

EVALUATION REPORT

FINAL EVALUATION OF THE UN WOMEN PROJECT
'RAISING AWARENESS OF GENDER EQUALITY
AMONG YOUNG PEOPLE'



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JAPAN LIAISON OFFICE

UN WOMEN

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LIST of ACRONYMS

CEO	Chief Executive Officer
COVID-19	Coronavirus Disease 2019
FASID	Foundation for Advanced Studies on International development
FY	Fiscal Year
GEEW	Gender Equality and the Empowerment of Women
GERAAS	Global Evaluation Reports Assessment and Analysis System
JCI-Japan	Junior Chamber International Japan
JLO	UN Women Japan Liaison Office
LGBT	Lesbian, Gay, Bisexual, Transgender
N/A	Not Applicable
SDGs	Sustainable Development Goals
SNS	Social Networking Service
ToC	Theory of Change
ToR	Terms of Reference
UAEG	United Nations Evaluation Group
UN Women/UNW	United Nations Entity for Gender Equality and the Empowerment of Women
UN-SWAP EPI	United Nations System-wide Action Plan Evaluation Performance Indicator
UNU	United Nations University
W/S	Workshop

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EXECUTIVE SUMMARY

This final evaluation of the UN Women’s advocacy and capacity development project, “Raising Awareness of Gender Equality among Young People”, implemented from April 2017 to March 2020 in Japan, was conducted to examine project progress towards the achievement of outcomes and outputs, to capture the lessons learned and best practices, and to ensure the accountability to the stakeholders.

A. Overview of the Evaluation Focus

In Japan, the Constitution guarantees equality of all the people before the law. Although women enjoy legal equality, the gender gap persists in Japan. “The Global Gender Gap Report” published by the World Economic Forum shows lower ranks on gender equality of Japan at 111th out of 144 countries in 2016. It is an urgent task for Japan to move beyond a top-down government approach to the greater involvement in and ownership of efforts to promote gender equality in Japanese society at all level.

Against this backdrop of Japan, and in view of the youth’s potential to transform gender relations in the broader society, the UN Women, with the support of Shiseido Company Ltd. (Shiseido), launched an advocacy and capacity development project called “Raising Awareness of Gender Equality among Young People” in Japan in April 2017. The project was completed in March 2020. With a special focus on youth, the project aimed to develop the capacities of young women and men to act as “agents of change” in transforming gender relations. As such, the target beneficiaries of the project were high school and university students in Japan. The project also targeted employees of Shiseido and the general public.

The two expected outcomes that were common throughout three years of the project were increased awareness of gender equality among target groups (i.e., students, Shiseido employees, the general public) in Japan and enhanced capacities of young women and men with skills in promoting gender equality. In addition to the above, two other outcomes were added in the third year: enabling environment and space to be created in support of advocacy and communications of the project, and project activities to be managed effectively and efficiently for maximizing the impact of the project.

To pursue the aforementioned objectives, the project employed the approach of raising awareness through the “HeForShe Solidarity Movement” (HeForShe) as a platform and means of developing capacity of the youth and private sector.

The following main activities were conducted.

For Shiseido employees: A HeForShe corporate web page was created, and Shiseido staff

provided HeForShe in-house seminars to Shiseido employees in 2017-2019. In 2020, the HeForShe programme manager from UN Women Headquarters was invited to give a lecture on the HeForShe initiatives at Shiseido Headquarters in Tokyo. The number of participants in these events exceeded 1,250.

For high school students: A gender equality awareness-raising program was provided. The program consisted of two parts; a workshop on gender issues introducing international and domestic efforts to find solutions towards a gender-equal society with lecturers from UN Women and Shiseido; video presentation submissions of the students' proposals as a result of their group study following the workshop. Selected schools were invited to present at the event "HeForShe Engaging Youth to Achieve a Society Where Everyone Shines," held at the United Nations University (UNU) in Tokyo. Seventy high schools and 1,349 students nationwide participated in the program over 3 years.

For university students: several workshops were held at three universities in 2017, and a proposal-based event held at four universities in 2019. The total number of participants at the campus events in 2019 was approximately 380 consisting of university students and the general public.

For a general audience, a public event, HeForShe Plus ONE!, was held in 2019 at UNU in Tokyo with the launch of the HeForShe Japanese website to promote HeForShe throughout Japan and raise awareness towards achieving gender equality with approximately 200 people in attendance. In addition to the four aforementioned activities, HeForShe Japanese web pages for general viewers, and HeForShe promotional and training materials were developed in the project.

B. Evaluation Objectives and Intended Audience

The purpose of the evaluation is to examine the project's progress toward the achievement of outcomes and outputs, to capture the lessons learned and good practices, and to ensure accountability to stakeholders. The evaluation is also aimed at promoting inclusion and participation by employing the gender equality and human rights-responsive methodological approach.

UN Women is expected to use the evaluation findings and recommendations to improve project planning, especially in view of expanding HeForShe and advocating gender equality for young women and men in Japan. The evaluation findings will also help Shiseido effectively position their program for raising awareness of gender equality which is part of the company's overall sustainability strategy. Key audiences also include high school teachers in charge of the classes of the Sustainable Development Goals or gender, particularly those teachers who participated in the projects.

C. Evaluation Methodology

The scope of the final evaluation covers the entire project life from JFY2017 to JFY2019 (until 15th of March 2020).

The scope of the evaluation followed the strong focus of the project: advocacy to high school students. The main component of the project was a series of activities to increase awareness of gender equality and enhance the capacities of the students in advocating gender equality. The final evaluation assessed how the project has addressed gender equality and women's empowerment and whether the participating high school students through the project have increased their understanding of gender issues, and improved their capacities and motivations for promoting gender equality. It also analyzed what was effective in the activities and which parts need improvement.

The evaluation criteria of relevance, effectiveness, efficiency, sustainability, and gender equality and human rights were used for the final evaluation.

UN Women contracted a team of external consultants, Foundation for Advanced Studies on International Development (FASID), to lead the final evaluation of the project ("Evaluation Team"). The final evaluation was conducted from February 25 to March 31, 2020 and carried out in accordance with United Nations Evaluation Group (UNEG)'s Norms and Ethical Guidelines, Code of Conduct for evaluation in the UN system as well as with UN Women's guidelines, which included the Evaluation Policy, the GERAAS evaluation report quality checklist, the United Nations System-wide Action Plan Evaluation Performance Indicator, and the UN Women's evaluation handbook. An explicit emphasis was placed on the integration of gender equality and human rights principles in the evaluation focus and process.

The Evaluation Team established close collaboration with the primary users (UN Women and Shiseido) of the evaluation to make sure that they were involved in the evaluation process and their advice and concerns were reflected in the recommendations. The users' active participation was ensured through all phases of the evaluation, from the inception to the validation of the of this evaluation report.

By gathering and verifying information on interrelated evaluation questions from diversified perspectives, the final evaluation applied mixed methods (quantitative and qualitative) of data collection such as document analysis, monitoring records, interviews and an online survey.

While we used information and data from the mid-term evaluation, we newly collected for the

project period of 2019 in this evaluation; we interviewed staff of the UN Women Japan Liaison Office (JLO) and Shiseido and conducted online survey among teachers and students who participated in the project. The Evaluation Team also conducted interviews of teachers to improve the accuracy of the survey results. In addition to the newly collected data, the following surveys that the project implementers conducted during the project provided much useful information for the evaluation: the post-seminar questionnaires for Shiseido employees, the post-workshop survey for high school students, and the post-event survey for the general audience. Systematic organization, comparison, and synthesis of information and data were conducted for data analysis.

The Evaluation Team promoted a participatory approach throughout the data collection process. During the data collection, the primary stakeholders (UN Women and Shiseido), partners (teachers from participating high schools), and beneficiaries (participating high school students) were clearly briefed and informed on the rationale, objectives, and scope of the final evaluation.

Starting in late February 2020, Japan faced the crucial moment to contain COVID-19. The government of Japan asked all schools (including high schools) to close from March 2 to March 15 (later extended), the period which we had planned to collect data from students and teachers. Still, ten teachers and sixty-six students from high schools participated as informants in the final evaluation.

D. Most Important Findings and Conclusions

Results of the Five Evaluation Criteria

- Relevance was high, since raising awareness of gender equality in Japan met the needs of young women and men and Shiseido. Also, the project strategy was aligned with the UN Women's strategy and international normative frameworks.
- Effectiveness was relatively high since the awareness raising and capacity development of girls in high schools were effective. Although, the capacity development of boys in high schools and university students was somewhat limited. HeForShe provided a platform for male engagement among Shiseido employees and the general public.
- Efficiency was medium, since the project management structure was weak, without appropriate allocation of staff by UN Women, especially in 2017. From the mid-point in 2018, UN Women JLO began to play the role of main organizer of activities.
- Sustainability was relatively high, since Shiseido has a strong commitment to realizing the gender-equal society, and the company will use the knowledge from the project for future initiatives. Girls who participated in the project are motivated and will build their career, using

their experiences from this project. Although teachers are willing to continue their awareness-raising programs, they do not have mechanisms in their schools to invite gender experts and provide similar incentives to motivate students. The UN Women JLO will continue its efforts to advocate for gender equality, but on a smaller scale.

- Focus on gender equality and human rights were relatively high. The implementers of the project listened to the voices of beneficiaries to design the awareness-raising program. The project rolled out to local cities to include areas where intervention needs are high. Although, boys' participation was limited.

Conclusion 1: Raising awareness for gender equality targeting youth in Japan is a very important initiative in solving gender inequality in Japanese society.

The need for gender equality and women's empowerment in Japan is high, and the awareness-raising program through this project has contributed to raising awareness of gender equality among high school students and deepening their understanding. This project focused on young people to transform Japan's deep-seated gender stereotypes and raised their awareness that young people could realize a gender-equal society by their actions. It is important to continue raising awareness of young people in Japan through various approaches and to strengthen the sustainability of the positive effects from this project.

Conclusion 2: Rather than approaching high school students directly, it was effective to strategically build a capacity development model that involved high schools and teachers for their supports.

The capacity development model developed in this project was effective for high school students to become "change agents". In particular, the survey indicated that female students' problem-solving, presentation, and teamwork skills were enhanced. In the final evaluation, multiple cases of gender advocacy activities by female students have been confirmed. The project leveraged the high school's educational environment to implement the program, and students, with the help of teachers, were able to research gender issues and propose their own solutions. In addition, teachers have increased the amount of time they can allocate for gender topics in future curricula, which has helped to maintain a certain degree of sustainability of the project. The UN Women JLO is expected to continue its effort to further expand the network gained through this project.

Conclusion 3: Collaborating with a company, such as Shiseido, can greatly enhance synergy in

promoting gender equality.

Shiseido's collaboration as a donor and participation in workshops as a lecturer provided various positive effects. It was the opportunity for youth in Japan to get to know that one of Japan's leading companies is actively promoting gender equality and women's empowerment. In addition, high school students could feel closer to the topics of gender equality by knowing the efforts of the Japanese company. Shiseido has also been able to realize a more comprehensive approach to gender equality by targeting young people, with whom it had previously had little contact. Going forward, it is hoped that Shiseido will utilize the good practices of this project for advancing gender equality and women's empowerment initiatives in Japan.

Conclusion 4: Given the uniqueness of the Liaison Office, it is difficult to immediately set up a management system and start a project in response to a sudden offer from the business sector.

Since the UN Women JLO has no mandate to carry out projects, the office does not have an appropriate project management system and personnel to implement projects in their regular activities. But, since this project was the first business collaboration project for UN Women JLO, it provided a variety of lessons on collaboration with companies.

E. Main Recommendations

For UN Women, the effective use of the new networks for further advocacy of gender equality in Japan is recommended. Through this project, many high school students, university students, Shiseido employees, and members of the general public learned about UN Women and gender equality. In advocacy events in 2020, UN Women should cherish and utilize the network of the new UN Women fans, gained through the project, and maintain the connection by inviting them to participate in upcoming events and activities to further deepen their understanding of gender equality and women's empowerment and motivate them to take action.

Also, concerning project management, we recommend that the UN Women JLO, the headquarters, and the regional office consult and develop a clear and common understanding of the business partnership schemes or other forms of business collaboration options that can be implemented in Japan. Then, if there are similar opportunities in the future, consult closely with the headquarters and consider the business case of the project.

This project confirmed the importance and effectiveness of raising awareness of young Japanese women and men at an early stage. For Shiseido, it is recommended that Shiseido continue to take on leadership as a Japanese company to inspire young generations and to promote their innovative actions towards a gender-equal society.

1. CONTEXT OF THE PROJECT

1.1 Project Background

In Japan, the Constitution guarantees equality of all the people before the law. Although women enjoy legal equality, the gender gap persists in Japan. The Global Gender Gap Report continues to show lower ranks on gender equality of Japan, at 111th out of 144 countries in 2016, 114th out of 143 countries in 2017, and 110th out of 149 countries in 2018. The findings of the reports indicate that there is a need for a move beyond a top-down government approach to greater involvement in and ownership of efforts to promote gender equality in Japanese society at all levels.

UN Women implements a youth strategy focused on young women and prioritizes working with young men as partners in transforming gender relations. UN Women intends to harness potential energy and partnerships with young women and young men across the world to promote gender equality and achieve the sustainable development goals (SDGs), with a focus on Goal 5, gender equality.

1.2 Objectives

Against the backdrop of Japan and in view of the youth's potential to transform gender relations in the broader society, the UN Women, with the generous support of Shiseido Company Ltd. (Shiseido), launched an advocacy and capacity development project called "Raising Awareness of Gender Equality among Young People" in Japan in April 2017.

With a special focus on youth, the project aimed to develop capacities of young women and men to act as "agents of change" in transforming gender relations. As such, the target beneficiaries of the project were high school and university students in Japan. The project also targeted employees of Shiseido and the general public.

The two expected outcomes that were common throughout three years of the project were

- 1) increased awareness of gender equality among target groups (i.e., students, Shiseido employees, the general public) in Japan and
- 2) enhanced capacities of young women and men with skills in promoting gender equality.

In addition to the above, two other outcomes were added in the third year:

- 3) enabling environment and space to be created in support of advocacy and communications of the project, and
- 4) project activities to be managed effectively and efficiently for maximizing the impact of the project.

1.3 Approaches

To pursue the aforementioned objectives, the project employed the approach of raising awareness through the “HeForShe Solidarity Movement” (HeForShe) a platform and means of developing capacity of the youth and private sector. The project implementation was supported by and anchored in advocacy and communications activities.

BOX 1: What is HeForShe by UN Women?

“The HeForShe solidarity movement for gender equality provides a systematic approach and targeted platform where a global audience can engage and become change agents for the achievement of gender equality in our lifetime. Since its launch on 20 September 2014, by UN Secretary-General Ban Ki-moon and UN Women Global Goodwill Ambassador Emma Watson, hundreds of thousands of supporters from around the world – including Heads of State, CEOs, global luminaries, and people from all walks of life -- have committed to gender equality.”

Acknowledging that women and girls alone cannot reverse gender inequities, HeForShe created a platform on which men and boys can become partners engaged to achieve gender equality. In 2016, HeForShe renewed the concept to enable greater involvement for everyone regardless of gender identity. HeForShe asks action from everyone towards creating a gender-equal world, suggesting that people of all genders come together to discuss and learn about gender equality and then encouraging them to disseminate their initiatives around the world. (HeForShe Action Kit, UN Women)

1.4 Theory of Change

As part of the evaluation, a theory of change of the project¹ is illustrated in Figure 1-1.

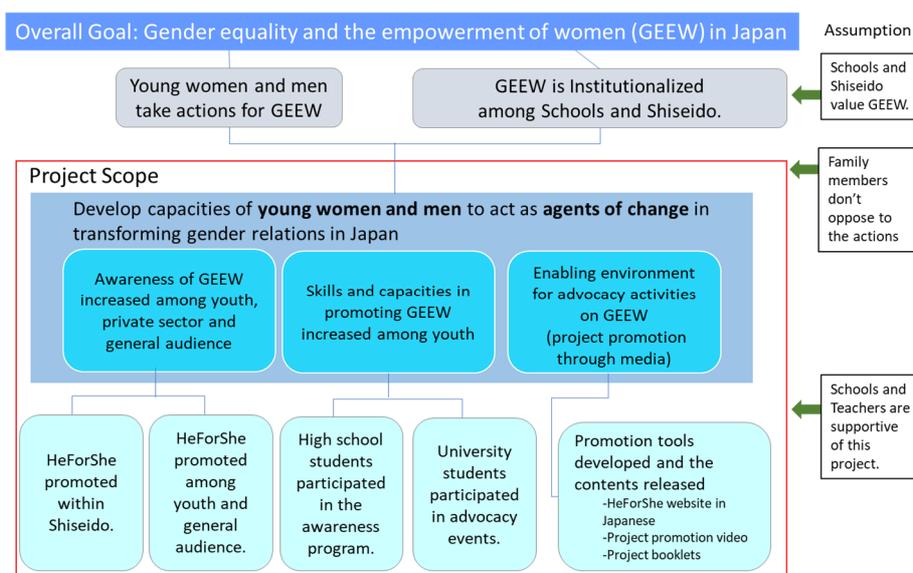


Figure 1-1 Theory of Change

¹ Theory of change describes the causal chain of main components and intended results of the project, as well as the important assumptions to the project's success.

1.5 Main Activities

The project took a single-year cycle, which is to say that activities were planned at the beginning of each cycle and expected to be completed within a year. After the completion of each cycle, UN Women Japan Liaison Office (JLO) and Shiseido reviewed the outputs of the cycle and developed an annual plan for the next round.

To advance gender equality and empower women and girls in Japan, the project objective was to contribute to improving the understanding and capacity of the identified stakeholders, including female students, to gain and reflect knowledge of gender in their lives.

The main activities of the project are described by different target beneficiaries.

A) Shiseido Employees

A HeForShe corporate web page was created, and Shiseido staff provided HeForShe in-house seminars to Shiseido employees in 2017-2019. In 2020, a HeForShe programme manager from UN Women Headquarters was invited to Japan to give a lecture on the initiative at Shiseido Headquarters in Tokyo. The number of participants in each activity is shown in Table 1-1.

Table 1-1 Number of Participants of HeForShe In-house Seminar at Shiseido

	JFY ¹⁾ 2017	JFY2018	JFY2019
HeForShe in-house seminars	Over 600	310	300
A lecture by HeForShe programme manager from UN Women's headquarters	N/A	N/A	44

1) Japanese fiscal year (JFY), which starts in April and ends in March.

B) High School Students

For high school students, a gender equality awareness-raising program was provided. The program consisted of two parts. One was a workshop on gender issues introducing international and domestic efforts to find solutions for a gender-equal society. Lecturers from UN Women and Shiseido provided the workshop. During the workshop, the students were given a topic to discuss in groups. After that, they were asked to continue researching to find their own solutions for a gender-equal society. The second part was video presentation submissions of the students' proposals as a result of group study. After the submissions, a group of judges comprising UN Women project manager, Shiseido representatives, and experts² on gender and related fields screened the presentations with a set of criteria. The judges invited eight high schools to present at the event "HeForShe Engaging Youth to Achieve a Society Where Everyone Shines," held at

² In 2018, there was no participation of a gender expert other than UN Women staff.

the United Nations University (UNU) in Tokyo.

The numbers of participating high schools and students are shown in Table 1-2. In 2019, the workshops were provided in two terms. The first term was held between June and July, and 33 high schools were subject to submit a presentation for the event at UNU. The second was held between December 2019 and February 2020 to eight high schools and they were not subject to submit a presentation.

Table 1-2 High Schools and Students Participation

	JFY2017	JFY2018	JFY2019
Number of High Schools	5	24 ¹⁾	41 ²⁾ (33&8)
Number of Students	122	323	904 ²⁾

- 1) 25 schools were expected to participate, but 1 school cancelled due to unforeseen circumstance.
- 2) The number includes total of 10 students from 2 schools participated the project by submitting the presentation video, but they did not participated in the workshop.

C) University Students

For university students, the project activities were implemented in 2017 and 2019. In 2017, several workshops were held at each of three universities located in Tokyo and Aichi. 2019 involved a proposal-based event held at four universities located in Tokyo, Aichi and Hyogo. The numbers of participating universities and students in the project are shown in Table 1-3. In 2019, the campus events were held by student-led groups. The number of students who participated as organizers is unknown. The total number of participants at the campus events was approximately 380. These people were either university students or members of the general public.

Table 1-3 University and Students Participation

	2017	2018	2019
Number of University	3	0	4
Number of Students	222	0	Unknown ¹⁾

- 1) Although the number of club members is unknown, there are seven known representatives of student clubs who organized events and campaigns as well as directed and consulted with their club members.

D) General Audience

For a general audience, a public event, HeForShe Plus ONE!, was held in 2019 at UNU in Tokyo with the launch of the HeForShe Japanese website. The aim was to promote HeForShe throughout Japan and raise awareness towards achieving gender equality. The executive director of UN Women, the president of Nagoya University (who is a HeForShe IMPACT Champion), the mayor of Bunkyo-ku, university students, and representatives of Shiseido,

PricewaterhouseCoopers Japan, and the Japan Football Association were invited to speak and present at the event, which about 200 people attended.

In addition to the four aforementioned activities, a HeForShe Japanese web pages for general viewers, HeForShe promotional materials—including videos and booklets—and HeForShe training materials were developed in the project.

The project’s budget for each year is listed in Table 1-4.

Table 1-4 Budget of the Project

Project period (JFY)	Budget in US dollars and Japanese Yen
2017	US\$ 283,400 (= JPY 30,300,000)
2018	US\$ 283,400 (= JPY 30,300,000)
2019	US\$ 426,400 (= JPY 45,360,000)

1.6 Stakeholders

The primary beneficiaries of the project are high school and university students. Table 1-5 shows the basic information of high schools and universities in Japan. Table 1-6 shows the school enrollment rate of high school and university students. There is no gender gap in high school enrollment, although there are some differences in higher education.

Table 1-5 High Schools and Universities in Japan

High Schools			Universities		
Number of schools	Public	3,574	Number of schools	Public	603
	Private	1,323		Private	179
	Total	4,897		Total	782
Number of students	Female	1,601,672 (50%)	Number of students	Female	1,280,406 (44%)
	Male	1,633,989 (50%)		Male	1,628,753 (56%)
	Total	3,235,661 (100%)		Total	2,909,159 ¹⁾ (100%)

1) Including 254,013 graduate students.

Source: Ministry of Education, Culture, Sports, Science and Technology (2018) Basic School Survey

Table 1-6 School Enrollment Rate

	Male	Female	Total
High Schools ¹⁾	99%	99%	99%
Universities ²⁾	52%	58%	55%

1) Percentage of junior high school graduates enrolled in high school

2) Percentage of high school graduates enrolled in university (including community college) students

Source: Ministry of Education, Culture, Sports, Science and Technology (2018) Basic School Survey

The primary implementer of the project is the UN Women JLO. There are seven liaison offices around the world. Unlike country offices, which manage programmes and projects, liaison offices focus on policy dialogue, advocacy, and resource mobilization efforts (Table 1-7).

Table 1-7 UN Women Japan Liaison Office

Establishment	2015
Office Location	Tokyo
Roles	<ul style="list-style-type: none"> • Strengthening partnership with Japan • Communications and outreach activities on UN Women’s work • Advocacy of Japanese initiatives utilizing UN Women’s information and knowledge

Source : UN Women Japan Liaison Office website, <https://japan.unwomen.org/ja>

An important partner as well as beneficiary of the project is Shiseido (Table 1-8), a multinational company based in Japan that operates in approximately 120 countries around the world. Shiseido’s core business is cosmetics, including skin care, makeup, and fragrance products. Shiseido’s business scope has been expanding, and they are committed “to contribute to society through the creation of Beauty Innovations” (Shiseido website).

Table 1-8 Shiseido Company, Limited

Foundation	1872
Head Office	Tokyo
Business	cosmetics, restaurants, education/childcare
Number of Employees	approximately 46,000 (as of January 2019)
Consolidated Net Sales	1,131.5 billion yen (JFY2019)
Ratio of Female Leaders	54.8 % ¹⁾ (ALL Shiseido groups) 32.3 % ¹⁾ (JAPAN)

1) As of January 1, 2019. Leader: Manager position-holders and annually salaried employees.

Source: Shiseido website, <https://corp.shiseido.com/jp/company>,
<https://corp.shiseido.com/en/sustainability/performance/social/>;

The Database on Promotion of Women’s Participation and Advancement in the Workplace by Ministry of Health, Labour and Welfare https://positive-ryouritsu.mhlw.go.jp/positivedb/en_about.html

2. EVALUATION OVERVIEW

2.1 Evaluation Purpose, Objectives

As per the Terms of Reference (ANNEX 1), the purpose of the evaluation is to examine the project's progress towards the achievement of outcomes and outputs, to capture the lessons learned and good practices, and to ensure accountability to stakeholders. The evaluation is also aimed at promoting inclusion and participation by employing gender equality and a human rights-responsive methodological approach. The final evaluation is mandatory, articulated in a project document and an agreement with Shiseido, a donor for the project. UN Women is expected to use the evaluation findings and recommendations to improve project planning, especially in view of expanding HeForShe and advocating for young women and men in Japan. The evaluation findings will also help Shiseido effectively position their program for raising awareness of gender equality which is part of the company's overall sustainability strategy. Key audiences also include high school teachers in charge of SDGs and gender classes, particularly those teachers who participated in the projects.

The objectives of the evaluation are to analyze the relevance, validate project results against set indicators, examine advocacy components, capture lessons learned, assess sustainability, and analyze human rights and gender-equality integration to implementation, using a process that is inclusive, participatory, and respectful of all stakeholders.

The key evaluation questions indicated in the Terms of Reference are:

Relevance

- To what extent were the project strategy and approaches aligned with the strategies of UN Women, international agreements, and conventions on gender equality and women's empowerment?

Effectiveness

- To what extent were the expected outputs and outcomes achieved? In particular, to what extent did the capacity of the beneficiaries develop? Have they maintained or developed their views on gender since their participation? What contributed to positive outcomes? Were there any unintended results? If so, how did they happen?

Efficiency

- To what extent did the management structure of the project support efficiency for program implementation?

Sustainability

- Have any mechanisms for promoting gender equality been implemented at Shiseido and schools that participated in the project?

Gender Equality and Human Rights

- To what extent were gender and human rights considerations integrated into the project design and implementation?

2.2 Scope of the evaluation

The scope of the final evaluation covers the entire project life from JFY2017 to JFY2019 until 15th of March 2020. The evaluation employed a two-pronged approach for 2017-2018 and 2019 due to several reasons: an existing evaluation, different activities by year, and limitations on time and resources. As the external Evaluator Team conducted a midterm evaluation for activities of 2017 and 2018, the final evaluation covered 2017-2018 by using the results of the midterm evaluation. Due to limited time and resources, the evaluation for 2019 focused on select locations for collection and analysis while ensuring the most effective and efficient ways for collection of disaggregated data, including geographical balance.

The scope of the evaluation followed the strong focus of the project: advocacy to high school students. The main component of the project was a series of activities to increase awareness of gender equality and enhance the capacities of the students on advocating for it. The final evaluation assessed how the project has addressed gender equality and women's empowerment and whether the participating high school students through the project have increased their understanding of gender issues, improved their capacities and motivations for promoting gender equality. It also analyzed what was effective in the activities and which parts need improvement.

2.3 Evaluation Design and Guidelines

UN Women contracted a team of external consultants (five Japanese national consultants, composed of three women and two men from a Japanese organization named FASID, ANNEX 2) to lead the final evaluation of the Raising Awareness of Gender Equality among Young People project in Japan. The final evaluation was conducted from February 25 to March 31, 2020 and carried out in accordance with United Nations Evaluation Group (UNEG)'s Norms and Ethical Guidelines, Code of Conduct for evaluation in the UN system as well as with UN Women's guidelines, which include the Evaluation Policy, the GERAAS evaluation report quality checklist, the United Nations System-wide Action Plan Evaluation Performance Indicator, and UN Women's evaluation handbook. Explicit emphasis was placed on the integration of gender equality and human rights principles in the evaluation focus and process.

