aims to enhance inclusive development and social cohesion.

1-4-2 Summary of the Project

The expected Overall Goal, Project Purpose, Outputs and activities defined on the current Project Design Matrix (PDM) is as follows (ANNEX 2);

Overall Goal

Capacity of local administration in basic service delivery is enhanced in conflict-affected areas in Central and Northern Areas of Cote d'Ivoire.

Project Purpose

Models of basic service delivery systems for conflict-affected areas in Central and Northern Areas of Cote d'Ivoire are developed.

Outputs

- (1) Skills and knowledge of government officers responsible for basic service delivery of the education sector (officers of DREN, inspectors and advisers of COGES, and officers of Regional Council and communes) and the rural water supply sector (officers of DTH, Regional Council and communes) are improved in Gbeke Region.
- (2) Effective cooperation and coordination mechanisms between communities and government (Regional Council and communes, Préfet of Region and Préfets of Departments, DREN and DTH) are established through implementation of pilot projects (for infrastructure development and rehabilitation, and communities' activities for management of infrastructure and services.
- (3) Mechanisms of coordination for improvement of basic service delivery systems are developed in Gbeke Region, and the developed models are shared among central government agencies and local administration agencies in the twelve target regions of Central and Northern Areas of Cote d'Ivoire.

Activities

Activities for Output 1

- 1-1 Identify issues on basic service delivery through workshops, studies and interviews with the participation of the central government, its regional directions, and the local governments in the Gbeke Region.
- 1-2 Develop training programmes for government officials for addressing issues identified in 1-1.
- 1-3 Implement training programmes for government officials involved in rural water supply and education in the Gbeke Region.
- 1-4 Implement training programmes in third countries and in Japan for employees of relevant central government agencies and their regional directions, and local governments in the Gbeke Region for the improvement of basic service delivery.

Activities for Output 2

- 2-1 Conduct studies on the socio-economy and administration situation in the Gbeke Region.
- 2-2 Conduct baseline surveys including the current situation of public facilities and service delivery.
- 2-3 Select sites for pilot projects (for the construction and rehabilitation of infrastructure and for the community activities of management of infrastructure and services) and hold public consultation meetings to implement pilot projects.
- 2-4 Develop implementation plans for pilot projects, in the implementation and management of which communities can participate.
- 2-5 Implement pilot projects and conduct training programmes for community-based organizations and private service providers (area mechanics, water management committees, pump repairers, and COGES).
- 2-6 Compile lessons learned from the implementation of the pilot projects.

Activities for Output 3

- 3-1 Develop monitoring systems for implementation of pilot projects and implement monitoring of pilot projects.
- 3-2 Clarify the processes of basic service delivery from planning to implementation and monitoring, as well as roles and responsibilities of relevant government agencies and communities.
- 3-3 Develop guidelines/handbooks for improvement of basic service delivery systems.
- 3-4 Share lessons learned from implementation of the pilot projects among local administration agencies in the five target districts and central government agencies through seminars and workshops.
- 3-5 Develop an action plan to develop basic service delivery systems in Central and Northern Areas.

2. Methodology of the Evaluation

2-1 Procedures

The Terminal Evaluation was conducted based on the current PDM 2 and Plan of Operations (PO) developed on December 11, 2015.

Firstly, the degree of achievement of the Project Purpose and each Output were assessed by existing literature reviews, collected data and interviews with relevant stakeholders of both Japanese and Cote d’Ivoire sides based on the PDM. Secondly, the Evaluation Team (hereinafter referred to as “the Team”) analyzed and evaluated the project from the viewpoint of five evaluation criteria, namely, relevance, effectiveness, efficiency, impact and sustainability. In particular, the emphasis was placed on analysis made to Relevance and Impact since the project is being implemented in a peacebuilding setting. These two criteria include key aspects for assessing the element of peacebuilding. Finally, the conclusion was made and recommendations and lessons learned were drawn from the analysis.

2-2 Five Evaluation Criteria

The Project was analyzed from the viewpoint of the following five criteria; Relevance, Effectiveness, Efficiency, Impact and Sustainability and each criterion was evaluated with a three-level evaluation rating of “High,” “Medium” and “Low” in accordance with the degree of achievement. The viewpoints of these criteria are as follows;

Criteria	Viewpoints
Relevance	To see the validity of the Project Purpose and Overall Goal with aspects of the development policy of both Governments and the needs of beneficiaries of the Project.
Effectiveness	To see if Project Purpose is being achieved as expected as a result of the project’s Outputs.
Efficiency	To see if the timing, quality and quantity of inputs are appropriate for the degree of achievement on the Outputs, using the resources effectively.
Impact	To see if the direct effects and indirect effects in the long run extended by the project from both positive and negative aspects, even with the ones not expected when it was planned.
Sustainability	To examine the current extent to what the achievement of the project is sustained or expanded after the project is completed, focusing on institutional, financial and technical aspects.

2-3 Evaluation Questions and Indicators

Based on the five evaluation criteria described in the previous section, evaluation questions are summarized in the evaluation grid. It also compiles the information on indicators used for evaluation, methods to collect, sources and criteria for analysis of the indicators defined in PDM. The evaluation grid is attached in ANNEX 3.

Following are basic questions:

- Progress, Achievement and Prospect of Inputs, Activities, Outputs, Project Purpose and Overall Goal
- Promoting/Inhibiting factors for implementing the Project

2-4 Data Collection Methods

Data were collected mainly from reviewing documents and interviewing Cote d'Ivoire and Japanese stakeholders. The list of interviewees is attached in ANNEX 4.

2-5 Limitations and Constraints of the Evaluation

Due to the security concerns followed by the looting of the Regional/Prefecture Office including the project office in July 2016, the Evaluation Team could not visit project sites in the Gbeke Region. Accordingly, coverage of the interviewees was limited. Efforts were made to overcome this obstacle by collecting information through questionnaires, inviting key officials from the Gbeke Region to Abidjan to be interviewed, and utilizing the results from the project survey. However, the Terminal Evaluation had constraints to a certain extent for carrying out field surveys and gaining access to information.

3. Achievement of the Project

Achievements of the Inputs, Outputs, Project Purpose and Overall Goal are described below.

3-1 Inputs

Inputs provided by both sides are as follows.

3-1-1 Japanese Side

(1) Japanese Experts

In total, seventeen (17) Japanese experts have been dispatched in the following twelve (12) areas of expertise in the project. Total person-months of the experts as of September 30, 2016 amounted to 123 man-months (M/M) since the beginning of the project. The list of Japanese experts is attached as ANNEX 5-2.

- 1) Chief Adviser/Local Administration
- 2) Deputy Chief Adviser/Community Development/Public Service/Conflict Prevention/Gender Sensitivity
- 3) Infrastructure Group Leader/Architecture Planning 2/Cost Estimation (School Building)/Procurement Management
- 4) Infrastructure Group Leader 2/Rural Water Supply/Operation and Maintenance/Database Management
- 5) School Management/Community Participation
- 6) Social Survey/Conflict Prevention and Gender Sensitivity 1
- 7) Rural Water Supply Facility Planning/Procurement Management/Cost Estimation
- 8) Architecture Planning 1/Procurement Conditions
- 9) Architecture Planning 3
- 10) Infrastructure Group Leader 1/Architecture Planning 4/Procurement Management 2/Construction Planning and Supervision (School Buildings)
- 11) Database Management/Baseline Survey
- 12) Project Assistant/Assistant on Local Administration/Training Management

(2) National Staff

The project hired 17 national staff members to facilitate project activities in the following areas from the project cost.

- 1) National Coordinator/Public Administration
- 2) Public Relations and Security
- 3) Architecture (2)
- 4) Rural Water Supply
- 5) Community Participation/Rural Water Supply
- 6) Education (2)
- 7) ICT/Database/Public Relations/Security
- 8) Interpreter/Translator

- 9) Administrative Assistant
- 10) Assistant/Logistics
- 11) Consultant in charge of Education (from Senegal for COGES)
- 12) School Infrastructure Works Supervisor (4)

(3) Counterpart Training in Japan and in Third Country

Training in Japan was held twice in 2014 and 2015. In total, 14 counterpart (C/P) personnel were trained in Japan on local government systems. In addition, a total of 16 C/P personnel participated in third country training and seminars in Niamey, Niger on school management. A list of training programs and participants is attached as ANNEX 5-3.

(4) Equipment

Equipment necessary for baseline survey and office management were procured for local government offices (Regional Council and eight Communes) and relevant government offices. Major pieces of equipment include computers, printers. Unfortunately, some of the equipment was looted during the riot. A list of equipment is attached as ANNEX 5-4.

(5) Local costs

As of the Terminal Evaluation, about 20 million yen (about 99 million FCFA) has been spent for equipment and about 110 million yen (539 million FCFA) has been allocated for pilot projects. There were other expenses such as hiring national consultants, renting cars and office management costs.

3-1-2 Cote d'Ivoire Side

(1) Assignment of Counterpart Personnel

Counselor of the General Director of Decentralization (DGDDL), MEMIS was assigned as National Project Director to supervise the overall project. Assistant Director of Training and Training Courses, DGDDL, MEMIS was assigned as Project Coordinator. At the level of the Gbeke Region, Prefect of the Gbeke Region was assigned as Project Manager. Officials from the related organizations, MEMIS, Ministry of Economic Infrastructure (MIE), Ministry of National Education and Technical Education (MEN), Ministry of Planning and Development (MEMPD) and local government entities were assigned as counterpart personnel. A detailed list is attached as ANNEX 5-1.

(2) Provision of Facilities for Project Operations

The necessary office space with office equipment has been provided for the Project in Regional/Prefecture Office at Bouake. After the Regional/Prefecture Office including the project office was looted during the uprising against the electricity tariff hike on July 22, 2016, the necessary office spaces were provided one in the Annex of Bouake Commune office and one in MEMIS, Abidjan.

(3) Arrangement

Necessary information and permission to implement project activities, and provision of safety measures were provided.

(4) General Expenses for the Project

General expenses including conference, travel costs were released from MEMIS including utilizing the Counterpart fund. In addition, MEMIS also created a fund from money collected from the local government to supplement travel costs for local government officers since November 2015.

3-2 Achievement of Outputs

The Team assessed the achievements of Outputs basically based on the set indicators in the current PDM 2. The original PDM was revised as PDM 2 at the Mid-Term Review, keeping the narrative summary (Overall Goal, Project Purpose, Outputs) the same, but modifying indicators to be more precise to clearly verify the objectives. The Team confirmed that the overall degree of achievement of the three Outputs is *high*. The Team noted that it has to be strengthened further to achieve the project purpose especially for finalizing models for delivering services and formulating viable action plans by the relevant central ministries. The Team, however, confirmed that a variety of tangible outputs has been produced by the project as of the Terminal Evaluation.

The project developed guides and manuals throughout activities under the project. A list of these outputs is attached as ANNEX 7.

3-2-1 Output 1

Skills and knowledge of government officers responsible for basic service delivery of the education sector (officers of DREN, inspectors and advisers of COGES, and officers of Regional Council and communes) and the rural water supply sector (officers of DTH, Regional Council and communes) are improved in Gbeke Region.

Objectively Verifiable Indicator (OVI) 1.1	Trainings are offered based on the established training plan.
<p>Indicator 1.1 has been achieved.</p> <ul style="list-style-type: none"> ✓ Intensive workshops were held to identify the roles and responsibilities of different entities before identifying the training needs, which made clear their division of work and responsibilities. ✓ Training plan was established in the area of 1) Decentralization, 2) Infrastructure development and management (school building, water supply facility), and 3) School Management. ✓ As of the time of the Terminal Evaluation, a total of roughly 500 officers and relevant officials in total at the local level have received different types of training. A list of the training carried out domestically is attached in ANNEX 6. 	
OVI 1.2	Officials of local governments (Conseil Régional and communes) acquire the skills and knowledge appropriate for rehabilitation and new construction of infrastructure.
<p>Indicator 1.2 has almost been achieved.</p> <ul style="list-style-type: none"> ✓ The baseline survey to identify the existing conditions of facilities (school, water facilities, etc.) in the Gbeke Region was conducted by either visiting all villages of each jurisdiction or distributing questionnaire sheets to local government officials. Throughout the process, relevant officials upgraded their technical skills as well as raised awareness on the importance of data for effective planning. ✓ Technical skills and knowledge in the areas of technically assessing infrastructures, developing construction plans, tendering and entering into contracts with contractors, supervising construction and providing technical advice to communities have been upgraded for technical services officers 	

in local governments through the combination of theoretical and practical training.

- ✓ The project conducted the competence examination on rural water facility for local government officers (technical and socio-cultural services officers) in February 2016 after the second training session. The results showed pleasant. The examination was designed if the officer took 40% in each category; he/she understood the basic knowledge of that category. As shown in the table below, almost all categories were passed by both departments of officers, except project implementation and technical knowledge for new well construction for socio-cultural service officers. The results of examination verified that they have firm understanding of rural water facility. However, it should be noted that the examination was conducted right after the training. If the examination was given a year or more after the training, the results would be different.

	Category	Technical Service	Socio-Cultural Service	Average
1	Situation of HV Infrastructure HV (Human Motorized Pump)	66%	60%	62%
2	Monitoring of Human Motorized Pump	80%	77%	78%
3	Planning	76%	61%	67%
4	Project Implementation	48%	36%	41%
5	Technical Knowledge (New Well Construction)	45%	35%	39%
6	Technical Knowledge (Repairing of Human Motorized Pump)	81%	61%	69%
7	Monitoring and Training of CGPE (Water Point Management Committee)	70%	77%	74%
8	Monitoring and Management of AR (Area Mechanic)	65%	55%	59%
	Total	66%	57%	61%

(Source) Rural Water (HR) Service Improvement Model Examination Report (p.20)

- ✓ The only remaining training is for maintaining school facilities to technical service officers of local government followed by COGES members of the 11 pilot schools. The training is scheduled for October and November 2016.

OVI 1.3	Officials of the local governments acquire the skills and knowledge on public participation
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Indicator 1.3 has been achieved.

- ✓ Skills and knowledge on holding public consultations, mobilization of the community, and assisting in establishing and implementing school management committees (COGES) and water management committees (CGPE) were acquired through training and OJT.
- ✓ The attitude towards the community and concept of participatory approach were also obtained through training and accumulated experiences.

OVI 1.4	Officials of relevant central ministries and their decentralized structures acquire the skills and knowledge to guide the Conseil Régional and the communes
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Indicator 1.4 has been achieved.

- ✓ From the central level, Direction of Execution of Project (DEP), MEN for education sector, and National Coordination Unit of CGPE (CNC-CGPE) and National Office of Drinking Water (ONEP) for water supply sector were involved in the development of training manuals, training preparation and giving lectures in respective areas of technical and management training.
- ✓ The deconcentration government officials (DTH, DREN) recognized the effectiveness to provide public services in collaboration with local governments through the project.

OVI 1.5	COGES Counselors and local government officers in charge of COGES acquire skills and knowledge for leading and monitoring COGES
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Indicator 1.5 was achieved.

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| <ul style="list-style-type: none">✓ According to the interviews with COGES Counselors, they were more confident to guide COGES members after receiving training and OJT with developed guidelines and manuals compared to the before the project when there were no guiding documents on COGES.✓ Three manuals have been developed at the time of MTR. A guide for COGES Counselor on participatory approach was additionally developed and training was carried out following the suggestion of the MTR. |
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Output 1 has been achieved successfully as planned. Output 1 established firm foundation for achieving Output 2 and Output 3.

A series of intensive workshops were held in which all entities concerned were invited to a single location to identify the roles and responsibilities of different entities of central, decentralized and deconcentration governments and proved to be one of the most identical outputs of the project. This made clear the ideas of each official on what they should do and how they could collaborate with each other. This was raised by most of the counterpart personnel at all levels during the Terminal Evaluation interview. For example, the Technical Advisor of MIE pointed out that the clear demarcation helped to formulate drafts of national water policy and strategy paper for managing and maintaining rural water supplies that were currently being verified. The first Secretary General (SG 1) of Gbeke Region has also pointed out that the clear demarcation promoted cooperation between local government (Regional Council and Commune) and deconcentration agency (DTH) especially in the management and maintenance of rural water supply sector, which was a national issue. One of the Commune technical service officers stated that understanding the clear demarcation and roles of different parties contributed to him recognizing his own responsibility and also deepened his understanding of the subsequent training.

The combination of theoretical and practical training also helped to raise the ability of local government officers, although much effort was required from both sides of the project and the Ivorian counterpart. According to the Commune officers, this approach not only upgraded their skills but also built confidence in conducting their tasks.

During the activities to enhance the ability of decentralized and deconcentration government officers, a working relationship was established among them, whereas there was almost no contact before.

Responding to the recommendation from the Mid Term Review, the project encouraged decision makers to participate at the local level (mayors and council members) in training sessions for them to understand the project activities. In addition, local government officers and project members proactively shared information on the project with them. Although further efforts are required in the remaining period, there has been strong support from some of the members. In fact, the decision makers' understanding of the project activities allowed the budget for conducting a situation survey for updating information and preparing sector plans in all local governments in Gbeke Region to be approved. The Regional Council and one Commune (Bouake) have begun the survey. However, due to the looting in July 2016, the initiatives have been suspended.

3-2-2 Output 2

Effective cooperation and coordination mechanisms between communities and government (Regional Council and communes, Préfet of Region and Préfets of Departments, DREN and DTH) are established through implementation of pilot projects (for infrastructure development and rehabilitation, and communities' activities for management of infrastructure and services) in Gbeke Region.

OVI 2.1	The Conseil Régional and the communes in Gbeke Region prepare infrastructure development plans (primary schools and rural hydraulic installations) based on objective information	
Indicator 2.1 has been achieved.		
<ul style="list-style-type: none"> ✓ Baseline surveys were conducted by local government officials with technical assistance by the expert team. Basic data, especially on population, conditions of school and water supply facilities of all villages in the Gbeke Region, was identified and analyzed. ✓ Development plans in both primary school and rural water facility sectors were developed with prioritized projects in August 2014 based on the results of baseline surveys. Location maps of facilities were also developed (ANNEX 8). ✓ The project improved and simplified the methodology of the survey. A new guide was developed and training was carried out using the guide in May 2016. ✓ The budget to conduct the second situation survey to update information has been approved at all eight Communes and Regional Council. Two communes have initiated the survey at the time of the Terminal Evaluation. 		
OVI 2.2	Pilot projects are determined based on the consent obtained through public consultations	
Indicator 2.2 was achieved.		
<ul style="list-style-type: none"> ✓ Pilot projects were selected by using selection criteria based on the results of baseline survey. The results and selection process were explained at public consultations. By making in-depth explanations, the community accepted the results even though their villages were not selected as pilot project sites. Selection criteria are attached as ANNEX 9. ✓ The budget for the public consultation has been included in the approved budget for the second situation survey mentioned above 2.1. 		
OVI 2.3	Planning, the tendering and construction supervision of the pilot projects are implemented appropriately	
Indicator 2.3 was achieved.		
<ul style="list-style-type: none"> ✓ At the time of Terminal Evaluation, all planned pilot projects (school and rural water facilities) have been completed as below. A list of pilot projects is attached as ANNEX 10. 		
Primary School		
	Number Plan/Actual	Status as of Terminal Evaluation
Reconstruction/ Extension	9 / 9	Completed by May 2016 (Liability inspection will be completed in December 2016)
Rehabilitation	2 / 2	Completed in October 2015
Total	11 / 11	

Rural Water Facilities

	Number ¹ Plan/Actual	Status as of Terminal Evaluation
New Construction	20 / 29	Completed by May 2016
Renewal	1 / 1	Completed in April 2016
Rehabilitation	49 / 48	Completed by April 2016
Total	69 / 78	

- ✓ The technical service officers have experienced construction supervision for the first time through frequent site visits with the project experts. According to the information received from the project team, there were issues regarding construction supervision including lack of qualified local contractors, lack of finances to employ qualified contractors by local government and scarce of technical service officers to implement supervision. However, by experiencing the process of supervising, local government officers were able to raise their level of awareness on ensuring the quality of construction was improved.
- ✓ For the school facilities, the technical training on planning, preparing tendering document prequalification, tender opening and tender analysis were conducted by deconcentration government officers including Direction of Public Procurement, DEP, DREN and DTH with project experts.
- ✓ Cooperation was improved among officials from technical and socio-cultural services through infrastructure projects.
- ✓ More interaction between local government officials and community were made during the supervision of pilot projects. Public meetings to explain the progress to the community were held frequently, which the community appreciated.
- ✓ Due to the extensive time required for the baseline survey and selection of pilot projects, the commencement of construction was delayed compared to the plan. Tender process for school facilities was also delayed since the project decided to make Regional Council and all Communes experience on public procurement instead of 2-3 Communes.

