

## Summary of Terminal Evaluation Results

<b>1. Outline of the Project</b>		
<b>Country:</b> The Union of Comoros		<b>Project title:</b> The Project for Capacity Development of the National School of Fisheries
<b>Issue/Sector:</b> Agriculture Forestry Fisheries – Agriculture		<b>Cooperation scheme:</b> Technical Cooperation Project
<b>Division in charge:</b>		<b>Total cost (at the time of Terminal Review):</b> 380 million Japanese Yen
<b>Period of Cooperation</b>	R/D: 2011.3.30~2014.10.1	Main Counterpart: Ministry of National Education <sup>1</sup> , Ministry of Fisheries <sup>2,3</sup>
		<b>Supporting Organization in Japan</b> <b>Other Related Cooperation:</b>
<b>1-1. Background of the Project</b>		
<p>The Union of Comoros (hereinafter referred to as Comoros) is a country of islands, situated on the coast of Southern Eastern Africa with the land area of about 2, 236 km<sup>2</sup> (approximately same size of Tokyo) with the population of 841,000 (2007 UNFPA). According to the statistics, GNI (Gross National Income) is US\$680 (2007 WB) and the Human Development Index is 0.676, 139th out of 182 countries (2009, UNDP).</p> <p>Due to its geography of being islands, fishery sector is one of the important industries where 6% of labor population depends on their living. About 20% of GDP and 5% of total amount of export are generated from fishery. Being small volcanic islands, arable lands and forestry resources are very limited; hence, the utilization of coastal resources is the integral part of rural livelihood. However, appropriate fishery trainings and extension services have not been conducted due to the political unrest. As a result, frequent accidents at sea happen due to the lack of knowledge on coastal fishery. Moreover, there are various problems such as low operational rates of fishing boats, equipment, engine due to the lack of maintenance, and the increase in the discard of leftover fish due to unappropriated handling of fish.</p> <p>National Fishery School (hereinafter referred to as ENP: Ecole National de la Peche) was founded in 1985 with the assistance of Japanese Grant Aid as a training center of fishery sector, and the Japanese experts were dispatched until 1990s. However, due to the coup d'état in 1999, ENP was forced to suspend its operation. In 2007, the battle between central government and Anjouan local government became severe. In April 2008, the central government conducted a sweep-up operation. As for Anjouan island, the situation was calmed down by electing the new local president.</p> <p>In 1998 after the stabilization, the Government of Comoros (hereinafter referred to as GoC) upgraded ENP as an institution for vocational training. In April 2009, ENP resumed its operation by admitting new trainees. However, ENP faced problems in school management, such as lack of teaching materials and non-existence of training curriculum. Moreover, part of facility and equipment were out of order, as ENP was temporarily utilized as a base for anti-governmental forces during the political unrest.</p>		

<sup>1</sup> Official name: Ministry of National Education, Research, Culture, Art, Youth and Sport.

<sup>2</sup> Official name: Ministry of Production, Environment, Energy, Industry and Handicrafts.

<sup>3</sup> Ministry of Vocational Training participates in JCC. Official name is Ministry of Employment, vocational training and women's entrepreneurship.

Following the TICAD IV to materialise Yokohama Plan, JICA planned to resume bilateral cooperation. In June 2009 in order to develop its assistance policy, JICA conducted Preparatory Survey for Human Security Programme. Based on the findings, GoC requested technical assistance to Government of Japan (hereinafter referred to as GoJ) with the aim to strengthen the curriculum of ENP. In March 2011, the Project was started as a first technical assistance upon the resumption of bilateral cooperation. The Project is targeting ENP which is situated in Anjouan island; short-term trainings for local fishers are conducted in all islands, including Grand Comoros and Moheri.

## 1-2. Project Overview

### (1) Overall Goal

- 1) The trained local fishers improve the practice of safety at sea and effective utilization of coastal resources.
- 2) The prospective of job integration of regular training program's graduates is improved.

### (2) Project Purpose

The capacity of national school of fisheries to provide adequate fisheries training is enhanced.

### (3) Outputs

- 1) Training facilities/equipment of ENP are improved.
- 2) Adequate training programs for each target group (prospective fishers and local fishers) are developed.
- 3) Teaching staff of ENP acquires necessary skills and knowledge to conduct training programs.
- 4) Management and administration of the school is strengthened.

