Independent Evaluation of the Shimanami Collective: Sea and Human Security for a Free and Open Indo-Pacific Project

Final Report

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Foreword

The "Shimanami Collective: Sea and Human Security for a Free and Open Indo-Pacific" aimed to increase the knowledge and capacity of participants from countries in the Indo-Pacific region, to enhance and secure climate, environmental, economic, food and maritime security, as well as establish lasting professional networks across the region. The project was developed following a number of international efforts to reaffirm and highlight the importance of integrated approaches to security in order to address common challenges across the Indo-Pacific region, including Japan's efforts to promote a Free and Open Indo-Pacific (FOIP), and initiatives such as the ASEAN Outlook on the Indo-Pacific, and the Pacific Island Forum's (PIF) Strategy for the Blue Pacific Continent.

The project received US$ 2,919,708 funding from the Ministry of Foreign Affairs of Japan.

The evaluation assessed the relevance, coherence, effectiveness, efficiency, likelihood of impact, likelihood of sustainability and cross-cutting issues. The evaluation served learning and accountability purposes and covered the period from March 2024 to March 2025.

The evaluation followed a mixed-methods approach. The evaluation methods and tools included a desk review, participant survey, semi-structured interviews, and an outcome mapping exercise during a field visit to Japan. The short timeframe of the project and the evaluation's timing did not allow for a comprehensive assessment of the project's intended longer-term impact.

The evaluation found the project's relevance, coherence, effectiveness and efficiency to be satisfactory. The likelihood of impact, likelihood of sustainability and cross-cutting issues were rated as moderately satisfactory.

The evaluation issued a set of five recommendations of which three were accepted and two partially accepted. The evaluation was managed by the UNITAR Planning, Performance Monitoring and Evaluation (PPME) Unit and was undertaken by James Dickson. The PPME Unit is grateful to the evaluator, the UNITAR Hiroshima Office team, as well as other project stakeholders for providing important input into this evaluation.

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Final Evaluation of the Sea and Human Security for a Free and Open Indo-Pacific Project

unitar
United Nations
Institute for Training and Research

PROJECT OVERVIEW

The "Shimanami Collective: Sea and Human Security for a Free and Open Indo-Pacific" project was a 12-month capacity-building initiative (March 2024 - March 2025) implemented by the United Nations Institute for Training and Research (UNITAR) Hiroshima Office (HO). It aimed to enhance knowledge and skills in sea and human security among government officials, civil society, and private sector actors from Pacific Small Island Developing States (SIDS) and ASEAN countries. The project was funded by Japan's Ministry of Foreign Affairs and aligned with Japan's Free and Open Indo-Pacific (FOIP) strategy.

The programme was delivered in three phases:
- Phase I: Online Training — 915 participants
- Phase II: Regional Workshops (Jakarta, Nadi) — 152 participants
- Phase III: Final Workshop in Japan — 50 participants

METHODOLOGY

Purpose
To assess the project's performance across key criteria and provide actionable insights to enhance future training on sea and human security in the Indo-Pacific.

Scope
- Timeframe: March 2024 – March 2025
- Evaluation Criteria: OECD-DAC + UNEG norms and standards

Data Sources & Methods
- Document review (project reports and materials)
- 31 stakeholder interviews (semi-structured)
- Surveys (post-training and evaluation-specific)
- Outcome mapping with key stakeholders

Limitations
- Short implementation period, limiting visibility of long-term impacts
- Lack of data on sustained outcomes over time

EVALUATION CRITERIA OVERVIEW

KEY FINDINGS

1. RELEVANCE
Aligned with participants' national priorities and professional needs
Addressed interconnected regional security challenges (climate, maritime, food)

2. COHERENCE
Complemented FOIP, SDGs, and UN cooperation frameworks
Built on UNITAR's previous training efforts (e.g., DRR & women's leadership)

3. EFFECTIVENESS
Participants reported strong knowledge and confidence gains
518 project plans submitted — several already implemented
Hybrid format supported meaningful networking and peer exchange

4. EFFICIENCY
Delivered on time and within ~$2.9M budget
Online phase ensured broad participation; in-person added depth

5. LIKELIHOOD OF IMPACT
Early signs of influence on policy, community action, and career growth
Long-term impact will depend on funding, institutional support, and follow-up

6. SUSTAINABILITY
Participant-led projects and networks show potential
Continuation varies depending on local support and resources

7. CROSS-CUTTING ISSUES
Gender, human rights, and environmental themes embedded
Disability inclusion and tailored content need strengthening

RECOMMENDATIONS

- Improve the formulation of project results statements, indicators and theory of change.
- Consider how to provide further interdisciplinary training programmes on issues related to sea and human security and closely collaborate with UN country teams and national actors.
- Consider having distinct training programmes for potential leaders (e.g. in sea and human security and related topics), depending on career stage and consider expanding training to institutions.
- In future trainings on sea and human security and related topics in the region, consider having more adapted gender and human rights training.
- In future programming, find ways to support participants in the "last mile" for implementation of projects, presentation of policy briefs, etc.

LESSON LEARNED

1. A broad curriculum that highlights and emphasizes the interconnections between topics in sea and human security fulfils a relevant niche and need.
2. A phased approach to hybrid training helps to balance broad reach with targeted interventions.
3. In-person and group activities are pedagogical tools as well as means to establish and strengthen personal connections.
4. Sufficient time and a targeted communications strategy may be necessary to reach relevant demographics and to allow for entry into a phased training pipeline.

Executive summary

The *Shimanami Collective: Sea and Human Security for a Free and Open Indo-Pacific* (Sea and Human Security programme) was implemented by the United Nations Institute for Training and Research (UNITAR) and aimed to increase the know-ledge and capacity of participants from countries in the Indo-Pacific region, to enhance and secure climate, environ-mental, economic, food and maritime security, as well as establish lasting professional networks across the region. The project was developed following a number of international efforts to reaffirm and highlight the importance of integrated approaches to security in order to address common challenges across the Indo-Pacific region, including Japan's efforts to promote a *Free and Open Indo-Pacific* (FOIP), and initiatives such as the *ASEAN Outlook on the Indo-Pac*ific, and the Pacific Island Forum's (PIF) *Strategy for the Blue Pacific Continent*.

The programme was split into three phases: a set of online training modules (phase I), regional workshops held in Jakarta, Indonesia and Nadi, Fiji and development and presentation of group policy analysis and recommendations (phase II), and a final workshop held in Japan, including the development and presentation of group policy briefs (phase III). Participants were selected by UNITAR for participation in each following phase based on qualitative assessment of their performance, including individual project plans in areas related to sea and human security. Over 900 people participated in the online phase, 152 in the second phase, and 50 in the final phase of the training.

The evaluation assessed the relevance, coherence, effectiveness, efficiency, likelihood of impact, likelihood of sustainability and cross-cutting issues. The evaluation served learning and accountability purposes and covered the period from March 2024 to March 2025. The evaluation followed a mixed-methods approach. The evaluation methods and tools included a desk review, participant survey, semi-structured interviews, and an outcome mapping exercise during a field visit to Japan. The short timeframe of the project and the evaluation's timing did not allow for a comprehensive assessment of the project's intended longer-term impact.

The evaluation found that the training programme was highly relevant to the professional needs of participants and the priorities of their countries, particularly in areas at the intersection of human security and challenges such as climate change, environmental degradation and economic development. The programme's broad approach, which explored interconnected aspects of sea and human security, was a significant advantage, enabling participants to develop a more holistic understanding of their work and recognize interconnections between themes, moving away from siloed approaches. This broad approach also allowed the project to contribute to various UN strategic initiatives, including several Sustainable Development Goals (SDGs), and provided substantive support to Japan's Free and Open Indo-Pacific (FOIP) strategy.

While the programme was well-received, a notable tension existed between the broad nature of the programme and the specific aims of its participants, particularly regarding different career stages. Early-career and mid-career professionals, though valuing the shared learning experiences, sometimes faced divergent needs and challenges. The programme

effectively complemented participants' existing knowledge and training, building upon previous UNITAR programmes, especially in Disaster Risk Reduction (DRR), by incorporating lessons learned and leveraging existing institutional knowledge and staff expertise.

Participants reported significant knowledge gains and made relevant professional connections, especially in the in-person phases. The multi-phased hybrid approach, blending online learning with regional and J in-person workshops in Japan, proved effective in balancing broad reach with targeted interventions and fostering meaningful professional networks. While early evidence suggests the likelihood of contributions to positive impacts on national policy, capacity building, coordination and career development, long-term sustainability remains contingent on external factors such as funding and organizational support. The programme also notably integrated gender equality, women's empowerment and human rights issues, with environmental sustainability forming a central part of the curriculum across all phases.

The evaluation issued the following five recommendations:

1. UNITAR should improve the formulation of project result statements, indicators and the theory of change.

2. UNITAR should consider how to provide further interdisciplinary training pro-grammes on issues related to sea and human security and closely collaborate with UN country teams and national actors.

3. UNITAR should consider having distinct training programmes for potential leaders (e.g. in sea and human security and related topics), depending on career stage and consider expanding training to institutions.

4. UNITAR should consider, in future trainings on sea and human security and related topics in the region, having more adapted gender and human rights training.

5. In future programming, UNITAR should find ways to support participants in the 'last. mile' for implementation of projects, presentation of policy briefs, etc.

Lessons Learned

The evaluation highlighted four lessons learned that can inform the development and implementation of future programming. These were:

- A broad curriculum that highlights and emphasises the interconnections between topics in sea and human security fulfils a relevant niche and need.
- A phased approach to hybrid training helps to balance broad reach with targeted interventions.
- In-person and group activities are pedagogical tools as well as a means to establish and strengthen personal connections.
- Sufficient time and a targeted communications strategy may be necessary to reach relevant demographics and to allow for entry into a phased training pipeline.

Acronyms and abbreviations

2030 Agenda	The 2030 Agenda for Sustainable Development
ASEAN	Association of Southeast Asian Nations
CSOs	civil society organization
DRR	Disaster Risk Reduction
FOIP	Free and Open Indo-Pacific
GDP	Gross Domestic Product
GEEW	gender equality and the empowerment of women
GESI	Gender Empowerment and Social Inclusion'
GHG	Greenhouse Gas
IFAD	International Fund for Agricultural Development
IMO	International Maritime Organization
LNOB	Leave No One Behind
LDCs	Least Developed Countries
MMEA	Malaysian Maritime Enforcement Agency
NGOs	Non-governmental organizations
OECD DAC	Organisation for Economic Co-operation and Development Development Assistance Committee
PIF	Pacific Island Forum
PPME	Planning, Performance Monitoring and Evaluation
PSC	project support costs
SDGs	Sustainable Development Goals
SIDS	Small Island Developing States
UNEG	United Nations Evaluation Group
UNITAR	United Nations Institute for Training and Research
UN-SWAP	UN System-Wide Action Plan on Gender Equality and the Empowerment of Women
WIMAs	Women in Maritime Associations

Background

Overview

1. The Shimanami Collective: Sea and Human Security for a Free and Open Indo-Pacific (Sea and Human Security project) was implemented by the United Nations Institute for Training and Research (UNITAR) with the aim *"to provide government officials and activists in the Pacific Small Island Developing States (SIDS) and countries in the Association of Southeast Asian Nations (ASEAN) with the skills, knowledge and capacity to enhance and secure climate, social, economic, food and maritime security and establish a coordination mechanism across the Pacific."*[1] To achieve this, the project envisaged targeting government officials and representatives from the private sector and civil society organization (CSOs) with basic knowledge and skills in sea and human security, through in person and online training, workshops and conferences.

2. The project was developed following a number of international efforts to reaffirm and highlight the importance of integrated approaches to security in order to address common challenges across the Indo-Pacific region. This included the outcome of a meeting of the leaders of the G7 group[2] and other countries[3] that took place in Hiroshima, Japan in 2023, and which reiterated support for an Indo-Pacific region that is 'inclusive, prosperous, and secure' and reaffirmed the need for cooperation across the region, including with members of the Association for Southeast Asian Nations (ASEAN) and with Pacific Island countries.[4] The project also comes in the context of a number of efforts to take integrated approaches to the sustainable development of the wider region, including:

   - The ASEAN Outlook on the Indo-Pacific,[5] which seeks to increase regional cooperation across areas including maritime safety and security, marine pollution and management of maritime resources, coastal and maritime-related livelihoods, and efforts to achieve the 2030 Agenda for Sustainable Development (2030 Agenda)
   - The Pacific Island Forum (PIF) 2050 Strategy for the Blue Pacific Continent ('Blue Pacific Strategy') which addresses a broad range of challenges facing the Pacific region, including in peace and security, economic development, climate change, disaster resilience, management of marine resources and regional connectivity
   - The United Nations Sustainable Development Cooperation Framework for the Pacific (2023 – 2027), which aims to accelerate regional progress towards the Sustainable Development Goals, including in areas such as resource management, climate change adaptation and mitigation, disaster resilience and response and green and blue economies

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[1] Sea and Human Security project document
[2] Canada, France, Germany, Italy, Japan, the United Kingdom, and the United States
[3] Australia, Brazil, the Comoros, the Cook Islands, India, Indonesia, South Korea, Viet Nam
[4] See *G7 Leaders Communiqué* (20 May 2023)
[5] See: https://asean.org/speechandstatement/asean-outlook-on-the-indo-pacific/

3. The project's donor (providing US$ 2,919,708), the Ministry of Foreign Affairs of Japan, has expressed its support for these and other initiatives to help promote the Government of Japan's Free and Open Indo-Pacific (FOIP) regional framework. The project built upon Japan's overall policy to support human security and, particularly, the FOIP, which aims to enhance the connectivity of the Indo-Pacific region and foster a prosperous region that values freedom and the rule of law, free from force or coercion.

4. Furthermore, the project has built upon UNITAR's Sea and Human Security Training Programme, which ran for more than 10 years (until 2011), as well as the Tsunami-based Disaster Risk Reduction (DRR) Women's Leadership Training Programme, targeting Pacific SIDS, and other training programmes targeting ASEAN countries.

Improving knowledge of Sea and human security is a key objective of this project, though the exact scope and definition of this was never precisely defined in the project document. The project document does mention the broad range of issues linked to notions of security in the region (specifically, in the context of the PIF Blue Pacific Strategy),[6] including economic conditions, food supply, climate resilience, trading and transport networks, disaster preparedness and response, maritime governance, etc.

This seems to be broadly in line with the notion of 'human security' as it has been discussed in the United Nations context over a number of years. In this approach, human security represents an effort at identifying and addressing widespread and cross-cutting challenges to the survival, livelihood and dignity of people.[7] It entails a comprehensive approach to understanding how government agencies and other stakeholders work together to support the realisation of individual rights and community development, with a particular focus on local conditions and contexts, and is more recently viewed as a means to support the achievement of the 2030 Agenda.[8]

While other UN system agencies have working definitions of what constitutes sea or maritime security,[9] these appear to lack the focus on interconnected challenges implied by human security approach. In the context of the UNITAR Sea and Human Security project, the inclusion of 'sea' with human security appears to mean an approach that privileges those aspects of human security (e.g. economic, environmental, governance-related, etc.) that have some connection with the maritime sphere. The working understanding of 'sea and human security' implied in the project therefore along the lines of 'human security as seen through a focus on maritime-related issues and challenges.'

Project objectives

5. The project aimed to provide government officials and activists in the Pacific SIDS and ASEAN countries with the skills, knowledge and capacity to enhance and secure climate, environmental, economic, food and maritime security and establish a coordination mechanism across the Pacific. The central activities of the project consisted of online training and in-person workshops. The training content included components of sea and human security, economic security, food and climate security,

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[6] Pacific Islands Forum, *2050 Strategy for the Blue Pacific Continent*
[7] A/RES/66/290 (2012)
[8] A/78/665 (2024)
[9] See, for example, the IMO's work on maritime security which has a strong focus on protection of shipping and port facilities:
https://www.imo.org/en/ourwork/security/pages/guidemaritimesecuritydefault.aspx

environmental security and maritime cooperation. Aligned with these topics, the primary objectives of the project were to:

1. Enhance basic knowledge of sea and human security
2. Promote economic security through trade and access to markets, fisheries and tourism and enhance public and private partnerships
3. Enhance food and climate security by supporting stable and climate-resilient marine and land food production, effective trading and transportation across the region
4. Nurture environmental security and maritime cooperation, including regional monitoring and surveillance, disaster response and emergency rescue operations

6. These four objectives reflected a situation analysis that covered interconnected human and security issues across economic, food and agriculture, climate change and natural disasters, and maritime security (see summary in Table 1 below).

Table 1- Summary of situation analyses at project outset

Area	Situation at project outset
Economic	During the COVID-19 pandemic, SIDS, heavily reliant on tourism, faced significant economic contraction, with average Gross Domestic Product (GDP) for Fiji, Palau, Samoa, Tonga and Vanuatu shrinking by 6.6 per cent in 2020, and the broader Pacific region experiencing a -5.4 per cent average GDP growth from 2019-2021. While the World Bank projected a GDP increase for Pacific Island countries and territories in 2024, a full recovery to pre-pandemic livelihood and economic levels was anticipated to be a lengthy process. In stark contrast, major ASEAN tourism destinations like Malaysia, the Philippines and Thailand largely recovered their GDP to pre-pandemic levels by 2023, benefiting from strengthened geopolitical ties and experiencing some of the fastest economic growth globally in 2022, despite an expected slowdown in 2023 due to financial pressures and weaker global demand.
Food and agriculture	The Pacific Island countries faced an 8 per cent rise in their Consumer Price Index between January and June 2022, exacerbating hunger and poverty due to the combined impact of the pandemic and the Russia-Ukraine crisis, disproportionately affecting vulnerable populations. The collapse of tourism, a critical sector that generated 11.1 per cent of GDP and 130 000 jobs in 2018, led to widespread job losses, deteriorating fiscal balances and increased food insecurity in the Pacific. In contrast, ASEAN has proactively addressed food security through its Integrated Food Security Framework since 2009, with the latest framework (2021-2025) focusing on long-term food security, knowledge exchange and stakeholder guidance, underscored by a 2023 declaration on strengthening food security in response to crises, recognizing the increasing pressures on their food system for a population expected to reach 723 million by 2030, despite climate change and the pandemic impacting agricultural production.

Climate change and natural disasters	Both the Pacific and ASEAN regions are highly susceptible to increasingly intense and frequent multi-hazard events, compounded by climate change, which disproportionately impacts resource-scarce nations and vulnerable populations. The 2022 Hunga-Tonga Hunga-Ha'apai volcanic eruption and 2023 Tropical Cyclones Judy and Kevin in Vanuatu, affecting two-thirds of its population, exemplify the significant socioeconomic consequences of these external shocks on tourism, food security, and trade in Indo-Pacific SIDS, where a large percentage of the population lives in low-lying coastal areas susceptible to sea-level rises, storm surges and flooding, leading to displacement and threats to livelihoods, culture and dignity. While ASEAN has experienced substantial economic and population growth, this has come at the cost of increasing greenhouse gas emissions and environmental degradation, including the loss of biodiversity-rich tropical forests and peatlands due to fossil-fuel-dependent industrialization and land-use change.
Maritime security	Both the Pacific and ASEAN regions grapple with significant security challenges stemming from inadequate governance, internal political instability in some countries and escalating geostrategic competition. Pacific Island countries, in particular, face complex maritime security and safety issues due to their vast exclusive economic zones and dispersed islands, making them vulnerable to illegal fishing, drug trafficking and sovereignty violations.

7. The project had a further goal to help develop two lasting regional networks of expertise across ASEAN and the Pacific, with skills and knowledge to help promote dialogue and experience sharing to address issues of sea and human security.

Project scope

8. The project was implemented in 12 months (March 2024 to March 2025) and targeted 14 SIDS in the Pacific region and 10 ASEAN countries. The project document included the possibility of extending its geographic scope to additional countries, with particular mention of Comoros, Madagascar, the Maldives, Mauritius, the Seychelles, Sri Lanka and Timor-Leste. The final list of countries with participants attending one or more phases of the training is given below:

• Brunei Darussalam	• Papua New Guinea
• Cambodia	• Philippines
• Cook Islands	• Samoa
• Micronesia	• Singapore
• Fiji	• Solomon Islands
• Indonesia	• Sri Lanka
• Kiribati	• Thailand
• Lao PDR	• Timor-Leste
• Malaysia	• Tonga
• Marshall Islands	• Tuvalu
• Myanmar	• Vanuatu
• Palau	• Viet Nam

Beneficiaries
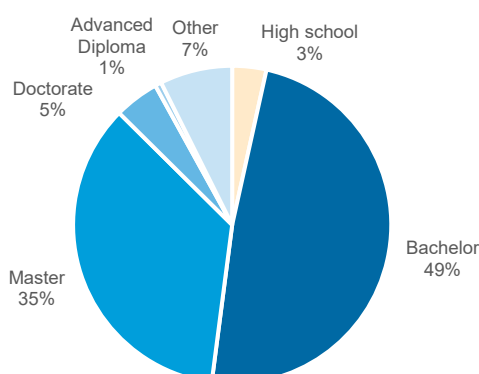
Figure 1 - Educational background of participants (all phases)

9. The training programme was open to people across the region, with a wide range of career stages, professional profiles and types of organization represented. Viewed across all training programme phases, just over half of the participants had a Bachelor's degree and a third a Master's degree. Twenty-one per cent of the participants worked in civil society organizations (CSOs), 19 per cent in academia, 16 per cent in national government agencies and 12 per cent in the private sector, with smaller numbers of participants working in state or local government, regional organizations and the UN system.

10. There were approximately equal numbers of men and women, and a small (2 per cent) number of non-binary participants. The average age of those who enrolled in the programme was 34, though there was considerable variation in age among participants, ranging from 18 to over 60 years old. The average number of years of experience was eight, again though with a considerable range, including from students currently enrolled in undergraduate studies through to recently retired. Around 5 per cent of overall participants across the three phases considered themselves to have a disability of some kind.

Methodology

Overview

11. The evaluation assessed the project's performance by examining its achievement of results, constructing the project's theory of change, its implementation processes and the contextual factors involved. It aimed to establish causal connections as much as possible (through use of tools such as outcome mapping), guided by the evaluation criteria and questions. The overall approach aimed to be:
    - Retrospective: identifying and assessing the achievements to date, completion of outputs and deliverables against stated objectives, as well as steps taken in planning and implementation.
    - Forward-looking: providing useful findings and recommendations that can be utilized by UNITAR and other relevant stakeholders, helping to facilitate future decision making.

12. In following this overall approach, the evaluation made use of key sources of evidence. These included:
- **documentary evidence** – particularly the project and related documents, as well as project reporting and other materials
- **stakeholder interviews** – particularly through semi-structured discussions
- **outcome mapping** with key stakeholders
- **surveys** – including data from both post-training surveys administered by project management as well as from a survey conducted by the evaluation

Evaluation criteria

13. The evaluation applied the six Organisation for Economic Cooperation and Development (OECD) Development Assistance Committee (DAC)[10] criteria[11] (see Table 2 below) as key 'lenses' through which to examine the project and its effects. The evaluation also followed the United Nations Evaluation Group (UNEG)[12] standards, as most relevant to evaluators in the conduct of evaluations. These served as both a guide as well as a checklist for assessing the quality of the evaluation approach and resultant deliverables. Moreover, the evaluation made use of further UNEG guidance on integration of human rights and gender into evaluations.[13]

Table 2 - OECD DAC Criteria

Criteria	Meaning
Relevance	Is the project doing the right things?
Coherence	How well does the project fit?
Effectiveness	Is the project achieving its objectives?
Efficiency	How well are resources being used?
Impact	What difference does the project make?
Sustainability	Will the benefits last?
Cross-cutting issues	To what extent has cross-cutting issues such as gender equality and empowerment of women, disability inclusion, environmental sustainability, and human rights been integrated into project planning and implementation?

Evaluation questions

14. Key evaluation questions and sub-questions were developed together with the UNITAR Planning, Performance Monitoring and Evaluation (PPME) Unit and shared with the project team, covering the six OECD DAC evaluation criteria above along with an additional 'cross-cutting' criterion. This latter criterion was chosen to integrate questions related to:

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[10] Organization for Economic Cooperation and Development (OECD) Development Assistance Committee (DAC). See: https://www.oecd.org/en/about/committees/development-assistance-committee.html

[11] OECD DAC Network on Development Evaluation, *Evaluating Development Cooperation: Summary of Key Norms and Standards* (Second Edition)

[12] See: https://www.uneval.org/

[13] UNEG (2014) *Integrating Human Rights and Gender Equality in Evaluations. See:* Integrating Human Rights and Gender Equality in Evaluations | UNEG

- mainstreaming of gender equality and the empowerment of women (GEEW) into both project planning and implementation, as well as into the substantive content of capacity building
- mainstreaming of the promotion of human rights and disability inclusion, as well as the principle of 'Leave No One Behind' (LNOB)[14]
- mainstreaming of the promotion of environmental sustainability
- how project management, and in particular the principles of results-based management (RBM) have contributed to project results

15. Furthermore, it should be noted that the evaluation assessed the 'likelihood of impact' and the 'likelihood of sustainability' for the impact and sustainability criteria respectively. This is due to the longer timeframes needed to demonstrate evidence of impact and sustainability, beyond the lifetime of the project and timeframe of this evaluation.

Table 3 - Key evaluation questions

Key evaluation questions	Sub-questions
RELEVANCE *To what extent did the project activities and results contribute to Member States needs and priorities?*	How did the project theory of change anticipate contributing to key Member States goals and objectives, such as goals and targets in the 2030 Agenda, the UNITAR Strategic Framework, the PIF Strategy for the Blue Pacific Continent, ASEAN's Outlook on the Indo-Pacific etc.? How well did the project identify and address relevant security challenges in the region, in line with needs and priorities of beneficiaries and other relevant stakeholders?
COHERENCE *To what extent does the project complement and build upon the work of UNITAR and other actors in the region?*	How does the project build upon and complement previous UNITAR projects, as well as any relevant ongoing work by the organization? How does the project relate to any similar work undertaken by national, regional, and international organizations in the area of sea and human security as well as international frameworks?
EFFECTIVENESS *To what extent has the project delivered its outputs according to expectations of quality, comprehensiveness, etc.?*	To what extent have the project activities resulted in enhanced capacities in: • strengthened regional networks on sea and human security? • project plans to increase resilience in local communities? To what extent has the training methodology (including, inter alia, needs assessment, drafting of project plans,

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[14] LNOB refers to efforts to combat inequalities and promote inclusion, paying attention to the most vulnerable, both within and between countries. See, for instance: UN Chief Executives Board (CEB) *Leaving No One Behind: Equality and Non-Discrimination at the Heart of Sustainable Development* (2017)

	mentoring and coaching, project pitches, and study tours) contributed to achieving the intended outcomes? What are the key factors that have promoted or hindered effectiveness of the project, including the use of partnerships?
EFFICIENCY *To what extent has the project delivered its activities according in an efficient manner?*	To what extent has the project delivered its planned results according to planned budget and timelines? What measures, if any, has the project taken to ensure efficient delivery of project activities (in terms of both time and resources) compared to alternative approaches?
LIKELIHOOD OF IMPACT *To what extent are the project interventions likely to create higher-level outcomes and impacts?*	To what extent is there evidence that project interventions are on a credible pathway to longer-term outcomes and impacts? What early signs of impact have emerged, if any? What measures has the project put into place to help promote impact?
LIKELIHOOD OF SUSTAINABILITY *To what extent are the project interventions likely to continue to provide benefits beyond the lifetime of the project?*	To what extent has the project identified and made use of mechanisms to sustain project results in the long term? What are the key challenges to sustainability of results and how are these being addressed?
CROSS-CUTTING *To what extent have important cross-cutting issues (e.g. human rights, gender, disability inclusion, LNOB, environment, etc.) been integrated into planning and implementation?*	To what extent has the project planning and implementation taken into account participation and the different needs and experiences of women and people with disabilities? How has the project contributed to key initiatives such as promotion of human rights, and LNOB? How has management of the project, its activities, and its results, contributed to each of the criteria? How has environmental sustainability been considered during the project design and implementation?

Document review

16. As part of the evaluation, 100 project-related documents and other materials were reviewed. A set of inclusion criteria based upon the evaluation questions were then used to identify documentary evidence for one or more of the evaluation criteria (see annex E). Where possible, text extracts from these documents were included in an excel table, and each was given one or more tags (i.e. according to 'relevance', 'coherence', 'effectiveness', etc). This documentation included both files from the project itself, as well as presentations and other materials from project participants, in particular those that participated in the second and third phases of the training programme.

17. Beyond the initial review of project-related documents, additional documentation was sought during the course of the evaluation in order to provide evidentiary support to answers to the evaluation questions. This included, for instance, national policy and strategic documents as well as programming instruments from international organizations and regional bodies (e.g. UN, ASEAN and the PIF).

Surveys

18. The evaluation made use of several different survey instruments. Firstly, the evaluation reviewed and analysed the data collected by the project following each of the project phases. This provided four sets of anonymous survey results – one set each from the first and third phases of the training programme, and two sets of results from the second phase (representing the separate training workshops held for participants from Asia and the Pacific regions). Table 4 below outlines the survey response numbers and rates for each post-training survey instrument.[15]

Table 4 - Post-training survey responses

Phase I	Phase II (Asia)	Phase II (Pacific)	Phase III
283 responses (55 per cent of number completing the online course)	61 responses (76 per cent of workshop participants)	66 responses (92 per cent)	42 responses (84 per cent)

19. Secondly, the evaluation conducted its own survey of participants across all three training programme phases. The questions in this survey were based on the evaluation criteria and were therefore more directly aligned with the purposes of the evaluation (see annex C for questions). The survey questions for the evaluation survey were reviewed by both the UNITAR PPME Unit and the Hiroshima Office. These questions were sent electronically to participants from all three project phases in February 2025. A total of 173 responses were received for the evaluation survey. Figures 1-3 below provide an overview of the gender, geographic and age distribution of evaluation survey respondents. Moreover, 43 per cent of evaluation survey respondents considered themselves as 'indigenous' and 9 per cent of respondents indicated that they had one or more disabilities.[16]

20. The geographic distribution of evaluation survey responses favours Asian countries, in line with the distribution of participation in phase I of the training programme (though not the more balanced composition of the cohorts for phases II and III). The evaluation survey data also showed a broad range of ages and levels of experience (see Figure 4), with somewhat more responses from those in the early years of their career (again,

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[15] Note that gender and country / geographic information was not collected from respondents in these surveys. Also note that the Phase I survey did not ask each participant if they had completed all course modules

[16] These included auto-immune conditions, developmental / learning disabilities, progressive conditions (e.g. muscular dystrophy), sensory impairments, mental health conditions, and physical conditions.

this somewhat reflects the composition of the training cohorts themselves, particularly those from the Asian region).
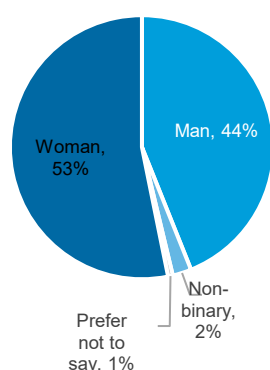
Figure 2 - Gender of evaluation survey respondents
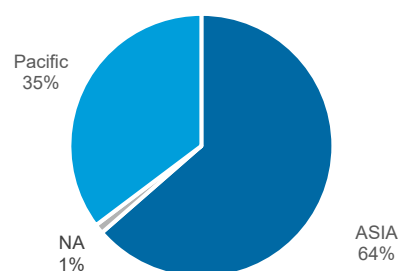
Figure 3 - Region of evaluation survey respondents
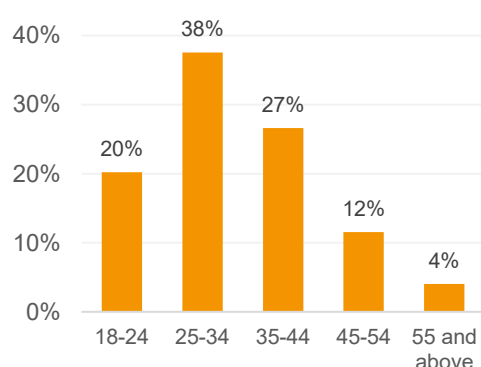
Figure 4 - Age distribution of evaluation survey respondents
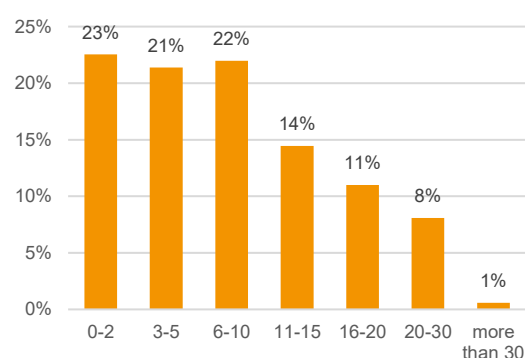
Figure 5 - Evaluation survey respondents' years of experience

Semi-structured interviews

21. As part of the evaluation, a series of confidential interviews were held with participants, members of the project team, the donor and other stakeholders. The interviews were conducted either in person or online. These interviews were semi-structured, making use of the key evaluation questions and sub-questions as focus points for discussion, but allowing interviewees the freedom to provide additional context and insight. The evaluator took confidential notes during these discussions, the content of which was summarized and included in an Excel table with relevant points classified by key evaluation question and sub-question. The interviews were confidential and resultant material edited so as not to include names or other identifiable information about the interviewees. In several interviews, the evaluator used automated software [17] to transcribe the discussion, with the prior approval of the interviewee (this text was later anonymized and included in the aforementioned Excel table).