OVI 2.4

COGES and CGPE are implementing activities based on the consensus among members supported by officials of local administration (COGES Counselors, Commune, Conseil Régional).

Indicator 2.4 has been achieved but requires further strengthened.

COGES: School management committee

- ✓ After the manuals were created (OVI 1.5 above), a series of training activities were carried by cascade way to revitalize COGES.
- ✓ By the end of April 2015, almost all COGES in Gbeke Region (425 COGES) had held elections to select members. COGES counselors have been carrying out monthly monitoring to the COGES, which schools were selected as pilot projects.
- ✓ Interviews with COGES counselors revealed at the Terminal Evaluation that they have recognized the difference in COGES before and after the project. More participation and contribution from the

¹ Initially, total of 71 sites (20 sites for new wells, 50 sites for rehabilitation and 1 site for renewal) were selected for pilot project. After conducting air-lift of rehabilitation sites, it was found that the water for two sites was not appropriate for drinking. The project decided to replace them into new wells. Besides, it was found that the project saved budget from the initial pilot project as a result of higher successful rate and reduced depth of new wells. Accordingly, the project decided to install additional eight (8) new wells. The two new wells mentioned above were included in the eight new wells. In addition, after refurbishing was completed, one refurbished well in Regional Council did not work well due to low water level. The project decided to install additional new well in the same village keeping the refurbished well. As a result, the total of 78 wells (29 new, 48 refurbished, 1 renewal) in 77 sites (villages) were implemented as pilot projects.

community were observed after the project. Before the project there were mostly only parents who participated in COGES.

- ✓ Some active COGES have already started activities, such as establishing math and language clubs as after class activities, in order to improve their children’s performance in accordance with the recommendation from U-COGES.

CGPE: Water management committee

- ✓ At the time of the Terminal Evaluation, CGPE has been established in all 77 pilot project sites. CGPE members have received training from the technical service officers of local governments from January to April 2016.
- ✓ After the training, the monitoring survey for all 77 CGPE was carried out by local government officers with the project experts from May to September 2016. Although it is still too early to judge the effectiveness, some positive results have been seen, including:
 - ✓ Half of CGPE has now started to hold a monthly meeting, whereas no meeting had been held before.
 - ✓ All CGPE started charging water and the money was kept in a safe.
 - ✓ 92% of the water facility is in good condition.

The monitoring survey also enhanced the ability of local government officers by recognizing real problems and the methodology on how to solve them.

OVI 2.5	U-COGES are established and cooperation mechanism is installed with local administration to revitalize COGES
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Indicator 2.5 was achieved but requires further strengthening.

- ✓ 20 U-COGES was formulated by September 2015 after discussion of the mechanism at the central level.
- ✓ A regional forum on school management was organized by the project in October 2015 and the representative of U-COGES attended.
- ✓ Followed by the Regional Forum, U-COGES representatives forwarded messages and recommendations to COGES members. Some U-COGES have initiated the awarding of prizes to students among member schools who perform well in competitions. As mentioned above 2.4, some active COGES have taken the initiative to implement recommendations from U-COGES. This shows one of the signs of the functions of U-COGES. However, there are some U-COGES which have not been active yet.
- ✓ The project conducted a survey to review COGES activities from three U-COGES in September 2016. Although the results are preliminary and limited at the time of the terminal evaluation, the results from two out of three U-COGES (consisted of 34 COGES) identified positive signs regarding the effectiveness of COGES as follows.

Some positive signs regarding the effectiveness of COGES

- 30 COGES out of 34 (88%) started fully managing the participatory school.
- 24 COGES out of 34 (71%) said it became easier to mobilize people to general assemblies than before
- 21 COGES out of 34 (62%) received more contribution than before.
- 29 COGES out of 34 (85%) said that they had contact with IEP and COGES counselors more frequently than before.
- 11 COGES out of 34 (32%) said that they had more contact with local authorities (elected, socio, technical) before.

OVI 2.6	The management and control system of Area Mechanics of the Gbeke Region is established.
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Indicator 2.6 has not been fully achieved.

- ✓ The project revitalized Area Mechanics (AM) for repairing rural water systems, while AM have not been active since 2002 when the conflict started.
- ✓ After identifying the areas of training for AM, the project provided training to 19 AM by lecture and practice of pump repair at the site. A kit for repair was provided to each of them after the training.
- ✓ The project trained AM together with technical services officers of local governments by utilizing resources from DTH and ONEP, thus creating working relations among these groups for the first time.
- ✓ The project recommended on the monitoring system of AM to local government officers, DTH and ONEP.
- ✓ The ability of AM to be functional has been enhanced; however, the management and control system of AM are issues that remain to be resolved.

Judging from the achievement of indicators of Output 2, it can be said that Output 2 has mostly been achieved based on information from the project and interviews with relevant officials. The project is required to make further efforts to ensure the achievements for consolidation in the time remaining for the project.

By proactively involving local government officers as well as deconcentration government officers (COGES Counselor, IEP and DTH) into COGES and CGPE, the relationship has certainly strengthened between the community and government officials. Real working relations between decentralized and deconcentration governments have also been created. Unfortunately, the Team could not interview members of the community directly; however, the same members of the Team of the MTR recognized that the community appreciated the frequent visits by local government officers from the interview at the MTR. Members of the community expressed their feelings that they were recognized by the government by government officers appearing in the community. The Team noted, however, such frequent visits were realized because there was support from the project. The Team regarded it as one of concerns for sustainability.

3-2-3 Output 3

Output 3: Mechanisms of coordination for improvement of basic service delivery systems are developed in Gbeke Region, and the developed models are shared among central government agencies and local administration agencies in the twelve target regions of Central and Northern Areas of Cote d’Ivoire.

OVI 3.1	Information is shared on rural water supply facilities and school infrastructure among the Conseil Régional, communes, and deconcentration entities.
Indicator 3.1 was achieved.	
<ul style="list-style-type: none"> ✓ The database, location maps of water and school facilities and sector plans that the project has developed became tools for sharing information among all government officers concerned. ✓ Database and priority projects of some Communes have been shared with the school mapping committee. ✓ DTH found it very useful to obtain survey information developed by the local government for them to understand the whole picture of the situation of water facilities. At the interview, he pointed out that only the Gbeke Region has updated the information on water facilities throughout the whole country. DTH in other regions have not updated the information since 2002 due to the 	

	<p>conflict.</p> <ul style="list-style-type: none"> ✓ It was easier to share the necessary information among government concerned after the project established working relations.
OVI 3.2	Coordination and monitoring meetings are held at least twice a year in the Gbeke Region. Participants to these meetings are officers/employees of: central government agencies, the Conseil Régional, the communes, the region's prefects, DREN and DTH.
Indicator 3.2 has been achieved.	
<ul style="list-style-type: none"> ✓ Technical Working Group (TWG) has been established as a coordination body at the regional level for the Project. TWG is responsible for monitoring pilot projects and making decisions when necessary on the implementation of pilot projects. ✓ The chair of TWG is Project Manager (the Prefect of Gbeke Region). A list of members of TWG is attached as ANNEX11. ✓ As for Terminal Evaluation, five TWG meetings were held in September 2014, January 2015, August 2015, December 2015 and May 2016. 	
OVI 3.3	System and methods of public services is developed.
Indicator 3.3 has been achieved.	
<ul style="list-style-type: none"> ✓ Draft models of delivering public services in education and rural water supply sectors have been developed. ✓ The project was in the final stage of discussion on models for delivering public services with the relevant central ministries. 	
OVI 3.4	The lessons learned from the Project are shared among the twelve regions of the Central and Northern areas of Cote d'Ivoire through seminars and distribution of developed guidelines and handbooks.
Indicator 3.4 has not been achieved.	
<ul style="list-style-type: none"> ✓ The project organized a mission to share the experience of the project with key persons delivering basic services in the Tonpki and Kabadougou regions in February 2016. Both regions showed much interest in the project activities. ✓ The project is planning to organize an experience share seminar calling all Central and Northern regions in October 2016. ✓ The project is also developing tools for information sharing such as producing a video for introducing the new mechanism of COGES. 	
OVI 3.5	Action plans on way forward for MEMIS, MIE, MEN are developed.
Indicator 3.5 has not been achieved.	
<ul style="list-style-type: none"> ✓ At the time of the Terminal Evaluation, discussions on how to proceed have begun but the three concerned ministries have not yet developed action plans. ✓ At the regional level, a coordination committee called “Scientific Committee²” was established through an initiative by SG1 to discuss the continuity of the project outcome in the Gbeke Region. A draft of the action plan was developed but discussions were suspended due to the looting that took place in July 2016. 	

The Team noted that good progress has been made regarding Output 3. However, the key indicators for information sharing to other regions (3.4) and developing action plans for way forward (3.5) have not been achieved yet. Therefore, the achievement level of Output 3 is medium at the time of the Terminal Evaluation. It should be noted that the incident in July 2016 caused some delay in the

² The chair is Governor of the Gbeke Region. Members include SG1, representatives from four departments in the Gbeke Region, heads of technical and socio-cultural services departments of the Regional Council.

activities. Due to the restriction on Japanese experts entering Bouake, direct and intensive discussions on how to proceed could not be materialized at the regional level. The security incidence in July 2016 affected the implementation of some important activities in Output 3.

3-3 Achievement of Project Purpose

Project Purpose		Models of basic service delivery systems for conflict-affected areas in Central and Northern Areas of Cote d'Ivoire are developed.
OVI 1	Satisfaction level of delivering of public services is improved.	
Indicator 1 could not be assessed fully at the time of the Terminal Evaluation		
<ul style="list-style-type: none"> ✓ The survey was conducted in September 2016 and targeted communities in the Gbeke Region, with sample size of 134 people. According to the preliminary results which were available at the time of the Terminal Evaluation, some positive signs were shown such as “65% of people considered that the local government understands the actual conditions and needs of the village,” however, it needs to be further assessed. 		
OVI 2	Roles and responsibility of institutions related to local administration becomes clear and are understood by themselves (officers of DRENET, inspectors and COGES Counselors, officers of DTH, and officers of Conseil Régional and communes).	
Indicator 2 has been achieved.		
<ul style="list-style-type: none"> ✓ As stated in Output 1, roles and responsibility of all concerned in both decentralized and deconcentration governments became clear. The relevant officers in both sides raised it as one of most significant outputs from the project according to the interviews and questionnaire results. ✓ At the central level, minutes were signed in February 2015 among three Directors of Cabinets of Ministries, MEMIS, MEN, and MIE regarding implementing pilot projects for developing, renovating and maintaining primary schools and rural water supply infrastructure and the general idea of the implementation mechanism. ✓ General consensus was obtained from MEMIS, MEN, MIE, and ONEP at the discussion made during the training in Japan in July 2015 on the roles and responsibility among 1) central governments and their regional directions, 2) local governments and 3) community in planning, implementing and monitoring of school and water development and management. 		
OVI 3	System and methods of public service delivery are approved.	
Indicator 3 has not completely been achieved yet.		
<ul style="list-style-type: none"> ✓ As stated in Output 3 (OVI 3.3), at the time of the Terminal Evaluation, discussions were ongoing to finalize system for delivering services including methodology for effective delivery of public services to the sectors of education and rural water supply with coordination manner of two systems of local administration. ✓ As stated below in the Overall Goal, COGES documents were in the process of verification in MEN. After finalization process is completed by January 2017, those documents will be submitted to the Cabinet for legislation. Nevertheless, the documents have been regarded as official documents of MEN and used for COGES activities even outside the Gbeke Region. 		

At the time of the Terminal Evaluation, the models for delivering services were yet to be finalized. In addition, the results of the satisfactory survey on service delivery have not come out yet. However, based on the available information obtained during the Terminal Evaluation, the Team concluded that

the project purpose, developing models from the experience in the Gbeke Region, is assumed to be achieved by the end of the project period. However, considering the sustainability, viable action plans have to be developed in the early stages.

The models for the effective delivery of basic services to education and rural water supply sectors were being developed through trial and error approaches to identify suitable and feasible approaches. The project developed models in namely: 1) rural water component, 2) school facility component and 3) COGES component. Most importantly, the mechanism of coordination and collaboration among all stakeholders at each stage of development from planning to management and maintenance was weaved in the models in all three components based on the clear idea of roles and responsibilities. During the course of developing the models, the project was interactively discussed with the relevant central officers bearing in mind that the models would be used in other regions. It is suggested that the models have to be refined by generating the results in different regions. The COGES model is one such example. Once the COGES model was developed, it was applied to not only the pilot project schools but regionally.

3-4 Achievement of Overall Goal

Capacity of local administration in basic service delivery is enhanced in conflict-affected areas in Central and Northern Areas of Cote d'Ivoire.

The achievement of the Overall Goal is referred to in 4.4 Impact section of the Five Evaluation Criteria.

3-5 Issues on the Implementation Process

(1) Project implementation and monitoring

The progress of activities has been regularly monitored and information was shared by: 1) ad-hoc meetings, 2) progress reports prepared by the Japanese experts quarterly, 3) Technical Working Group meeting at the level of the Gbeke Region, and 4) Joint Coordination Committee (JCC) held at the central level. JCC has been held twice a year. So far, five JCC were held in January 2014, September 2014, January 2015, August 2015 and June 2016.

PDM was revised three times from PDM 0 to PDM 2. The PDM 0 was developed by a detailed survey study. At the initial stage of the project, PDM 1 was developed and approved by the 1st JCC in January 2014. At the MTR, indicators were scrutinized and modified as PDM 2 in December 2015.

(2) Contributing factors to the project implementation

A high level of commitment from both counterpart personnel and the Japanese side realized seamless implementation of the project. Enthusiasm and willingness to carry out and continue project activities from the counterpart personnel especially at the level of local governments were observed. The ownership of the project was nurtured through project activities. The full-blown and hands-on

approach of the technical transfer from the expert team of Japanese side facilitated the enhancement of knowledge and skills of counterpart personnel.

Strong support and cooperation from Prefect and Secretary General 1 of the Gbeke Region facilitated the project activities such as inviting influential people to the conference.

Training in Japan and sharing experiences in Niger motivated the participants and fostered the new ideas. By the participation of high level officials from key ministries in the training in Japan, the project was understood and was implemented seamlessly after that.

(3) Hindering factors to the project implementation

There was a disparity between institutional arrangement and reality. In particular, in the rural water sector the competence transfer has been made legally to the local government for development of new wells, refurbishing and management but the president decree has not been issued. In reality, it is preferable for local governments and communities to develop and manage wells in the early stages. The project had to take time to make things clear and decided to take decentralized approach after receiving the consent from the authorities concerned, MEMIS, MIE and ONEP.

Understaffing and the lack of means of transportation at local governments sometimes made it difficult for officials to participate in project activities.

Monitoring activities of the counterparts from the central government were limited in the first half of the project due to lack of finances. This hindered the maturation of discussions on developing the model.

Looting during the demonstration against the electricity tariff hike in July 2016 affected the project management and activities. The Regional/Prefecture office in Bouake was robbed completely including the project office. Other counterpart offices in Bouake such as DTH and Bouake Commune were also affected. Since then, the Japanese experts were restricted to enter into Bouake and the project had to be managed remotely. Major activities had been completed at the regional level by that time, but important activities regarding the final stage of the project such as discussions on how to proceed the regional level, satisfactory surveys and monitoring the progress of all initiated activities were disturbed.

4. Evaluation Results by Five Criteria

4-1 Relevance

The Team reconfirmed that the relevance as *high*.

(1) Relevance with the policy of the Cote d'Ivoire

The National Development Plan (NDP: 2012-2015) addresses peace and security, social inclusion and cohesion and economic recovery after the crisis. Under this plan, “the people live in harmony in a secured society where good governance is ensured” is stipulated as one of five main outcomes. “Participation of the population in the local development process,” “improvement of public service by deconcentration and decentralized governments,” “enhancing transparency of public administration” and “regaining public confidence in political, administrative and military authority” are presented as strategies for this outcome.

In the water sector, improving the access to water in rural areas is set as a priority in the NDP and the National Portable Water Sector Strategic Plan (2012-2015) of ONEP. The strategies to achieve this priority include involvement of local governments as partners of strategic plans, strengthening of DTH, and simplifying the tendering process.

In the education sector, improving the access to schools and participatory, transparent and efficient management of schools have been raised as priority issues in the NDP.

In light of the above, objectives of the project, which aim to enhance the delivery of basic service to the education and rural water supply sectors and restoring the community’s trust in local governments, are in line with the policy of Cote d'Ivoire.

(2) Relevance with the needs of beneficiaries

The target areas are areas that have been affected by conflicts. In particular, the Gbeke Region was the most seriously affected and absent from a local administration during the period the conflict occurred. Even after the conflict, there was not much of a system for coordinating and cooperating with communities in those areas. Therefore, the need to strengthen local administration system for effectively providing basic services was urgent and important. In addition, the project was meaningful to contribute to rebuilding the nation to assist the areas that were not adequately developed.

(3) Relevance with the assistance policy of Japan

The project is in line with the Japanese policy and strategies. The overall assistance policy to Cote d'Ivoire is to promote stability and economic and social development as a regional leader. “Restoration of safety and stabilized society” is identified as one of three priority areas and “restoration of basic services and improvement of administration functions” is a main strategy to achieve this area.

The project aims to re-establish and improve mechanisms for delivering basic services in areas affected by conflicts in central and northern areas through increasing the ability of both central and local government officials. The target areas were seriously affected by the conflict and it was transitional period from emergency to development. The objective of the project to promote inclusive development and social cohesion through restructuring the mechanism for delivering basic services is well aligned with the assistance policy and strategy of Japan.

(4) Appropriateness of the timing of the project

As stated above, the project has started at the transitional period to development, two years after the conflict ended in 2011. The timing of commencement of the project was judged as appropriate from the viewpoint of peacebuilding. Many counterpart personnel noted that the project came in the right time when there were vast needs to improve basic services after the conflict while not much attention and care were provided from other assistance bodies. Even almost 10 years of absence from government services in the target areas during the conflict, public services and development activities provided by the government were limited. The intervention of the project into both government and community in such a time produced a greater impact on development as well as promoting a stabilized society.

4-2 Effectiveness

The effectiveness of the project is evaluated as *high*.

(1) Achievement of the Project Purpose

As stated in 3-3, it is highly anticipated that the project purpose will be achieved by the end of the project period. Most of the models have been drafted and will soon to be finalized with close discussion with relevant Ivorian counterparts. However, further efforts should be necessary for those models to be consolidated. The production of viable action plans from the levels of both central and regional is required in early manner.

One of the most identical outputs was to identify and clarify roles and responsibilities of different entities of central, decentralized and deconcentration governments and getting everyone together in one location to discuss. So that they themselves understood what they should do and how they could collaborate with each other. Based on the understanding of roles and responsibilities, the project developed models to coordinate collaboration among all stakeholders including community members in the entire process of development activities from planning to management and maintenance in order to improve basic services in the areas of education and rural water supply.

Throughout the process, the project produced tangible outputs such as databases, village location maps identifying the location and functionality of schools and rural water facilities, sector development plans, as well as actual school and rural water facilities by implementing pilot projects. Most government officers from Regional Council, Commune, DTH and DREN pointed out that the results from the situation survey were most beneficial for them to make effective plans. Information sharing was in place after the intervention of the project such as between DTH and technical service officers of Communes, between COGES counselors and socio-cultural service officers of Communes, and DREN and socio-cultural service officer in Regional Council.

At the time of the Terminal Evaluation, all local governments (Regional Council and 8 Communes) have budgeted to conduct situational surveys to update the information and identify priority projects with a simplified approach that the project improved. This initiative to implement the survey came from the local government. This is one example that proves the approach that project

introduced was effective and workable.

It is also project achievement to make explicit linkage between government officers and community, where it was absent in most of the villages. This was nurtured through revitalization activities of COGES and CGPE, and infrastructure pilot project of school and rural water facilities. The effectiveness of new approach of COGES was highly rated by all concerned from the community to central government offices in MEN.

(2) Causality relationship between Outputs and Project Purpose

It was confirmed that all three outputs were contributing to developing models for effectively delivering basic services at the local level. Output 1 and Output 2 are necessary to identify the effective ways of delivering basic needs through strengthening the ability of relevant government officials at both central and local levels. Output 3 is the consolidation outputs from Output 1 and Output 2.

4-3 Efficiency

Efficiency is evaluated as *medium*.

The following points lowered the efficiency to a certain degree.