The inclusion and participation of relevant stakeholders were promoted throughout the process of the evaluation, which was gender-equal and responsive to human rights. At the inception phase of the evaluation, all the stakeholders were analyzed as either duty-bearers or right-holders. Their involvements in the evaluation process are identified in the Stakeholders Analysis

Matrix (ANNEX 3).

To focus on utilization, the Evaluation Team established close collaboration with the primary users (UN Women and Shiseido) of the evaluation to make sure that they were involved in the evaluation process and their advice and concerns were reflected in the recommendations. The users' active participation was ensured through all phases of the evaluation, from inception to validation of the draft evaluation report.

For an evaluation with a feminist focus, the Evaluation Team reviewed stereotypical views on gender relations in Japan and examined opportunities brought by the project to reverse gender inequalities in the nation.

2.4 Methodology

2.4.1 Evaluation Criteria and Evaluation Matrix

The evaluation criteria of relevance, effectiveness, efficiency, sustainability, and gender equality and human rights were used for the final evaluation. The key aspects of the evaluation are specified in the Evaluation Matrix (ANNEX 4), which includes the evaluation criteria, main evaluation questions with corresponding sub-questions, indicators, required data, data sources, and data collection methods.

2.4.2 Indicators for Measuring Results

After the Evaluation Team reviewed the logic of the results framework, they found that the outcomes of the project were not clearly distinguished from the outputs, the same data indicator types being set for both the outcomes and the output levels. To increase the evaluability of the project, the causal chain was reconstructed, some indicators being shifted and new ones being added for the evaluation. The revised results and indicators are shown in Table 2-1. This revised results framework was used for the assessment towards the achievement of outcomes and outputs. The original results framework is in ANNEX 5.

Table 2-1 Revised Results and Indicators

Results	Indicators
Outcome 1: Awareness of gender equality among target groups is increased through promoting HeForShe in Japan.	1.1. Number of people from Japan committed to HeForShe. 1.2. Number of Shiseido employees committed to HeForShe (shifted from output level) 1.3. Number of participants reporting becoming aware of gender issues and gender equality (newly added indicator)
Output 1.1. HeForShe movement is promoted within Shiseido.	1.1.1. Number of interlocutors in Shiseido trained by UN Women on the use of HeForShe IEC materials 1.1.2. Number of events to promote HeForShe held by Shiseido 1.1.3. Number of participants at the in-house event in support of HeForShe and gender equality
Output 1.2. HeForShe movement is promoted among the youth and general audience.	1.2.1. Number of people informed about HeForShe at information sessions 1.2.2. Number of students informed about HeForShe at the workshop (newly added indicator)
Results	Indicators
Outcome 2: Skills and capacities of young women and men for promoting gender equality and empowerment of women are increased.	2.1 Number of participants reporting that their capacity to advocate for gender equality has strengthened. 2.2 Number of advocacy events organized at or for universities in support of the project (shifted from output level)
Output 2.1. High school students participate in the awareness program.	2.1.1 Number of participating high schools 2.1.2 Number of participants in the workshops on gender equality
Outputs 2.2. University/graduate school students participate in advocacy events.	2.2.1. Number of universities reaching out 2.2.2. Number of event proposals submitted by students and delivered at universities
Results	Indicators
Outcome 3: Enabling environment and space to be created in support of advocacy and communications of the project.	Number of published articles/news programs mentioning the project activities
Output 3.1. HeForShe Japanese website is developed and made available to a Japanese audience.	Number of page views
Output 3.2. Project promotion video is produced and made available online in two languages (JA/EN).	Number of page views
Output 3.3. Project book is disseminated to participants to ensure impact of the project.	Number of copies distributed

2.4.3 Method of Data Collection and Analysis

By gathering and verifying information on interrelated evaluation questions from a diversified perspective, the final evaluation applied mixed methods (quantitative and qualitative) of data collection that are shown in Table 2-2.

Table 2-2. Data Collection Methods and Data Source

Collection methods	Data Source
Document analysis	Policy papers, project documents, mid-term evaluation results, websites, workshop and event materials
Monitoring records	Activity records compiled by UN Women project staff and Shiseido counterparts, Presentation video submitted by high school students
Interviews	UN Women JLO Head of office and project staff, Shiseido counterpart, High school teachers
Online Survey	High school students, High school teachers

For the project period of 2017-2018, information and data collected through the midterm evaluation were used. For the project period of 2019, information and data were newly collected in the final evaluation. The midterm evaluation period was about five months (March – July 2019), and the final evaluation period was a little over one month (the end of February – March 2020). For both evaluations, interviews were conducted at the UN Women JLO and Shiseido, and a survey was distributed to participating teachers and students, although the method was different due to limitations of time. Under the midterm evaluation, a paper-based questionnaire was used. Teachers collaborated on the data collection by handing out the forms to target students to fill out in the school setting. The teachers then sent the filled forms back to the Evaluation Team. The return rate of the midterm evaluation was 69.8%.³ Under the final evaluation, an online survey was conducted. Teachers sent the survey website address to target students. Those who received the information before the deadline⁴ participated in the online survey. The return rate of the final evaluation was 35.1%.⁵

At the final evaluation, the Evaluation Team also conducted interviews of teachers⁶ to improve the accuracy of the survey results. The list of persons who were interviewed and who participated in the online survey is in ANNEX 6. In addition to the newly collected data, the

³ The response rate of the midterm evaluation is calculated by dividing the number of filled forms received (67) by the number of forms sent to schools (96).

⁴ The data collection period was from March 4 to March 10 and then later extended to March 17.

⁵ The response rate of the final evaluation is calculated by dividing the number of filled forms received (66) by the number of workshop participants in the schools (188). Whether all the workshop participants had access to the survey website is unknown.

⁶ Teachers participated in both interviews and an online survey. Simple questions were asked in the online survey first, and some of the answers were asked about in detail during video/phone interviews.

following surveys the implementers conducted during the project provided much useful information for the evaluation: the post-seminar questionnaires for Shiseido employees, with a response rate of 50.0%, the post-workshop survey for high school students, with a response rate of 92.2%, and the post-event survey for the general audience, with a response rate of approximately 65.0%. Systematic organization, comparison, and synthesis of information and data were conducted for data analysis.

2.4.4 Stakeholder consultation

The Evaluation Team promoted a participatory approach throughout the data collection process. During the data collection, the primary stakeholders (UN Women and Shiseido), partners (teachers from participating high schools), and beneficiaries (participating high school students) were clearly briefed and informed on the rationale, objectives, and scope of the final evaluation. The Evaluation Team ensured that the evaluation questions were focused, simple, and clear to the informants (ANNEX 7). Japanese language was used during the interviews and online survey. For teachers, an online survey was conducted first to get answers to simple questions, after which interviews were conducted for asking specific questions in detail. For the online survey of high school students, the Evaluation Team was able to send the web page with the support of teachers. The Evaluation Team also attempted to interview the students by using a school phone or online video system. However, the students were not in school due to closure by COVID-19, and because their personal phone numbers could not be handed to the Evaluation Team, student interviews did not come to pass.

2.4.5 Sample and Sampling Design

Interviews and online surveys were planned to be conducted with teachers and high school students who participated in 2019. To facilitate selection of the samples for data collection, high schools were categorized into four types: 1) schools that presented at UNU, 2) schools that submitted a presentation but did not pass the screening, 3) schools that did not submit a presentation, and 4) schools that participated in the second term (only in the workshop). At least one to two samples were selected from each category. In addition, geographical balance and difference in years of participation (from one to three years) were considered for the sample selection of high schools. The Evaluation Team made contact with 12 high schools, 10 of which were able to participate. Two schools could not participate due to closure by COVID-19. Three schools participated without students and only by teachers. As a result, 10 teachers and 66 students from high schools participated as informants in the final evaluation (Table 2-3). The list of all high schools that participated in the project from 2017 to 2019 and their participation statuses is in ANNEX 8.

Table 2-3 Sampling of Schools and Number of Survey Respondents

Category	Total # of schools	Sampled # of schools	School types			Location		Year participated			SGH ¹⁾	# of sample targets (W/S participants)	# of on-line survey respondents (students)	# of on-line survey respondents (teachers)
			Co-ed	Girls only	Boys only	Tokyo	Local area	2019 2018 2017	2019 2018	2019				
1. Presented at UNU	8	4	1	3	-	1	3	1	2	1	3	119	21	4
2. Presentation submitted but not passed screening	18	2 ²⁾	-	1	1	1	1	-	1	1	-	3(45) ³⁾	2 ²⁾	2 ²⁾
3. Not submitted presentation	7	2	2	-	-	2	-	1	1	-	-	0(34) ³⁾	-	2 ⁴⁾
4. Participated workshop only	8	2	2	-	-	-	2	-	-	2	-	66	43	2
Total	41	10	5	4	1	4	6	2	4	4	3	188	66 ⁵⁾	10 ⁵⁾

- 1) SGH: Super Global High school
- 2) The Evaluation Team intended to approach four schools from category 2, but two schools could not participate due to closure by COVID-19. One school only participated by a teacher's survey and interview without student participation.
- 3) The students who could not be approached due to school closure by COVID-19 are indicated in the parentheses.
- 4) Teachers from two schools were able to participate, but the students could not be contacted.
- 5) The response rates of the online survey are 35.1% for students and 100.0% for teachers.

2.4.6 Ethical Code of Conduct

The rights of the persons participating in the evaluation were ensured through respect of confidentiality throughout the data collection process. The participants were also assured of their right to not participate in the evaluation. At the onset of interviews and the online survey, participants were informed about the purpose and overview of the survey as well as how their personal information would be used and handled during the evaluation. Prior consent for participation was also obtained electronically. Both UN Women and Shiseido staff were excluded from the interviews of participating high schools. In order to avoid excessive burdens, such as a time-consuming and complicated structure, the list of questions was sent prior to each interview. In this evaluation, high school students have been the primary beneficiary, and their voices are highly important. However, as these participants have comprised minors under 18 years of age, the Evaluation Team paid special attention to and strictly followed the guidance of school administrations when approaching the high school students.

2.5 Limitations to the evaluation

Several limitations to conducting the final evaluation were identified at the inception phase. The Evaluation Team made efforts to minimize the negative effects of foreseen limitations.

Access to and Availability of the Informants

- A tight time frame was identified from the onset of the evaluation. The schedule allowed only 10 working days for data collection. In addition to the timing of the evaluation at

the end of fiscal year—one of the busiest times of the school year in Japan—accessing the high school students and coordinating their schedules for interviews and the survey were recognized as the biggest challenge. The Evaluation Team chose to conduct an online instead of a paper-based survey to economize the time spent collecting and compiling data.

Accessibility of information

- Due to institutional restrictions, financial data of actual items and spending of inputs on the project could not be disclosed to the Evaluation Team. The Evaluation Team added an evaluation question on the process of allocating inputs to assess the efficient use of resources.

Availability of Data

- Some of the data sets from the monitoring records (e.g., questionnaires answered by the workshop participants) were not disaggregated by sex. The Evaluation Team collected similar questions in the online survey and cross-checked with sex-disaggregated data.

In addition to the foreseen constraints, new constraints emerged during the evaluation. The Evaluation Team faced difficulties due to the COVID-19 crisis. Starting in late February 2020, Japan faced the crucial moment to contain COVID-19. The government of Japan asked all schools (including high schools) to close from March 2 to March 15, over which time we had planned to collect data from students and teachers. Due to the sudden school closure, teachers became very busy and difficult for the Evaluation Team to contact. Even if we reached the teachers, it was difficult for the teachers to contact students. The Evaluation Team extended the data collection period for a week, which allowed them to hold interviews with teachers and receive online survey results from students. However, because the deadline of the final report submission was fixed, adequate time could not be allocated for reviewing and responding to the feedback. A validation meeting with key stakeholders of the project⁷ was also planned for March 18th but canceled for the sake of avoiding exposure to the virus and ensuring the safety of the participants, some of whom would have traveled a long distance from different parts of the country.

2.6 Responsibilities

2.6.1 Evaluation Management Structure

⁷ The invitees included teachers of the high schools and professors of the universities that participated in the project, experts and professors who supported the project in different ways, and representatives from the relevant ministries of the Japanese government.

The evaluation management structure was composed of a coordinating entity (Management Group) and consultative body (Reference Group). The members of the Management Group were Japan’s director of the UN Women JLO, a regional evaluation specialist for Asia and the Pacific, the evaluation manager of the UN Women JLO, and a gender project consultant. The members of the Reference Group were the counterparts at Shiseido.

2.6.2 Evaluation Implementing Structure

In addition to the Management Group and Reference Group, an Informational Group was recognized as a group of other key stakeholders, such as teachers from participating high schools and experts who joined at the screening of submitted presentations and participated in public events. The implementation structure of the evaluation, including the Management, Reference, and Informational groups and the Evaluation Team, is illustrated in Figure 2-1. The role of the Informational Group included provision of both inputs and feedback to evaluation results. Due to the outbreak of COVID-19 in Japan, though, the validation meeting with Informational Group members had to be cancelled. Therefore, the role of the Informational Group was only to provide inputs to the final evaluation.

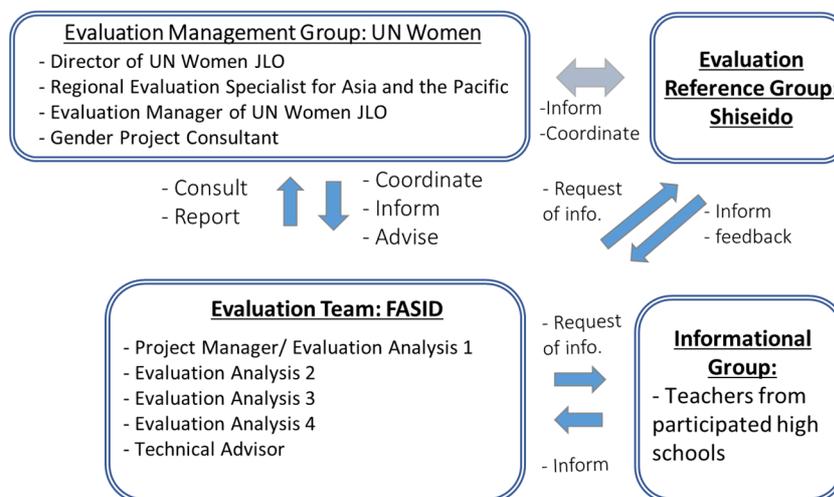


Figure 2-1. Evaluation Implementation Structure

3. EVALUATION FINDINGS

Based on the final evaluation objectives, the presentation of the findings follows the evaluation criteria of relevance, effectiveness, efficiency, sustainability, and gender equality and human rights. Attempts are made to answer specific questions articulated in the Evaluation Matrix (aforementioned, ANNEX 4). The list of online survey questions and the compiled data are in ANNEX 9.

3.1 RELEVANCE

This subsection presents findings on the extent to which the interventions in the project were relevant to the needs and priorities of the targeted beneficiaries, and on the extent to which the project's interventions were in alignment with the strategies of UN Women, relevant international agreements, and conventions on gender equality and women's empowerment.

Evaluation Question: Did the project objectives address the needs and interests of the target groups?

Finding 1: The project objectives of raising awareness and developing capacities to act as agents of change in transforming gender relations were relevant to the needs and interests of young women and men in Japan.

According to a public opinion poll in Japan (2019), 31% of Japanese young women and men (age 18-29) agree or somewhat agree that “husbands should work outside and wives should take care of their homes” (Figure 3-1). The main reasons for this opinion are as follows: “It is good for children that women take care of their homes,” “It is difficult for women to keep working while doing housework and childcare,” “Men earn more income working outside,” “It is a traditional Japanese family,” and “It is the same role as my parents”⁸. These reasons reflect strong gender stereotypes and the reality of a gender gap in the workplace in Japan.

According to a survey done by Shiseido (2019), a portion of students in the high schools targeted by this project also tended to agree that “Women are best for housework and childcare,” indicating that gender stereotypes remain among girls and boys.⁹ The survey also

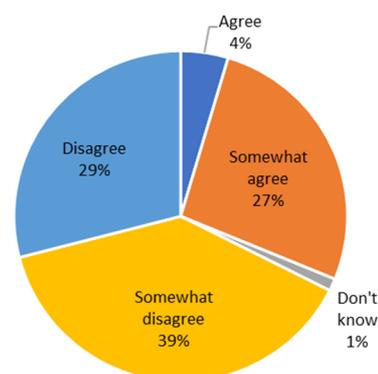


Figure 3-1: “Husbands Should Work Outside and Wives Should Take Care of Their Homes.”

⁸ Opinion Poll on Gender-Equal Society, Cabinet Office Public Relations Office (2018)

⁹ However, the percentage of those who agree or somewhat agree with the idea that “a husband works outside and a wife should do household chores” is small: 8% of boys and 3% of girls. The percentage of neither agree nor

found that boys tended to have more stereotypical beliefs than girls (Shiseido, 2019). To achieve gender equality in Japan, it is important for girls and boys to properly understand the issues of social inequality caused by these prejudices and stereotypes, and there is a high need for education on gender-equality awareness in Japan.

The workshops on gender issues in this project were conducted at high schools as part of a class or as an extracurricular activity by invitation of interested students. Either way, the data from the online survey showed that 89% of students would be interested in participating in a similar project in the future, implying that the workshop was highly relevant to their interests (Figure 3-2).

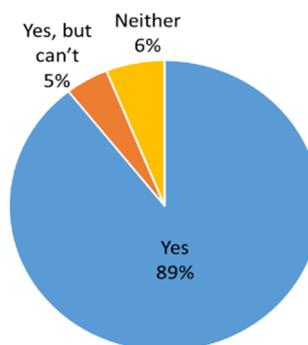


Figure 3-2: Students Who Would Like to Participate in a Similar Workshop/Project (n = 66)

Finding 2: The project objectives of raising awareness of gender equality and empowerment of women through HeForShe were relevant to the needs and interests of Shiseido and its employees.

Shiseido actively engages in various social issues in Japan and overseas. According to the company’s sustainability strategy, building a sustainable society is profitable for both Japan and its own business. Shiseido has identified Goal 5, “Gender Equality and the Empowerment of Women and Girls,” of the SDGs as one of the most important social issues to be addressed by the company. In 2019, Shiseido set “the goals and progress” of “Diversity and Inclusion,” with the indicators of the female leader ratio in Japan and the number of participants in internal and external activities raising awareness on gender equality. This project is directly related to the second indicator. Shiseido recognizes that the joint effort with UN Women is in pursuit of the same cause—that is, “to realize a society where each and every individual can make their own choices and fulfill their potential regardless of gender.”¹⁰

Evaluation Question: To what extent were the project strategy and approaches aligned with the strategies of UN Women, international agreements, and conventions on gender equality and women’s empowerment?

Finding 3: The project strategy clearly aligned with UN Women’s youth strategy and international normative frameworks for gender equality and women’s empowerment.

disagree is 36% for boys and 19% for girls. (“2018 Results of Social Impact Evaluation of Gender Equality Awareness-Raising Program,” Shiseido Social Value Creation Division 2019)

¹⁰ From Shiseido’s website: <https://corp.shiseido.com/en/sustainability/diversebeauty/genderequality/>

Promoting inclusiveness, including the crucial role men and boys play as partners for women's rights and gender equality, and acknowledging the universal challenge of the pursuit of gender equality and the applicability of UN Women's mandate in all country contexts are two guiding principles and approaches employed by UN Women.

The UN Women youth and gender equality strategy is grounded in the Convention on the Elimination of All Forms of Discrimination against Women, the Beijing Platform for Action, the World Programme of Action for Youth, and the 2030 Agenda for Sustainable Development (SDG 5) on achieving gender equality and women's empowerment for all women and girls.

UN Women's youth strategy, Youth LEAP into gender equality, focuses on young women and prioritizes work with young men as partners in transforming gender relations. To promote youth participation, key levers of the strategy include advocacy, mobilizing global campaigns, and enhancing communication through technology and expertise.

The awareness raising project encompasses all of these components and is highly consistent with UN Women's strategy and international normative frameworks.

3.2 EFFECTIVENESS

This subsection discusses progress towards the achievement of the goals set.

Two outcomes were common throughout the three years of the project. One was increased awareness among high school and university students, Shiseido employees, and general audiences. The other was enhanced skills on advocating gender equality in high school and university students. By achieving these outcomes, the project aims to produce agents of change in transforming Japanese gender relations.

Overall, there is evidence that the project has made progress in promoting gender equality among high school students, particularly among girls. The capacity development model designed especially for this project motivated both students and teachers. On the other hand, the capacity development of boys in high school and university students was somewhat limited.

Achievement details based on outcomes and outputs are presented below with the answers to specific evaluation questions. However, due to a lack of target-value outcomes and outputs for 2017 and 2018, it was not possible to quantitatively examine the achievement status of the results for 2017 and 2018. The results shown in the framework are those of 2019. For 2019, the Evaluation Team used a five-point rating scale of "Highly satisfactory", "Satisfactory", "Marginally Satisfactory", "Marginally Unsatisfactory" and "Unsatisfactory" to report progress made by the project.

Evaluation Question: To what extent were the expected outcomes achieved? What promoted or hindered their achievement?

3.2.1 OUTCOME ONE: AWARENESS OF GENDER EQUALITY INCREASED AMONG YOUTH, SHISEIDO, AND A GENERAL AUDIENCE

Table 3-1: Outcome 1 Achievements (2019)

Results	Indicators	Target	Actual
Outcome 1: Awareness of gender equality among target groups was increased by promoting HeForShe in Japan.	1.1. People from Japan committed to HeForShe	10,000	37,888
	1.2. Shiseido employees committed to HeForShe	2,100	2,234
	1.3. Participants reporting that they became aware of gender issues and gender equality	N/A	818 ¹¹
	Satisfactory		
Output 1.1. HeForShe movement was promoted within Shiseido.	1.1.1. Number of interlocutors in Shiseido trained by UNW on the use of HeForShe IEC materials	3	19 ¹²
	1.1.2. Shiseido in-house events promoting HeForShe	2	2
	1.1.3. Total number of participants in in-house events in support of HeForShe and for gender equality	200	300
	Highly Satisfactory		
Output 1.2. HeForShe movement was promoted among the youth and general audience.	1.2.1. People informed about HeForShe at information sessions	100	115 ¹³
	1.2.2. Students informed about HeForShe at the workshop	N/A	801 ¹⁴
	Highly Satisfactory		

Finding 4: The promotion of HeForShe within Shiseido created opportunities for the company to engage men in promoting gender equality. The partnership with UN Women to promote HeForShe encouraged not only its employees in Japan, but also employees in different countries worldwide. However, it is not clear to what extent Shiseido employees have raised their levels of awareness of gender equality in Japan.

Shiseido created a corporate HeForShe web page to promote HeForShe in-house. Through the corporate web page, 2,234 employees committed during three years of the project, of which

¹¹ Represents 99% of respondents (post-workshop survey of high school students in the project).

¹² For Indicator 1.1.1 of Output 1.1, we counted the number of Shiseido employees who participated in the lecture given by the HeForShe program manager from UN Women's headquarters and answered that the lecture would be "very helpful/helpful" in their future works.

¹³ Represents 88% of respondents (post-event HeForShe Plus ONE survey result in the project).

¹⁴ Represents 97% of respondents (post-workshop survey of high school students in the project).

about 70 commitments were made by employees in different countries. In addition, two types of lectures were held in 2019. One was HeForShe lectures held during new employee training, and the other was lectures by the HeForShe programme manager from UN Women’s headquarters.

During the lecture by the HeForShe program manager, Shiseido employees were introduced to the purpose of and approach to HeForShe, as well as its initiatives around the world. Thirty-five employees from the Social Value Creation Department, which has a direct link to this project, participated. Nine employees from other departments participated. Among them were employees from different countries. In the questionnaire after the lecture, 86% of participants answered that the lecture was very helpful or helpful in their work (Figure 3-3).

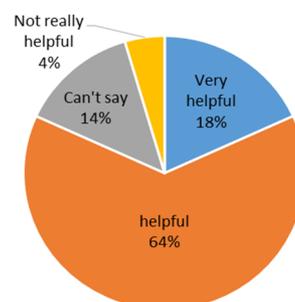


Figure 3-3 Usefulness to Work (n = 22)

Shiseido has a track record of actively promoting gender equality. However, the main target of the activities so far has been women. Men’s involvement in solving gender issues had never been emphasized. Thus, participating in HeForShe enabled Shiseido to incorporate the perspective of men in promoting gender equality. Also, being involved in the global solidarity movement has increased the motivation of Shiseido employees overseas (Interview with Shiseido counterpart).

However, the result of in-house HeForShe promotion was somewhat limited. Although the target indicator was achieved, out of Shiseido’s 46,000 employees (January 2019),¹⁵ the number of HeForShe commitments was 2,234, which is about 5% of the total. In addition, individual awareness levels are unknown since no direct survey of gender awareness levels has been conducted on Shiseido employees.

Finding 5: The workshop added new perspectives and approaches for achieving gender equality that were not included in the existing curriculums of the participating high schools. High school students were able to deepen their understanding and increase their awareness of gender equality.

Many of the high schools that participated in this project already included gender issues and gender equality as part of their curriculums.¹⁶ The variety and depth of themes differed by school type. For example, girls-only high schools strongly emphasized the importance of girls’ education and promoted women’s participation in their philosophies. On the other hand, in coeducational and boys-only schools, gender inequality tended to be treated in the context of

¹⁵ Shiseido website: <https://corp.shiseido.com/jp/company/glance/>

¹⁶ According to the midterm evaluation, 15 teachers out of 21 participating schools answered that their schools taught gender issues in their existing curriculums. Among the remaining respondents, 5 teachers answered that they were not sure whether their existing curriculums included gender issues. In the final evaluation, all teachers (10) answered that their schools taught gender issues in the existing curriculums.

women’s rights along with the human rights of other socially disadvantaged groups.

From the results of the online survey and interviews with teachers (n = 10), all agreed that the content of the workshop in this project added new content on gender perspectives and initiatives that were not covered by the existing curriculum.

Apart from the content of the workshop, teachers were satisfied with the lectures by UN Women and Shiseido. Teachers with no gender expertise appreciated the gender workshop given by the highly specialized organization. Girls in particular recognized that the opportunity to listen directly to Shiseido employees, who are driving women’s empowerment in Japan, was very valuable (Interviews with teachers and online survey of students).

According to the post-workshop survey, 99% of the students strongly agreed or agreed that they had a better understanding of (1) gender equality, (2) the importance of a gender perspective on global issues, and (3) Shiseido’s initiatives for gender equality (Figures 3-4, 3-5, 3-6).

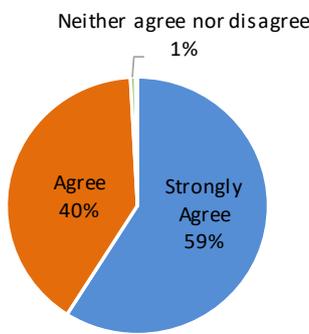


Figure 3-4: Did Your Understanding of Gender Equality Deepen?

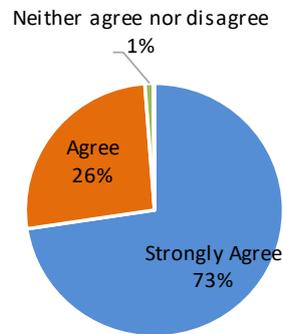


Figure 3-5: Did You Understand the Importance of Gender Perspective on Global Issues?

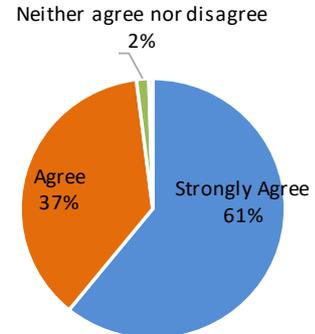


Figure 3-6: Did You Understand the Gender Equality Initiatives Offered by the Company?

Prior to the workshop, some high school students misunderstood gender and gender issues.¹⁷ Through the workshop lectures, many students were able to learn for the first time about basic concepts of gender and what gender equality aims for. From the online survey, 96% of students learned new things from the workshop. Similar to the abovementioned post-workshop survey results, the online survey revealed that the proportion of students who improved their understanding of gender equality was 87% (58). Seventy-seven percent (51 students) learned the importance of having a gender perspective on global issues.