22. In-person interviews were held with participants and trainers available during the workshop in Japan (Phase III of the training programme), while online interviews were

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[17] The online Otter.ai platform

conducted with participants who participated as far as the regional workshops in Jakarta and Nadi (Phase II of the training programme), and with some participants who only participated in the online training sessions in the first phase of the training programme. Discussions were also held with a representative of the project donor, the project team, as well as other stakeholders. For the participants in the programme, a list of interviewees was developed based on:

- Inclusion and balance in demographics, including participants' gender, nationality, and status as indigenous, or experiencing a disability
- Whether the participant provided substantial answers to survey questions on how they have applied the training, or changes that they have seen as a result of the training
- Whether the participant provided examples of having participated in a professional network following the training

23. The evaluation sought inputs from 31 interviewees. This included 25 (81 per cent) who participated in the training, and 6 (18 per cent) who were involved in the design and implementation of the training programme. Of the project participants interviewed, 56 per cent were from Asian countries and 44 per cent from the Pacific. There was also one interview with the project donor. A breakdown of the interviews can be found in Figure 6 and Figure 7 below. Interviews were typically around one hour in length. In some cases, interviews were supplemented with information received via email. This material was transcribed, and relevant information was included in an Excel table and coded according to its relevance to one or more evaluation criteria.
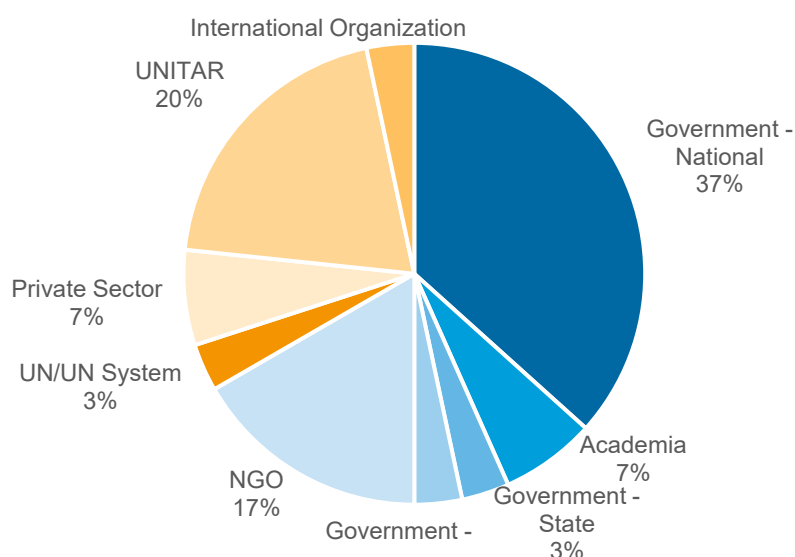
Figure 6 - Interviewees by organization
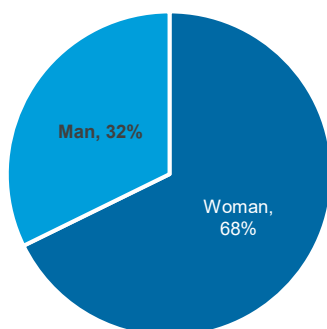
Figure 7 - Gender of interviewees

Outcome mapping exercise

24. An in-person outcome mapping workshop was held with training participants in the third phase of the programme, in Tokyo, Japan. A summary of the field visit is included in Annex F. The aim of the workshop was to help identify how training from the programme had been applied by the participants, and what effects they had seen from applying the training (positive or negative). All 50 participants of the third phase of the programme were present and participated in the workshop.

25. Participants were already divided into their various 'policy groups' – groups of 5-6 working on a similar thematic area (e.g. fishing, marine pollution, etc).[18] The workshop began by discussing the idea of a 'theory of change' and how this may apply in their own individual professional contexts. Participants were then asked to individually reflect on:
    - the intended or unexpected things have happened as a result of the course
    - the changes in knowledge, attitudes and behaviours in others as a result of participants applying the training[19]

26. Participants then discussed their individual experiences in their policy groups. Together, they developed an illustration of how change worked in their respective policy areas, either providing an overview of common elements that they'd noted in all their stories, or in some cases choosing one representative outcome story to illustrate change. These were presented by each group along with individual thoughts and reflections on what changes they'd seen, and difficulties they had encountered.

27. This exercise helped the evaluation to identify:
    - Examples of actions taken following the training, and resultant outcomes

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[18] There were a total of ten policy groups in the third phase of the course, which built upon group work already completed in phase II. These were groups of project participants working in related areas (e.g. in marine pollution, coastal protection, etc.) who could share information and provide mutual support in efforts to address common challenges. Together, each group produced a policy analysis and proposal in their thematic area

[19] Michalos, A., Creech, H., McDonald, C., Kahlke, P.M.H. (2011). Knowledge, Attitudes and Behaviours Concerning Education for Sustainable Development: Two Exploratory Studies. Social Indicators Research 100:391-413.

- Common sets of challenges to the sustainability or impact of the work of participants applying the training

28. Some less tangible results that followed the training, including improved feelings of self-efficacy when it comes to creating change in their respective policy areas, a sense of common purpose and mutual support among professionals in the programme, increased confidence in intercultural communication and dialogue, etc.

Rating scale

29. A six-point Likert-like scale was used to provide overall ratings for each of the six evaluation criteria. The rating scale is described below. Ratings were assigned and justified by the evaluator based on the data collected. These ratings are presented in the Findings section, under each corresponding criterion.

30. The rating system is based on the scale developed by the International Fund for Agricultural Development (IFAD) [20] and ranges from highly satisfactory to highly unsatisfactory. The definition of each point-scale is described below:
    - **Highly satisfactory:** Under the concerned criterion, the activity (project, programme, etc.) achieved or surpassed all main targets, objectives, expectations, results (or impacts) and could be considered as a model within its project typology.
    - **Satisfactory:** Under the concerned criterion, the activity achieved almost all (indicatively, over 80-95 per cent) of the main targets, objectives, expectations, results (or impacts).
    - **Moderately satisfactory:** Under the concerned criterion, the activity achieved the majority (indicatively, 60 to 80 per cent) of the targets, objectives, expectations, results or impacts, though with notable gaps in some areas.
    - **Moderately unsatisfactory:** Under the concerned criterion, the activity did not achieve its main targets, (indicatively, less than 60 per cent) objectives, expectations, results or impacts.
    - **Unsatisfactory:** Under the concerned criterion, the activity achieved only a minority of its targets, objectives, expectations, results or impacts.
    - **Highly unsatisfactory:** Under the concerned criterion, the activity (project, programme, etc.) achieved almost none of its targets, objectives, expectations, results or impacts.

Limitations

31. As the project duration was relatively short (one year), there was little in the way of donor reports to use as a source of information. The evaluation therefore needed to collect primary data, e.g. to assess the achievement of project results and indicators, as well as to assess potential impacts (whether positive or negative). Moreover, the evaluation survey was conducted shortly following the conclusion of the final project workshop, limiting measurement of any further implementation of learning and network building that happened in that third programme phase.

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[20] See *IFAD Revised Evaluation Manual – Part 1* (IFAD, 2022)

32. In order to help support response rates in the survey and participation in interviews, the evaluation sought support from project team members in identifying stakeholders. This helped, for instance, in making connections with project stakeholders and selecting interviewees for both in-person and online interviews.

Attribution of impact

33. The timing of the evaluation did not allow for a comprehensive assessment of the project's intended longer-term impact, as this can only be assessed with time after the completion of the project activities, and in particular by examining the implementation of individual participant projects, use of expanded professional networks, application of learning in the context of participant's work, etc. To help address this limitation, the evaluation sought to identify early signs of potential impacts, using a robust understanding of the theory of change linking project activities with higher level results.

Representativeness of Evaluation Data

34. There is a risk in any evaluation that not all participants will respond to surveys, attend interviews or participate in focus groups, potentially leading to biases in representation, particularly across different countries. To address this limitation, the evaluation identified a range of relevant demographic and other factors for participants in the evaluation, to help identify any skews and biases while ensuring a diverse range of participants from the groups targeted by the project.

Theory of change

Description of the theory of change in the project document

35. The theory of change described in the project document is outlined in Figure 8 below. The evaluation found some ambiguities in this logic, with the nature of the regional networks somewhat unclear, and the expected outcomes and potential impacts of the capacity building and the development of individual participant project plans not well defined. The intervention logic also did not establish a clear rationale for the multi-phased approach (though this was found to be one of the project's useful features in the evaluation).

Activities	Output	Outcome
• Needs assessment and course design. • Call for nominations/applications • Online training phase (one directed to ASEAN countries and one to the Pacific) • Two regional workshops (one in ASEAN countries and one in the Pacific) • One in-person workshop in Japan • A virtual conference with the presentations of the Shimanami Masterminds • Certification and impact evaluation.	• Built local capacity to enhance sea and human security and developed clear project plans to increase resilience in the local communities in ASEAN and Pacific SIDS countries	• Two strengthened regional networks on sea and human security areas to address the challenges, needs and future plans in the Indo-Pacific region

Figure 8 - Project intervention logic

Theory of change as per the evaluation findings

36. The project's theory of change is rooted in the idea that by providing comprehensive training in sea and human security, participants will gain a holistic understanding of interconnected challenges, leading to enhanced capacity and better policy outcomes in their respective countries. The programme's design, which emphasized a broad curriculum and interdisciplinary approach, aimed to break down siloed thinking and foster a more integrated approach to complex issues.

37. The multi-phased hybrid model, combining online and in-person components, was a key mechanism for achieving this change. The online phase aimed to broaden reach and establish foundational knowledge, while the in-person workshops were designed to deepen learning, facilitate direct engagement with relevant organizations and cultivate strong professional networks. This approach was intended to provide participants with both theoretical knowledge and practical exposure, enabling them to apply their learning effectively.

38. By addressing various aspects of sea and human security, including ocean governance, marine pollution and climate change, the project sought to contribute to broader international and national strategic initiatives, such as the Sustainable Development Goals (SDGs) and Japan's FOIP plan. The theory of change implied that an increased understanding of these interconnected challenges and improved coordination among professionals will translate into more effective national policies and enhanced capacity building within participant countries, ultimately leading to positive impacts on security and sustainable development in the region (however, as noted above and in this evaluation, some of these broader outcomes and impacts were somewhat unclear). The project also implicitly assumed that by integrating gender equality, women's empowerment, human rights and environmental sustainability into the curriculum, it will foster more inclusive and sustainable development outcomes.

39. Figure 9 below provides an overview of the theory of change of the project as understood by this evaluation. Notably, the multi-phased approach is intended to contribute to the project outcome at each phase, taking into account that only select

participants progress from one phase to the next. It also highlights the role of selection across the three phases, to help in identifying the most committed participants in order to make best use of resources during the in-person phases. As noted in the evaluation, this theory of change depends on a reasonably well qualified pipelines of candidates at the beginning, as well as consistent availability of resources (both professional and organizational) of candidates in order for them to implement the capacities developed.

Outcomes

Programme participants apply improved capacities to help address local, country, and regional challenges in sea and human security

Strengthened regional networks on sea and human security areas to address the challenges, needs and future plans in the region

Participants apply for programme and are

Delivery of online training programme

Selection of participants likely to lead change

Delivery of regional workshops

Selection of participants likely to lead change

Delivery of programme in Japan

Programme actions

Programme phases and implementation

Key Assumptions

a. A diverse and qualified group of potential participants are aware of the training and able to apply and participate
b. The selection process at each training stage can sufficiently identify those most able to lead change in their respective areas
c. Participants have sufficient time and resources to both complete the training programme and to put their new skills to use, as well as utilize the network of past trainees
d. Participants are able to find common interests and areas of potential joint work to help utilize and sustain the network of past trainees

Figure 9 - Theory of change

Evaluation findings

Relevance

Rating: *Satisfactory*

To what extent did the project activities and results contribute to Member States' needs and priorities?

Overview

40. Overall, training programme participants viewed the training as very relevant to their professional needs as well as the priorities of their countries. While the training covered a broad range of topics related to sea and human security, this tended to be seen as more of an advantage to the programme, allowing them to take a more holistic approach to their professional work, recognising inherent interconnections between themes and countering any tendencies to work in a siloed approach.

41. Given the broad range of subthemes in the training, there were a wide range of possible connections with national and UN strategies and frameworks, particularly in areas related to ocean governance and coastal management, blue economy, marine pollution, biodiversity and waste management. As such, the programme also provides contributions to related SDGs, particularly when it comes to issues such as maritime economies, climate change, sustainable business and overall policy coherence across these interconnected domains. Moreover, it provides substantive support to several areas of the plan for a FOIP, especially when addressing the multiple interconnected challenges in the region.

42. While overall, the programme was well welcomed by participants, there was some tension between the broad nature of the programme and its target audience, and the programme's specific aims. In particular, there were clear differences between groups at different career stages, both in terms of their perceived personal and professional needs as well as their ability to apply what they have learned in the context of their professional circumstances.

Evaluation question: How well did the project identify and address relevant security challenges in the region, in line with needs and priorities of beneficiaries and other relevant stakeholders?

Finding 1: Training participants viewed the content of the programme as relevant and aligned with their professional needs and the needs of their country.

43. Around 80 per cent of respondents to the evaluation survey indicated that the training was 'fully aligned' or 'aligned' with what they saw as their country's national needs. There were some differences in the proportion of respondents saying the training was aligned with their national needs, with somewhat more saying the programme was 'fully aligned' (56 per cent) in Phase III compared to Phase I (44 per cent). In general, the perception of alignment with national needs increased with each programme phase. As can be seen from Table 5 below, there were some differences in country of origin in each phase, with the geographic distribution of participants becoming more equal among countries in phases II and III. It is therefore

possible that these differences in perceptions of relevance across the different phases may at least partially reflect the changing geographies of each phase (i.e. greater proportion of, especially, participants from Pacific countries seeing the training as more relevant to their needs).

Alignment of training with country needs and priorities
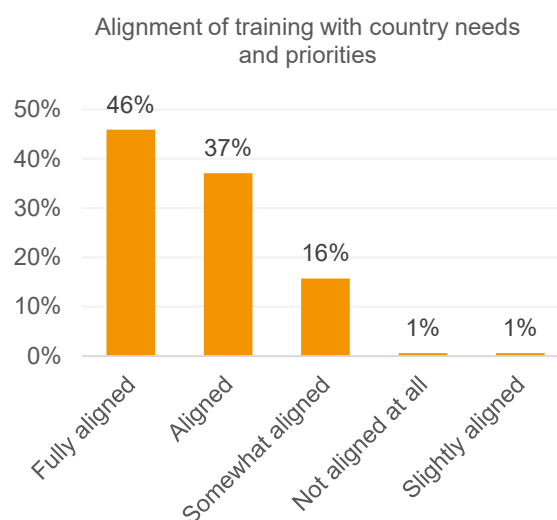
Figure 10 - Evaluation survey: alignment with country needs

Table 5 - Top Ten Countries by Participants in Each Phase

Phase	Top Ten Countries in Number of Participants[21]	
I	Philippines	Solomon Islands
	Indonesia	Vietnam
	Papua New Guinea	Myanmar
	Sri Lanka	Samoa
	Fiji	Thailand
II	Asian Regional Workshop	Pacific Regional Workshop
	Philippines	Papua New Guinea
	Indonesia	Fiji
	Sri Lanka	Solomon Islands
	Vietnam	Samoa
	Myanmar	Tonga
	Thailand	Vanuatu
	Cambodia	Timor-Leste
	Malaysia	Cook Islands
	Lao PDR	Tuvalu
	Singapore	Federated States of Micronesia
III	Fiji	Solomon Islands
	Indonesia	Tonga
	Samoa	Malaysia
	Papua New Guinea	Myanmar
	Philippines	Sri Lanka

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[21] Note that in Phase I there were considerable differences in the numbers, with large cohorts from more populous countries (especially Philippines and Indonesia). Phases II and III were made deliberately more balanced in geographic distribution, thanks to the participant selection process.

Table 6 - Countries that participated in all three phases

• Brunei Darussalam	• Samoa
• Cambodia	• Singapore
• Fiji	• Solomon Islands
• Indonesia	• Sri Lanka
• Lao PDR	• Thailand
• Malaysia	• Timor-Leste
• Myanmar	• Tonga
• Papua New Guinea	• Tuvalu
• Philippines	• Vanuatu
	• Vietnam

44. While participants may have felt that the programme was aligned with their country's needs as the programme progressed through the course material and activities in each phase, it is worth considering this information in light of how relevant they found the course to their particular professional circumstances, in the course survey undertaken after each programme phase. In Figure 2, we see a slightly more mixed assessment of course relevance among participants in Phase I, especially compared to Phase III (Figure 6). As is noted on page 33 below, there is a selection process between each phase and the next, so this increasing relevance may also reflect an increasingly focused and specialised target group in each phase.

45. In interview discussions, almost all the participants noted that the general content of the training was relevant to their professional situation, and that the structure and curriculum was clear and expectations of participants well defined. This was even though the participants represented quite a broad range of different professional circumstances and types of organization. Participants in interviews noted that while there often were a range of different topics that they hadn't been exposed to before, there was still significant amounts of material that connected directly to their professional circumstances and interests. In a few cases, interviewees noted that they missed some elements related to more traditional understandings of security, i.e. connections to the military / geostrategic dimension of issues in the Indo-Pacific region, though this seemed to be a small minority view.[22]

46. A number of interviewees noted that, while they greatly appreciated the course content, they would suggest having a greater focus on communities and community-led initiatives in the future, e.g. how to be more effective in community-advocacy around issues related to human security, how to incorporate more local views into initiatives and policies. This perspective seemed to be greatest among those working more directly in non-profits or community-led organizations. As one interviewee noted, *"most workshops focused on the leadership level – we missed perhaps some community-level discussions: questions like how communities feel about these [human security] issues?"*.

47. Several participants noted the importance of incorporating perspectives and expertise from their respective sub-regions, particularly in the Pacific. There was generally a level of appreciation for the programme having sourced relevant expertise in the region, rather than completely relying on outside facilitation and knowledge. In that context, it

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[22] However, it should also be recognised that there is no clear separation between more political / strategic / military dimensions of security and those more related to issues such as human, environmental, economic security more central to the themes of the course.

is relevant to note that several interviewees noted the importance of ensuring that even when discussing Japan's solutions to security challenges, that these can be discussed and further framed in the context of traditional approaches relevant to their countries and communities, and that the sectoral and community-level approaches remain key to local practice.

Phase I

The content of the course is relevant to my job
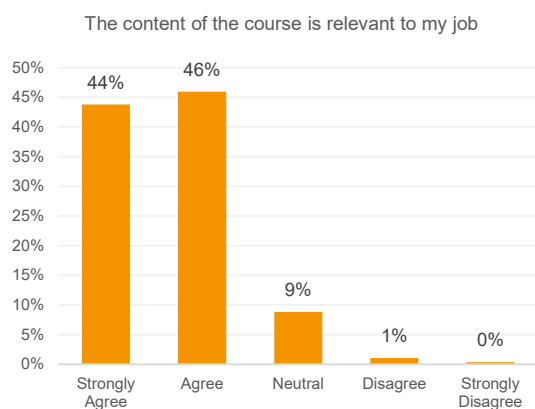
Figure 11 - Phase I training survey: relevance to job

The information presented was new to me
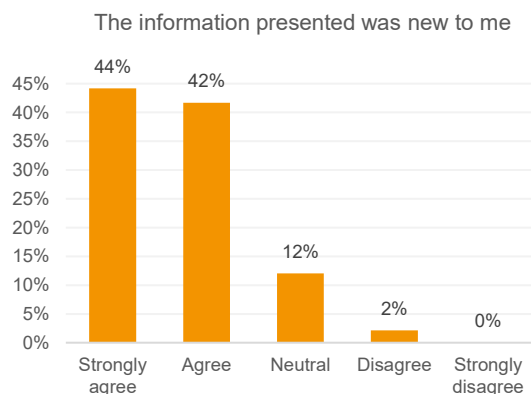
Figure 12 - Phase I training survey: newness of information

Phase II

The content of the course was relevant to my job
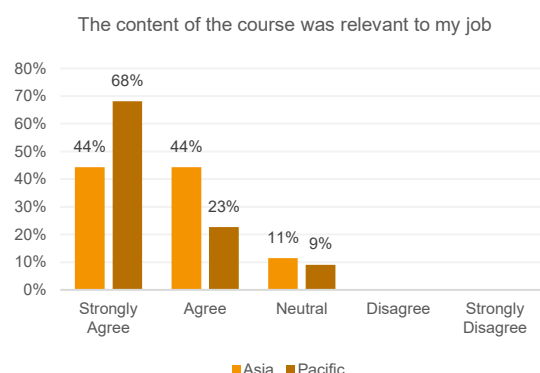
Figure 13 - Phase II training survey: relevance to job

The information presented in this course was new to me
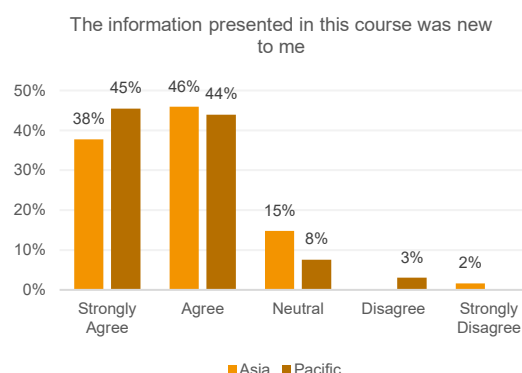
Figure 14 - Phase II training survey: newness of information

Phase III

The content of the course was relevant to my job
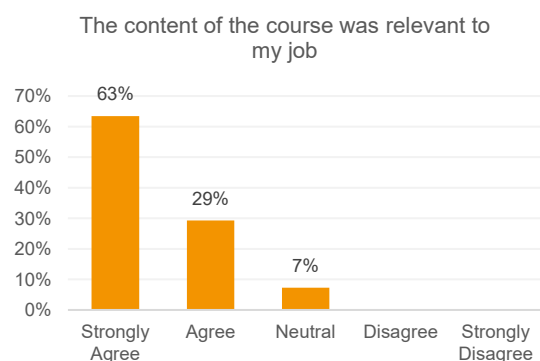
Figure 15 - Phase III training survey: relevance to job

The information presented in this course was new to me
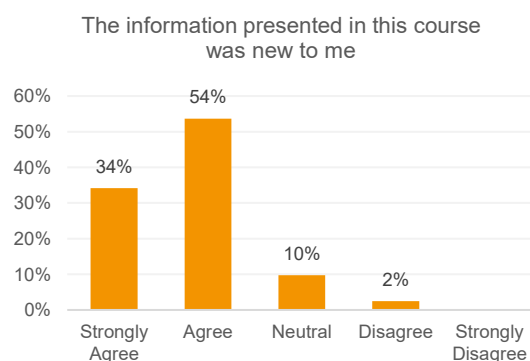
Figure 16 - Phase III training survey: newness of information

Finding 2: The broad curriculum exploring various aspects of sea and human security has helped many participants develop a more holistic view of their areas of work.

48. The broad nature of the curriculum and, in particular, the presentation of the various sub-themes under sea and human security as interconnected, made a significant impression on participants. This seems to be true at all phases of the project, with respondents to the phase I project survey with a plurality of free text responses emphasizing the importance of the interconnectedness of topics. The course therefore touches on issues that go well beyond the normal remit of a single company, division, organization or government ministry. While such an approach might risk becoming too diffuse, with only a superficial coverage of any one theme, discussions with project participants seem to indicate the opposite – that the broad nature of the programme was one of its distinct advantages. Almost universally among interviewees, there was appreciation expressed for the broad nature of the course content, and especially the attempts to show the interlinkages among policy issues and themes. As one participant in Phase II noted, *"the workshop has broadened my thinking to beyond my own area, so my decision making now takes into account that the results of (…) interconnected areas beyond mine"*.

49. A clear majority of participant interviewees also noted that a key source of value within the course was the development of a more 'holistic' or 'interconnected' perspective on sea and human security in general, and more specifically an increase in their self-assessed capacities to understand the relationship between their own areas of sub-thematic focus and other related issues across a diverse range of policy areas. Some interviewees mentioned having 'tunnel vision' or a 'narrow perspective' prior to training and emphasised the difference the training programme had made to how they explore and try and understand the linkages and interdependencies in issues they encounter in their work. According to one interviewee *"I was thinking about illegal fishing as a single issue, but now thinking about connections with e.g. port security, security of national resources (and the benefits from these). I am now thinking about how my role connects to these issues."*.

50. As many participants noted, there was a tendency to work in more siloed approaches, because of the focus of their respective organizations, ministries etc., and that the programme has helped them to consider how, for instance, other themes and stakeholder perspectives can be incorporated. Several participants noted that the broad nature of training – and the collaborative approach in, for example, policy groups – are areas that they have brought back into the work in their current roles, e.g. for improved stakeholder communications and coordination.

51. Participants also noted that this broader perspective has also expanded their horizons as to how issues are connected on a regional and international level. Several participants noted that before the programme, they tended to see issues in terms of their national or more often local contexts, and that the programme had allowed them to see broader regional perspectives. This has included being able to compare approaches across countries. As one participant noted *"so far have some research on about the Southwest or Vietnam, and we find that we have the same problem when compared to Jakarta, Indonesia, and also in the Indo Pacific region as well"*. Participants mentioned the value of 'meaningful exchange' of experiences across different countries, as well as the usefulness of international frameworks – most especially the SDGs – as ways to understand and frame their own work.

Finding 3: Some training participants were more ambivalent about the value of having both early and mid-career professionals in the same training groups, as these groups were seen as having divergent needs.
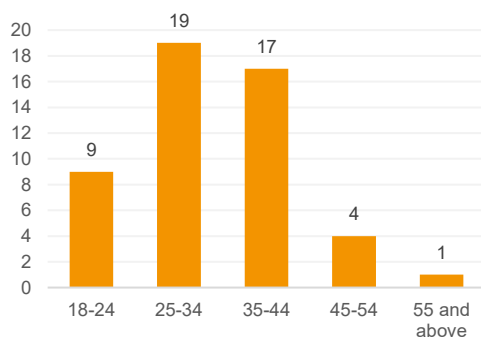
Figure 17 - Age distribution of participants in Phase III

52.   Phase III of the programme had a wide range of experience levels among participants (see Figure 8), with the youngest participant in undergraduate studies, while the oldest was an experienced professional who had recently turned 60. Each policy group typically had a mixture of early career (recently graduated or in their 20s) and mid-career (30s and 40s) professionals. The variety of participants seemed to be valued in each policy group, as a number of interviewees noted the importance of the learning and experience sharing in each group, with several interviewees noting that they intend to remain particularly close to members of their group.

53. However, a number of interviewees, notably some of mid-career professionals, noted challenges with regard to the differences in age with the other participants. These interviewees noted that their particular challenges when it came to leading change in their respective organizations, were quite different to their much younger counterparts. As one interviewee noted, *"in 'leaders'[23] we expect management, but there are so many young people without much experience".*

54. In this context, it may also be worth considering the differences in age profile between the Asia and Pacific cohorts in Phase III of the course. Notably, nearly three-quarters of the Asian cohort members were under the age of 34, with almost a third in the 18-24 age group. By contrast, 60 per cent of participants from the Pacific were *over* the age of 34, with only one Pacific participant in the youngest age group. This also may be reflected in some comments from interviewees on differences in the interests and approach between the Asia and Pacific groups. As one of the younger participants noted *"[There was] a lot of opportunity to share with one another but sometimes the age gap can be a burden […]".*

How did the project theory of change anticipate contributing to key Member States goals and objectives, such as goals and targets in the 2030 Agenda, the UNITAR Strategic Framework (SF), the PIF Strategy for the Blue Pacific Continent, ASEAN's Outlook on the Indo-Pacific, etc.?

Finding 4: The project's broad range of themes and an approach that facilitates participants' exploration of the interconnections between policy areas, provides avenues for contributions to a number of UN strategic initiatives.

UN Cooperation Frameworks

55. The project document identifies a number of UN strategic initiatives. The project mentions four outcomes under the UN Pacific[24] Sustainable Development Cooperation Framework (2023 – 2027)[25] to which it aims to contribute. These four outcomes

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[23] Referring to the title of the training programme *"Leaders for a free and Open Indo-Pacific: Sea and Human Security"*

[24] Covering: Cook Islands, Fiji, Kiribati, Marshall Islands, Micronesia, Nauru, Niue, Palau, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, and Vanuatu

[25] See: https://pacific.un.org/en/237313-united-nations-pacific-sustainable-development-cooperation-framework-2023-2027

essentially cover the entire range of work of the UN system within the Cooperation Framework and so are non-specific as to where (or how) the project provides the greatest contribution. A closer examination of the sub-outcomes and related indicators in the Cooperation Framework in light of the course material, project theory of change, and the themes of the individual participants' projects suggests the more specific areas of contribution in Table 7 below. While this does not preclude that project participants make substantive contributions in other areas, particularly those outcomes / sub-outcomes which more reflect changes in public policy,[26] it does highlight the strong focus in the project on the intersection of security issues and those in climate, biodiversity and sustainable economic development in particular, along with the cross-sectional support for empowering women and youth.

Table 7 - Sub-outcomes in the UN SDCF Pacific (2023 - 2027)

Sub-Outcome	Description
1.1	Better protected, managed and restored biodiversity/ environment/ ecosystems
3.1	Expansion of low-carbon development solutions
3.2	Expansion of blue, green and creative economy
4.6	Expanded women's and youth's leadership and role in decision–making roles

56. While there is no single UN Sustainable Development Cooperation Framework (UNSDCF) that covers all of Asia, Table 8 below shows which countries have an active UNSDCF and where the project may contribute towards results. This identifies a number of results in particular in areas related to green / blue economic development, natural resource management, biodiversity and climate and disaster-related risk reduction. As can be seen, the majority of target countries (and some non-target countries) that had participants in Phase I have UNSDCFs with relevant outputs or outcomes, however there is considerable variation in how these are framed, indicating a spectrum of different national priorities and needs.

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[26] Note that a number of sub-outcomes and their respective indicators in the Cooperation Framework imply policy or national budget-level changes.

Table 8 - Linkages with results in Asian UN SDCFs

Asian Country[27]	UNSDCF?	Relevant connection(s)[28]
Brunei Darussalam	No	
Cambodia	Yes	Output 2.1: Agrifood systems are more efficient, climate-adapted, inclusive, formalized and safer. Output 3.1: Natural resource management, conservation, preservation and restoration activities are enhanced. Output 3.4: The adaptive capacity of systems and communities to climate change and disasters is strengthened. Output 4.2: Civic participation is increased in development and decision-making at all levels, including for women and youth.
India	Yes	Output 5.2: Mainstreamed climate mitigation approaches in socio-economic development strategies and sectors Output 5.3: Scaled-up approaches, actions and capacities to abate and manage pollution and waste (air, plastic, marine litter, bio-medical, electronic) Output 5.5: Supported conservation of biodiversity and ecosystem restoration Output 5.6: Supported measures for improved productivity, sustainability and resilience of agri-food systems
Indonesia	Yes	Output 2.3: Production Sectors (Agriculture and Rural Economy) Output 2.6: Women Economic Empowerment Output 3.1: Resilience to climate change and disasters, and reduced greenhouse gas emissions Output 3.5: Strengthened preparedness and resilience of poor and vulnerable communities and natural environment Output 3.6: Strengthened and expanded protection, governance and management of terrestrial and aquatic ecosystems, habitat and species
Iran	Yes	Outcome 1.5: Integrated and sustainable development and implementation frameworks in place, targeting less advantaged populations. Outcome 3.1: Support for an environmentally friendly economy, including through the sustainable use of natural resources, is developed in all sectors. Outcome 3.2: Effective management of habitats and conservation of biodiversity support the health and sustainable services of ecosystems. Outcome 3.3: Institutional capacities on climate action enhanced through climate-informed support for innovative technological solutions, and international advocacy for climate finance. Outcome 4.2: Capacities of people in the area of disaster resilience, risk reduction and preparedness are enhanced.
Lao PDR	Yes	Strategic Priority 4: Environment, Climate Change, and Resilience Outputs: Green growth, Natural resources management, Resilience
Malaysia	Yes	Output 2.1: A resource-efficient economy and green growth Output 2.2: Natural resources, biodiversity, ecosystems management Output 2.3: Preparedness and resilience
Myanmar	Yes	Output 2.2: Rural communities and agri-food value chain more resilient Output 2.3: Community responses to climate change and man-made disasters

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[27] Country of nationality (in Asia only) of participants for at least one phase of the project. Note that this contains countries outside of the list of (mainly) ASEAN countries mentioned in the project document, reflecting a wider range of country participation in the online phase (Phase I) of the project.
[28] Outcomes / Outputs in the relevant active UNSDCF.

Philippines	Yes	Output 3.1: Capacities for disaster risk reduction, climate resilience
		Output 3.2: Inclusive and just transition to low-carbon and circular economy
		Output 3.3: Biodiversity protection, management and access to natural resources
Singapore	No	
Sri Lanka	Yes	Outcome 2: Sustainable, inclusive, green-led growth
		Outcome 3: Natural resource management, climate resilience, sustainability
Thailand	Yes	Outcome 1: Inclusive economy based on green, resilient, low-carbon sustainable development (Focus areas one and two)
Vietnam	Yes	Outcome 2. Climate change response, disaster resilience and environmental sustainability
		Outcome 3. Shared prosperity through economic transformation

Other UN strategic initiatives

The project document mentions other UN strategic initiatives that the project is intended to contribute towards, including the 2030 Agenda.[29] The project mentions a total of nine[30] of the 17 SDGs as being areas to which the project will contribute, though it does not mention specific SDG targets of relevance. While this does reflect the broad range of issues that the training touches on, it does render it difficult to define a more specific, demonstrable theory of change linking programme outcomes with higher level results. Table 9 below highlights some potential SDG targets to which the project could meaningfully contribute. While normally the evaluator would not recommend having more than a small number of targets, it should be possible to draw connections through a robust theory of change between the various individual participant projects and at least the targets described below.[31]

Table 9 - Proposed relevant SDG targets

SDG Target	Target text
12.2	By 2030, achieve the sustainable management and efficient use of natural resources
13.1	Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries
14.2	By 2020, sustainably manage and protect marine and coastal ecosystems to avoid significant adverse impacts, including by strengthening their resilience, and take action for their restoration in order to achieve healthy and productive oceans
14.7	By 2030, increase the economic benefits to Small Island developing States and least developed countries from the sustainable use of marine resources, including through sustainable management of fisheries, aquaculture and tourism
17.14	Enhance policy coherence for sustainable development

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[29] A/RES/70/1
[30] SDGs 2, 4, 8, 9, 10, 13, 14, 16, 17
[31] The project also contributed towards related UN principles such as LNOB.[31] UNITAR is also a participant in the UN System-Wide Action Plan on Gender Equality and the Empowerment of Women (UN-SWAP). For discussion of the project's contribution to these initiatives, see Cross-cutting Issues.

57. Japan's new plan for a FOIP[32] provides an overall guiding strategy to help foster a region that *"values freedom, the rule of law, free from force or coercion, and make it prosperous"*. The plan recognises the challenges of shifting balances of power as countries across the Indo-Pacific region have become more economically developed, while taking into account the complex and interconnected nature of challenges facing the world as a whole, and the resulting need for strong cooperation between countries. The plan has four 'pillars:

 I.   **Principles for Peace and Rules for Prosperity**. Focused on upholding fundamental principles such as peace and territorial integrity, a fair economic order and practices.
 II. **Addressing Challenges in an Indo-Pacific Way**. Aimed at protecting the 'global commons' and addressing issues that face the region, such as climate change, food and energy security, global health, and disaster preparedness.
 III. **Multi-layered Connectivity**. Focused on improving the connecting infrastructure of the region, including through integrated supply chains, port and transport infrastructure, internet connectivity, as well as recognising the importance of connecting knowledge and people across the region.
 IV. **Extending Efforts for Security and Safe Use of the "Sea" to the "Air"**. Ensuring the safety and security of routes of trade and commerce, and the public domain, in the sea and in the air.

58. While each of these four pillars remains quite broad, and there are no precise strategic outcomes envisaged as part of the Plan, there are fairly clear connection points between the project and these pillars. Most especially, pillars II and III seem particularly relevant for the project. With a focus on interconnected issues of security, climate, disaster recovery and promoting sustainable economic development, the project (and the participants' individual projects) are oriented towards addressing key challenges faced by countries and communities across the region. Moreover, the sharing of knowledge and experiences, and the building of professional networks help to establish connections and promote understanding across national and cultural boundaries. Furthermore, discussions with the project donor emphasised the importance of both the FOIP concept and the promotion of human security in the region. While recognising the potential significant impact of a range of shared challenges to human security across the region, including climate change and security of the maritime environment, the donor highlighted the importance of empowering countries and communities to develop their own responses according to their specific needs.