1) Delay in completing the pilot projects

Completing the pilot projects of constructing/renovating school buildings and installing/renovating rural water facilities took more time than expected. The reasons for the delay included the limited capacity of local contractors, unexpected time necessary for local banks to issue guarantees and a delay in payment by the JICA office. The project extended the project period for two months after the Mid Term Review.

2) Change in the important assumption

As stated in the “factors hindering the project’s implementation,” looting took place during the final stage of the project in July 2016. Remaining activities had to be managed remotely and some planned activities were delayed. In addition, in order to avoid any security concerns during the period of the parliamentary election expected to be held in October/November 2016, the project period was further extended for three months until April 2017.

4-4 Impact

Impact of the project is expected to be *slightly high*. No negative impact by the project has been observed at the time of the Terminal Evaluation.

It is too early to judge the level of achievement of the Overall Goal. However, some positive signs regarding the impact have already been seen. The second situation survey to update information for the Gbeke Region is about to be conducted by each local government in the Gbeke Region from their own initiatives and financial means. The impact on national policy can be seen in some of the

developed models by the project. This broadened the opportunity for the project effect being extended not only to the central and northern regions but also nationally. For example, clear demarcation of roles and responsibilities of each stakeholder by the project were incorporated into the drafted water policy and strategy paper for management of rural water supply which is under preparation by MIE. The COGES model will become national standard after four of COGES documents are authorized by the Cabinet. The COGES manuals the project developed have already been utilized by the local NGOs, who have heard positive stories regarding the new type of COGES.

Considering the above information, the prospects of continuing the activities in the project approaches, consequently, the capacity of local administration will be upgraded are good. With this approach the benefit will not be confined to the central and northern regions, but expand nationally.

4-5 Sustainability

Sustainability of the project effect is *medium*. If the viable action plans from MEMIS, MIE, MEN and the Gbeke Region were developed and implemented, the sustainability will be ensured to a great degree.

(1) Policy Aspects

“Enhancement of quality of institutions and governance” is the one of five pillars in the current NDP (2016-2020).

In the water sector, a reform process is on-going and the two policy papers on national policy on water supply and strategy of management and maintenance of rural water supply have been drafted under the EU assisted project called “Programme for Water and Sanitation for Millennium (PHAM).” In these two policy papers, the system of collaboration among different stakeholders for rural water management which the project developed was incorporated.

In the education sector, promotion of COGES was one of the priority strategies for upgrading education and the revision of legislation of COGES was on-going based on the project model of COGES.

In this regard, political sustainability of the project effects will be ensured.

(2) Technical Aspects

Technical and Socio-Cultural services officers in local government gained much knowledge and skills by intensive workshops, hearing lectures and OJT on the whole process of the project. They have expressed that the combination of theoretical and practical training enhanced their capacity.

Skills and knowledge will be maintained if the process and tools that the project developed are utilized in the respective officers. In additions, the skills and knowledge will be expanded for newly assigned and hired officers if the training developed by the project are continued even after the project completion by the central and deconcentration government officers. However, at the time of the terminal evaluation, there is a concern in continuity such as capacity building activities.

(3) Institutional and Financial Aspects

Understaffing of local government officers in Regional Council and Commune was raised as

constraints from the interview. The staff of DTH was also limited to two officials to cover the whole Gbeke Region. Under on-going reform process in water supply sector, however, some good changes to promote a link between central and local governments has been seen. For example, DGIHH now has a role of supporting local government officials.

Means of transportation still remains a serious issue for local government officials to visit communities, an issue that was also raised at the MTR. However, compared to the MTR, the willingness to continue to conduct project approach in a difficult environment was upgraded. Efforts from the MEMIS to secure some funds to mitigate the constraints was a good sign for ensuring financial sustainability. However, it was only during the project period. The continuation of securing some funds from MEMIS has not been discussed. In addition, it is unclear that how the training cost for local government officers would be secured. Accordingly, there is a concern in the financial sustainability.

5. Conclusion

It is expected that almost all the outputs have been achieved during the project period by great efforts from Ivorian side and Japanese side. The project was in line with the NDP (2012-2015), needs of beneficiary and Japanese assistance policy to Cote d'Ivoire as well as peacebuilding policy, thus the relevance was high. The project purpose is expected to be achieved by the end of the project period, and the production of viable action plans at both the central and regional level is expected in the early stages. The efficiency was evaluated as medium due to the delay in completion of pilot projects and the delay caused by the unexpected incident. The prospect of achieving the overall goal remains on course after two to three years; however, the Team recognized some signs of producing a positive impact. Thus, impact as a whole is considered slightly high. The sustainability is considered as medium, if the action plans of MEMIS, MIE, MEN and Gbeke Region are clarified, the sustainability will be ensured to a great degree.

6. Recommendations and Lessons Learned

6-1 Recommendations

The following recommendations to the relevant organizations are made for the remaining period and remaining and after the completion of the project.

(A) Recommendations within the remaining period

MEMIS

(1) Hold a consultative meeting with relevant departments of MEMIS

It is beneficial to update information on the achievements of the project among different departments of MEMIS. In order to smoothly implement activities according to the developed service delivery models, the support from different departments of MEMIS such as departments of local development, economic finance, and local government personnel would be very effective. The Team recommends holding consultations among those concerned for sharing information and discussing the next step as all MEMIS to utilize the models.

(2) Identifying applicable methodologies from the developed model to other sectors outside water and education

It is beneficial to assess the applicability of the developed models to other sectors by identifying the methodologies within each service delivery models that can be used in other sectors in order to increase applicability of the developed models. Japanese experts are requested to help identify those methodologies by organizing information.

(B) Recommendations during and after the project period

<MEMIS>

(3) Initiatives by MEMIS for consolidating and implementing models in Gbeke Region

MEMIS is expected to take strong initiatives to ensure the continuity of application of service delivery models developed in the Gbeke Region, including addressing the key issues of: i) training local government personnel, ii) ensuring allocation of budget for local government to establish and update databases for the planning stage and iii) maintaining a support system for local governments by central and deconcentrated governments. It is therefore recommended to finalize the viable Action Plans that are based on intra and inter-ministerial consensus for early execution.

(4) Participating in the monitoring meeting of Scientific Committee in Gbeke Region to make necessary actions for continuation of project activities

A Scientific Committee was formulated in the Gbeke Region to discuss how to proceed and monitor the progress of the activities among all relevant stakeholders after the project completed. The committee was chaired by the Governor and members are all relevant stakeholders from local governments. The representation of MEMIS is required to participate in the monitoring meeting of Scientific Committee to support issues related to MEMIS. MEMIS is required to assist the Gbeke Region to take necessary measures to address key issues including updating

baseline data, training for newly assigned staffs and directing allocation of budget for situation survey.

(5) Strengthening of advocacy to promote understanding of the project approach especially to local authorities/decision makers

The Terminal Evaluation Team found lack of understanding of service delivery models by local authorities still remains as bottlenecks to implement project methodologies despite the project and local government officials making some efforts such as inviting them to receive training, calling for explanation visits, and reporting the project output periodically by the local government officials after the MTR. Efforts should be enhanced from MEMIS to promote understanding of the project approach capturing every opportunity suitable for this such as utilizing existing “ARDCI” (Assembly of Regions and Districts) and “UVICOCI” (Union of Town and Commune).

(6) Verifying and refining project models

The project produced service delivery models from the experience in the Gbeke Region. It is recommended to apply them in different areas and if applicable to other sectors based on local conditions to verify and refine the models.

MIE and MEN

(7) Establishing technical support mechanisms for human development for local government

While MEMIS is expected to take the lead, MIE and MEN are also expected to continue providing technical support to local governments in order to ensure the continuity of utilizing methodology developed in the Gbeke Region. The technical inputs by MIE and MEN are crucial for training the local government officers and implementing the models. It is therefore recommended to finalize the viable Action Plans in coordination with MEMIS for early execution.

(8) Monitoring the implementation status in collaboration with MEMIS by participating in Scientific Committee of the Gbeke Region

Representatives of MIE and MEN are expected to participate in Scientific Committee and monitor the implementation progress of the Gbeke Region in collaboration with MEMIS. The periodic sharing of information among all concerned ministries is strongly recommended.

The Gbeke Region

(9) Continuing training

Continuing the training for local government officers (Regional Council and Commune) is vital for implementing and consolidating models of systems for delivering services in the Gbeke Region.

(10) Maintaining the level of partnership between local administration and communities

A key aspect of the project is fostering collaboration between the community and local governments for improving the delivery of public services. In this sense, continuing situation

surveys periodically, in principle, bi-annually, should be implemented to understand the actual needs of community together with public consultation. In the education sector, COGES counselors and commune are expected to work together with U-COGES to activate COGES. In the water sector, local government agencies, including both DTH and Commune/Regional Council, are expected to continue monitoring and supporting area mechanics and CGPE. If not the relationship built by the project activities will be weakened.

(11) Possibly utilizing methodologies developed by Ivorian counterpart and expert team for formulating and executing a three-year plan

The plan for developing databases and sectors is expected to be updated regularly. Moreover, it is recommended to make use of methodologies such as selection criteria, database, sector plans, and community involvement methodology for drafting and executing a three-year plan. It was confirmed that these methodologies can enhance better delivery of public services through transparent and objective planning processes, thus promoting mutual understanding between communities and local governments.

6-2 Lessons Learned

(1) Transparent and objective process of prioritizing service selection

Baseline surveys and compiling databases have enormous significance in ensuring the delivery of public services based on the needs of the population. Realizing such importance, all local governments in the Gbeke Region budgeted to conduct situation survey using their own funds. The approach of planning process that the project took had one of biggest impacts on strengthening the relation between local governments and communities. It is therefore worthwhile to place importance in the planning process for the sake of enhancing the ability to deliver services.

(2) Involving decision-makers of decentralized government from the initial stage of the project

Involving decision-makers of decentralized governments from an early stage in all stages of project activities would be useful in order to get full support in ameliorating system and methodologies for delivering public services.

(3) Conducting a baseline survey to assess qualitative changes at the initial stage of the project

The project conducted a satisfactory survey regarding delivering services to the community at the end of the project period. However, the changes could have been seen more clearly if the same survey was conducted at the initial stage of the project. In order to clarify the qualitative changes such as relationships, awareness, and satisfaction, it is better to conduct the survey at the initial and last stage of the project.

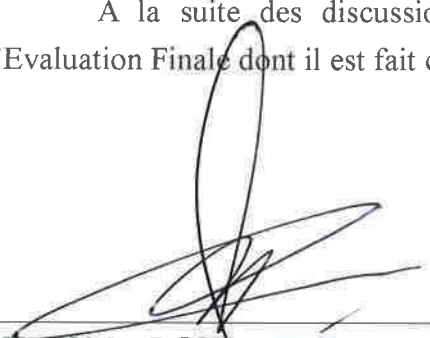
PROCES-VERBAL DE DISCUSSIONS
DE L'EVALUATION FINALE DU
PROJET DE DEVELOPPEMENT DES RESSOURCES HUMAINES
POUR LE RENFORCEMENT DE L'ADMINISTRATION LOCALE
DANS LES ZONES CENTRE ET NORD DE LA COTE D'IVOIRE

Entre
L'Agence Japonaise de Coopération Internationale
et
Ministère d'Etat, Ministère de l'Intérieur et de la Sécurité
de la République de Côte d'Ivoire

L'Agence Japonaise de Coopération Internationale (ci-après dénommé « JICA ») a dépêché une Mission d'Evaluation dirigée par Madame Yuko DOHI, Conseillère principale du Département des Infrastructures sociales et de la Construction de paix, pour conduire l'Evaluation Finale du Projet de Développement des Ressources Humaines pour le Renforcement de l'Administration Locale dans les Zones Centre et Nord de la Côte d'Ivoire (ci-après dénommé « PCN-CI ») à travers une série d'entretiens et de discussions avec les parties prenantes ivoiriennes, entre autres, le Ministère d'Etat, Ministère de l'Intérieur et de la Sécurité (ci-après dénommé « MEMIS ») du 19 Septembre au 6 Octobre 2016.

A la suite des discussions, le MEMIS et la JICA se sont accordés sur l'Evaluation Finale dont il est fait cas dans le document ci-joint.

Fait à Abidjan, le 4 Octobre 2016


Mme. Yuko DOHI
Chef de Mission
Mission d'Evaluation Finale
Agence Japonaise de Coopération
Internationale
Japon



M. BAMBA Cheick Daniel
Directeur de Cabinet,
Ministère d'Etat, Ministère de l'Intérieur
et de la Sécurité
République de Côte d'Ivoire





RAPPORT D'ÉVALUATION FINALE
DU
PROJET DE DÉVELOPPEMENT DES RESSOURCES
HUMAINES POUR
LE RENFORCEMENT DE L'ADMINISTRATION
LOCALE DANS LES RÉGIONS CENTRE ET NORD
DE LA CÔTE D'IVOIRE
EN RÉPUBLIQUE DE CÔTE D'IVOIRE

Octobre 2016

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1. Introduction

1-1 Contexte et Objectifs de l'Evaluation

"Le Projet de Développement des Ressources Humaines pour le Renforcement de l'Administration Locale dans les Régions Centre et Nord de la Côte d'Ivoire" (ci-après dénommé "Projet") a été lancé en Novembre 2013 pour une durée initiale de trois ans jusqu'à Novembre 2016. Le projet a été prolongé à deux reprises, jusqu'en Avril 2017. Sur la base du Procès Verbal des discussions (P/V) signé entre le Ministère d'État, Ministère de l'Intérieur et de la Sécurité (ci-après dénommé "MEMIS") et l'Agence Japonaise de Coopération Internationale (ci-après dénommé "JICA"), le 29 Août 2013, l'Evaluation Finale a été menée du 21 Septembre 2016 au 4 Octobre 2016.

Les objectifs de l' Evaluation Finale sont les suivantes ;

- (1) Examiner la performance, les réalisations, et le processus de mise en œuvre du Projet à ce jour, conformément à la Matrice de Planification du Projet (ci-après dénommé la "MPP") et le plan de travail ;
- (2) Effectuer une évaluation complète du Projet sur la base des cinq critères d'évaluation décrits au point 2-2 ci-dessous, et ;
- (3) Formuler des recommandations sur les mesures à prendre pour réaliser l'objectif du projet, sur la période restante et tirer les leçons apprises.

1-2 Membres de l'Equipe d'Evaluation

	Nom	Mission	Fonction	Durée du séjour
1	Mme. Yuko DOHI	Chef/ Consolidation de la Paix	Conseillère Principale invitée JICA	28.9.2016- 4.10.2016
2	Mme. ICHIKAWA Miki	Planification d'Evaluation	Bureau pour la Consolidation de la Paix et la Reconstruction, JICA	28.9.2016- 4.10.2016
3	Dr Keiko WATANABE	Analyse d'Evaluation	Chef Analyste de Recherche, Mitsubishi UFJ Research & Consulting (MURC)	21.9.2016- 4.10.2016

1-3 Programme de l'Etude d'Evaluation

21 Septembre 2016 - 4 Octobre 2016

1-4 Les Grandes Lignes du Projet

1-4-1 Contexte du Projet

Après la longue crise socio-politique couplée d'une crise post électorale en 2010, les infrastructures socio-économiques de base de la zone " CNO" à savoir les écoles primaires et les infrastructures d'hydrauliques villageoises (HV), les équipements en grande partie sont soit obsolètes ou endommagés.

A cette époque, les administrations locales n'étaient pas en mesure de fournir des services de base de qualité aux populations, car leurs ressources tant financières qu'humaines étaient très limitées. En outre, les communautés bénéficiant de services de base n'étaient pas préparées à jouer un rôle dans

l'entretien et la gestion de ces infrastructures.

Dans cette optique, en 2013, le projet de coopération technique intitulé "Projet de Développement des Ressources Humaines pour le Renforcement de l'Administration Locale dans les Zones Centre et Nord de la Côte d'Ivoire" a été lancé en vue d'élaborer des modèles de systèmes de fourniture de services publics de base pour les zones affectées par le conflit dans les régions Centre et Nord de la Côte d'Ivoire.

1-4-2 Résumé du Projet

<Objectif Global>

La capacité de l'administration territoriale en matière de fourniture de services de base a été renforcée dans les zones touchées par le conflit dans les régions du Centre et Nord de la Côte d'Ivoire.

< Objectif du Projet >

Des systèmes de modèles de fourniture de services de base pour les zones affectées par le conflit dans les régions Centre et Nord de la Côte d'Ivoire ont été développés.

<Résultats>

- 1) Les compétences et capacités des agents de l'administration locale en charge de la fourniture des services de base dans le domaine de l'éducation et le secteur de l'approvisionnement en eau en milieu rural ont été améliorées dans la Région du Gbêkê.
- 2) Des mécanismes efficaces de coopération et de coordination entre les communautés et administrations locales ont été mis sur pied par la mise en œuvre de projets pilotes dans la Région du Gbêkê.
- 3) Des mécanismes de coordination pour l'amélioration des systèmes de fourniture de services de base ont été développés dans la Région du Gbêkê, et les modèles ainsi élaborés ont fait l'objet de partage entre les organes de l'administration centrale et ceux de l'administration locale dans les douze zones cibles des régions Centre et Nord de la Côte d'Ivoire.

2. Méthodologie de l'Evaluation

2-1 Procédure

L'Evaluation Finale a été réalisée conformément à la Matrice de Planification du Projet (MPP) et au Plan d'Opérations (PO) modifié le 11 Décembre 2015.

Tout d'abord, le degré de réalisation de l'objectif du projet, le résultat et l'objectif global, ont été évalués sur la base des documents existants, des données recueillies et entretiens effectués auprès des principales parties prenantes ivoiriennes et japonaises. Ensuite, le projet a été évalué sur la base de cinq critères d'évaluation, à savoir la Pertinence, l'Efficacité, l'Effizienz, l'Impact et la Durabilité, sur une échelle de 1 à 3 comprenant les niveaux "Elevé", "Moyen" et "Faible" suivant le degré de réalisation. Enfin, les conclusions ont été tirées, donnant lieu à des recommandations et leçons apprises.

2-2 Limites et Contraintes de l'Evaluation

En raison de problèmes sécuritaires liés au pillage du Bureau de la Préfecture Régionale, ainsi que du bureau projet en Juillet 2016, le projet a dû être géré à distance depuis d'Abidjan. En conséquence, le nombre de personnes interrogées était limité et l'enquête de terrain sur le site du projet n'a pu être réalisée par l'équipe d'évaluation. Des efforts ont été faits pour contourner cette situation, par la collecte d'informations sur la base de questionnaires, l'invitation de principaux agents des collectivités locales à Abidjan pour des entretiens, et l'utilisation des résultats de cette enquête sur le projet. Cependant, l'Evaluation Finale, dans une certaine mesure, s'est heurtée à des contraintes relatives à l'enquête de terrain et l'accès à l'information.

3. Réalisation du Projet¹

3-1 Contributions

3-1-1 Du côté de la Côte d'Ivoire :

- a) **Personnel Homologue:** 16 principaux homologues ; le Directeur de Projet et Conseiller du Directeur Général de la Décentralisation (DGDDL), le MEMES, le Coordinateur de Projet et Sous-Directeur de la Formation et des Programmes de Formation, le DGDDL, le MEMIS, le Gestionnaire de Projet et Préfet de la Région du Gbêkê, ainsi que les principaux Agents du Ministère des Infrastructures Economiques (MIE), l'Office National de l'Eau Potable (ONEP), le Ministère de l'Éducation Nationale et de l'Enseignement Technique (MENET), et les bureaux des administrations locales.
- b) **Installations et Equipements :** Le bureau de Projet se trouve au Bureau Régional/Préfecture de Bouaké. Suite au pillage de Juillet 2016, des espaces de bureau ont été mis à disposition, l'un à l'Annexe de la Commune de Bouaké et l'autre au MEMIS à Abidjan.
- c) **Frais généraux :** Fonds de Contrepartie, Fonds additionnel pour frais de déplacement des agents des administrations locales depuis Novembre 2015

3-1-2 Du côté du Japon :

- a) **Envoi d'Experts :** 14 Experts de courte durée dans 12 domaines (Administration Locale, Développement Communautaire, Approvisionnement en Eau en milieu rural, Gestion d'Ecole, Planification de Travaux de Construction, Enquête Sociale, Gestion de Base de Données et Coordonnateur, etc) (Total de 123M/M)
- b) **Personnel National :** 17 Experts
- c) **Equipements :** Des PC et Imprimantes à 9 administrations locales, des GPS, équipement pour le fonctionnement du bureau du projet.
- d) **Dépenses Locales :** 539 millions de FCFA pour les projets pilotes, 99 millions de FCFA pour l'équipement, etc.
- e) **Formation au Japon et dans un Pays Tiers :** 14 participants pour le Japon, 16 participants pour le

¹ Dans ce rapport, l'"autorité locale" désigne les collectivités décentralisées telles que le Conseil Régional et la Commune. Les" collectivités déconcentrées" fait référence à la DREN, DTH et IEP. "L'administration locale" désigne à la fois les collectivités déconcentrées et décentralisées.