¹⁷ From the results of a questionnaire targeting students from the participating high schools, there was confusion regarding the definitions of “gender” and “sex,” as well as social issues related to gender inequalities (“2018 Results of Social Impact Evaluation of Gender Equality Awareness-Raising Program,” Shiseido Social Value Creation Division 2019).

Students' increased awareness and interest can also be seen in their post-workshop survey comments (Figure 3-7). Their comments were about increased motivation to take action for gender equality, realizing unconscious bias on gender, linking gender to global issues, the importance of human rights, and many other positive comments.

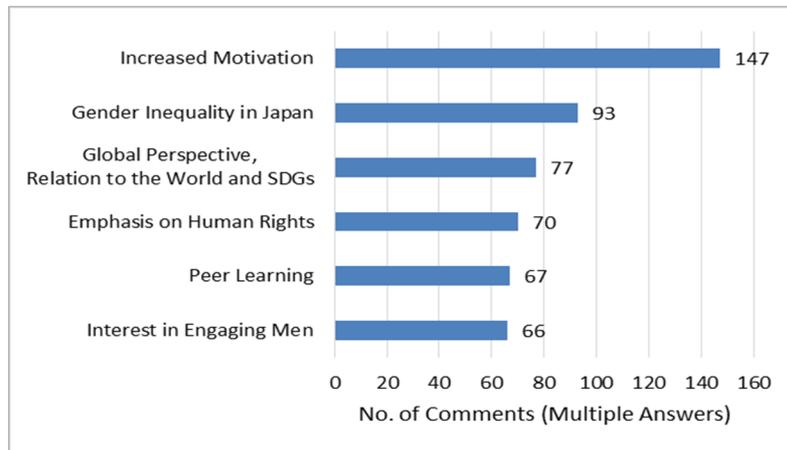


Figure 3-7: Number of comments in post- workshop survey (n = 694)
Participating students' free comments from survey are categorized by Evaluation Team.

Participants more often responded that they agreed than strongly agreed that they understood HeForShe, perhaps due to the lesser proportion of explanations compared to other topics during the workshop (Figure 3-8).

Regarding students' change of attitudes, more than 90% of respondents reported increased interest in gender issues, interest in realizing a diverse society (a society in which diverse personalities can exert their abilities and coexist regardless of gender, individuality, age, etc.), and willingness to take action on gender issues (online survey of students, Figures 3-9, 3-10, 3-11).

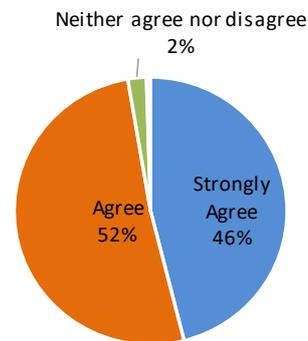


Figure 3-8: Developed Better Understanding of HeForShe (n = 825)

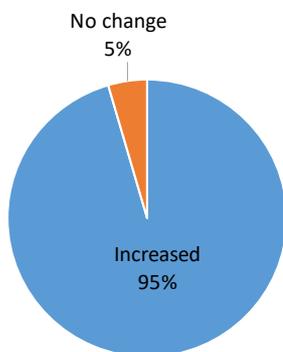


Figure 3-9: Student's Interest in Gender Issues (n=66)

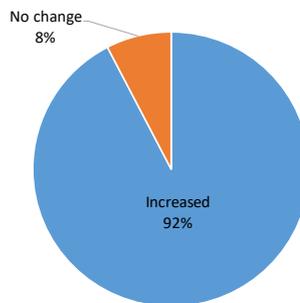


Figure 3-10 Student's Interest in Realizing a Diverse Society (n=66)

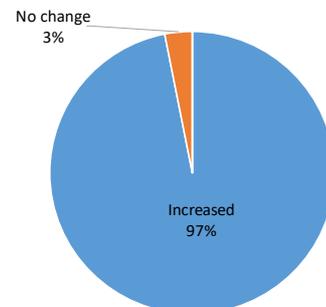


Figure 3-11: Willingness to Take Actions on Gender Issues (n=66)

Finding 6: The public event, HeForShe Plus ONE!, increased commitments to HeForShe and served as a platform for providing further understanding of HeForShe.

In 2019, the public event HeForShe Plus ONE!, was held for the general public at UNU in Tokyo along with the launch of the Japanese HeForShe website. The event was attended by about 200 people (approximately 80% women, 15% men, 5% no gender answer). People who had already committed to HeForShe were encouraged to reach out to others who had not yet committed and bring them to the event. This follows HeForShe’s approach on how each person can become a catalyst and make a difference.

According to the post-event survey, 44% (57) of the participants answered that they learned about HeForShe through the event for the first time. The event was informative to those who already knew about HeForShe: 88% (115) said that the event contributed to a better understanding of HeForShe (Figure 3-12).

Analysis of free comments in the post-event survey revealed that 46% of attendees (60 people) had positive comments, and 9% (12) commented negatively on the event. Positive comments included those that were interesting, impressed, glad to hear the youths’ opinions, wanted to expand activities on gender equality, and performed well. Regarding negative comments, some commented that the speakers gave long talks and that some word choices were inappropriate (such as expressions that promoted gender stereotypes).

Regarding HeForShe commitments, one-third of the participants were committed before the event and an equal number of participants committed at the event (Figure 3-13). The purpose of the event (encouraging participants to commit HeForShe) was to some extent fulfilled.

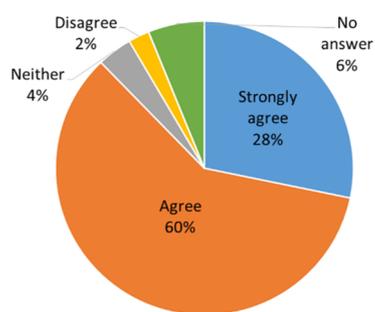


Figure 3-12: The Event Contributed to Better Understanding of HeForShe (n = 131)

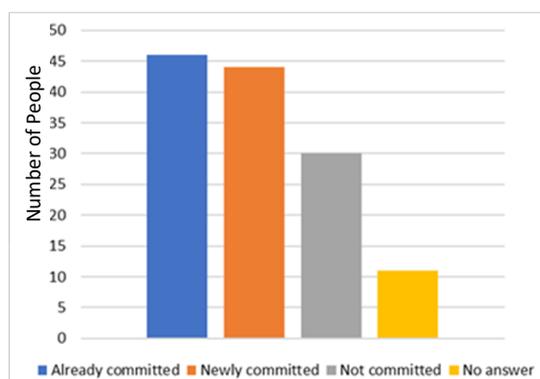


Figure 3-13: HeForShe Commitments (n = 131)

Finding 7: A HeForShe online commitment tool provided a simple and easy way to demonstrate one’s commitment to gender equality. However, not all participants whose awareness of gender equality increased through the project committed to HeForShe.

The HeForShe website allows anyone to commit easily and for free in just 10 seconds by entering their name and personal e-mail address. The number of HeForShe commitments was set as an indicator for Outcome 1 of this project, to measure the achievement level of gender equality

awareness. However, the survey results from midterm evaluation and the final evaluation show that gender equality awareness levels did not correlate with the action of commitments on the HeForShe website.

In the midterm evaluation and final evaluation, we asked participating teachers and students about their HeForShe commitments on the website. The Evaluation Team found that only about 30% of the teachers and 26% of the students from 2019, and 24% of the teachers and 46% of the students from 2018 had committed online (Figures 3-14, 3-15, 3-16, 3-17).

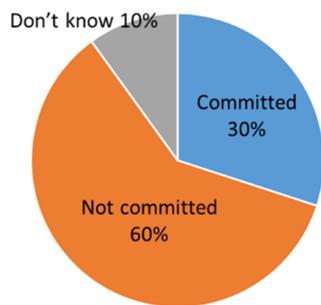


Figure 3-14: HeForShe Commitments by Teachers (2019 participants; n = 10)

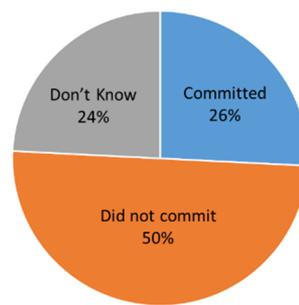


Figure 3-15: HeForShe Commitments by Students (2019 participants; n = 66)

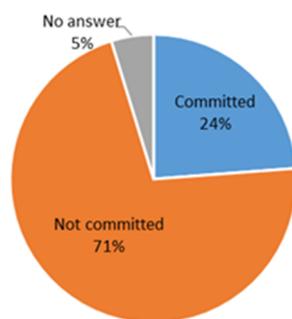


Figure 3-16: HeForShe Commitments by Teachers (2018 participants; n = 21)

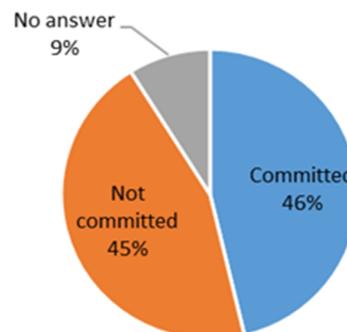


Figure 3-17: HeForShe Commitments by Students (2018 participants; n = 61)

As already mentioned, many teachers valued this project highly, and while student participants increased their awareness and willingness to act on gender issues, many of them did not commit to HeForShe through the website.

When asked why they did not commit to HeForShe in the midterm evaluation, about two-thirds of students and teachers said they did not know how to do it. At the time of the midterm evaluation, the Japanese website had not been created, and only the English website was available. The language barrier could be one of the reasons. The other third of people who did not commit to HeForShe stated this was because they did not like to enter personal information on a website. At the final evaluation, the reason for not committing online was not asked and is therefore unclear. Although similar reasons such as not knowing how to make a commitment

online or due to avoid entering personal information can be suspected.

3.2.2 OUTCOME TWO: IMPROVED SKILLS AND CAPACITIES FOR PROMOTING GENDER EQUALITY AND EMPOWERMENT OF WOMEN AMONG YOUTH

Table 3-2: Outcome 2 Achievements (2019)

Results	Indicators	Planned	Actual
Outcome 2: Skills and capacities of young women and men in promoting gender equality and empowerment of women improved.	2.2 Participants reporting that their capacities to advocate for gender equality strengthened.	100	Over 100 ¹⁸
	2.3 Advocacy events organized at or for the university in support of the project	2	4
	Satisfactory		
Output 2.1. High school students participated in the awareness program.	2.1.1 Participating high schools	40	41
	2.1.2 Participants in gender equality workshops	400	894
	Highly Satisfactory		
Outputs 2.2. University and graduate school students participated in advocacy events.	2.2.1. Universities reached out to	3	3
	2.2.2. Event proposals submitted by students and events delivered at university	2	4
	Highly Satisfactory		

Finding 8: The project triggered student initiatives through a well-designed awareness program with effective incentives. As a result, high school students increased their capacities to identify gender-related social issues and to propose solutions to achieve gender equality.

The purpose of the awareness-raising program for high school students was to develop their capacity as agents of change in order to bring about gender equality in Japanese society. The capacity development model for that purpose consisted of several steps (Figure 3-18). In this model, students felt close to gender issues through the workshop. Then, students were expected to cooperate with each other to research gender issues, propose their solutions, and present their messages to others. In return, they gained professional feedback and found new learning to continue acting independently or in groups as change agents.

¹⁸According to the online survey, 85% (55/66) of high school students who participated in 2019 answered that their skills had improved. Because the sampling method was not randomized and the sample size was limited, it cannot be said that 85% of all participants (that is, 760 out of 894 students) strengthened their capacity. However, it can be assumed from the results of the online survey that the project achieved greater than its target value (100).

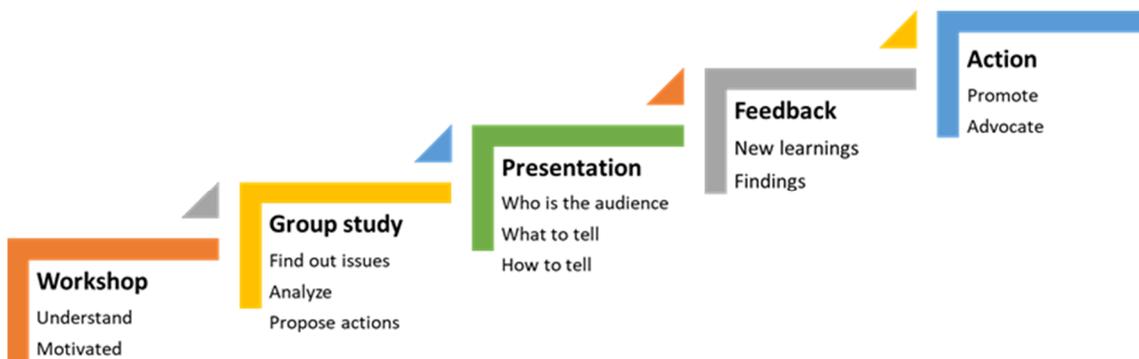


Figure 3-18: Capacity Development Model of Awareness-Raising Program for High School Students

In this model, high school students do not just gain knowledge, but also urge themselves to work hard to research, create presentation materials, and practice with team members. High school students were motivated to participate in UN Women’s project, in which the model was employed, and to present at UNU. For participants from local cities, Shiseido has established a system to support travel expenses outside the budget of this project. In particular, local high school students were offered an incentive because if they were selected as a representative school, they would get a chance to travel to Tokyo.

Some schools had many students eager to make a presentation. Some schools created multiple teams to compete for the school representative, while other schools made presentations with more than 10 students. Although only one presentation from each school (presented by 3-5 students) was allowed for submission, many more students challenged the assignment within their schools (BOX 2-1).

BOX 2-1: The First Screening within the School

At one high school, there were several students who wanted to try video presentation-making after the workshop. Because only one presentation was to be submitted by each school, a competition took place within the school. Five teams made presentations, and five teachers judged and selected one team. The teachers respected the students’ independence with the policy that teachers would not intervene in task-setting, analysis, or solution finding. Students worked hard, drafted plans, and gave presentations. The teachers gave advice only on how to convey the contents to the audience and how to make presentation materials. One team was selected and submitted to the project (Interview with a teacher).

In 2019, 26 schools submitted presentation videos (ANNEX 10). The presentation videos were judged by UN Women, Shiseido, and experts from multiple perspectives to select eight representative schools for invitation to present at UNU. The schools that were not selected received written feedback about their submitted presentation videos. The feedback comments pointed out specific positive presentation characteristics and improvements in an easy-to-

understand manner. The comments were understandable to students and teachers, who were able to gain new findings from the feedback (Figures 3-19, 3-20).

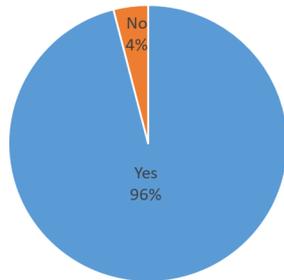


Figure 3-19: Did You Understand the Comments From the Judges on the Presentation Video? (Students, n = 23)

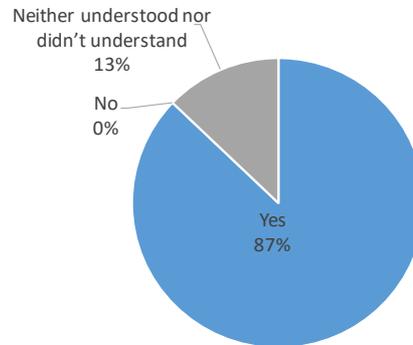


Figure 3-20: Did You Understand the Comments From the Judges on the Presentation Video? (Teachers, n = 8)

In this evaluation, the skills enhanced by the awareness-raising program were identified as (1) the ability to set and explore issues (problem-solving), (2) the ability to communicate thoughts and ideas to the other party (presentation skills), and (3) the ability to sympathize with each other and achieve an objective as a team (teamwork).

A survey was conducted for the participating students to self-evaluate their changes in abilities (1) to (3). Eighty-five percent of 2019 student participants stated that they had improved in at least one skill. The results of the self-assessment are shown separately by the first and second terms (Figures 3-21, 3-22).

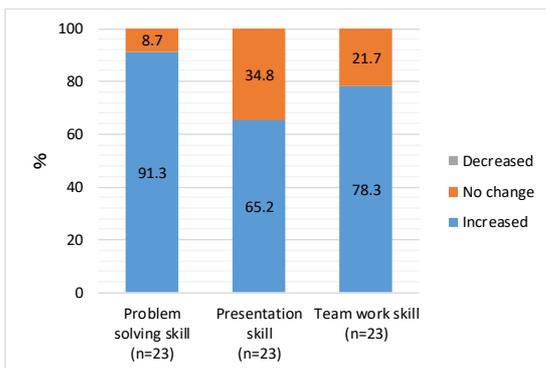


Figure 3-21: Self-Assessment of Abilities by Students Who Participated in the First Term in 2019

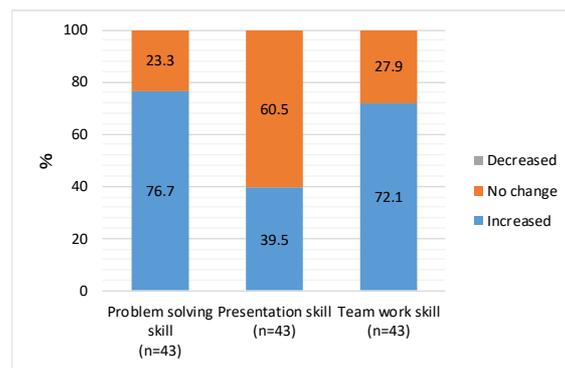


Figure 3-22: Self-Assessment of Abilities by Students Who Participated in the Second Term in 2019

Although a simple comparison cannot be made due to the difference in the number of sample subjects between the first and second terms, more students in the first term recognized that their presentation skills had improved compared to students in the second term. The reason is presumed to be that the second term only had a workshop and did not include presentation videos. When we asked the teachers about the students' changes in the three skills, all teachers

who participated in the first term answered that problem-solving skills especially had improved (n = 8).

From the results of midterm evaluation, 69% of students who participated in 2018 stated that they had improved in at least one skill.¹⁹ All three skills improved in equal amounts (Figure 3-23). Data are not available to assess the abilities of students who participated in 2017.

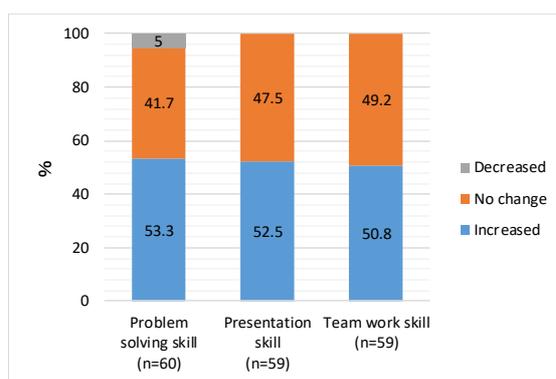


Figure 3-23: Self-Assessment of Abilities by Students Who Participated in 2018

Finding 9: In many schools, high school students voluntarily set and researched gender issues and suggested solutions. Schoolteachers’ support positively assisted students’ learning.

This project encouraged organizing student-led groups to work towards gender equality. Participating students voluntarily worked on group learning after the workshop. Although teachers’ involvement varied from school to school, 85% of students felt that support from teachers was helpful (Figure 3-24). Through this support, teachers also became more interested in gender issues and had more frequent talks and discussions with students about gender issues (BOX 2-2).

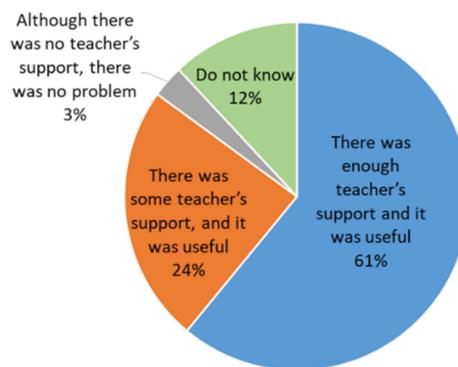


Figure 3-24: Teacher’s Support for Students (n=66)

¹⁹ A simple comparison is not possible because the methods of self-assessment of skills in the final evaluation and the midterm evaluation are different. In the final evaluation, we asked whether each skill had improved, remained unchanged, or decreased. In the midterm evaluation, the level of each ability before and after project participation was sought, from "very high" to "very low." Students were asked to recall their ability before the workshop. The change was confirmed by comparing before and after self-assessments.

BOX 2-2: Students' Independent Actions and Teacher Support

It is conceivable that the high school students' active efforts were based on the teacher's attitude of respecting the students' own ideas and not intervening too much in the content of presentations.

Various teachers commented during interviews: "I tried to respect the students' sensitivity. They are better at finding unique angles than adults. I pointed out only the matters that were overlooked." "I decided to focus on the facilitator. What are the issues? What are the missing data? Just like traffic control." "I did not comment on the content of the presentation, but instead pointed out some parts that were difficult to read, and what was different from what they wanted to convey." These comments show that the teachers respected students' ideas as much as possible and tried to teach them in a way that made them think while minimizing intervention in content. Some teachers commented, "Initially, I was wondering whether I should focus on the role of facilitator, but I came to think that I should enjoy this process with the students. The students came to enjoy it more by looking at the teacher having fun!" and "When asked questions, students carry out research extensively, and I often learned from them."

Finding 10: There were no significant obstacles faced by the schools that participated during the project. However, active participation of boys was very limited.

In the online survey and interview of teachers, we asked whether they faced any difficulties in participating in the project. Several teachers found it difficult to adjust class schedules (Figure 3-25).

In particular, high schools that held the workshop as a joint class across grades and courses had difficulties adjusting schedules. In another high school, students were often absent during summer break due to studying abroad. Their teacher felt it was difficult to fit student-led group activities in during the summer. These situations varied from school to school, and were difficult to improve by a single measure.

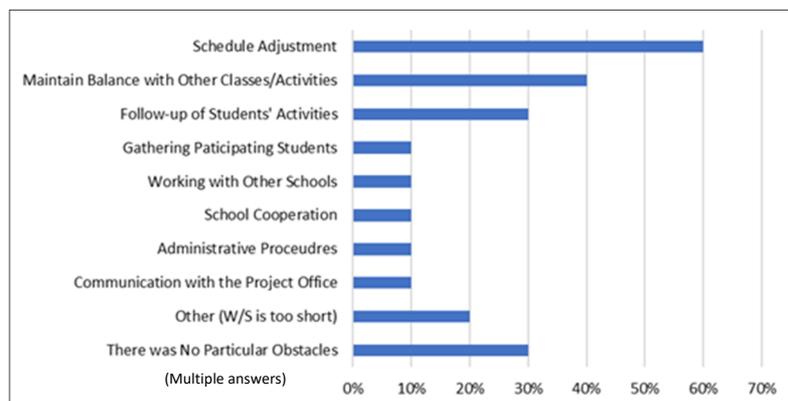


Figure 3-25: Challenges Teachers Faced in Participating in the Project (n = 10)

Regarding the gender balance of the participants, the boys-only school's participation was low throughout the three years (2017-2019; Table 3-3). Male students' participation was only 13% (only 2019 data available; Figure 3-26). Similarly, from the presentation videos submitted, 89% of the presenters were female students and only 11% were male students (Figure 3-27).

Although the importance of engaging both girls and boys is emphasized in the project agenda, gender balance was not evident in the outputs or outcomes. During implementation, although boys' participation was low, there were no particular measures to actively encourage boys, such as recruiting boys-only schools or emphasizing boys' participation in coed schools.

Table 3-3: Participating High School Types from 2017-2019

	2017	2018	2019	Total
Coed	4	12	24	40
Girls only	1	10	15	26
Boys only	0	2	2	4
Total	5	24	41	70

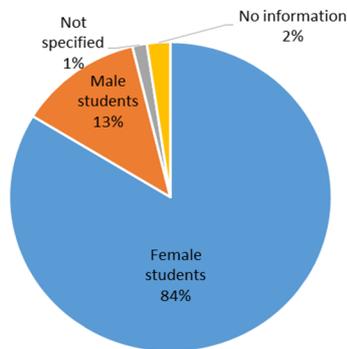


Figure 3-26: Workshop Participants in 2019 (n = 898)

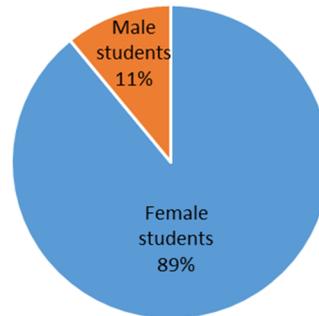


Figure 3-27: Presenters in 2019 (n = 111)

Interviews with teachers confirmed that when soliciting students for voluntary participation, girls raised their hands more often than boys. Teachers also noticed that boys were indifferent to gender equality and women's empowerment compared to girls, and it was difficult to attract boys' attention to participate in the workshop.

However, there were many presentations that included perspectives of both genders and men's gender issues (Table 3-4). Among those, three high schools set issues mainly focused on men, all of which were proposed by girls. One of them was from a girls-only school. From this evidence, the approach of engaging men and boys attracted the attention of girls, and girls felt motivated to actively discuss gender issues from men's perspective. One teacher at a girls-only high school said that although it did not come to pass, they wanted to listen to boys' opinions by holding a workshop jointly with students from the nearby boys-only high school.

Table 3-4: Gender-related topics in 2019

Gender-related issues	Presentations
Issues negatively affecting mainly women	13
Issues negatively affecting both women and men	7
Issues negatively affecting mainly men	3
Issues not clearly related to gender	3
Total	26

Finding 11: In 2017 and 2018, the emphasis was on looking for a solution to Japan’s gender issues, with a focus on Japan’s persistent gender issues. In 2019, the inclusion of the SDGs in the theme of gender equality strengthened the importance of a global, multifaceted perspective on gender issues.

It has already been mentioned that gender norms in Japan are based on a strong division of labor between men and women, and the aim of this project was to challenge such norms. The main objective of this project was to make young people aware of the differences between gender stereotypes and individual values, identify gender issues in Japan, and advocate for change. In 2017 and 2018, the group study theme was set on gender issues in Japan. Therefore, the final presentations by the representative schools made proposals on gender issues in Japan. The 2019 theme highlighted SDGs, which are of increasing public interest. This is because gender is a cross-cutting perspective, and through the gender lens it is possible to discover the gender disparities in various issues raised by the SDGs. As a result, four high schools researched issues in developing countries in the presentation videos submitted, and three of them were selected as representative schools for the presentation at UNU.

Finding 12: Although there were voluntary activities on gender equality by university students, the extent of students’ capacity development resulting from this project was limited.

Gender equality awareness programs for university students were implemented in 2017 and 2019. In 2017, workshops were held at three universities. In 2019, a proposal-based event was held at four universities.

The model of the capacity development program for university students is unknown for 2017 due to lack of information. Activities in 2019 were set as follows:

University students’ clubs planned an event to promote gender equality and women’s empowerment, and the representatives of the student clubs submitted proposals to UN Women. UN Women scrutinized the content of the proposals and provided a series of consultations on the content to the representatives. The representatives and members of the student clubs carried out the events on campus, in cooperation with stakeholders such as professors, school staff, or NGOs. UN Women reviewed the implementations (Figure 3-28).

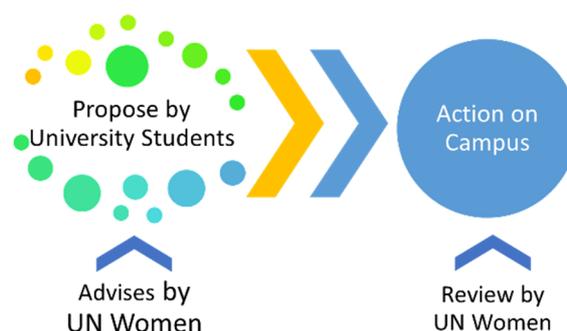


Figure 3-28: Capacity Development Model for Raising Awareness among University Students

In 2019, four proposals were submitted and events were organized by university student-led groups (ANNEX 11). The number of participants ranged from 20 to 200. UN Women provided speeches in some events, provided HeForShe-related materials for event preparation, and provided a series of consultations and coaching to club representatives on how to organize and develop their event plans, as well as how to address sensitive topics such as sexual violence. Regarding the changes in the university students, the reports related to these events are mainly on procedural aspects and do not depict the process of developing new skills. Therefore, it is difficult to clearly describe how the contents of the events promoted university students' learning. The events organized by university students were informative and carried out as they were planned. However, the effectiveness of the capacity development model of the awareness-raising program for university students is considered limited.