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[32] See the Japan Ministry of Foreign Affairs website:
https://www.mofa.go.jp/policy/page25e_000278.html

Coherence

Rating: *Satisfactory*

To what extent does the project complement and build upon the work of UNITAR / other regional actors?

Overview

59. UNITAR employed a deliberate curriculum development process, engaging regional experts and consultants to tailor content to the specific needs of Asia and Pacific audiences. The approach ensured a progressive increase in the specificity of topics across the three programme phases, with Phase I focusing on self-directed online learning and Phases II and III employing a mix of lectures and group activities. Although there was some overlap in subject areas, the pedagogical methods varied significantly, ensuring a dynamic and nuanced learning experience. The methodology itself builds upon previous UNITAR training,[33] particular in the context of post COVID-19 use of online and hybrid forms of capacity building.

Needs assessment and course deisgn — Call for applications / nominations — Online Training **Phase I** — Regional face-to-face Workshops: ASEAN and Pacific Phase II — In-person workshop and study tour in Japan Phase III — Closing conference (in Japan) — Certification and Evaluation
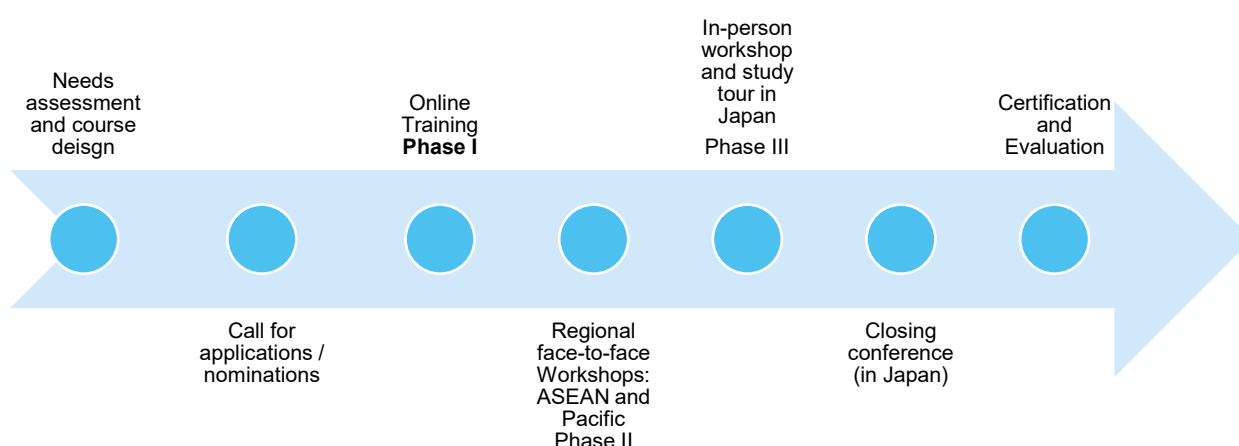
Figure 18 - Programme Structure

60. A majority of respondents believed that the training programme complemented their existing knowledge and education on sea and human security. This indicates that the programme successfully addressed relevant issues without being redundant. The collaborative effort between UNITAR, regional consultants and subject matter experts contributed to the programme's ability to fill gaps and enhance participants' understanding of interconnected topics in sea and human security.

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[33] Most especially in the *Women's Leadership in Tsunami-based Disaster Risk Reduction* training.

How does the project relate to any similar work undertaken by national, regional, and international organizations in the area of sea and human security as well as international frameworks?

Finding 5: The content of the training programme complements participants' other education and training, with different focuses for each programme phase.
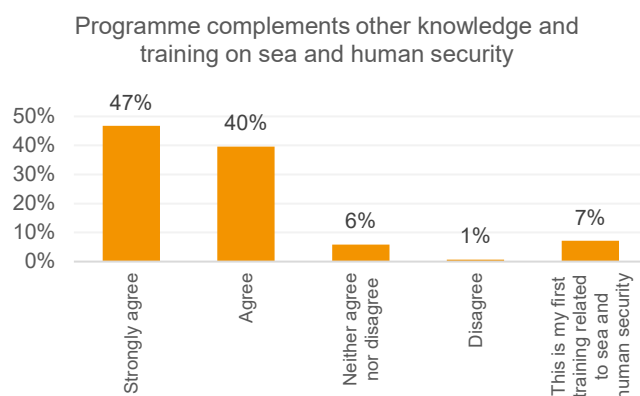
Figure 19 - Evaluation survey: Knowledge complements other training

62.   The evaluation survey found that most (85+ per cent) respondents considered that the training programme complemented their existing knowledge and training on sea and human security (see Figure 9). Interestingly, only a small number of respondents reported that this was their first training related to sea and human security, perhaps highlighting the salience of this and related topics.

63.   Across the three programme phases, UNITAR tried to avoid duplication and overlap, while still covering a broad range of topics. Discussions with UNITAR highlighted the overall approach to curriculum development, starting with a broad outline of key topics developed with the help of regional experts and UNITAR staff. Regional consultants (in Asia and the Pacific regions) helped to fill in the broad outline of the curriculum by consulting regional subject matter experts,[34] as well as through reaching out to members of regional UN country teams, under the overall direction and oversight of the UNITAR office in Hiroshima.

64. A review of materials from all three phases shows some overlap in general (for example in treatment of coastal protection issues), but overall, an increasing amount of specificity across the phases (see the overview in Table 10 below). It is also important to note that, even where there is nominal overlap between subject areas, the overall pedagogical approach varied significantly across the three phases, i.e. self-directed online in Phase I, combination of lectures and group activities in Phases II and III.

Table 10 - Overview of course content by phase

	Phase I	*Phase II*	*Phase III*
Overview	Introduction and overview of the topic sea and human security	More in-depth and regional perspective on sea and human security (i.e. Asia focus on Jakarta, Pacific focus in Nadi) and development of policy briefs.	Experience sharing with Japan in sea and human security, and participants projects

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[34] To some extent, this made use of existing networks of experts who have provided input into other UNITAR programming.

Presentations	- Intro to sea and human security - Climate security - Policy and governance - Food security and climate - Human rights - Maritime security and safety - Blue economy - Environmental security	- Renewable energy - Marine plastics - Water pollution - Ocean conservation - Tourism - Coastal protection - Maritime governance - Fishing - Biodiversity - Maritime transport - Aquaculture	- Marine resource management - Sustainable agriculture and water security - Marine plastics / micro-plastics - Design and ocean conservation - Coastal management - Waste water recycling - Disaster management / risk reduction - Fukushima ALPS - Coastal protection

65. Overall, among interviewees, there was appreciation for this approach (particularly interviewees who had participated in the second and third phases). While some interviewees noted a slight overlap in topics between Phases I and II, this was mostly described as reinforcing the previous learning rather than unnecessary duplication. Moreover, there may be value in exploring subjects from different perspectives and using different media of instruction (e.g. online, lectures, group activities), as this may increase the overall understanding and retention of students' learning.[35]

Finding 6: The programme is unique in pursuing an approach with emphasis on building understanding of connections among security-related topics.

66. As can be seen in Table 5 above, the approach to the subject of sea and human security is very broad, touching on everything from the effects of climate change, economic development, biodiversity and pollution to conservation and coastal management. As noted in the section on *relevance* above, the value of this broad approach was emphasised by participants in all phases. As one UNITAR staff member noted, this approach was deliberate as *"the work of participants typically focuses on only one or two areas. But all of these issues are interconnected, so we needed a holistic approach to these challenges."* Interviewees and responses from the evaluation survey both noted that this has helped in:

- Being better able to communicate across a wide range of stakeholders and understand their perspectives (as one interviewee noted *"my work involves a large number of stakeholders […] the training has been helping me do this work more effectively"*)
- Increasing their grasp of how their own work or policy area is affected by – or affects – other areas. This has been particularly highlighted in the context of the development of participants' policy briefs (*"[Following the training I see] security is a cross-cutting issue – this helps me to deliver cabinet briefings going beyond the military-police view of security."*)
- Improving their general understanding of a range of security-related areas across the region

67. In particular for participants working in international or public policy related roles, this seems to have helped with better understanding of integration and interconnectedness of policy issues. As one participant noted, it helped them to develop the expertise

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[35] Luo H. *Editorial: Advances in multimodal learning: pedagogies, technologies, and analytics*. Frontiers in Psychology (2023);14:1286092. doi: 10.3389/fpsyg.2023.1286092

necessary to take a 'whole-of-government' approach to understanding security-related policy challenges that their country is facing.

How does the project build upon and complement previous UNITAR projects, as well as any relevant ongoing work by the organization?

Finding 7: The training programme has brought together learning from other UNITAR training programmes (especially in Disaster Risk Reduction) and broader security issues in the region.

Incorporation of learning from the regional DRR programme

68. Since 2016, the UNITAR Hiroshima Office has been organizing an annual training programme on DRR with a focus on training women leaders in the Pacific region. As shown in Table 11 below, this programme has developed from a week-long in-person in Japan (organised around World Tsunami Awareness Day), to a multi-phase hybrid (online / in-person) training programme with over a hundred participants from a couple dozen countries. This evolution of the DRR programme, and the lessons learned from its implementation, have had a strong influence on both the content and the methodological approach of the Sea and Human Security project. Some key points to note where the experience of the DRR has been built upon include:

- Strong focus on LNOB and especially targeting Least Developed Countries (LDCs) and SIDS in the region
- Strong focus on leadership and related 'soft skills' as well as thematic or technical knowledge
- Development of multi-disciplinarity and linking of themes, e.g. climate change with disaster resilience
- Development of networks among participants (including alumni of the programme)
- Evolution, following the experience of the COVID-19 pandemic, of a 'multi-phased' approach to learning, incorporating online materials, webinars, and in-person activities
- Development of a selection process to move especially motivated students to the next phase, based on individual projects etc.
- Use of social media as an advertising and recruitment tool for programme participants

69. From this perspective, the Sea and Human Security project represents a further evolution of what has been done in the DDR programme, expanding in training group size, thematic areas covered, as well as moving from two to three phases (with both regional and Japan-based in-person workshops).

Table 11 - Women's Leadership in DRR Programme

Period	Project	Note on evolution of the programme	Countries	Participants
2016	Women's Leadership in Tsunami-based Disaster Risk Reduction Training Programme (2016) – First cycle	Project purpose was to strengthen women professionals' knowledge of tsunami-based disaster risk reduction (DRR) to better prevent, prepare, confront, and recover from tsunami-related disasters	14 Pacific SIDS	26 *(in-person)*
2017	Women's Leadership in Tsunami-based Disaster Risk Reduction Training Programme (2017) – Second cycle	Inclusion of participants from Indian Ocean countries as well as the Pacific SIDS	18 SIDS	33 *(in-person)*
2018	Women's Leadership in Tsunami-based Disaster Risk Reduction Training Programme (2018) – Third cycle	Renewed focus on Leave No-One Behind (LNOB) and inclusivity in the programme	19 SIDS	36 *(in-person)*
2019	Women's Leadership in Tsunami-based Disaster Risk Reduction Training Programme (2019) – Fourth cycle	Launch of the alumni network for the programme	15 SIDS	27 *(in-person)*
2020	Women's Leadership in Tsunami-based Disaster Risk Reduction Training Programme (2020) – Fifth cycle	Development of the EdApp online training system (during the COVID-19 pandemic) as well as live webinars	13 SIDS	88 *(online only)*
2021	Women's Leadership in Tsunami-based Disaster Risk Reduction Training Programme (2021) – Sixth cycle	Continued use of the online training system and live webinars, with inclusion of more content directly related to the Pacific region. Larger group of countries represented (including non-SIDS and Caribbean countries)	16 countries	105 *(online only)*
2022	Women's Leadership in Tsunami-based Disaster Risk Reduction Training Programme (2022) – Seventh cycle	Move towards a hybrid format of online and in-person activities: the first programme phase took place online, with a second phase in-person (for which a smaller group participants will be selected from the first phase based on an individual project plan). Inclusion of content on climate change and disaster risk, as well as use of social media to recruit participants.	24 countries	100+ (online) and 15 in-person
2023	Women's Leadership in Tsunami-based Disaster Risk Reduction Training Programme (2023) – Eighth cycle	Consolidation of 'two-phase' approach to the training programme including online and in-person elements, and a mixture of individual and group assignments. Continued strong interest in the programme, including from outside the Pacific region.	24 countries	102 / 19

70. UNITAR staff noted the explicit modelling of the Sea and Human Security project on the structure and approach of the DRR programme. Importantly, they also noted the continuity of staff and expertise across the two programmes, as well as continuity of some of the networks of experts and contributors to the technical content of the courses. As such, UNITAR staff appear to have made good use of existing knowledge and resources in developing the Sea and Human Security project. Furthermore, some of the UNITAR staff who have worked on the Sea and Human Security project will be working on subsequent phases of the DRR programme, helping to ensure that knowledge and experience is not lost and can contribute to help enhance future course development and delivery.

Coherence with other UNITAR projects

71. The evaluation did not find duplications between the project and other projects implemented at UNITAR with a focus on sea or maritime security, yet it did not find any evidence on synergies or cooperation either.

72. The evaluation identified one project, delivered in two phases, also targeting Malaysia, however with a focus on maritime surveillance. The Supporting the Malaysian Coast Guard for improved maritime surveillance, being implemented between September 2023 and December 2025, focuses on enabling maritime surveillance of the Malaysian Maritime Enforcement Agency (MMEA). The capacity building component of the project concentrates on use of optical drones to detect maritime threats.

73. Three additional capacity development projects with focus on maritime security were also identified, however targeting the African continent. The independent evaluation of the enhancing the maritime safety and security and the fight against terrorism of the Gulf of Guinea project identified the evaluated project as contributing to internal coherence.

Coherence with other UN or multilateral projects in the region

74. While the evaluation did not find any directly overlapping projects in the region, there are a number of actors implementing programming on similar themes. The UN Trust Fund for Human Security, together with UNDP, is implementing a project entitled *Integrating human security in development programming for building resilience to address multi-dimensional risks in Asia and the Pacific (2024 – 2025)* that explores a number of similar issues, particularly at the intersection of natural disaster risk (e.g. from floods, storms, earthquakes etc.) and social and economic development (including food insecurity, resource scarcity, poverty, etc). At present, this project is being piloted in Nepal and Bangladesh and does not include a wider regional focus or specific components on the maritime environment, ocean governance, etc. It does however include targeted capacity-building workshops at community-level to equip individuals with the knowledge and skills to address human security.

75. The Trust Fund, along with other relevant UN agencies, have implemented some related programming prior to the Sea and Human Security project, the largest of which was the *Enhancing Protection and Empowerment of Migrants and Communities Affected by Climate Change and Disasters in the Pacific Region (2019 – 2022) project* which aimed, inter alia, at developing a framework for climate change-related migration,

displacement, and planned relocation in the Pacific region[36]. The project includes training and skills development activities to increase access to labour mobility schemes, and pre-departure orientation to support migrants to migrate safely with an understanding of their rights.

76. While UNDP and other UN agencies are implementing programming on issues that intersect with sea and human security, particularly in developing resilience to climate change and supporting economic development and institutional strengthening, none were found that had either the focus on developing regional networks of expertise or interdisciplinary responses that are characteristic of the Sea and Human Security project.

77. On areas related to sea security and ocean governance, the International Maritime Organization (IMO)[37]operates projects in areas related to sea and human security, notably:
   • In reduction of greenhouse gas emissions related to shipping as part of the IMO Greenhouse Gas (GHG) Strategy
   • Reduction of sea-based marine plastic litter
   • Prevention of the spread of invasive aquatic species

78. These IMO initiatives are highly specific and focused mainly on ships or facilities in ports, with little overlap with this project.

79. The European Union has developed its own Indo-Pacific Strategy with a key focus on ASEAN member countries and Pacific Island countries. The focus areas for this strategy are sustainable and inclusive prosperity, green transition, ocean governance, digital governance and partnerships, connectivity, security and defence and human security. There are therefore several thematic areas which overlap with the broad range of topics covered by the course. However, there do not appear to be any initiatives that share the broad thematic coverage or scope of the Sea and Human Security project.

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[36] This supported the development of the *Pacific Regional Framework on Climate Mobility*, endorsed by leaders of the countries of the Pacific Islands Forum in 2023
[37] 2023 IMO Strategy on Reduction of GHG Emissions from Ships, IMO MEPC 80/17/Add.1

Effectiveness

Rating: *Satisfactory*

To what extent has the project delivered its outputs according to expectations of quality, comprehensiveness, etc.?

Overview

80. The training aimed to establish strengthened regional networks on sea and human security, as well as project plans to build resilience in local communities. Overall, participants self-reported significant knowledge gains across key topics in sea and human security, with integration of this knowledge apparently especially effective for participants who attended two or three of the phases. Moreover, the majority of participants have made professional and personal connections with others, though these connections are much stronger in participants attending one or both of the in-person phases.

81. Enrolment across the phases depends a great deal on spread of knowledge via social media and word of mouth, with some differences by country or region. While the online training participation was strongest in Asian countries, UNITAR staff worked to shift the balance of participants gradually became more equal between Asian and Pacific countries. Over half of the online participants finished the first programme phase (notably high among large online programmes), 152 of 158 attendees of Phase II workshops[38] and all 50 attendees of the phase III workshop successfully completed their coursework. The continuity of staff expertise also played a crucial role in ensuring the programme's effectiveness and its alignment with building broader institutional knowledge in UNITAR.

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[38] There were 6 attendees in the Phase II workshops who did not complete their coursework. This is because they had to withdraw either at the start of the workshop due to family, work, or health emergencies.

Results framework

Outcome	Indicators	Data Sources	Baseline	Target	Actual (end of project)
Strengthened regional network to address the challenges, needs and future plans in the Indo-Pacific Way	1.1: No. of regional networks on sea and human security areas created	1.1: Regional meeting reports	0	2	2
	1.2: % of participants feel the regional networks on sea and human security are strengthened (Activity 1.6)	Qualitative feedback survey	NA	70%	(21 per cent of respondents say they are part of a network, with 12 identified networks, with possible varied understanding of "network").
Outputs					
Built local capacity to enhance sea and human security and developed clear project plans to increase resilience in the local communities in ASEAN and Pacific SIDS countries	1.1: 70% of government officials, NGO/CSO workers, activists, and individuals from the private sector gained knowledge of sea and human security (Activity1.3)	Qualitative feedback survey	0	70%	Phase I: 97% Phase II Pacific: 100% Phase II Asia: 100% Phase III: 98%
	1.2: 280 project plan blueprints submitted (Activity 1.3)	Submitted blueprints, reports	0	280	518 project plans submitted at the end of Phase I
	1.3: 112 solutions developed that focus on enhancing sea and human securities in the Pacific region and presented in country groups (Activity 1.4)	Presented solutions, reports	0	112	138 revised project proposals submitted in Phase II

	1.4: Six project plans developed and presented to peers, experts, stakeholders and partners (Activity 1.5)	Presented project plans, reports	0	6	Nine policy briefs were developed in thematic groups. Three of these were presented to the public and stakeholders in the closing conference. Additionally, four personal projects were presented to stakeholders and the public at the same event.

To what extent have the project activities resulted in enhanced capacities in:
- *strengthened regional networks on sea and human security?*
- *project plans to increase resilience in local communities?*

To what extent has the training methodology (including, inter alia, needs assessment, drafting of project plans, mentoring and coaching, project pitches, and study tours) contributed to achieving the intended outcomes?

Finding 8: Overall, participants self-reported to have increased knowledge on the topics covered by the programme, and made relevant connections with their peers.

Knowledge gain

82. As can be seen in Figure 10 below, programme enrolment was nearly 1,000 participants. These participants came from 36 different countries, including more than 200 participants each from Indonesia and the Philippines. In total 26 per cent of those enrolled in the course were from countries in the Pacific, and 74 per cent from countries in Asia. In subsequent phases, the student selection process, managed by the UNITAR project team, helped to ensure a more even balance of participants from both Asia and the Pacific subregions.

Phase One Online	• 915 participants enrolled • 461 (50 per cent) received certificate of completion, another 86 (9 per cent) received certificate of participation

Phase Two Regional	• 80 participants in Jakarta, Indonesia • 72 participants in Nadi, Fiji • 146 (96 per cent) received certification of completion

Phase Three Japan	• 50 participants in Japan • Half each from Asia and the Pacific • All received certificate of completion

Figure 20 - Course participation in each project phase

83. Around half of the online participants completed[39] the first phase, while 96 per cent of the participants in the Phase II and 100 per cent of participants in Phase III were able to complete the relevant in-person attendance and coursework for the programme. Box 2 below discusses completion rates and various related factors for the online part of the course.

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[39] Participants who received certificates of completion completed at least 70 per cent of the online course material as well as submitting an individual project plan).

Box 2 – Online course completion

As seen in Figure 10 above, 56 per cent of participants in the online phase of the programme completed enough of the course to receive either a certificate of completion (51 per cent) or participation (5 per cent). Academic literature[40] suggests that overall completion rates for large online courses vary considerably but are often far less than half of those enrolled (and in many cases less than one fifth).[41] Numbers of active students in such courses also tend to drop off quickly over time. Since April 2024, UNITAR has set a target of 50 per cent completion rate for its training programmes, as part of its key performance indicators (KPIs).

In that context, the first phase of the Sea and Human Security project has met or exceeded typical completion rates for large online courses. Moreover, the evaluation conducted an analysis of the profile of participants in the group that completed the online training course and those that did not complete the course, in terms of gender, age, region (Asia or the Pacific), type of organisation,[42] sector of activity[43] and years of experience. While there were small differences between the two groups, there were no significant differences that would indicate that one or more of these background elements contribute towards the likelihood for a candidate to complete or not complete the online phase of the course.

Research[44] and the evaluation of UNITAR learning-related event certifications further indicates some potential areas that can help predict or promote the completion of online courses by students, which may be areas to explore in future courses. These include:
- students' individual motivation and professional goals,[45] with participants from countries in special situations being driven more by present demands, i.e. current professional needs, than those from other countries.
- early engagement with course content (i.e. from the very beginning of the course)
- students having active rather than passive participation styles (e.g. where students need to post online or otherwise interact with others versus watching a video lecture)
- whether students are able to spread their learning over time, e.g. learning more than one day a week and for programmes with longer duration.

This perhaps suggests that enabling students to consider the relationship of the course with their own individual goals, as well as helping them to engage early and actively with the course may help to further promote online course completion.

84. In terms of knowledge gained, there was no objective pre / post training knowledge test conducted, as the criteria was based on the submission of project plans by participants. However, students were asked to self-assess changes in knowledge after training. For instance, in Phase I, survey participants self-assessed their pre-course and post-course knowledge in a range of key topics covered by the programme.[46]

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[40] Jordan, Katy. *Massive Open Online Course Completion Rates Revisited: Assessment, Length and Attrition,* International Review of Research in Open and Distributed Learning (2015)
[41] Reich, Justin and Ruipérez-Valiente, José, *The MOOC pivot*, Science 363 (2019)
[42] NGO, Academia, Government – National, Government – Local, UN/UN System, Private Sector, Regional or International Organisation (Non-UN), Government – State, and Unemployed
[43] Environment, academia, business consultancy, law enforcement, etc.
[44] Billsberry, J., & Alony, I., *The MOOC Post-Mortem: Bibliometric and Systematic Analyses of Research on Massive Open Online Courses (MOOCs), 2009 to 2022*, Journal of Management Education, 48(4) (2023)
[45] Note that there may also be, from the student perspective, different understandings of 'success' for the course, particularly for those students for whom obtaining a course certificate is not a professional priority
[46] These included*: International and regional frameworks related to sea and human security in the context of the Asia-Pacific; The role of governments, intergovernmental organizations, and NGOs in policy making and implementation; Strategies for mitigating and adapting to climate-related threats in maritime environments; Ways to address food insecurity through marine conservation, aquaculture and*

Across these topics, participants rated their prior knowledge only slightly above average; while following the course they assessed a significant increase in their knowledge, rating their understanding at a moderate or high level (Figure 11). Overall, they considered it likely or highly likely that they will apply this knowledge gained through the course (see Figure 14). This result should be considered in light of the later evaluation survey where two thirds of respondents who only participated in Phase I noted having used the knowledge from the course in their work. The overall pattern of increased self-assessment of knowledge increase is repeated for phases II and III, with participants assessing their increase on average from average (two to three on the five-point scale), to high (four to five).

Self-assessed knowledge increase[47]

Mean perceived understanding of course themes (scale 1 - 5)
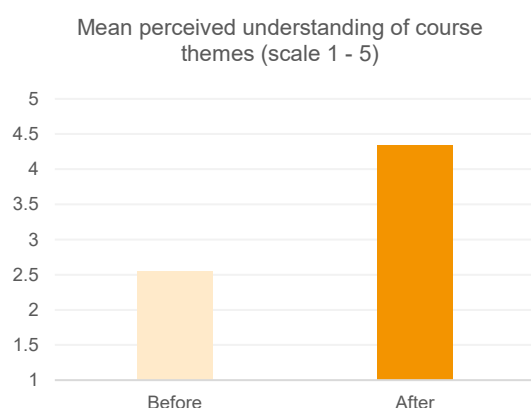
Figure 21 - Phase I training survey: self-assessed knowledge increase

Mean perceived understanding of course themes (scale 1 - 5)
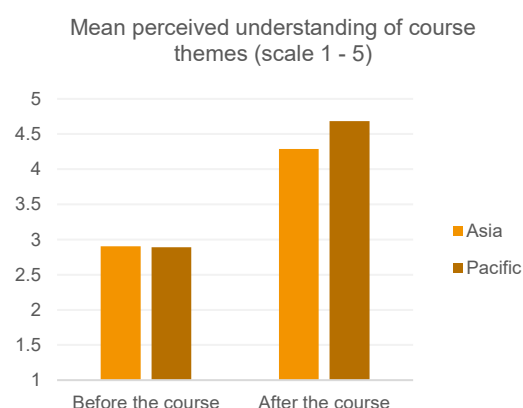
Figure 22 - Phase II training survey: self-assessed knowledge increase (by workshop location)

Mean perceived understanding of course themes (scale 1 - 5)
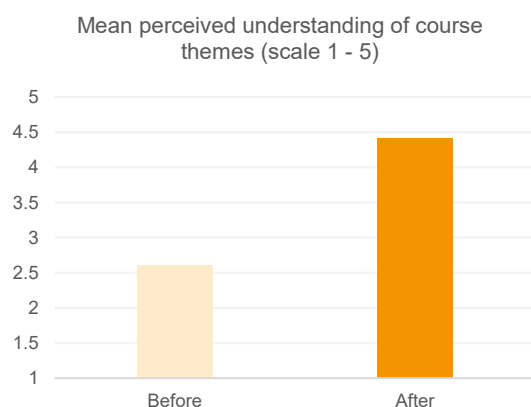
Figure 23 - Phase III training survey: self-assessed knowledge increase

85. Interviews with participants further revealed the perception of increased knowledge and confidence to apply that knowledge in a professional setting. The interviewees mostly noted that the Phase I modules were helpful and appreciated the self-paced nature of the online course (the course had an 'easy flow' as one interviewee noted). Interviewees noted that there was very good information and access to content even after the course's live events. A few attendees suggested that, while overall they were

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agricultural initiatives; Diplomatic, legal, and institutional frameworks for fostering collaboration among maritime stakeholders, etc.

[47] Note that on this scale 1 – 2 represent low levels of knowledge; 3 is average; and 4 – 5 represent high levels of mastery (as self-assessed by the participants themselves after the course)

comfortable with the online experience, there could have been more opportunities to engage with speakers, e.g. through breakout groups during live sessions.

86. In the regional workshops in Phase II, some attendees noted that they found the course content was somewhat more challenging than in Phase I, particularly when discussing issues such as the impacts of climate change. Several interviewees also noted the value of the greater interactivity of the second phase, and its importance for their learning and grasp of the course material, this included the more experiential learning through site visits / field trips. However, several attendees of Phase II found the field trips challenging due to the need to follow along with translations. Overall, though, interviewees noted especially that in Phase II:
    • the course made good use of regional experts to prepare and present information that was relevant in their context
    • there was similar content, but not overlap, with Phase I, further supporting consolidation of knowledge
    • the field visits that allowed for comparison and contextualisation of knowledge (according to one participant, who learned how to *"contextualize the abstract concepts into practical community actions"*)

87. Phase III, like the other phases, showed a self-assessed increase in knowledge gained (Figure 13), with interviewees all agreeing that the third phase was a valuable learning experience from which they had gained greater understanding of security-related issues. As both the form and content of the training was different to the first phase (particularly with the inclusion of the policy brief drafting activity), there were some additional observations made by interviewees:
    • Field visits in Japan were well chosen and prompted further reflection and discussion among participants, especially for how some theoretical learning was implemented in practice. One participant noted that, even if the context in Japan was quite different, after each visit she would discuss how the Japanese approach may be applied in her own region
    • the schedule in Japan was very busy, even compared with the regional workshops, making it challenging to keep up with the course material (even with the frequent 'After Action Reviews')
    • it was difficult balancing some aspects of the course, particularly the additional work on the policy briefs, together with the in-class learning and additional travel logistics, as one interviewee noted *"the programme pushes us to work a lot (…) but in Phase III there is not a lot of time scheduled to work on projects"*

88. Across the three phases, it is important to note that interviewees seemed to find the mixture of both learning content and methodologies (e.g. self-paced online learning, lectures, interactive and discussion sessions, field visits) to be valuable. Most interviewees mentioned that content was more reinforcing than overlapping, particularly across Phases I and II, with Phase I providing a more general overview of security-related issues, with Phase II workshops providing more regional context. Finally, interviewees noted that the focus in Phase III was implementation of security-related learning in practice in Japan, helping to identify various practices and prompt reflection about differing national circumstances and their effects on security responses.

Project plans

Participants' individual projects were a key basis for selection for participation in the later two phases of the programme. Participants could cite one or more themes for their projects. As shown in Table 17, nearly half included aquaculture and fishing as a project theme, while other popular themes were coastal protection, ocean conservation

and biodiversity. More traditional security-related topics, such as border and national security were much less commonly cited.

89. However, there was relatively little information on the current implementation status of most of these projects, making it difficult to assess the extent to which the programme has made progress towards outcomes and impacts across these different thematic areas.

Network building

90. The project outcome is to achieve *strengthened regional network to address the challenges, needs and future plans in the Indo-Pacific Way*, with the performance target to develop two regional networks on sea and human security. As noted in Table 8, there have been various kinds of 'networks' developed depending largely on geography and thematic affinity among participants. There was no precise definition of network or how the network would be sustained, once created, in the original project document and the interactions and networking among course participants appears to have proceeded organically.

Box 3 – Defining networks

There are varied understandings of "network" that were not clarified in the original project document, as a result there is a certain amount of ambiguity and confusion – including among course participants – as to what is understood as a network and what it is supposed to do, how it relates to other networks etc. In the region, there are some formalised networks among practitioners in areas related to sea and human security. For instance, under the auspices of the IMO, the regional Women in Maritime Associations (WIMAs)[48] network plays a role in helping to women in maritime-related careers to mutually support, mentor and share information among one another. There are also a range of more or less formalised professional associations and groups that participants had already worked with.

However, from the evaluation discussions and review of the project activities it seems that a formalised association was not the intent of the course design, but rather any network building was understood to be occurring on a less formal and more organic basis between course participants. In practice, course participants have established and are using: the network for participants on a regional basis (i.e. among Asian and Pacific cohorts, most especially after Phase II); a mixed Asia-Pacific network established following the Japan workshop; single-country networks among participants; policy or theme-based networks, particularly in areas such as maritime pollution, illegal fishing, port security. While there is some evidence of in-person meetings of participants in these networks following the course, particularly for the in-country networks, the networks seem to mostly exist as communication platforms where participants are actively sharing information about policy themes, job opportunities, etc.

91. In terms of the connections made through the Phase I training, there is a somewhat more mixed picture of development of lasting connections among participants (see Figure 15) with post-course survey participants mostly agreeing but a quarter or more neutral or disagreeing about having made valuable contacts during the course. This should also be considered in light of evaluation interviews which saw the in-person phases of the programme as much more useful for forming connections. Indeed, this seems to have been confirmed by the post-training surveys in phases II and III which indicate more clearly the perceived value of the professional connections made during

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[48] See: https://www.imo.org/en/ourwork/technicalcooperation/pages/womeninmaritime.aspx

the course. In the interviews, for instance, almost none of the participants considered the first phase to be particularly valuable for network building, while almost all found both the second and third in-person phases to have helped develop their connections considerably. As one participant noted, *"I have the peer network to be valuable – due to the longer timeframe [of the phases of the course] I have been able to engage with people specifically, and we have explored mutual interests together."* Notably, the value of the peer network also came across in interviews with participants who only participated in the first two phases of the course. The advantages of these networks, according to participants in interviews, are generally in: sharing of career and learning opportunities; the identification of potential collaboration possibilities; and (to a lesser extent) the development of informal peer support groups outside of participants' home organizations or workplaces.

92. Participants had access to three to five subject experts at the end of training days in Phase II, and in Phase III two expert consultants and two UNITAR staff were available to provide feedback, e.g. on policy briefs and presentations. Mentoring and coaching also seems to have taken place within the participant groups themselves. A number of participants reported providing mutual support in developing their project proposals, as well as for future career perspectives. Moreover, the qualitative assessment and feedback on project proposals by UNITAR staff did allow for some provision of feedback, as did the incremental development of the policy briefs. The latter is an area that was new to most of the participants in the third phase of the course, so UNITAR guidance was helpful.