3-2 Atteinte des Résultats

L'équipe a confirmé que le niveau global de réalisation des trois résultats est *élevé*. Le tableau 1 ci-dessous contient un résumé des réalisations par rapport aux trois résultats.

Tableau 1 : Résumé de l'Atteinte des Résultats

Résultat	Réalisation
1. Compétences et connaissances des agents de l'administration en charge de la fourniture des services de base dans le secteur de l'éducation (agents de la DREN, inspecteurs et conseillers des COGES, et agents du Conseil Régional et des Communes) et le secteur de l'approvisionnement en eau en milieu rural (agents des DTH, Conseil Régional, et Communes) se sont améliorés dans la Région du Gbêkê.	<ul style="list-style-type: none"> • <u>Réalisé avec succès comme prévu</u>. Le Résultat 1 a permis d'établir une base solide pour l'atteinte du Résultat 2 et du Résultat 3. • L'identification des rôles et responsabilités des différentes entités des administrations centrales, décentralisées et déconcentrées par une série de discussions, s'est avérée l'un des Résultats les plus identiques du projet. • La capacité des responsables de l'administration locale a été renforcée par la combinaison de formations théoriques et pratiques intensives.
2. Les mécanismes efficaces de coopération et de coordination entre les communautés et l'administration (Conseil Régional et Communes, Préfet de Région et Préfets de Départements, DREN et DTH) ont été mis en place par la mise en œuvre de projets pilotes (pour le développement et la réhabilitation d'infrastructure, et les activités communautaires de gestion de ces infrastructures et services) dans la Région du Gbêkê.	<ul style="list-style-type: none"> • <u>Réalisé pour plupart</u>. La base de données et les plans de développement sectoriel ont été élaborés par l'enquête sur la situation du village concernant les installations d'eau et scolaires en milieu rural. • Pendant le projet pilote, 11 écoles ont été construites/réhabilités et 78 installations d'eau en milieu rural ont été installées/réhabilitées. • Le COGES a été redynamisé et le CGPE a été réinstallé pour une gestion plus efficace. • Les rapports entre communauté et administration se sont raffermis à travers les activités pilotes. • Les rapports entre administrations déconcentrées et décentralisées se sont également renforcés par un effort conjugué des activités pilotes.
3. Des mécanismes de coordination pour l'amélioration des systèmes de fourniture de services de base se sont développés dans la Région du Gbêkê, et les modèles ainsi élaborés ont fait l'objet de partage entre les organes de l'administration centrale et ceux de l'administration locale dans les douze régions cibles du Centre et du Nord de la Côte d'Ivoire.	<ul style="list-style-type: none"> • <u>Des progrès accomplis, mais beaucoup reste à améliorer</u> • Un mécanisme de coordination de base pour le partage d'information entre l'administration locale et l'administration déconcentrée a été créé dans les secteurs de l'éducation et de l'eau en milieu rural. • Ce mécanisme a fait l'objet de discussions auprès du gouvernement central en vue de son amélioration. • L'élaboration de plans d'action sur les perspectives de l'administration centrale et la Région du Gbêkê à la fin du projet n'est toujours pas finalisée.

3-3 Atteinte de l'Objectif du Projet

- (1) L'objectif du projet est supposé être atteint d'ici la fin de la période du projet.
- (2) Les modèles de fourniture des services de base efficaces dans les secteurs de l'éducation et de l'approvisionnement en eau en milieu rural ont été élaborés par une approche essai-erreur, pour

tester la pertinence et la faisabilité, tout en menant des activités de renforcement de capacité.

- (3) Plus important encore, le concept de coordination et de collaboration entre toutes les parties prenantes à chaque étape du développement (planification, mise en œuvre, supervision, gestion et entretien), a été incorporé aux modèles, tout en clarifiant les rôles de chaque partie.
- (4) Bien que ces modèles développés fassent l'objet de vérification dans d'autres domaines, ceux-ci disposent d'un potentiel d'application assez large, et ne se limitent pas aux régions du Centre et du Nord uniquement.

3-4 Problèmes sur le Processus de Mise en Œuvre

(1) Facteurs contribuant à la mise en œuvre du projet

- Niveau d'engagement élevé de la part des homologues ivoiriens et de la partie japonaise
- Appui significatif et coopération du Préfet ainsi que du Premier Secrétaire Général de la Région du Gbêkê
- Formations au Japon et partage d'expérience au Niger

(2) Facteurs entravant la mise en œuvre du projet

- Décalage entre dispositions institutionnelles et réalité sur le terrain.
- Manque de personnel et de moyens de transport au sein de l'administration locale.
- Activités de suivi limitées des homologues du gouvernement central sur la première moitié du Projet.
- Pillages pendant les manifestations contre la hausse des tarifs de l'électricité en Juillet 2016.

4. Résultats de l'évaluation par cinq critères

Cinq critères	Notation	Résultat d'évaluation
Pertinence	élevée	Le projet était conforme avec la politique de développement, la stratégie et les besoins de la Côte d'Ivoire, ainsi que la politique d'aide du Japonais.
Efficacité	élevée	L'objectif du projet a des chances d'être réalisé. Les résultats significatifs comprennent i) l'identification et la clarification des rôles et responsabilités des différentes entités des administrations centrale, décentralisée et déconcentrée, ii) la production de résultats tangibles, tels que les bases de données, le plan de localisation des villages permettant d'identifier l'emplacement et la fonctionnalité des écoles et installations d'eau, les plans de développement sectoriel, iii) le renforcement des liens entre agents de l'administration et communauté.
Efficiences	moyenne	Les points suivants ont réduit l'efficacité à un certain niveau. i) retard dans l'achèvement des projets pilotes, ii) variations importantes dans les hypothèses, comme le pillage qui s'est produit à l'étape finale du projet en Juillet 2016.
Impact	peu élevé	L'objectif général concernant le renforcement de capacité des collectivités locales en dehors du Gbêkê n'a pas encore été atteint.

		Cependant, des signes d'impacts positifs de renforcement de capacité au niveau de l'administration locale ont été observés. Ce sont : i) la poursuite de l'évaluation de la situation dans la Région du Gbêkê par chaque administration locale de la région sur leurs propres initiatives et moyens financiers, et ii) l'utilisation du modèle COGES en dehors du Gbêkê. Des impacts sur la politique et la stratégie nationale ont également été observés dans les secteurs de l'eau et de l'éducation. Ainsi, les modèles produiront des avantages, non seulement pour les régions du Centre et du Nord, mais aussi à l'échelle nationale.
Durabilité	moyenne	<p>i) aspect de politique : essentiel pour la politique de développement (PND), la stratégie de l'eau et de l'éducation</p> <p>ii) aspects techniques : des inquiétudes subsistent quant à la poursuite du renforcement des compétences</p> <p>iii) aspects institutionnel et financier : des inquiétudes demeurent concernant le recrutement de personnel dans l'administration locale et le financement pour une mise en oeuvre continue des activités.</p> <p>Cependant, si des plans d'action viables étaient élaborés par le MEMIS, MIE, MEN et la Région du Gbêkê, la durabilité serait assurée dans une large mesure.</p>

5. Conclusion

Il est prévu que presque tous les résultats seront atteints au cours de la période du projet grâce aux efforts du côté ivoirien et japonais. Le projet est conforme au PND (2012-2015), aux besoins des bénéficiaires, à la politique d'aide japonaise envers la Côte d'Ivoire, ainsi qu'à la politique de consolidation de la paix, ce qui démontre de sa pertinence élevé. Nous espérons que l'objectif du projet sera atteint à la fin du délai imparti, bien que la production de plans d'action viables au niveau de l'administration centrale et régionale soit un impératif. L'efficacité a été évaluée comme moyenne à cause du retard dans l'achèvement des projets pilotes et celui du changement de direction du projet, en raison d'incident imprévu. La perspective d'atteindre l'objectif global reste de mise, deux à trois ans après ; toutefois, l'équipe a identifié des signes d'impacts positifs. Par conséquent, l'impact dans son ensemble s'avère peu élevé. La durabilité apparaît modérée ; si des plans d'action viables avaient été élaborés et clarifiés par le MEMIS, MIE, MEN et la Région du Gbêkê, la durabilité aurait été assurée dans une large mesure.

6. Recommandations et Leçons Apprises

6-1 Recommandations



Les recommandations suivantes au Projet ont été faites pour la période restante et après achèvement du projet, consolidant ainsi ses résultats.

(A) Recommandations sur la période restante

<MEMIS >

(1) Organisation d'une réunion consultative avec les départements concernés du MEMIS

7

Il est bon d'actualiser les informations sur les réalisations du projet dans différents départements du MEMIS. Dans le souci d'une mise en œuvre harmonieuse des activités sur la base des modèles de fourniture de services élaborés, l'appui de différents départements du MEMIS, tels que le département en charge du développement rural, du financement économique, ainsi que du personnel de l'administration locale devront faire preuve d'efficacité. L'Équipe recommande la tenue d'une réunion consultative des parties concernées pour un partage d'informations et des discussions sur les futures étapes d'utilisation desdits modèles par l'ensemble du MEMIS.

(2) Identification, à partir des modèles développés, les méthodologies applicables à d'autres secteurs en dehors de l'eau et de l'éducation

Il est avantageux d'évaluer l'applicabilité des modèles développés à d'autres secteurs par l'identification des méthodologies dans chacun des modèles de fourniture de services pouvant s'adapter à d'autres secteurs, afin d'accroître l'applicabilité des modèles développés. Il est attendu des experts japonais, un appui pour l'identification de ces méthodologies par la collecte d'informations.

(B) Recommandations pendant et après la période du projet

<MEMIS >

(3) Initiatives du MEMIS pour la consolidation et la mise en œuvre des modèles de la Région du Gbêkê

Le MEMIS doit prendre des initiatives fortes pour assurer la continuité dans l'utilisation des modèles de fourniture de services développée dans la Région du Gbêkê, notamment la résolution des questions essentielles de i) formation du personnel de l'administration locale, ii) l'assurance d'une allocation budgétaire aux collectivités locales pour la mise en place et l'actualisation d'une base de données pour l'étape de planification, et iii) le maintien d'un système d'appui aux administrations locales par les autorités au niveau central et déconcentré. Il est donc recommandé de finaliser les Plan d'Action viables basés sur un consensus intra et inter-ministériel, pour un début d'exécution.

(4) Participation à la Réunion de Suivi du Comité Scientifique de la Région du Gbêkê pour les actions nécessaires à la poursuite des activités du projet

Un Comité Scientifique a été mis sur pied dans la Région du Gbêkê pour discuter des perspectives et suivre l'avancée des activités entre parties prenantes concernées, une fois le projet terminé. Ce Comité est présidé par un Gouverneur et les membres sont tous des acteurs clés de l'administration locale. La représentation du MEMIS est nécessaire à la réunion du Comité Scientifique de Suivi pour appuyer les questions relatives au MEMIS. Le MEMIS doit assister la Région du Gbêkê à prendre les mesures nécessaires pour la résolution des questions essentielles, telles que l'actualisation des données de base, la formation d'agents fraîchement recrutés et l'allocation budgétaire pour l'évaluation de la situation.



(5) Renforcement du plaidoyer pour promouvoir l'approche-projet, en particulier auprès des autorités/décideurs locaux.

L'Équipe d'Evaluation Finale a constaté un manque de compréhension des modèles de fourniture de services par les autorités locales reste un goulot d'étranglement dans la mise en oeuvre des méthodologies du projet, malgré les efforts entrepris dans le cadre du projet, tels que l'invitation des agents des collectivités locales lors des séances de formation, les visites d'explication et les rapports sur les résultats du projet de façon périodique, suite à l'examen à mi-parcours (EMP). Des efforts doivent être menés par le MEMIS pour promouvoir la compréhension de l'approche-projet par l'usage de structures déjà existantes, telles que "l'ARDCI" (Assemblée des Régions et Districts de Côte d'Ivoire) et "l'UVICOCI" (Union des Villes et Communes de Côte d'Ivoire).

(6) Vérification et amélioration des modèles du projet

Le projet a produit des modèles de fourniture de services à partir d'expériences dans la Région du Gbêkê. Il est recommandé de les appliquer dans différentes zones, de les tester et de les adapter en fonction de la réalité locale, au cas où ils s'appliqueraient à d'autres secteurs.

<MIE et MEN >

(7) Mettre en place des mécanismes d'appui technique pour le développement humain de l'administration locale

Pendant que le MEMIS est censé prendre le leadership, le MIE et le MEN devront également continuer à fournir une assistance technique à l'administration locale, afin d'assurer la continuité dans l'utilisation des méthodologies développées dans la Région du Gbêkê.

Les contributions techniques du MIE/MEN sont cruciales pour la formation des agents des collectivités locales et la mise en œuvre des modèles. Il est donc recommandé de finaliser les Plans d'Action viables en coordination avec le MEMIS pour un début d'exécution.

(8) Suivi de l'état de mise en œuvre en collaboration avec le MEMIS par la participation au Comité Scientifique de la Région du Gbêkê

Le MIE et le MEN sont censés participer au Comité Scientifique et suivre l'évolution de la mise en œuvre dans la Région du Gbêkê en collaboration avec le MEMIS. Le partage périodique d'informations entre tous les ministères concernés est fortement recommandé.

<Région du Gbêkê >

(9) Poursuite de la formation

La poursuite de la formation des agents des collectivités locales (Conseil Régional et Commune) est essentielle afin de mettre en œuvre et consolider le système de modèles de fourniture de services dans la Région du Gbêkê.

(10) Maintien du niveau de partenariat entre administration locale et communauté

Un des aspects clés du projet est de renforcer la collaboration entre la communauté et les administrations locales pour l'amélioration de la fourniture des services publics. A cet effet, la poursuite de l'enquête périodique sur la situation, en principe deux fois l'an, devra être instituée pour toucher du doigt les besoins réels de l'ensemble des communautés par une consultation publique. Pour le secteur de l'éducation, les conseillers des COGES et la commune doivent travailler ensemble avec les U-COGES pour redynamiser les COGES. Concernant le secteur de l'eau, l'administration locale, y compris les services DTH et la Commune/Conseil Régional doivent continuer à fournir un suivi et un appui aux mécaniciens et CGPE de la zone. Dans le cas contraire, les rapports créés par les activités du projet s'affaibliraient.

(11) Utilisation probable des méthodologies mis au point par les homologues ivoiriens et l'équipe d'experts pour la formulation et l'exécution d'un plan triennal

La base de données et le plan de développement sectoriel doivent faire l'objet de mise à jour régulière. En outre, il est recommandé l'utilisation des méthodologies tels que les critères de sélection, la base de données, le plan sectoriel, et la méthodologie de participation communautaire pour l'élaboration et l'exécution du plan triennal. Il a été prouvé que ces méthodologies peuvent aider à améliorer la fourniture des services publics par le biais d'un processus de planification transparent et objectif, visant à favoriser la compréhension mutuelle entre Communauté et administration locale.

6-2 Leçons Apprises

- Processus transparent et objectif de sélection des services prioritaires.
- Partage d'informations et implication des décideurs de l'administration décentralisée dès la phase initiale du projet.
- Réalisation d'une étude de base pour un niveau satisfaisant de fourniture de services à la communauté en phase initiale du projet.

FIN



Schedule of the Evaluation Mission

Day	Date	Ms. Dohi & Ms. Ichikawa	Dr. Watanabe	
Tue	20 Sep. 16	/	Arrival from Tokyo	
Wed	21 Sep. 16		<ul style="list-style-type: none"> • MEMIS • Technical Socio-Cultural Services officers 	
Thu	22 Sep. 16		<ul style="list-style-type: none"> • MEN (DPSP, DELC, DAPS-COGES) • MIE (Technical Advisor) • SG1 (Gbeke Region) 	
Fri	23 Sep. 16		<ul style="list-style-type: none"> • DTH • COGES Counsellors 	
Sat	24 Sep. 16		Documentation	
Sun	25 Sep. 16		Documentation	
Mon	26 Sep. 16		• ONEP	
Tue	27 Sep. 16		Meeting with JICA Expert Team	
Wed	28 Sep. 16		Arrival from Tokyo	
			Internal Evaluation Team Meeting	
Thu	29 Sep. 16	Meeting with JICA Expert Team		
Fri	30 Sep. 16	Meeting with MEMIS and SG1 (feedback meeting on Terminal Evaluation)		
Sat	1 Oct. 16	Documentation		
Sun	2 Oct. 16	Documentation		
Mon	3 Oct. 16	Reporting and discussion with the Director of Cabinet, MIE Reporting and discussion with the Director of Cabinet, MEN		
Tue	4 Oct. 16	Reporting and discussion with the Director of Cabinet and signing on the M/M, MEMIS		
Wed	5 Oct. 16		Departure from Abidjan (Dr. Watanabe)	
		Meeting with JICA office Departure from Abidjan		

Project Design Matrix

Title: The Project on Human Resource Development for Strengthening Local Administration in Central and Northern Areas of Cote d'Ivoire

Duration: November 2013 - November 2016 (three years)

Direct Beneficiary: Officers of local administration agencies responsible for basic service delivery of the rural water supply and education sectors in Gbeke Region and service providers and people participating in the pilot project
Target Areas: Bandama Valley, Denguele, Savanes, Woroba, Zanzan Districts

Indirect Beneficiary: People in Gbeke Region and officers of local administration agencies responsible for basic service delivery of the rural water supply and education sectors in the 12 target regions

PDM: Ver.2

11 December 2015

Super Goal: Trust in local administration is enhanced by population in Cote d'Ivoire