### (4) Inputs (as of March 2014)

#### Japanese side: Total amount of input 380 million yen

<b>Short-term Experts:</b>	A total of 8 persons (66.80MM)
<b>Training in Japan<sup>4</sup>:</b>	5 persons
<b>Fishery School Visit Abroad:</b>	4 persons
<b>Provision of equipment</b>	Equivalent to 22,234 Thousand Yen
<b>Local Operational Expenses:</b>	Equivalent to 47,770 Thousand Yen

#### Comorian side:

<b>Counterpart personnel:</b>	31 persons (ENP staff)
<b>Local Operational Expenses<sup>5</sup>:</b>	Equivalent to 1,718 Thousand Yen

<b>2. Evaluation Team</b>			
<b>Members of Evaluation Team</b>	Leader	Mr. Shunji Sugiyama	Senior Advisor (Fisheries sector), JICA
	Cooperation Planning	Mr. Kenichi Matsumoto	Deputy Director, Arid and Semi-Arid Farming Area Division1, Rural Development Department, JICA
	Evaluation Analysis	Ms. Fumiko Iseki	Researcher, Global Link Management
<b>Period of Evaluation</b>	May 5, 2014 ~ May 26, 2014		Type of Evaluation: Terminal Evaluation

<sup>4</sup> Four ENP staff participated in other trainings in Japan and Morocco, which were funded outside of the Project.

<sup>5</sup> As of August 2013

### 3. Result of Evaluation

#### 3-1. Project Performance

##### 1) Outputs

Output 1: Training facilities/equipment of ENP are improved

Output 1 is achieved at the time of Terminal Evaluation. There were some delays in the procurement of the necessary equipment; however, all were installed in the second year. Training facilities were renovated and provided equipment is used for the trainings. Regular maintenance is to be continuously exercised.

Regarding the indicator 1-1, the installed ice making system is utilized for the training purpose and the produced ice is on sale. Although the initial demand for the ice was low, it has been improved since March-April 2014. Currently the sale of ice is handled by the Committee on ice production; however, its book-keeping and financial management capacities need to be improved. As for the maintenance of the ice making machine, currently two instructors have acquired the basic skills of refrigeration system. In addition, a cold storage is installed next to the ice making machine. Since its demand is low, the cold storage is currently utilized only for the training purpose.

Regarding the indicator 1-2, four training boats were provided and have been utilized for the fishing practices. Before the implementation of the Project, it was outsourced to the part-time lecturers. Due to this arrangement, field practices were not conducted consistently. Currently five instructors can teach navigation, while there was only one previously. The boat is managed by the Committee on training boat operation/management.

Output 2: Adequate training programs for each target group (prospective fishers and local fishers) are developed.

Output 2 is mostly achieved at the time of Terminal Evaluation. The developments of the guideline for short-term training for local fishers, the fish species picture book and the poster of fishing equipment are expected to be completed by the end of the Project. Nevertheless, the periodical updating of the training modules will be required even after the end of the Project.

Regarding the indicator 2-1, in the 1<sup>st</sup> year, Japanese experts conducted a critical review of the existing training programs; at the same time, the Project conducted the baseline survey at the fishing villages. Based on the identified needs, the training programs for prospective fishers which introduced the practice sessions<sup>6</sup> as well as for local fishers were developed. After the Mid-term review, the training program for prospective fishers was revised as followings: (1) the shortening of the training period from two to one year, (2) the introduction of new admission criteria<sup>7</sup>, (3) the establishment of selective technical sub-courses (fishing techniques, marine engineering and fish processing).

Regarding the indicator 2-2, the production of textbooks enabled ENP to provide a standardized training program for prospective fishers. Textbooks contain 11 subjects and consists of instructor' guides as well as

<sup>6</sup> In 2009 at the beginning of the Project, most lecturers conducted "chalk-talk class." And 63% of graduates responded not satisfied with the ENP according to the baseline survey.

<sup>7</sup> Priority was given for applicants recommended by fishers' cooperatives and female applicants, and quota for each island was allocated. Age, motivation for fishery sector and family background were also taken into consideration for the admission.

students notebook. Instructors appreciate the teaching aids, because the instructor' guide describes all the necessary teaching process clearly. Furthermore, the notebooks allow trainees to interact with instructors more. Monitoring result also confirmed the effectiveness of textbooks that trainees' understanding was better in the classes using textbooks. In addition, the guideline on training module for prospective fisheries was developed. As for the teaching materials for local fishers, considering the cost for distribution, the Project produced eight demonstration materials instead of printing documents (hand-outs) so far.