Likelihood of application of knowledge and professional connections made Phase I
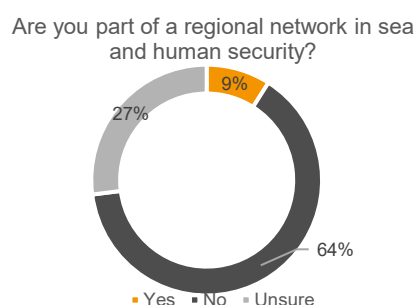
Figure 24 - Evaluation survey: Membership of a regional network, phase I participants
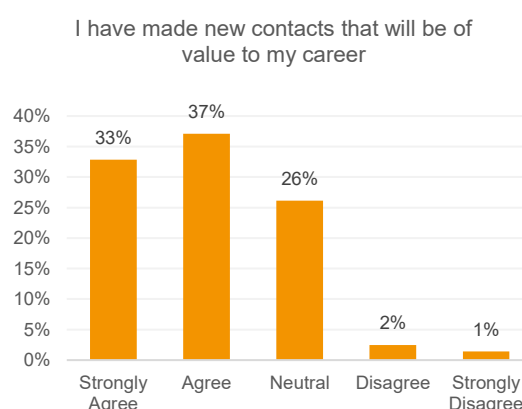
Figure 25 - Phase I training survey: connections made during course
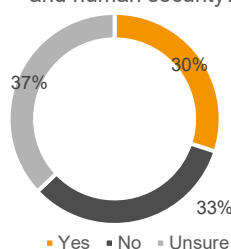
Phase II

Figure 26 - Phase II training survey: likely use of new knowledge
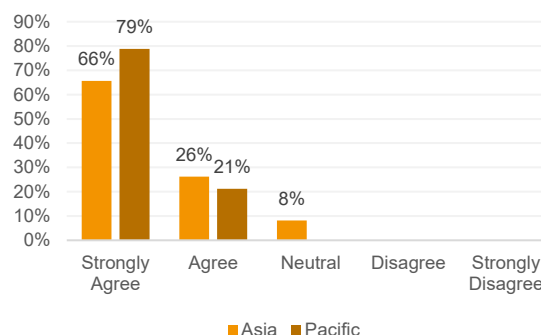
Figure 27 - Phase II training survey: connections made during course

Phase III
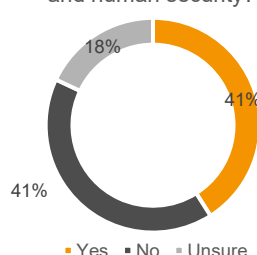
Figure 28 - Phase III training survey: likely use of new knowledge
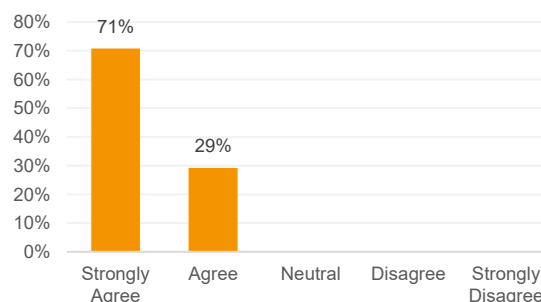
Figure 29 - Phase III training survey: connections made during course

The COM-B Model of behaviour change

The COM-B Model builds upon work in criminal law and public health to identify the factors that influence changes in behaviour.[49] When applied to education and training programmes, it helps to identify what contextual factors are necessary in order for training to lead to changes in behaviour (including the application of new skills and understanding). The model postulates that behaviour change results from the interaction among several factors:

- **Capacity**. This is knowledge, skills, and understanding needed to undertake some kind of behaviour, and is understood to include both physical and psychological factors. In the context of a training programme, this is mostly the capacities delivered by the training itself (or their *successful* delivery).
- **Opportunity**. This is a range of external factors that help make a behaviour possible. These include both physical and social conditions, for instance the presence of necessary tools and resources, the presence of social support or interpersonal networks (that may encourage or hinder behaviour), etc.

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[49] Michie, S., van Stralen, M.M. & West, R. The behaviour change wheel: A new method for characterising and designing behaviour change interventions. *Implementation Science* **6**, 42 (2011). https://doi.org/10.1186/1748-5908-6-42

- **Motivation**. This covers the internal processes that enable behaviour and includes both reflective motivation (the process involved in making plans) as well as automatic motivation (including impulses and inhibition).

In this context, behaviour change (in the form of applying a set of knowledge and skills) will follow from successful delivery of capacity (i.e. acquisition of knowledge and skills), presence of (especially) the social resources (including position within an organisation) to apply the skills, as well as motivation (recognition of the importance of applying skills, feelings of competence and self-efficacy, etc.).

In order to understand the effectiveness of a training programme therefore, we need to appreciate how knowledge and skills have increased, how well course participants are positioned and supported to apply those skills, and to what extent application of those skills aligns with personal and professional priorities.
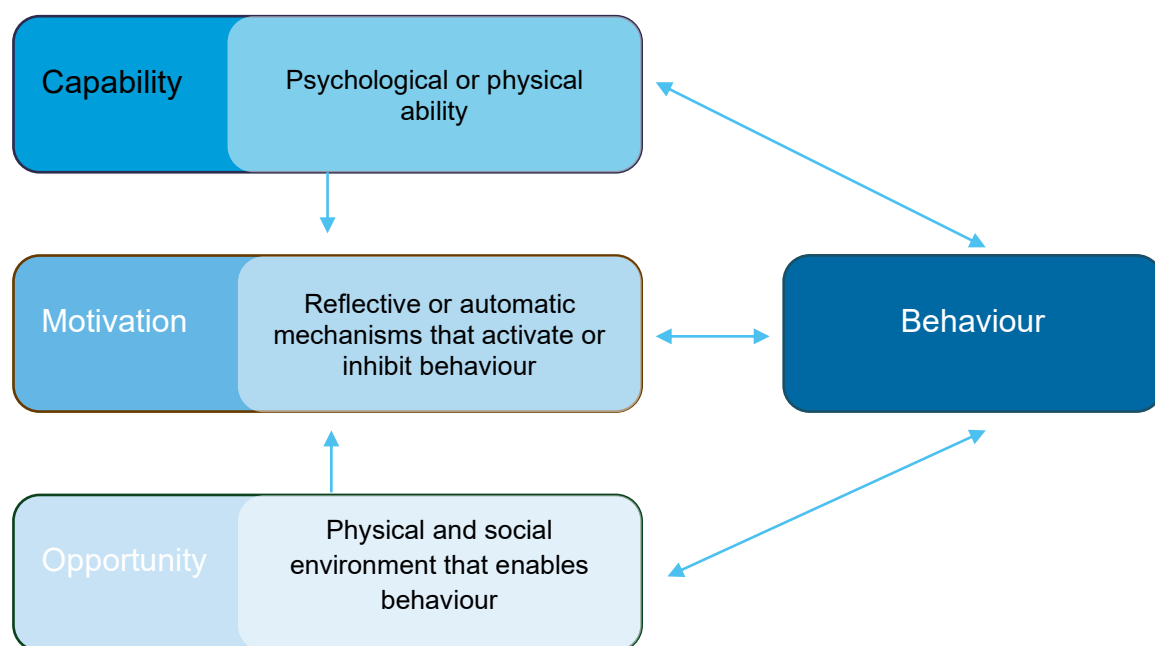
Figure 30 - COM-B Model[50]

What are the key factors that have promoted or hindered effectiveness of the project, including the use of partnerships?

Finding 9: Time and funding appear to be limiting factors in applying the training, while the training design and content are seen as key enabling factors.

93. The evaluation survey respondents considered funding and to a more limited extent time as key factors that inhibited the application of the knowledge and skills from training in the participants' work (see Figure 29 below). The question of adequate funding was also raised during participant interviews, especially in the context of the individual projects. Some participants, particularly those with more established careers, had personal projects more related to their existing roles and responsibilities, and were

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[50] Adapted from: Holloway, Bronwen & Mathur, Aditya & Pathak, Ashish & Bergström, Anna. (2020). Utilisation of diagnostics in India: A rapid ethnographic study exploring context and behaviour. BMJ Open. 10. e041087. 10.1136/bmjopen-2020-041087.

in a better position to ensure that these had organisational support and resources necessary to be implemented.

94. A number especially the early career participants had projects that were more aspirational in nature and required further work in order to be developed further and to attract sufficient resources to be implemented. There were several cases noted in interviews where this did, in fact, happen. For example, one participant was able to secure funding from a bilateral donor to implement their personal project working with local communities to enhance disaster preparedness in their country. However, several interviewees and survey respondents noted that funding for implementation of their personal projects was lacking, and that this was a key inhibiting factor for them in progressing further.

95. Questions of time and funding were followed by a range of organizational or contextual factors – i.e. support from supervisor, colleagues, systems and policies at work etc. While separately less significant, together they suggest the importance of an enabling environment of support from participants' organisations that see the value of the training and how work can be structured in order to enable the appropriate application of new knowledge and skills. This may indicate the importance of an understanding of the relevance of the training and the potential for application of knowledge and skills within the participants' organization.

Factors inhibiting application of knowledge and skills

Funds available	43%
Time available	25%
Support from my supervisor	18%
Support from colleagues	17%
Opportunity to apply knowledge	16%
Systems, procedures or policies at work	15%
Confidence to apply knowledge	14%
Knowledge applicable to my context	13%
Planning in the training for application of knowledge	12%
Sufficient knowledge to be applied	11%

Figure 31 - Evaluation survey: inhibiting factors

Factors enabling application of knowledge and skills

Training design and methodologies	79%
Sufficient knowledge to be applied	79%
Knowledge applicable to my context	79%
Confidence to apply knowledge	78%
Planning in the training for application of knowledge	76%
Importance of knowledge to my job success	72%
Opportunity to apply knowledge	70%
Systems, procedures or policies at work	69%
Time available	66%
Support received from colleagues	65%

Figure 32 - Evaluation survey: enabling factors

96. Figure 30 notes a number of enabling factors that were identified in the evaluation survey, helping participants to apply the knowledge and skills that they have developed through the course (in all phases). Participants highlighted the programme design and methodology, the adequacy of knowledge and skills, the relevance and feelings of confidence as key enabling factors. This seems to reinforce the results from analysis of the relevance of the programme content and methodology, as well as the effectiveness of the programme, highlighting the good 'fit' between programme content and delivery, and participant needs.

Finding 10: Knowledge from across the three phases has been applied in practice, particularly following the second phase, though there was some variation in how often knowledge from the programme is being applied, based on types of roles and participant.

97. Results from the evaluation survey (see Figure 21 below) indicate that a large majority (80 per cent) responding training participants as a whole have made use of some of the knowledge and skills gained through the training programme.[51] Since this includes respondents from all three phases, it is useful to differentiate by phase (see Figure 22

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[51] The annual UNITAR-wide survey for 2024 shows an application rate of 79 per cent.

below) which indicates that, while two thirds of the respondents who completed only phase I of the programme reported applying the relevant training,[52] this number climbed to 90 per cent and 97 per cent respectively for the subsequent two phases.

98. Consideration of the COM-B Model (see Figure 20 above) can help to identify key areas that may affect application of knowledge and skills from training. Based on this model, we can consider there are factors that come from the training content and delivery itself (see 'Capability' in Table 13 below), particularly considering the online vs in-person training modalities. Selection effects, whether self-selection (i.e. on the basis of higher individual interest or motivation) or selection of participants for Phases II and III by UNITAR staff, may also play a role (see 'Motivation').

99. Interestingly, the evaluation survey could indicate that propensity to apply the training is related to the kinds of professional organization of the participant (see Figure 23 on page 51). In this we see that NGO and UN system participants saying that the training is applied at least once a week. National government and private sector participants also report applying training fairly frequently (more than once a week or more than once a month). Local government (along with unemployed) workers seem to apply training least often,[53] though it is worth noting that overall, nearly three quarters of respondents report applying the training 'often' or 'frequently'.

Table 13 - COM-B overview applied to training

	Capability	Opportunity	Motivation
Definition	Differing levels of relevance or effectiveness of training delivery across the phases. Knowledge and skills Confidence	Professional context that allows and supports the application of training knowledge, e.g. factors enabling application	A degree of 'self-selection' on the part of particularly motivated participants completing the requirements for selection into the second and third phases (noting especially the particularly large 'drop-off' in cohort size between phase I and phase II) UNITAR team selecting for particularly promising or motivated candidates to enter into phases II and III Other examples include perceived level of capacity, importance of application for job success, professional benefits expected, etc.
Results	95 per cent of survey respondents stated they are very confident or confident in applying the	The contextual relevance of the acquired knowledge and skills is identified as the most important	The self-assessment suggests that on average, participants in all 3 phases think they have increased

[52] Interestingly, this can be compared to the results of the post-training survey for Phase I (see Figure 13 on page 15) which indicated that perhaps 90% of the training participants had the *expectation* that they would apply the training.

[53] This may reflect, for instance, the different range of powers and responsibilities of local government when compared to national ministries, etc. Though it is worth considering this in light with the suggestion from some interviewees that there could be greater focus on community-led initiatives rather than national policies and international frameworks (such as the SDGs)

| | knowledge and skills in their workplace or life

4 out of the 5 most important enabling factors are related to Capacity, including Training design and methodologies, sufficient knowledge, confidence and action planning.

After the online phase I, 461 out of 915 or 50 per cent of the participants were considered on track and achieved the criteria for obtaining a certificate of completion.

The projects submitted indicate that capacity for developing project ideas was created and the project revisions prove showing further improvements made to the proposals as the programme progresses. | opportunity-related factor with 79 per cent of responses.

All the 5 most important hindering factors are related to opportunity, with lack of funds and time identified as the most important ones with 43 per cent and 25 per cent respectively.
As a result, and as mentioned above, 80 per cent of participants indicated that they have applied knowledge and skills | their knowledge from average to high (Figure 11-13).
52 per cent of respondents find human and sea security concerns very much affect their daily work, while 36 per cent state the level of influence as moderate
72 per cent of respondents think the knowledge and skills acquired are important to their job success |
|---|---|---|---|
| Rating | High likelihood of behaviour change | Moderate likelihood of behaviour change | Moderate likelihood of behaviour change |

Table 14 - Factors affecting the application of knowledge and skills

Factors	% enabling	% hindering	Relevant COM-B component
Training design and methodologies	79%	7%	Capacity
Sufficient knowledge to be applied	79%	11%	Capacity
Knowledge/skills applicable to my context	79%	13%	Opportunity
Confidence to apply knowledge/skills	78%	14%	Capacity
Action planning in the training facilitated transfer and application of knowledge/skills	76%	12%	Capacity
Importance of knowledge/skills to my job success	72%	11%	Motivation
Opportunity to apply knowledge/skills	70%	16%	Opportunity
Systems, procedures or policies supported the use of knowledge/skills	69%	15%	Opportunity
Time available	66%	25%	Opportunity
Support received from colleagues/peers at work	65%	17%	Opportunity
Support received from my supervisor at work	57%	18%	Opportunity
Funds available	40%	43%	Opportunity

100. In all, it seems on the basis of the available information that it is some combination of factors influencing application of knowledge and skills. While a clear majority of respondents to the training surveys across all phases noted the relevance and

effectiveness of the training, and self-assess an increase in knowledge, the differences in application of the knowledge suggest a combination of some degree of opportunity and motivation effects.

101. From a different perspective, has had some impact on how frequently training is being applied. While men are somewhat more likely to report that they have applied the training often or frequently, the combined difference lead of men over women in the higher frequency application lies in the range of 8 to 9 per cent.

102. There were also some differences between participants who classified themselves as 'indigenous' vs 'non-indigenous', with the former being considerably more likely (87.8 per cent application rate) to report applying the training at least once a month. As seen in Figure 35 below the application rate for the 35-44 year old age group is somewhat lower (73 per cent) than for the other ages[54].

Have you already applied the knowledge and skills acquired in your workplace etc.? (all phases)

No, 19.21%

Yes, 80.79%
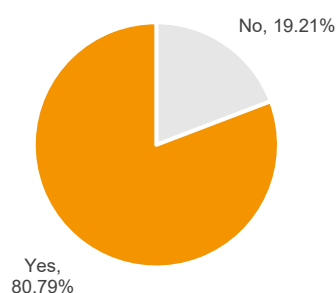
Figure 33 - Evaluation survey: application of knowledge in the workplace (all phases)

Have you applied the skills and knowledge acquired? (by project phase)

Yes, 66%

Yes, 90%

Yes, 97%

■ Yes ■ No
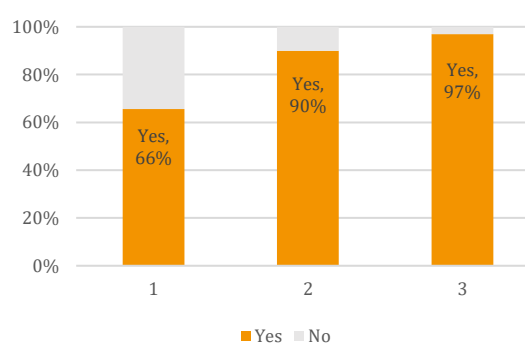
Figure 34 - Evaluation survey: application of knowledge in the workplace (by phase)

Reported application of training

83%

84%

73%

84%

86%

Per cent

18-24   25-34   35-44   45-54   55 and above
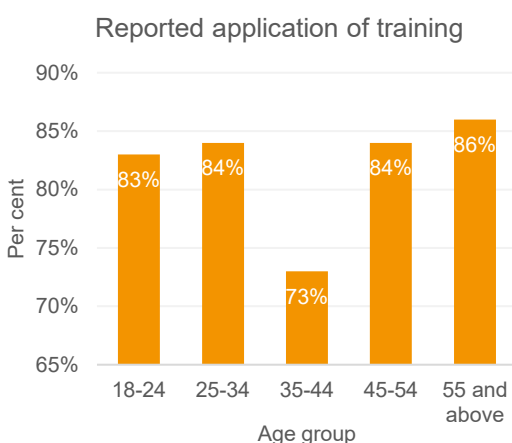
Age group

Figure 35 - Evaluation survey application of knowledge in workplace (by age)

54 Note that there are some differences in total survey respondent group size for each age group: 18-24 (29 people); 25-34 (55 people); 35-44 (41 people); 45-54 (19 people); 55 and above (7 people)

How frequently have you applied the knowledge/skills? (by affiliation)

Legend:
- Frequently (once per week or more)
- Often (more than once a month)
- Occasionally (once a month)
- Infrequently (less than once a month)
- Never
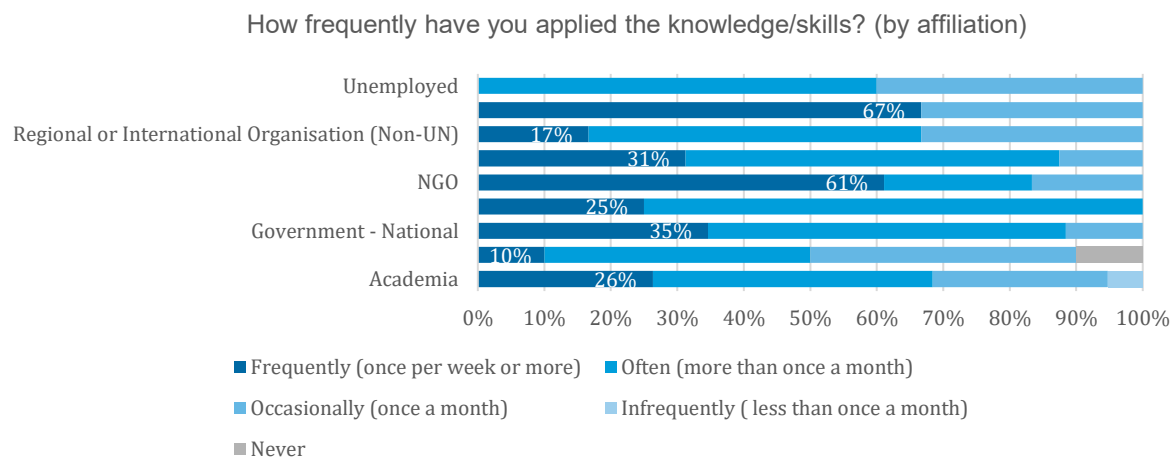
Figure 36 - Evaluation survey: frequency in applying knowledge and skills gained

How frequently have you applied the training?

	Non-indigenous	Indigenous
Frequently (once per week or more)	39%	33%
Often (more than once a month)	33%	55%
Occasionally (once a month)	26%	10%
Infrequently (less than once a month)	2%	
Never		2%

Legend: Non-indigenous, Indigenous
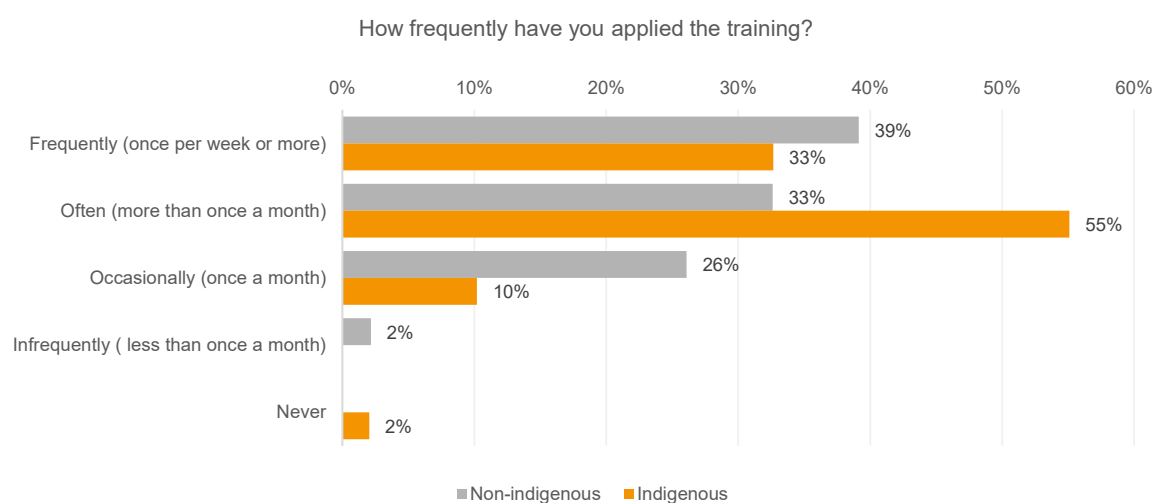
Figure 37 - Evaluation survey: frequency of applying knowledge and skills by indigenous / non-indigenous

How frequently do you apply the training?

Legend: Man, Woman
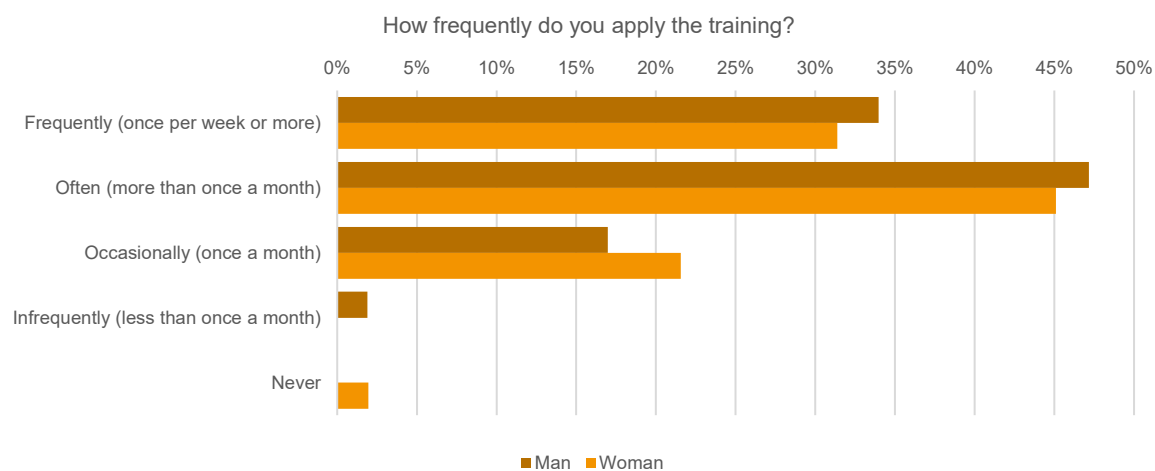
Figure 38 - Evaluation survey: frequency of applying knowledge and skills by gender

Finding 11: The 'pipeline' for entry into the programme depends heavily on the timing and effectiveness of the social media strategy, as well as personal networks, affecting achievement of programme's objectives.

103. As shown in Figure 10, entry into the online phase of the programme determined the composition of not only the profile of participants in the first phase but also shaped the pools of potential candidates for the second and third phases. The profiles of the participants who became aware of the programme and subsequently enrolled therefore will have some effect on the achievement of the programme's overall aim to *"provide government officials and activists in the Pacific SIDS and ASEAN countries with the skills, knowledge and capacity to enhance and secure climate, social, economic, food and maritime security and establish a coordination mechanism across the Pacific."*

104. Most participants (ca. 90 per cent) across both the Asia and Pacific sub-regions are self-nominated (i.e. they weren't nominated on behalf of a government agency, private company, NGO, etc). For most of the respondents to the evaluation survey, the first they heard about the programme was through social media (see Table 15 below) – including directly through UNITAR's own social media presence. This was particularly the case for the cohort of Asian students, where nearly two thirds first encountered the training programme through social media platforms. A significant proportion of respondents, most particularly in the Pacific, heard about the programme through a friend or colleague.

105. While recent data is difficult to access, the differences in source for learning about the programme between Asia and Pacific cohorts may be explained through differing levels of internet and social media penetration. In many countries in the Pacific, while penetration of social media platforms, especially Facebook, seems fairly high among Internet users, overall internet use seems to lag behind other regions.[55] This contrasts to a somewhat overall higher internet penetration rate in ASEAN countries,[56] raising the question of how best to reach potential participants among countries and regions with different internet and social media use profiles.

Table 15 - Evaluation survey: how participants discovered the training programme

Evaluation survey: where did you find out about this training programme?

Source	Asia	Pacific	Overall
Social media post not on UNITAR Platform	34%	15%	29%
UNITAR social media	29%	14%	26%
UNITAR website	15%	10%	14%
Through a colleague or friend (not UNITAR alumni)	9%	25%	13%
Government agencies	4%	10%	5%
Embassy of Japan	2%	5%	3%
Past participants of UNITAR Programmes	2%	10%	4%

106. These results correspond with the findings from the discussions with both UNITAR staff and with individual participants. UNITAR staff made use of various social media,[57] including Facebook community groups,[58] to help promote the course. Staff also

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[55] Khosla, Vipul & Pillay, Prashanth. (2020). COVID-19 in the South Pacific: science communication, Facebook and 'coconut wireless'. Journal of Science Communication. 19. 10.22323/2.19050207.

[56] Statistica.com (2025) *Internet penetration in southeast Asian countries*

[57] UNITAR has a presence on six social media channels (Facebook, Instagram, LinkedIn, YouTube, TikTok, and Twitter / X)

[58] Of those groups, the ones in Asia are much more active with a higher number of followers. For example: ASEAN University network (32K followers), ASEAN Research network (13K), SEA Junction (6.4K). Groups for individual countries in ASEAN are also particularly strong with Youth Opportunities

mentioned support received from the Embassies of Japan in helping to spread awareness of the upcoming course in their respective countries. Course participants in interviews most commonly mentioned seeing a social media post regarding the training, or in some cases hearing about the training from a colleague or participant in a previous UNITAR course. In this context, it is worth taking into consideration factors such as age and exposure to social media messaging, and how it might affect strategies for reaching potential participants at different levels of professional experience. Also relevant to is the timeframe for spreading awareness of the programme which affected the range and types of applicants, as one UNITAR staff member noted "We only had a month to advertise […] more time and networking in smaller countries would have [improved the programme]".

Philippines having 38K members or Myanmar with 6K. In comparison, groups in the Pacific are of much smaller scale with: Tonga (7.1K), Micronesia (1.3K), Kiribati (1.2K)

Efficiency

Rating: *Satisfactory*
To what extent has the project delivered its activities in an efficient manner?

Overview

107. The project's implementation spanned 12 months and successfully delivered its three phases of training within the planned timeline and budget. Survey respondents appreciated the team's support and found the online webinars and discussion platforms highly effective, and participants in both regional workshops—held in Jakarta and Nadi—reported engaging and relevant experiences, though Nadi's cohort expressed comparatively stronger satisfaction. Phase III, conducted in Japan, saw participants valuing the balance between theoretical and practical learning, although some found the schedule quite demanding and the lack of time and space to complete additional after-hours coursework stressful.

108. Overall, the course design meant that it managed to reach a relatively large and diverse group of people (particularly in the online phase) while also providing a more intensive experience for potentially more motivated candidates, providing additional opportunities to learn and establish meaningful connections.

109. Finally, UNITAR made good use of learning from prior courses (most especially the DRR women leadership course), including for the online content, phased approach to the course, as well as hybrid teaching methods. They also demonstrated good practices in terms of collection of post-training data, though these could perhaps be strengthened with other forms of structured assessment of student learning.

To what extent has the project delivered its planned results according to planned budget and timelines?

Finding 12: The project has completed delivery of its three phases of training within the planned project timeframes.

110. Project implementation ran for 12 months, from March 2024 to March 2025. Within this time period no significant delays were encountered, and activities were completed according to schedule. During the 12 months implementation the project met its key milestones, which included:
- Needs assessment and course design (3 months)
- Nominations and applications (1 month)
- Phase I online (3 months)
- Phase II in-person regional workshops (2 months)
- Phase III in-person workshop in Japan (2 months)
- Final activities and evaluation (1 month)

111. The overall budget for the project was $2 919 708, including approximately $191 000 (7 per cent) in programme support costs (PSC). The implementation rate on the budget at project completion was over 99 per cent, as of 7 May 2025. Activities were completed within the planned project budget. When dividing by cost categories, most costs are allocated for personnel (42 per cent), followed by workshop organization costs (27 per cent), project and direct support costs (18 per cent), logistics personnel (10 per cent) and other costs (3 per cent).

What measures, if any, has the project taken to ensure efficient delivery of project activities (in terms of both time and resources) compared to alternative approaches?

Finding 13: The model of online training with large cohort and subsequent selection of participants for in-person training appears to help in identifying those most likely to benefit, while still reaching a large number of people.

112. As discussed above (see Coherence), the model used in this programme has been developed from the experiences of previous programmes implemented by the HO, including the DDR Women in Leadership programme. For instance, in the most recent iterations of the programme, an online course with a fairly large (100+) group of participants is used as an entry point to smaller subsequent in-person phases. An assessment of student course work during the online phase (e.g. a student's individual project) helps to provide a filtering process with the intention of identifying the most promising or motivated students to participate in subsequent phases (see also Figure 10).

113. Building on that approach, the Sea and Human Security project had three phases starting with an online component (with over 500 participants completing), two in-person regional workshops (with around 80 participants each), and a final in-person phase (with 50 participants).

114. In this context, it should be noted that the budget for each of the regional workshops and the Japan workshop were nearly three to over five times the budget for the development of the online material. However, in terms of effectiveness (i.e. application of knowledge) and sustainability (including through development of professional networks), there are notable advantages to providing in-person training. There is therefore a balance to be made between the lower expense and (potentially) greater reach of online training, versus the apparently more effective but more costly in-person group training activities. Moreover, project design could consider a range of potential scenarios on a cost / benefit basis, for instance, one or more of:
    - Sub-regional focused programming (e.g. Pacific or ASEAN), perhaps with extended regional workshops, rather than having a combined ASEAN-Pacific third phase
    - More specific selection of a smaller group of participants for in-person training, e.g. a specific focus on developing youth leaders in sea and human security, or on mid-career professionals already in roles related to sea and human security
    - Inclusion of more group-focused work as part of online training programming, i.e. to help bring together participants virtually rather than in-person

115. As it is, the approach adopted by the Sea and Human Security project whereby the online course helps to both serve to reach a wide audience while also acting as a filter to find the highest potential candidates for more costly in-person training, seems like an effective compromise.[59] Moreover, this approach has the advantage of serving to harmonize the baseline knowledge of course participants in later phases, providing a good basis on which to build further more detailed understanding.

116. The project also made use of partners, including both technical experts and private sector entities (including the Pasona Group in Japan) to help both deliver the training curriculum as well as to provide case study examples (e.g. in agricultural models etc). These partnerships were largely chosen on the basis of existing relationships gained

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[59] Note however the importance of the initial 'pipeline' of students in the online phase of the course, noted in the section on Effectiveness.

from prior UNITAR programming and were developed with the support of two regional consultants (in Asia and the Pacific) who selected the relevant experts and partners, on the basis of the curriculum outline. In general, the work done by these partners in curriculum development and organising site visits etc., seems to be well regarded by project participants and seen as relevant to their work.

To what extent did the project design and implementation support and promote the use of results and evidence?

How has management of the project, its activities, and its results, contributed to each of the criteria?

Finding 14: The project made use of good practices particularly when incorporating learning from the DRR project and use of post training surveys and data collection.

117. As described in the section on relevance from page 18, the project methodology build upon learning from the related project on *Women's Leadership in Tsunami-based Disaster Risk Reduction*, particularly in terms of its use of hybrid online / in-person training methods, as well as use of individual and group assignments, and the 'phased approach' that allows for selection of 'high potential' participants for attending in-person training. This, in turn, builds upon the experience of the COVID-19 pandemic shift towards synchronous and asynchronous remote learning. Following the feedback of participants during the post-training and evaluation surveys, and the participant interviews, it seems that this approach is both popular and effective in allowing many opportunities for integration and application of the knowledge acquired (most especially for participants in more than one phase).

118. Another aspect of the methodology is its ability to have both broad reach and targeted focus. In this, it is notable that much of the feedback from participants who only completed the first phase discussed the appropriateness and convenience of the online training format. Some mentioned the ability to balance training and other responsibilities (particularly employment) and the difficulties in committing to attending and in-person training programme. It is worth noting that one student who did actually attend the later phases of the programme actually completed the first phase while working as a seafarer on a vessel. This, and the large cohort and high completion rate of the first phase, show its value both as a standalone training and as an entry point for more in-depth and focused work.

119. Moreover, the project employed good practices when collecting post-training data, helping to provide a good picture of: the profile of the participants; the self-assessed increases in learning; aspects of the training that were most or least useful, etc. The training programme could have perhaps employed some form of pre / post testing of participants on some of the aspects of sea and human security, but the programme did include many chances for participant feedback and assessment, particularly with the development of individual projects, group presentations, and the policy exercise.

Likelihood of Impact

Rating: *Moderately satisfactory*
To what extent are the project interventions likely to create higher-level outcomes and impacts?

Overview

120. Participants broadly agreed that the project training had a positive impact on sea and human security in their countries. Participants considered application of knowledge and skills acquired through the training to be frequent (at least once a month or more) with the likelihood of application increasing with the latter two phases (perhaps further validating the in-person cohorts as being more 'motivated' or better positioned to apply knowledge).

121. Stakeholder interviews and the outcome mapping workshop provided further insight into how training has been implemented within communities, leading to a range of outcomes, across different thematic areas. These included policy and strategic impacts, capacity building, coordination, and individual career development. While the full extent of these impacts may take time to become apparent, early evidence suggests pathways for medium- and long-term results. The evaluation highlighted personal, professional, and organizational changes, as well as community-level and policy-driven initiatives resulting from the course. These examples offer insights for future follow-up to assess deeper impacts and influence of the training.

To what extent is there evidence that project interventions are on a credible pathway to longer-term outcomes and impacts?

Finding 15: Participants agreed that the training had a positive impact on their work and on sea and human security in their country.

122. While impacts can take months to years to become visible, the evaluation has already found some suggestions of further project impact in progress or to come. Firstly, a majority of (86 per cent) of evaluation survey respondents agreed that the training has had a positive impact on sea and human security in their home country (see Figure 27 below). This follows post-training course surveys that indicate likely use of course material (i.e. 95 per cent in Phase I; 96-97 per cent in Phase II; and 95 per cent in Phase III), and clear majorities in the evaluation survey reporting having already made use of training materials (66 per cent in Phase I; 90 per cent in Phase II; and 97 per cent in Phase III).