Overall goal	Objectively Verifiable Indicators	Means of Verification	Important Assumption
Capacity of local administration in basic service delivery is enhanced in conflict-affected areas in Central and Northern Areas of Cote d'Ivoire.	<ol style="list-style-type: none"> The models of basic public service delivery developed in the Project are applied in each region of Central and Northern Areas of the country <ol style="list-style-type: none"> The guidelines/handbooks developed in the project are used Public services are delivered by according to the defined roles and responsibilities by each local authority. Trust in institutions of local government is restored in Gbeke Region. Action plans developed by MEMIS, MIE and MENET are implemented. 	<ol style="list-style-type: none"> Studies of organizations of local government (surveys, interviews) Studies of community leaders, community organizations, and regional governments of Central and Northern Cote d'Ivoire Implementation status of Action Plans 	
Project purpose Models of basic service delivery systems for conflict-affected areas in Central and Northern Areas of Cote d'Ivoire are developed	<ol style="list-style-type: none"> Satisfaction level of delivering of public services is improved. Roles and responsibility of institutions related to local administration becomes clear and are understood by themselves (officers of DRENET, inspectors and COGES Counsellors, officers of DTH, and officers of Conseil Régional and communes). System and methods of public service delivery are approved. 	<ol style="list-style-type: none"> Result of studies (surveys using questionnaires and interviews with community leaders and community organizations), Project report progress Guideline, Project report Signed minutes by relevant authorities 	-The socio-political situation in target areas is not significantly deteriorated.
Outputs 1. Skills and knowledge of government officers responsible for basic service delivery of the education sector (officers of DRENET, inspectors and COGES Counsellors, and officers of Conseil Régional and communes) and the rural water supply sector (officers of DTH, Conseil Régional and communes) are improved in Gbeke Region. 2. Effective cooperation and coordination mechanisms between communities and government (Conseil Régional and communes, Préfet of Region and Préfets of Departments, DRENET and DTH) are established through implementation of pilot projects (for infrastructure development and rehabilitation, and communities' activities for management of infrastructure and services) in Gbeke Region. 3. Mechanisms of coordination for improvement of basic service delivery systems are developed in Gbeke Region, and the developed models are shared among central government agencies and local administration agencies in the five target districts of Central and Northern Areas of Cote d'Ivoire.	<ol style="list-style-type: none"> <ol style="list-style-type: none"> Trainings are offered based on the established training plan. Officials of local governments (Conseil Régional and communes) acquire the skills and knowledge appropriate for rehabilitation and new construction of infrastructure. Officials of the local governments acquire the skills and knowledge on public participation Officials of relevant central ministries and their decentralized structures acquire the skills and knowledge to guide the Conseil Régional and the communes COGES Counsellors and local government officers in charge of COGES acquire skills and knowledge for leading and monitoring COGES <ol style="list-style-type: none"> The Conseil Régional and the communes in Gbeke region prepare infrastructure development plans (primary schools and rural hydraulic installations) based on objective information Pilot projects are determined based on the consent obtained through public consultations Planning, the tendering and construction supervision of the pilot projects are implemented appropriately COGES and CGPE are implementing activities based on the consensus among members supported by officials of local administration (COGES Counsellors, Commune, Conseil Régional) U-COGES are established and cooperation mechanism is installed with local administration to revitalize COGES The management and control system of Area Mechanics of the Gbeke region is established <ol style="list-style-type: none"> Information is shared on rural water supply facilities and school infrastructure among the Conseil Régional, communes, and deconcentration entities. Coordination and monitoring meetings are held at least twice a year in the Gbeke region. Participants to these meetings are officers/employees of: central government agencies, the Conseil Régional, the communes, the region's préfets, DRENET and DTH. System and methods of public services is developed. The lessons learned from the Project are shared among the 5 districts of the Central and Northern areas of Cote d'Ivoire through seminars and distribution of developed guidelines and handbooks. Action plans on way forward for MEMIS, MIE, MENET are developed. 	<ol style="list-style-type: none"> <ol style="list-style-type: none"> Training plan and training implementation report Result of studies conducted through questionnaires and interviews with officials of the Conseil Régional and communes Result of studies conducted through questionnaires and interviews with officials of the Conseil Régional and communes Result of studies conducted through questionnaires and interviews with staff that provided the training to regional and municipal council Result of studies conducted through questionnaire and interviews with inspectors and officers in charge of COGES <ol style="list-style-type: none"> Infrastructure development plans prepared by the Conseil Régional and the communes Results of interviews with administration officials and populations, minutes of public consultation sessions Pilot project plans, bidding documents, reports on subcontractor selection process, Project progress report Annual reports of COGES, results of studies conducted through questionnaires and interviews with COGES and CGPE Minutes of meetings of the coordination committee Monitoring reports of Area Mechanics <ol style="list-style-type: none"> Status of utilities of information tools such as developed database, sectoral development plan, etc. Minutes of coordination and monitoring meetings Proposed Framework Seminar reports, Project progress report (progress of Project and number of copies of guidelines / handbooks distributed) 	<p>-The socio-political situation in Gbeke region is not significantly deteriorated.</p> <p>- Institutional reform does not affect significantly.</p>
Activities 1-1. Identify issues on basic service delivery through workshops, studies and interviews with the participation of the central government, its regional directions, and the local governments in the Gbeke Region 1-2. Develop training programmes for government officials for addressing issues identified in 1-1 1-3. Implement training programmes for government officials involved in rural water supply and education in the Gbeke Region 1-4. Implement training programmes in third countries and in Japan for employees of relevant central government agencies and their regional directions, and local governments in the Gbeke Region for the improvement of basic service delivery 2-1. Conduct studies on the socio-economy and administration situation in the Gbeke Region 2-2. Conduct baseline surveys including the current situation of public facilities and service delivery 2-3. Select sites for pilot projects (for the construction and rehabilitation of infrastructure and for the community activities of management of infrastructure and services) and hold public consultation meetings to implement pilot projects 2-4. Develop implementation plans for pilot projects, in the implementation and management of which communities can participate 2-5. Implement pilot projects and conduct training programmes for community-based organizations and private service providers (area mechanics, water management committees, pump repairers, and COGES) 3-1. Develop monitoring systems for implementation of pilot projects and implement monitoring of pilot projects 3-2. Clarify the processes of basic service delivery from planning to implementation and monitoring, as well as roles and responsibilities of relevant government agencies and communities 3-3. Develop guidelines/handbooks for improvement of basic service delivery systems by compiling lessons learned from the implementation of the pilot projects 3-4. Share lessons learned from implementation of the pilot projects among local administration agencies in the twelve target regions and central government agencies through seminars and workshops 3-5. Develop an action plan to develop basic service delivery systems in Central and Northern Areas	Inputs <Japanese side> 1) Experts -Chief Adviser/ Local Administration -Deputy Chief Adviser 1/ Community Development/ Public Service/ Conflict Prevention 2 and Gender Sensitivity 2 -Deputy Chief Adviser 2/ Architecture Planning 2/ Cost Estimation (School Rehabilitation)/ Procurement Management -Deputy Chief Adviser 3/ Rural Water Supply/ Operation and Maintenance -School Management/ Community Participation -Social Survey/ Conflict Prevention and Gender Sensitivity 1 -Rural Water Supply Facility Planning 1/ Procurement Management/ Cost Estimation -Architecture Planning 1/ Procurement Conditions -Architecture Planning 3 -Construction Planning and Supervision (School Rehabilitation) -Construction Planning and Supervision (Rural Water Supply) -Project Assistant/ Assistant on Local Administration/Training Management -Interpreter 2) Provision of machinery and equipment -Vehicles -Office equipment (personal computers, copy machines, printer) 3) Training -Training in Japan (6 or more people x 1 time) 4) Others -Expenses for pilot projects -Training equipment and materials	Ivoirian Side 1) Personnel assignment -Project Director -Project Coordinator -Project Managers -Local Project Coordinator -Project Leaders -Counterparts 2) Provision of facility and equipment - Suitable office space with necessary equipment and utilities (Electricity, water, internet, air conditioners etc.) - Vehicles 3) Arrangements - Access to necessary information, permission to implement project activities, and provision of safety measures - Information as well as support for obtaining medical services - Identification cards for the Japanese experts 4) General expenses of the Project (water bill, etc.) - Allocation of counterpart budget - Operation and maintenance cost of provided equipment and facilities - Financial support for the personnel assigned to the Project	<p>-The decentralization system as well as the affection of each of the structures of concern are not subject to significant changes.</p> <p>Required Conditions</p> <p>-Security in the target communes is not deteriorated. -Elements agreed upon in meeting minutes are respected by both countries</p>

Terminal Evaluation: "Human Resource Development for Strengthening Local Administration in Central and Northern Areas of Cote d'Ivoire"

ANNEX 3-1

Evaluation Grid: Achievement of the Project

Topics	Questions	Necessary Data	Information Sources	Means
Input	Was the input from the Cote d'Ivoire side (MEMIS, officers of local administration agencies on education and rural water supply) provided as planned? (Counterparts, offices, project cost, etc..) Any change from the plan?	Input Record(C/P Allocation, office, cost)	Input Record, Progress Report, PDM/PO	Document Review Questionnaire Interview
	Was the input from the Japanese side provided as planned? (Experts, counterpart training, equipment, project cost, etc.)	Input Record (Expert M/M, Field, timing, period, equipment, cost.)	Input Record, Progress Report	Document Review Questionnaire Interview
Achievement of "Outputs"	(Output 1) To what extent has Output 1 " Skills and knowledge of government officers responsible for basic service delivery of the education sector (officers of DREN, inspectors and advisers of COGES, and officers of Conseil Régional and communes) and the rural water supply sector (officers of DTH, Conseil Régional and communes) are improved in Gbeke Region." been achieved?	1.1 Trainings are offered based on the established training plan.	Training plan Training implementation report	Project Report, C/P, Experts Document Review Interview
		1.2 Officials of local governments (Conseil Regional and communes) acquire the skills and knowledge appropriate for rehabilitation and new construction of infrastructure	- Kinds and modality of skills and knowledge to be transferred - Changes after acquired skills and knowledge on rehabilitation and new construction of infrastructure	Project Report, C/P (Conseil Regional, Commune), Experts Document Review Interview
		1.3 Officials of the local governments acquire the skills and knowledge on public participation	- Kinds and modality of skills and knowledge to be transferred -Changes after acquired skills and knowledge on public participation	Project Report, C/P (Conseil Regional, Commune), Experts Document Review Interview
		1.4 Officials of relevant central ministries and their decentralized structures acquire the skills and knowledge to guide the Conseil Régional and the communes	- Changes of ways and means of guidance to Conseil Régional and communes	Project Report, C/P (officers of relevant central ministries), Experts Document Review Interview

Topics	Questions	Necessary Data	Information Sources	Means
	1.5 COGES Counsellors and local government officers in charge of COGES acquire skills and knowledge for leading and monitoring COGES	- Results of studies by the project	Project Report, C/P (Inspectors and officers in charge of COGES), Experts	Document Review Interview
(Output 2) To what extent has Output 2 " Effective cooperation and coordination mechanisms between communities and government (Conseil Régional and communes, Pré fet of Region and Préfets of Departments, DREN and DTH) are established through implementation of pilot projects (for infrastructure development and rehabilitation, and communities' activities for management of infrastructure and services) in Gbeke Region" been achieved?	2.1 The Conseil Régional and the communes in Gbeke region prepare infrastructure development plans (primary schools and rural hydraulic installations) based on objective information	- Infrastructure Development Plan - Results of the survey and their usage	Project Report, Survey report C/P (Conseil Régional), Experts, Commune	Document Review Questionnaire Interview
	2.2 Pilot projects are determined based on the consent obtained through public consultations	-Selected pilot projects -Selection criteria/process -Level of involvement of communities in public consultation -Issues	Project Report, C/P (DTH, DRENET, Commune, Conseil Régional), Experts	Questionnaire Interview
	2.3 Planning, the tendering and construction supervision of the pilot projects are implemented appropriately	- Number of planning, tendering and construction supervision of the pilot projects - Issues	Project Report, C/P (DTH, DRENET, Commune, Conseil Régional), Experts	Questionnaire Interview
	2.4 COGES and CGPE are implementing activities based on the consensus among members supported by officials of local administration (COGES Counsellors, Commune, Conseil Régional).	The number of COGES and water management committee which are functioning according to the project criteria	Project Report, C/P(DTH, Commune, Conseil Régional), Experts	Questionnaire Interview
	2.5 U-COGES are established and cooperation mechanism is installed with local administration to revitalize COGES	The number of U-COGES which are installed and functioning according to the project guidance	Project Report, Minutes of coordination meetings C/P(DAPS-COGES, DRENET, Commune, Conseil Régional) Experts	Questionnaire Interview

Topics	Questions		Necessary Data	Information Sources	Means
		2.6 The management and control system of Area Mechanics of the Gbeke region is established	Established management and control system The number of area mechanics of Gbeke region functioning by the project	Project Report, Record of control C/P(DTH, Commune, Counseil Regional), Experts	Questionnaire Interview

Topics	Questions	Necessary Data	Information Sources	Means	
(Output 3) To what extent has Output 3 "Mechanisms of coordination for improvement of basic service delivery systems are developed in Gbeke Region, and the developed models are shared among central government agencies and local administration agencies in the five target districts of Central and Northern Areas of Cote d'Ivoire." been achieved?	3.1 Information is shared on rural water supply facilities and school infrastructure among the Conseil Régional, communes, and deconcentration entities.	Status of utilities of information tools such as developed database, sectoral development plan	Project Report, C/P (MEMIS, MENET, ONEP/MIE and regional level offices), Experts	Document Review Questionnaire Interview	
	3.2 Coordination and monitoring meetings are held at least twice a year in the Gbeke region. Participants to these meetings are officers/employees of: central government agencies, the Conseil Régional, the communes, the region's prefects, DRENET and DTH.	- Members of coordination and monitoring meeting (CCC, TWG) - Level of participation of the meeting - Issues	Project Report, Minutes of the meeting, C/P (MEMIS, MENET, ONEP/MIE and regional level offices) , Experts	Document Review Questionnaire Interview	
	3.3 System and methods of public services is developed.	- Framework (Status of Guideline, Manual and Handbooks) - Distribution list - Dissemination plan	Project Report, C/P, Experts	Document Review Questionnaire Interview	
	3.4 The lessons learned from the Project are shared among the 5 districts of the Central and Northern areas of Cote d'Ivoire through seminars and distribution of developed guidelines and handbooks.	- Districts where the project lessons are shared - Means of sharing information - Way forward for those districts	Project Report, C/P, Experts	Document Review Questionnaire Interview	
	3.5 Action plans on way forward for MEMIS, MIE, MENET are developed.	- Action plans in each concerned ministry	Project Report, C/P, Experts	Document Review Questionnaire Interview	
Achievement of "Project Purpose"	By the end of project period, to what extent has the Project Purpose "Models of basic service delivery systems for conflict-affected areas in Central and Northern Areas of Cote d'Ivoire are developed" been achieved?	1. Satisfaction level of delivering of public services is improved.	- Result of studies (surveys using questionnaires and interviews with community leaders and community organizations), Project report progress	-Project report - Community, C/P, Experts	Questionnaire Interview

Topics	Questions		Necessary Data	Information Sources	Means
	achieved ?	2. Roles and responsibility of institutions related to local administration becomes clear and are understood by themselves (officers of DRENET, inspectors and COGES Counsellors, officers of DTH, and officers of Conseil Régional and communes) .	- Guideline, Project report	- C/P (MEMIS, MENET, ONEP/MIE) Expert	Questionnaire Interview

Evaluation Grid: Process of Project Implementation

ANNEX 3-2

Topics	Questions	Necessary Data	Information Sources	Means
Activities	Have the "Activities" of the Project been implemented as planned throughout the project period?	Progress of the "Activities"	Progress Report, Experts, C/P	Document Review Questionnaire Interview
Transfer of Technology	Was there any problem in the process of transfer of technology from the Japanese experts?	How the transfer of technology has been carried out by each expert and its effect	Progress Report, Experts, C/P	Document Review Questionnaire Interview
Project Management	What kind of monitoring system does the project has (Who is in charge and how often?) How the monitoring results have been feedbaced to the project operation?	Monitoring methods, Feedback system	Progress Report, Experts, C/P	Document Review Questionnaire Interview
	What was the decision-making process in revision of activities and direction, selection of staff, etc?	Decision-making process and its challenges	Progress Report, Minutes of JCCs/ECs, Experts, C/P	Document Review Questionnaire Interview
	How is the communication made among Japanese experts (including with short-term experts) ?	Method of communication (frequency, timing, style)	Experts	Interview
	How are the communication and consultation with Japanese experts? Was there any difficulties?	Frequency, style and contents of communication	Experts, C/P	Interview
	How is the communication and consultation with Japanese experts during the absence of experts? Is there any difficulties?	Frequency, style and contents of communication	Experts, C/P	Interview
	Has the Japanese partner organization (JICA Cote d'Ivoire office and Headquarters) supported the project well? Was the communication good?	Frequency, style and contents of communication, How they reacted to the change of the plan	Experts, JICA Office	Interview
	Is there any elements/consideration has the project brought into the project implementation to mitigate tension/conflict in the community?	Elements/Consideration	Experts, C/P	Interview
	How has the project been affected by the security/political situation (difficulties, inefficiency, high costs, etc)? How did the project cope with the situation? Did it affect to produce project outputs?	Potential and actual effect to the project (pressure, disturbance, threat, etc.) Methodology and procedures of ensure security	Experts, C/P	Interview
	Has the project formulated a contingency plan/scenario in case "Pre-Condition" or "Important Assumption" were not met. How was the actual situation?	Contingency Plan/Scenario	Experts, C/P	Document Review Interview
Ownership	To what extent counterparts (MEMIS, MENET, MIE/ONEP, Conseil Regional, DREN, DTH) actively participate in the project management? How do you think the sense of ownership has been changed during the course of the project?	Ownership and participation of the C/P (number of C/P, level of participation and style and contents of participation)	Progress Report, Experts, JICA Office	Document Review Questionnaire Interview
	Have the inputs from Cote d'Ivoire side (budget, personnel, facilities and equipment, arrangements) to the project been appropriate?	mode and methodologies of project implementation, responsiveness on changes of the Plan of Operation, approaches for joint problem solution, method of developing working relationship	Progress Report, Experts, C/P	Document Review Interview
Project Counterparts (MEMIS, MENET, MIE/ONEP, Conseil Regional, DREN, DTH, Commune)	Were the Counterparts appropriate for the project activities in terms of their expertise, position and numbers?	Allocation of C/P, Expertise Positions	C/P Allocation, Progress Report, Experts, C/P	Document Review Questionnaire Interview
	How many times did the counterparts change? What were the reasons for transfer/resignation? Was there any problem due to the transfer? How did the project deals with these problems?	Allocation transition of C/P Reasons of frequent changes (if so)	C/P Allocation, Progress Report, Experts, C/P	Document Review Questionnaire Interview

Evaluation Grid: Evaluation by Five Criteria

5 Criteria	Topics	Questions	Information/Data to be collected	Information Sources	Means
1. Relevance	1.1 Needs	Is the Project Purpose relevant to the needs of Cote d'Ivoire social needs?	Issues and needs of Cote d'Ivoire Government on providing public services in the conflict affected areas	C/P, Expert, Other donors	Document Review Interview Questionnaire
		Is the Project Purpose relevant to the needs of the target group (Central and Northern areas of the country) ?	Issues and problems of target groups on capacity	Target Group (MEMIS, MENET, MIE/ONEP, Conseil Regional, DREN,	Questionnaire Interview
	1.2 Priority	Is the Project Purpose aligned with the development plans and strategies of the Government of Cote d'Ivoire?	National Development Plan (PND) (2012-2015) Gbeke Regional Development Plan	National Development Plan (PND) (2012-2015) Gbeke Regional Development Plan C/P	Document Review Questionnaire
		Is the Project Purpose aligned with Japan's country assistance policy and strategy for Cote d'Ivoire?	Japan's development assistance policy, JICA's assistance policy for Cote d'Ivoire and priority areas	ODA Charter, Country Assistance Policy to Cote d'Ivoire, JICA's assistance policy for Cote d'Ivoire	Document Review
	1.3 Strategy/ Approach	Has the project taken an appropriate approach to achieve the Project Purpose? (Selection of target group and C/P institution, sectors, pilot areas, donor coordination, coordination with other Japan's assistance)	Process of the selection of C/P, target group, sectors and pilot areas Coordination with JICA's other projects	C/P, Experts	Interview
		Were the project areas appropriate in terms of reconstruction and peacebuilding of Cote d'Ivoire?	- Situation of public services delivery in Central and Northern areas before the project - Opinion from C/P and experts	Ex-ante evaluation C/P, Experts	Document Review Questionnaire Interview
		What kind of aspects has the project carefully given consideration to minimize the conflict factors and promote consolidation of peace?	Experience and actual examples	C/P, Experts	Interview
		Did Japan have comparative advantage in this technical area? (Has Japan accumulated technical know-how in this area? Has Japanese experienced been utilized?)	Experience and achievement of JICA's assistance in similar areas	Project document, JICA report in the similar areas, Expert, C/P	Interview
	1.4 Timing	Was the timing to start the project appropriate in relation with the needs of the post-conflict situation of Cote d'Ivoire and of providing public services for the regional development.	Situation of peacebuilding progress and decentralization process of Cote d'Ivoire at the time of the project commencement	Document Review Interview with Expert, C/P	Document Review Interview
	1.5 Significance	What sort of political/strategically significance will be produced to conduct the project for both Japan and Cote d'Ivoire?	Significance of the project for both Japanese government and Cote d'Ivoire government	JICA, Expert, CP	Interview
2. Effectiveness	2.1 Achievement of the Project Purpose	Will the Project Purpose be achieved by the end of the Project based on the inputs, outputs and the progress of the activities?	Project performance, Degree of achievement of the Project Purpose		

5 Criteria	Topics	Questions	Information/Data to be collected	Information Sources	Means
	2.2 Causality	Are there any other Outputs that would have been necessary for achievement of the Project Purpose? Have the changes in outputs influenced achievement of the Project Purpose?	Consequences between the Output and the Project Purpose	PDM, Progress report, Experts, C/P	Document Review Interview
		To what extent "Important Assumptions" from Outputs to Project Purpose were relevant to achievement of the Project Purpose? Was any influence caused by the Important Assumption?	Can any "Important assumption" to achieve Project Purpose be thought ?	Progress Report, Experts, C/P	Questionnaire Interview
		Has there been any changes in the relationship between i)central gov't and local gov't, ii) decentralized aministrati vs. local administration? Have those changes affected to achieve project purpose?	Changes in the relationship between i)central gov't and local gov't, ii) decentralized aministrati vs. local administration	C/P (MEMIS), C/P, Progress Report	Questionnaire Interview
		Are there any factors contributed to achievement of the Project Purpose?	Contributing factors	Progress Report, Experts, C/P	Document Review Interview Questionnaire
		Are there any factors impeded achievement of the Project Purpose?	Impeding factors	Progress Report, Experts, C/P	Document Review Interview Questionnaire