Output 3: Teaching staff of ENP acquires necessary skills and knowledge to conduct training programs.

Output 3 is achieved at the time of Terminal Evaluation. Upon the implementation of 32 TOTs (Training of Trainers), Japanese experts evaluated that the majority of instructors (9 out of 10) are now capable of delivering assigned courses, even though the competency of each teaching staff was not evaluated jointly with Comorian side. It can be generally said that instructors have acquired basic necessary skills and knowledge; however, some of which have not been firmly shaped. Therefore, it is essential that they exert further efforts to strengthen their capacity continuously.

In order to improve the efficiency of the training programme for prospective fishers, the Project made rigorous efforts to introduce the team teaching system, in which an instructor takes charge of more than one teaching subject and teaching materials are developed by a group of instructors as a team. As a result, the Project succeeded in reducing the half of outsourcing rate on part-time lecturers from 36.5% to 17.4%, saving 400,000kmf (approximately 800 EURO) of budget annually. According to the interviews, many instructors pointed out that the team teaching system also contributed to develop team spirits which did not exist in ENP previously<sup>8</sup>. Other effects of introducing Team teaching system were also pointed out such as (1) the number of class cancelled due to unavailability of instructors has been reduced, since an alternative instructor can cover the absence of an assigned teacher, (2) the interaction between the senior and junior lecturers has become active, and (3) the process of developing textbooks enhanced the team spirits.

Regarding the training program for local fishers, the short-term trainings were conducted for thirty five (35) times, out of which seventeen (17) times were run by ENP staff themselves. On the other hand, it has been only one month since assigned groups of instructors start organizing short-term trainings for local fishers by themselves. During the remaining period of the Project, instructors are expected to further familiarize themselves in organizing the short-term trainings.

Output 4: Management and administration of the school is strengthened.

Output 4 is partially achieved at the time of Terminal Evaluation. Indicators 4-1 and 4-2 are expected to be completed by the end of the Project. On the other hand, even if both indicators are achieved, based on the current situation, the actual functionality of management and administration is found not to be still strong enough to sustain the level of quality of the activities initiated by the Project.

Regarding the development of School Management Plan (indicator 4-1), the Project implemented various

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<sup>8</sup> Previously, instructors concerned only assigned classes and did not care for other classes.onsideration for the admission.

measures (shortening the training programme for prospective fishers, new admission criteria, selective technical sub-courses, short-term training for local fishers, team teaching system, school management committee and sub-management committees, local Steering Committee). By the end of the Project, these measures need to be written down in the programme development plan and the organizational development plan. Furthermore, an equipment/facility maintenance plan also needs to be developed by considering the role of each committee.

Although financial plans were developed, ENP will require a sound preparation how to sustain the activities initiatives by the Project. Since JICA covered 39% of annual budget (83% of operational cost) for 2012/2013 academic year, ENP will be required to adjust planning how to continue the regular training program and short-term trainings flexibly. The Project plans to formulate some feasible options with limited budget in the program development plan.

Furthermore, the Project made efforts to establish partnerships with various agencies for securing funding. The director of ENP is currently working hard to develop international partnerships. Upon its success, it is believed to contribute to enhance the status of ENP.

## **(2) Project Purpose**

The capacity of national school of fisheries to provide adequate fisheries training is enhanced.

According to the indicators, the Project Purpose is likely to be achieved by the end of the Project. It is presumed that ENP acquired the certain level of capacity to provide fisheries trainings. ENP now has the necessary facility/equipment, the teaching materials and the guideline for prospective fishers and demonstration materials for local fishers. As well, the capacity of instructors have been also developed to the level that most subjects can be managed by ENP staff. With all these efforts, the satisfaction degree of trainees has improved<sup>9</sup>. On the other hand, in order to secure the technical sustainability, the management capacity (Output 4) is required to strengthen further. Especially on the financial side, now ENP needs to tackle the challenge how to secure a budget to continue the attained level of trainings.

In order to respond to the above situation, the Project is aiming to develop Comprehensive Guidelines, which will incorporate a School Management Plan (financial plan, program development plan, organizational development plan as well as an equipment/facilities maintenance plan), in addition to the initially planned Guideline for each training module (indicator 2-2). ENP is expected to implement this Comprehensive Plans to reinforce its Management Capacity.