Percent agreeing the training had a positive impact on sea and human security in participants' home country

Strongly agree	50%
Agree	36%
Neither agree nor disagree	13%
Strongly disagree	1%
Disagree	1%
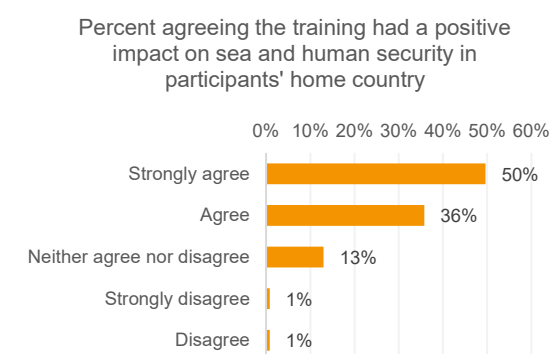
Figure 39 - Evaluation survey: impact on participants' home country

Have you already had an opportunity to increase cooperation and coordination with colleagues?
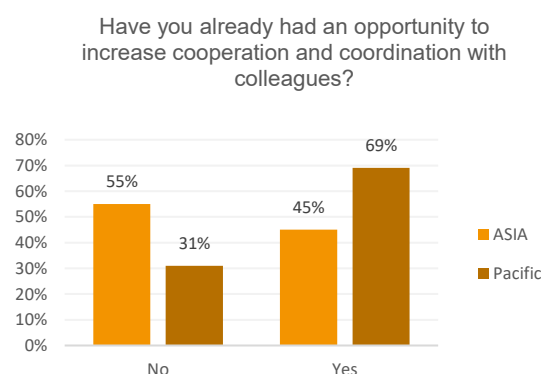
Figure 40 - Evaluation survey: opportunities to cooperate with course colleagues (by sub-region)

123. In both stakeholder interviews and the outcome mapping workshop, participants described ways in which the project training had been implemented, and the further effects that this implementation has had in their communities and countries. Table 16 below provides an overview of the results of these discussions. It shows several areas covering policy and strategic impacts, capacity building, coordination, as well as impacts on individual career direction.

124. As can be seen, there is a range of different kinds of personal, professional, community, organizational and policy results and impacts that have been noted following the training programme. The level of impact of each of these remains to be demonstrated over the medium to long term, but both collectively and individually each of these points demonstrates a potential pathway towards greater impacts. This helps to not only understand where and how the training is being applied, but also suggests in what areas where UNITAR may be able to follow up at a later stage to understand key impacts from the course.

Table 16 - Examples of further impacts

Area	Examples
National policy	• Development of strategies for sustainable ocean management, integrating knowledge from training (Policy and planning officer) • Incorporated training into drafting a report to a national ministry on implementation of a fishing convention (Policy officer) • Delivery of more comprehensive briefings to senior ministers on security-related issues (Policy officer) • Development of revised standard operating procedures for a national security institution (Security officer)
Project development	• Development of funded project proposals, particularly for attracting climate-related donor funding (Civil society officer) • Redevelopment of national project to focus on addressing marine renewable energy frameworks and strategies (Project manager) • Have helped ensure that an environmental restoration project is able to achieve its key outcomes (Policy officer) • Calculation of company's carbon footprint and recommendation to invest in local community carbon offsetting projects (Private sector worker)
Local capacity building	• Strengthening of project to incorporate blue economy practices and bringing new training to business capacity development for local youth (Civil society officer)

	• Using training to build local community of practice around agricultural empowerment, and circular economy and sustainability principles (Civil society officer)
	• Presenting learning from training to women's leadership network (Project manager)
	• Incorporation of a regional perspective in development of projects and capacity building in maritime law enforcement (Law enforcement officer)
	• Incorporating learning into capacity building for blue economy project (NGO officer)
	• Developed connections with other non-governmental organizations (NGOs) on developing systemic responses to circular economy issues (Civil society officer)
Stakeholder engagement	• Communicating and bringing together multiple stakeholders using broad nature of training (Policy officer)
	• Coordinating and communicating across different ministries in government (Policy officer)
	• Extending policy advocacy activities in biodiversity to include public awareness programmes, including in combating wildlife crime (Civil society officer)
Knowledge development and advocacy	• Incorporating training material into research and advocacy products for security-related issues (Researcher and civil society officer)[60]
	• Incorporating training material into gender-related advocacy work in security (Civil society officer)
Career changes	• Planning a change towards a more policy-oriented career in maritime affairs (Seafarer)
	• Began a new role as an international affairs officer in government (International affairs officer)
	• Promoted to more senior position because of increased skills (Policy officer)
Application of 'soft skills'	• Improved confidence in inter-cultural communication and leadership in a multi-cultural environment
	• Increased feelings of overall self-efficacy in addressing security-related issues
	• Perception of improved skills in research and analysis
	• Increased feelings of confidence in leading and managing a diverse group

Finding 16: The evaluation found that the project is on a path to creating longer-term impacts, particularly for those participants already working in a setting where there is funding and structures to help them apply new knowledge to their work.

125. The third phase of the programme had participants further develop and refine their individual projects. These projects addressed a wide range of issues related to sea and human security, reflecting the broad range of interconnected issues that are linked to this topic (see Table 17 below). Close to half of projects explored challenges that related to aquaculture or the fisheries sector, while a high proportion of projects addressed environment-related themes, particularly related to biodiversity, ocean conservation, and disposal of waste. A third of projects addressed coastal protection-related themes. Only a small number of projects directly addressed a more traditionally security-related theme such as borders or national security more generally.

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[60] Note also that, in the evaluation survey, around 10 per cent of respondents mentioned sharing knowledge with colleagues or communities or other ways of sharing, e.g. through workshops, training, events, etc.

Project Theme(s)[61]	Percentage
Agriculture and forestry	1%
Aquaculture and fishing	43%
Biodiversity	22%
Border and maritime security	4%
Climate change	14%
Coastal protection	33%
Community economic development	16%
Human safety and security	7%
National security	2%
Ocean conservation	26%
Transport	8%
Waste disposal	21%

126. The status of implementation of these projects varies considerably with 5 projects being implemented and 6 projects applying for funding or having started to be initiated. As mentioned above, in general, where a participant has proposed a project directly related to their existing work or organization, there is greater chance of having made more progress along the project implementation plan. This typically (but not exclusively) means that those participants who have more established career positions are further along in implementation, based on feedback from the evaluation survey and individual interviews.

127. Table 18 below provides a selective snapshot of some individual projects from participants in the third phase of the project that are currently under implementation. This helps to further identify areas where the project has put participants on a pathway towards creating impact, highlighting where and how we may follow up in the medium to longer term to understand the effects of the training programme.

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[61] Projects could address more than one theme.

Table 18 - Examples of individual projects being implemented

Area	Objective(s)	Results[62]
Disaster resilience	To strengthen flood preparedness and resilience in a target vulnerable community by focusing on youth capacity-building and community empowerment.	Grant received from bilateral donor for project implementation, and project under implementation
Fisheries	To equip fisheries officers with the skills needed to enhance food security through policy enforcement, climate security, and human rights protections during inspections	Received funding and support from regional organization and agreed partnership with local university
Fisheries / Community economic development	To combat IUU fishing and promote the blue economy within local communities	Developed an online community learning platform for courses in impacts of IUU fishing and the blue economy
Sustainable business / circular economy	To engage local micro, small, and medium-sized enterprises (MSMEs), businesses, and hospitality entities in waste segregation, plastic recycling, biodigester, and composting practices.	Discussions with the regional government planning agency on developing new programmes with an emphasis on the waste sector
WASH	To identify sources of pollution and engage with the community in implementing measures to improve the quality of water. Improving the state and quality of water sources and storage mediums prevents water-related disease risks in communities' population and trained locals to manage their water resources.	The organization is working with 8 villages in developing WASH and plans & policies according to resources available after collecting data from socioeconomic, social and biological surveys, to be replicated across other communities. The training has provided the resources and connections which are helpful in policy development.

What measures has the project put into place to help promote impact?

Finding 17: The project lacked a clearly defined theory of change leading towards intended higher level results.

128. The projects results framework does not include statement on potential medium to longer term impacts of project activities. Instead, it includes the following outcome statement *"Strengthened regional network to address the challenges, needs and future plans in the Indo-Pacific Way"* with two key targets[63] related to the development of these networks. This statement comes with little clarity on the degree of formality and is not connected to the participants' project deliverables. Moreover, the baseline is indicated as zero despite that there are indeed existing professional and other networks related to themes within the programme. Indeed, the reference to *strengthened* networks already assumes the existence of such networks.

129. This outcome statement seems to miss any theory of change that links:
- Increased knowledge and capacities of participants that connects to changed behaviours, and larger organizational or other impacts
- Results of implementation of the participants' individual projects throughout the range of their thematic areas

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[62] As of drafting of the evaluation report.
[63] Target 1: 2 regional networks on sea and human security areas created. Target 2: 70 per cent of participants feel the regional networks on sea and human security are strengthened.

- Further effects of the presentation or publishing of the group policy briefs

130. This is in spite of the areas above being a central part of how participants were engaging with the course, especially in the latter two phases. It seems therefore, that the development of networks as a focus for the project outcome statement does not entirely match the implicit project focus when considering both the actual project activities and indeed the kinds of learning and course work that the participants were engaged in.

Likelihood of Sustainability

Rating: *Moderately satisfactory*

To what extent are the project interventions likely to continue to provide benefits beyond the lifetime of the project?

Overview

131. In addition to ensuring the relevance and practical nature of the training received, key mechanisms for sustaining project results include fostering of the networks among participants, encouraging the implementation of participants' individual projects, and the skills developed during the policy brief exercise (as well as the policy briefs themselves). There is early evidence that, through the implementation of individual projects, as well as the on-going active use of knowledge gained and professional networks, that the programme benefits will continue.

132. Stakeholder interviews revealed that personal relationships formed during the programme are highly valued and utilized, particularly in professional domains such as sharing news and developments within particular thematic or policy areas, job opportunities, and additional or further training resources. However, long-term sustainability – in the form of application of training knowledge in participants' professional spheres – remains quite contingent on factors like funding and organizational support structures, which vary significantly across participants' home countries.

To what extent has the project identified and made use of mechanisms to sustain project results in the long term?
What are the key challenges to sustainability of results and how are these being addressed?

Finding 18: Mechanisms for further sustainability (and impact) are dependent on circumstances in participants' home country and organisation. These vary considerably, particularly in terms of available funding and support structures.

133. The project established several mechanisms to help promote further sustainability of the training and skills acquired:
- Networks among participants
- Implementation of participants' individual projects
- Policy brief exercise

Networks among participants

134. The project worked to establish networks among participants with the aim of promoting *"better greater coordination across the region to enhance collective security".* As such, the creation and use of these networks is a key component of both the impact and sustainability of the project results. In stakeholder interviews, participants discussed forming personal connections and relationships with others in Phase II and Phase III of the programme. Almost all interviewees considered the connections made to be valuable and a majority had made use of connections, at least for sharing of relevant developments in their respective professional areas, job and training opportunities, etc.

How likely do you think it is that you will seek to collaborate or coordinate with colleagues?

Response	Percentage
I am already coordinating/collaborating with others (including from other countries)	17%
Very likely	40%
Likely	19%
Somewhat likely	18%
Neither likely nor unlikely	4%
Unlikely	2%
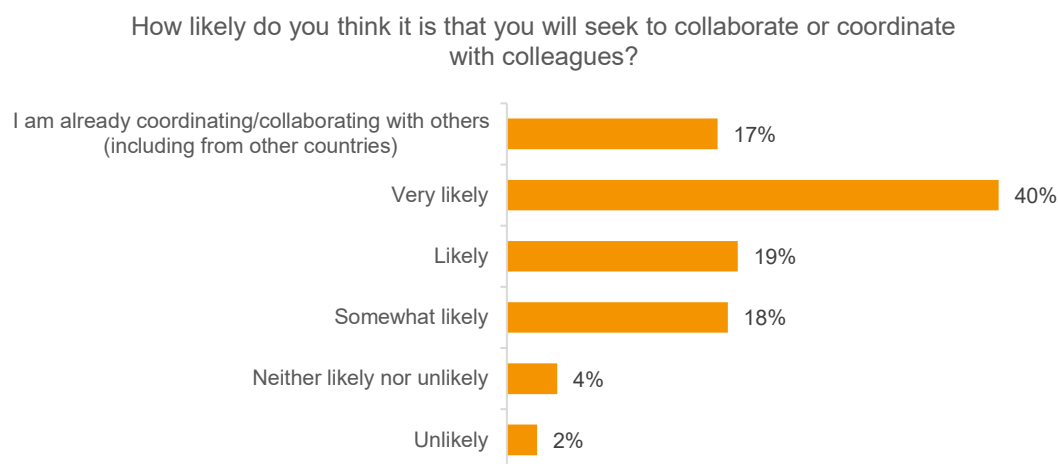
Figure 41 - Evaluation survey: likelihood of further collaboration with course colleagues

135. This is also reflected in the post-training surveys and evaluation survey data, as introduced under the effectiveness section.

136. In terms of the kinds of collaboration that is already taking place, we see some variety. One training participant noted that the programme had helped them to develop a network among port authorities in the region for sharing of information, and that the network was 'developing organically' among managers in the region. Several participants mentioned that there had already been several in-person meetings of participants from phases II and III, particularly groups in Southeast Asia, and some Pacific countries. One interviewee noted that she had formed a network across Asia and the Pacific for creating a community of practice in her thematic area, sharing experiences and best practices. Others noted that the thematic and general WhatsApp groups and LinkedIn were active platforms where participants were sharing relevant information about policy developments, jobs, and other opportunities.

137. These networks will need to be sustained by the participants themselves over time, and it remains to be seen how durable the wider network of participants is as a platform for sharing and collaboration. However, it does seem likely based on discussions and the extent of post-training interaction following phases II and III, that some of the professional and personal connections made on the course will endure. This seems particularly likely where a) there is geographic proximity among participants (i.e. sub-regionally in Southeast Asia and in the Pacific), and where there is thematic overlap in terms of policy and professional interests. On the last point, it is worth noting that several participants mentioned that they felt a particular affinity for their policy group in Phase III, having got to know them especially well during the course. As one participant noted, the longer timeframe of the course (i.e. across several phases) allowed her to better engage with others and explore areas of mutual interest together.

Implementation of participants' individual projects

138. Participant projects are discussed more in depth in the section on Likelihood of Impact above, though as mentioned they vary in the degree to which they are being implemented. While we are seeing some examples of projects being funded and implemented (see, for example, Table 17), it is perhaps still too early to understand the extent to which these will have long-lasting impacts. However, they do put participants on the pathway towards having sustainable benefits from the training programme, particularly for those participants who already have existing organisational and other

resources available to help them implement the projects. As such, there is perhaps a bias towards sustainability and impact of the projects implemented by participants who are somewhat more advanced in their careers, and whose projects relate more directly to the existing work.

Policy brief exercise

139. The policy brief exercise was aimed at providing participants with the experience of developing a set of well-researched and actionable recommendations and ways forward for policy makers, within one of a number of different themes:

- Aquaculture
- Coastal protection
- Fishing
- Ocean conservation

- Marine transport
- Marine plastics and waste
- Water pollution

140. The brief asked participants to link their chosen issue with one or more of: Environmental security, Climate security, Maritime security, Food security, and Economic security. Additionally, participants were asked to include 'social perspectives' in the brief (e.g. human rights, social inclusion, poverty alleviation, etc).

141. The policy brief exercise provided training in developing and presenting a researched set of recommendations to decision makers. Most of the interviewees appreciated the value of the exercise, with many remarking that it helped develop additional skills that they intended to make use of in their work. Several participants working in civil society organizations noted that, while it was different from their usual community-focused work, it had made them consider how their organization can better engage at a policy level to help drive positive impact. Moreover, several interviewees mentioned that they intended to present their policy brief (or a modified version) to government or regional officials, following the training programme.

142. In this sense, while the policy brief exercise did not seem as central to the training programme as other components such as the lectures and study tours, it was seen as to provide additional value and useful competencies to participants, while also helping to promote sustainability of the project interventions.

Addressing challenges

143. As noted in Table 14, there are a number of challenges that potentially hinder effective implementation of the skills and knowledge gained by participants. Much of these related to levels of time, organizational support, and funding available to participants in their home countries or organizations. While the connections formed throughout the course may help provide participants with opportunities to provide mutual support and advice in the challenges they encounter, there is little in the way of formal structures to help participants navigate any future issues. In addition, given the project's approach targeting individual learners as opposed to the organizations in which they work, systems are not necessarily in place to provide opportunities for the continued application of learners' knowledge and skills, and for supporting longer-term sustainability and organizational change. In this context it is worth noting that other UNITAR programmes have in the past tried to better connect individual learners and their institutions, for example by asking participants to involve their supervisors in the application process, or asking organizations to provide opportunities for learners to apply their skills. Moreover, other programmes employ methods such as training of trainers, in order to directly strengthen institutions.

Cross-cutting Issues

Rating: *Moderately satisfactory*

To what extent has cross-cutting issues such as gender equality and the empowerment of women, disability inclusion, environmental sustainability, and human rights been integrated into project planning and implementation?

Overview

144. Across the three phases, the programme integrated issues of GEEW and disability inclusion substantively and operationally. Programme participation was largely balanced by gender in the first two phases, while two-thirds of participants were women in the third phase, reflecting the programme's active efforts to prioritize women applicants. Gender was included substantively in all three phases, but most especially through sessions in phases one and two (though participant views on the effectiveness of these sessions were mixed). In disability inclusion, the programme did provide some regards for the needs of people with disabilities, but these issues were somewhat less prominent in the course itself.

145. Human rights and especially environmental sustainability were reflected in the content of the course. There were dedicated sessions on human rights in the first two phases, while human rights concerns were more broadly discussed in a cross-cutting way and were included as aspects of some individual projects (e.g. considering how particular issues disproportionately affect marginalised populations). Environmental sustainability was a cross-cutting issue that was touched on by a wide range of the course themes and was therefore strongly reflected in policy briefs and individual projects.

To what extent has the project planning and implementation taken into account participation and the different needs and experiences of women and people with disabilities?

Finding 19: GEEW, as well as the subject of inclusion, were incorporated both substantively and operationally in the project.

146. At the outset of the programme, a needs assessment was undertaken jointly with the participant application (i.e. prior to starting the online phase of the programme). During the assessment, demographic data, including gender, age, nationality, country of residence, affiliation, sector, work experience and educational level were collected. Moreover, the needs assessment served to understand how participants have learned about the programme and if they have previously taken part in UNITAR programmes. The assessment further inquired about interest in the programme (motivation), time commitment and availability, field and topic of interest. Nevertheless, the assessment did not inquire about national, regional or individual needs more specifically.

147. The key topics mentioned by participants as areas of interest in the initial assessment were:
- Interconnections between the ocean environment and governance and human security, e.g. protecting seafarers, addressing maritime threats, ensuring safety at sea, and safeguarding people and their environment
- Climate change and environmental security, e.g. impact of climate change on coastal communities and marine ecosystems, and the need for sustainable solutions, including disaster response and environmental protection, etc.

- Leadership and skill development, e.g. enhancing leadership skills, engaging in professional development, and wanting to make a 'positive impact' in their communities
- Economic security and development, e.g. emphasizing the importance of economic stability, especially through trade, access to markets, fisheries, and tourism
- Fostering community development and resilience, e.g. applying learned knowledge and skills to address local challenges and improve community well-being
- Promoting regional cooperation, e.g. build networks, exchange ideas, and work with various stakeholders to address shared challenges in the Indo-Pacific region
- Food security related issues, e.g. sustainable food production and fisheries, often linked to climate change impacts and economic stability
- Policy development and implementation, e.g. improving skills in areas such as policy analysis, developing policy briefs, action plans, frameworks, etc.

148. In general, there is good overlap between the areas mentioned by participants in the initial assessment and the subjects covered in the three phases of training. However, in the context of cross-cutting issues, there was little direct mention of GEEW-related issues, or aspects of disability inclusion, human rights, etc.

Gender

149. The proportion of men to women in Phase I and Phase II was fairly balanced, with slightly more women than men participating in the Pacific regional workshop, and the opposite in the Asia regional workshop (see Figure 32 to Figure 34 below). Phase III saw two-thirds of women participants and one third men (see Figure 35). The programme expressly prioritised women applicants across all three phases.

Phase I
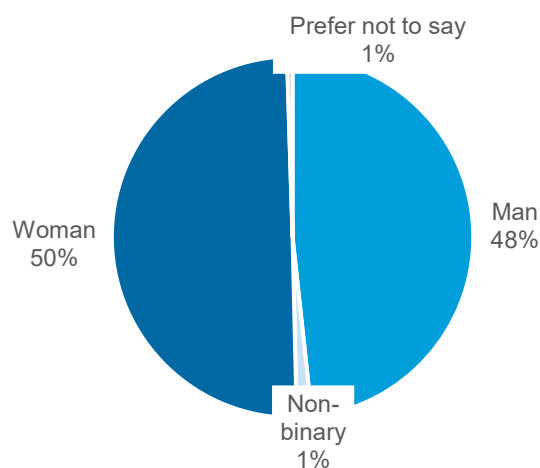
Figure 42 - Gender of participants in Phase I
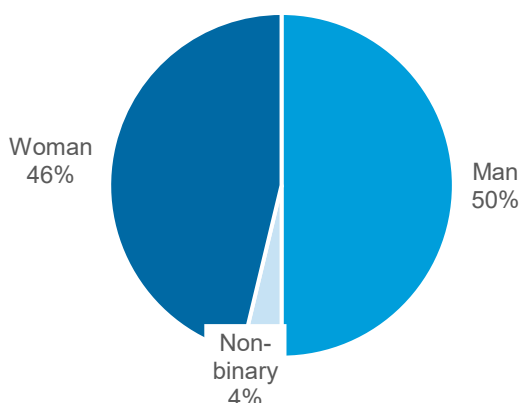
Figure 43 - Gender of participants in Phase II (Asia)
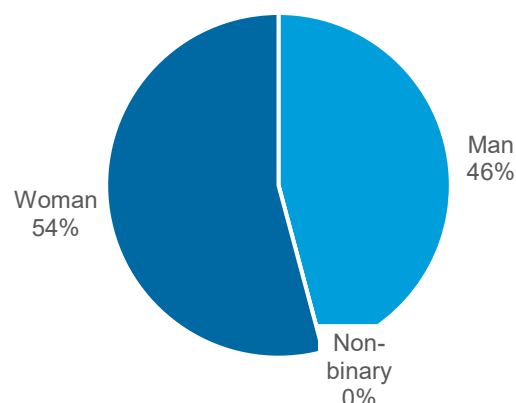
Figure 44 - Gender of participants in Phase II (Pacific)

Phase III
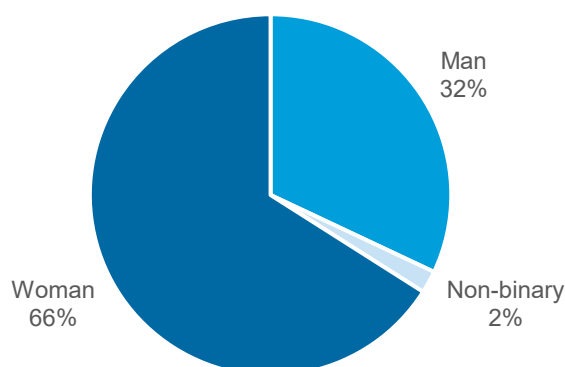
Figure 45 - Gender of participants in Phase III

150. The content of the course incorporated GEEW as a cross-cutting issue, as well as having dedicated sessions during the regional workshops in Phase II, and as part of discussions of inclusivity in Phase I. As a cross-cutting issue, gender and women's empowerment appeared in discussions on the various themes, and in the group presentations (often as part of 'Gender Empowerment and Social Inclusion' – GESI). Participant interviews noted that even where there was no specific session on gender, i.e. in Phase III, gender-related impacts and challenges of the various themes was discussed, and GESI questions were actively raised by the participants themselves. Responses to the evaluation survey by participants who were present in phases II and III of the programme showed a self-assessed increase in their understanding of the connections between gender, and sea and human security (see Figure 37 below). When considering participants' individual projects too, we see significant inclusion of GEEW. Of the projects for phase III participants, 20 per cent (10 projects) have women as a priority target group, and 12 per cent explicitly mention gender equality and inclusion as key targets.

151. There was, however, some disappointment with the dedicated sessions on gender during the regional workshops in Jakarta and Nadi. Around 15 per cent of respondents to the post training surveys specifically highlighted these sessions unimportant or irrelevant, with proportionally more voicing negative opinions of the session in Nadi.

Moreover, stakeholder interviews suggested some dissatisfaction may have stemmed from the presentation being seen as too abstract and not tailored enough to the cultural particularities of the audience, and the subject of sea and human security specifically.

Disability inclusion

152. Disability status was asked of respondents to the Phase I programme application form and the evaluation survey. In the evaluation survey there were proportionally more people who identified as having a disability (10 per cent vs 3 per cent in the course survey). Notably, the evaluation survey allowed participants to choose among a few different kinds of disabilities. The most commonly reported disabilities among respondents were: mental health issues (reported by almost all who answered 'yes' to having a disability), sensory issues such as vision or hearing loss (about a third of those with a disability), learning difficulties (a quarter), multiple disabilities (a quarter), and smaller numbers of those with auto-immune conditions, progressive conditions (e.g. muscular dystrophy), physical disabilities (e.g. amputations).

Table 19 - Self-reporting of disability status

Self-reporting a disability	Yes (reports a disability)	Prefer not to say
Phase I course survey	3%	3%
Evaluation survey	10%	1%

153. In terms of substantive inclusion of disability in course material, it is far less visible than the content for GEEW. While there was discussion of inclusion as part of GESI, there were no dedicated sessions on disability specifically. However, when considering the themes of individual projects, 8 per cent describe involvement of people with disabilities and special needs explicitly in project activities. It is worth noting that the course phase in Japan involved considerable amounts of travel and related logistics that may have reduced accessibility for some issues in very specific instances.

How has the project contributed to key initiatives such as promotion of human rights, and LNOB?
How has environmental sustainability been considered during the project design and implementation?

Finding 20: The project provided substantive support for the inclusion of human rights in sea and human security as well as environmental sustainability, in addition to support to the principle of LNOB.

154. Human rights were a core part of the course curriculum, particularly in the first online phase and the regional workshops in phase II. Again, while some participants, particularly during the online phase, highlighted the human rights content of the course as very useful, a minority of respondents (9 per cent) in the second phase specifically mentioned the human rights component as irrelevant or unnecessary. Participant feedback during interviews tended to see the human rights component as overly similar to other trainings and materials that they had already seen elsewhere. However, participants did include human rights as a subject in their presentations and course assignments. Participants also discussed rights-related SDGs and expressed support for human rights principles in the course of stakeholder interviews. In spite of the above, results from the evaluation survey suggest that participants in the last two phases of the course show an increase in their self-assessed understanding of human rights and security issues (see Figure 38 below). However, when considering the themes of individual projects, 4 projects or 3 per cent describe contribution to human rights.

155. Various aspects of environmental sustainability were a central part of the curriculum across all three phases of the course. In fact, a majority of the themes and modules of the course related to environmental issues. This includes not only marine pollution, but also climate change, blue economy, aquaculture, coastal and ocean management, etc. In this context we also see a clear majority of evaluation survey respondents who participated in the second two phases of the course indicating that they felt their knowledge of these issues has increased (see Figure 40 below). In keeping with the centrality of environmental sustainability to the issue of sea and human security, an analysis of themes of participants' individual projects suggests that a large majority (30 projects or 20 per cent) have some component of environmental sustainability.

156. The project made considerable efforts in terms of LNOB, particularly with regard to the composition and geographic distribution of participation in the programme. While access to the programme itself did require a certain minimum level of education, access to the Internet, and an adequate grasp of English, project staff did try to ensure that participants especially from SIDS) and (LDCs) were represented, particularly in the latter two phases. We therefore see an increasing balance between participation from Asian and Pacific cohorts, as well as significant participation from participants from SIDS and LDCs (see Table 19 below).

Table 20 - Participant composition of course (by phase)

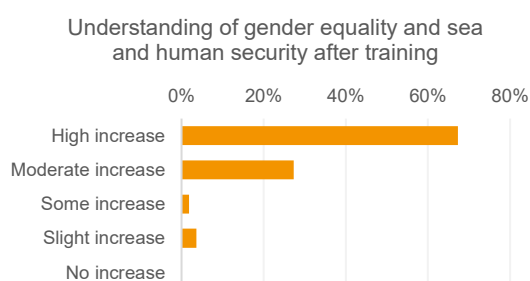|	Phase I	Phase II	Phase III
Asia	73%	53%	50%
Pacific	27%	47%	50%
SIDS	54%	Asia: 9%; Pacific: 100%	54%
LDCs	26%	Asia: 21%; Pacific: 26%	16%

Figure 46 - Evaluation survey: increase in understanding of connections with gender
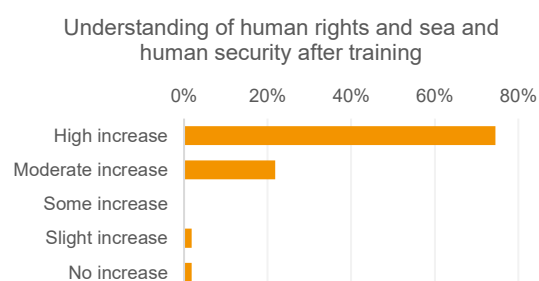
Figure 47 - Evaluation survey: increase in understanding of connections with human rights
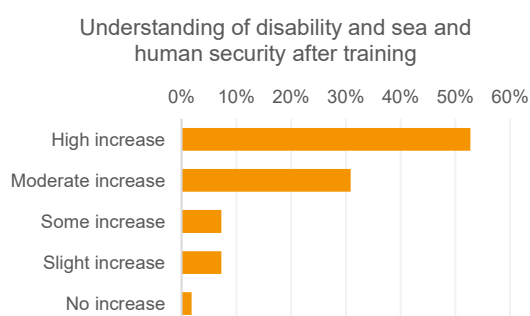
Figure 48 - Evaluation survey: increase in understanding of connections with disability
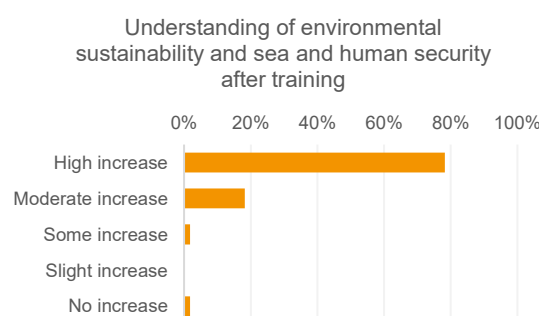
Figure 49 - Evaluation survey: increase in understanding of connections with environmental sustainability

157. Moreover, 29 of the participants' projects (or 19 per cent) included some attention to leave no one behind. In some instances, the proposal focused on a country in special situation, in other instances, it focused on groups made vulnerable. Amongst these, 9 projects (or 6 per cent) specifically referred to indigenous communities. However, this small number likely doesn't reflect the larger number of projects that intended to support community development in regions where indigenous peoples are a majority or a significant minority.

158. Further analysis of crosscutting issues can be found in the case studies in Annex A, focusing on support to **indigenous peoples, women** and sea and human security and **youth** and sea and human security.

Conclusion

159. The Sea and Human Security project covered a wide range of topics related to sea and human security, including ocean governance, coastal management, human rights, economic development, marine pollution, disaster risk management, etc. This reflects a broad and multi-faceted approach to the concept of security in the Indo-Pacific, beyond a more traditional conception focused on geostrategy, military force, and power dynamics among the countries in the region. As such, the programme was designed to have – and largely achieved – an appeal to a diverse and wide-ranging group of participants, in terms of their country, cultural identity, age, career stage, and professional background.

160. The programme's wide thematic scope could have risked a shallow treatment of each topic. However, the broad approach has tended to be seen as more of an advantage to the programme, allowing them to take a more holistic approach to their professional work, recognising inherent interconnections between themes and countering any tendencies to work in a siloed approach. The emphasis on finding and understanding the interdependencies among the security-related themes seems to be one of the strengths and unique value propositions of the programme. Some aspects of this broad approach have created more tension, however. In particular, there were clear differences between groups at different career stages, both in terms of their perceived personal and professional needs as well as their ability to apply what they have learned in the context of their professional circumstances.

161. The course design meant that it managed to reach a relatively large and diverse group of people (particularly in the online phase) while also providing a more intensive experience for potentially more motivated candidates, providing additional opportunities to learn and establish meaningful connections. Important to this design was the previous experiences gained through the implementation of the UNITAR Women in Leadership in Disaster Risk Reduction course, which operated on an online and then hybrid basis during and post COVID-19 and employed similar features and methods. Notably, a progressive and phased approach allowed for increasingly detailed instruction, while selecting for the most motivated student cohorts in each phase.

162. A majority of survey respondents and interviewees believed that the training programme complemented their existing knowledge and education on sea and human security. The collaborative effort between UNITAR staff, regional consultants, and subject matter experts contributed to the programme's ability to fill gaps and enhance participants' understanding of interconnected topics in sea and human security. Participants self-reported significant knowledge gains across key topics in sea and

human security, with integration of this knowledge apparently especially effective for participants who attended two or three of the phases. The training aimed to strengthen regional networks on sea and human security, and a majority of participants have established professional and personal connections with others, particularly among participants attending one or both of the in-person phases.

163. The programme appears to be on track to produce impacts in some key areas, including in some areas of national policy and strategy-making, capacity building (particularly at community level and among civil society actors), coordination and cooperative activities among course participants, and individuals' career development. While the full extent of these impacts may take time to become apparent, early evidence suggests pathways for medium- and long-term results. However, long-term sustainability will likely rely on factors like funding and organizational support structures, which vary significantly across participants' home countries.

164. Issues of environmental sustainability formed a key part of the curriculum, reflecting the relative importance of these issues to human development and the health and safety of oceans and the marine environment. Across the three phases, the programme integrated issues of GEEW and disability inclusion substantively and operationally (though there may be some scope to align training in these areas more towards audience needs), and the programme was particularly successful in enrolling women into later phases.

Criteria ratings

165. On the basis of the findings above, the evaluation has given a rating for each of the six evaluation criteria, as well as the cross-cutting. This rating from one to five provides an overview of project performance in each area. As seen in the table below, the project scored well across all areas, and especially well in its relevance to participants and project countries, and its overall coherence (internally and with other programming).

Table 21 - Criteria ratings

Criteria	Score
Relevance	5= Satisfactory
Coherence	5= Satisfactory
Effectiveness	5 = Satisfactory
Efficiency	5 = Satisfactory
Likelihood of impact	4= Moderately satisfactory
Likelihood of sustainability	4= Moderately satisfactory
Cross-cutting issues	4= Moderately satisfactory

Recommendations

No.	Recommendation	Finding(s)	Timeframe
1	**UNITAR should improve the formulation of project result statements, indicators and theory of change.**	8, 17	Short-term

Though the project has developed a results framework with output and outcome formulations, indicators, baseline and targets, there appeared to be several inconsistencies when examining it in light of the activities undertaken and the perspectives of both staff of the project and participants in the programme. The project outcome statement provided a focus on the development of 'networks' without clearly defining what was intended to be included as a network, nor what the potential baseline for the related indicator was.

There was little in the outcome statement, or in the monitoring framework, on the application of the learning gained through the training programme across the three phases. Moreover, given the focus on having participants develop their own projects as well as, in the later phases, draft policy briefs in thematic areas connected to sea and human security, the focus on the network building aspects of the programme seems out of place.