5 Criteria	Topics	Questions	Information/Data to be collected	Information Sources	Means
3. Efficiency	3.1 Achievement of Outputs	Will Output 1~3 be most likely to be achieved by the end of project? To what extent achievement has been produced by each output compared to the plan?	Achievement of Output 1~3 Record of Activities and achievement of Output 1~3		
	3.2 Causality	To what extent "Important Assumptions" from the Activities to the Outputs were relevant to achievement of the Outputs? Was any influence caused by Important Assumption and Precondition? If yes, please elaborate the influence and its countermeasures by the project.	- Decentralization system as well as the affctation of each of the structures of concern are not change significantly. - Adequate personnel are assigned for the activities. - Security Situation does not deteriorated (Precondition)	Progress Report, Experts, C/P	Document Review Interview Questionnaire
	3.3 Input	Were the inputs from Cote d'Ivoire side appropriate in terms of contents (C/P personnel, facilities, etc) and timing?	Record of Inputs from BTC, BDA, BLMI, MILF personnel: areas of fields, number, position), equipment, facility, land, water) , Difference from the Plan	Progress Report, Experts, C/P	Document Review Interview Questionnaire
		Were the inputs from the Japanese side appropriate in terms of contents (experts, equipment, project cost) and timing?	Record of Inputs (Experts: areas, number, equipment, project cost) , Timing and cost, Difference from the Plan	Progress Report, PO, Experts, C/P	Document Review Interview Questionnaire
		Were the Activities carried out timely?	Record of Activities (Difference from the Plan) Response when the problem happened	Progress Report, PO, Experts, C/P	Document Review Interview
	3.4 Others	Do you think that the current project management system has worked well for the project in terms effectiveness and efficiency?	Project management system (number of C/P, experts, areas, positions, monitoring system)	Progress Report, Experts, C/P	Document Review Interview Questionnaire
		Has the Project produced any synergistic effect in cooperation with other initiatives done by Japan, other development agencies, or the initiatives from Cote d'Ivoire?	Synergistic effect, if any Cooperation effect with Japan's other initiative (Grant Aid, other TC project) Synergistic effect with initiatives/activities done by Cote d'Ivoire government or other donors	Progress Report, Experts, C/P	Document Review Interview Questionnaire
		Are there any other factors particularly contributing/impeding to the Project efficiency?	Contributing/Impeding Factors	Progress Report, Experts, C/P	Document Review Interview Questionnaire

5 Criteria	Topics	Questions	Information/Data to be collected	Information Sources	Means
4. Impact	4.1 Achievement of Overall Goal	Will the Overall Goal be achieved within 3-5 years after the end of the Project based on the result of inputs, outputs and activities, and achievement of the project Purpose?	- Prospect to achieve Overall Goal (Capacity of local admin. In delivering basic services in enhanced in the Central and Northern areas of Cote d'Ivoire.) - Examples of Contributing/Impeding Factors	Experts, C/P	Interview Questionnaire
	4.2 Contributing/Obsstructive factors	Are there any factors that would contribute to achievement of the Overall Goal?	Achievement, Effect of Important Assumptions, Contributing factors	Experts, C/P	Interview Questionnaire
		Are there any factors that would impeding achievement of the Overall Goal?	Achievement, Effect of Important Assumptions, Impeding factors	Experts, C/P	Interview Questionnaire
	4.3 Causality	Is the consequence from the project purpose to the Overall Goal logically designed?	Structure of the Project (PDM), Effect of Important Assumptions, Contributing/Impeding factors	PDM, Progress Report	Interview Questionnaire
	4.4 Positive Impact	Has the Project produced any positive impact on communities?	Examples	Experts, C/P, PO	Interview Questionnaire
		Was there any influences to other than the target groups?	Examples	Experts, C/P	Interview Questionnaire
		What do you think about village representative meeting? Do you think needs of villagers were understood by commune officers/local authorities through the meeting? Do you know how commune officers dealt with village needs? What do you think about result? How do you evaluate upgrading the communication skills by commune officers, Conseil regional, COGES counsellors to communities?		PO	
		What do you think about service provided by local government? Is there any change between current service and previous one? If yes, what is the difference and what do you think about it?		PO	
		Do you think that the project changed in relation between institutions (DREN, DTH, Conseil Regional, Prefet of Regional, Communes) and the target community in Gbeke Region? If yes, in what way? (e.g., coordination and cooperation level, communication/information flow, common understanding, etc.)How do you evaluate upgrading the communication skills by commune officers, Conseil regional, COGES counsellors to communities?	Actual episodes	Experts, C/P	Interview Questionnaire
		Do you think that the project changed relation between government (commune office, local administration) and the target community? If yes, why do you think so? How do you evaluate upgrading the communication skills by commune officers, Conseil regional, COGES counsellors to communities?		Experts, C/P, PO	
		Is there any changes in the understanding of the government concerning the needs of the residents? If yes, in what way?	Actual episodes	Experts, C/P, PO	Interview Questionnaire
		Are there any other changes in the performance and /or the behavior of commune offices?		PO	
Do you think that the project changed any relations among community members? Or do you think that the project enhanced the solidarity among community through the project? If yes, in what way?		Actual episodes	Experts, C/P, PO	Interview Questionnaire	
Was there any positive impacts other than above?	Examples	Experts, C/P, PO	Interview Questionnaire		

5 Criteria	Topics	Questions	Information/Data to be collected	Information Sources	Means
	4.5 Negative Impact	Has the Project produced any unexpected negative impacts? (on relations between government and community, among community members, or other aspects) If so, what are the reasons? Has the project taken any measures for those negative impacts?	Examples Countermeasures from the Project against negative impacts	Experts, C/P, PO	Interview Questionnaire

5 Criteria	Topics	Questions	Information/Data to be collected	Information Sources	Means
5. Sustainability	5.1 Political and institutional aspects	Will the political support to apply the model being developed of public service delivery maintained even after the end of the Project?	- Policy/strategies and directions of the Cote d'Ivoire government on public services delivery by the local administration	Current Policy papers (Mid-term Plan, Mindanao Strategic Development plan, Peace Agreement), Experts, C/P, JICA	Document Review Interview Questionnaire
	5.2 Organizational and financial aspects	Are there sufficient number of staff to implement the public service delivery allocated in the relevant offices?	Staff allocation Implementation Plan	C/P, Expert	Document Review Interview
		Is there possibility for the sufficient finance to be secured to conduct training program and continue to deliver public services?	Actual financial status and future plan to deliver the public services by the local administration	C/P, Expert	Interview Questionnaire
	5.3 Technical aspects	Are enough skills and knowledge transferred to core staff in C/P (MEMIS, MENET, ONEP/MIE, DTH, DRENET, Commune, Conseil Regional and of each of the community (appropriateness of technical level on planning, budgeting, etc.)	Level of technical skills and knowledge on establishing	Progress Report Experts, C/P	Interview Questionnaire
		Is there prospect to continue the training program developed by the project?	Training plan Number of developed trainers Developed training materials Financial plan	Progress Report, C/P, Experts	Interview Questionnaire
	5.4 Social, Cultural and Environmental aspects	Is there any social, cultural, and environmental matters that hinder the sustainability of the project? Or, what consideration made the project more sustainable in terms of social, cultural and environmental aspects?	Examples of impeding/promoting factors	C/P, Experts, JICA	Interview Questionnaire
	5.5 Other aspects	Has the project included the measures/approach to make sure that the model being developed to be applied after the project completed?	Measures to make sure to achieve the overall goal	C/P, Experts	Interview Questionnaire

List of Interviewees

Organization	Name	Post
<Government Officials>		
MEMIS	Mr. Bamba Cheick Daniel	Director of Cabinet
	Mr. Gbala Gnato Raphael	Counsellor, DG of Decentralization and Local Department
	Mr. Boka Sylvain	Executive Secretary
	Mr. Eby Team	Assistant Coordinator
MIE	Mr. Ekpini Gilbert	Director of Cabinet
	Mr. Djaa Koffi Antonie	Principal Civil Engineer of Mines, Technical Advisor for Hydraulics
MEN	Mr. ASSAMOU Kabran	Director of Cabinet
	Ms. Effi Germaine	DAPS-COGES
	Ms. Kowame Aka Jeannette	DELC
	Mr. N'Guessan Koffa K. Henie	DSPS
ONEP	Mr. Guibril Kamssobo	Engineer
	Mr. Bini Kouakou Kossonou	Engineer
Gbeke Region	Mr. Yokoza Zororo Firmin	Secretary General 1
DTH	Mr. Coulibary Seydou	Engineer
IEP Poke Gonfrer	Mr. Kouadio Kouassi Buenjam	COGES Counsellor
IEP Bodkro	Mr. Koffi Konan Andro	COGES Counsellor
IEP Air France	Ms. Coulihaly Elise	COGES Counsellor
Botro Commune	Mr. Loukou Kouadio	Technical Service
Sakassou Commune	Mr. N'Da Kouadio Laurent	Technical Service
Djabonoua Commune	Mr. Ouattara Mamadou	Technical Service
Djabonoua Commune	Mr. Komenan Kouadio Bertin	Socio-Cultural Service
Beoumi Commune	Mr. Koffi N'Goran	Technical Service
Bodokro Commune	Mr. Kouacou Kouassi Alfred	Technical Service
Bouake Commune	Mr. Soro Adama	Technical Service
Bouake Commune	Mr. Asse N'Guessan	Technical Service
Bouake Commune	Mr. Kouame Yao Placide	Technical Service
Diabo Commune	Mr. Traore Amidou	Technical Service

Diabo Commune	Mr. Coulibaly Dougoufana,	Socio-Cultural Service
Regional Council	Mr. Kone Aboubakar Sicliki,	Technical Service
Regional Council	Mr. Bole Yao Pascal Gauthier	Technical Service
Regional Council	Mr. N'Da N'Guessan Lucien	Technical Service
Regional Council	Ms. Anne Epse Anguemian	Socio-Cultural Service
<Project>		
Japanese Experts	Mr. Hideyuki Sasaki	Chief Adviser/ Local Administration
	Ms. Junko Okamoto	Deputy Chief Adviser / Community Development/ Public Service/ Conflict Prevention and Gender Sensitivity 2
	Mr. Masakazu Saito	Infrastructure Group Leader 2/ Rural Water Supply/ Operation and Maintenance/ Database Management
	Ms. Harumi Tsukahara	School Management/ Community Participation
	Mr. Junya Umemura	Architecture Planning 6
	Mr. Itaru Uema	Project Assistant 2/ Assistant on Local Administration 2/ Training Management 2
	Mr. Keisuke Hattori	Project Assistant 3/ Assistant on Local Administration 3/ Local Administrative System
<JICA Cote d'Ivoire Office>		
	Mr. Tsutomu Iimura	Resident Representative
	Ms. Yu Abiko	Deputy Representative

ANNEX 5-1

List of Counterparts (JCC members)

Organization	Title	Name
National Director of the Project		
DGDDL, MEMIS	Counsellor of the General Director of Decentralization /MEMIS	Mr. Gbala Gnato Raphael
Coordinator of the Project		
DGDDL, MEMIS	Assistant Director of Training and Training Courses / DGDDL	Mr. Boka N'takpé Sylvain
Project Manager		
Gbeke Region	Prefect of the Gbeke Region	Mr. Konin AKA
Counterparts		
DGDDL, MEMIS	Assistant Director in Charge of the Management of the Personnel of Local Authorities, DPCT	Mr. TIEHI Titi Léocadie epse Kouamé
DGDDL, MEMIS	Assistant Director of the Patrimony (assets), Equipments and Works, DDL	Mr. DJAYA Kouamé Paul
DGIHH, MIE	Assistant Director, DGIHH	Mr. Mamadou FEH
ONEP, MIE	Responsible for Operations	Mr. Guibril Kamissoko
CNC-CGPE, MIE	Responsible for Capacity Building	Ms. Adoh née Tagro Biali C.
DSPS, MEN	Head of Service GIS, DSPS	Mr. N'Guessan Koffi Kan Herve
DSPS, MEN	Head of the Coordination Service, DSPS	Mr. Kouadio Léopold
DEP, MEN	Technical Engineer, DEP	Mr. Lida Gilbert
DAPS-COGES, MEN	Director of DAPS-COGES	M. Kouadio Kouamé David
DAPS-COGES, MEN	Assistant Director, DAPS-COGES	Mme Effi Germaine
DELC, MEN	Assistant Director of Kinder Gardens and Primary School, DELC	Ms. Kouame née Aka Houman Jeannette
DELC, MEN	Responsible for Studies at the Sub Direction of Kinder Gardens and Primary School, DELC	Mr. N'Guessan Kakou François
MEMPD	Responsible for Studies	Adam-Yéboua N'krumah
Ministry of Finances and Economy	-	-

Input of JICA Expert Team

* As of September 30, 2016

Assignment	Name	Work in Cote d'Ivoire	Work in Japan	Total M/M
Chief Adviser/ Local Administration	Mr. Hideyuki Sasaki	7.17	0.45	7.62
Deputy Chief Adviser / Community Development/ Public Service/ Conflict Prevention and Gender Sensitivity 2	Ms. Junko Okamoto	13.43	1.80	15.23
Infrastructure Group Leader/ Architecture Planning 2/ Cost Estimation (School Building)/ Procurement Management	Mr. Tomoki Miyano	5.30	0.00	5.30
Infrastructure Group Leader 2/ Rural Water Supply/ Operation and Maintenance/ Database Management	Mr. Masakazu Saito	16.27	1.00	17.27
School Management/ Community Participation	Ms. Harumi Tsukahara	15.30	0.00	15.30
Social Survey/ Conflict Prevention and Gender Sensitivity 1	Ms. Hisako Kobayashi	1.50	0.00	1.50
Rural Water Supply Facility Planning/ Procurement Management/ Cost Estimation	Mr. Kan Shichijo	14.80	0.00	14.80
Architecture Planning 1/ Procurement Conditions	Ms. Izumi Kasai	8.47	0.00	8.47
Architecture Planning 3	Mr. Kazuomi Okamura	3.07	0.15	3.22
Infrastructure Group Leader 1/ Architecture Planning 4/ Procurement Management2/ Construction Planning and Supervision (School Buildings)	Ms. Hiroko Ishikawa	12.07	1.00	13.07
Infrastructure Group Leader 3/ Architecture Planning 5/ Construction Supervision (School Buildings)	Mr. Koichiro Seki	3.50	0.00	3.50
Architecture Planning 6	Mr. Junya Umemura	1.53	0.00	1.53
Database Management/ Baseline Survey	Ms. Camille Armengaud	3.30	0.00	3.30
Project Assistant/ Assistant on Local Administration/ Training Management	Ms. Azusa Matsui	3.03	0.00	3.03
Project Assistant/ Assistant on Local Administration/ Training Management	Mr. Koichiro Seki	2.53	0.00	2.53
Project Assistant 2/ Assistant on Local Administration 2/ Training Management 2	Mr. Itaru Uema	5.67	0.00	5.67
Project Assistant 3/ Assistant on Local Administration 3/ Local Administrative System	Mr. Keisuke Hattori	1.17	0.00	1.17
Project Assistant/ Assistant on Local Administration/ Training Management	****	0.00	0.50	0.50
Total		118.11	4.90	123.01

List of Training Conducted in Japan

Title	Period (Including the days of travel).	Participants	Objectives	Major Organizations visited /Major activities
1 st Training in Japan: Local Governance	27 th June - 13 th July, 2014	<p>The following 7 persons:</p> <ul style="list-style-type: none"> • Mr. Gbala Gnato Raphael, Project Director, DGDDL of MEMIS • Mr. Guibril Kamssoko, ONEP, MIE • Mr. Kouadio Kouamé David, National Coordinator of SNAPS-COGES, MENET • Mr. Konin Aka, Prefect of Gbeke Region • Mr. Kouassi Abonouan Jean, President of the Regional Council • Mr. Djibo Yousouf Nicolas, Mayor of Bouake Commune • Mr. Koffi Kouakou, Mayor of Bodokro Commune 	<p>The participants would have opportunities <u>to think and discuss</u> about the following points by learning the Japanese local government system and compare it with the system of Cote d'Ivoire:</p> <ul style="list-style-type: none"> • Future visions for the local government system in Cote d'Ivoire • Roles and functions of central and local governments for better service delivery • Public participation, which can be applied in Cote d'Ivoire • Roles to be played by each actor in the Project 	<ul style="list-style-type: none"> • JICA Headquarter • Ministry of Internal Affairs and Communication • Local Autonomy College • National Institute for Educational Policy Research • Meiji University (Lectures on local government systems) • Higashi-Murayama City • Nambu Town in Tottori Prefecture • Chizu Town in Tottori Prefecture • Hiroshima Prefecture • Hiroshima City • Higashi-Hiroshima City • Hiroshima Peace Memorial Museum • Preparation of action plans
2 nd Training in Japan: Local Governance	3 th -19 th July, 2015	<p>The following 7 persons:</p> <ul style="list-style-type: none"> • Mr. Bamba Cheick Daniel, Director of Cabinet, MEMIS • Mr. Kabran Assoumou, Director of Cabinet, MENET • Mr. Djaa Koffi Antoine, Technical Advisor to the Minister of MIE • Mr. Gbala Gnato Raphael, Project Director, DGDDL of MEMIS • Mr. Berte Ibrahiman, General Director of ONEP, MIE • Mr. Mamadou Fofana, Director of DSPS, MENET • Mr. Taiguain Koffi Edmond, Mayor of Djebonoua Commune 	<p>The participants would have opportunities <u>to discuss and reach a consensus</u> on the following points by learning from the Japanese local government system and compare it with the system of Cote d'Ivoire:</p> <ul style="list-style-type: none"> • Future visions for the local government system in Cote d'Ivoire • Roles and functions of the central and local governments for better service delivery • Public participation, which can be applied in Cote d'Ivoire • Roles to be played by each actor in the Project 	<ul style="list-style-type: none"> • JICA Headquarter • Ministry of Internal Affairs and Communications • Ministry of Education, Culture, Sports, Science and Technology • Local Autonomy College • Waseda University (Lectures on local government systems) • Machida City, Tokyo Metropolitan Government • Amanuma Municipal Elementary School • Tamano City, Okayama Prefecture • Okayama Prefecture • Kurashiki Municipal Primary School • Okayama Municipality Promotion Foundation • Higashi-Hiroshima City • Hiroshima Peace Memorial Museum

List of Training/Seminar Conducted in Niger

Title of training/ seminar	Period (Including the days of travel).	Participants	Objectives	Major organizations visited /Major activities
Training in Niger on School Management	2 nd -9 th July, 2014	<p><u>MEMIS, MENET and the local government</u> The following 11 persons:</p> <ul style="list-style-type: none"> • Mr. Boka N'takpé Sylvain, National Coordinator, DGDDL, MEMIS • Mr. Kouadio Kouamé David, National Coordinator, SNAPS-COGES, MENET • Ms. Effi Aka Ya Germaine, Assistant National Coordinator, SNAPS-COGES, MENET • Mr. Dja Kouassi, Charge of the Legal Affairs Cell, SNAPS-COGES, MENET • Mr. Beyogbin Bérenger Yao, IT Cell, SNAPS-COGES, MENET • Mr. Atafi Akpindre André, COGES Counselor, DRENET1 • Mr. Allali Amani François, COGES Counselor, IEP, DRENET1 • Mr. Soro Diofhoua, COGES Counselor, DRENET2 • Mr. Soro Tionro, COGES Counselor, IEP, DRENET2 • Mr. Kouet Bi Tian François, Director of Cultural Affairs and Human Development, Regional Council of Gbeke • Mr. Koumoin Konan René, Mayor of Diabo Commune <p><u>JICA and the JICA Expert Team</u></p> <ul style="list-style-type: none"> • Mr. Jo Ogawa, JICA Cote d'Ivoire Office • Ms. Harumi Tsukahara, JICA Expert Team • Mr. Ouattara Kandogona Soumaïla, JICA Expert Team • Mr. M. Edouard Yao Kouassi, JICA Expert Team 	<ul style="list-style-type: none"> • To learn from the Niger experience in terms of reinforcement of COGES and improvement of schools • To share experience between Cote d'Ivoire and Niger on COGES activities for a better management of COGES and the improvement of schools • To examine how and in what experience of Niger can be applied in Cote d'Ivoire 	<ul style="list-style-type: none"> • Ministry of Education of Niger • Site visit (communes, COGES, COGES forum) • National workshop on experience sharing • The meeting of regional executive committee of the forum • Preparation of action plan • Finalization of manual 1 on democratic establishment of COGES
Regional Seminar for Sharing Experiences on School-Based Management 2015 in Niger <i>Participated countries: Burkina Faso, Cote d'Ivoire, Madagascar, Mali, Senegal, and Niger</i>	10th - 13th March, 2015	<p><u>MEMIS, MENET and the local government</u> The following 5 persons:</p> <ul style="list-style-type: none"> • Mr. Gbala Gnato Raphael, Project Director, DGDDL, MEMIS • Mr. Yao N'zue Goumo Célestin, Mayor of Botro Commune • Mr. Kouadio Kouamé David, National Director of DAPS-COGES, MENET • Mr. Kouame Aka Houaman Jeannette, Deputy Director of DELC, MENET • Mr. Fatogoma, Coulibaly, Deputy Director of DPFC, MENET <p><u>JICA and the JICA Expert Team</u></p> <ul style="list-style-type: none"> • Ms. Junko Okamoto, JICA Expert Team • Ms. Harumi Tsukahara, JICA Expert Team • Mr. Ouattara Kandogona Soumaïla, JICA Expert Team 	<p>Sharing of experiences on:</p> <ul style="list-style-type: none"> • Educational development through a synergy of actions among stakeholders in the context of the decentralization • Appropriate management and efficient use of school grants • Improving the quality of learning through community participation 	<ul style="list-style-type: none"> • Presentation and discussions • Site visit • Preparation of an action plan by each country