## **3-2. Summary of Evaluation Results**

### **(1) Relevance**

Relevance of the Project is high in terms of the policies and the needs of the GoC and GoJ. On the other hand, there is the limitation for the strategy of the Project.

<sup>9</sup> According to the interview, 66% of current 35 trainees were satisfied and 86 % responded that they would recommend ENP to their friends, while only 37% of 27 graduates were satisfied at the time of baseline survey.

### The needs and policies of the Union of Comoros

- 1) Being an island country, fishery is one of the main industries in Comoros where 6% of population (approximately 24,000) depends on their living. Approximately 20% of GDP and 5% of total amount of export are generated from fishery.
- 2) Poverty Reduction and Growth Strategy Paper (PRGSP) prioritizes fishery industry. As well, it states the importance of vocational training for income generation.

### The policy of GoJ

The Project is relevant to the Japan's ODA policy which has been putting emphasis on "human security," targeting the vulnerable population. Fishery and education are also the priority areas of Japan's policy for development assistance in Comoros.

### Appropriateness of Project design

ENP is the only training institution in the fishery sector in Comoros, which was established in 1985 by the Japanese Grant Aid. Prior to the politically unrest, ENP received a technical assistance from Japanese experts. As such, the GoC had trust in Japanese assistance; the Project had a comparative advantage.

On the other hand, taking into account of difficult operational conditions<sup>10</sup>, it would have been more effective, efficient and sustainable by including the measures<sup>11</sup> to secure the frequent communication and understanding of CPs at the central level.

### **(2) Effectiveness**

The effectiveness of the Project found relatively high. Most Outputs have achieved or will be achieved by the end of the Project. As such, the Project Purpose is expected to be achieved to a certain level by the end of the Project. Yet, the management capacity needs to be more solid.

The Project endeavored to enhance the effectiveness and efficiency by taking various measures, especially the revision of the regular training program for prospective fishers. As well, it was not sufficient to simply strengthen the training capacity, but to include the support for graduates to engage in fishery related activities. In terms of relative contribution of each Output toward achieving the Project Purpose, Output 1, 2, 3 are considered to have contributed more than Output 4 at the time of Terminal Evaluation.

### **(3) Efficiency**

The efficiency of the Project was satisfactory, taking into account the difficult operational environment in Comoros.

<sup>10</sup> 1) ENP is located in a remote island, 2) the JICA Project is new to the current government and not well known among ministries, 3) more than one ministry are concerned with the management of the Project.

<sup>11</sup> 1) To create a working environment/condition by dispatching an individual expert to a central ministry before the initiation of the technical assistance, 2) to allocate an extra working period (MM) for a Japanese expert with specific TOR of coordination.

Major portion of inputs were properly utilized to produce the Outputs, except for the delay in the procurement.

The factors improved the efficiency:

- 1) Leadership of CP and the good relation with Japanese experts
- 2) Usefulness of overseas trainings and visits
- 3) Synergy with other Japanese assistance (KR, JSDF, Grassroots Grant Aid)
- 4) Team teaching system
- 5) Cost effective approach (shortening of regular training programme from two to one year, developing the demonstration materials instead of distributing written documents, utilizing the products developed by the JICA Project in Tunisia)

Constraints on the efficiency:

- 1) Difficulty in communication at central level
- 2) Difficult operational environment (difficult local procurement system, deteriorating infrastructure, fuel shortage and increase in the fuel cost, constraints on the movement due to the seasonal wind, suspension of flight, the delay in the provision of the budget on Comorian side)

**(4) Impact**

Overall Goal 1: The trained local fishers improve the practice of safety at sea and effective utilization of coastal resources.

The impact of this project as per the Overall Goal 1 could not be assessed at this stage, as the Project was under the compilation of Endline survey and the data was not available. By the end of the Project, the Project needs to define each indicator specifically, to sort out necessary data as well as to obtain additional data if required, and to establish the monitoring system especially for trained fishers. These data will serve as baseline data for ex-ante evaluation which is likely to be planned in 3 to 5 years after the termination of the Project. It would be desirable if target can be also set, based on the baseline data.

The intervention of short-term training by ENP have been conducted in 32 sites, however the continuation of short-term training in Grand Comoros and Moheri islands may face difficulties due to high traveling cost. Therefore, the increase in number of short-term course conducted may be limited to a certain level. In order to accelerate the impact, it is expected the effects will be disseminated by partnering with other agencies such as CoReCSuD<sup>12</sup> Project and SWIOFish<sup>13</sup> Project as well as Ministry of Fishery. Simultaneously, a part from conducting training on the spot, it is also necessary for ENP and Ministry of Fishery to conduct sensitization of fishers through continuous monitoring

Furthermore, it is awaited that GoC conduct nationwide campaign on safety at sea and make safety at sea as mandatory training for fishers; in such occasion, ENP can serve as an qualified center to provide trainings.

