

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

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

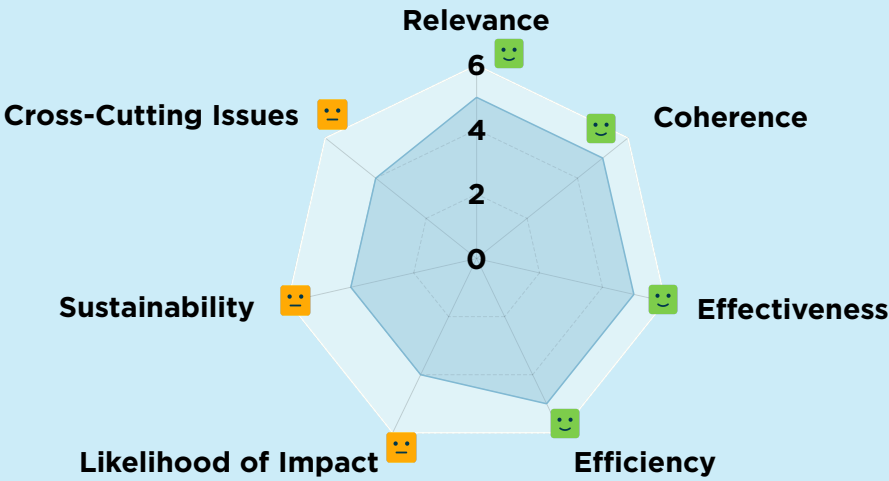
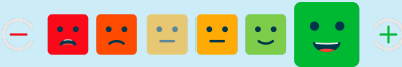
-  Document review (project reports and materials)
-  31 stakeholder interviews (semi-structured)
-  Surveys (post-training and evaluation-specific)
-  Outcome mapping with key stakeholders



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.