LIST OF PCN-CI EQUIPMENTS

ANNEX 5-4

As of September 30, 2016

ITEMS	SPECIFICATION	QUANTITY	PLACEMENT OF EQUIPMENT
Computers and related Equipment			
Laptop	HP 1515.6 "Pavillon core 15"	4	8 given to the eight communes, 1 to Regional Council and 7 to the Project Team
Laptop	HP 1515.6 "Pavillon core 15"	2	
Laptop	HP 1515.6 "Pavillon core 15"	6	
Laptop	HP 1515.6 "Pavillon core 15"	4	
Laptop	HP 1515.6 "Pavillon core 15"	2	1 given to ONEP and 1 given to DTH
Laptop	HP 1515.6 "Pavillon core 15"	1	1 given to the Project Team
Laptop	HP 1515.6 "Pavillon core 15"	3	3 given to the Project Team
Laptop	HP 1515.6 "Pavillon core 15"	1	JET/PCN-CI
Microsoft office	Professional 2013	18	Set up on communes, CR and JET computers
Microsoft office	Professional 2013	1	Set up on JET computers
Microsoft office	Professional 2013	1	JET/PCN-CI
Microsoft office	Professional 2013	1	Set up on JET computers
Microsoft office	Professional 2013	3	Set up on JET computers
Antivirus	Kaspersky Internet Security 2PC	2	4 set up into the computers of the eight communes et 4 into Regional Council and Project Team computers
Antivirus	Kaspersky Internet Security 2PC	3	
Antivirus	Kaspersky Internet Security 2PC	3	
Antivirus	Kaspersky Internet Security 2PC	1	
Antivirus	Kaspersky Internet Security 2PC	6	1 given to ONEP and 1 given to DTH
Antivirus	Kaspersky Internet Security 2PC	1	Set up on JET computers
Antivirus	Kaspersky Internet Security 2PC	1	Set up on JET computers
Antivirus	Kaspersky Internet Security 2PC	1	Set up on JET computers
Printers			
Plotter	Designjet T520	2	JET/PCN-CI
Printer	HP Laser Jet Pro P 1102	5	8 given to the eight communes, 1 to Regional Council and 1 to the Project
Printer	HP Laser Jet Pro P 1102	4	
Printer	HP Laser Jet Pro P 1102	1	JET/PCN-CI
Printer	HP Color Laser Jet CP5225 dn	1	JET/PCN-CI
Printer (Also photocopy machine)	Canon Image Runner 2520	1	JET/PCN-CI
Printer	P1606DN	1	JET/PCN-CI
Printer	HP7500A	1	JET/PCN-CI
Printer	HP 8610	1	JET/PCN-CI
Printer	HP 8610 A wireless	1	JET/PCN-CI
Printer	HP Color Laser Jet CP5225 dn	1	JET/PCN-CI
Printer	HP Color Laser Jet CP5225 dn	1	JET/PCN-CI
Printer	HP Color Laser Jet CP5225 dn	1	JET/PCN-CI
UPS			
MultisocketLightening Conductor UPS	UPS Nitram PB650 ELCD	1	8 given to the eight communes, 1 to Regional Council and 1 to the Project
MultisocketLightening Conductor UPS	UPS Nitram PB650 ELCD	9	
UPS	14/50 Va	1	JET/PCN-CI
UPS	14/50 Va	1	JET/PCN-CI
Projectors			
Video Projector	EPSON EB-S11	1	JET/PCN-CI
Video Projector	EPSON EB-X02	1	JET/PCN-CI
Projector	Epson ES-31	1	JET/PCN-CI
Video Projector Pointer	Smart Pointer	1	JET/PCN-CI
pointer	Logitech	1	JET/PCN-CI
Phones			
Satellite telephon	THURUYA	2	JET/PCN-CI
Satellite telephon	THURUYA	1	JET/PCN-CI
Cameras			
Photo-Videocamera set	Fujifilm funijinon lensCamera	3	JET/PCN-CI
Photo-Videocamera set	Camera Olympus Tough Stylus	2	JET/PCN-CI
Photo-Videocamera set	Canon Camera	1	JET/PCN-CI
Photo-Videocamera set	Canon Camera	1	JET/PCN-CI
Photo-Videocamera set	IXY 180 SL	2	JET/PCN-CI
Photo-Videocamera set	iVIS HF R72	2	JET/PCN-CI
SD-Card		3	JET/PCN-CI
SD Card	SanDisk 16GB	4	JET/PCN-CI
Battery for digital camera	Fujifilm NP-50	1	JET/PCN-CI
Battery for video camera	Olympus LI-50B	2	JET/PCN-CI
Camera battery charger	fujifilm BC-45W	1	JET/PCN-CI
Video battery charger	Canon CG-700	1	JET/PCN-CI
GPS			
GPS	GARMIN Dakota TM20	5	JET/PCN-CI
GPS	GARMIN Etrex 30x	1	Conseil Regional
Equipment for HV Component			
Incubator	UI-50	1	DTH Bouaké
UV (ultraviolet) lamp	UV-5A	1	DTH Bouaké
pH measurement	HM-30P	1	DTH Bouaké

ITEMS	SPECIFICATION	QUANTITY	PLACEMENT OF EQUIPMENT
Set of chemical analysis – COD (0 à 100ppm)	WAK-COD	2	DTH Bouaké
Set of chemical analysis – Amoniacal nitrogen	WAK-NH4	2	DTH Bouaké
Set of chemical analysis – Nitrate (0 à 900ppm)	WAK-NO3	2	DTH Bouaké
Set of chemical analysis – Iron	WAK – Fe	2	DTH Bouaké
Set of chemical analysis – Chloride	WAK – Cl(300)	2	DTH Bouaké
Set of chemical analysis – Bacteria	SC – 3	1	DTH Bouaké
Set of chemical analysis – E-coli	SC – 6	1	DTH Bouaké
GPS with Map Source	Dakota 20 English ver.	10	DTH Bouaké
Drilling water-level probe 200pm	200m	2	DTH Bouaké
pH meter liquid measurement (pH4,01)	Oct-01	2	DTH Bouaké
pH meter liquid measurement (pH6,86)	Oct-02	2	DTH Bouaké
Conductivity measurement	CM – 31P	1	DTH Bouaké
Liquid conductivity measurement		1	DTH Bouaké
Conductivity measurement Box	ODA00001	1	DTH Bouaké
Conductivity measurement lid	7258070K	2	DTH Bouaké
HV Parts			
Area Mechanic Tools		18	Area Mechanics
PMH Spare Parts	India Type	1	HV Pilot Project Sites
PMH Spare Parts for 49 Water Well		49	HV Pilot Project Sites
PMH Spare Parts for 49 Water Well		49	HV Pilot Project Sites
PMH Spare Parts for 49 Water Well		49	HV Pilot Project Sites
PMH Spare Parts for 49 Water Well		49	HV Pilot Project Sites
Equipment for EPP Component			
Helmet		30	JET/PCN-CI
Measure		10	JET/PCN-CI
Safety Boots		13	JET/PCN-CI
Safety Boots		4	JET/PCN-CI
Educational Furniture(Lot1)	Made with wood	N/A	Djebonoua and Sakassou Commune
Educational Furniture(Lot1)	Made with wood	N/A	Djebonoua and Sakassou Commune
Educational Furniture(Lot1)	Made with wood	N/A	Djebonoua and Sakassou Commune
Educational Furniture(Lot2)	Made with wood	N/A	Beoumi Commune, Conseil Regional
ODA Plate	aluminum 77mm x 500mm	11	EPP Pilot project schools
Other Equipment			
Fan	GENERAL PLUS	1	JET/PCN-CI
Air Conditioner	2 Horses Power Cool	1	JET/PCN-CI
Caliper	Monotaro Digital Nonius 100	13	JET/PCN-CI
Safety Box	Gates	1	JET/PCN-CI
Iron Door		1	JET/PCN-CI
Satellite Telephone		2	JET/PCN-CI
Satellite Telephone		1	JET/PCN-CI
White Board		20	JET/PCN-CI
White Board		1	JET/PCN-CI
Office Furniture		1	SNAPS-COGES
Office Furniture	Book Shelf	1	JET/PCN-CI
Office Furniture	Book Shelf	2	JET/PCN-CI
Office Furniture	Book Shelf	2	JET/PCN-CI
Office Furniture	Book Shelf	2	JET/PCN-CI
Chairs	Chairs	4	JET/PCN-CI
Flipchart Easels		1	JET/PCN-CI
Microphone		1	JET/PCN-CI
Loud Speaker		1	JET/PCN-CI
HDD	Buffalo HD-LB2	1	JET/PCN-CI
HDD	Buffal Mobile Station	2	JET/PCN-CI
Network-attached storage	BUFFALO Link Station HDD(NAS)	2	JET/PCN-CI
Network-attached storage	Buffalo link station 2TB	1	JET/PCN-CI
Scanner	SnapScan	2	JET/PCN-CI
Total JPY			20,459,457

List of Domestic Training implemented for government officials

1) Infrastructure Component

Training	Date	Place	Trainers	Trainees/participants
2014				
Training Program on Facility Development Planning <u>Day 1:</u> Training for DRENET and IEP on Education Statistics and School Mapping System <u>Day 2:</u> Training for Local Government on Education Statistics and School Mapping System <u>Day 3:</u> Training on Facility Development Planning and Pilot Project Selection (School Infrastructure) <u>Day 4:</u> Training on Facility Development Planning and Pilot Project Selection (Rural Water Supply)	10-13 March, 2014	Bouake	DPES of MENET: 3 IEP, DRENET DPES of MENET: 3 JICA Expert Team JICA Expert Team ONEP: 1 , DTH	DRENET , IEP DRENET, IEP, Local Governments MENET, DRENET, IEP, ONEP, DTH, Local Governments Local Governments
Training on Decentralization <u>Day 1:</u> Prefects and sub-prefects <u>Day 2:</u> Local Governments, DRENET, DTH, DRPD	20, 21 May, 2014	Bouake	A Director of MEMIS : 1 DPES : 1 ONEP of MIE: 1 JET : 2 members	<u>From Gbeke Region:</u> Prefects and sub-prefects: more than 15 DRENET: 7, DDPD: 1 Local Governments: 17 <u>From Central Government:</u> DGDDL/MEMIS: 2 SNAPS-COGES/MENET: 1 DPES /MENET: 1 BEP and DELC of MEMIS: 1 DGIH of MIE :1 ONEP/MIE: 2 MEMPD: 1 CNC-CGPE /MIE: 1
Training on the Management of School and Rural Water Supply Facilities	18, 19 August, 2014	Bouake	JICA Expert Team	62 officials from local governments, DRENET and IEP, DTH, DRCLAU, DRPD, DRMP and all related departments of MEMIS, MENET and MIE.
Training on Diagnosis of Primary School Buildings	21, 22 August, 2014	Bouake	BEP: 1 JICA Expert Team	12 officials of Technical Services of local governments DRCLAU (Observer)
Training on the process and the methodology of baseline survey and pilot project selections	5 December, 2014	Bouake	JICA Expert Team	13 officers of 9 local governments ONEP: 1 officer DRENET: 3 officers
2015				
Training on preparation of tender documents (EPP and HV)	8-10 April, 2015	Bouake	DMP :3 officers BEP : 1 officer DTH : 1 officer JET : 2 members	20 officers of 9 local governments (2 per municipality : technical and finance services, 4 for Regional Council)
Training on baseline	2-3 June, 2015	Bouake	JET : 2 members	18 officers of 9 local governments (2

Training	Date	Place	Trainers	Trainees/participants
survey, database management, GIS and selection of priority projects (HV)				per municipality: sociocultural and technical services, 2 for Regional Council)
Training on CGPE :1st session (HV)	4-5 June, 2015	Bouake	JET : 1 member DTH : 1 officer CNC-CGPE : 2 officers	25 officers of 9 local governments (2 or more per municipality: sociocultural and technical services, 3 for Regional Council)
Workshop on Prequalification Tender Opening for procurement of school furniture (EPP)	25 June, 2015	Bouake	COJO president : 1 officer DMP: 1 officer DRENET: 1 officer JET : 2 members	15 officers of 9 local governments (13 for municipality: finance and technical services, 2 for Regional Council)
Workshop on Tender Opening of Open Tender for Regional Council (EPP)	2 July, 2015	Bouake	COJO president: 1 officer BEP: 1 officer MEMIS: 2 officer JET : 1 member	9 officers of 5 local governments of Gbeke Region (finance and technical departments)
Workshop on Tender Opening, Analysis and Selection of suppliers Based on Quotations for procurement of school furniture (EPP)	17 July, 2015	Bouake	COJO president : 1 officer DMP: 1 officer DRENET: 1 officer JET : 1 member	5 officers of 3 local governments (Beoumi, Brobo and Sakassou) (finance and technical services)
Training on Pilot Project Implementation (HV)	13, 14 August, 2015	Bouake	JET : 1 member	17 officers of 9 local governments (14 for municipality: sociocultural and technical services, 3 for Regional Council)
1st Training on construction supervision (EPP):	5 October, 2015	Bouake	DEP:N/A JET:N/A	Officers of 9 local governments of Gbeke Region (at least 2 officers per local government)
Training on sustainable management of CGPE for local government officers (HV)	From 17 November, 2015 to 19 November, 2015	Bouake	JET: 2 CNC-CGPE: 2	25 officers of 9 local governments of Gbeke Region (at least 2 officers per local government)
2nd Training on construction supervision (EPP)	25 November, 2015	Bouake	DEP: N/A JET: N/A	Officers of 9 local governments of Gbeke Region (at least 2 officers per local government)
2016				
Technical training for Area Mechanics (HV)	From 8 February, 2016 to 12 February, 2016	Bouake	ONEP: 2 DTH: 1 AR in other region: 2	Trainees (Area mechanic), total 19 persons Trainees (Local government officer), total 13 persons
Seminar on Capacity Evaluation of local government officers (HV)	16 February, 2016	Bouake	JET: 2 DTH: 1	19 officers of 9 local governments of Gbeke Region (at least 2 officers per local government)
Training on the Renewal of the lists of villages for the baseline survey of HV infrastructures (HV)	25, 26, and 29 February, 2016 1-3 March, 2016	City halls of the 9 local governments of Gbeke Region	JET: 2	37 officers of 9 local governments of Gbeke Region (at least 2 officers per local government)
3rd Training on construction supervision (EPP)	26 May 2016	Bouake	BEP : 1 officer JET : 2 members	Local Authorities (15), DEP (01), DMP (00), Contractors (09), JET (03) and Journalists (01)
Training on situation surveys, database construction and management, formulation of sector development plan of EPP and HV infrastructure (EPP and HV)	27 May, 2016	Bouake	JET: 3 DTH: 1	Deputy president of Regional Council, Deputy mayors of local governments Service Technique - 8 Service Socio-Cultural -8
Training of local governments officers on formulation of schedule and budget for 2nd	16-23 June, 2016	City halls of the 9 local governments of Gbeke	JET: 2	9 local governments: 18 officers

Training	Date	Place	Trainers	Trainees/participants
situation surveys of HV and EPP infrastructure		Region		
Technical support to local government officers for the submission of budget of 2nd situation surveys of EPP and HV infrastructure	16 June to mid-July 2016	City halls of the 9 local governments of Gbeke Region	JET: 2	Officers and elected people of 9 local governments
Training on School Infrastructure Maintenance for Local Government Officers	13 October 2016 (Tentative Schedule)	Bouake	JICA Expert Team	Officers of 9 local governments of Gbeke Region
Training on School Infrastructure Maintenance for COGES by Local Government Officer	25 October – 3 November 2016 (Tentative Schedule)	Bouake (Each Related Local Authorities)	Officers of 9 local governments of Gbeke Region	COGES

2) COGES Component

Training	Date	Place	Trainers	Trainees/participants
2014				
Training of Trainers on Manual 1 on the Democratic Establishment of COGES (Central Level)	July-August 2014 (working sessions)	Abidjan	JICA Expert Team	SNAPS-COGES: 4
Training of Trainers on Manual 1 on the Democratic Establishment of COGES	13 August, 2014	Bouake	SNAPS-COGES: 4 JICA Expert Team	SNAPS-COGES/MENET: 1 DELCO/MENET: DGDDL/ MEMIS: 1 DRENET: 7 IEP: 20 Local Governments : 17 NGO: 1 Others: 6
Training of Trainers on Manual 2 on Participatory School Management by COGES (Pilot IEP)	11-13 December, 2014	Bouake	JICA Expert Team : 1 DAPS-COGES: 1	DAPS-COGES: 3 DRENET: 4 IEP: 6 Local Governments : 6
2015				
Training of Trainers on Manual 2 on Participatory School Management by COGES (Non-Pilot IEP)	3-5 March 2015	Bouake	DAPS-COGES : 4	DRENET: 5 IEP: 21 Local Governments : 10
Training of Trainers on Manual 3 on Establishment and Functionalization of U-COGES (Central Level)	4 June 2015	Abidjan	JICA Expert Team	DAPS-COGES: 19
Training of Trainers on Manual 3 on Establishment and Functionalization of U-COGES (Regional Level)	11 June 2015	Bouake	4 officers of DAPS-COGES	DRENET: 4 IEP : 17 Local Governments: 15
Training of Trainers on Revised Manual 2 on Participatory School Management by COGES	29 October 2015	Bouake	JICA Expert Team	DRENET and IEP: 17 Local Governments: 7
2016				
Training for COGES Counsellors	9 February, 2016	Bouake	JICA Expert Team	COGES counsellors from DRENET:4

Training	Date	Place	Trainers	Trainees/participants
				IEP:14

List of training implemented for community

1) CGPE

Training	Date	Place	Trainers	Trainees
2015				
Training on CGPE creation and installation (1st Visit) (HV)	9 September –19 November, 2015	77 Villages in Gbeke Region	JET Officers of local governments	Residents of 77 villages
2016				
Training on CGPE members (2nd Visit) (HV)	9 January - 27-April 2016	77 Villages in Gbeke Region	JET Officers of local governments	Residents of 77 villages
Monitoring of CGPE (3rd Visit) (HV)	12 May - 7 September 2016	77 Villages in Gbeke Region	JET Officers of local governments	Residents of 77 villages

2) COGES

Training	Date	Place	Trainers	Trainees
2014				
Training on Manual 1 on Democratic Setting Up and Renewal of COGES	28 August- 8 September, 2014	10 IEPs	COGES counsellors from DRENETs and IEPs SNAPS-COGES(Supervision)	Public primary school directors: 557 (336 COGES)
2015				
Training on Manual 1 on Participatory School Management by COGES (Pilot IEP)	January, February, 2015 (3-day training)	3 IEPs	COGES counsellors from DRENETs and IEPs	Number of COGES: 112 (315 COGES Executive Bureau members)
Training on Manual 2 on Participatory School Management by COGES (Non-Pilot IEP)	March, April, 2015 (3-day training)	7 IEPs	COGES counsellors from DRENETs and IEPs	Number of COGES: 276 (737 COGES Executive Bureau members)
Training on Manual 3 on Establishment and Functionalization of U-COGES (1 st round)	19-30 June, 2015	10 IEPs	COGES counsellors from DRENETs and IEPs Officers of Socio-Cultural Services of local governments	Number of COGES: 337 (597 COGES Executive Bureau members)
Training on Manual 3 on Establishment and Functionalization of U-COGES (2 nd round)	5 July – 5 August, 2015	10 IEPs	COGES counsellors from DRENETs and IEPs Officers of Socio-Cultural Services of local governments	Number of COGES: 67 (116 COGES Executive Bureau members)
Training on Revised Manual 2 on Participatory School Management by COGES	4-21 November, 2015	General Assembly of 20 U-COGES	COGES counsellors from DRENETs and IEPs Officers of Socio-Cultural Services of local governments	Number of COGES: 357 (615 COGES Executive Bureau members)