3.2.3 OUTCOME THREE: ENABLING AN ENVIRONMENT FOR ADVOCACY ACTIVITIES ON GENDER EQUALITY AND EMPOWERMENT OF WOMEN

Table 3-5: Outcome 3 Achievements (2019)

Results	Indicators	Planned	Actual
Outcome 3: Enabled an environment and space to be created in support of advocacy and project communications	Published articles/news programs mentioning the project activities	5	16 ²⁰
		<i>Highly Satisfactory</i>	
Output 3.1. HeForShe Japanese website was developed and became available to a Japanese audience	Page views	1,000	11,094 ²¹
		<i>Highly Satisfactory</i>	
Output 3.2. Project promotion video was produced and made available online in two languages (JA/EN)	Page views	2,000	2,636 ²²
		<i>Highly Satisfactory</i>	

²⁰ The Evaluation Team researched and counted articles and news from April 2019 to March 2020 directly related to this project, not including articles from participating schools' websites.

²¹ As of February 12, 2020.

Output 3.3. Project book disseminated to participants to ensure impact of the project	Copies distributed	150	155
		<i>Satisfactory</i>	

Finding 13: Multiple media sources reported on the main events and students’ initiatives in gender equality. Students who saw these news broadcasts and articles felt positive about the project.

The project information was disseminated through newspapers, online articles, and online videos. The list of media coverage in JFY2019 can be found in ANNEX 12. The main content was about the public events (HeForShe Plus ONE! and HeForShe: Engaging Youth to Achieve a Society Where Everyone Shines). Several articles covered high school student activities that were developed from the project. In addition, participating high schools’ websites covered news about being selected as representative schools and being interviewed by the TV media. According to our online survey, 59% of students saw or read about the HeForShe project in the media (Figure 3-29). Students who saw the news felt good about participating in the project and learned new information about gender issues (Figure 3-30).

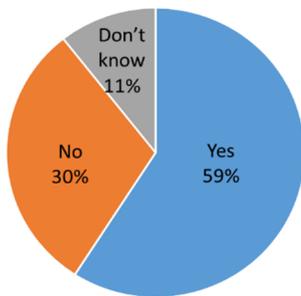


Figure 3-29: Have You Seen or Read about this Project or HeForShe in the Media? (n = 66)

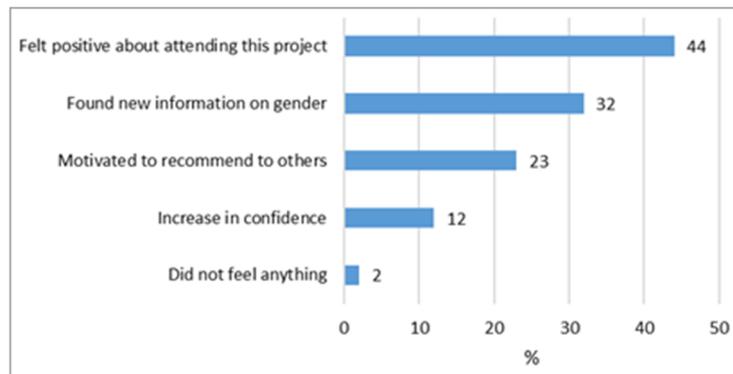


Figure 3-30: By Seeing or Reading about it in the Media, How Did You Feel about this Project? (n = 66)

These media reports and the launch of the HeForShe Japanese website greatly contributed to the promotion of HeForShe in Japan. After the launch of the Japanese website in June 2019, the number of HeForShe commitments has grown significantly (Figure 3-31). On the other hand, the sharp increase in the number of commitments shown in Figure 3-31 was strongly influenced not only by the activities of this project, but also by the new partnership between UN Women and Junior Chamber International Japan (JCI-Japan). The Japanese website, made in this project, has created an environment that enables new collaborations.

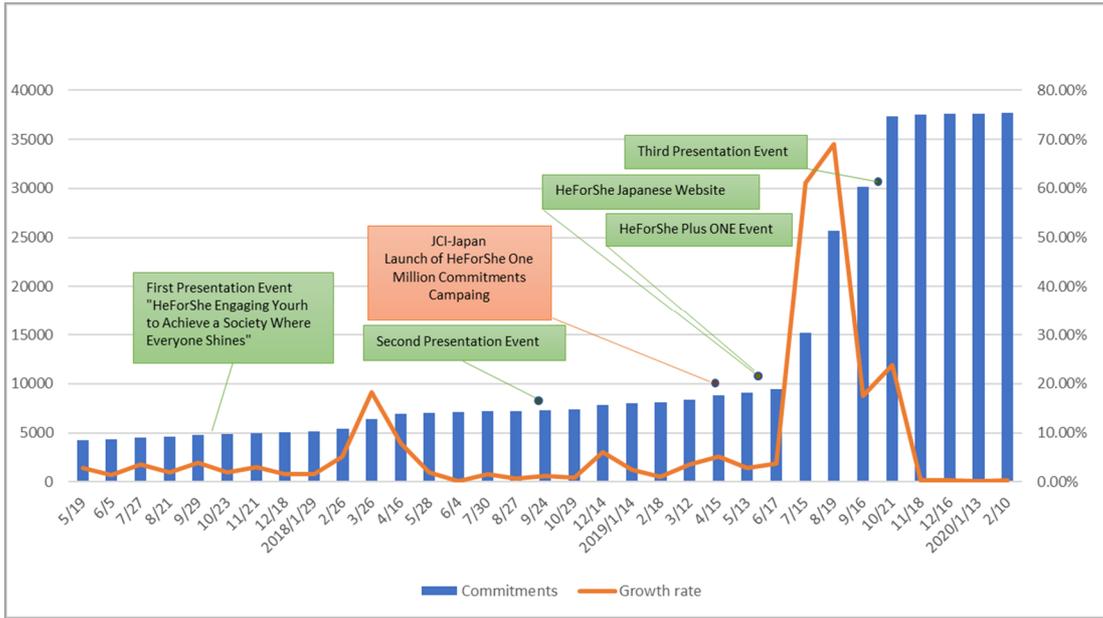


Figure 3-31: HeForShe Commitment Growth (4/2017 – 2/2019)

Evaluation Question: Did the intervention clearly lead to the realization of actions for gender equality and empowerment of women among young women and men?

Finding 14: Many high school students were motivated to learn more about gender issues. Some students went one step further and conducted innovative activities at various high schools.

Regarding the behavioral changes among high school students, more than 50% of the students read about and searched for gender-related stories more frequently in newspapers and on the Internet, and discussed gender issues with their friends after the workshop (Figures 3-32, 3-33). The high school students' gender interests have expanded into gender equality education, gender disparities in employment, and the lives of LGBT people in Japan, and they are taking action to think concretely.

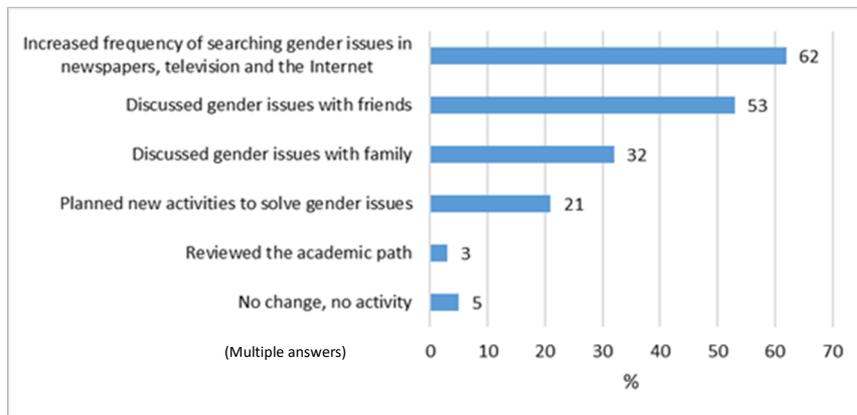


Figure 3-32: High School Students' Behavior Changes After the Project Participation, Participated in 2019 (n=66)

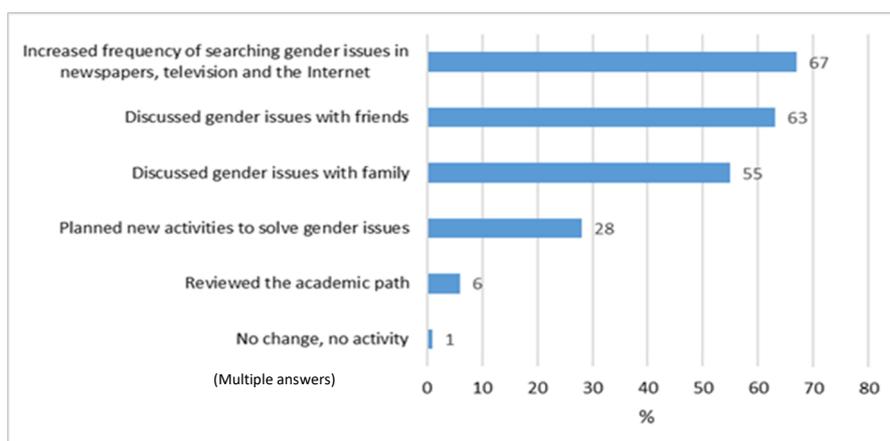


Figure 3-33: High School Students' Behavior Changes After Project Participation (2018 participants; n = 67)

Some students have continued working on the activities proposed during the project, and a variety of positive effects have been demonstrated (see Boxes 2-3, 2-4, 2-5). These are exactly the types of cases that the project has promoted, and it can be said that those students are becoming agents of change towards gender equality and women's empowerment in Japan.

BOX 2-3: Actions by High School Students (Gender *Karuta*, Japanese card game)

By visiting Japanese companies and government agencies, as well as a sister school in Finland—a country known for its gender-responsive initiatives—one high school student-led group hypothesized that the gender gap for Japanese women depends largely on education and environment from childhood. To eliminate the gender gap in Japan, students created "Gender *Karuta*" for children to play. By educating children on gender-neutral thinking from an early age through playing Gender *Karuta*, the students aimed to keep children away from stereotypical choices in their future career choices. Students held workshops at their school and elementary schools. Additionally, the students got many reactions when presenting at UNU. Their Gender *Karuta* drew media attention from TV and newspapers, and they also received inquiries from a local politician. Another school that participated in the presentation event was inspired by this initiative, and they also created their own version of Gender *Karuta* in their school after the project.



BOX 2-4: Action by high school students (idea for sanitary pads made with bamboo)

One high school launched a gender project on campus to participate in this project. The 17 volunteers who gathered to create the presentation video had several discussions and decided to propose the development of sanitary products using bamboo fiber. According to students' surveys, the availability of sanitary products would make it easier for girls in developing countries, including Uganda, to attend school and thus increase enrollment. Using sustainable materials can also help protect the environment. After being selected as a representative school and presenting at a UNU event, students continued working on their gender project, such as visiting junior high schools to give lectures and approaching companies for product development. In the meantime, a sudden call came in from the JICA* Uganda office. A JICA official said, "We are supporting a group that has similar activities in Uganda, so I would like to introduce you to them." The students accepted the offer. They translated the presentation video into English and sent it to Uganda, after which a meeting was held by videoconference. Their gender project activities were also featured in the national newspaper.

*The Japanese International Cooperation Agency, JICA, is a government agency that aims to contribute to the promotion of international cooperation.

BOX 2-5: Actions by high school students (gender-conscious children's book)

One high school student-led group perceived that the consciousness of gender roles and division of labor, such as "man works outside and woman works at home," were hindering gender equality in Japan. To raise awareness, they thought it was important to provide gender-neutral education in childhood and decided to make a gender-neutral picture book. While ordinary picture books often show mothers doing housework, this picture book, produced by the students, shows the main character's parents working together and sharing the housework. They actually visited nursery schools with this book and read it to the children. The picture book was well received by not only children but also adults who were readers. In the near future, the students are planning to provide this book in more nursery schools and children's centers.

In addition to new activities after participating in the project, one high school planned to hold a study session on gender equality by expanding participants to the entire school. In another high school, students exchanged opinions on gender issues with a South Korean high school with which they had an exchange relationship, made an international comparison, and planned a presentation for the entire school. Unfortunately, the activities of these two schools were suspended due to the temporary closure as a result of the spread of COVID-19. However, there are signs that the seeds sown by the project are sprouting in new activities at the school level.

Evaluation Question: Were there any unintended effects of the intervention?

Finding 15: The project intervention had several unexpected positive effects. For example, participating students are providing opportunities for nonparticipating students and their family members to think about gender issues. In addition, the launch of the HeForShe Japanese website has made it easier to build new partnerships to expand HeForShe throughout the country. No negative effects of the project intervention have been identified.

Sixty-seven percent of students who participated in the workshop felt that they had influenced the people around them (Figure 3-34). The most influenced were classmates, followed by mothers (Figure 3-35). The students shared new ideas and opinions learned at the workshop with others. Some students found new ideas through these discussions. One of the students invited her grandparents to be part of the audience at the presentation event at UNU. The student stated that it was good to raise issues that were not important in previous generations.

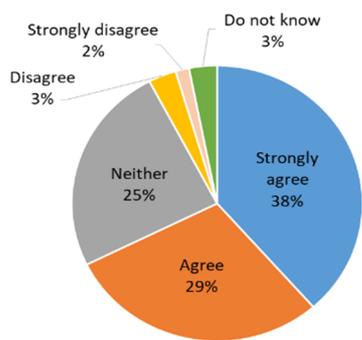


Figure 3-34: Did You Influence People by Participating in this Project? (n = 66)

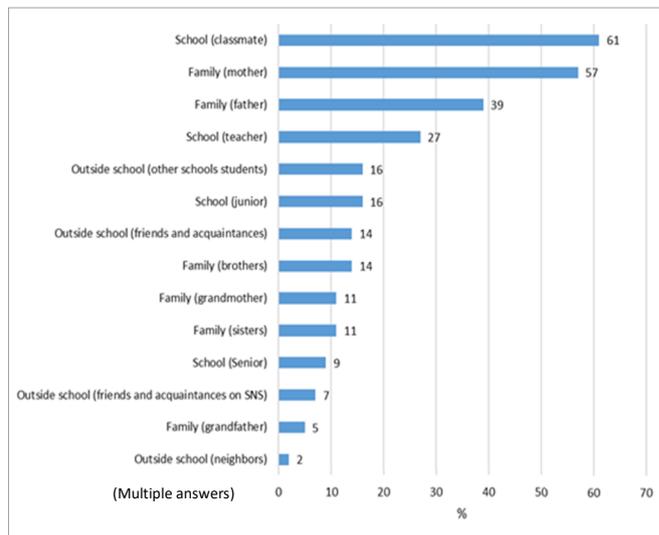


Figure 3-35: Who Did You Influence? (n = 44)

Another unexpected positive effect was building a new partnership with the aforementioned JCI-Japan. JCI-Japan launched the “Spread the HeForShe movement! One Million Campaign” and contributed to the increase of HeForShe commitments.

Regarding negative effects caused by the project intervention, the Evaluation Team asked participating students and teachers about any cases they experienced or heard of other people experiencing, any negative feelings or cases in relation to the project. No negative effects of the project intervention have been identified.²²

²² There was one comment from a student mentioning that one group member seemed to feel uncomfortable during the group discussion of the workshop. The details of the discussion were not described, but the student stated that the topic just was not in the scope of the workshop (online survey of a student).

Evaluation Question: Were there any changes in thoughts, perspectives, attitudes, and behaviors among young women and men other than gender equality and empowerment of women?

Finding 16: The high school students who participated are more interested in working globally. In addition, some students who are interested in initiatives by companies have started volunteer work on other social issues.

After the project, 90% of the students who participated stated that they were more interested in “acting globally as a member of the world” (Figure 3-36). One quarter of the schools that participated in this project were certified as a Super Global High School prior to the intervention and already had international activities within school programs. Therefore, it seems that being active globally had been a concern of students before participating in the project. However, even for students who had already interacted overseas, learning more about the gender perspective expanded their knowledge of international studies.

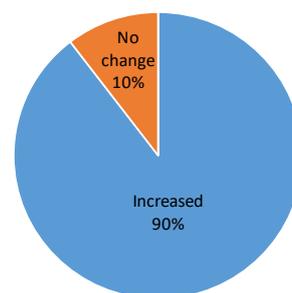


Figure 3-36: Students’ Interest in Acting Globally as a Member of the World (n = 66)

Many students also learned about corporate social responsibility through Shiseido’s activities. In the post-workshop survey, there were comments of increasing interest in learning about the activities of other companies. For the group presentation, some students chose to examine the social contribution of Japanese companies. After the workshop, some students continued their research activities and participated in corporate fundraising using social networking services and volunteered to collect recycled clothing promoted by a Japanese company.

3.3 EFFICIENCY

This subsection assesses the extent to which personnel, material, and financial inputs (in terms of quality and quantity) were converted into project outputs. In addition, to examine how (when and by what means) the inputs were used, it is necessary to consider the implementation process of the project activities.

Evaluation Question: To what extent did the management structure of the project support efficiency for project implementation?

Finding 17: Especially in JFY2017 and until the midpoint of JFY2018, the project management structure had a negative influence on the efficiency of project implementation. The efficiency was hindered by the weak management structure of the UN Women JLO at the start of a joint

project in which close coordination with Shiseido was required.

The implementation structure of the project changed significantly over the course of the project (Table 3-6). At the beginning of the project, there was a problem with efficient project implementation, especially due to the lack of a management system on the UN Women side. In particular, there was a problem with appropriate staffing. In 2017, the project was run by a gender consultant without a dedicated project manager. As a result, most of the activities were led by Shiseido. The major factor is that this was the first project for the UN Women JLO since the opening of the office in 2015, with the first private sector partner, Shiseido, and it required a series of unique and collaborative activities.

The project management structure improved from the middle of the project, and many inconveniences were resolved in 2019. Regarding the activities for high school students in particular, the project was implemented by Shiseido from 2017 to 2018 but was handed over to UN Women in 2019. However, the online survey for teachers who participated for multiple years did not indicate any issues associated with the change of the project office.

Table 3-6: Main activities by targets and the implementing organization

Targeting high school students	2017	2018	2019
Designing and planning of gender awareness raising program	Shiseido/ UN Women	Shiseido/ UN Women	UN Women
Workshop materials	Shiseido ¹⁾ / UN Women	Shiseido/ UN Women	UN Women
Recruiting high schools and preparing for the workshops	Shiseido	Shiseido	UN Women
Implementations of workshops	Shiseido/ UN Women	Shiseido/ UN Women	UN Women ²⁾
Presentation event “HeForShe Engaging Youth to Achieve a Society Where Everyone Shines”	Shiseido/ UN Women	UN Women/ Shiseido	Shiseido/ UN Women
Targeting Shiseido employees	2017	2018	2019
HeForShe in-house lecture	Shiseido	Shiseido	Shiseido
Training on HeForShe interlocutors	N/A	N/A	UN Women
Targeting university students	2017	2018	2019
Designing and planning of the gender awareness program	Shiseido/ UN Women	No activities	UN Women
Implementation of the program	Shiseido/ UN Women	No activities	UN Women

Comment: When both organizations are applicable, the one that led is listed first.

1) Shiseido developed teacher guidelines and teaching materials on basic gender knowledge for the awareness-raising program, and UN Women supervised them. The materials were distributed to the participating schools in 2018.

2) Shiseido appeared as a special speaker in 74% of the workshops.

Table 3-6: Main activities by targets and the implementing organization (cont'd)

Targeting general audience	2017	2018	2019
Plan and preparation for the HeForShe event	N/A	N/A	UN Women
Implementation of HeForShe event	N/A	N/A	UN Women
Targeting all	2017	2018	2019
Developing advocacy tools for gender equality	N/A	N/A	UN Women
Developing project promotion videos/books	Shiseido	Shiseido/ UN Women	UN Women
Development and management of HeForShe Website (for general)	UN Women	UN Women	UN Women

Evaluation Question: Were the intervention resources used in efficiently to address Human Rights and Gender Equality in the implementation?

Finding 18: The inputs could not be assessed due to the data restrictions. Nevertheless, it became clear that the timing of staff allocation was inadequate, especially in JFY2017; thus, resources were not efficiently allocated.

To evaluate the efficiency, it is necessary to analyze how much of the inputs were converted into outputs by comparing the plan and the actual results. However, the inputs could not be assessed due to the data restrictions. The achievement levels of outputs were already described in the effectiveness section. Although many of them were achieved satisfactorily, there is evidence, such as the absence of a project manager in JFY2017, to indicate that the timing of allocating adequate staff to manage the project activities was inadequate.

3.4 SUSTAINABILITY

This subsection assesses the extent to which the achievements of the project will be maintained after its completion. It is important to pay attention to organizations and institutions that have the ability to sustain the benefits of the project after completion.

Evaluation Question: To what extent do stakeholders have confidence that they will be able to build on the HR & GE changes promoted by the intervention?

Finding 19: Through this project, Shiseido recognized the effects of and need for the intervention, especially for high school students. The addition of a men's perspective on gender equality through the in-house HeForShe was new. The lessons from this project can be used for their future activities.

Previously, Shiseido had little contact with the younger generation, but this project provided an opportunity to recognize that young people have a high interest in gender issues. Shiseido staff feel that fostering gender equality through an approach that allows young people to take the initiative will lead to social change. Shiseido was able to educate high school students on the company’s commitment to gender equality through its presence as a lecturer and a sponsor of public events. The response of the high school students was also very positive, and the staff involved in this project felt that the project increased the good reputation and likability of the company. Through interviews with Shiseido, Shiseido’s commitment was confirmed to be strong, and the company is likely to continue to work as a role model for young people to promote gender equality and empowerment of women.

Finding 20: Some high school students have continued the activities they proposed in this project. The eagerness of students who participated to promote gender equality on their own or in groups is relatively high. Teachers are also eager to implement similar awareness programs at their schools.

Figure 3-37 shows the activity status of students for their proposals of gender equality initiatives. Thirty-five percent of students who participated in 2018 were continuing the proposed activities after participating in the workshop at the time of midterm evaluation. At the final evaluation, 82% of the students who participated in 2019 were continuing the proposed activity after the workshop.

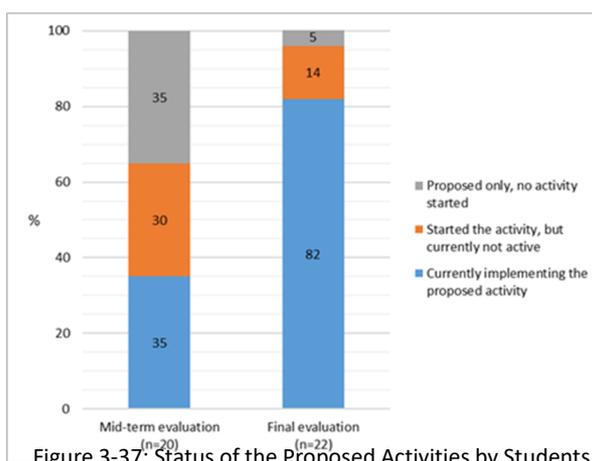


Figure 3-37: Status of the Proposed Activities by Students

Compared to the midterm evaluation, a larger percentage of students were

continuing to carry out the proposed activities at the final evaluation. The reason for the difference between the results may be due to the difference in the survey method. For the midterm evaluation, a paper-based questionnaire was used, and the survey was administered in the school setting. The teacher ensured the target students filled out and returned the forms to the Evaluation Team. At the final evaluation, an online survey was used. The teacher sent the website address to the target students. It is possible that only the students who are active among the target students responded to the online survey. It can be inferred that, as in 2018, there were other students in 2019 who proposed but did not start an activity. This assumption is supported by the survey and interview of teachers. Half of the teachers recognized that their students had not been able to conduct the activity they proposed. According to the results of the midterm evaluation, the reason the students did not to conduct the activities was that they were too busy

with their studies and could not take the time for their activities.

The eagerness of students who participated to promote gender equality on their own or in groups is relatively high at 70% for the students who participated in 2018 and 88% for the students who participated in 2019 (Figure 3-38). The reason for the higher percentage at the final evaluation compared to the midterm evaluation could be the difference in survey method.

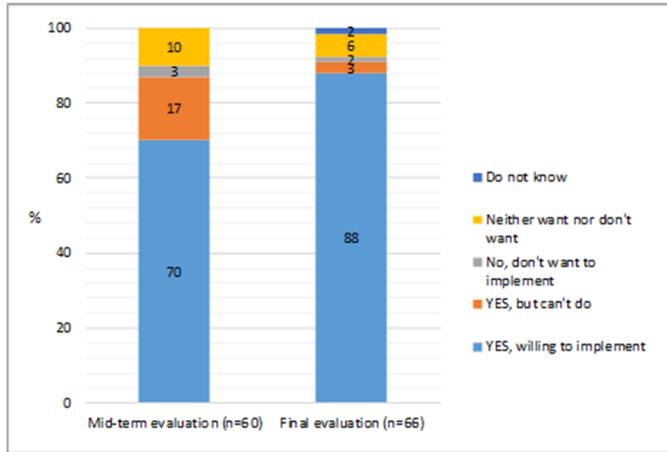


Figure 3-38: Do You Wish to Promote Gender Equality and Women's Empowerment, Individually or as a Group?

The students and teachers who participated also have a positive view of the project: 80% of teachers and 89% of students from 2019 want to participate in a similar project in the future (BOX 2-6).

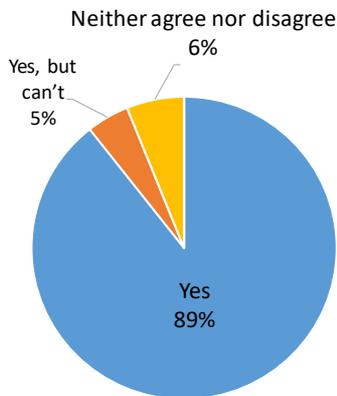


Figure 3-39: Students Who Would Like to Participate in a Similar Project (n = 66)

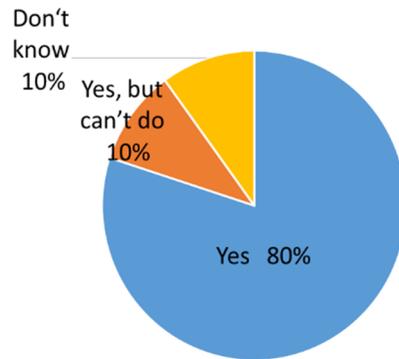


Figure 3-40: Teachers Who Would Like to Participate in a Similar Project (n = 10)

BOX 2-6: Teachers’ willingness to support the project results

According to interviews and online surveys with participating teachers, many believed it was unfortunate to end this project this year, and several stated that they want to make use of the initiatives that came out of the project efforts.

The majority of teachers want to participate in similar projects in the future; the demand for the continuation of this project is quite large. Teachers want to keep gender awareness activities in school, but many teachers think that it is difficult to continue on their own. The teachers’ wish will be granted by helping to build teachers’ networks and supporting gender-related school activities.

Evaluation Question: Have any mechanisms for promoting gender equality been implemented at Shiseido and in schools that participated in the project?

Finding 21: New initiatives for gender equality have been implemented at Shiseido. This project was the first step in future efforts targeting young women and men.

Shiseido incorporates gender equality and women’s empowerment into its philosophy and will continue to implement concrete measures across the company. For example, during the implementation of the project in July 2019 (but not as a direct result of the project’s intervention), the president of Shiseido was appointed as the chair of the 30% Club Japan, a new gender equality and women’s empowerment mechanism in Japan, and committed to accelerating towards achieving the target of 30% of the senior leadership team being women. In addition, the top management of the company will continue to value the potential of educating the youth, a generation that will change the future. This project was the first step in the future efforts of Shiseido’s approach to young women and men.