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<sup>12</sup> Co-Management of Coastal Resources for Sustainable Livelihoods

<sup>13</sup> South West Indian Ocean Fisheries Governance and Shared Growth Program

Overall Goal 2: The prospective of job integration of regular training program's graduates is improved.

The Overall Goal 2 has been already achieved at the time of Terminal Evaluation. The Project has endeavored and is now continuing to partnering with other agencies to secure employment for graduates, as well as to encourage trainees to establish own business and/or form a cooperative in the marketing class. As a result, graduates of 2011/2013 established two associations, RESO-PECHE and ADPC. RESO- PECHE is currently working in the area of food processing.

In addition, the Project succeeded to have all CoReCSuD 14 fish extension officers recruited from ENP graduates. Since CoReCSuD is the donor supported project, which has limited project period, ENP is still required to explore any other channels for employment.

Other positive effects produced by the Project are as follows:

- 1) Upgraded recognition of ENP among fishers
- 2) Increase in the number of applicants
- 3) Implementation of a campaign of beach cleaning
- 4) Partnership agreements with fishery schools abroad under the development
- 5) Partial increase in catch fish

#### **(5) Sustainability**

As long as “Comprehensive Guidelines<sup>14</sup>” is established and as long as ENP implements trainings and conducts monitoring according to Comprehensive Guidelines, the sustainability is relatively high. However, the financial sustainability remains as a deep concern.

As for the policy environment, the momentum to strengthen fishery training is promising. GoC is committed to promote fish sector for economic development and the poverty alleviation. For such purpose, Ministry of Fishery requested the investment from Qatar and the national industry of HAIRU Project is expected to be operational this year.

As for the institutional aspect, the roles and responsibilities of relevant agencies have not been fully clarified yet. ENP is mainly under the jurisdiction of Ministry of National Education; at the same time Ministry of Fishery is the important relevant authority. During the Project period, Ministry of Vocational Training also joined as a member of JCC, since it became as a relevant agency of Ministry of National Education. And yet, the roles and responsibilities of Ministry of National Education and Ministry of Vocational Training have not been clearly defined in the strategy for vocational training. As for fisheries, Ministry of Fishery and its regional division in Anjouan have limited human resources. Hence ENP is expected to play more important role to serve for local fishers.

As for the technical aspects, ENP has acquired their capacity to deliver trainings based on the sector's needs

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<sup>14</sup> Comprehensive guidelines contain the training guideline for prospective fishers, the training guideline for local fishers and School Management Plan.



to a certain level. With the developed guidelines and necessary textbooks and with the availability of capable lecturers, ENP will be able to technically continue implementing the programs for prospective fishers, even after the end of the JICA Project. Furthermore, the Project is planning to develop the Comprehensive Guidelines which contains the School Management Plan<sup>15</sup>. By utilizing all materials produced by the Project, it is expected that ENP can manage to continue providing trainings. On the other hands, management capacity seems to be still fragile; and following aspects to be addressed:

- 1) Strengthening the planning capacity (feasible training plans within the limited budget)
- 2) Strengthening the management capacity of Committees (School consultative committee and sub-sector committees, local Steering Committee<sup>16</sup>)
- 3) Strengthening the technical capacity of lecturers to respond to the needs of local fishers (organizational and financial management)
- 4) Periodical renewal of teaching guides and textbooks, maintenance of motivation and strengthening the team spirits

As for Financial sustainability, it is a challenge after the termination of the Project period. In light of the current financial and organizational situation, 39% of the total cost of ENP activities (20,646,853kmf, 83% of operational cost) was covered by the JICA Project in the academic year 2012/2013. Even if the planned Science Fund of EU agreement (14,100,000kmf) is provided successfully, still the budget is not sufficient to maintain the same level of activities initiated by the Project. Since both graduates and current trainees are requesting the increase in practical activities, it is crucial to secure additional funding sources to ensure the current level of practical modules as well as traveling cost for short-term trainings for local fishers, if GoC decides to continue the programs for prospective fishers and local fishers next year. Furthermore, the communication with the central level may be also affected, as the occasions to visit Grand Comoros may be minimized due to the limited budget.