Overall, a more rigorous discussion of the theory of change for the programme and the potential outcomes would have informed the original project document as well as highlighting stakeholder expectations of potential impacts. This could have also informed the development of the training surveys and other monitoring instruments, to help capture the results of the training.

No.	Recommendation	Finding(s)	Timeframe
2	**UNITAR should consider how to provide further interdisciplinary training programmes on issues related to sea and human security and closely collaborate with UN country teams and national actors.**	1, 2, 4, 6, 7	Medium-term

As noted in the evaluation report, this training programme occupied a unique position in the region, by providing capacity-building that was broad in scope, but which

allowed participants to understand and focus on the interconnections between topics that are commonly treated separately, or that are often somewhat adjacent to their particular work or policy focus. The evaluation found this approach to not only be unique but also highly relevant and aligned to country and regional needs, helping to build capacities to take more holistic approaches to a range of current and future challenges, including in areas such as climate change, disaster risk reduction, economic development, etc. As these issues connect to a range of outcomes in national and regional development instruments (e.g. UN Sustainable Development Cooperation Frameworks, etc.), there may be strategic advantages to further capacity development programming in these areas, requiring close collaboration on country-level

There is therefore an opportunity for UNITAR to provide further training programmes that help participants to understand connected issues around sea and human security in an integrated and interdisciplinary way, particularly given the Institute's existing network of experts and experience in delivering training in this area.

| 3 | **UNITAR should consider having distinct training programmes for potential leaders (e.g. in sea and human security and related topics), depending on career stage and consider expanding training to institutions.** | 3, 5, 18 | Medium-Term |

The report discussed the perception of differing professional 'cultures' among the participants, depending largely on their respective career positions. While there may be some positive impacts from the sharing of experiences between middle career professionals and those at an earlier stage of their careers, it seemed that during the training most sharing and network building occurred between participants at a similar career stage. Moreover, interviewees noted that their respective professional challenges were quite different depending on career stage (e.g. with early career professionals looking at establishing themselves, finding internships or junior positions, while mid-career were looking at how best to integrate the training in the work or their organisation and to disseminate to teams, they manage etc). In this respect, there may be value in having different cohorts grouped by career stage, perhaps with some opportunities for mentoring or advising on a voluntary basis between mid-career and early career professionals.

While the programme was focused on individuals, an approach targeting institutions may further lead to lasting results and multiplier effects This could be, for instance, by directly targeting institutions or actors in the region whose work relates to the UNITAR training programme and inviting them to nominate candidates for the course, helping to fill the 'pipeline' of people into the first course phase.

| 4 | **UNITAR should consider, in future trainings on sea and human security and related topics in the region, having more adapted gender and human rights training.** | 19, 20 | Medium-term |

While there were some individual components of the training programme which some participants found more or less useful or interesting, the majority of the feedback on relevance and coherence was positive. A key exception seemed to be the components on gender and human rights, particularly in the phase II regional workshops. Although for these topics there may sometimes be resistance to discussions for personal or other reasons, the overall feedback received was that these modules were singularly out-of-place within the overall training curriculum, often seen as 'too abstract' or 'too general'.

In the context of a training programme that highlights the interconnections and interdependencies between thematic areas within sea and human security, UNITAR could consider reformulating these modules to more explicitly highlight the many connections between gender and human rights on the one hand, and issues such as environmental security, blue economy, community development, etc. on the other hand. Moreover, such modules could consider how to best provide gender and human rights training in a way that balances depth and audience relevance, within a limited space of time.

| 5 | **In future programming, find ways to support participants in the 'last mile' for implementation of projects, presentation of policy briefs, etc.** | 16, 17, 18 | Medium-term |

While the programme supported the development of individual project proposals, the number that are currently undergoing implementation appears small. At the very least, there is an unclear pathway towards implementation of many – perhaps most – of the 150 project proposals developed. While the question of resourcing the projects is

challenging, particularly in the context of the target countries, more could potentially be done to help support participants in the next phase of their projects. This could include, for instance, efforts at showcasing projects or presenting them to potential donors, relevant agencies, providing additional coaching or related support etc. It may also be useful to consider the profile of the candidates (e.g. resources available, organizational position) as part of the qualitative criteria for selecting participants.

Similarly, another key product of the last phase of the project was the policy briefs. While some of these are now published online, it is unclear what next steps, if any, can be taken as a result of this work. Additional support to participants in helping to take these briefs to relevant fora, UN or international system partners, NGOs, media, etc. could help provide avenues for these briefs to inform policy dialogues and public discussion around issues linked to sea and human security more broadly.

Lessons Learned

No. **Lesson learned**

1 **A broad curriculum that highlights and emphasises the interconnections between topics in sea and human security fulfils a relevant niche and need.**

The broad nature of the curriculum was highly appreciated, and in particular the way it allowed participants to identify and understand connections between themes in the overall topic of sea and human security. Participants – particularly in the later phases – noted that this allowed them to become more effective in their work, especially in positions that require working across policy areas, government or organisational departments, or with a diverse set of stakeholders.

As participants noted and the evaluation highlighted, there is little in the way of similar training focused on the Indo-Pacific region that has this explicit approach looking at the interconnections between topic areas in sea and human security.

2 **A phased approach to hybrid training helps to balance broad reach with targeted interventions.**

The various phases allowed the programme to have a reach that was at once both broad and targeted. The online phase of the programme provided access to training to a wide range of participants, similar to a MOOC or large online university course. While this reduces the scope for individual attention and for participants to create meaningful connections amongst themselves, it does serve as a useful entry point to the general topic of sea and human security in a way that doesn't seem presently available (or at least, doesn't focus on the Indo-Pacific region specifically).

Beyond the first phase, having additional training allows for a select subset of participants to receive more individualised attention as well as facilitating group-based learning and the formation of professional and personal relationships among attendees. For these latter phases, having a sufficient theoretical grounding in the subject matter serves as a basis to add more praxis-based learning, as well as to understand the context for case studies and field visits.

3 **In-person and group activities are pedagogical tools as well as means to establish and strengthen personal connections.**

While perhaps more could be done to encourage peer feedback and group learning during the online phase, from the experience of this programme most meaningful (and therefore likely lasting) connections among participants occurred during the in-person phases. Importantly, these connections seemed to rely on presence of shared interests or perspectives – whether it is cultural affinity (i.e. people from the same country), similar professional positions (including similar career stages), or overlapping thematic or policy interests. In this way, we saw connections occurring amongst the policy groups (who also spent a considerable amount of time together doing group project work) and among participants with similar career trajectories.

4 **Sufficient time and a targeted communications strategy may be necessary to reach relevant demographics and to allow for entry into a phased training pipeline.**

The programme depended on establishing a 'pipeline' of participants entering into the online phase from which a select few could then proceed to the in-person stages.

Much therefore depended on the profiles of participants entering into the first phase, i.e. their professional backgrounds, geography, gender, etc. While the UNITAR team was able to achieve greater balance by deliberately selecting among participants for the latter phases, a more structured and timely approach to raising awareness of the programme may allow for a more varied and diverse mix of candidates into the first phase. This could include, for example, due consideration of how various factors (e.g. country, age, career stage, policy area, membership of professional network, etc.) may affect how potential candidates become aware of training possibilities. Future programming could also consider the appropriate timeframe needed for this, i.e. to allow for use of a greater variety of channels (e.g. different kinds of social media, networks, etc.) in order to reach particular demographics.

Annexes

A.   Case studies

1. **Support to indigenous peoples**

The principle of Leave No One Behind has become central to the implementation of the 2030 Agenda and the achievement of its Sustainable Development Goals. Application of this principle has been recognised by the United Nations as entailing not only combating overt discrimination but also the systematic assessment of various kinds of inequalities, including those that stem from long-standing economic, social, cultural, and political circumstances.[1] Such an approach recognises the intersecting factors that help to sustain inequalities and to contribute to marginalisation of populations, such as gender, ethnicity, sexual orientation, and status as a member of an indigenous population.

Globally, indigenous peoples have been significantly over-represented among those suffering from the effects of poverty. While they make up only 6 per cent of the world's population, indigenous people represent 18 per cent of those in extreme poverty.[2] In the Asia-Pacific region as a whole, while indigenous people are slightly more likely to be working than non-indigenous people, levels of educational attainment are considerably lower, with significant proportions of indigenous people lacking basic education. This is especially true when considering indigenous women, up to half of whom in the Asia-Pacific region lack a basic education,[3] with these numbers even higher in low-income countries. As a result, indigenous people in the region are more likely to be in informal employment, in less productive activities and sectors, with lower incomes and greater risk of forced and child labour, unethical employment practices, etc.

In the context of these disparities in income and educational attainment, it is important that a Leave No One Behind approach take into account indigenous status as an intersecting factor. In the context of this project, we see that a considerable proportion of evaluation survey respondents (43 per cent) considering themselves indigenous. While it seems likely that respondents had different conceptions of the term 'indigenous' depending on their own national or cultural circumstances, it is in keeping with practice in the UN system that self-identification is a key part of the modern understanding of indigeneity.[4] In any case, across the two regions 21 per cent of evaluation survey respondents from Asia and 82 per cent from the Pacific identified themselves as indigenous. As such, from the Pacific especially the survey results suggest that participation of indigenous people in one or more phases of the training programme could have been particularly high.

Review of the individual projects of these participants suggests strong interest in areas that would be of direct benefit to indigenous communities. While only a handful of these projects specifically mentioned indigenous or native populations as beneficiaries, analysis of the geographic scope of the projects, and their thematic area of focus, suggests a much larger interest in supporting indigenous populations. This comes across most particularly where a project is focused on supporting local community development, blue economy, and small-scale fishing and aquaculture. Taking this wider view of the kinds of activities proposed by each project along with its geographic scope, we see around 28% per cent of projects from Asian participants and 57 per cent of projects from Pacific participants in areas related to support to largely indigenous communities.[5] The main themes that appear in these projects are:

- Coastal protection
- Biodiversity
- Fishing
- Ocean Conversation
- Waste disposal

A key linking theme among these elements is the vulnerability of communities – particularly indigenous communities on the coast – to environmental risk, as well as the potential of using exploitation of natural resources to help increase incomes and support community development. However, data on project implementation is limited, so while intent to make contributions to the lives of indigenous populations seems clear, particularly for participants from the Pacific, evidence of any further impacts may require additional time.

The presentations made in the thematic policy groups in phases II and III showed considerable interest in multi-stakeholder approaches that involve both government agencies and local community actors. For instance, several of the presentations from both Asia and Pacific cohorts note the gaps in existing policy arrangements that address needs of the coastal communities at the same time as addressing issues such as coastal and marine conservation, further disempowering indigenous and vulnerable communities. In general, there seems to be explicit or implicit consideration of indigenous groups – or at least the most vulnerable (who often include indigenous peoples) as a methodological approach to considering policy or project challenges.

2. **Women and sea and human security**

The Asia-Pacific region faces significant threats from a range of security-related challenges, especially from a changing climate and related vulnerabilities. These challenges can serve to exacerbate existing insecurities experienced by women across the region, including:

- **Gender Based Violence**. UN Women have reported that up to three quarters of women over 18 in the Asia Pacific region have experienced some form of sexual harassment, while a third may experience physical or sexual violence from a partner during their lifetimes.[6] In some countries in the region, the rates of intimate partner violence are significantly higher than the global average.[7]

- **Economic insecurity**, including gender-related inequalities in control over economic resources. More women than men live in poverty across the Asia Pacific. In the Pacific, a significantly higher share of women in the labour force lives below the international poverty line (less than $2.25 per day) compared to men[8]. In the aftermath of the COVID-19 pandemic, women and girls also still suffer from a disproportionately large share of the negative socio-economic effects. Gender disparities also exist in labour force participation, and women perform a significant majority of the unpaid care work across the region.

- **Health insecurity**. Health inequalities – in terms of access to care as well as treatment outcomes – are present across the region, particularly from adolescence onwards[9], though this varies significantly depending on national context. This includes maternal and reproductive health services, though it also extends to different levels of access to mental health, cancer screening, and treatment for non-communicable diseases.

- **Political and social marginalisation**. Though again there is significant variation across the region, in some countries the levels of political empowerment of women remain significantly below global averages[10], and in some countries women are not represented in legislatures at all. This has the effect of reducing the input of women into decision-making processes and potentially limiting visibility of challenges differentially faced by women in the region.

These existing vulnerabilities can exacerbate the impact of a range of sea and human security related challenges on women – including threats from climate change, natural disasters, environmental degradation, etc. The results of these intersecting threats and vulnerabilities can manifest through altered migration patterns, competition over resources, diminished food security, shifts in the blue economy, and threats to national sovereignty. In particular, climate insecurity in the region encompasses economic, political, and socio-cultural dimensions.

Intersecting Vulnerabilities and Gender Dimensions

Climate change, environmental degradation, and resource scarcity can intensify insecurity in the Asia Pacific region. Women, often disproportionately affected due to poverty, reliance on natural resources, and exclusion from decision-making, are particularly vulnerable. For example, in Pakistan, severe floods led to heightened mental health challenges and increased household burdens for women, with in many cases few if any resources to help support women in need. This highlights the intersection between existing vulnerabilities, climate change, and women's health.[11] In the Highlands of Papua New Guinea, climate impacts have also

served to exacerbate rates of gender-based violence, worsening land disputes, and intensifying inter-communal conflicts, increasing pressures on already-vulnerable women and girls.[12]

Women, Peace and Security in the Sea and Human Security project

The United Nations adopted an agenda focusing on Women, Peace and Security,[13] starting with UN Security Council resolution 1325 in 2000. This agenda emphasizes an integrated approach, linking gender equality, community resilience, and national and international peace and security, with a particular focus on conflict prevention, participation of women, protection of women and girls, and women's specific needs following conflicts. While this framework was not explicitly used in project materials, there is alignment with the general principles. For example, the project sought to include women, both in the analyses of challenges facing people and communities (e.g. with specific activities and questions around gender mainstreaming and involving a diverse range of stakeholders), and development of plans for resilience and prevention of negative security impacts, as well as the composition of the training programme itself (more than half of participants across all course phases were women).

In individual projects, 15 per cent of Pacific projects and 6 per cent of Asia projects made explicit mention of women as a key stakeholder group. However, this may underestimate the degree to which projects, if actually implemented, could have beneficial effects for women and girls, particularly considering the large proportion of projects that focus on community development or development of local economies. The presentations made by each policy group during the training showed more explicit mention of inclusion of women and girls as stakeholders in policy processes, with a third of policy groups naming women or women's groups as key stakeholders.

Overall participants in the evaluation survey and interviews noted increased understanding of the role of women in contributing to, and being affected by, sea and human security. However, the relatively low levels of direct mention of women and girls as stakeholders or potential partners for projects or in policy processes could perhaps suggest that more could be done to help participants include a gendered perspective when considering sea and human security in their particular policy or thematic context.

3. Youth and sea and human security

There are over a billion young people (aged 15 to 29) across the region, making Asia and the Pacific as a whole one of the youngest areas of the world. In the Pacific especially, over half of the population is aged between 10 and 25,[14] significantly higher than other regions. These populations will both be more impacted by challenges to sea and human security over the coming decades, while also playing a significant role in building resilience, making key decisions with regard to sustainable development, and ensuring the long-term security and prosperity of the countries and communities.

The United Nations Security Council recognised the potential contribution of young people to peace and security in Resolution 2250 (2015), calling for youth participation in peace and security initiatives, protection of young people from insecurity and conflict, involving youth in conflict prevention, as well as youth's role in post-crisis processes. Moreover, there have been a number of initiatives to increase youth involvement in issues related to sea and human security, beyond seeking their support in situations of conflict prevention and recovery.[15]

Youth and economic insecurity

In 2023, a majority (58 per cent) of young adult employment in Southeast Asia and the Pacific was in insecure categories of work (e.g. temporary workers, and self-employed) meaning that they were exposed to fewer labour protections and poorer working conditions than regular paid workers.[16] While overall youth employment in the region has steadily improved since the height of the COVID-19 epidemic, youth unemployment can still be several times the unemployment rate for older workers[17]. Moreover, there are still large numbers of young people exposed to economic insecurity, with the numbers of young women across the region not in employment, education, or training (so called 'NEET') up to four times higher than the numbers for young men. In Southeast Asia and the Pacific around one in six young people (men and women) are in this NEET category, compared to around one in ten in East Asia. In this context, the inability of large numbers of youth to access

economic and employment opportunities presents a significant burden and challenge to their overall health and well-being, and the long-term well-being and development of their communities.

Youth and climate-related insecurity

In a joint report[18] published by World Vision, Save the Children, and UNICEF, a survey of around ten thousand children and youth (ages ten to 24) in the region found that their key concerns about the future related to climate change, impacts of natural disasters, as well as education and employment issues. As a whole, young people in the region are exposed to a range of climate related risks, most especially those living in low-lying areas or in close proximity to the ocean. The UNICEF survey further found that nearly a quarter of respondents had experienced extreme temperatures over the preceding 12 months, and a sixth had experienced flooding or intense rainfall.

In terms of these effects of climate change, populations of Pacific SIDS are especially vulnerable,[19] with WHO estimates indicating an additional quarter million deaths per year on average[20] across the region from 2030 to 2050 due to the effects of climate change. Today's youth will therefore bear the brunt of the effects of climate change over the coming decades, with associated health and economic effects, increased migration out of the region, and loss of links to culture and identity. Indeed, climate-induced migration, particularly related to natural disaster events, is expected to increase substantially over the coming years, bringing with it a range of human security challenges and in which children and young people are especially vulnerable.[21]

Youth and sustainable development

The level of involvement of young people in political decision making is relatively low. In Asia, less than 3 per cent of parliamentarians are under the age of 30[22] and across the region as a whole the extent to which young people are seen or included as stakeholders in decision-making processes varies considerably. This impacts upon youth inputs into decision-making regarding sustainable social and economic development of countries and communities. In spite of this, youth engagement in issues related to sustainable development has been recognised over the last few years at national and international levels, with youth seen as a key force[23] as:

- Active agents for awareness raising, organising, and driving social change for greater sustainability

- Support to the co-design of more effective policies and strategies for implementing the sustainable development agenda

- Support to broaden engagement with disadvantaged populations, and particularly for coupling ecological, economic, and social dimensions of human security and sustainability

- Emerging leaders whose roles and experiences can help strengthen and improve future decision-making

While youth participation in decisions related to sustainable development and human security across the region is varied, there have been some efforts at the international level to help create a greater role for youth. These have included, for instance, regional for a such as the Asia-Pacific Youth Forum on SDGs (organised with the support of UNDP and ESCAP), information and policy support materials and best practices, etc.

Youth in the Sea and Human Security project

Young and emerging leaders from across the programme were a key part of the cohorts of all three phases of the programme. Overall, nearly a quarter of participants were aged 24 or under, and over a third were under the age of 30. This included early career professionals and, in a few cases, students still in undergraduate or graduate study, but active in human security and sustainable development related issues. For the second two phases of the programme, the Asian cohort was a younger than the Pacific one, with 43 per cent of the former being 34 years old or younger compared to 68 per cent for the latter.

In terms of participant projects, only around 10 per cent of Pacific country projects included youth explicitly as stakeholders, compared to around 22 per cent of Asian country projects. Youth empowerment and involvement as stakeholders in policy creation and implementation only appeared in around 20 per cent of policy

presentations from the Pacific cohort and 30 per cent of policy presentations from the Asia cohort. While it is difficult to make the direct connection between the composition of each cohort (and notably the proportion of younger people) and an interest in approaching projects and policy issues while including a youth perspective, it does suggest that there may be some value in including a range of ages as well as genders and geographic origins in order to bring a more integrated perspective on some human security related challenges.

B.   Terms of reference

Terms of Reference **– Independent Evaluation of the "The Shimanami Collective: Sea and Human Security for a Free and Open Indo-Pacific" project**

(C2024.TARHO070.JPNPM)

Background

1.   The **United Nations Institute for Training and Research (UNITAR)** is a principal training arm of the United Nations (UN), with the aim to increase the effectiveness of the UN in achieving its major objectives through training and research. UNITAR's programming covers several thematic areas and activities aimed at supporting the implementation of the 2030 Agenda for Sustainable Development; multilateral diplomacy; public finance and trade; environment, including climate change, environmental law and governance, and chemicals and waste management; peacekeeping, peacebuilding and conflict prevention; decentralized cooperation; and resilience and disaster risk reduction.

2.   UNITAR's mission is to develop the individual, institutional and organizational capacity of countries and other UN stakeholders through high-quality learning solutions and related knowledge products and services to enhance decision-making and to support country-level action for overcoming global challenges. Approximately three-quarters of beneficiaries from learning-related programming are from developing countries.

3.   The 2022-2025 Strategic Framework includes five strategic objectives for effective and efficient achievement of results. The Division for Prosperity is one of the seven divisions for programme implementation at UNITAR. The related strategic objective aims to help countries to achieve inclusive and sustainable economic growth.

4.   Funded by Ministry of Foreign Affairs, Japan and managed by the UNITAR Hiroshima Office (HO), the "The Shimanami Collective: Sea and Human Security for a Free and Open Indo-Pacific" project (hereafter the "project") aims to provide government officials and activists in the Pacific Small Island Developing States (SIDS) and Association of Southeast Asian Nations (ASEAN) countries with the skills, knowledge and capacity to enhance climate, social, economic, food and maritime security [64] and develop a coordination mechanism across the Pacific.

5.   The project plans to equip government officials and representatives from the private sector and civil society organization (CSOs) in 14 SIDS in the Pacific region[65] and 10 ASEAN countries[66] and Timor Leste and Sri Lanka with basic knowledge and skills in sea and human security[67]. The project will also promote network-building among the participants that will support greater coordination across the region to enhance collective security. The project's primary objectives are to:

   ●   Enhance basic knowledge of sea and human security;
   ●   Promote economic security through trade and access to markets, fisheries and tourism and enhance public and private partnerships;

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[64] The expanded concept of security that includes human security, economic security, humanitarian assistance, environmental security, cyber security and transnational crime, and regional cooperation to build resilience to disasters and climate change ([Pacific Islands, Forum Secretariat, 2022](#)).

[65] Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu

[66] Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, Vietnam

[67] Additional countries may be considered, such as Comoros, Madagascar, Maldives, Mauritius, Seychelles, Sri Lanka, and Timor-Leste

- Enhance food and climate security by supporting stable and climate-resilient marine and land food production, effective trading and transportation across the region;
- Nurture environmental security and maritime cooperation, including regional monitoring and surveillance, disaster response and emergency rescue operations.

6. As such, the project's desired outcome are two strengthened regional networks on sea and human security areas to address the challenges, needs and future plans in the Indo-Pacific region through building local capacity and developing clear project plans to increase local resilience.

7. The project proposal built upon Japan's overall policy to support human security and, particularly, the Government of Japan's crucial regional framework, Free and Open Indo-Pacific (FOIP), which aims to enhance the connectivity of the Indo-Pacific region and foster a prosperous region that values freedom and the rule of law, free from force or coercion.

8. The project aims to integrate Japan's experiences, technology and state-of-the-art knowledge to maintain sea and human security and Hiroshima's expertise in supporting maritime security and trade, economic growth, and disaster prevention. It builds on the UNITAR Division for Prosperity / Hiroshima Office's "Sea and Human Security" training Programme, which ran for more than 10 years, as well as the Office's experience with its "Tsunami-based Disaster Risk Reduction (DRR) Women's Leadership Training Programme", targeting Pacific SIDS, and other training programmes targeting ASEAN countries.

Purpose of the evaluation

9. The purpose of the evaluation is to assess the relevance, coherence, efficiency, effectiveness, likelihood of impact and likelihood of sustainability of the project; to identify any good practices or challenges that the project has encountered; to issue recommendations, and to identify lessons to be learned on design, implementation and management. The evaluation's purpose is thus to provide findings and conclusions to meet accountability requirements, and recommendations and lessons learned to contribute to the project's improvement, strategic direction and broader organizational learning. The evaluation should not only assess how well the project has performed but also seek to answer the 'why' question by identifying factors contributing to (or inhibiting) successful delivery of the results. The evaluation is also forward-looking to inform decisions on the design and planning of possible future related projects and focus areas.

10. While the evaluation will include an assessment of all six OECD/DAC criteria, gender, disability and human rights, and environmental considerations will be taken into account. The evaluation's purpose is to serve learning and accountability purposes, and to be as forward-looking as possible to inform decisions on the design and planning of possible future phases and focus areas of this or similar projects.

Scope of the evaluation

11. The evaluation will cover the entire project period for 12 months between March 2024 to March 2025. The evaluation should maintain sufficient focus to deliver findings and conclusions with forward-looking and actionable recommendations to inform future projects.

Evaluation criteria

12. The evaluation will assess project performance using the following criteria: relevance, coherence, effectiveness, efficiency, likelihood of impact, and likelihood of sustainability. The evaluation questions related to gender equality and the empowerment of women dimensions are marked with "GEEW". Questions related to environmental sustainability are marked with "ENVSUSE". Disability and human rights considerations should also be considered throughout the evaluation.

- ***Relevance:*** *Is the project reaching its intended individual and institutional users and are its related project objectives and activities relevant to the beneficiaries' needs and priorities, and designed with quality?*

- *Coherence: To what extent is the project complementing, harmonizing and co-ordinating with other similar programmes and projects implemented by UNITAR and other actors in the intervention context?*
- *Effectiveness: How effective has the project been in delivering results and in strengthening regional network(s) to address the challenges, needs and future plans in the Indo-Pacific Way?*
- *Efficiency: To what extent has the project delivered its results in a cost-effective manner and optimized partnerships, if any?*
- *Likelihood of Impact: What are the potential cumulative and/or long-term effects expected from the project, including contribution towards the intended impact and intermediate outcome, positive or negative impacts, or intended or unintended changes?*
- *Likelihood of Sustainability: To what extent are results of the project likely to be sustained in the long term? How is environmental sustainability addressed in the project?*

Principal evaluation questions

13. The following questions are *suggested* to guide the design of the evaluation, although the criteria applied to the outcomes and the final questions selected/identified will be confirmed by the evaluator following the initial document review and engagement with project management with a view to ensuring that the evaluation is as useful as possible with regard to the project's future orientation or other similar undertakings.

<u>Relevance</u>

a. *To what extent is the project aligned with the Institute's efforts to helping Member States implement the 2030 Agenda for Sustainable Development and the UNITAR strategic framework 2022-2025, particularly the strategic objectives 1,2,3 and 4, the Sustainable Development Goals 2, 4, 8, 9, 10, 13, 14, 16, 17, the Government of Japan's regional framework, <u>Free and Open Indo-Pacific (FOIP)</u>, the Japan ASEAN MIDORI Cooperation Plan, the <u>2050 Strategy for the Blue Pacific Continent</u>, the <u>UN Sustainable Development Cooperation Framework for the Pacific 2023 – 2027</u>, amongst other?*

b. *How relevant are the objectives and the design of the project to the identified needs and priorities of beneficiaries (training participants and their institutions) and based on the conducted needs assessment?*

c. *Did the project reach its intended beneficiaries, namely government officials and representatives from the public sector, civil society organizations (CSOs) and private sector in 14 Pacific SIDS and 10 ASEAN countries (and Sri Lanka and Timor-Leste)? If not, what are the hindering factors and what could have been done differently?*

d. *How relevant is the project to supporting gender equality and women's empowerment, to the extent possible (e.g. when selecting participants and resource persons)? (GEEW)*

e. *How relevant is the project to the security[68] challenges in the Indo-Pacific region?*

<u>Coherence</u>

f. *How well is the project aligned with other UNITAR programming focusing on sea and human security in Pacific SIDS and ASEAN countries? To what extent did the project build on lessons learned from the implementation of related programing in the region by the HO (see background)?*

g. *How well is the project aligned with and complements programmes implemented by other institutions focusing on strengthening regional networks to address the challenges, needs and future plans related to sea and human security (including economic security, food, climate and environmental security) in the Indo-Pacific region?*

h. *How well is the project aligned with relevant international frameworks and UN resolutions and priorities in maritime and security affairs, including the* UN Convention on the Law of Sea*, MARPOL Convention,* SOLAS Convention*, Guidelines on Maritime Cyber Security Management of IMO, Resolution* MSC-FAL.1-Circ.3-Rev.2:*Guidelines on Maritime Cyber Security Management of IMO, Resolution MSC. 428 (98) on the Maritime Cyber Risk Management in Safety Management Systems of IMO, the IACS*

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[68] human security, social and economic security, food security and climate change, environmental security and maritime security and cooperation

Recommendation on Cyber Resilience (No. 166), *2050 Strategy for the Blue Pacific Continent, Report of the UN Secretary General on Human Security (A/78/665), amongst others?*

How well does the project component fit the political and operational context in Asia-Pacific region?

Effectiveness

i. *To what extent have the planned outcomes and outputs of the project been achieved? What are the factors (positively or negatively) affecting the project components and the beneficiary institutions and trained participants? To what extent were the learning objectives achieved? How have participants applied knowledge and skills, including during their project design and implementation?*

j. *How effective is the design and training methodology, including the needs assessment, the creation of project plans, mentoring and coaching, project pitches, and study tours on achieving the intended outcomes? Have partnerships been effective in delivering and attaining results, including the performance of the implementing partner, if applicable?*

k. *To what extent and how is the project contributing to creating and strengthening two regional networks on sea and human security areas to address the challenges, needs and future plans to enhance collective security in the Indo-Pacific region?*

l. *To what extent are a human rights-based approach, disability considerations, and a gender mainstreaming and inclusiveness strategy incorporated in the design and implementation of the project? (GEEW)*

Efficiency

m. *To what extent has the project produced outputs in a timely and cost-efficient manner, including through grant arrangements with the implementing partner (if the case) and other partners, if applicable, in comparison with alternative approaches? Were the project's resources (human and financial) used as planned and fully utilised?*

n. *To what extent was the project including both activities and planned expenditures delivered as planned? What caused deviations from the original plan? Did the project apply adaptive management to adjust to implementation challenges?*

o. *To what extent has the project created benefits (intended or unintended) of integrating gender equality (or not) and what were the success or hindering factors? (GEEW)*

p. *To what extent did the project consider environment-friendly practices in the delivery of its activities? (ENVSUSE)*

Likelihood and early indication of impact

q. *To what extent have beneficiaries from training events reported changed behaviour or practices following the completion of the series of events? What emerging results were achieved through the participants' projects? To what extent were these funded and/or implemented or are likely to be?*

r. *To what extent does the project contribute to overcome sea and human security related challenges to enhance collective security in the Indo-Pacific region?*

s. *What other observable end-results or organizational changes (positive or negative, intended or unintended) have occurred as a result of the implementation of the project?*

Likelihood and early indication of sustainability

t. *To what extent are the project components' results likely to endure beyond the implementation of the activities in the mid- to long-term? What conditions will be necessary for sustainability of the activities?*

u. *What are the major factors which influence the achievement or non-achievement of sustainability of the project components? How can risks be mitigated and opportunities seized by project stakeholders?*

v. *What can we learn to inform the future design of similar programming in other contexts? To what extent can the project be replicated elsewhere? What factors contribute to a sustainable impact?*

w. *How was environmental sustainability integrated into the project implementation? (ENVSUSE)*

Evaluation Approach and Methods

14. The evaluation will be conducted in accordance with the UNITAR Evaluation Policy, the operational guidelines for independent evaluations and the United Nations Norms and Standards for Evaluation, and the UN Evaluation Group (UNEG) Ethical Guidelines. The evaluation will be carried out by an international consultant (the "evaluator") or a team of consultants under the supervision of the UNITAR Planning, Performance Monitoring and Evaluation Unit (PPME). PPME shall support the evaluation team in gathering background documentation and other data collection processes.

15. Since the project focuses on capacity development, it is recommended to look at the different dimensions of capacity development, including:
    - **Individual dimension:** This relates to the people involved in terms of knowledge, skill levels, competencies, attitudes, behaviours and values that can be addressed through facilitation, training and competency development.
    - **Organizational/Community dimension:** This relates to organizations and networks of organizations. The change in learning that occurs at individual level affects, from a results chain perspective, the changes at organizational level.
    - **Enabling environment dimension:** This refers to the broader context in which individuals and organizations work, including the political commitment and vision; policy, legal and economic frameworks and institutional set-up in the country; national public sector budget allocations and processes; governance and power structures; incentives and social norms; power structures and dynamics.

Table 22 Capacity areas within the three dimensions

Individual	Skills levels (technical and managerial skills) Competencies Awareness and motivation	Essential knowledge, Cognitive skills, Interpersonal skills, Self-control, Attitude towards behaviour, Self-confidence, Professional identity, Norms, Values, Intentions, Emotions, Environmental barriers and enablers with specific focus on gender and disability inclusion (among others)
Organizations	Mandates Horizontal and vertical coordination mechanisms Motivation and incentive systems Strategic leadership Inter/intra institutional linkages Programme management Multi-stakeholder processes	Organizational priorities Gender and disability inclusion Processes, systems and procedures Human and financial resources Knowledge and information sharing Infrastructure Environmental sustainability Institutional support
Enabling environment	Policy and legal framework Political commitment and accountability framework Governance	Economic framework and national public budget allocations and power Legal, policy and political environment

To maximize utilization of the evaluation, the evaluation shall follow a participatory approach and engage a range of project stakeholders in the process, including the project implementation team, partners, the beneficiaries, the donor, and other relevant stakeholders. It should follow a mixed-methods approach, and data collection should be triangulated to the extent possible to ensure validity and reliability of findings. Data collection could draw on the following methods: comprehensive desk review, including a stakeholder mapping and analysis; surveys; review of the log frame and the theory of change (reconstruct if needed); key informant interviews; focus groups; and, if possible, field visits.

16. The evaluator should follow mixed-methods approach in responding to the principal evaluation questions and present the findings qualitatively or quantitatively as most appropriate. Suggested methods and data collection tools include:

Comprehensive desk review
The evaluator will compile, review and analyse background documents and secondary data/information related to the project, including a results framework indicator tracking review. A list of background documentation for the desk review is included in Annex D. A template for document review suggested by PPME, can be found here.

Stakeholder analysis
The evaluator will identify and relate the different stakeholders involved in the project. Key stakeholders at the global and national level include, but are not limited, to:

- UNITAR project team;
- Beneficiaries/participants at all levels: UNITAR trainers and participants (from the public sector, CSOs and private sector in the ASEAN and Pacific);
- Trainers and coaches / mentors
- The donor (Japan Ministry of Foreign Affairs);
- Potential donors of participants' projects;
- Pacific Islands Forum Secretariat (Pacific Islands Forum);
- Pacific Climate Change Centre (PCCC), Secretariat of the Pacific Regional Environment Programme (SPREP)
- Ministry of Home Affairs and Immigrations, Fiji;
- United Nations Development Programme (UNDP);
- UN Women;
- Japan International Cooperation Agency (JICA);
- UN OHCHR
- Food and Agriculture Organization (FAO)
- Pasona Inc.
- Hiroshima University;
- Hiroshima Prefectural Government;
- Hyogo Prefectural Government;
- WMI
- Fiji Navy
- Indonesian Youth Diplomacy
- University of Tokyo;
- Japan/Hiroshima Coast Guard Office;
- Local small and medium-sized enterprises from Hiroshima and the Shimanami area;
- Etc.