BOX 2-7: Shiseido President and CEO Uotani Becomes Chair of “30% Club Japan,” Contributing to the Increase in the Percentage of Female Executives

“It is needless to say that diversity including gender and especially in important decision-making is vital and we all know that it brings many business benefits to the company. Meanwhile, the gender gap in Japan is a serious social issue, and I believe that addressing it seriously is an extremely important mission as a Japanese company leader. Shiseido has long promoted women’s empowerment. Going forward, Shiseido will promote new efforts in empowerment not only for women within the company but all of society, and through 30% Club Japan, it aims to realize a sustainable society in which all individuals with different background are valued and allowed to express their potential to the fullest extent.”
- *Shiseido President and CEO Masahiko UOTANI* (Shiseido news release, 2019/7/17)

Finding 22: The project strengthened the mechanism to promote gender equality, especially within the existing high school system.

The positive effects of the project's intervention in high schools are likely to continue at a certain level. For many participating schools, gender equality is one of the topics addressed in existing classes. Through the project, this content was developed. In some cases, teachers selected gender equality as a new topic for their existing extracurricular classes. In this way, the project contributed to promoting gender equality by utilizing the existing high school system. Several teachers who were interviewed said they would like to increase the portion of gender equality topics in the curriculum next year after the project ends. However, with the end of the project, it is difficult to provide similar incentives to students and motivate them to learn about gender issues.

Evaluation Question: In what ways will the UN Women JLO maintain the positive effects developed through this project?

Finding 23: Through this project, the infrastructure for accelerating the HeForShe solidarity movement in Japan was developed. The UN Women JLO is strongly committed to HeForShe and will continue to utilize the results of these efforts to promote HeForShe and other campaigns and initiatives to further promote gender equality. However, it was not possible to establish a mechanism to implement awareness-raising programs for high school students on a similar scale and with a similar composition. The UN Women JLO will continue its efforts to raise awareness among young people, but on a smaller scale.

Through this project, a Japanese website for the HeForShe solidarity movement, a Japanese version of the HeForShe Action Kit, workshop materials, and publicity materials were created. These tools can be fully utilized in the domestic promotion of HeForShe after the project ends. In addition, as mentioned in the effectiveness section, the active launch of HeForShe in Japan led to a new partnership for the UN Women JLO.

On the other hand, it is difficult institutionally and financially to implement an awareness-raising program using the capacity development model that involves multiple steps, as carried out in this project, in the ordinary duties of the UN Women JLO. Unfortunately, there was no institution whose primary purpose was to delegate the role played by UN Women in this project. Although the UN Women JLO will continue advocacy activities for young women and men in the future, it will not play a role as a main project implementer. The UN Women JLO will play a supportive role, such as introducing international initiatives and providing expert advice on gender equality and women's empowerment.

3.5 Gender Equality and Human Rights

This subsection examines the extent to which gender equality and human rights were considered in the design and implementation of the project.

Evaluation Question: To what extent were gender and human rights considerations integrated into the project design and implementation?

Finding 24: The voices of the target beneficiaries were incorporated into the project design and implementation in a participatory manner. In addition, the project gradually expanded its geographical coverage to local areas where gender norms are strong and intervention needs are high. However, although this project was designed to target both girls and boys to challenge gender norms, gender imbalance in the participants was found.

At the beginning of the project in 2017, the workshop materials did not exist. The project began by conducting a survey of high school and college students who are direct beneficiaries of the project and gathering their opinions to develop the core content of the program.

The project started in the Tokyo metropolitan area (capital area) and Aichi prefecture²³ in 2017, but in 2018, the number of participating schools expanded within the capital area, and local cities were added. In 2019, it rolled out further throughout the country, from Hokkaido in the north to Kyushu in the south (Table 3-7).

Table 3-7: 2017-2019 Participating High Schools (Location)

	2017	2018	2019	Total
Capital area	3	19	18	40
Aichi prefecture	2	2	6	10
Local cities	0	3	17	20
Total	5	24	41	70

As previously mentioned, girls participated far more than boys did. Because the project approached finding the solution to gender inequality by engaging men and boys along with women and girls to think together, there should have been more efforts to engage boys. The Evaluation Team noticed that the sex-disaggregated data were not used to monitor the gender balance in each activity. Collecting gender data and understanding the gender trends of participants is essential for implementing gender-sensitive projects. The lack of including sex-disaggregated data in the project's monitoring system is assumed to have led to data collection omissions during implementation.

²³ Aichi prefecture is the where Nagoya University is located. Because the president of Nagoya University is the HeForShe IMPACT Champion and a strong advocator of HeForShe, Aichi has had active participation from the beginning.

4. GOOD PRACTICES

➤ **Design and Implementation of the Effective Capacity Development Model for Agents of Change (in relation to Findings 5, 8, 9, and 14)**

The project designed and implemented the capacity development model, which consists of five steps: workshop participation, group study, presentation creation/presentation, feedback from others, and voluntary action.

Participation in the workshop enabled students to gain knowledge of gender issues and recognize them as familiar issues. Through group learning and preparing a presentation, students learned the importance of teamwork and friendships. Additionally, by working together to research gender issues and come up with solutions in a limited time, they learned how to manage schedules. There was feedback from experts on the prepared presentation. Receiving objective opinions from third-party experts was an unfamiliar situation for students; it raised their awareness and was very helpful. In addition, students and schools that gave presentations at the UNU could obtain various feedback: comments from experts at the event, exchanges of opinions with students from other schools, and reactions by being broadcast on the media. In response to the feedback, many students and high schools voluntarily continued various activities. As a result, this project contributed to the students' behavior change.

From the educational perspective, this project was significant in introducing an active learning method that encourages students to think about gender issues and their own solutions. It also provided a place to express their opinions in the secondary education sector in Japan, where there are still many passive and unilateral input-type classes. It has the potential to become a model case for incorporating output-type gender education into Japanese education.

➤ **Collaboration with a Recognized Company (in relation to Findings 4 and 5)**

Shiseido is a company that actively promotes gender equality in Japan. The percentage of women at the management level is 32.3%, while the average percentage in Japan is 7.1%²⁴, and the return rate after childcare leave at Shiseido is 100%²⁵. By collaborating with such a company promoting women's participation in the workplace, which is also a well-known company in Japan, it was easy to attract high school students' interest in and motivation for the project. Knowing about gender equality initiatives led by such a recognizable company helped students to understand gender issues more thoroughly. In addition, the cooperation between UN Women, with specific expertise on gender, and Shiseido, with excellent human resources and financial support, created advantageous circumstances to increase the effectiveness of the project, compared to addressing issues independently.

²⁴ In companies with more than 5,000 employees. ("Employment Equality Basic Survey [Confirmed Report]" by Ministry of Health, Labour and Welfare, JFY2018)

²⁵ The Database on Promotion of Women's Participation and Advancement in the Workplace by Ministry of Health, Labour and Welfare (<https://positive-ryouritsu.mhlw.go.jp/positivedb/en>)

➤ **Inclusion of students outside of the Tokyo metropolitan area (in relation to Findings 8 and 24)**

For students living in local cities, participating in the workshop had very special meaning.

As mentioned in Finding 24, the schools that participated in the workshop were limited to Tokyo and Aichi prefecture in 2017, but in 2018, three schools in areas other than Tokyo and Aichi participated. By 2019, the number of schools in Aichi had increased to 6, and other schools from local cities increased to 17, together exceeding the number of schools in the Tokyo metropolitan area, which was 18.

Compared to students in the Tokyo metropolitan area, students in local cities have less contact with communities outside of schools and fewer opportunities to interact directly with adults other than schoolteachers. Furthermore, people's attitude is often more conservative in local cities, and girls in smaller cities have a greater burden to take action. For example, some families have established the norm that "boys can go to schools outside the prefecture, but girls must go to ones near home."

Going to Tokyo and presenting at UNU also helped to motivate local students. (All comments from participating teachers.)

5. CONCLUSIONS

This section presents the main final evaluation conclusions. They are based on the various information obtained in line with evaluation criteria, findings of the final evaluation, and discussion with the Evaluation Management Group. They also reflect inputs from the important stakeholder, Shiseido, who reviewed the draft report.

Conclusion 1: Raising awareness for gender equality targeting youth in Japan is a very important initiative in solving gender issues in Japanese society.

The evaluation findings 1, 3 and 5 provide evidences supporting the conclusion that the need for gender equality and women's empowerment in Japan is high, and the awareness-raising program through this project has contributed to high school students' understanding and awareness of gender equality.

This project focused on young people to transform Japan's deep-seated gender stereotypes, and raised awareness that young people could realize a gender-equal society by their initiatives. Rather than assuming gender awareness level of youth, the project made the assessment and reflected the voice of students from the project's early stage until it grew to meet their needs. It is important to continue raising awareness of young people in Japan through various approaches and to strengthen the sustainability of the positive effects from this project.

Conclusion 2: Rather than approaching high school students directly, it was effective to strategically build a capacity development model involving high schools and teachers.

The evaluation findings 8, 9, 14, 20 and 22 provide evidence supporting the conclusion that the capacity development model developed by this project was effective for high school students to become "change agents".

In particular, the survey indicated that female students' problem-solving, presentation, and teamwork skills were enhanced. In the final evaluation, multiple cases of gender advocacy activities by female students were confirmed.

The project leveraged the high school's educational environment to implement the program, and students, with the help of teachers, were able to research gender issues and propose their solution. In addition, teachers have increased the amount of time they allocate for gender topics in future curricula, which has helped to maintain a certain degree of sustainability of the project. The UN Women JLO is expected to continue its efforts to further expand the network extended through this project.

Conclusion 3: Collaborating with a company such as Shiseido to achieve gender equality can greatly enhance synergy.

The evaluation findings 3, 16 and 19 provide evidence supporting that conclusion that rather than a project by UN Women alone, Shiseido's collaboration as a donor and participation in workshops as a lecturer, contributed to providing various positive effects. It was the opportunity

for youth in Japan to get to know that Japan’s leading company is actively promoting gender equality and women's empowerment. In addition, high school students could feel closer to the topics of gender equality by knowing the efforts of the Japanese company. Shiseido has also been able to realize a more comprehensive approach to gender equality by targeting young people, with whom it had previously had little contact.

Going forward, it is hoped that Shiseido will utilize the good practices of this project for advancing gender equality and women's empowerment initiatives in Japan.

Conclusion 4: Given the uniqueness of the liaison office, it is difficult to immediately set up a management system and start a project in response to a sudden offer from the business sector.

This conclusion is based on the evaluation findings 17, 18 and 23. Since the UN Women JLO has no mandate to carry out the projects, the office does not have the appropriate project management systems and personnel to implement the project in their ordinary organizational activities. As a result, the project started without a structure to carry out a joint project with Shiseido. In the first year, due to the lack of an appropriate management system on the UN Women JLO side, Shiseido made efforts to establish a foundation for project activities. It took about one and a half years for the UN Women JLO to be in place and to take a proactive role. But, since this project was the first business collaboration project for the UN Women JLO, it provided a variety of lessons on collaboration with companies.

Results of the Five Evaluation Criteria

The Evaluation Team rated the project using a five-point rating scale including “High,” “Relatively High,” “Medium,” “Relatively Low,” and “Low.” The table below presents the results of the five evaluation criteria and main causal factors (Table 5-1).

Table 5-1 Results of Evaluation and Major Reasons and Causes

Evaluation Criteria	Evaluation Result	Major Reasons and Causes	
		Major Reasons	Causes
Relevance	High	<ul style="list-style-type: none"> • Raising awareness of gender equality in Japan met the needs of young women and men and Shiseido (Findings 1, 2). • The project strategy aligned with the UN Women’s strategy and international normative frameworks (Finding 3). 	<ul style="list-style-type: none"> • Assessment was conducted and measures were taken to respond to their needs.
Effectiveness	Relatively High	<ul style="list-style-type: none"> • In particular, the awareness raising and capacity development of girls in high schools were effective (Findings 	<ul style="list-style-type: none"> • The capacity development model was carefully designed, and incentives were effective.

		<p>4, 8, 14).</p> <ul style="list-style-type: none"> • The capacity development of boys in high schools and universities was somewhat limited (Findings 10, 12). • HeForShe provided a platform for engaging men for Shiseido employees and general audience (Findings 4, 6). 	<ul style="list-style-type: none"> • Boys' indifference to gender topics was not considered, and the HeForShe platform was not used effectively. • The achievement of the intervention with university students was not monitored. • The concept of engaging men in gender issues is still new to many audiences in Japan.
Efficiency	Medium	<ul style="list-style-type: none"> • The project management structure was weak, without appropriate allocation of staff by UN Women, especially in 2017 (Finding 17). • From the mid-point in 2018, UN Women began to play the role of main organizer of activities (Finding 17). 	<ul style="list-style-type: none"> • This project was the very first project by the UN Women JLO. • The liaison office does not have cumulative knowledge of project management. • Shiseido counterparts made efforts to build the base of project activities.
Sustainability	Relatively High	<ul style="list-style-type: none"> • Shiseido's commitment to contributing to a gender-equal society is strong, and the company will use the knowledge from the project for future initiatives (Findings 19, 21). • Girls who participated are motivated and will build their career on the experiences from this project (Finding 20). • Although teachers are willing to continue the awareness-raising program, there is no mechanism to invite gender experts and provide similar incentives to motivate students (Findings 20, 22). • The UN Women JLO will continue its efforts to advocate for gender equality, but on a smaller scale (Finding 23). 	<ul style="list-style-type: none"> • Shiseido is a well-established company, and the objective of the project is strongly aligned with the company's strategy under diversity and inclusion. • The capacity-developing model allowed participants to explore their own solutions to gender issues. • Similar programs have not been implemented, and teachers do not have ways to seek advice. • The UN Women JLO is unable to continue a similar program as one of its ordinary duties.

Gender Equality and Human Rights	Relatively High	<ul style="list-style-type: none"> • The project listened to the voices of beneficiaries to design the awareness-raising program (Finding 24). • The project rolled out to local cities to include areas where intervention needs are high (Finding 24). • Boys' participation was limited (Findings 10, 24). 	<ul style="list-style-type: none"> • The initial assessment was performed in participatory manner. • The needs for intervention were assessed and incorporated into the project design. • Collecting gender data and analysis of gender trends was not done in systematic manner.
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6. RECOMMENDATIONS

This section presents recommendations that may be used for future programming. The recommendations have been developed based on the final evaluation findings and conclusions. They are also subject to validation by UN Women and Shiseido counterparts²⁶.

For UN Women:

A) Effective use of new networks for further advocacy of gender equality in Japan

➤ **In relation to Evaluation Conclusion 1, 3**

➤ **Timeline:** Advocacy events in 2020

➤ **Recommendation:**

Through this project, many high school students, university students, Shiseido members, and members of the general public learned about UN Women and gender equality. UN Women should cherish and utilize the network of new UN Women fans that have been recruited through the project and maintain the connection by inviting them to participate in upcoming events and activities to further deepen their understanding of gender equality and women's empowerment and motivate them to take action.

B) Project management

➤ **In relation to Evaluation Conclusion 4**

➤ **Timeline:** Immediately and at the time of new proposal

➤ **Recommendation:**

We recommend that the UN Women JLO, the headquarters, and the regional office consult and develop a clear and common understanding of the business partnership schemes or other forms of business collaboration options that can be implemented in Japan. Then, if there are similar opportunities in the future, consult closely with the headquarters and consider the business case of the project (in relation to Finding 17).

For Shiseido:

A) Raising awareness of the younger generation

➤ **In relation to Evaluation Conclusion 1, 2, 3**

²⁶ In the TOR, the validation meeting was planned to be held among UN Women, Shiseido and the Evaluation Team and also by inviting various stakeholders who participated in the project. However, due to the measures for preventing the spread of COVID-19, conference style validation meeting was cancelled. Instead, the preliminary findings and draft report were presented to UN Women and Shiseido by emails and the consultations were also done by emails.

➤ **Timeline:** At the next phase of programming

➤ **Recommendation:**

Shiseido has been making company-wide efforts to build a society in which women can play an active role. This project confirmed the importance and effectiveness of raising awareness of young Japanese women and men at an early stage. Various positive effects are expected by targeting young people who will be future leaders. It is recommended that Shiseido continue to take on leadership as a Japanese company to inspire young generations and to promote their innovative actions towards a gender-equal society.

7. LESSONS LEARNED

These lessons should be applied to a project that aims to strengthen the capacity of young women and men to act as “agents of change” for promoting gender equality.

Lesson 1. Target high school students and recognize high school teachers as important partners.

➤ **In relation to Evaluation Findings** 1, 5, 8, 9, 14, 20, 22

➤ **Time to apply lesson:** Design and planning stage

➤ **Measures to take (approach):**

(1) Target high school students

High school students have a vague hope and anxiety for the future. Girls and boys are undecided about their career choice and the way they wish to live their lives. Providing the right knowledge and information can have a significant impact on their future plans.

(2) Active involvement of high school teachers

From the perspective of ensuring sustainability, it is important to work with schools to gain support from teachers and to incorporate workshop content into existing curriculums. It is desirable that a network and information exchange mechanism between schools and between students be established at an early stage.

➤ **Expected effects:** High school students are capable of absorbing new knowledge and expected to engage in innovative activities with teacher’s enthusiasm and careful guidance.

➤ **Risks (considerations):** Teachers do not always have gender expertise, and students may go the wrong way unnoticed in their own search process. UN Women can monitor the progress and provide consultations.

Lesson 2. Develop a mechanism to ensure motivation for active participation

➤ **In relation to Evaluation Findings** 5, 8, 9, 11, 13, 14, 15, 24

➤ **Time to apply lesson:** Design and planning, and implementation stage

➤ **Measures to take (approach):**

(1) Select a role model as a lecturer/guest speaker:

At the workshop, people who are not bound by gender stereotypes, such as women who are active in the workplace or men who take long-term parental leave, will be invited as guest speakers to exchange opinions.

(2) Topics to raise awareness of gender issues in the domestic context:

Focusing on international initiatives such as SDGs is very effective, given the increasing

interest of the Japanese government, businesses sectors, and educational contexts. However, when explaining each goal to solve gender inequality in Japan, it is better to make use of the examples of gender gaps in Japan to familiarize students with Japanese social issues. Examples of gender gaps in Japan in relation to goals are poverty of elderly women (Goal 1: NO POVERTY), malnutrition of children in single-mother families (Goal 2: ZERO HUNGER), and gender differences in causes of death (Goal 3: GOOD HEALTH AND WELL-BEING).

(3) Development and use of workshop materials with boys' and men's perspectives

In Japan, where the gender gap in education is small, it is difficult for boys to understand why women need to be empowered. Utilize the various cases created by HeForShe to review the program to effectively engage men and boys.

(4) Events and networking to exchange experience between high schools

For students, competing with multiple schools, such as in a school contest, increases their motivation. The announcement of the event will also attract media interest and promote public relations. Building a network between schools also increases the sustainability of the effects.

(5) Promoting participation from local areas

It is necessary to provide a system for subsidizing travel expenses so that participation of local students is not hindered.

- **Expected effects:** Given the right motivation, high school students will explore and challenge, which contributes to the effectiveness of their capacity development.
- **Risks (considerations):** When planning an event to allow students to compete, the fairness of the screening must be ensured. Involve a highly transparent screening process by appropriate judges with gender and other specialties.

Lesson 3. Identify key stakeholders at an early stage and establish a consultation and cooperation mechanism for creating synergy and attaining sustainability.

- **In relation to Evaluation Findings** 5, 10, 11, 16, 17, 22, 23, 24
- **Time to apply lesson:** Design and planning, and implementation stage
- **Measures to take (approach):**

(1) Identifying institutions

Institutions in various sectors need to be identified:

- Institutions with knowledge and networks with high schools that are likely to participate in this type of project (high schools interested in connecting with companies and international organizations)
- Institutions with expertise in private company initiatives in empowering women at the workplace
- Institutions with knowledge of domestic cases of gender inequality and national initiatives for gender equality

Examples of these key stakeholders in Japan include

- the section in charge of Super Global High Schools in the Ministry of Education, Culture, Sports, Science and Technology;
- the section in charge of the Act on the Promotion of Female Participation and Career Advancement in the Workplace in the Ministry of Health, Labor and Welfare; and
- the research section in the Cabinet Office's Gender Equality Bureau.

(2) Create synergy

Through the mechanism, obtain cooperation in project activities, such as recruitment of participating high schools, development of teaching materials in the context of Japan, and requesting lecturers from private companies.

(3) Discuss exit strategy

Discuss how each institution can internalize project achievements in institutional systems so that they can achieve the final goal (a gender-equal society in our lifetime).

- **Expected effects:** Establishing a consultation and cooperation mechanism with related institutions will increase the commitment to and sustainability of the project.
- **Risks (considerations):** When establishing a mechanism, it is important to set goals and determine the scope of cooperation based on the capacity and availability of human resources of the implementing agency.

TERMS OF REFERENCE (TOR)

Final Evaluation of the UN Women Project "Raising awareness of gender equality ("GE") among young people" UN Women Japan Liaison Office

I. Background

In Japan, the Constitution guarantees equality of all the people before the law, and there shall be no discrimination in political, economic or social relations because of race, creed, sex, social status or family origin; restrictions on women's civil liberties have been eliminated.

The gender gap, however, persists in the country. The Global Gender Gap Report showed the lower ranks of Japan from 2016 to 2018 in a row: 111th of the 144 countries in 2016, 114th of 143 countries in 2017, and 110th of the 149 countries. The findings of the reports indicate that there is a need for a move beyond a top-down government approach to the greater involvement in and ownership of efforts to promote gender equality in Japanese society at all level.

UN Women implements a youth strategy, focused on young women and prioritized work with young men as partners in transforming gender relations. UN Women intends to harness the potential energy and partnerships with young women and young men across the world, in order to promote gender equality and achieve the Sustainable Development Goals (SDGs), with a focus on Goal 5. The UN Women youth and gender equality strategy is grounded in the Conventions on the Elimination of All Forms of Discrimination against Women (CEDAW), the Beijing Platform for Action, the United Millennium Declaration, the World Programme of Action for Youth, the 2030 Agenda for Sustainable Development, the global review and commemoration of Beijing+20, and the adoption of SDG 5.

Against the backdrop in Japan and in view of the potential of the youth in transformation of gender relations in the society, UN Women Japan Liaison Office (JLO), with the generous support of Shiseido Corporation (Shiseido), launched an advocacy and capacity building project, 'Raising awareness of gender equality among young people,' in Japan in April 2017. The goal of the project is to contribute to achieving gender equality and empowering women and girls in Japan through raising awareness of the gender equality and developing capacities of the students of high schools and universities as agents of change. Also, the key targets of the project included employees of Shiseido to approach closing the gender gap from the corporate side. The project took a single-year cycle of activities, which continues a total of three years from April 2017 to March 2020.

The target beneficiaries of the projects are linked to the conclusion of observations of the Committee on the Elimination of Discrimination against Women (CEDAW) on the periodic reports of Japan in March 2016. The youth would play a big role in transformation of gender relations in the society, and CEDAW urged that the Japanese government needed "to intensify its efforts to change social norms that reinforce the traditional roles of women and men and to advocate positive cultural traditions that promote the human rights of

women and girls¹". Raising awareness of gender equality among the employees of Shiseido, one of the largest Japanese global companies, also contributes to Japan for an observation of CEDAW, which urged Japan to close the gender gap in employment² .

II. Description of the programme/project

The project takes a single-year cycle i.e. activities were planned at the beginning of each cycle and expected to be completed within a year. After the completion of each cycle, UN Women JLO and Shiseido reviewed the outputs of the cycle and developed an annual plan for the next round.

To advance gender equality and empower women and girls in Japan, the project objective was to contribute to improving the understanding and capacity of the identified stakeholders, including female students, to gain knowledge of gender and reflect skills on gender into their lives.

The common outcomes set in agreements for the three years were:

- 1) increased awareness of gender equality among target groups (i.e. students, Shiseido employees, the general public) in Japan; and
- 2) enhanced capacities of young women and men with skills in promoting gender equality.

In addition to the above, two other outcomes were added in the third year due to further strengthening the element of advocacy and communications and evaluation:

- 3) enabling environment and space to be created in support of advocacy and communications of the project; and
- 4) project activities to be managed effectively and efficiently to maximize the impact of the project.

The HeForShe solidarity movement³ was employed as the theme and important component of the project, taking different roles, such as a tool for promoting gender equality and an indicator in monitoring the project for capturing the number of people who have committed to HeForShe from Japan and employees of Shiseido to promote gender equality.

A multi-pronged approach was taken for the project given the different key targets, high school students, university students, and Shiseido employees, in conjunction with the promotion of the HeForShe solidarity movement.

¹ Convention on the elimination of All Forms of Discrimination against Women, 2016: Concluding observations on the combined seventh and eighth periodic reports of Japan, P. 6, accessible at <http://docstore.ohchr.org/SelfServices/FilesHandler.ashx?enc=6QkG1d%2FPPrICAqhKb7yhsryr9E9fM8JLxSfpAS5QTBCjaoYUCJTappT6L0KnewZnWVtHe85eNjSs33vAagefQMoJwEB%2F0mSHGEkj2WYIs2nowb3UzQMbP33RdhEo%2FKT%2B8kHzbmysGZmoa5jDIDkrlA%3D%3D>

² "(a) To Intensify efforts under the Act on the Promotion of Women's Participation and Advancement in the Workplace, 2015, the Labour Standards Act, and other relevant laws, to eliminate structural inequalities and occupational segregation and to reduce the gender pay gap by enforcing the principle of equal pay for work of equal value"

"(b) To intensifies efforts to promote the use of flexible working arrangements and Introduce shared parental leave to encourage men to participate equally in childcare responsibilities; and ensure the provision of adequate childcare facilities." (P.12, same above)

³ The HeForShe solidarity movement was initiated by UN Women in 2014 to provide a systematic approach and targeted platform where a global audience can engage and become change agents for the achievement of gender equality. For more information, access at <https://www.heforshe.org/en>

1) For high school students

An advocacy programme, the main component of the project, was developed to a series of activities: workshop on gender equality, self-group study, a video-presentation competition, and, for selected students, presentation at a public presentation event. The number of participating high schools has been increased every year and the reach expanded across Japan during the third year.

2) For university students

The above advocacy programme was also held for students of the three universities in 2017, while the project in 2018 did not target university students. University students in 2019 again became a key target for coaching to develop their capacities to enable to advocate gender equality and empowerment of women at campuses or outside of their universities.

3) For Shiseido employees

To raise awareness of gender equality among the employees, the activities included development of a HeForShe corporate page, the organization of the HeForShe in-house events, and monitoring the number of the commitments from the employees. In the project 2019, training of trainers was planned for enhancing skills and increasing knowledge of HeForShe among employees.

The scope of the strategy included the increase in the number of HeForShe commitments in Japan as the result of the above activities.

Below is the list of the project's budget for each year; each project period is between April and March of the following year.

2017: US\$ 283,400 (= JPY 30,300,000)

2018: US\$ 283,400 (= JPY 30,300,000)

2019: US\$ 426,400 (= JPY 45,360,000)

III. Purpose

UN Women is committed to strengthening its role in providing key stakeholders with knowledge on progress toward and the 'how-to' of achieving gender equality in countries worldwide. The evaluation will capture the lesson learned and ensure the accountability of the UN Women for the implementation of the project. The final evaluation is mandatory, articulated in a project document and an agreement with Shiseido Corporation, a donor for the project. The evaluation report will be posted on the [Global Accountability and Tracking of Evaluation Use \(GATE System\)](#)⁴, designated by UN Women, and the link will be disseminated by using communication tools of UN Women Japan Liaison Office. The key users and target audience of the evaluation include Shiseido, relevant ministries of the Japanese Government, such as Ministry of Foreign Affairs, the Cabinet Office, and Ministry of Education, Culture, Sports, Science and Technology (MEXT). Also, the target audience includes implementors in the fields of education, youth engagement, and gender in Japan. High school teachers in charge of classes of gender and the Sustainable Development Goals, particularly those who participated in the project, are also another targets.

⁴ GATE System is an on-line based Information Management System, which facilitates UNWOMEN's effort to strategically plan and effectively use evaluations for accountability, management for results, and knowledge management.