List of Materials Produced

ANNEX 7

Japanese	French	English	As of October 31, 2015 Date of Preparation(Latest Edition)
<HV and EPP Components>			
ベースライン調査・開発計画:			
Q-GISマニュアル ベースライン調査のための村落リスト更新ガイド	Manuel de Q-GIS Guide Pratique sur le Renouvellement des Listes des Villages pour l'Etat des Lieux de	Q-GIS Manual Practical Guide for Renewal of Village List for Baseline Survey of HV	May 2015 February 2016
GPSを用いた、ベースライン調査のための村落位置図更新ガイ 現況調査、及び地方給水施設・小学校施設セクター開発計画策定ガ イド	Guide Pratique sur le Renouvellement des Carte de Localisation des Villages Guide pour la conduite de l'étude d'état des lieux et l'élaboration des plan de dé veloppement sectorial des l'HV et l'EPP	Practical Guide for Renewal of Village Location Map for Baseline Survey using Guide for Implementation of Situation Survey and Formulation of Sector Development Plan of HV and EPP	February 2016 May 2016
<HV Component>			
実施体制モデル			
HR給水サービス改善モデル検討報告書	RAPPORT D'EXAMEN DES MODELES DE L'AMELIORATION DES SERVICE DE L'HYDRAULIQUE RURALE	Rural Water (HR) Service Improvement Model Examination Report	
技術評価			
HV技術評価計画書	Plan d'Expertise Technique de l'HV	Technical Assessment Plan of HV	September 2014
HV技術評価報告書	Rapport de l'Expertise Technique de l'HV	Report of Technical Assessment of HV	December 2014
プロジェクト実施 HVパイロットプロジェクト実施計画書	PLAN DE MISE EN ŒUVRE DES PROJETS PILOTES DE LA COMPOSANTE HV	HV Pilot Projects Implementation Plan	August 2015
PMH付き井戸新設およびPMH改修工事管理マニュアル	Manuel de Supérvision des Travaux des Nouvelle Construction de Forages Equippés de PMH et la Réhabilitation des PMH	Supervision Manual of Works of New Construction of Well with PMH and Rehabilitation of PMH	September 2016
水管理委員会 (CGPE)			
CGPE運営ガイド 地方自治体職員向け、CGPEの持続的管理研修マニュアル	Guide Pratique des Comités de Gestion des Points d'Eau MANUEL DE FORMATION DES ACT POUR LA GESTION DURABLE DES CGPE	Practical Guide for CGPE Manual of Training of Local Governments Officers for the Sustainable Management of CGPE	December 2015 September 2016
エリアメカニク (AR)			
AR向け、PMH修理技術マニュアル	Manuel technique de réparation des PMH pour les Artisans Réparateurs	Technical Manual of Repairing of PMH for Area Mechanics	February 2016
業者選定			
建設および部品調達に契約方式計画書 「井戸掘削契約」入札実施ガイド	Plan de Méthodologie des Marchés pour les Constructions et les Fournitures Guide Pratique de la mise en œuvre de l'appel d'offres pour le « Marché Forages » des Projets Pilotes de la Composante HV	Plan of Methodology of Contracts for Construction and Spare Parts Practical Guide for Implementation of Tender for "Well Construction Contract" of HV Pilot Projects.	March 2015 May 2015
<EPP Component>			
EPP施設技術評価実施計画書	Plan d'Expertise Technique des EPP	Technical Assessment Plan for the EPP Component	October 2014
EPP施設技術評価報告書	Rapport de l'Expertise Technique des EPP	Report on Technical Assessment for the EPP Component	January 2015
EPP施設整備体制モデルによるモデル検討報告書	Rapport d'examen des modeles des systemes organisationnels d'amenagement des Infrastructures scolaires sur la base des resultats de l'etude d'état des lieux et de l'expertise technique	Report of Examination of the Models of Public Services Delivery for EPP	February 2015
EPPパイロットプロジェクトの建設工事および資材調達に係る契約方 式計画書	Plan de Méthodologie des Marchés pour les Constructions et les Fournitures des équipements et mobiliers scolaires des Projets Pilotes de la Composante de l'EPP	Plan of methodology of tenders for the construction and supply of equipments and school furnitures of pilot projects of the EPP Component	April 2015
EPPパイロット・プロジェクトの建設に係る工事契約の入札実施要領書	Guide Pratique de la mise en œuvre de l'appel d'offres pour le Marché des Travaux des Constructions 11 EPPs dans le Cadre des Projets Pilotes de la Composante EPP du PCN-CI	Implementation Guidelines for the Tender of the Contracts of Construction of 11 EPPs for the EPP Component	May 2015
入札図書雛形 (オープンテNDER、地方自治体向け)	Modèle de Documents d'Appel d'Offres Ouvert	Model of Open Tender Documents	—

<EPP Component>			
入札図書雛形(ローカルテンダー、地方自治体向け)	Modèle de Documents d'Appel d'Offres Local	Model of Local Tender Documets	—
PQ図書雛形(家具)	Invitation a la Pre-Qualification, Instruction Aux Candidats Pour la Demande de Cotation Concernant la Furniture et Livraison de Mobiliers Scolaires dans Certaines Ecoles Primaires de la Region de Gbeke	Documents for Pre-Qualification (School Furniture)	—
見積り依頼雛形(家具)	Dossier d'Appel D'Offres Allégé: La Demande de Cotation La Fourniture et Livraison de Mobiliers Scolaires dans Certaines Écoles Primaires de la Région de Gbeke	Documents for the Request for Quotation (School Furniture)	—
契約書チェックリスト	Fiche de suivi de contrat	contract checksheet	March 2016
施工監理チェックシート	Liste de verification des travaux (checklist), manuel technique	checklist of worksupervision , technical handbook	April 2016, june 2016
施工監理マニュアル	manuel de supervision	supervision manual	July 2016
地方自治体向け小学校標準設計	plans d'architecture et d'ingénieurs du modèle PCN-CI	architecture and engineer drawings of EPP school design	August 2016
維持管理マニュアル	Manuel de maintenance	maintenance manual	expected oct 2016
<COGES Component>			
マニュアル1:COGESの民主的設立	Guide de Formation 1: Mise en place ou Renouvellement Démocratique des Organes des Comités de Gestion des Etablissements Scolaires Publics (COGES)	Manual 1 on Democratic Setting Up and Renewal of COGES	August 2014
マニュアル2:参加型学校運営	Guide de Formation 2: Gestion Participative des écoles par les COGES	Manual 2 on Participatory School Management by COGES	March 2015
マニュアル2:参加型学校運営(改訂版)	Guide de Formation 2: Gestion Participative des écoles par les COGES	Manual 2 on Participatory School Management by COGES (Revised Version)	October 2015
マニュアル3:COGES 連合の設立と機能化	Guide de Formation 3: Mise en Place et le Fonctionnement des Unions des COGES (U-COGES)	Manual 3 on Establishment and Functionalization of Union of COGES (U-COGES)	June 2015
COGESによる参加型学校運営に関するCOGES担当官用ガイド:参加型学校運営でのコミュニティとの協働の仕方	Guide des Conseillers COGES dans la Gestion participative de l'école par les COGES ou COMMENT TRAVAILLER AVEC LES COMMUNAUTES POUR LA GESTION PARTICIPATIVE DE L'ECOLE?	Guide for COGES counselors in participatory school management by COGES on how to work with community for participatory school management	February 2016
COGESとコミュニティによる参加型学校運営モデル	Modèle de gestion participative de l'école à travers le COGES avec la Communauté	Model of Participatory School Management through COGES with Community	August 2016

Selection Criteria for School Facility

Criteria for long lists	<p>Condition of villages (New school)</p> <ul style="list-style-type: none"> • Village without school within 3 km and no plan of village relocation <p>Condition of schools (Rehabilitation, reconstruction, extension, completion or new school)</p> <ul style="list-style-type: none"> • School with more than 40 students per classroom • School with needs of rehabilitation • School with needs of reconstruction • School with shanty classroom(s) • School with less than 6 grades and with more than 100 students, and no other 6 grades schools within 3 km
Criteria for short lists	<p>Condition of villages (New school)</p> <ul style="list-style-type: none"> • Village without school within 3km, with population of more than 600 people, and no plan of village relocation <p>Condition of schools (Rehabilitation, reconstruction, extension, completion or new school)</p> <ul style="list-style-type: none"> • School with more than 60 students per classroom (for urban areas of Bouake Commune, 100 students per classroom) • School with needs of heavy rehabilitation • School with shanty classroom(s) with more than 30 students per classroom • School with less than 6 grades and with more than 120 students, and no other 6 grades schools within 3 km

(Source) Progress Review 2 (P. 4-3)

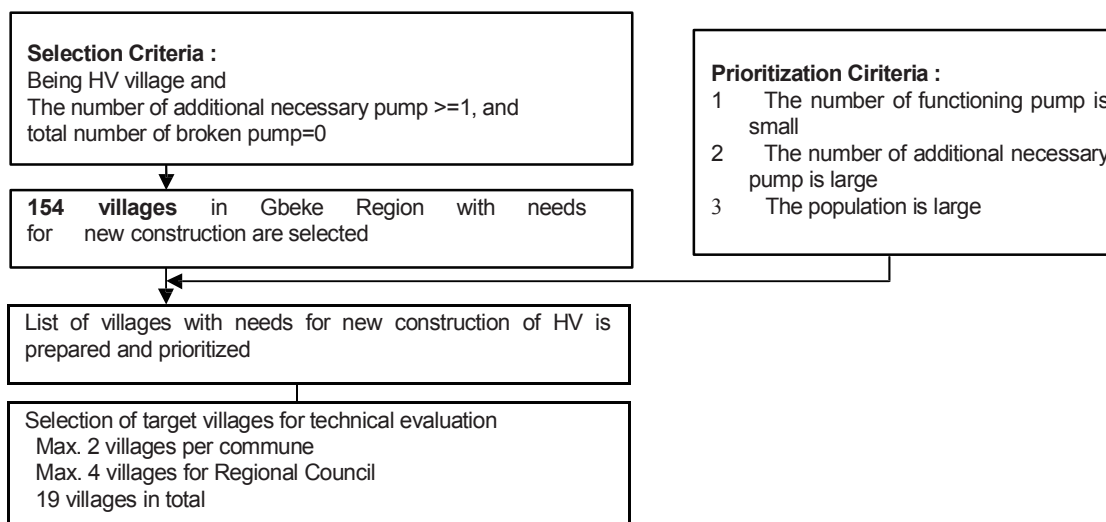
Criteria for Selection of Pilot Projects for Schools from Targets of Technical Assessment

Essential conditions	<p>1. Necessity of the project</p> <ul style="list-style-type: none"> • Confirmation of needs corresponding to the reasons why they are selected as candidates • No plans of village relocation to far location from the school • No overlap with other projects <p>2. Financial aspect</p> <ul style="list-style-type: none"> • The project can be implemented within the budget <p>3. Technical aspect</p> <ul style="list-style-type: none"> • Easy access to transport construction materials and equipment • Trucks can have access to the site in rainy season (for rehabilitation project) • Land is available (for extension or reconstruction project) • Construction can be completed in scheduled period
Other conditions	<p>4. Sustainability</p> <ul style="list-style-type: none"> • Community's intension to contribute to the project and facility maintenance <p>5. Urgency</p> <ul style="list-style-type: none"> • Urgency of the project
Additional Criteria applied for different local governments	<ul style="list-style-type: none"> ✓ Lager number of students ✓ No other school in good conditions in the same community ✓ Schools consist of only shanty classrooms ✓ Risk of collapse of buildings (Reconstruction needs)

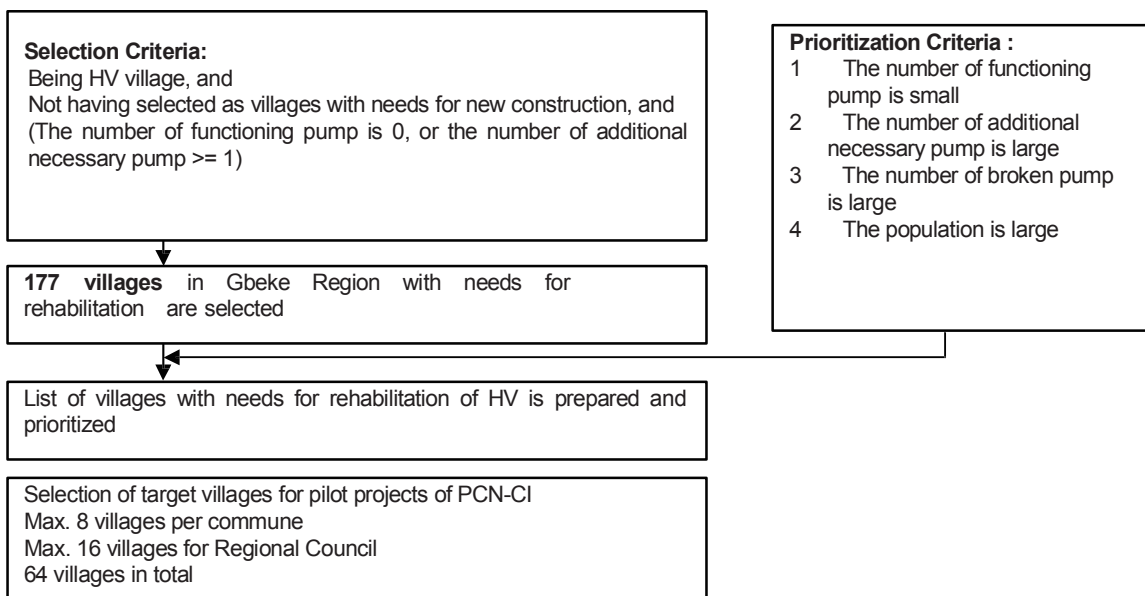
(Source) Progress Report 2 (P. 4-7)

Selection Criteria for Priority Project for Rural Water Supply Facility

1 Selection of Villages with Needs for New Wells and Prioritization



2 Selection of Villages with Needs for Rehabilitation and Prioritization



(Source) Progress Report 1 (p.5-12)

List of Pilot Project

(1) School Facility (EPP) Pilot Project

Collectivity	EPP	Type of Contract	Infrastructure to build	Date of Signature on Contract	Starting Date of Construction Works	Completion Date	Progress
Sakassou	EPP Residential BAD	Reh.	6 Cls+O	2015.06.12	2015.06.19	2015.10.06	Completed
Djebonoua	EPP Djebonoua3	Ext.	2 Clrs	2015.06.12	2015.06.25	2015.12.11	Completed
	EPP Adjoussou	Reh.	3 Clrs+O			2015.10.02	Completed
Bouaké	EPP Kanankro 2	Rec.	3 Clrs+O	2015.07.29	2015.08.10	2016.02.25	Completed
CR	EPP Koubebo-Dan	Rec.	3 Clrs+O	2015.07.29	2015.08.10	2016.02.29	Completed
	EPP Balekro	Rec.	3 Clrs+O			2016.02.29	Completed
Beoumi	EPP Tiendebo	Rec.	3 Clrs	2015.09.28	2015.10.29	2016.04.25	Completed
Bodokro	EPP Ahokokro	Rec.	3 Clrs+O	2015.09.28	2015.10.20	2016.04.25	Completed
Botro	EPP Botro-Kouadiokro2	Rec.	3 Clrs	2015.10.24	2015.11.20	2016.05.06	Completed
Diabo	EPP Telebopri	Rec/Ext	3 Clrs	2015.10.24	2015.11.19	2016.04.15	Completed
Brobo	EPP Djamalakro	Rec.	3 Clrs	2015.10.24	2015.11.16	2016.04.15	Completed
		35 classrooms plus 6 offices (26 to build and 9 to rehabilitate)					
Mobiliers scolaires	Lot 1: Djebonoua, Sakassou	Tables benches : 160 others furnitures		2015.08.11	2015.08.20	2016.01.12	Completed
	Lot 2: CRG, Beoumi, Bouaké	Tables benches: 284 others furnitures		2015.09.15	2015.10.20	2016.08.16	Completed
	Lot 3: Bodokro, Botro, Brobo, Diabo	Tables benches: 257 others furnitures		2015.09.22	2015.10.20	2016.08.17	Completed

(2) Rural Water Facility (HV) Pilot Project

(a) New Construction

Collectivity	Plan	Successful Well/ Total drilled	Concrete Pad Construction Completed	Fence Construction Completed	Human Motorized Pump Completed	Target (Additional)	Completed (Total)
Beoumi	2	3/3	3	3	3	1	3
Bodokro	2	3/4	3	3	3	1	3
Botro	2	3/7	3	3	3	1	3
Diabo	2	3/6	3	3	3	1	3
Bouake	2	2/4	2	2	2	0	2
Brobo	2	3/5	3	3	3	1	3
Djabonoua	2	3/5	3	3	3	1	3
Sakassou	2	3/4	3	3	3	1	3
CR	4	6/6	6	6	6	2	6
Total	20	29/44	29	29	29	9	29

(b) Rehabilitation of Pump

Collectivity	Plan	Cancelled	Air-Lift Completed	Concrete Pad Completed	Fence Construction Completed	Human Motorized Pump Rehabilitation Completed
Beoumi	8		5/5	7/7	7/7	8
Bodokro	4		2/2	3/3	3/3	4
Botro	3		1/1	0/0	0/0	3
Diabo	1		1/1	1/1	1/1	1
Bouake	7		2/2	4/4	4/5	7
Brobo	2	1	1/3	1/1	1/1	1
Djabonoua	7		3/3	3/3	3/3	7
Sakassou	5		2/2	2/2	2/2	5
CR	13	1	4/4	6/6	6/6	12
Total	50	2	21/21	27/27	27/27	48

(c) Renewal of Pump

Collectivity	Plan Renewal	Completed Renewal
Beoumi		
Bodokro		
Botro		
Diabo		
Bouake		
Brobo	1	1
Djabonoua		
Sakassou		
CR		
Total	1	1

ANNEX 11

List of TWG Members

Organization	Title	Name
Coordinator of the Project		
DGDDL, MEMIS	Assistant-Director of Training and Training Courses/ DGDDL	Mr. Boka N'takpé Sylvain
Project Manager		
Gbeke Region	Prefect of the Gbeke Region	Mr. Konin AKA
Project Coordinator in Gbeke Region		
Prefecture of Bouake	Secretary General of the Prefecture of Bouake	Mr. Yokozo Zozoro Firmin
Assistant of the Project Manager		
Prefecture of Bouake	Chief of Staff	Mr. Kouadio Jules
Counterparts		
Department	Prefect of the Department of Beoumi	Mr. Kouamé Koffi
Department	Prefect of the Department of Botro	Mr. Coulibaly Lamine
Department	Prefect of the Department of Sakassou	Mr. Kouakou Wiha Ange Tchicaya
Project Leader		
DRENET 1 et 2	Director of DRENET1	Mr. Kékémo Ahou Daniel
DRENET 1 et 2	Director of DRENET2	Mr. Traoré Tiéguoué
Project Leader		
DTH	Director of DTH	Mr. Coulibaly Seydou
Counterparts		
Regional Council	President	Mr. Kouassi Abonouan
	General Director of Administration	Mr. Kouamé Kouadio JJ
Commune of Bouake	Mayor	Mr. Djibo Youssouf N
	Secretary General	Mr. Laqouth Djé Ziao
Commune of Brobo	Mayor	Mr. Kouamé Yao Séraphin
	Secretary General	Mr. Gnali Emile
Commune of Djebonoua	Mayor	Mr. Taï G Koffi
	Secretary General	Mr. Kouamé Kouadio
Commune of Sakassou	Mayor	Mr. Kouadio Kouamé
	Secretary General	Mr. Droh Zégbé
Commune of Bodokro	Mayor	Mr. Koffi Kouakou
	Secretary General	Mr. Yao Kouacou Evariste
Commune of Beoumi	Mayor	Mr. Konan Kouadio E
	Secretary General	Mr. M'bra Kouassi
Commune of Botro	Mayor	Mr. Yao N'zue Goumo
	Secretary General	Mr. Douai Richard
Commune of Diabo	Mayor	Mr. Koumoin Konan
	Secretary General	Mr. Kouassi Dadié