Survey(s)
With a view to maximizing feedback from the widest possible range of project stakeholders, the consultant will develop and deploy a survey(s) following the comprehensive desk study to provide an initial set of findings and allow the evaluator to easily probe during the key informant interviews.

Key informant interviews
Based on stakeholder identification, the evaluator will identify and interview key informants. In preparation for the interviews with key informants, the consultant will define interview protocols to determine the questions and modalities with flexibility to adapt to the particularities of the different informants, either at the global, at the national or local level. Generic interview guidelines can be found here.

Focus groups
Focus groups should be organized with selected project stakeholders at the local levels to complement/triangulate findings from other data collection tools.

Field visit
A field visit shall be conducted to Japan to attend the in-person workshop taking place from 10-21 February 2025.

Case studies could be developed to highlight specific country-related areas of application of knowledge and skills.

Gender, disability and human rights, and environmental sustainability

17. The evaluator should incorporate human rights, gender, disability, and environmental sustainability perspectives in the evaluation process and findings, particularly by involving women and other groups subject to discrimination. All key data collected shall be disaggregated by sex, UN country classification, and age grouping and be included in the evaluation report. Though this is a general requirement for all evaluations, this evaluation should particularly put emphasis on gender equality and environment.

18. The guiding principles for the evaluation should respect transparency, engage stakeholders and beneficiaries; ensure confidentiality of data and anonymity of responses; and follow ethical and professional standards.

Timeframe, work plan, deliverables and review

19. The proposed timeframe for the evaluation spans from January 2025 (recruitment of the evaluator) to May 2025 (publication of final evaluation report). An indicative work plan is provided in the table below.

20. The consultant shall submit an evaluation design/question matrix following the comprehensive desk study, stakeholder analysis and initial interviews with the project team. The evaluation design/question matrix should include a discussion on the evaluation objectives, methods and, if required, revisions to the suggested evaluation questions or data collection methods. The evaluation design/question matrix should indicate any foreseen difficulties or challenges/limitations in collecting data and confirm the final timeframe for the completion of the evaluation exercise, as well as a list of documents reviewed highlighting insights from every reviewed document.

21. Following data collection and analysis, the consultant shall submit a zero draft of the evaluation report to the evaluation manager and revise the draft based on comments made by the evaluation manager.

22. The draft evaluation report should follow the structure presented under Annex E. The report should state the purpose of the evaluation, and the methods used and include a discussion on the limitations to the evaluation. The report should present evidence-based and balanced findings, including strengths and weaknesses, consequent conclusions and recommendations, and lessons to be learned. The length of the report should be approximately 30 pages, excluding annexes.

23. Following the submission of the zero draft, a presentation of emerging findings with discussion of evaluation recommendations and a draft report will then be submitted to Project Management to review

and comment on the draft report and provide any additional information using the form provided under Annex F by 16 May 2025. Within two weeks of receiving feedback, the evaluator shall submit the final evaluation report. The target date for this submission is 30 May 2025. Subsequently, PPME will finalize and issue the report. The report will be shared with all concerned stakeholders.

Indicative timeframe:

Activity	January 2025	February 2025	March 2025	April 2025	May 2025
Evaluator selected and recruited	▓				
Initial data collection, including desk review, stakeholder analysis	▓				
Evaluation design/question matrix	▓	▓			
Data collection and analysis, including survey(s), interviews and focus groups and field visit		▓	▓	▓	
Zero draft report submitted to UNITAR				▓	
Draft evaluation report consulted with UNITAR evaluation manager and submitted to Project Management				▓	
Presentation of emerging findings, recommendations and lessons learned				▓	
Project Management reviews draft evaluation report and shares comments and recommendations				▓	
Evaluation report finalized and management response by Project Management				▓	▓
Dissemination and publication					▓

Summary of evaluation deliverables and indicative schedule

Deliverable	From	To	Deadline*
Evaluation design/question matrix	Evaluator	Evaluation manager	20 January 2025
Comments on evaluation design/question matrix	Evaluation manager	Evaluator	24 January 2025
Mission plan for field data collection	Evaluator	Evaluation Manager	27 January 2025
Zero draft report	Evaluator	Evaluation manager	21 April 2025
Comments on zero draft	Evaluation manager	Evaluator	25 April 2025
Draft report	Evaluator	Evaluation manager	2 May 2025
Presentation of emerging findings, recommendations and lessons learned	Evaluator/evaluation manager	Programme Management	TBD
Comments on draft report	Programme Management	Evaluation manager	16 May 2025
Final draft report	Evaluator	Evaluation manager	30 May 2025

*To be adjusted depending on the contract signature and to be agreed upon with the Evaluation Manager.

Communication/dissemination of results

24. The evaluation report shall be written in English. The final report will be shared with all partners and be posted on an online repository of evaluation reports open to the public in [UNITAR website](#) as well as the [UNEG website](#).

Evaluation management arrangements

25. The evaluator will be contracted by UNITAR and will report directly to the Director of the Strategic Planning and Performance Division and Manager of Planning, Performance Monitoring, and Evaluation Unit (PPME) ('evaluation manager').

26. The evaluation manager reports directly to the Executive Director of UNITAR and is independent from all programming related management functions at UNITAR. According to UNITAR's Evaluation Policy, in due consultation with the Executive Director/programme management, PPME issues and discloses final evaluation reports without prior clearance from other UNITAR Management or functions. This builds the foundations of UNITAR's evaluation function's independence and ability to better support learning and accountability.

27. The evaluator should consult with the evaluation manager on any procedural or methodological matter requiring attention. The evaluator is responsible for planning any meetings, organizing online surveys and undertaking administrative arrangements for any travel that may be required (e.g., accommodation, visas, etc.). The travel arrangements, if any, will be in accordance with the UN rules and regulations for consultants.

Evaluator Ethics

28. The evaluator selected should not have participated in the project's design or implementation or have a conflict of interest with project activities. The selected consultant shall sign and return a copy of the code of conduct under Annex F prior to initiating the assignment and comply with [UNEG Ethical Guidelines and the Guiding Ethical Principles for using AI in Evaluation, if it is the case](#).

Professional requirements

29. The lead evaluator should have the following qualifications and experience:

- MA degree or equivalent in international relations, including international security studies; maritime studies, economic or development studies, environmental sciences, or a related discipline. Knowledge of and experience in needs assessments, training design and delivery, and in areas related to sea and human security.
- At least 7 years of professional experience conducting evaluation in the field of sea and human security and/or capacity building. Knowledge of UN Norms and Standards for Evaluation.
- Technical knowledge of the focal area including the evaluation of sea and human security, as well as contemporary developments in multilateral efforts.
- Field work experience in Asia/the Pacific.
- Excellent research and analytical skills, including experience in a variety of evaluation methods and approaches. Experience in evaluation using Kirkpatrick method is an advantage.
- Excellent writing skills (report to be drafted in English).
- Strong communication and presentation skills.
- Cross-cultural awareness and flexibility.
- Availability to travel to Japan.
- Fluency in oral and written English.

Annexes:

    A. List of planned training events
    B. List of contact points
    C. Event data available on the UNITAR Event Management System
    D. List of documents and data to be reviewed

E. Structure of evaluation report
F. Audit trail
G. Evaluator code of conduct

Annex A: List of planned training activities

- Online training
- Regional workshop in ASEAN (in-person)
- Regional workshop in the Pacific (in-person)
- In-person workshop II in Japan (field visit)
- Virtual conference "Shimanami Masterminds 2024"

Annex B: List of contact points

Contacts (email) to be complemented by Project Management

- UNITAR project team;
  - Junko Shimazu, Team Lead
  - Hikari Nakajima, Project Lead
  - Vicha Liewchirakorn, Project Lead
- Beneficiaries/participants at all levels: UNITAR trainers and participants (from ASEAN and Pacific from the public sector, CSOs and private sector);
  - (See attached)
- Trainers and resource persons
  - Johanna Paula Diwa Acallar
  - Maria Corazon Mercader Ebarvia
  - Michael Fors
  - Dhiraj Kumar Mohan Nainani
  - Asia
    - Crisanto Cayon
    - Warathida Chaiyapa
    - David King Pangan
    - Laeli Sukmahayani
    - Alvin Adityo
    - Rajendra Aryal
    - Kazuyuki Kakuda
    - Marina Hosoda
  - Pacific
    - Rodrigo Ricardo Garcia Bernal
    - Joeli Veitayaki
    - Viliamu Iese
    - Fred Siho Patison
    - Ofa He Paea KAISAMY
    - Loukinikini Vili
    - Preeya Ieli
    - Lemeki Lenoa
  - Japan
    - Keita Furukawa
    - Miguel Esteban
    - Masahiro Yamao
- The donor (Japan Ministry of Foreign Affairs);
- Potential donors of participants' projects;
- Pacific Islands Forum Secretariat (Pacific Islands Forum)
- Pacific Climate Change Centre (PCCC), Secretariat of the Pacific Regional Environmental Programme (SPREP) (Ofa He Paea KAISAMY)
- Ministry of Home Affairs and Immigrations, Fiji (Joeli Rokodaveta)
- United Nations Development Programme (UNDP) (Christopher Yee)
- UN Women (Preeya Ieli)
- Japan International Cooperation Agency (JICA) (Marina Hosoda)
- UN OHCHR (Momoko Nomura)
- Food and Agriculture Organization (FAO) (Rajendra Aryal)
- Pasona Inc. (Yuko Honma)
- Hiroshima Prefectural Government
- Hyogo Prefectural Government
- WMI
- Fiji Navy (Lemeki Lenoa)
- International Atomic Energy Agency (IAEA) (Gustavo Caruso) - TBC

- Indonesian Youth Diplomacy (Alvin Adityo)
- University of Tokyo
- Japan/Hiroshima Coast Guard Office
- Local small and medium-sized enterprises from Hiroshima and the Shimanami area

Target countries

Pacific SIDS: 1. Cook Islands 2. Federated States of Micronesia 3. Fiji 4. Kiribati 5. Marshall Islands 6. Nauru 7. Niue 8. Palau 9. Papua New Guinea 10. Samoa 11. Solomon Islands 12. Tonga 13. Tuvalu 14. Vanuatu

ASEAN countries: 1. Brunei 2. Cambodia 3. Indonesia 4. Laos 5. Malaysia 6. Myanmar 7. Philippines 8. Singapore 9. Thailand 10. Vietnam

Additional countries may be considered, such as Comoros, Madagascar, Maldives, Mauritius, Seychelles, Sri Lanka and Timor-Leste.

Annex C: Event data available on the Event Management System

Annex D: List of documents/data to be reviewed

- Narrative and finance reports (in the absence of interim reporting requirements, internal reporting and monitoring data shall be provided, including self-evaluations, logframe updates etc.)
- Legal Agreement
- Logical Framework and outcome areas
- Monitoring and self-evaluation data
- Implementing partner documentation if applicable
- Needs assessment
- Stakeholder contacts
- Project Description
- UNITAR website content
- Event Management System Data
- Relevant international frameworks
- Any other document deemed to be useful to the evaluation

Annex E: Structure of evaluation report[69]

     i.   Title page
    ii.   Foreword
   iii.   Table of contents
   iv.   List of Figures and list of tables
    v.   Executive summary
   vi.   Acronyms and abbreviations

1. Introduction
2. Project description, objectives and development context
3. Theory of change/project design logic
4. Methodology and limitations
5. Evaluation findings based on criteria/principal evaluation questions
6. Conclusions
7. Recommendations
8. Lessons Learned
9. Annexes
   a. Terms of reference
   b. Survey/questionnaires deployed
   c. List of persons interviewed
   d. List of documents reviewed
   e. Evaluation question matrix
   f. Evaluation consultant agreement form

Annex F: Evaluation Audit Trail Template

(To be completed by Project Management to show how the received comments on the draft report have (or have not) been incorporated into the evaluation report. This audit trail should be included as an annex in the evaluation report.)

To the comments received on (*date*) from the evaluation of the "The Shimanami Collective: Sea and Human Security for a Free and Open Indo-Pacific" project

The following comments were provided in track changes to the draft evaluation report; they are referenced by institution ("Author" column) and track change comment number ("#" column):

Author	#	Para No./ comment location	Comment/Feedback on the draft evaluation report	Evaluator response and actions taken

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[69] A report template will be provided to the evaluation team by PPME.

Annex G: Evaluation Consultant Code of Conduct and Agreement Form*

The evaluator:
1. Must present information that is complete and fair in its assessment of strengths and weaknesses so that decisions or actions taken are well founded.
2. Must disclose the full set of evaluation findings along with information on their limitations and have this accessible to all affected by the evaluation with expressed legal rights to receive results.
3. Should protect the anonymity and confidentiality of individual informants. He/she should provide maximum notice, minimize demands on time, and respect people's right not to engage. He/she must respect people's right to provide information in confidence and must ensure that sensitive information cannot be traced to its source. He/she are not expected to evaluate individuals and must balance an evaluation of management functions with this general principle.
4. Sometimes uncovers evidence of wrongdoing while conducting evaluations. Such cases must be reported discreetly to the appropriate investigative body. He/she should consult with other relevant oversight entities when there is any doubt about if and how issues should be reported.
5. Should be sensitive to beliefs, manners and customs and act with integrity and honesty in their relations with all stakeholders. In line with the UN Universal Declaration of Human Rights, he/she must be sensitive to and address issues of discrimination and gender equality. He/she should avoid offending the dignity and self-respect of those persons with whom he/she comes in contact in the course of the evaluation. Knowing that evaluation might negatively affect the interests of some stakeholders, he/she should conduct the evaluation and communicate its purpose and results in a way that clearly respects the stakeholders' dignity and self-worth.
6. Is responsible for his/her performance and his/her product(s). He/she is responsible for the clear, accurate and fair written and/or oral presentation of study imitations, findings and recommendations.
7. Should reflect sound accounting procedures and be prudent in using the resources of the evaluation.

Evaluation Consultant Agreement Form[70]

Agreement to abide by the Code of Conduct for Evaluation in the UN System

Name of Consultant: __ _____

Name of Consultancy Organization (where relevant)**: _____**

I confirm that I have received and understood and will abide by the United Nations Code of Conduct for Evaluation. and I declare that any past experience, of myself, my immediate family or close friends or associates, does not give rise to an actual or perceived conflict of interest.

Signed at *place* on *date*

Signature: _____

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*This form is required to be signed by each evaluator involved in the evaluation.

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[70]www.unevaluation.org/unegcodeofconduct

C. Survey/questionnaires deployed

Introduction

Dear UNITAR training participant,

UNITAR is committed to providing quality training and your participation in this short survey is crucial for continuous quality improvement. **I am an independent evaluator** engaged by UNITAR to collect experiences of participants about **"The Shimanami Collective: Sea and Human Security for a Free and Open Indo-Pacific" project**. The purpose of the survey is to provide information for the project independent evaluation being conducted. The aim of this evaluation is to understand:

- the project's performance, as measured against criteria of relevance, coherence, effectiveness, efficiency, likelihood of impact and sustainability
- lessons learned to inform and improve future projects

For those participants taking part in the workshop in Japan, this survey will complement our conversations during the in-person workshop.

All responses, including any personal information you provide, **will be kept anonymous and strictly confidential.** Your name and organizational affiliation will not be attached to the results, your individual responses will not be published, and the survey results will only be published in the aggregate and not attributable form.

The survey **should take less than 10 minutes**. We would ask that you please complete the survey by **04 March 2025**. For any questions about this survey or the project evaluation please email: jamesd.nz@gmail.com or evaluation@unitar.org

Many thanks in advance for your response!

About you

The 2030 Agenda for Sustainable Development promises to Leave No One Behind (LNOB) and reach the furthest behind first. As Indigenous Peoples across the world still lag behind on most social, economic and political indicators, we would like to know if you self-identify as being part of Indigenous Peoples.

* 1. Do you identify as belonging to Indigenous Peoples?

- ◯ Yes
- ◯ No
- ◯ I prefer not to say

Similarly, there are still many barriers that hinders **persons with disabilities** participation in society, we would like to know if you self-identify as a person with disability. The Convention on the Rights of Persons with Disabilities, defines disability as "those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others." (CRPD, Article 1)

* 2. Do you have any disability? Tick all that may apply.

☐ Developmental / learning disabilities (e.g. dyslexia or dysacalculia)

☐ Auto-immune conditions (e.g. Rheumatoid arthritis)

☐ Fluctuating or progressive conditions (e.g. muscular dystrophy)

☐ Physical disabilities (e.g. amputations)

☐ Mental health conditions (e.g. anxiety)

☐ Sensory impairments (e.g. difficulties seeing or hearing)

☐ Temporary or multiple disabilities (e.g. complex injuries)

☐ I prefer not to answer this question

☐ None of the above

Relevance

The project consisted of an online training, in-person regional workshops and an in-person workshop in Japan and you may have taken part to one or several of these activities.

* 3. How well did you consider the content of the training event(s) aligned with the needs or priorities of the country (or countries) where you work?

◯ Fully aligned

◯ Aligned

◯ Somewhat aligned

◯ Slightly aligned

◯ Not aligned at all

Please specify here if your response differs for the online, regional training or Japan workshop in case you attended multiple events.

[   ]

* 4. How well did you consider the content of the training event(s) aligned with future priorities in sea and human security in the country (or countries) where you work?

◯ Fully aligned

◯ Aligned

◯ Somewhat aligned

◯ Slightly aligned

◯ Not aligned at all

Please specify here if your response differs for the online, regional training or Japan workshop in case you attended multiple events.

[   ]

5. In your opinion, how much human and sea security concerns affect your daily work?

- ◯ A lot
- ◯ Moderately
- ◯ Slightly
- ◯ Not at all

Coherence

* 6. Please indicate the extent to which you agree with the statement: "The training event/s complement(s) other knowledge and training I have received related to sea and human security"

- ◯ Strongly agree
- ◯ Agree
- ◯ Neither agree nor disagree
- ◯ Disagree
- ◯ Strongly disagree
- ◯ This is my first training related to sea and human security

Please specify here if your response differs for the online, regional training or Japan workshop in case you attended multiple events.

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[                                        ]
```

Efficiency

7. How appropriate did you find the online training and workshops in terms of duration, length and structure of the sessions and/or any other project-related activities ?

	Completely appropriate	Very appropriate	Moderately appropriate	Slightly appropriate	Not at all appropriate
Duration (of the sessions)	◯	◯	◯	◯	◯
Length (of the overall training)	◯	◯	◯	◯	◯
Structure	◯	◯	◯	◯	◯

Please specify here if your response differs for the online, regional training or Japan workshop in case you attended multiple events.

```
[                                        ]
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* 8. At this stage, have you already transferred or applied the knowledge and skills acquired from the online training and/or regional workshop in your workplace/ community/ personal or academic life?

◯ Yes

◯ No

Application of knowledge and skills

* 9. Please provide examples of the knowledge/ skills area (s) which you have transferred or applied to your workplace/ community/ personal or academic life. Be specific as possible.

10. How frequently have you applied the knowledge/skills in your workplace/ community/ personal or academic life?

◯ Frequently (once per week or more)

◯ Often (more than once a month)

◯ Occasionally (once a month)

◯ Infrequently (less than once a month)

◯ Never

11. How confident are you in transferring or applying the knowledge/skills to your workplace/community/ personal or academic life?

◯ Very confident

◯ Confident

◯ Somewhat confident

◯ Neutral

◯ Not at all confident

Please explain your response

[ ]

12. How important is applying the knowledge/skills acquired in the training to your job success?

- ○ Very important
- ○ Important
- ○ Somewhat important
- ○ Neutral
- ○ Not at all important
- ○ Not applicable (e.g. I am retired, I do not work, etc.)

13. Do you foresee any professional benefits (for you or for the overall sector) in adopting better human and sea security practices and policies?

- ○ No
- ○ Yes, please specify

[ ]

Application of knowledge and skills

* 14. Which of the following factors enabled or prevented you from applying knowledge/skills from the training event(s)?

	This factor enabled me to apply knowledge and skills	This factor prevented me from applying knowledge and skills	Not applicable
Opportunity to apply knowledge/skills	○	○	○
Importance of knowledge/skills to my job success	○	○	○
Support received from my supervisor at work	○	○	○
Support received from colleagues/peers at work	○	○	○
Confidence to apply knowledge/skills	○	○	○
Action planning in the training facilitated transfer and application of knowledge/skills	○	○	○
Training design and methodologies	○	○	○
Systems, procedures or policies supported the use of knowledge/skills	○	○	○
Sufficient knowledge to be applied	○	○	○
Time available	○	○	○
Funds available	○	○	○
Knowledge/skills applicable to my context	○	○	○

Other, please specify.

[   ]

* 15. Have you already had an opportunity to increase cooperation and coordination with colleagues (including in other countries) as a result of the training?

○ Yes

○ No

* 16. If not yet, how likely do you think it is that you will seek to collaborate or coordinate with colleagues (including in other countries) as a result of the training?

○ Very likely

○ Likely

○ Somewhat likely

○ Neither likely nor unlikely

○ Unlikely

○ I am already coordinating/collaborating with others (including from other countries)

* 17. What, if anything, has changed as a result of your participation in the programme? Please try to be as specific as possible. Write "NA" in case you have not experienced any change yet.

18. How has your organization or community benefited from your participation in the programme (if applicable)?

* 19. Are you part of a regional network on the sea and human security?

○ I don't know

○ No

○ Yes (please specify which one)

* 20. Please indicate the extent to which you agree with the statement:

"The training event(s) have had a positive impact on sea and human security in my country (or countries)"

○ Strongly agree

○ Agree

○ Neither agree nor disagree

○ Disagree

○ Strongly disagree

Unintended changes

21. Have you identified any other change in your practice or your career derived from the UNITAR training event(s)?
This should be something you were not expecting to occur as a result from your participation in the training.

○ No

○ Yes, please specify

Gender Equality and the Empowerment of Women (GEEW)/ Leave No One Behind (LNOB)/ Human Rights (HR)

22. Did you participate in Phase II (Regional Workshops in Indonesia or Fiji) and III (Workshop in Japan)?

○ Yes

○ No

* 23. How would you rate your knowledge on the following areas after the training?

	High increase in understanding	Moderate increase in understanding	Some increase in understanding	Slight increase in understanding	No increase in understanding
The connections between gender equality and sea and human security	○	○	○	○	○
The connections between human rights and sea and human security	○	○	○	○	○
The connections between disability and sea and human security	○	○	○	○	○
The connections between environmental sustainability and sea and human security	○	○	○	○	○

Final comments

24. Is there anything else you would like to share with us related to your participation in the training activities or that you wish to add to your answers? Any suggestions for the future?

* 25. Would you agree to be contacted as a follow up to this survey to share your training and post-training experience?

○ No

○ Yes, please specify your email or phone number (with country code)

D.   List of persons interviewed

Name	Surname	Type of Stakeholder
Crystal	Ake	Tonga
Yuki	Asano	Japan Ministry of Foreign Affairs
Yrhen	Balinis	Philippines
Ernesto	Cifra Jr.	Philippines
Jeniffer	Coffin	Samoa
Richard	Crichton	UNITAR
Loretta	Dilu	Papua New Guinea
Joanna	Diwa	Resource person
Isti	Khoiriah	Indonesia
Mirasol	Laoyan	Philippines
Dat	Le	Vietnam
Naomi Isu	Levi	Papua New Guinea
Vicha	Liewchirakorn	UNITAR
Asenaca	Maqanatagane	Fiji
Chisa	Mikami	UNITAR
Maria Regina	Monsayac-Pabalate	Philippines
Natinee	Na	Resource person
Litia	Nailatikau	Fiji
Hikari	Nakajima	UNITAR
Yesaya	Pamungkas	Indonesia
Arishma	Ram	Fiji
Pathum	Ranasinghe Arachchilage	Sri Lanka
Frances	Satini	Tonga
Bryan	Sinatra	Indonesia
Rajneel	Singh	Fiji
Rachel	Steele	Tonga
Nasri	Tahir	Brunei
Touasi	Tiwok	Vanuatu
Socheat	Ul	Cambodia
Marlon	Viejo	Philippines
Haris	Yamabhai	Thailand

E. List of documents reviewed

UNITAR - Shimanami_Collective_-_FOIP_Final.docx

24APR-2024 Shimanami Collective Catalogue Final_A4.pdf

UNITAR Free and Open Indo-Pacific_Flyer.pdf

SHS 10 - Executive Summary_0.pdf

SHS 11 - Executive Report - Final_0.pdf

SHS09-Executive_Summary_0.pdf

UNITAR_Hiroshima_SHS_04_-_Executive_Summary_1.pdf

UNITAR_Hiroshima_SHS_05_-_Executive_Summary_0.pdf

UNITAR_Hiroshima_SHS_06_-_Executive_Summary_0.pdf

UNITAR_Hiroshima_SHS_07_-_Executive_Summary_0.pdf

UNITAR_Hiroshima_SHS_08_-_Executive_Summary_0.pdf

EdApp Course Preview Links_FOIP2024.docx

FOIP Webinar Outlines.docx

LearnersProgrammeHandbook-FOIP2024 - Final.pdf

UNITAR Leaders for Free and Open Indo-P...pdf

UNITAR Leaders for Free and Open Indo-Pacific_ Sea and Human Security Training Programme.xlsx

Online Participants 1st and 2nd batches combined.xlsx

v2 FINAL-online progress status as of 310824.xlsx

2024 Leaders for FOIP_ Online Training Feedback Survey(1-283).xlsx

2024 Leaders for FOIP_ Online Training Feedback Survey.pdf

Jakarta Workshop Agenda_FOIP2024.pdf

Nadi Workshop Agenda_FOIP2024.pdf

Workshop Outputs and Phase 3 Criteria_FOIP2024.docx

FOIP P2 Asia Cohort_Masterlist.xlsx

FOIP P2 Pacific Cohort_Masterlist and Profile.xlsx

Regional Workshop (Jakarta) Feedback Survey(1-61).xlsx

Regional Workshop (Jakarta) Feedback Survey.pdf

Regional Workshop (Nadi) Feedback Survey(1-66).xlsx

Regional Workshop (Nadi) Feedback Survey.pdf

Marine Renewable Energy_Asia_Group 5.pdf

Marine Plastics_Asia.pdf

Water Pollution_Asia.pdf

Ocean Conservation_Asia.pdf

Tourism_Asia.pdf

Coastal Protection_Asia_Group 9.pdf

Maritime Governance_Asia_Group 11.pdf

Fishing_Asia.pdf

Biodiversity_Asia.pdf

Marine Plastics_Asia_Group 8.pdf

IUU Fishing_Asia.pdf

Maritime Transport_Asia_Group 2.pdf

Coastal Protection_Asia.pdf

Aquaculture_Asia.pdf

Fishing_Pacific_Group 10.pdf

Offshore Fisheries_Pacific.pdf

Aquaculture_Pacific.pdf

Inshore Fisheries_Pacific.pdf

Biodiversity_Pacific.pdf

Maritime Transport_Pacific.pdf

Biodiversity and Food Security_Pacific.pdf

Coastal Protection_Pacific.pdf

Marine Renewable Energy_Pacific.pdf

Water Pollution_Pacific.pdf

Marine Plastic and Waste_Pacific.pdf

Marine Transport and Seafarers_Pacific.pdf

Coastal Protection_Pacific.pdf

Ocean Conservation

Japan Workshop Agenda_FOIP2024-26Dec (1).pdf

TENTATIVE as of 10 Dec_Japan Workshop Agenda_FOIP2024.pdf

Workshop Outputs (05.12.24).pdf

FOIP P3 Participants_Masterlist.xlsx

UNITAR - Shimanami_Collective_-_FOIP_Final.pdf

AK-UNITAR-5_rev.pdf

Routing Slip (7).pdf

UNITAR Note-Verbale_PM Japan.pdf

UNSDCFs

UN Pacific Sustainable Development Cooperation Framework

UN Sustainable Development Cooperation Framework for Cambodia

UN Sustainable Development Cooperation Framework for India

UN Sustainable Development Cooperation Framework for Indonesia

UN Sustainable Development Cooperation Framework for Iran

UN Sustainable Development Cooperation Framework for Lao PDR

UN Sustainable Development Cooperation Framework for Malaysia

UN Sustainable Development Cooperation Framework for Myanmar

UN Sustainable Development Cooperation Framework for Philippines

UN Sustainable Development Cooperation Framework for Sri Lanka

UN Sustainable Development Cooperation Framework for Thailand

UN Sustainable Development Cooperation Framework for Viet Nam

F.   Summary of field visit

Dates: 18.02.2025-21.02.2025

Venue: Tokyo and Chiba, Japan

Aims of the mission

The mission intended to collect data and evidence for the independent evaluation of the Sea and Human Security project. This was done through one-on-one meetings (semi-structured interviews) with the project donor, participants in the programme, and project staff. Further information was also collected via an in-person workshop exercise with 50 project participants attending a two-week long training session in Japan.

Outcomes workshop

A workshop was held with 50 participants in the third phase of the project's training programme. This took place towards the end of Phase III of the training programme which brought together participants for two weeks of lectures and coursework in sea and human security, in Awajisjima, Hiroshima, Chiba, and Tokyo, Japan. The objective of the workshop was to collect evidence of achievement of project results and outcomes, based on work undertaken in Phase I and II of the project (and to a lesser extent, the project's third phase). Workshop participants had already been divided into ten thematic 'policy groups' for the duration of the two-week course. These groups were used as the basis for group work during the workshop.

The evaluator introduced the session and discussed the concept of a 'theory of change' in the context of how participants apply the learning from the course. Participants were then asked to reflect individually on how the course had impacted their work, especially in the context of their individual projects as well as in the sharing of knowledge and experience among other participants. It was suggested that participants think about how increased knowledge has translated into action or change in behaviours, first for themselves, and secondly for how others' actions (e.g. their colleagues, superiors, subordinates, etc.) may have also changed.

Following the individual exercise, participants were asked to share their experiences with the rest of their policy group. The groups were asked to discuss the experiences, differences and similarities, as well as common challenges for applying their learning. Each group then presented a summary of their stories and insights to the plenary as a whole.

Meetings

Prior to the mission, the evaluator worked with the UNITAR PPME to finalise lists of questions for use in semi-structured interviews with various project stakeholders. Lists of questions were prepared for project participants and the project donor. In some cases these were shared with participants prior to the semi-structured interviews.

MOFA Japan

The evaluator conducted a semi-structured interview with a representative of the Ministry of Foreign Affairs (MOFA), Japan. In particular, this interview helped to develop understanding of the aims and goals of MOFA, especially in relation to the project, as well how Japan sees the project contributing to sea and human security in the region. The meeting also gave the representative of Japan an

opportunity to ask questions about the evaluation, especially since they had limited experience of independent evaluations within the context of their support to UNITAR projects in the country.

Participants

The evaluator conducted semi-structured interviews with a subset of participants selected based on their gender, country status, policy area, and type of organization. An initial list of seven (from 50) participants was selected for in-person interviews during the mission to Japan. Additional participants for further online interviews have been identified. The interview was semi-structured, using questions developed together with the evaluation team in Geneva.

G. Evaluation question matrix

The 'Sea and Human Security: Project Evaluation

Evaluation Design and Question Matrix

Introduction

Overview

The "Shimanami Collective: Sea and Human Security for a Free and Open Indo-Pacific" ('Sea and Human Security Project') is a project implemented by the United Nations Institute for Training and Research (UNITAR) with the stated aim *"to provide government officials and activists in the Pacific SIDS and ASEAN countries with the skills, knowledge and capacity to enhance and secure climate, social, economic, food and maritime security and establish a coordination mechanism across the Pacific."*[71] To achieve this, the project envisaged targeting over 400 government officials and representatives from the private sector and civil society organization (CSOs) with basic knowledge and skills in sea and human security, through in person and online training, workshops, and conferences.

Scope

The project was planned to be implemented in 12 months (March 2024 to March 2025) and aimed the participation of 14 Small Island Developing States (SIDS) in the Pacific region, 10 Association of Southeast Asian Nations (ASEAN) countries[72] and Timor Leste and Sri Lanka. The project document included the possibility of extending its geographic scope to additional countries, with particular mention of Comoros, Madagascar, the Maldives, Mauritius, the Seychelles, Sri Lanka and Timor-Leste.

Project description

The project proposal built upon Japan's overall policy to support human security and, particularly, the Government of Japan's crucial regional framework, Free and Open Indo-Pacific (FOIP), which aims to enhance the connectivity of the Indo-Pacific region and foster a prosperous region that values freedom and the rule of law, free from force or coercion.

Furthermore, it builds on the UNITAR Division for Prosperity / Hiroshima Office's "Sea and Human Security" training Programme, which ran for more than 10 years (until 2011), as well as the Office's experience with its "Tsunami-based Disaster Risk Reduction (DRR) Women's Leadership Training Programme", targeting Pacific SIDS, and other training programmes targeting ASEAN countries. The overall intervention logic for the project is shown in Figure below. The evaluation will also examine the overall theory of change for the project, using the proposed methodological tools of document review, semi-structured interviews, surveys, and outcome mapping to help identify causal pathways as well as outcomes and impacts.

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[71] Sea and Human Security project document
72 Pacific: Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu; ASEAN: Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, Vietnam
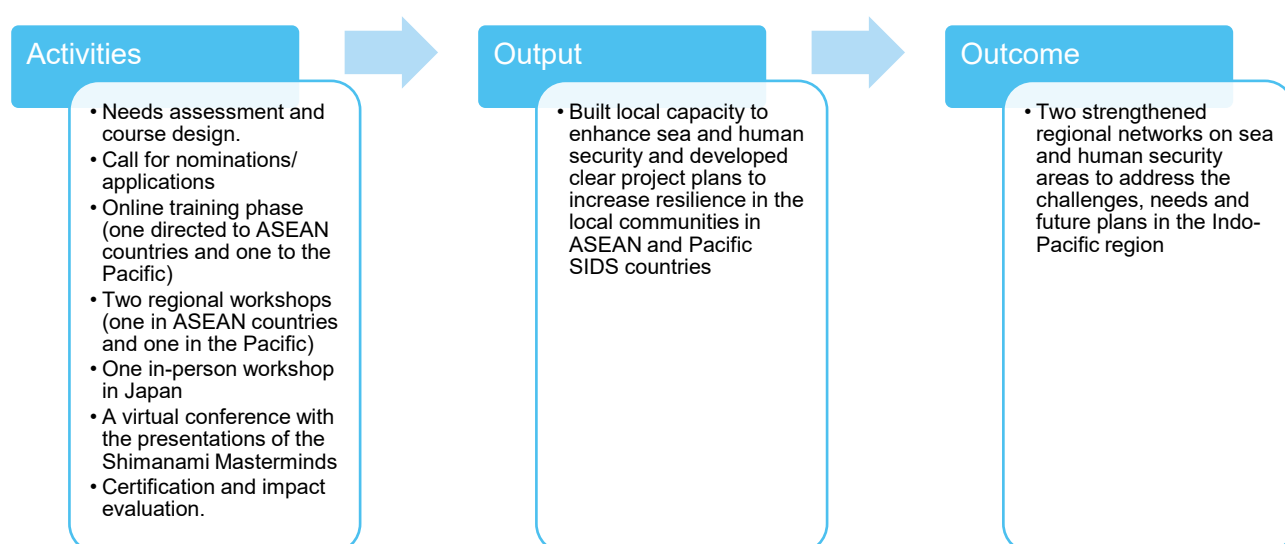
Activities	Output	Outcome
• Needs assessment and course design. • Call for nominations/ applications • Online training phase (one directed to ASEAN countries and one to the Pacific) • Two regional workshops (one in ASEAN countries and one in the Pacific) • One in-person workshop in Japan • A virtual conference with the presentations of the Shimanami Masterminds • Certification and impact evaluation.	• Built local capacity to enhance sea and human security and developed clear project plans to increase resilience in the local communities in ASEAN and Pacific SIDS countries	• Two strengthened regional networks on sea and human security areas to address the challenges, needs and future plans in the Indo-Pacific region

Figure 1 Project intervention logic

Evaluation scope and purpose

Scope The central activities of the project consisted in the online training targeted to 400 beneficiaries, three in-person workshops, and a virtual conference. The training included components of sea and human security, economic security, food and climate security, environmental security and maritime cooperation. Aligned with these, the training primary objectives are to:

1. Enhance basic knowledge of **sea and human security**
2. Promote **economic security** through trade and access to markets, fisheries and tourism and enhance public and private partnerships
3. Enhance **food and climate security** by supporting stable and climate-resilient marine and land food production, effective trading and transportation across the region
4. Nurture **environmental security and maritime cooperation**, including regional monitoring and surveillance, disaster response and emergency rescue operations

Budget

The donor of the project is the Government of Japan, Ministry of Foreign Affairs. To deliver the activities and achieve the outputs and outcomes the total budget amounted to 2,919,708 USD.