IV. Objectives

Below is the list of the objectives of the evaluation:

- a) analyze the relevance of the project strategy and approaches to strategies of UN Women and alignment with international agreements and conventions on gender equality and women's empowerment;
- b) validate project results based on targets of each outcome and output in donor agreements;
- c) analyze the achievements and/or weaknesses of advocacy components of the project at different levels, such as
 - a. awareness of gender equality and empowerment of women among the key targets;
 - b. behavioral changes of the participants; and
 - c. influence on the people around the targets.
- d) examine how to/what extent the project contributed to the above and identify and document at least three lessons learned or best practices to inform future work of the various stakeholders in addressing gender equality;
- e) assess the potential for sustainability of the results and the feasibility; and
- f) analyze how the human rights approach and gender equality principles are integrated into implementation.

Key evaluation questions:

Relevance

- To what extent is the project strategy and approaches aligned with the strategies of UN Women and international agreements and conventions on gender equality and women's empowerment?

Effectiveness

- To what extent were the expected outputs and outcomes achieved? In particular, to what extent was the capacity of the beneficiaries developed? Do they maintain or develop their views on gender after their participation? What did contribute to the positive outcomes? Were there any unintended results? If so, how did they happen?

Efficiency

- To what extent do the management structure of the project support efficiency for programme implementation?

Sustainability

- Have any mechanisms for promoting gender equality been institutionalized in Shiseido and schools that participated in the project?

Gender Equality and Human Rights

- To what extent have gender and human rights considerations been integrated into the project design and implementation?

V. Scope of the evaluation

The evaluation will target the entire project life but from April 2017 till the onset of the evaluation, rather than March 2020 as some activities of the project for the third round are still underway.

The evaluation will employ a two-pronged approach for 2017-2018 and 2019 due to several reasons: an existing evaluation, different activities by year, and the limitation of the time and resources. An external Evaluator team has conducted a mid-term evaluation for activities of 2017 and 2018. Therefore, the final

evaluation will cover 2017-2018 by using the results of the mid-term evaluation and, if any, complementing the results through additional conduct of evaluation in a framework of the final evaluation. Due to the limitation of the time and resources, the evaluation for 2019 may focus on selected locations for collection and analysis, while it ensures the most effective and efficient ways and collection of disaggregated data, including geographical balance.

The thematic coverage of the whole evaluation includes gender equality and women's empowerment, SDGs and gender, as well as youth development, such as capacity development of the participating students.

The scope of the evaluation follows the strong focus of the project: the advocacy to high school students. The main component of the project had a series of activities in the project to increase awareness of gender equality and enhance the capacities of the students.

It will find out whether the participants have increased their understanding of gender issues, whether they have enhanced their capacities for promoting gender equality, and whether they increased motivation for engaging in gender topics through the participation in the project. It also analyzes what was effective in the series of activities and which part(s) of the activities need improvements.

The informants may include students who passed screening of their presentation videos and presented their solutions to gender issues at the United Nations University and also who have submitted their presentations but not pass the screening.

VI. Evaluation design (process and methods)

The evaluation will be carried out in accordance with UNEG Norms and Standards and Ethical Code of Conduct and UN Women Evaluation Policy and guidelines, which includes the [Evaluation Policy](#), the GERAAS evaluation report quality checklist, the [United Nations System-wide Action Plan Evaluation Performance Indicator](#) (UN-SWAP EPI) and UN Women's [Evaluation Handbook](#). These guiding documents serve as the frame of reference in the process of evaluation for ensuring compliance with the various requirements and assuring the quality of the evaluation report. Explicit emphasis will be placed on the integration of gender equality and human rights principles in the evaluation focus and process.

The evaluation will be based on the methodology described below, which will be further discussed with the project partner and consulted and validated by the UN Women Regional Evaluation Specialist for Asia and the Pacific.

- The final evaluation will be summative (backward looking), which will employ a non-experimental design that measures change at the end of the programme.
- The evaluation will also be aimed at promotion of inclusion and participation by employing gender equality and human rights responsive methodological approaches with a focus on the mix of the utilization and feminist approaches⁵.
- The final evaluation is gender-responsive that applies mixed-methods (quantitative and qualitative data collection methods and analytical approaches).

⁵ The utilization approach means in the evaluation that it promotes intended use by intended users, such as Shiseido and UN Women, with a strong focus on their participation throughout the evaluation process. The feminist approach means that this evaluation addresses and examines opportunities brought by the project to reverse gender inequalities in Japan and prioritizes experience and voices of the female students and employees of Shiseido.

The methodology for the final evaluation shall include the following:

- a) **Preliminary desk reviews** of all relevant documents on the project, the project documents, monitoring reports, data from means of the verifications of activities, donor reports (progress reports), a mid-term evaluation report, project publications, workshop materials such as presentations, videos of the presentations and interview at the public event on 6 October 2019, relevant webpages to the project, video recording, etc.

Based on the scope of the evaluation in Chapter V, the Evaluator is expected to develop a sampling frame (area, rationale for selection, mechanics of selection, limitations of the sample) through the desk reviews.

- b) **Methods such as survey, individual and group discussions, and in-depth interviews** with key stakeholders: a series of semi-structured interviews and focus groups with the project management team, counterparts of Shiseido, and beneficiaries are envisaged to be conducted under this stage. This can include survey with both quantitative and qualitative perspectives among participants in different activities. It can include relevant people around beneficiaries, including parents of the students and teachers, as well as experts who cooperated with UN Women in the project.
- c) If any unintended cases were found, the comparative analysis should be made between those cases. Japanese language should be used considering the language proficiency of the beneficiaries.

The consultative element of the evaluation is crucial for building up a consensus about the project's overall rationale and desired outcomes. Data from different research sources will be triangulated to increase its validity. Interviewees outside of Tokyo will be reached out as well.

The proposed approach and methodology have to be considered as flexible guidelines rather than final requirements; and the Evaluator will have an opportunity to make their inputs and propose changes in the evaluation designs. It is expected that the Evaluator will further refine the approach and methodology and submit their detailed description in the proposal and an inception report.

However, respect for confidentiality in dealing with the information must be guaranteed in any cases, particularly as the project targeted high school students. An agreement with each respondent must be made before research, to ensure the confidentiality for the use of the information, unless such agreements had not been made. Therefore, the Evaluator should detail a plan on how informed consent, protection of subjects and respect for confidentiality will be guaranteed.

The Evaluator also should take measures to ensure data quality, reliability⁶ and validity⁷ of data collection tools and methods and their responsiveness to gender equality and human rights; for example, the limitations of the sample (representativeness) should be stated clearly and the data should be triangulated (cross-checked against other sources) to help ensure robust results.

Phases of the Evaluation

At the phase of the preparation, a UN Women Evaluation Manager will hold an inception meeting, facilitating the Management and Reference Groups and the Evaluator.

⁶ Reliability is consistency in results using the same method.

⁷ Validity refers to the degree to which the evaluation and its data collection tools are measuring the concepts intended to be measured.

As the phase of the conduct, the Evaluator are expected to conduct desk review and submit an inception report, which will contain the purpose, objectives, and scope of the evaluation. It can also include programme theory or theory of change, methods and analysis frameworks, review of documentation, data collection procedures and sources, and a work plan with associated activities, deliverables, timetable, roles and responsibilities, as well as travel and logistical arrangements for the evaluation.

After the inception report, reporting will be made several times through presentation of preliminary findings, a draft of the report, and the submission of the final report. The reporting must have at least three best practices and lessons learned and recommendations, to which the Management Group will respond. The draft report will be shared and discussed with the Reference Group. The final reporting will be made at a validation meeting in late March, to share the findings, best practices and lessons learned, and the recommendations with key stakeholders, such as the Management and Reference Groups, as well as an Informational groups such as teachers, experts, and government representatives.

The final report will be uploaded to the website of UN Women, Global Accountability and Tracking of Evaluation Use (GATE System), with the management response and disseminated to relevant stakeholders, including informants.

The language for the reports must be in both English and Japanese, for ensuring that the information is made accessible and barrier-free to key local stakeholders.

VII. Stakeholder participation

UN Women JLO took the primary role of the planning, implementation, and monitoring of the project, in cooperation with Shiseido and with the support of other key partners, such as academic and government institutions, and corporate IMPACT Champions.

Shiseido was a donor and a partner throughout the whole period of the project. They jointly prepared and implemented the project, in particular, the advocacy programme for high school students. Also, the counterparts took the main role of the programmes that targeted Shiseido employees.

Different stakeholders joined different activities.

1) An advocacy programme for high school students

- Representatives of Ministry of Foreign Affairs (MoFA) and the Cabinet Office in 2017, Ministry of Economy, Trade and Industry in 2018, and Ministry of Education, Culture, Sports, Science and Technology (MEXT), in 2019 joined the public presentation event to provide feedback on students' ideas and solutions to gender issues. Among others, MEXT in 2019 supported information dissemination of the project among schools and joined the screening of students' presentations. MoFA participated in the public event as a supporting body for three years. A representative of the Gender Equality Bureau of the Cabinet Office also gave remarks at the public event in 2019.
- A representative of Gender Action Platform, a CSO, played important roles at different stages: screening presentations, advising on the public events, joining it as a panelist and commentator on students' presentations.
- Two professors of gender studies joined the event as panelists and commentators in different years
- An editor of Huffington Post took the role of another commentator for three years.
- Representatives of the corporate IMPACT Champions also acted commentators: McKinsey & Company

in 2017, PricewaterhouseCoopers Aarata LLC in 2018, and Barclays in 2019.

2) Activities for university students

- Universities and CSOs, such as Nagoya University, Ochanomizu University, Sophia University, and Osaka YWCA, helped students to develop their skills and organize events in different ways, including sponsoring events and coordinating with UN Women in 2019.

Management Group, Reference Group, and Informational Group

UN Women staff will comprise **the Management Group**. The members are Japan's Director, a Regional Evaluation Specialist for Asia and the Pacific, an Evaluation Manager of UN Women JLO, and a Gender Project Consultant.

The counterparts of Shiseido will be in **the Reference Group** given their various important roles taken in the project. Against such a backdrop, their active participation is required for the whole evaluation period: inputting the ToR, providing information resources to the Evaluator, reviewing reports, and joining a validation meeting.

There are other key stakeholders to be considered as **an informational group**, who will provide inputs and feedback to evaluation results, such as experts from different fields who joined screening and events for students' presentations, and teachers who constantly participated in the advocacy programme for three years. The informational group is primarily expected to join the validation meeting. Also, the group will help conduct evaluation through the provision of the information, where appropriate.

The Evaluator will ensure the voices of the beneficiaries of the project in the evaluation. The beneficiaries will input their views and feedback on their participation and the project. As many of the beneficiaries are minors, ethical safeguards, in line with the UNEG Ethical Guidelines, will be employed to protect their privacy, dignity, and safety and to avoid harm in any form.

VIII. Time frame

Task	Time frame	Person Responsible
Inception phase (Inception meeting and report)	2 weeks (post contract signing)	Evaluator
Conduct stage (data collection)	3 weeks (post inception report submission)	Evaluator
Reporting stage (analysis and presentation of preliminary findings)	3 weeks (post final data collection)	Evaluator
Validation meeting	1 day	UN Women Evaluation Manager
Use and follow-up	6 weeks post final report	UN Women Evaluation Manager

IX. Expected deliverables

The Evaluator is expected to submit an inception report, a PowerPoint presentation, and a final evaluation report with executive summary and brief that highlights key evaluation findings and conclusions from the whole period. The report must provide at least three lessons and learned and recommendations.

Deliverable	Time frame for submission	Person responsible
Desk review and an inception report - quality review and consultations with Reference Group will be conducted, including evaluation matrix, data collection tools, plan for ethical adherence. The inception report should be presented in PPT format to the ERG.	14 February 2020	The Evaluator
Data collection	20 February 2020	The Evaluator
PowerPoint Presentation on preliminary findings, lessons learned, and recommendations - quality review and consultations with Reference Group will be conducted.	6 March 2020	The Evaluator
Draft of the final report, including annexes - quality review and consultations with Reference Group will be conducted.	20 March 2020	The Evaluator
Reporting at a validation meeting - Key stakeholders, including UN Women, Shiseido, experts, and teachers, will provide feedback.	In late March	The Evaluator
Final evaluation report and executive summary in both English and Japanese; and a brief for dissemination in both English and Japanese	31 March 2020	The Evaluator

The Evaluator ensures strict adherence to UN Women's policy on data security and ownership of all the collected data for the evaluation will be given to UN Women.

X. Management of evaluation

The management structure as per the table below:

Actors and accountability	Roles and Responsibilities
UN Women Japan's Director	<ul style="list-style-type: none"> • Safeguard of the independence of the evaluation exercise and ensure quality of the evaluation • Prepare a management response that addresses the findings and recommendations to ensure future learning and inform implementation of relevant projects • Lead the Management Group
Evaluation Manager - Gender Project Manager	<ul style="list-style-type: none"> • Manage the day-to-day aspects of the evaluation. • Provide inputs from the project perspective • Participate in the review of the evaluation methodology • Observe the evaluation process • Facilitate the process by providing available documents, data and contacts

	<ul style="list-style-type: none"> • Organize a validation meeting • Comprise the Management Group
Gender Project Consultant	<ul style="list-style-type: none"> • Provide inputs from the project perspective • Facilitate the process by providing available documents, data and contacts • Support organization of the validation meeting • Comprise the Management Group
Regional Evaluation Specialist	<ul style="list-style-type: none"> • Support the UN Women Japan Liaison Office on all stages of the evaluation management, providing guidance and quality assurance. • Comprise the Management Group
Reference Group - Counterparts of Shiseido	<ul style="list-style-type: none"> • Participate in various steps of the evaluation management process, such as inception meeting and commenting on draft reports.
Evaluator	<ul style="list-style-type: none"> • Conduct the evaluation and be responsible for the relevant deliverables • Communicate with the Management Group, whenever needed

The evaluation management structure will be composed of the coordinating entity (Management Group) and the consultative body (Reference Group).

The Management Group will be responsible for the management of the evaluation. It will coordinate the selection and recruitment of the Evaluator, manage a contractual agreement, budget and personnel involved in the evaluation, support the Reference Group, provide all necessary data to the Evaluator, facilitate communication between the Evaluator and the Reference Group, and review drafts and the final report and collate feedback and organize a validation meeting with the Evaluator.

The Reference Group will provide technical input over the course of the evaluation. It will provide guidance on key deliverables, including an inception report, the draft and full report of the final evaluation report, submitted by the Evaluator. It will also support the dissemination of the findings and recommendations.

XI. Evaluation team composition, skills and experiences

A firm or a research organization shall suggest the composition of an evaluator team with mix expertise on evaluation and gender equality and women's empowerment.

A team of evaluators should clearly detail the roles and responsibilities of all the team members, and the number of days each member shall work. CVs of all team members must be attached. Samples of the previous work should be included.

Qualifications for a team leader:

- At least Master's Degrees in social sciences, evaluation, development studies, education or related fields;
 - Extensive experience in conducting programme evaluations: 10 years for evaluation, with at least 3 years of exposure to work on gender and/or women's empowerment, with demonstrable skills and knowledge of evaluation designs, both qualitative and quantitative data collection and analysis;
 - Fluency in English and Japanese, with the ability to produce well-written reports demonstrating analytical ability and communication skills;
 - Display of integrity, by modeling the UN's values and ethical standards; and
 - Cultural, gender, religion, race, nationality and age sensitivity and adaptability.
- Also, experience with gender-responsive evaluations and excellent understanding and commitment to UN Women's mandate are desirable.

Qualification for each team member:

- At least undergraduate degrees in social sciences, evaluation, development studies, education or related fields;
 - At least 3-year experience in participating in programme evaluations;
 - Fluency in English and Japanese, with the ability to produce well-written reports demonstrating analytical ability and communication skills;
 - Display of integrity, by modeling the UN's values and ethical standards; and
 - Cultural, gender, religion, race, nationality and age sensitivity and adaptability.
- Also, experience with gender-responsive evaluations and excellent understanding and commitment to UN Women's mandate are desirable.

XII. Ethical code of conduct

Evaluations in the UN will be conducted in accordance with the principles outlined in both [UNEG Norms for Evaluation in the UN System](#) and by the [UNEG Ethical Guidelines](#).¹ These documents will be attached to the contract with the firm or research organization. Each evaluator team is required to read the Norms and Standards and the guidelines and ensure strict adherence to it, including establishing protocols to safeguard the confidentiality of information obtained during the evaluation. Also, the Evaluator must ensure ethical code of conduct, using [UN Women Evaluation Consultants Agreement Form](#) and [Code of Conduct for Evaluation in the UN system](#).

Composition of the Team and the Work Tasks

There are 5 consultants in the evaluation team (Table 1). Each member has relevant experiences that are required for this implementation.

Table 1 The composition of the evaluation team and the work tasks

Name		The work tasks
Sachiko MATSUMOTO	Project Manager / Evaluation Analysis 1	<ul style="list-style-type: none"> - Project management - Designing of evaluation plan - Literature survey and documents reviews - Data collection and integration of results of analysis - Preparation and giving presentation of the preliminary results - Drafting and finalizing a final report
Katsuyoshi TAKAKURA	Evaluation Analysis 2	<ul style="list-style-type: none"> - Literature survey and documents reviews - Data collection and analysis - Drafting and finalizing a final report
Sayuri KON	Evaluation Analysis 3	<ul style="list-style-type: none"> - Literature survey and documents reviews - Data collection and analysis - Drafting and finalizing a final report
Atsuo YAMAMOTO	Evaluation Analysis 4/ Administrator	<ul style="list-style-type: none"> - Literature survey and documents reviews - Data collection and analysis - Drafting and finalizing a final report - Supporting project operations
Nobuko FUJITA	Advisor	<ul style="list-style-type: none"> - Advising technical matters - Quality management of deliverables

Stakeholders Analysis Matrix

Who		What (the role)	Why	How	When	Priority
Duty bearers (decisions making)	Director of UN Women JLO	Duty bearer	Collaborate	Management Group	Throughout evaluation	High
Duty bearers (direct responsibility)	-Project Manager -Project Assistant	-Project Manager -Staff members	Collaborate	Management Group	Throughout evaluation	High
	Shiseido counterparts	-Funder –more than 50% -Partner	Collaborate	Reference Group	Throughout evaluation	High
Secondary duty bearers	Teachers/Professors (Women and Men)	Partner	Consult	Informational Group	Data Collection	High
	Gender experts	Advisor	Consult	Informational Group	Data Collection	Medium
Who		What (the role)	Why	How	When	Priority
Rights holders (beneficiaries)	High school students (Girls and Boys)	Primary beneficiary and rights holders	Consult	As an informant	Data Collection	High
	University students (Women and Men)	Primary beneficiary and rights holders	Consult	As an informant	Data Collection	Medium
	Shiseido employees (Women and Men)	Primary beneficiary and rights holders	Inform	As audience to be informed of the evaluation	Dissemination	Medium
	Students' family members	Secondary beneficiary	Inform	As audience to be informed of the evaluation	Dissemination	Low
	Students' friends	Secondary beneficiary	Inform	As audience to be informed of the evaluation	Dissemination	Low
Rights holder (no representation / negatively affected)	Not identified at the moment					

Evaluation Matrix

Evaluation Criteria	Key questions	Sub-questions	Indicators of data/ (corresponding collection method)	Collection methods	Data source	Assumptions
Relevance	To what extent is the project strategy and approaches aligned with the strategies of UN Women and international agreements and conventions on gender equality and women's empowerment?	-How was the process of the formulation of the project? In what way the strategies of UN Women and international agreements and conventions on GEEW is ensured in the project strategy and approaches?	-alignment with the strategies of UN Women (D) -alignment with international agreements and conventions on gender equality and women's empowerment (D)	-Document analysis	-Head of UNW JLO -UN Women project staff -UN websites -UN Women websites	-Information is available
	Have the project objectives been addressing the needs and interests of the target groups?	-What were the needs and interests, identified at the design stage?Did the project consult the targeted stakeholder groups in the formulation of the intervention? -Do the intervention meets the needs of the stakeholders?	-# of meetings with the stakeholders (D)(I) -evidence of needs assessment (D)(I) -opinion polls on Japanese gender norms (D) -evidence of achieved results (Data collected in Effectiveness)	-Document analysis -Interviews	-Head of UNW JLO -UN Women project staff -Shiseido counterparts -School teachers -High school students -Government's website	-Information is available
Effectiveness	To what extent were the expected outputs and outcomes achieved?					
	Outcome 1: Awareness of gender equality increased among youth, private sector and general audience.	-What is the achievement level of the indicators? -What are differences of result by sex? -What promoted or hindered the achievement? -Are their views maintained or developed after participation?	1.1. # of people from Japan committing to "HeForShe".(M) 1.2. # of Shiseido employees committed to "HeForShe" (Shifted from Output 1-1).(M) 1.3. # of participants report that they become aware of gender issues and gender equality (New indicator)(M) -evidence of contribution to the results (M)(I) -# of participants that maintained their views(S) -evidence of development in their views(S)(I)	-Document analysis -Monitoring Records -Interviews -Survey	-UN Women project staff -School teachers -High school students -Shiseido counterparts	-Information is available -School teachers, students are willing/able to meet
	Output 1.1: HeForShe campaign promoted within Shiseido Company Ltd	-What is the achievement level of the indicators? -What are differences of result by sex? -What are the contents of the information sessions and workshop. To what extent does it dressed gender issues and underlying causes of inequality? -What were the reactions of participants? -What were the opportunities or challenges in promotion?	1.1.1. # of interlocutors in Shiseido, trained by UNW on the use of "HeForShe" IEC materials(TOT).(M) 1.1.2. # of event to promote "HeForShe" by Shiseido.(M) 1.1.3. # of participants to the in-house event in support of "HeForShe" and for GE.(M) -evidence of contribution to the results(M)(I) -workshop materials(D)	-Document analysis -Monitoring Records -Interviews	-UN Women project staff -Shiseido counterparts	-Information is available
	Output 1.2: HeForShe campaign promoted among youth and general audience.	-What is the achievement level of the indicators? -What are differences of result by sex? -What are the contents of the information sessions and workshop. To what extent does it dressed gender issues and underlying causes of inequality? -What were the reactions of participants? -What were the opportunities or challenges in promotion?	1.2.1. # of people informed about "HeForShe" at information sessions.(M) 1.2.2. # of students informed about "HeForShe" at the workshop (New Indicator).(M) -workshop materials(D) -contents of information sessions(D) -evidence of contribution to the results (M)(I)	-Document analysis -Monitoring Records -Interviews	-UN Women project staff -Shiseido counterparts	-Information is available
	Outcome 2: Skills and capacities in promoting GEEW increased among youth (High school and University students)	-What is the achievement level of the indicators? -What are the contents of the submitted presentations? To what extent does it advocate GE. -What are differences of result by sex? -What promoted or hindered the achievement level? -Are their views maintained or developed after participation?	2.1. # of participants report that their capacities to advocate for gender equality has strengthened(S) 2.2. # of advocacy event organized at or for University in support of the project (Shift from Output 2.2).(M) -evidence of presentation and advocacy events (M) -evidence of contribution to the results (M)(I)	-Document analysis -Monitoring Records -Interviews -Survey	-UN Women project staff -School teachers -High school students -Shiseido counterparts	-Information is available -School teachers, students are willing/able to meet and access online survey
	Output 2.1: High school students participated in the awareness program.	-What is the achievement level of the indicators? -What are differences of result by sex? -What promoted or hindered participation in the awareness program. -What are the contents of the program. To what extent does it dressed gender issues and underlying causes of inequality?	2.1.1. # of schools participated(M) 2.1.2. # of participants of the workshops on gender equality(M) -evidence of the contribution to the results (M)(I)(S) -workshop materials(D)(M)	-Document analysis -Monitoring Records -Interviews -Online survey	-UN Women project staff -Shiseido counterparts -teachers -High school students	-Information is available -School teachers, students are willing/able to meet
	Output 2.2: University students participated in advocacy events.	-What is the achievement level of the indicators? -What are differences of result by sex? -What are the contents of the proposals? To what extent does it dressed gender issues and underlying causes of inequality?	2.2.1. # of Universities reached out. 2.2.2. # of event proposals submitted by students. -evidence of submitted proposal (M)	-Document analysis -Monitoring Records	-UN Women project staff -Shiseido counterparts	-Information is available
	Outcome 3: Enabling environment for advocacy activities on GEEW (project promotion through media)	-What is the achievement level of the indicators? -To what extent articles/news addressed gender issues and underlying causes of inequality?	3-1. # of published articles/news program mentioning the project activities.(M)(W) -evidence of promotion of GEEW in articles/news (D)(W) -evidence of enabling effects (I)	-Document analysis -Websites -Monitoring Records -Survey -Interview	-UN Women project staff -websites -High school teachers -School students	-Information is available
	Output 3.1: HeForShe Japanese website development: Output 3.2.: Project promotion video produced and available online: Output 3.3: Project booklet disseminated:	-What is the achievement level of the indicators? -To what extent developed materials addressed gender issues and underlying causes of inequality?	3.1. # of page view (PV)(M) 3.2.# of page view (PV) (M) 3.3.# of copies distributed (M) -evidence of contents (D)(M)	-Document analysis -Monitoring Records	-UN Women project staff -UN women websites -other websites	-Information is available
	To what extent assumption at the Output level such as supportive attitudes of Schools and teachers influence the achievement result of Outcomes?	-How supportive were the school and teachers to develop capacities of students? -What are the differences of results by sex? -What promoted and hindered the achievement levels?	-# of participants that received support by schools and teachers (S) -evidence of the contribution to the results (I)(D)	-Survey -Interviews -Document analysis	-Highschool students -School teachers -High school students -School websites	-Information is available -School teachers, students are willing/able to meet and access online survey
	Did the intervention clearly lead to the realization of actions for GE among young women and men?	-What actions did participants take for GE. to What extent participants utilized their knowledge and skills developed by this project? -To what extent students increased motivation for engage in gender topics? -What promoted and hindered their actions?	-# of behavior change among high school students (S) -# of students that they increased their motivations (S) -evidence of the contribution to the results (I) (D)	-Survey -Interviews -Document analysis	-Highschool students -School teachers -School websites	-Information is available -School teachers, students are willing/able to meet and access online survey
	Were there any unintended effects by the intervention?	-Were they positive or negative (backlash) and in which ways did they affect the different stakeholders?	-# of unintended effects, both positive and negative (S) -evidence of events (I)(D)	-Survey -Interviews -Document analysis	-Highschool students -School teachers -School websites	-Information is available -School teachers, students are willing/able to meet and access online survey
	Were there any changes of thoughts, perspectives, attitudes, and behaviors other than GE?	-Were they positive or negative and in which ways did they affect different stakeholders?	-# of change in behaviors, thoughts, perspectives, attitudes other than GE among high school students (S) -evidence of the contribution to the results (I)(D)	-Survey -Interviews -Document analysis	-Highschool students -School teachers -School websites	-Information is available -School teachers, students are willing/able to meet and access online survey

Efficiency	To what extent do the management structure of the project support efficiency for project implementation?	-What is the management structure of the project and if it had changed during the project implementation, why? -Were there any constraints to manage project activities? What level of effort was made to overcome challenges?	-project management structure (D)(I) -evidence of the contribution to the results (I)	-Document analysis -Interviews	-Head of UN Women -UN Women project staff -Shiseido counterparts	-Information is available
	-Were the intervention resources used in an efficient way to address HR &GE in the implementation?	-Was the use of intervention resources to address GE in line with the corresponding results achieved? -What were the reasons for adding outcomes 3 and 4 in 2019? -Did the indicator collected was disaggregated by data?	-achievement level of each indicators (data from Effectiveness) -evidence of the contribution to the results (I)(D)	-Document analysis -Monitoring records -Interviews	-Head of UN Women -UN Women project staff -Shiseido counterparts	-Information is available
Sustainability	Have any mechanism for promoting gender equality been institutionalized in Shiseido and schools that participated in the project?	-Is there any new rules and guidance related to GE? - Is there any changes in the school curriculum related to GE? To what extent the intervention contributed to the changes?	-# of institutional changes (D) (I)(S) - evidence of the contribution to the results(I)(D)	-Document analysis - Interview -Survey	-UN Women project staff -School teachers - Shiseido counterparts - websites	-Information is available -School teachers are willing/able to meet
	In what ways will UNW JLO maintain the positive effects developed through this project?	-What are the plan of UNW JLO to promote GEEW to Japanese youth for the coming year? How those will be linked to this project.	-the next year plan for the youth advocacy activities(I)(D)	-Document analysis - Interview	-Head of UN Women -UN Women project staff	-Information is available
	To what extent do stakeholders have confidence that they will be able to build on the HR &GE changes promoted by the intervention?	-What is the level of the confidence on advocating GE? - What promotes or hinder?	-# of students who feel confidence (S) - evidence of the contribution to the results (I)	- Survey - Interview	- High school students -School teachers	-Information is available -School teachers, students are willing/able to meet and access online survey
Gender Equality and Human Rights	To what extent have gender and human rights considerations been integrated into the project design and implementation?	-For each activities conducted by the project, to what extent were the most vulnerable groups engaged in the activities (these could be LGBTI, children with disabilities, or others)? -What measures were especially designed to ensure the participation of the most vulnerable groups? How effective were those measures? Why? -How were the steps to recruit participants? Is there any obstacles for particular stakeholders?	-# of participants who are identified as the most vulnerable groups (D) - evidence of the contribution to the results (I) -evidence of activities (M) (D) -flow chart of participation process (D)(M)	-Survey -Interview -Document analysis -monitoring records	-UN Women project staff -Shiseido counterparts -School teachers	-Information is available -School teachers are willing/able to meet and access online survey

ANNEX 5.