### **3-3. Factors promoting the realization of effects**

#### **(1) Factors concerning to the Planning**

- a. Japanese competitive advantage (previous technical assistance in ENP and the presence of the lecturer assisted by the former JICA experts)

#### **(2) Factors concerning to the Implementation Process**

- a. Leadership of ENP director and the good relation among CPs and Japanese experts
- b. Implementation of recommendations by the Mid-Term Review (revision of training programme for prospective fishers, establishment of local Steering Committee, securing financial stability, coordination with other projects/agencies)
- c. Effect of previous JICA assistance
- d. Usefulness of overseas trainings and visits
- e. Synergy with other Japanese assistance (KR, JSDF, Grassroots Grant Aid)
- f. Team teaching system

<sup>15</sup> It encompasses financial plan, program development plan, organizational development plan and maintenance plan.

<sup>16</sup> Steering committee is a time-bound measure for the Project purpose. If ENP considers it necessary, the same structure can be utilized for the activity management even after the end of the Project.

### **3-4. Factors inhibiting the realization of effects**

#### **(1) Factors concerning to the Planning**

- a. The factor to secure the communication with central level was not reflected in the design.
- b. The factor to ensure the implementation of a developed school management plan could have been incorporated in the design, when targeting to strengthen management capacity.
- c. The duration of the Project period could be set by considering the implementation of an exit strategy, in order to strengthen the financial sustainability.

#### **(2) Factors concerning to the Implementation Process**

- a. Insufficient utilisation of PDM for project management purpose (indicators for Output 4 and Overall Goal were not clarified; the progress of indicators were not sufficiently monitored jointly with CPs)
- b. Delay in the procurement of necessary equipment
- c. Difficulty in communication at central level
- d. Difficult operational environment (see constraints on efficiency under 3-2 (3).Efficiency)

### **3-5. Conclusion**

Overall, it can be concluded that the Project has been successful in reactivating ENP, which was out of service during the crisis of separation movement. Regarding the relevance, the needs and the policies of GoC and GoJ were met, while there were some shortcomings in the approach of the Project. The Project Purpose is likely to be attained; nevertheless, it will require more time to further enhance the capacity by implementing the School Management Plan, which the Project is aiming to develop by the end of the Project. Taking into account of the difficult operational environment in Comoros, the efficiency is considered to be satisfactory. As for the impacts, it is remarkable that the Project produced various positive impacts. In terms of sustainability, there is a concern, especially on the financial aspect. GoC and ENP are expected to exert further efforts to ensure the assets created by the Project, the capacitated ENP resources to be utilized for prospective and local fishers.

## **4. Recommendations and Lessons learned**

### **4-1. Recommendations**

In order to ensure the sustainability of the positive effects generated by the Project, it is recommended that all the parties concerned including ENP and JICA expert team follow up with the following actions within the remaining period of the Project, as well as after the end of the Project to achieve Overall Goal.

#### **A. Actions required within the remaining period of the Project**

##### **(1) Thorough analysis of the end-line survey**

In Comoros, employment opportunities in the commercial/industrial fisheries sector are still limited. On the other hand, fishing activities constitute an integral part of rural livelihoods, which provide a source of food and income for rural communities. On this basis, it is suggested that the Project conduct thorough analysis of the end-line survey results so as to measure not only quantitative changes in the employment rate but also qualitative changes occurred on ex-trainees and/or fishing communities as the effect/impacts of the Project.

##### **(2) Formulation of the school management plan**

The Project plans to formulate the School Management Plan, which encompasses financial management,

organizational and program development, and equipment/facilities maintenance plan. It is envisaged that preparation process of the document itself will inevitably involve constructive discussion and strategic thinking on school development among staff members of the school. As such, it is requested that the Project immediately initiate the formulation process of the school management plan and complete it before the termination of the Project.

(3) Dissemination of the Project results

As reported earlier, the ENP has now been considerably upgraded its capacity as a result of the Project. This would potentially attract other “clients” who seek for competent training providers in the fisheries sector. However, the fact that ENP has upgraded its technical capabilities offering a wide range of fisheries related training may not be fully known among potential clients. In this connection, it is advisable that the Project prepare an information brochure that describes the available professional services. In addition, the Project plans to organize a consultative meeting with relevant agencies in the fisheries sector. The project is encouraged to fully utilize the opportunity of such event to disseminate the information above.