Human Resources

According to the document review, the implementation of the project relied on a team of seven people, along with support from 30 trainers[73] from partner institutions who aided in the delivery of webinars and workshops.

The evaluation will cover the entire project period for 12 months between March 2024 to March 2025. However, the evaluation will start when the project is still ongoing (January 2025).

Purpose

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[73] See Annex 2: List of Contacts

The overall purpose of this evaluation is to assess the relevance, coherence, effectiveness, efficiency, likelihood of impact and likelihood of sustainability of the project. Moreover, it strives to identify good practices as well as any challenges that the project has encountered; to issue recommendations, and to identify lessons to be learned in project design, implementation, and management. The evaluation is also forward-looking to inform decisions on the design and planning of possible future related projects and focus areas.

Evaluation methodology

Overall Approach

The evaluation will assess the project's performance by examining its achievement of results, constructing the project's theory of change, its implementation processes, and the contextual factors involved. It aims to establish causal connections as much as possible (through use of tools such as outcome mapping), guided by the evaluation criteria and questions.

The overall approach followed during the evaluation will be both:
- Retrospective: identifying and assessing the achievements to date, completion of outputs and deliverables against stated objectives, as well as steps taken in planning and implementation.
- Forward-looking: providing useful findings and recommendations that can be utilized by UNITAR and other relevant stakeholders, helping to facilitate future decision making.

In following this overall approach, the evaluation will make use of key sources of evidence:
- documentary evidence – particularly the project and related documents, as well as project reporting and other materials
- stakeholders – particularly through semi-structured interviews and discussions, as well as a group outcome mapping exercise
- surveys

The evaluation methodology will make use of an approach using common training assessment models. In particular, the evaluation will make use of the Kirkpatrick Model[74] of training evaluation, which provides an overall framework for how training can lead to behaviour change and ultimately to impacts.
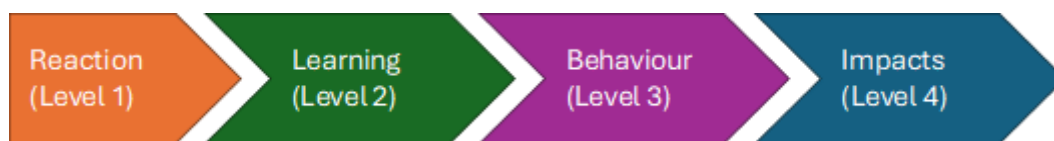
The evaluation will also make use of complementary methods, most especially the COM-B Model[75] of behaviour change, which help to elucidate the external and other factors that help to facilitate desired impacts.

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74 See, for example: https://unitar.org/results-evidence-learning/evaluation

75 See, for example: https://thedecisionlab.com/reference-guide/organizational-behavior/the-com-b-model-for-behavior-change

Evaluation Criteria

The evaluation will make use of the six OECD DAC[76] criteria[77] (see Table 1 below) as key 'lenses' through which to examine the project and its effects. The evaluation will also follow the United Nations Evaluation Group (UNEG)[78] standards, as most relevant to evaluators in the conduct of evaluations. These will serve as both a guide as well as a checklist for assessing the quality of the evaluation approach and resultant deliverables. Moreover, the evaluation will make use of further UNEG guidance on integration of human rights and gender into evaluations[79], in this inception report particularly taking note of the *UNEG Evaluation Questions to Assess Design and Planning, Implementation and Results* [80] and *the Conduct/Implementation of an HR & GE Responsive Evaluation*. The evaluation will further make use of the *UNEG Quality Checklists (2010) for Inception and Evaluation* reports.

Criteria	Meaning
Relevance	Is the project doing the right things?
Coherence	How well does the project fit?
Effectiveness	Is the project achieving its objectives?
Efficiency	How well are resources being used?
Impact	What difference does the project make?
Sustainability	Will the benefits last?

Table 1 OECD DAC Criteria

The evaluation will seek different kinds of data from a range of different sources. It will use these differing approaches and perspectives to test and verify hypotheses and validate evaluation findings. In this way, each finding (and respective recommendation) will be based on a variety of different evidence, helping to promote validity of results and stakeholder confidence in the evaluation's conclusions.

Rating Criteria

The final project report will present an overall rating for the project under each of the evaluation criteria mentioned above. The rating system is based on a six-point scale developed by the International Fund for Agricultural Development (IFAD) and ranges from highly satisfactory to highly unsatisfactory. The definition of each point-scale is described in Table 2.

Rating	Meaning
Highly satisfactory	The project achieved or surpassed all main targets, objectives, expectations, results (or impacts) and could be considered as a model.
Satisfactory	The project achieved almost all (indicatively, over 80-95 per cent) of the main targets, objectives, expectations, results (or impacts).
Moderately satisfactory	The project achieved the majority (indicatively, 60 to 80 per cent) of the targets, objectives, expectations, results or impacts, though with notable gaps in some areas.

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[76] Organization for Economic Cooperation and Development (OECD) Development Assistance Committee (DAC). See: https://www.oecd.org/en/about/committees/development-assistance-committee.html

[77] OECD DAC Network on Development Evaluation, *Evaluating Development Cooperation: Summary of Key Norms and Standards* (Second Edition)

[78] See: https://www.uneval.org/

[79] UNEG (2014) *Integrating Human Rights and Gender Equality in Evaluations. See:* Integrating Human Rights and Gender Equality in Evaluations | UNEG

[80] Ibid

Moderately unsatisfactory	The project did not achieve its main targets, (indicatively, less than 60 per cent) objectives, expectations, results or impacts.
Unsatisfactory	The project achieved only a minority of its targets, objectives, expectations, results or impacts.
Highly unsatisfactory	The project achieved almost none of its targets, objectives, expectations, results or impacts.

Table 2: Rating criteria

Evaluation phases

Phase I: Initial scoping/ evaluation design

This is the foundational phase where the scope, objectives, and methodology are determined. In this phase, a stakeholder mapping was conducted, the evaluation criteria and questions were determined, and the data collection phase is planned.

Phase II: Data collection & analysis

This phase involves gathering data from the identified sources through quantitative and qualitative tools and methods. Here a deeper document review, the cross-referencing process with interviews, focus groups and survey results analysis will be done to assess the timeliness in the reporting performance. Details are provided under the Data collection section.

Phase III: Reporting

Once the emerging findings are gathered, these will be presented to the relevant areas and from the feedback provided a first document will be drafted and later submitted for review. The findings from the data analysis will be synthetized into key findings, recommendations, lessons learned and good practices. The report will clearly describe the relevance, coherence, effectiveness, efficiency, likelihood of impact and likelihood of sustainability of the project.

Key stakeholders

From the document review and stakeholder mapping the main stakeholders involved in the project are as indicated in Table 3.

Stakeholder Mapping						
Stakeholder Group	**Number mapped**	**Tool to be used**	**Role in the project**	**Interest /Expectations**	**Level of Interest**	**Level of Influence**
Division for Prosperity and Hiroshima Office management	2	Individual interview	Strategic oversight	Contribution of project to higher level organizational goals and impacts Maintain on-going relationship with key donor	Medium	High
Hiroshima Office project team	7	Individual interviews/ Group interviews	Implementers	Effective and efficient delivery of activities	High	High

Trainers/ Experts from partner institutions[81]	25	Survey/ interview	Co-implementers	Effective and efficient delivery of training and other activities	High	Medium
Training participants	519	Survey / interview / outcome mapping exercise / focus groups	Beneficiaries	Acquisition of suitable skills to apply in the course of their work	High	Low
Government and People of Japan representative	1	Interview	Donor	Effective and efficient delivery of activities within the budget Contribution of project to higher-level policy goals and strategies	High	High

Table 3 - Stakeholder mapping

Regarding the partner institutions, the project document suggested collaboration with local, national and international partners and stakeholders in SIDS and ASEAN who actively promote human security, including economic, food and environmental security and maritime safety. Potential partners included local, national and regional organizations in Asia and the Pacific, including:

- Pacific Islands Forum Secretariat (Pacific Islands Forum)
- Secretariat for the Pacific Community
- Pacific Islands Centre
- University of the South Pacific
- Ministry of Home Affairs and Immigrations, Fiji

The project also anticipated work with other UN agencies and international organizations in the region, as aligned with the ONE UN approach. The project suggested that this might include:

- United Nations Development Programme (UNDP)
- UN Women
- United Nations Office for Disaster Risk Reduction (UNDRR)
- United Nations Office on Drugs and Crime (UNODC)
- International Maritime Organization (IMO)

Partnership with Japanese Organizations and Experts

The Japanese organizations proposed were:

- Japan International Cooperation Agency (JICA)
- Hiroshima University
- Hiroshima Prefectural Government
- University of Tokyo Ocean Alliance
- Hiroshima Shudo University
- Japan/Hiroshima Coast Guide Office
- National Agriculture and Food Research Agency of Japan
- Local small and medium-sized enterprises from Hiroshima and the Shimanami area

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[81] This includes partners from UN system organizations and Member States (including Japan)

Data collection Tools

Semi-structured interviews: The interviews are proposed to be conducted either in person or online. Interviewees will include members of the project team, participants in the programme, trainers, partner institutions, and the project donor.

The interviews will be semi-structured, i.e. they will use the key evaluation questions and sub-questions as focus points for the discussion, but they will allow interviewees the freedom to provide additional context and insight. The evaluators will take confidential notes during these discussions, the content of which will be summarised and included in an excel table with relevant points classified by key evaluation question and sub-question. The interviews will be confidential and resultant material edited so as not to include names or other identifiable information about the interviewees.

In-person interviews will be held with participants and trainers available during the workshop in Japan, while online interviews will be conducted with participants from the regional workshops in Jakarta and Nadi that were not part of the final phase and, as well to those who only participated in the online training sessions.

Focus groups: If feasible, focus groups will be conducted with participants from the Japan workshop to capture the perspectives of the various groups present and available during the event. The focus groups will be evaluator led and aim to identify the key issues and challenges faced by project participants, in a structured manner.

Outcomes mapping exercise. This is a group exercise to be held during the field mission to Japan. The aim of the exercise is to understand, from the perspective of the direct project beneficiaries, how the project activities have resulted in further outcomes, and to gain qualitative information on the effects of the project. This exercise builds upon desk research and background preparation already undertaken by the evaluators to help develop an understanding of the project's history, intended changes, and results achieved. It also makes use of training data and other information provided by the project team.

Surveys: The surveys aim to collect any missing information from the surveys previously administered by the unit. They will also allow for collection of additional information as to the application of knowledge gained, as well as any other effects of the project interventions. The surveys will be targeted at the participants and trainers from the programme.

Selection criteria for data collection process and case studies:

- **Gender Representation:** Ensuring balanced gender representation among participants.
- **Geographic Diversity:** Prioritizing geographic representation, particularly participants from Least Developed Countries (LDCs), landlocked developing countries (LLDCS), Small Island Developing States (SIDS), fragile states, and countries emerging from conflict, in line with the Leave No One Behind (LNOB) principle.
- **Certification Status:** Considering participants who achieved either a certificate of completion (465 participants) or a certificate of participation (49 participants).

The content of the survey questions will be reviewed and finalised together with UNITAR / HO prior to distribution of the survey, but the questions are intended to reflect and provide information for the measures contained in Annex 2. In order to maximise responses to the stakeholder survey, the evaluation will:

- Review and finalise survey question wording, length (ideally 10 minutes or less to complete), and clarity together with UNITAR / HO

- Explain the relevance of the survey and how the data will be used to improve further programmes (in which the respondent country may be a participant)
- Place emphasis on the anonymous nature of the survey responses
- Personalise communications wherever possible (i.e. address emails to specific name)
- Send follow up email reminders (up to two additional reminders after sending the survey)

Potential challenges and limitations

Availability of information

Since some activities are still ongoing, narrative and financial reports may not yet be available. As the project duration was relatively short (one year), there is little in the way of donor reports to use as a source of information. The evaluation will therefore need to ensure collection of primary data, e.g. to assess the achievement of project results and indicators, as well as to assess potential impacts (whether positive or negative). Wherever possible, the evaluation will seek to collect sufficient information from stakeholders, including in the online surveys. To help support response rates in the survey and participation in interviews, the evaluation will seek support from project team members in contacting relevant stakeholders and informing them of the importance and value of the survey, interviews, etc.

Attribution of impact

The timing of the evaluation may not allow for a comprehensive assessment of the project's longer-term impact, as certain activities are still underway. However, by triangulating data from multiple sources, it may be possible to identify and establish plausible links between the training activities and the observed changes. For this purpose, having a robust understanding of the theory of change linking project activities with higher level results will be important.

Representativeness of Evaluation Data

There is a risk that not all participants will respond to surveys, attend interviews, or participate in focus groups, potentially leading to biases in representation, particularly across different countries. To address this, efforts will be made to engage a diverse range of participants from the groups targeted by the project. For this purpose, the interviews, group activities, and surveys will collect information as to respondent gender, geography, etc.

Evaluation framework

Key evaluation questions	Sub-questions	Data collection tools
RELEVANCE *To what extent did the project activities and results contribute to Member States needs and priorities?*	**How did the project theory of change anticipate contributing to key Member States goals and objectives, such as goals and targets in the 2030 Agenda, the UNITAR SF, the PIF Strategy for the Blue Pacific Continent, ASEAN's Outlook on the Indo-Pacific etc.?** **How well did the project identify and address relevant security challenges in the region, in line with needs and priorities of beneficiaries and other relevant stakeholders?**	• **Surveys to beneficiaries** • **Document review** • **Semi-structured interviews to beneficiaries and donor** • **Outcome mapping exercise with beneficiaries and project team**
COHERENCE *To what extent does the project complement and build upon the work of UNITAR and other actors in the region?*	**How does the project build upon and complement previous UNITAR projects, as well as any relevant ongoing work by the organization?** **How does the project relate to any similar work undertaken by national, regional, and international organizations in the area of sea and human security as well as international frameworks?**	• **Surveys to beneficiaries** • **Document review** • **Semi-structured interviews to beneficiaries, donor and project team**
EFFECTIVENESS *To what extent has the project delivered its outputs according to expectations of quality, comprehensiveness, etc.?*	**To what extent have the project activities resulted in enhanced capacities in:** • **strengthened regional networks on sea and human security?** • **project plans to increase resilience in local communities?** **To what extent has the training methodology (including, inter alia, needs assessment, drafting of project plans, mentoring and coaching, project**	• **Surveys to beneficiaries** • **Document review** • **Semi-structured interviews to beneficiaries, project team and partners** • **Outcome mapping exercise with beneficiaries and project team**

Key evaluation questions	Sub-questions	Data collection tools
	pitches, and study tours) contributed to achieving the intended outcomes?	
	What are the key factors that have promoted or hindered effectiveness of the project, including the use of partnerships?	
EFFICIENCY *To what extent has the project delivered its activities according in an efficient manner?*	To what extent has the project delivered its planned results according to planned budget and timelines? What measures, if any, has the project taken to ensure efficient delivery of project activities (in terms of both time and resources) compared to alternative approaches?	• Surveys to beneficiaries • Document review • Semi-structured interviews to beneficiaries, project team, partners and donor
LIKELIHOOD OF IMPACT *To what extent are the project interventions likely to create higher-level outcomes and impacts?*	To what extent is there evidence that project interventions are on a credible pathway to longer-term outcomes and impacts? What early signs of impact have emerged, if any? What measures has the project put into place to help promote impact?	• Surveys to beneficiaries • Document review • Semi-structured interviews to beneficiaries and donor • Outcome mapping exercise with beneficiaries and project team
LIKELIHOOD OF SUSTAINABILITY *To what extent are the project interventions likely to continue to provide benefits beyond the lifetime of the project?*	To what extent has the project identified and made use of mechanisms to sustain project results in the long term? What are the key challenges to sustainability of results and how are these being addressed?	• Surveys to beneficiaries • Document review • Semi-structured interviews to beneficiaries, partners and project team • Outcome mapping exercise with beneficiaries and project team

Key evaluation questions	Sub-questions	Data collection tools
CROSS-CUTTING *To what extent have important cross-cutting issues (e.g. human rights, gender, disability inclusion, LNOB, environment, etc.) been integrated into planning and implementation?*	**To what extent has the project planning and implementation taken into account participation and the different needs and experiences of women and people with disabilities?** **How has the project contributed to key initiatives such as promotion of human rights, and LNOB?** **How has management of the project, its activities, and its results, contributed to each of the criteria?** **How has environmental sustainability been considered during the project design and implementation?**	• Surveys to beneficiaries • Document review • Semi-structured interviews to beneficiaries, project team and partners

Challenges and mitigation measures

Key evaluation questions	Challenges	Mitigation measures
RELEVANCE *To what extent did the project activities and results contribute to Member States needs and priorities?*	**There are a large number of strategic documents and plans referenced in the project document.** **The security situation is complex and may be viewed in different ways by Member States and within Member States.**	**The evaluation will seek to understand from stakeholders and beneficiaries the key priorities among strategic outcomes (including key security-related concerns). The evaluation will map a draft theory of change linking project activities to outcomes, to be tested and discussed directly with project beneficiaries and other stakeholders.**
COHERENCE *To what extent does the project complement and build upon the work of UNITAR and other actors in the region?*	**There are a large number of potential actors who may be working on related issues.**	**The evaluation will first seek to identify the key organizations working on sea and human security related issues in the region. It will also consult with regional UN, donor / bilateral, and other stakeholders on major sea and human-security related initiatives with they are involved.**
EFFECTIVENESS *To what extent has the project delivered its outputs according to expectations of quality, comprehensiveness, etc.?*	**There will be a reliance, to some extent, on how beneficiaries view their own increase in capabilities.**	**Using a theory of change approach, the evaluation will seek to identify material evidence on application of increased capabilities wherever possible. This may include: participation in or use of early warning systems (e.g. for disaster risk); development of projects in sea and human security; development of strategies or initiatives in areas such as blue economy, maritime and environmental security, etc.**
EFFICIENCY *To what extent has the project delivered its activities according in an efficient manner?*	**There is limited narrative and financial reporting available.**	**The evaluation will make use of existing financial information as well as mission reports and planning documents to assess timeliness and cost-effectiveness of project activities. It will also seek to identify, through both document review and discussions, project efforts to promote resource and time effectiveness.**

Key evaluation questions	Challenges	Mitigation measures
LIKELIHOOD OF IMPACT *To what extent are the project interventions likely to create higher-level outcomes and impacts?*	**The short timeline of the project hinders assessment of sustainability and longer-term impacts.**	**As for in 'effectiveness' above, the evaluation will, through a theory of change approach, seek to identify material evidence on application of increased capabilities wherever possible (and further impacts). This may include: participation in or use of early warning systems (e.g. for disaster risk); development of projects in sea and human security; development of strategies or initiatives in areas such as blue economy, maritime and environmental security, etc.**
LIKELIHOOD OF SUSTAINABILITY *To what extent are the project interventions likely to continue to provide benefits beyond the lifetime of the project?*	**The short timeline of the project hinders assessment of sustainability and longer-term impacts.**	**The evaluation will engage with beneficiaries and other stakeholders to identify which measures are in place to promote sustainability of project interventions, along with the key challenges and associated mitigation measures to help ensure sustainability (e.g. through semi-structured interviews and the outcome mapping exercise).**
CROSS-CUTTING *To what extent have important cross-cutting issues (e.g. human rights, gender, disability inclusion, LNOB, environment, etc.) been integrated into planning and implementation?*	**The project may have had limited control over who took part in training.** **Different perspectives on security etc. among project stakeholders will need to be understood**	**The evaluation will seek out subject matter expertise wherever relevant, particularly in areas where the evaluators have little background, and where these issues interconnect with the overarching themes of sea and human security. This may include, for example, discussions with UNITAR or other UN system agency staff.**

Workplan

Task	January	February	March	April	May
Phase I: Inception					
Evaluation design/question matrix	03 February				
Mission plan	31January				
Phase II: Data collection					
Full desk review		10 February			
Interview preparations		14 February			
Country visit and interviews		18-21 February			
Interviews with other key stakeholders (remote)		28 February			
Stakeholder surveys			10 March		
Phase III: Analysis and reporting					
Analysis and zero report drafting				21 April	
Zero draft comments from Evaluation Manager				25 April	
Draft report preparation and presentation					2 May
Draft report comments from Project Management					16 May
Report finalisation					30 May

Annex 1: List of contacts

Stakeholder group	Name	Position	Institution
Donor	Ms. Yuki Asano		Ministry of Foreign Affairs of Japan
HO team	Chisa Mikami	Head HO	UNITAR
HO team	Junko Shimazu	Programme Officer and Team Leader Specialist	UNITAR
HO team	Hikari Nakajima	Training Officer	UNITAR
HO team	Vicha Liewchirakorn	Project Lead	UNITAR
HO team	Ven Paolo Valenzuela	Training Assistant	UNITAR
HO team	Takako Tasaka	Administrator	UNITAR
HO team	Parkpoom Kuanvinit	Communication officer	UNITAR
HO team	Richard Crichton	Regional Training and Development Coordinator	UNITAR
Partner	Joeli Rokodaveta		Ministry of Home Affairs and Immigrations, Fiji
Partner	Christopher Yee		UNDP
Partner	Momoko Nomura		UN OHCHR
Partner	Yuko Honma	_	Pasona Group Inc.
Partner	_	_	Hiroshima Prefectural Government
Partner	_	_	Hyogo Prefectural Government
Partner	_	_	WMI
Partner	_	_	University of Tokyo

Partner			Japan/Hiroshima Coast Guard Office
Trainer/ Expert	Johanna Diwa-Acallar		Consultant
Trainer/ Expert	Maria Corazón Ebarvia		Consultant
Trainer/ Expert	Michael Fors		City University of Seattle
Trainer/ Expert	Dhiraj Kumar Mohan Nainani		Asia Research Institute (ARI), National University of Singapore
Trainer/ Expert Asia	Laeli Sukmahayani		Consultant
Trainer/ Expert Asia	Warathida Chaiyapa		Chiang Mai University
Trainer/ Expert Asia	Kazuyuki Kakuda		JICA Indonesia
Trainer/ Expert Asia	Marina Hosoda		JICA Indonesia
Trainer/ Expert Asia	Rajendra Aryal		FAO Indonesia
Trainer/ Expert Asia	Alvin Adityo		Indonesian Youth Diplomacy
Trainer/ Expert Asia	Crisanto Cayon		The Asia Foundation
Trainer/ Expert Asia	David King Pangan		inBEST Ventures
Trainer/ Expert Japan	Keita Furukawa		Association for Shore Environment Creation
Trainer/ Expert Japan	Miguel Esteban Fagan		Waseda University
Trainer/ Expert Japan	Masahiro Yamao		Hiroshima University
Trainer/ Expert Pacific	Rodrigo García Bernal		Maritime and Management Consultant
Trainer/ Expert Pacific	Ofa He Paea Kaisamy		Pacific Climate Change Centre (PCCC), Secretariat of the Pacific Regional Environment Programme (SPREP)
Trainer/ Expert Pacific	Joeli Veitayaki		University of the South Pacific
Trainer/ Expert Pacific	Fred Patinson		Pacific Climate Change Centre (PCCC), Secretariat of the Pacific Regional

Trainer/ Expert Pacific			Environment Programme (SPREP)
Trainer/ Expert Pacific	Loukinikini Vili-Lewaravu		Human Rights and Anti-Discrimination Commission, Fiji
Trainer/ Expert Pacific	Preeya Ieli		UN Women
Trainer/ Expert Pacific	Eroni D. Rokisi		Ministry of Home Affairs and Immigration, Fiji
Trainer/ Expert Pacific	Lemeki Lenoa		Fiji Navy
Trainer/ Expert Pacific	Viliamu Iese		University of Melbourne

Annex 2: Data collection tools

Tool	Proposed measures to inform the evaluation	Target audience for tool
Survey	Relevance[82]: Percentage of respondents that consider the course content aligned with: a) their needs and priorities (questions from level 1 and 2 related to the relevance to their jobs, sessions or topics that participants found most useful, other topics that were not covered); b) national needs and priorities; c) future regional priorities in sea and human security Coherence: Percentage of respondents that agree that the project: a) provides unique value not covered elsewhere; b) complements other knowledge and capacity building work Effectiveness: Percentage of respondents that agree that the content and format of the training was of the expected quality / duration (including ratings from the questionnaires from level 1 and 2 related to expert sessions, group work and presentations, study tours, training venue, among others). Percentage of respondents that consider that they learned or gained additional skills through participating in the project Efficiency Percentage of respondents that agree that project interventions and communications were delivered in a timely manner	Project beneficiaries

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[82] A Likert scale can be used for some or most of the data collection in the survey, helping to provide data for these indicators. Qualitative questions (in the form of free text answers) can also be used in the survey design to provide additional information

	Likelihood of impact Percentage of respondents who have: a) already applied additional knowledge and skills in their work attributed to the training; b) consider it likely that they will apply additional knowledge and skills in their work Percentage of respondents who have experienced changes in their behaviours as a result from their participation in the first phase Percentage of respondents who consider the project as having had positive impact on sea and human security (and other topics of the training) in their country / jurisdiction Likelihood of sustainability Percentage of respondents who: a) report that a plan is in place in their organization to continue to benefit from the project capacity building; or b) consider it likely that the capacities developed with the project will continue to be utilized Factors enabling or preventing the application of knowledge/skills Cross-cutting Percentage of respondents who report increased understanding of the connections between sea and human security and: a) gender equality and the empowerment of women; b) promotion of human rights and disability inclusion; c) promotion of environmental sustainability	
Semi-structured interviews	Relevance How do you describe the contribution that the project made to beneficiary and country needs in sea and human security? To what extent do you consider the project interventions as being appropriate to the beneficiaries' circumstances? Coherence How do you describe the support from the project in relation to other initiatives from partner organisations and other actors in the area of sea and human security? Are you aware of any duplication or synergies of activities? Effectiveness To what extent did the support through the project meet the participant's expectations? Were those expectations in line with what the project set out to achieve? What are the reasons for any differences? How was the methodology of the training decided upon? Did you find any challenges in the training delivery through the selected approach? What good practices could you identify?	Project beneficiaries Project team Donor

	Efficiency Did you encounter any delays or other challenges in implementation or communication from the project? What steps and resources were taken to ensure timely and efficient delivery? Likelihood of impact How does the participant make use of the support from the project? What actions have they already taken that you are aware of? What challenges do they envisage or supporting factors do they need that you are aware of? Likelihood of sustainability What plans are in place to continue to benefit from the project support? What are the key challenges or supporting factors to continued benefit? Cross-cutting To what extent do you think that the project discussed the interconnections between GEEW / LNOB / human rights and security? What steps were taken to include women, people with disabilities? How will the project contribute towards environmental sustainability?	
Document review	Relevance • Description of global, regional, and national strategies, plans, or policies to which the project will contribute • Expression / description of needs of beneficiaries and project countries (needs assessment survey) • Description of a theory of change Coherence • Description of other plans, strategies, or initiatives being implemented that support or complement the project in the region and at UNITAR (UNITAR project documents and internet research) • Identification of any areas of overlap Effectiveness • Description of planned results and performance measures • Description of planned and actual delivery • Kirkpatrick level 1 and 2 data • Description of challenges to effective delivery and related mitigation measures Efficiency • Description of delivery model along with measures taken to ensure efficiency • Planned timelines and actual delivery timeline • Budget planning and allocation, and actual spending (financial records) • Cost-comparison with alternative intervention models	*For evaluator use* *NB: the terms on the left function as 'inclusion criteria' – i.e. they help to identify relevant text in the documents and to classify this text under one or more of the evaluation criteria*

	Likelihood of impact	
	• Description of application of training or implementation of related strategies, participant projects, or plans • Kirkpatrick level 3 and 4 data Likelihood of sustainability • Description of application of training or implementation of related and similar strategies, projects, or plans • Description of any institutional or other arrangements to support sustainability of project benefits, as well as any significant challenges Cross-cutting • Description of how GEEW / LNOB / human rights / sustainability were included in the content of the training / project outputs • Description of how GEEW, disability inclusion, were accounted for in the planning and implementation of project activities • Description of how project approaches results-based management, risk management and identification, and project reporting	
Outcome-mapping exercise	Causal pathways • How participants understand the connection between the project activities and further benefits from the project • What the participants understand as the key outcomes and impacts that will come from the project. • The extent to which participants have already noted outcomes or impacts associated with the project (whether positive or negative), and how these came about • How the participants understand their role and other stakeholders' / institutions roles in bringing about the intended benefits from the project • How the participants perceive risks and challenges to realising the benefits of the project, as well as potential enabling factors	Project beneficiaries Project team

H. Evaluation consultant agreement form

Annex: Evaluation Consultant Code of Conduct and Agreement Form

The evaluator:

1. Must present information that is complete and fair in its assessment of strengths and weaknesses so that decisions or actions taken are well founded.
2. Must disclose the full set of evaluation findings along with information on their limitations and have this accessible to all affected by the evaluation with expressed legal rights to receive results.
3. Should protect the anonymity and confidentiality of individual informants. They should provide maximum notice, minimize demands on time, and respect people's right not to engage. Evaluators must respect people's right to provide information in confidence, and must ensure that sensitive information cannot be traced to its source. Evaluators are not expected to evaluate individuals, and must balance an evaluation of management functions with this general principle.
4. Sometimes uncover evidence of wrongdoing while conducting evaluations. Such cases must be reported discreetly to the appropriate investigative body. Evaluators should consult with other relevant oversight entities when there is any doubt about if and how issues should be reported.
5. Should be sensitive to beliefs, manners and customs and act with integrity and honesty in their relations with all stakeholders. In line with the UN Universal Declaration of Human Rights, evaluators must be sensitive to and address issues of discrimination and gender equality. They should avoid offending the dignity and self-respect of those persons with whom they come in contact in the course of the evaluation. Knowing that evaluation might negatively affect the interests of some stakeholders, evaluators should conduct the evaluation and communicate its purpose and results in a way that clearly respects the stakeholders' dignity and self-worth.
6. Is responsible for his/her performance and his/her product(s). They are responsible for the clear, accurate and fair written and/or oral presentation of study imitations, findings and recommendations.
7. Should reflect sound accounting procedures and be prudent in using the resources of the evaluation.

Evaluation Consultant Agreement Form[1]

Agreement to abide by the Code of Conduct for Evaluation in the UN System

Name of Consultant: ___James Dickson_____

Name of Consultancy Organization (where relevant): _____

I confirm that I have received and understood and will abide by the United Nations Code of Conduct for Evaluation and I declare that any past experience, of myself, my immediate family or close friends or associates, does not give rise to a potential conflict of interest.

Signed at *Ashhurst, New Zealand* on *19 December 2024*

Signature: _____*James Dickson*_____

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[1] www.unevaluation.org/unegcodeofconduct

PLEDGE OF ETHICAL CONDUCT IN EVALUATION

UNEG
United Nations Evaluation Group

By signing this pledge, I hereby commit to discussing and applying the UNEG Ethical Guidelines for Evaluation and to adopting the associated ethical behaviours.

INTEGRITY

I will actively adhere to the moral values and professional standards of evaluation practice as outlined in the UNEG Ethical Guidelines for Evaluation and following the values of the United Nations. Specifically, I will be:

· **Honest and truthful** in my communication and actions.

· **Professional**, engaging in credible and trustworthy behaviour, alongside competence, commitment and ongoing reflective practice.

· **Independent, impartial and incorruptible.**

ACCOUNTABILITY

I will be answerable for all decisions made and actions taken and responsible for honouring commitments, without qualification or exception; I will report potential or actual harms observed. Specifically, I will be:

· **Transparent regarding evaluation** purpose and actions taken, establishing trust and increasing accountability for performance to the public, particularly those populations affected by the evaluation.

· **Responsive** as questions or events arise, adapting plans as required and referring to appropriate channels where corruption, fraud, sexual exploitation or abuse or other misconduct or waste of resources is identified.

· **Responsible** for meeting the evaluation purpose and for actions taken and for ensuring redress and recognition as needed.

RESPECT

I will engage with all stakeholders of an evaluation in a way that honours their dignity, well-being, personal agency and characteristics. Specifically, I will ensure:

· **Access to** the evaluation process and products by all relevant stakeholders – whether powerless or powerful – with due attention to factors that could impede access such as sex, gender, race, language, country of origin, LGBTQ status, age, background, religion, ethnicity and ability.

· **Meaningful participation and equitable treatment** of all relevant stakeholders in the evaluation processes, from design to dissemination. This includes engaging various stakeholders, particularly affected people, so they can actively inform the evaluation approach and products rather than being solely a subject of data collection.

· **Fair representation** of different voices and perspectives in evaluation products (reports, webinars, etc.).

BENEFICENCE

I will strive to do good for people and planet while minimizing harm arising from evaluation as an intervention. Specifically, I will ensure:

· **Explicit and ongoing consideration of risks and benefits** from evaluation processes.

· **Maximum benefits** at systemic (including environmental), organizational and programmatic levels.

· **No harm.** I will not proceed where harm cannot be mitigated.

· **Evaluation makes an overall positive contribution** to human and natural systems and the mission of the United Nations.

I commit to playing my part in ensuring that evaluations are conducted according to the Charter of the United Nations and the ethical requirements laid down above and contained within the UNEG Ethical Guidelines for Evaluation. When this is not possible, I will report the situation to my supervisor, designated focal points or channels and will actively seek an appropriate response.

James Dickson   19 December 2024   (Signature and Date)