The Original Plan of the Results and Indicators

Results	Indicators
<p>Outcome 1: Awareness of gender equality among target groups to be increased through promoting “HeForShe” in Japan.</p>	<p>Number of people from Japan committing to “HeForShe”.</p>
<p>Output 1.1. Awareness of gender equality in Shiseido to be increased through the promotion of the “HeForShe”.</p>	<p>1.1.1. Number of Shiseido employees committed to “HeForShe”.</p> <p>1.1.2. Number of interlocutors in Shiseido, trained by UNW on the use of “HeForShe” IEC materials</p> <p>1.1.3. Number of event to promote “HeForShe” by Shiseido</p> <p>1.1.4. Number of participants to the in-house event in support of “HeForShe” and for gender equality</p>
<p>Output 1.2. Awareness of gender equality in the youth and general audience to be increased through the promotion of the “HeForShe”.</p>	<p>1.2.1. Number of people is informed “HeForShe” at information sessions</p>
Results	Indicators
<p>Outcome 2: Skills and capacities of young women and men in promoting gender equality to be enhanced.</p>	<p>Number of participants report that their capacities to advocate for gender equality has strengthened.</p>
<p>Output 2.1. High school students nudged to champion the gender equality and their capacity fostered to act as agents of change.</p>	<p>1.1.1. Number of high schools participated</p> <p>1.1.2. Number of participants to the workshops on gender equality</p>
<p>Outputs 2.2. University/graduate school students to lead the narrative development on gender equality and empowerment of women through</p>	<p>2.2.1. Number of universities reached out</p> <p>2.2.2. Number of event proposals submitted by students and delivered at</p>

workshop, event, advocacy campaign etc.	University 2.2.3. Number of advocacy event organized at or for University in support of the project
Results	Indicators
Outcome 3: Enabling environment and space to be created in support of advocacy and communications of the project	Number of published articles/news program mentioning the project activities
Output 3.1. HeForShe Japanese website to be developed and become available to Japanese audience	Number of page view
Output 3.2. Project promotion video to be produced and become available online in two languages (JA/EN)	Number of page view
Output 3.3. Project book disseminated to project participants to ensure impact of the project	Number of copies distributed
Results	Indicators
Outcome 4: Project activities to be managed effectively and efficiently to maximize the Impact of the project	Number of best practice and lesson learned
Output 4.1. Impact of the project, including good practice and lessons learnt to be identified through the evaluation exercise	Number of evaluation exercise
Output 4.2. Impact of the project to be reviewed and validated among national stakeholders at the review meeting	Number of participants to the review meeting

ANNEX 6.List of Persons Interviewed and Participated in On-line Survey

1. Semi-structured Interviews

Date	Institutions	Stakeholder (No. of participants)	Method
2020/03/4	UN Women	Project Manager Gender consultants(1)	Video conference
2020/3/10	UN Women	Head of Office(1)	Video conference
	SHISEIDO	Person in charge of the project(1)	Video conference
2020/03/11	Hiroshima Jogakuin High School	Teacher(1)	Video conference
	Tokiwagi Gakuen High School	Teacher(1)	Phone
	SHISEIDO	Person in charge of the project(1)	Video conference
2020/3/12	Seikyo Gakuen High School	Teacher(1)	Video conference
	Aichi Prefectural Asahigaoka Senior High School	Teacher(1)	Phone
	UN Women	Project Manager Gender consultants(1)	Video conference
	Kaijyo High School	Teacher(1)	Phone
2020/3/13	Tokushima Prefectural Joto High School	Teacher(1)	Video conference
2020/3/16	Hikarigaoka Girls' High School	Teacher(1)	Video conference
	Showa Women's University High School	Teacher(1)	Phone
2020/3/17	Ikubunkan Global High School	Teacher(1)	Phone
	Tokyo Metropolitan Sugunami Sogo High School	Teacher(1)	Phone

2. Online Survey

Date	School	Stakeholder(No. of participants)
2020/3/4~3/17	Hikarigaoka Girls' High School	Teacher(1) Students(9)
2020/3/4~3/17	Showa Women's University High School	Teacher(1) Students(6)
2020/3/4~3/17	Hiroshima Jogakuin High School	Teacher(1) Students(3)
2020/3/4~3/17	Aichi Prefectural Asahigaoka High School	Teacher(1) Students(3)
2020/3/4~3/17	Tokiwagi Gakuen High School	Teacher(1) Students(0)
2020/3/4~3/17	Kaijyo High School	Teacher(1) Students(2)
2020/3/4~3/17	Tokushima Prefectural Joto High School	Teacher(1) Students(21)
2020/3/4~3/17	Ikubunkan Global High School	Teacher(1) Students(0)
2020/3/5~3/17	Seikyo Gakuen High School	Teacher(1) Students(22)
2020/3/5~3/17	Tokyo Metropolitan Sugunami Sogo High School	Teacher(1) Students(0)

Semi-structured interviews for UNW JLO: Project Coordinator/ Gender consultant

- 1 Could you tell me about the overview about your role in the project?
 - When did you get engaged with it?
 - How did you divide the roles and responsibilities between you and the Shiseido counterpart with regards to different activities?
 - How did you divide the roles and responsibilities between you and the school teachers with regards to different activities?
 - How did you divide the roles and responsibilities between you and the university professors from participated universities with regards to different activities?
 - Do you know if the roles and responsibilities changed over the project years?

- 2 Focusing on the time you get engaged until now, in your opinion, how would you assess the role played by shiseido in effective project implementation?
 - Each role in mentioned in #1.

- 3 In your opinion, how would you assess the role played by school teachers in effective project implementation?
 - Each role in mentioned in #1.

- 4 In your opinion, how would you assess the role played by university professors in effective project implementation?
 - Each role in mentioned in #1.

- 5 Were there any constraints in the management structure of the project? What level of effort was made to overcome challenges?

- 6 For this project of raising awareness among young people utilize the solidarity movement "HeForShe" and how do you assess the effectiveness of that approach?
 - In your opinion, what was the level of awareness regarding GEEW this project intent to achieve among youth?
(Knowing about the gender issues/Changing attitudes on gender norms/Committing to change gender norms/Changing behaviors towards gender issues/Acting as change agents to advocate for GE)
 - How did "HeForShe" movement served to achieve the awareness level?
 - How did the project approach changed over the project years? (e.g. peer to peer education approach?)

- 7 Within your role as the Project Manager, how do you assess the effectiveness of the following activities:
 - (Activities related to **Shiseido**: from your experience, what was the rationale for each and what went successful and what was difficult for the planning and implementation?)
 - (output1.1.1)Shiseido the use of HeForShe IEC materials(TOT)
 - (output1.1.3.)In-house event in Shiseido
 - (Activities related to **general audiences**: from your experience, what went successful and what was difficult for the planning and implementation?)
 - HeForShe Plus One
 - (Activities related to **high schools**: from your experience, what was the rationale for each and what went successful and what was difficult for the planning and implementation?)
 - Informational sessions to high schools (what was the selection criteria)
 - Workshops at high schools
 - Screening/feedback

-Presentation at UNU

(Activities related to **universities**: from your experience, what was the rationale for each and what went successful and what was difficult for the planning and implementation?)

-Approaching universities (what was the selection criteria)

-Acceptance/rejection of the submitted proposals

-Events implemented by university students

(Activities related to **promotion tools**: from your experience, what was the rationale for each and what went successful and what was difficult for the planning and implementation?)

-HeForShe websites

-promotion video

-promotion book

- 8 To what extent supportive attitudes of schools and school teachers influence the results? What went successful and what was difficult for supporting school teachers by UNW?
- 9 Were the intervention resources (personnel, equipments, facilities, other costs) used in an efficient way to address HR & GE in the implementation?
 - What effort was made for the efficient use of resources?
 - Were there any inputs that were not made at the best in timing, quality or quantity? What are the causes with the specific examples?
 - What groups were identified as the vulnerable groups or minorities? What measures were taken to include their participation?
 - Why some of the monitoring indicator's data such as workshop questionnaires were not disaggregated by sex?
- 10 From your knowledge of the participated schools/universities, were GEEW part of the school/university mandate and implementations?
 - What did the project promote to the school teachers/university professors as the gender equality measures and networking between schools during the implementation?
 - In your opinion, to what extent did the schools/universities incorporate gender equality measures, and networking promoted through the project into their school activities beyond the project lifetime?
- 11 Focusing on engaging men and boys in GEEW through this project;
 - From your experience with the project interventions so far, how effective is this approach?
 - What are the advantages and the main challenges faced within your context with regards to engaging men and boys?
- 12 Evaluating the above mentioned approaches, what were the most significant changes you observe at the following levels
 - Individual (specific example)
 - group level (within/beyond)
 - school level (within/between)
- 13 Evaluating the above-mentioned approaches, what were the most successful approaches applied that you observed? What did you or the teachers do about them?
- 14 What are the plan of UNW JLO to promote GEEW to Japanese youth for the coming year? How those will be linked to this project?
- 15 What are the key lessons learned? What would you suggest for future similar programming?

Semi-structured interviews for UNW JLO: Director

- 1 Could you tell me about the overview about your role in the project?
 - When did you get engaged with it?
- 2 How was the process of the formulation of this project?
 - How did this project initiate? Where did the initiative come from? What steps were taken to formulate the project?
 - Did the project consult the target group (youth and Shiseido employees) during the designing stage, if so, how?
 - What were the needs and interests of the targets identified at the design stage? Did they change over the years?
 - At the project formulation, who were identified as the most vulnerable groups? What measures were considered to ensure the participation of the most vulnerable groups?
 - What were the decisive factors for adding or removing the project activities for each year?
- 3 What is the management structure of the project?
 - How did you divide the roles and responsibilities between UNW and the Shiseido with regards to different activities?
 - How would you assess the role played by Shiseido in effective project implementation?
 - Do you know if the roles and responsibilities changed over the project years? If so how? And what caused the changes?
- 4 How did you divide the role and responsibilities within UNW?
 - How did you divide the roles and responsibilities between the director and the project manager/assistant?
 - Did they change over the project years?
 - How did the changes of the project managers influenced the implementation and results? Positive/negative? What level of effort was made to overcome challenges?
 - Were there any other constraints in the management of the project? What level of effort was made to overcome challenges?
- 5 Were the intervention resources (personnel, equipments, facilities, other costs) used in an efficient way to address HR & GE in the implementation?
 - What effort was made for the efficient use of resources?
 - Were there any inputs that were not made at the best in timing, quality or quantity? What are the causes with the specific examples?
 - Why the target numbers were not set in the project results framework in 2017 and 2018?
 - Why the gender disaggregated data was not collected throughout the project?
- 6 How do you assess the effectiveness of the "HeForShe" approach in promoting change agents for GEEW among youth?
 - What were the advantage and the main challenges faced with regards to engaging a business corporation?
 - What were the advantage and the main challenges faced with regards to engaging men and boys?
- 7 What are the plan of UNW to promote GEEW to Japanese youth for the coming year?
 - How those will be linked to this project?
- 8 What are the key lessons learned? What would you suggest for future similar programming?

Semi-structured interviews for School Teachers

- 1 Could you tell me how did you hear about the UN Women-Shiseido project? Was this your first time collaborating with UN Women?
- 2 Prior to this project, to what extent did your school have GEEW as part of its mission and school curriculums?
 - In your opinion, to what extent does the project contents align with the mission of the schools and related curriculums?
 - In your opinion, to what extent does the project contents align with the needs and interests of the male and female students?
 - In your opinion, to what extent did the school incorporate gender equality measures, and networking promoted through the project into their school activities beyond the project lifetime?
- 3 Could you tell me about the role you played since starting in the project?
 - How did you divide the roles and responsibilities between you and the UNW staff/Shiseido staff with regards to different activities?
 - Do you know if the roles and responsibilities changed over the project years?(For schools with multiple years of participation)
- 4 In your opinion, how would you assess the role played by UNW in effective project implementation?
 - Role in mentioned #3.
- 5 In your opinion, how would you assess the role played by Shiseido staff in effective project implementation?
 - Role in mentioned #3.
- 6 Were there any constraints in the management structure of the project? What level of effort was made to overcome challenges?
- 7 How effective was the intervention?
(from your experience, what went successful and what was difficult for the participation?)
 - Informational sessions to understand the project objectives and the role and responsibilities by the schools
 - Workshops at high schools to engage students, motivate to learn about gender issues
 - Submitting presentations to motivate and learn about gender issues and skills to analyze issues, find a solution and address to the audience.
 - Feedback of screening results to understand the comments by the experts and continue motivations to advocate for gender equality.
 - Presentation at UNU to continue motivation to advocate for gender equality.
 - HeForShe websites: did it motivated the students for further actions for advocating gender equality?
 - promotion video: Did it motivated the students for further actions for advocating gender equality?
- 8 What support did you receive between the workshop and the submission of the presentation? And after receiving the screening results?
- 9 What support did you provide to students between the workshop and the submission of the presentation? And after receiving the screening results?

- 10 What were the challenges (project components, school administrations, other curriculums, parents etc) in participating the project? and how did you overcome them?
- 11 In your opinion, what was the project's effect on participated students?
 - Could you tell me a story about the most significant change you saw in participants' behavior, attitudes, or relationships?
 - Is there any difference between female and male students?
 - What are the advantages and challenges you faced with regards to engaging boys? How did you overcome them?
 - At the school level, were the participants able to influence their surroundings (e.g. not participated students) in any way? How?
 - At the community level, were the students able to influence their surroundings (e.g. family members) and their communities in any way? How?
- 12 What was the project's effect on you as a school teacher?
 - Could you tell me any change you experienced in behaviors, attitudes, or relationships with the students?
- 13 In your opinion, how effective is this capacity building approach in your context?
- 14 Were there any negative effects (e.g. backlash, exclusion of certain groups of students) that resulted from the project that you didn't anticipate?
Could you give me an example?
- 15 Is there any new activities started by students for advocacy of gender equality and women's empowerment?
Could you give me an example?

ANNEX 8.
List of Participated Schools

- ◎ Participated in both workshop and presentation at UNU (applicable in 2017, 2018 and 2019)
 ● Participated in workshop but not presented at UNU (applicable in 2018 and 2019)
 ○ Participated in workshop only (presenting at UNU was not offered, applicable in 2019)
 — No participation

Area	Name of School	FY2017	FY2018	FY2019
Tokyo Metropolitan	St.Margaret's (Rikkyo Girls') High School	◎	●	○ (57)
	Ikubunkan Global High School	◎	●	○ (31)
	Ochanomizu University	◎	—	—
	Chuo University	◎	—	—
	International Christian University High School	—	●	—
	Toyoyoshi High School	—	●	● (3)
	Sacred Heart High School	—	●	—
	Den-en Chofu Gakuen High School	—	●	● (7)
	Showa Women's University High School	—	●	◎ (10)
	Tokyo Gakugei University International Secondary School	—	●	—
	Kaijyo High School	—	◎	● (3)
	Tokyo Metropolitan Suginami Sogo High School	—	●	○ (3)
	Kaisei High School	—	◎	◎ No participation in w/s
	Musashino University Chiyoda High School	—	—	● (3)
	Koka Gakuen High School	—	—	● (24)
Kokugakuin Kugayama High School	—	—	○ (20)	

Capital Area (Not including Tokyo Metropolitan)	Gunma Prefectural Chuo Secondary School	⊙	⊙	—
	Saitama Prefectural Urawa Girls' Upper Secondary School	—	●	● (8)
	Urawa Akenohoshi Girls' High School	—	●	—
	Makuhari High School	—	●	—
	Ichikawa High School	—	●	—
	Kumon High School	—	●	—
	Soshin Girls' High School	—	●	—
	Senzoku Gakuen High School	—	⊙	● (9)
	Tatebayashi Girls' High School	—	—	⊙ (18)
	Maebashi Munisipal High School	—	—	● (0) No participation in w/s
	Yokohama Futaba High School	—	—	● (6)
	Gunma Prefectural Oizumi High School	—	—	○ (3)
	Toin Gakuen High School	—	—	○ (23)
	Local Cities	Aichi Prefectural Asahigaoka Senior High School	—	⊙
Nagoya University Affiliated upper Secondary School		⊙	—	● (26)
Nagoya University		⊙	—	—
Ritsumeikan Keisho High School		—	●	—
Sapporo Sosei High School		—	●	● (14)
Chigusa High School		—	⊙	○ (4)
Ritsumeikan Moriyama High School		—	⊙	⊙ (27)

Hiroshima Jogakuin High School	—	◎	◎ (22)
Hikarigaoka Girls' High School	—	—	◎ (58)
Meijyo University High School	—	—	◎ (89)
Notre Dame Jogakuin High School	—	—	● (48)
Notre Dame Seishin High School	—	—	● (19)
Sapporo Sacred Heart High School	—	—	● (4)
Aichi Prefectural Kariyakita High School	—	—	● (20)
Sapporo Ryukoku High School	—	—	● (5)
Tokiwagi Gakuen High School	—	—	● (45)
Tottori Nishi High School	—	—	● (38)
Konko Gakuen High School	—	—	○ (24)
Chikushi Jyogakuen High School	—	—	○ (20)
Tokushima Prefectural Joto High School	—	—	○ (29)
Kanazawa University High School	—	—	○ (26)
Seikyo Gakuen High School	—	—	○ (27)
Toyama University of International Studies High School	—	—	○ (44)
Kagawa Prefectural Marugame High School	—	—	○ (38)

Result of On-line Survey(Student)		First		Second		Total
		Male	Female	Male	Female	
1. Do you understand the above objectives and agree to participate in the survey?	Agree	2	21	16	27	66
	Disagree	0	0	0	0	0
2. School year	First	1	6	12	18	37
	Second	1	6	4	9	20
	Third	0	9	0	0	9
3. Fiscal year of participation in the project	FY 2019	2	20			22
	FY 2018	2	6			8
	FY 2017	0	0			0
4. Contents of participation	Workshop	2	20			22
	Presentation video creation and submission	2	19			21
	HeForShe Engaging Youth to Achieve a Society Where Everyone Shines 2019, suggestion from Generation Z@United Nations Univserty (Last presenter)	2	17			19
	HeForShe Engaging Youth to Achieve a Society Where Everyone Shines 2019, suggestion from Generation Z@United Nations Univserty (Customer)	0	10			10
	HeForShe Engaging Youth to Achieve a Society Where Everyone Shines 2020, suggestion from Generation Z@United Nations Univserty (Poster posting)	0	7			7
5. Why did you attend the gender equality workshop?	Wanted to participate	2	17	3	12	34
	Agreed with other students who wanted to participate	0	3	1	2	6
	The teacher recommended	0	8	4	2	14
	It 's part of the school class	0	1	7	11	19
	Other (Please write concretely)	0	1	1	0	2
6. Is there any other opportunity to learn about gender issues and gender equality at school except for this project?	Part of school class	1	7	10	18	36
	Extracurricular study or extracurricular activities	1	10	2	1	14
	Do not know	1	3	5	7	16
	Other (Please write concretely)					
7. What did you learn in the workshop?	Understanding gender equality	2	15	15	26	58
	Understanding HeForShe	0	18	12	22	52
	The importance of having a gender perspective on world issues	1	16	13	21	51
	Gender equality initiatives by companies	2	14	9	9	34
	About the gender issues near us	1	18	14	17	50
	Haven't learned anything new (already knew it)	0	0	2	0	2
	Do not remember	0	0	0	0	0
	Other (Please write concretely)	0	1	0	1	2
8. How did you prepare for the presentation and make the video after the workshop?	Students voluntarily planned and implemented activities.	1	7			8
	Activities were promoted with the support of teachers.	0	1			1
	There was student autonomy and support from teachers.	1	12			13
	Did not participate in	0	0			0

9. Tell us about the support from the school teacher.	There was enough support from the teacher and it was helpful	2	17	9	12	40
	There was some support from the teacher and it was helpful	0	4	3	9	16
	No support from teacher but no problem	0	0	1	1	2
	Wanted help from my teacher but couldn't get help	0	0	0	0	0
	Do not know	0	0	3	5	8
	Did not participate in	0	0	0	0	0
10. What you think about the comments from the judges on the presentation videos submitted by the students?	Not understand the comments from the judges	1	21			22
	Understand the comments from the judges	1	0			1
	Do not know the comments from the judges	0	0			0
	Do not know	0	0			0
	Did not participate in	0	0			0
11. When participating in the project, did you encounter any challenges?	Understanding gender	1	5			6
	Assignment content and method	2	12			14
	Compatibility with other classes and activities	1	2			3
	Schedule adjustment	1	9			10
	Working with other schools	0	3			3
	There was no particular challenge	0	5			5
	Do not know	0	1			1
12. Was there any negative or negative impact you or others had on your participation in the workshop (project)?	Have no such memories	2	18	15	26	61
	Sometimes felt bad	0	0	1	0	1
	There was a negative effect	0	0	0	0	0
	Do not know	0	3	0	1	4
13. If you answered "sometimes felt bad" or "there was a negative effect", please tell me as much as possible.						
14. Please write down the most impressive thing (positive or negative) about the project. Also, check out the following that apply best for you after participating.						
15. Interest in gender issues (socioculturally created gender inequality)	Increased	2	21	14	26	63
	No change	0	0	2	1	3
	Decreased	0	0	0	0	0
16. Interest in realizing a diversity society (a society where diverse personalities can exert their abilities and coexist regardless of gender, personality, age, etc.)	Increased	2	21	12	26	61
	No change	0	0	4	1	5
	Decreased	0	0	0	0	0
17. Interest in working globally as a member of the world	Increased	2	21	13	24	60
	No change	0	1	3	3	7
	Decreased	0	0	0	0	0
18. Willingness to do what we can to address gender issues	Increased	1	21	14	27	63
	No change	1	0	1	0	2
	Decreased	0	0	0	0	0
19. Ability to classify and organize what they have studied and learned on their own to solve issues	Increased	1	20	13	20	54
	No change	1	1	3	7	12
	Decreased	0	0	0	0	0
20. Presentation skill	Increased	1	14	8	9	32
	No change	1	7	8	18	34
	Decreased	0	0	0	0	0
21. Ability to work with team members and demonstrate their potential as a team	Increased	1	17	12	19	49
	No change	1	4	4	8	17
	Decreased	0	0	0	0	0
22. Please tell us about the main reasons for your changes (increased / decreased etc.) answered in the above questions 15-21.						

23. Are you currently implementing the initiatives suggested in the project?	Currently implementing	2	16			18
	Used to implement, but not now	0	3			3
	Suggested but not implemented	0	1			1
	No plans or suggestions	0	1			1
	Do not know	0	0			0
24. Have you committed HeForShe?	Committed	0	10	3	4	17
	Not committed	2	6	7	18	33
	Do not know	0	5	6	5	16
25. How has your behavior changed since you participated in the workshop (project)? What kind of activities did you carry out?	Increased frequency of talking and discussing gender issues with family	1	11	3	6	21
	Increased frequency of talking and discussing gender issues with friends	2	12	8	13	35
	Increased examining gender issues in newspapers, television and the Internet	0	19	6	16	41
	Planned and implemented new gender-related activities	0	9	2	3	14
	Rethought the choice of academic career	0	1	1	0	2
	Nothing changed, no activity	0	0	2	1	3
	Do not know	0	0	0	0	0
26. If you have a new activity, please tell us the specifics of the activity.						
27. Have you seen or read this project and HeForShe in the media?	Newspaper articles and online news regarding this project or HeForShe	1	12	1	4	18
	Television coverage of this project or HeForShe	0	10	2	0	12
	Website for this project or HeForShe	1	15	0	3	19
	Introduction video of this project	0	14	1	3	18
	Never seen	0	1	7	12	20
	Do not know	0	0	5	2	7
	Other (Please write concretely)	0	2	0	2	4
28. If you have seen or read it, what did you feel it?	It was good to attend this project	0	17	2	10	29
	More confident	0	7	1	0	8
	Would like to recommend this project to those who are not participating	1	8	0	6	15
	There were new gender-related learning and awareness	0	12	1	8	21
	Did not feel anything	1	0	0	0	1
	Other (Please write concretely)	0	0	0	0	0
29. Do you think your participation in the project has affected your family, friends and teachers?	Strongly agree	2	12	5	6	25
	Agree	0	6	4	9	19
	Neither	0	3	3	10	16
	Disagree	0	0	2	0	2
	Strongly disagree	0	0	1	0	1
	Do not know	0	0	1	1	2
30. If you answered "Strongly agree" or "Agree", who do you think affected?	Family (mother)	0	15	5	5	25
	Family (father)	0	12	3	2	17
	Family (brothers)	0	2	2	2	6
	Family (sisters)	0	3	0	2	5
	Family (grandmother)	0	2	1	2	5
	Family (grandfather)	0	1	0	1	2
	School (classmate)	0	14	4	9	27
	School (junior)	1	5	0	1	7
	School (Senior)	1	1	1	1	4
	School (teacher)	1	7	2	2	12
	Outside school (other schools students)	0	5	1	1	7
	Outside school (friends and acquaintances)	1	4	0	1	6
	Outside school (friends and acquaintances on SNS)	0	1	1	1	3
Outside school (neighbors)	0	1	0	0	1	

31. Tell us what you think how you affected them.						
32. Do you want to work on gender equality and women's empowerment by yourself or as a group in the future?	Want to implement	1	21	12	24	58
	Want to implement but can't do	0	0	1	1	2
	Do not want to implement	0	0	1	0	1
	Neither	0	0	2	2	4
	Do not know	1	0	0	0	1
33. Do you want to continue participating in this kind of workshops in the future?	Yes	1	19	12	27	59
	Yes, but can't	1	2	0	0	3
	No	0	0	0	0	0
	Neither	0	0	4	0	4
	Do not know	0	0	0	0	0

Note: Recipients' free comments are omitted here to avoid their identification.