**B. Actions required after the Project completion**

(1) Periodical review of newly established approaches/mechanisms

Under the Project, the ENP strengthened its capability of providing quality vocational training on fisheries by incorporating new approaches and operation mechanisms as below. It can be said that these are all valuable assets of the school since the positive effects of establishing new approaches/mechanisms can be sustained for longer period of time. On the other hand, the functionality of these approaches/mechanisms can be easily lost if they are not properly “maintained”. Therefore it is recommended that the effectiveness of these approaches/mechanisms be periodically examined so as to carry out necessary adjustments in a timely manner.

- ◆ Articulation of guiding documents (e.g Directive de la formation par l’ENPMM)
- ◆ Introduction of one-year regular training programme for prospective fishers
- ◆ Introduction of specialized sub-courses for the regular training programme
- ◆ Introduction of a new school admission policy that facilitates the entry of applicants from fishing communities
- ◆ Development of the “Team teaching system”
- ◆ Establishment of (school management) sub-committees

(2) Securing financial stability of school administration

It is a common understanding among relevant authorities that ENP plays a very important role for national food security, stability of rural livelihoods and supporting development of the fisheries sector through provision of quality professional training on fisheries. However, such recognition has not been reflected in the budget allocation to the school; hence it is strongly urged again that relevant authorities exert utmost efforts to ensure necessary administrative and operational funds to be allocated to the school so as to ensure sustainability of the ENP.

(3) Exploring the possibility of revenue generation by ENP

It is observed that there are increasing needs for ad hoc training on fisheries. In another word, they are potential clients of the ENP. If ENP is allowed to deliver professional services to outside clients (with

charge), it could tap these opportunities. Then revenue generated from such services would supplement the government budget and hence contribute to more stable financial management of the school. As such, it is suggested that all the parties concerned on this issue consider the possibility of allowing ENP to generate revenue through provision of professional services. For the ENP to provide professional services, it is essential that ENP exercises proper planning and further widens the scope of training subjects to flexibly respond to the client needs.

#### **4-2. Lessons Learned**

##### **(1) Design to secure the communication at central level**

In order to implement the Project effectively, it is essential that the frequent communication and understanding of central ministries to be secured. When the Project site is situated in the country side and distant from central ministries, and/or when the concerned relevant ministries are more than one, it would be more effective to put some measures to ensure the frequent communication with central level, such as 1. dispatch of an individual advisor at the central level when the budget allows, or 2. allocate extra MM for a Japanese expert with the specific TOR of coordination.

##### **(2) The incorporation of activity and project duration in the Project design to ensure an exit strategy to strengthen the sustainability of management capacity**

It is important to incorporate an exit strategy (activity, duration) to secure the technical and financial sustainability in the Project design. Especially when the JICA supports the major part of the budget required for the Project activities, it is necessary to consult with relevant agencies at the much earlier stage, how the activities be continued after the end of the Project by utilizing the capacitated lecturers and the provided equipment. In addition, when the operational environment is difficult as the case of Comoros, it is more desirable if the sufficient Project period can be provided to enhance its sustainability by consideration the necessary time to set up the Project as well as the expected delay in the progress of activities, the time to implement the developed school management plan as well as for CPs to implement it by themselves, and the time to conduct the exit strategy to secure financial sustainability.

##### **(3) Clarification of the targeted trainees depending on the situations**

When conducting the technical assistance to vocational training institutions, the training contents are more to be focused, namely “what kind of trainings should be provided?” At the same time, it is important to pay attention on “Who should be trained?” By reviewing the conditions surrounding the Project, it is essential to discuss the image/ideal type of human resources who are to be trained. The revision of the selection process will contribute to directly enhance the effectiveness of the Project.

##### **(4) Documentation of the policy and strategy for school management, and the creation of such measure**

When aiming at strengthening the school management, the first approach is to strengthen the capacity of responsible personnel. However, the sustainability will not be secured, unless his or her personal knowledge and skills on the institutional management are handed over to successors. The Project was under the process to document the plans, such as the policy and strategy of school management; at the same time the Project put the measures in place, such as the establishment of sub-committees and the introduction of team teaching system. Such efforts are considered to be effective to secure the sustainability of the effect of the Project; hence the similar project can take it into the consideration. Moreover, the documentation of

the institutional management plan is effective to ensure the consistency of its operation as well as to serve as a basic documents at the time of reviewing the operational policy.