Overview of the Contents of Submitted Presentations

Representative schools invited at UNU	Name of School (In alphabetical order)	Title	Topic/Keyword	What is Being Raised as an Issue			Presenter	
				Gender Issues	Domestic/Overseas	Solution	Girl	Boy
◎	Aichi Prefectural Asahigaoka Senior High School	Whom Do I Want to Marry? - Hypergamy Orientation and Gender Equality	- Gender gap in unpaid work hours - Gender gap in salary - Hypergamy - Work sharing	Gender gap in unpaid work hours and salary	Domestic	To give a child a gender-neutral housework experience in childhood, to propose work sharing. To advocate that women should abandon hypergamy orientation and men should accept women to work and recommend to share housework.	5	0
	Aichi Prefectural Kariyakita High School	"How to work" -from the viewpoint of childcare leave and overwork death-	- Childcare leave - Overwork death - Distressed men and tired women - Work in the life	Low rate of men taking childcare leave and its reason	Domestic	To create a social compassion cycle (individual, surroundings and company)	4	0
	Den-en Chofu Gakuen High School	Let's Set up 'Naderin Party'!	- Low percentage of female manager - Low rate of men taking childcare leave	Percentage of manager and rate of taking childcare leave	Domestic	To create a political party that is friendly to women and child-rearing families, amend the law of childcare leave, work to secure income and improve the working environment during childcare leave (have an interest in politics, make effective use of voting right and vote with will).	6	0
◎	Hikarigaoka Girls' High School	Improving Women's Lives through the Natural Power of Bamboo -A Ugandan Case Study-	- Secondary education for girls - Uganda - Sanitary items - Environmentally friendly products	In Uganda, Girls cannot continue studying at school due to the lack of female teachers, the inconvenience related with menstrua periods caused by lack of sanitary items	Overseas	To produce sanitary napkins made from bamboo as a social business.	6	0
◎	Hiroshima Jogakuin High School	Let's Choose a Company from a Gender Perspective	- Male childcare leave - Fixed gender roles	The rate of men taking childcare leave is low in Japan. The burden of housework and childcare is biased towards women.	Domestic	To allow companies that work on gender equality above standard to use the "Gender Equity Mark" and workers will choose to work for the company. To advocate consumers to buy the company's products for promoting gender equality.	4	0
	Kaijiyo High School	Ivory and Gender	- Environmental issues - Ivory - Gender - Poverty	N/A	Overseas	To do a workshop about poverty issues	0	4
◎	Kaisei High School	Thinking from "Education"	- Gender education - Boys' school - Uganda - Refugees - Social issues - Ownership to solutions	N/A	Overseas	To practice gender education that they feel ownership to the issues.	0	5
	Koka Gakuen High School	LGBT	Discrimination to LGBT	Discrimination to LGBT	Domestic	To get to know about LGBT and display posters at school festival to promote understanding	4	0
	Maebashi Municipal High School	Female Member of Parliament Doubling Plan - Initiatives to Revitalize Maebashi City-	- Women's political participation - Elections	Fewer female politicians	Domestic	To raise interest in politics through classes and SNS and rise gender awareness through gender IQ tests.	3	2
◎	Meijiyo University Senior High School	Creating a Community that Leads African Women to Participate in Society	- Women's Employment - Girl's Education - Menstruation - Loans	Girls are hard to go to school and women are hard to get to work.	Overseas	To create a cloth napkin and send to Africa and to create a community of high school students to translate requests of loans for supporting poor women, into Japanese language.	3	0
	Musashino University Chiyoda High School	N/A	- Education continuance rate	There is a gender gap in the entrance rate to fourth grade university	Domestic	(Government) To establish a university in rural region and scholarship system (Individual) To check and use the scholarship system.	3	0
	Nagoya University Affiliated upper Secondary School	# KuToo: Is It a True Manner?	- High heels	A social pressure for women to wear high heels at work.	Domestic	To create posters that appeal the individual right to choose, such as selection of shoes, present them to society by using SNS or posting at universities and companies.	5	0

	Notre Dame Jogakuin High School	Gender equality in the workplace	- TV commercials recalling gender discrimination - Happiness - Second shift	Stereotype of 'men is at work, women is at home'	Domestic	To promote telework, to change children's gender awareness aiming to raise gender awareness of society (by holding a workshop).	4	0
	Notre Dame Seishin High School	Why There Are Not Many Female Member of Parliament? -Political Awareness at the Age of 17-	- Political awareness of high school students	There are few female member of parliament and women's needs cannot be reflected in policies. One of the reason is persistent gender discrimination.	Domestic	To disseminate in the media to let people feel close to female member of parliament.	3	0
◎	Ritsumeikan Moriyama High School	Improve Gender Awareness through Picture Books	- Gender social roles - occupation selection of men and women	Stereotypes of gender roles and occupations are depicted in picture books and instill children's awareness of gender discrimination.	Domestic	To promote gender-free picture books	4	0
	Saitama Prefectural Urawa Girls' Upper Secondary School	Japan's Poverty Issues from a Gender Quality Perspective-High School Students Think and Act-	- Gender gap in poverty - Non-regular employment	Poverty in mother-child families	Domestic	To open a cafe at the school festival to create a place where everyone can discuss and understand gender gap in poverty. To vote for politicians who value the problem of mother-child poverty.	4	0
	Sapporo Ryukoku High School	Make up, Men of the World	- Beauty/ Ugliness - Commercialization of women - Make-up	The value of women emphasizes appearance. Men can make-up.	Domestic	To promote men's makeup	3	0
	Sapporo Sacred Heart High School	Childcare Leave and Gender Equality -GOALS: Job Satisfaction and Economic Growth-	- Decent work - Rate of taking childcare leave	Gender gap in labor and wage	Domestic	To review childcare leave system and to introduce 'childcare leave bank' system	3	0
	Sapporo Sosei High School	Makeup Problem in Japan	- Makeup - Makeup is manner - Rights of gender equality	Women must make-up as manner, make is a right for both men and women	Domestic	To conduct manner courses on makeup at school.	3	0
	Senzoku Gakuen High School	Diverse Values for Japanese Youth	Gender education	Low awareness of gender inequality among young people in Japan.	Domestic	To enhance gender education	3	0
◎	Showa Women's University High School	Occupation: Gender Bias	- Vocational education - unconscious bias - Occupation selection of men and women	Gender bias in occupation	Domestic	Education of gender equality. To make 'gender karuta', which does not include occupational stereotypes.	3	0
◎	Tatebayashi Girls' High School	Thinking about Future Work from Childhood Play -for Realization of 2030 which is not Bound by Gender-	- Differences of toys given - Gender gap in occupation - Female employment rate	Childhood play experiences affect occupational options.	Domestic	Act to buy toys regardless of gender; 1. PR for society (SNS, leaflet) 2. Workshop at school festival 3. Proposal of gender-free products	4	0
	Tokiwagi Gakuen High School	True Gender Equality Conceived by Us Attending Girls' School	- Ladies' day - Female-only passenger train - Gender equality from men's perspective - Selectable uniforms	Women are preferred and there is male discrimination by men.	Domestic	To take the other person's position. To promote bespoke shoes and unisex designs.	3	0
	Tottori Nishi High School	The Current Situation and Solutions of Women's Labor in Japan as Seen from World Cases -Let's Change the Future with Our Power!-	- Female employment rate - Wage gap - European situation	Women faces problems at workplace	Domestic	To increase interest, government seeks improvement.	3	0
	Toyojoshi High School	Aiming to Solve Sexual Violence Called Molester	- Molester prevention - Female-only passenger train - Molester deterrent badge	Molester victims are mostly women	Domestic	To raise a problem with a purple ribbon	4	0
	Yokohama Futaba High School	Gender and Labor	- Wage gap - Few female member of parliament in Japan	Wage gap, few member of parliament in Japan	Domestic	To make quarter system for female member of parliament (for a limited term) and mandatory childcare leave for men, to establish a daycare center in the parliament building, to launch information web site.	3	0

Result of On-line Survey(Teacher)		Male	Female	Total
1. Do you understand the above objectives and agree to participate in the survey?	Agree	6	4	10
	Disagree			0
2. Fiscal year of participation in the project	FY 2019	5	3	8
	FY 2018	4	2	6
	FY 2017	1	0	1
3. Contents of participation	Workshop	5	3	8
	Presentation video creation and submission	5	3	8
	HeForShe Engaging Youth to Achieve a Society Where Everyone Shines 2019, suggestion from Generation Z@United Nations Univsertiy (Last presenter)	3	1	4
	HeForShe Engaging Youth to Achieve a Society Where Everyone Shines 2019, suggestion from Generation Z@United Nations Univsertiy (Customer)	1	0	1
	HeForShe Engaging Youth to Achieve a Society Where Everyone Shines 2020, suggestion from Generation Z@United Nations Univsertiy (Poster posting)	1	0	1
4. Why did you attend the gender equality workshop?	Direct approach from Shiseido	2	0	2
	Direct approach from UN Women	1	0	1
	Shiseido Website	0	2	2
	UN Women Weebsite	2	0	2
	Ministry of education and science, Super Global High School website	1	0	1
	Other	1	2	3
5. Does your school's educational philosophy and policy include "gender equality" and "women's empowerment"?	Including	3	2	5
	Not including	0	1	1
	Neither	3	1	4
	Do not know			0
6. Is there any other opportunity to learn about gender issues and gender equality at school except for this project?	Part of school class	6	4	10
	Extracurricular study or extracurricular activities	1	0	1
	Do not know			0
	Other (Please write concretely)			0
7. Compared to the gender equality-related content taught at your school, what kind of new topics were there?	Gender definition	1	0	1
	Gender issues in Japan	0	1	1
	Gender issues outside of Japan	2	1	3
	Receptiveness of holding gender perspective for various issues in the entire world	5	2	7
	Gender equality initiatives by international organizations	3	2	5
	Gender equality initiatives by companies	5	0	5
	Understanding gender issues from a human rights perspective	1	3	4
	Addressing gender issues by involving men	3	1	4
	Perspective which students tackle with gender issues by themselves	2	0	2
	No new topics in particular (only what we were already teaching)			0
	Do not know			0
	Other (Please write concretely)			0
8. Do you feel that your school's educational philosophy, policies and practice are consistent with the activities undertaken in this project?	Consistent	6	4	10
	Somewhat consistent			0
	Not consistent			0
	Neither			0
	Do not know			0

9. Do you think this project is consistent with your students' learning needs?	Consistent	6	3	9
	Somewhat consistent			0
	Not consistent			0
	Neither	0	1	1
	Do not know			0
10. How was the gender equality workshop positioned at <input type="checkbox"/> our school?	Part of school class	3	1	4
	Extracurricular study or extracurricular activities	1	1	2
	Student voluntary participation	2	1	3
	Other (Please write concretely)	0	1	1
11. When participating in the project, did you encounter any challenges?	Gathering participating students	1	0	1
	Schedule adjustment	2	4	6
	Compatibility with other classes and activities	1	3	4
	Working with other schools	1	0	1
	School cooperation	1	0	1
	Considerable amount of administrative procedures	1	0	1
	Communication with the project office	1	0	1
	Understanding gender			0
	How to follow student activities	1	1	2
	Dealing with student parents			0
	There was no particular challenge	3	0	3
	Other	1	1	2
12. How did you handle or solve the challenges?				
13. How did you prepare for the presentation and make the video after the workshop?	Students voluntarily planned and implemented activities.	1	1	2
	Activities were promoted with the support of teachers.			0
	There was student autonomy and support from teachers.	4	2	6
	Did not make presentation video			0
	Do not know			0
	Other			0
14. What you think about the comments from the judges on the presentation videos submitted by the students?	Not understand the comments from the judges	4	3	7
	Understand the comments from the judges			0
	Do not know the comments from the judges			0
	Neither	1	0	1
	Have not submitted a presentation video			0
15. What is good point about this project?	Workshop contents	5	2	7
	Student self-study and presentation video creation	4	2	6
	Judges comment on presentation videos	3	3	6
	Presentation event at UNU	2	2	4
	Participate with other schools	3	1	4
	UN Women is implementing	4	2	6
	Shiseido is implementing	4	2	6
	Promoting the HeForShe Solidarity Movement	2	0	2
	There was no particularly good point			0
	Do not know			0
	Other			0

16. What is challenging point about this project?	Workshop contents	1	0	1
	Student self-study and presentation video creation	1	1	2
	Judges comment on presentation videos			0
	Presentation event at UNU	1	0	1
	Participate with other schools	0	1	1
	UN Women is implementing	1	0	1
	Shiseido is implementing	1	0	1
	Promoting the HeForShe Solidarity Movement	1	1	2
	There was no particularly good point	4	0	4
	Do not know			0
	Other	1	0	1
17. Please write down the most impressive thing (positive or negative) about the project.				
18. What has changed in the consciousness, thinking, and behavior of all students who participated in this project after participating in the project?	Gender issues (socioculturally created gender inequality) are increasingly discussed among students	5	1	6
	More questions and comments to teachers about gender issues	4	1	5
	Ability to investigate logically and organize ways in order to solve issues has increased	5	3	8
	Improved presentation skills	3	3	6
	Increased ability to work as a team and cooperate with member of a team	2	2	4
	Planned and implemented new gender-related activities	2	1	3
	Rethought the choice of academic career	2		2
	No change was confirmed			0
	Do not know			0
Other		1	1	
19. Please tell us about the main reasons for the positive change after participating in the project mentioned in question 18.				
20. If you participate in a new activity after participating in this project, please tell us the details of the activity.				
21. (For coed schools) Did you notice differences in changes in consciousness and behavior by student's sex?	Felt the difference by gender			0
	Not felt the difference by gender	3		3
	Neither	1		1
	Do not know		2	2
22. (For coed or boys-only schools) Were there any benefits or challenges for male student participation?	There were advantages but no challenges	2	1	3
	There were benefits and challenges		1	1
	There were not benefits but challenges			0
	There were no particular advantages or challenges	1		1
	Do not know			0
23. Are students currently implementing the initiatives suggested in the project?	Currently implementing	1	1	2
	Used to implement, but not now	1	1	2
	Suggested but not implemented	3		3
	No plans or suggestions			0
	Do not know		1	1

24. How did you change your consciousness, thinking, and behavior after participating in this project?	Interest in gender issues has increased	6	2	8
	Increased examining gender issues in newspapers, television and the Internet	4	1	5
	Increased frequency of talking and discussing gender issues with students	5	3	8
	Increased awareness of students to avoid gender-based prejudice and discrimination	5	1	6
	High awareness of gender issues before participating in the project, so there is no change after participating in the project			0
	Other			0
	Do not know			0
5. Have you committed HeForShe?	Committed	3		3
	Not committed	2	4	6
	Do not know	1		1
26. Have you seen or read this project and HeForShe in the media?	Newspaper articles and online news regarding this project or HeForShe	5	2	7
	Television coverage of this project or HeForShe	2	1	3
	Website for this project or HeForShe	2	2	4
	Introduction video of this project	1	2	3
	Never seen			0
	Do not know	2		2
	Other (Please write concretely)			0
27. If you have seen or read it, did you introduce it to your students?	Introduced	4		4
	Did not introduce / could not introduce		2	2
	Informed by students		1	1
	Other			0
28. Do you think the student's participation in the project has affected students and teachers who did not participate in the project?	Strongly agree	4		4
	Agree	1	2	3
	Neither	1	1	2
	Disagree			0
	Strongly disagree			0
	Do not know		1	1
29. Do you think the student's participation in the project has affected outside the school (family, community, etc.)?	Strongly agree	5		5
	Agree		1	1
	Neither			0
	Disagree			0
	Strongly disagree			0
	Do not know	1	3	4
30. Are gender equality and women's empowerment initiatives initiated by students participating in the project likely to continue at your school in the future?	More likely to continue	5	2	7
	Unlikely to continue			0
	Neither		1	1
	Do not know			0
31. Is there any new initiative at your school that was triggered by participating in this project?	Yes	3	1	4
	No	3	2	5
	Do not know		1	1
32. If you answered that there is a new initiative in question 31, please tell us what kind of initiative you have.				
33. Do you want to continue participating in this kind of workshops in the future?	Yes	5	3	8
	Yes, but can't	1		1
	No			0
	Neither			0
	Do not know		1	1

Note: Recipients' free comments are omitted here to avoid their identification.

ANNEX 11.List of Events Organized by University Student-led Groups

University	Nagoya University
Date/Duration	June 15-16, 2019
Objective	To spread awareness of “HeForShe” and its purpose to promote gender equality
Organizer	HeForShe Student Club Nagoya University
Program	Setting a booth at the university festival, explaining “HeForShe” and conducting survey on sexual consent.
Participants	200 visitors at the booth

University	Ochanomizu University
Date/Duration	June 31, 2019
Objective	To spread awareness of “HeForShe” and its purpose to promote gender equality
Organizer	Student-led group in Ochanomizu University
Program	A lecture by Ms. Kae Ishikawa, Director of UN Women Liaison Office (JLO), “Female Leaders in the Global Setting” and discussion on women in leadership both in Japan and the world.
Expected participants	60 students of Ochanomizu University, including exchange students

University	Sophia University
Date/Duration	November 25, 2019
Objective	Commemorating the 25 th of November, an international day for the Elimination of Violence against Women, “HeForShe” advocacy event was organized as a part of 16 Days of Activism against Gender-based Violence, a global campaign led by UN Women.
Organizer	Speak Up Sophia, a student-led group in Sophia University
Program	<ul style="list-style-type: none"> - Speeches by President of Sophia University, Ambassador from Iceland, Japan’s director of UN Women JLO. - Stories of sexual violence to female students, presented in an auditory way by playing the recorded voices of male students. - Panel discussion on how Sophia University can act against sexual violence among students
Expected participants	100 participants, mixture of students of Sophia University and general audience

University	Kwansei Gakuin University
Date/Duration	November 25-29, 2019
Objective	To organize a campaign for the International Day for the Elimination of Violence against Women, to fight against sexual violence.
Organizer	Kwansei Gakuin YWCA (Young Women's Christian Association) and Osaka YWCA
Event / Program	<ul style="list-style-type: none"> - During the campaign period, wear something orange to demonstrate the will to fight against sexual violence, Orange the Campus campaign - promotion of the campaign through SNS -A workshop on domestic violence between unmarried couples, lead by YWCA members, with the speakers from UN Women JLO and a doctor of a clinic in Osaka.
Expected participants	20 students of Kwansei Gakuin University

List of Media Coverage

	Date of Issue (Dates from Newest)	Issuer	Type of Media	URL	Title of The Article	Summary of the Contents	Related with the project	Accessibility/ Coverage (As of March 10th 2020)
1	2020/3/8	Hikarigaoka Girls' High School	School Home Page	https://hikarigaoka-h.ed.jp/news/%e3%80%90%e5%9b%bd%e9%9a%9b%e5%a5%b3%e6%80%a7%e3%83%87%e3%83%bc%e3%81%ab%e3%82%88%e3%80%91%e3%82%b8%e3%82%a7%e3%83%b3%e3%83%80%e3%83%bc%e3%83%bb%e3%83%97%e3%83%ad%e3%82%b8%e3%82%a7/	An activity of Gender Project was published in the Asahi Shinbun!	On International Women's Day, 8th of March, an activity of "Gender Project" of Hikarigaoka Girls' High School was covered in Asahi Shinbun Newspaper.	○	accessible
2	2020/3/8	Asahi Shinbun	News Paper	—	"Producing sanitary items for girls in Uganda", High school students in Aichi prefecture aiming gender equality.	Presentation contents of Hikarigaoka Girls' High School at "HeForShe Engaging Youth to Achieve a Society Where Everyone Shines," event and their action after the event.	○	-
3	2020/3/6	Voice of Youth JAPAN	Online Article	https://voiceofyouth.jp/archives/2125	Considering HeForShe, before upcoming "International Women's Day"	Introduction of "HeForShe"	×	accessible
4	2020/3/2	Venture Net	Online Article	https://www.venture-net.co.jp/lifeshift/shiseido/	What is "Women's Empowerment" - SHISEIDO	Introducing SHISEIDO's efforts to eliminate gender discrimination and activity with UNWomen in workshop for High school students.	○	accessible
5	2020/2/27	VOGUE	Online Article	https://www.vogue.co.jp/celebrity/article/2020-02-27-emma-watson-interview	Emma Watson's first confession before her 30th birthday, feeling conflicted about "Harry Potter" and her hope of the future	Long interview with Emma Watson, who has been appointed a UN Women Goodwill Ambassador.	×	accessible
6	2019/12/15	Chunichi Shinbun	Newspaper	—	50 high school students assist women in Africa	High school students in Nagoya city launched a group to assist women in Africa suffering from poverty. 50 students from 8 high schools participate their first event "SDGs Work Shop", to make a cloth sanitary napkin for girls living in poverty by using cloth donated by fabric supplier.	○	-
7	2019/10/18	Nippon Television News 24	Online Video	http://www.news24.jp/articles/2019/10/18/07528336.html	"Make our society truly gender equal!" Proposal from high school students	Moderator of the event of "HeForShe Engaging Youth to Achieve a Society Where Everyone Shines", Ms. Miho Konishi from Nippon Television, commented about high school student's presentation.	○	accessible
8	2019/10/18	The Shukan Kinyobi On Line	Online Article	http://www.kinyobi.co.jp/kinyobinews/2019/10/18/gender-50/	Students from 8 high schools presented a proposal for gender equality at United Nations University.	The contents of presentation of high school students at "HeForShe Engaging Youth to Achieve a Society Where Everyone Shines" event.	○	accessible
9	2019/10/17	Asahi Shinbun DIGITAL	Online Article	https://www.asahi.com/articles/ASMB87SY3MB8UTIL086.html	Why Does parent say "Because you're a girl" unconsciously? Generation Z considers of gender equality.	Generation Z presented their thoughts about gender equality at "HeForShe Engaging Youth to Achieve a Society Where Everyone Shines" event..	○	accessible (Free only at the Beginning)

	Date of Issue (Dates from Newest)	Issuer	Type of Media	URL	Title of The Article	Summary of the Contents	Related with the project	Accessibility/ Coverage (As of March 10th 2020)
10	2019/10/17	Kyodo News Site	Online Article	https://www.kyodo.co.jp/release-news/2019-10-17_2306932/	UN Women and Junior Chamber International Japan exchanged memorandum of understanding on cooperation with promoting of gender equality.	Takeaki Kamada, chairman of Junior Chamber International Japan promotes HeForShe this year.	×	accessible
11	2019/10/17	Showa Women's University High School	School Home Page	https://jhs.swu.ac.jp/school/topics/news/2019/10/17/16334/	Workshop for gender equality organized by UN Women and Shiseido which our school participated was featured on the TV program.	"HeForShe Engaging Youth to Achieve a Society Where Everyone Shines," event was broadcast on the Nittere News 24.	○	accessible
12	2019/10/7	Ritsumeikan Moriyama High School	School Home Page	http://www.ritsumeikai.ac.jp/mrc/activity/article.html?id=481	We gave a presentation at "HeForShe Engaging Youth to Achieve a Society Where Everyone Shines" event.	Presentation video made by this school's students for the event was selected for the top 8, and gave a presentation at UNU.	○	accessible
13	2019/10/6	Meijyo University High School	School Home Page	http://www.meijyo-h.ed.jp/super/blog/detail?id=215&blog_category_id=2	We gave a presentation at "HeForShe Engaging Youth to Achieve a Society Where Everyone Shines" event.	Presentation video made by this school's students for the event was selected for the top 8, and gave a presentation at UNU.	○	accessible
14	2019/10/6	BuzzFeed Japan	Online Article	https://www.buzzfeed.com/jp/akikokobayashi/heforshe3	"Housewife households have priority" is this true? High school students make a strategy for achieving gender equality.	The contents of presentation of high school students at "HeForShe Engaging Youth to Achieve a Society Where Everyone Shines" event.	○	accessible
15	2019/9/26	GLOBAL COSMETICS NEWS	Online Article	https://www.globalcosmeticsnews.com/shiseido-teams-up-with-un-women-to-co-host-3rd-gender-equality-awareness-heforshe-event/	Shiseido teams up with UN Women to co-host 3rd gender equality awareness HeForShe event	Announce of the event of "HeForShe Engaging Youth to Achieve a Society Where Everyone Shines"	○	accessible
16	2019/9/25	Kochi Shinbun	Online Article	https://www.kochinews.co.jp/article/311364/	HeForShe's IMPACT Champions presented Impact Report.	Contents of Impact Report presented on 24th September.	×	accessible
17	2019/9/23	Jiji.com News	Online Article	—	The 3rd gender equality awareness rising event working with students will be held with UN Women "HeForShe Engaging Youth to Achieve a Society Where Everyone Shines" ~ Presentation by Generation Z ~	Announce of the event of "HeForShe Engaging Youth to Achieve a Society Where Everyone Shines"	○	unaccessible
18	2019/9/19	Global edu	Online Article	https://globaledu.jp/genderworkshop2019-34067.html	【SHISEIDO×UN Women】 8 high schools students will make a presentation about gender equality 6th October	Announce of the event of "HeForShe Engaging Youth to Achieve a Society Where Everyone Shines"	○	accessible
19	2019/9/19	Sankei Shinbun	Online Article	https://www.sankei.com/economy/news/190919/pr1909190415-n1.html	The 3rd gender equality awareness rising event working with students will be held with UN Women "HeForShe Engaging Youth to Achieve a Society Where Everyone Shines" ~ Presentation by Generation Z ~	Announce of the event of "HeForShe Engaging Youth to Achieve a Society Where Everyone Shines"	○	accessible
20	2019/7/28	Showa Women's University High School	School Home Page	https://jhs.swu.ac.jp/school/topics/match/2019/07/28/15639/	UN Women × SHISEIDO Gender Equality Workshop	Reporting on participating in the Gender Equality Workshop	○	accessible

	Date of Issue (Dates from Newest)	Issuer	Type of Media	URL	Title of The Article	Summary of the Contents	Related with the project	Accessibility/ Coverage (As of March 10th 2020)
21	2019/7/8	We Believe	Online Article	https://webelieve.jp/articles/detail/176	"HeForShe" What everyone can do to achieve gender equality.	Introducing "HeForShe" and Thoughts of Emma Watson, UN Women Goodwill Ambassador.	×	accessible
22	2019/7/5	Nippon Television News 24	Online Article	http://www.news24.jp/articles/2019/07/05/07461817.html	First of all, Let's understand "HeForShe"!	Ms. Miho Konishi from Nippon Television, commented about "HeForShe Engaging Youth to Achieve a Society Where Everyone Shines" event, and what "HeForShe" is.	○	accessible
23	2019/6/30	Sankei Shinbun	Online Article	https://www.sankei.com/sports/news/190630/spo1906300015-n1.html	President of Japan Football Association, Mr.Kozo Tajima expressed support for empowerment of women.	President of Japan Football Association, Mr.Kozo Tajima participated in the event of UN Women, and expressed his support for "HeForShe".	○	accessible
24	2019/6/30	Sponichi Annex	Online Article	https://www.sponichi.co.jp/soccer/news/2019/06/30/kiji/20190630s00002000304000c.html	President Tajima swore to take a effort of woman's empowerment. "We will support sufficiently"	Mr. Kozo Tajima(61), president of JFA attended "HeForShe plus one" event in Tokyo on 30th of June.	○	accessible
25	2019/6/30	Nikkan Sports	Online Article	https://www.nikkansports.com/soccer/news/201906300000607.html	President Tajima agree with promoting and working together for gender equality.	Mr. Kozo Tajima, president of JFA participated in "HeForShe plus one" event at UNU in Tokyo on 30th of June, and agreed with purpose of the event.	○	accessible
26	2019/6/30	Nippon Television News 24	Online Article	http://www.news24.jp/articles/2019/06/30/10459099.html	UN Women Aiming for the realization of equal society	Ms. Phumzile Mlambo-Ngcuka, United Nations Under-Secretary-General and Executive Director of UN Women, attended an event held in Tokyo, and she appealed an importance for involving men in the activities.	○	accessible
27	2019/6/13	Meijyo University High School	School Home Page	http://www.meijyo-h.ed.jp/super/blog/detail?id=207	Gender equality workshop by UN Women	Reporting on participating in the Gender Equality Workshop	○	accessible
28	2019/4/28	Junior Chamber International Japan Ehime Council	Home Page	http://www.jaycee.or.jp/2019/shikoku/ehime/?p=567	HeForShe	Junior Chamber International Japan Ehime Council promote "HeForShe" .	×	accessible
29	2019/4/28	Hohoh Junior Chamber	Blog	https://ameblo.jp/hohohhohrij/entry-12457440534.html	HeForShe	Introduction of "HeForShe"	×	accessible
30	2019/4/20	Takeaki Kamada, President of Junior Chamber International Japan in 2019	Blog	https://note.com/takeakikamada/n/n68215538e179	Why now "HeForShe" ?	Why is Junior Chamber International Japan which is Japan's no.1 organization that promotes SDGs, promoting "HeForShe" now.	×	accessible

UN WOMEN IS THE UN ORGANIZATION
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PROGRESS ON MEETING THEIR NEEDS
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UN Women supports UN Member States as they set global standards for achieving gender equality, and works with governments and civil society to design laws, policies, programmes and services needed to implement these standards. It stands behind women's equal participation in all aspects of life, focusing on five priority areas: increasing women's leadership and participation; ending violence against women; engaging women in all aspects of peace and security processes; enhancing women's economic empowerment; and making gender equality central to national development planning and budgeting. UN Women also coordinates and promotes the UN system's work in advancing gender equality.

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