

Project: Raising Awareness of Gender Equality
among Young People in Japan

Midterm Evaluation Report
(Executive Summary)

July 2019

Foundation for Advanced Studies
on International Development (FASID)

Preface

This report was undertaken by Foundation for Advanced Studies on International Development (FASID), entrusted by the UN Women in 2019 with regard to the midterm evaluation for the project “Raising Awareness of Gender Equality among Young People in Japan.”

UN Women is the United Nations entity dedicated to gender equality and the empowerment of women. A global champion for women and girls, UN Women was established to accelerate progress on meeting their needs worldwide¹.

UN Women conducts project evaluations with two main objectives: to improve the management of projects and to ensure its accountability. The evaluations are conducted by third parties, to enhance transparency and objectivity.

This evaluation study was conducted with the objectives of evaluating the project while considering the five evaluation criteria (relevance, effectiveness, impacts, efficiency, and sustainability), determining lessons learned, making recommendations, improving project management based on the results of the evaluation, and fulfilling the accountability of the project.

We would like to take this opportunity to express our sincere gratitude to all those who were involved in this study including UN Women, Shiseido, the students, teachers, and parents of the project’s target schools, and government officials.

Finally, the evaluation team wishes to note that opinions expressed in this report do not necessarily reflect the views or positions of UN Women.

July 2019

Foundation for Advanced Studies on International Development

Note: This English version of the midterm evaluation report is a summary of the Japanese midterm evaluation report of the project “Raising Awareness of Gender Equality among Young People in Japan.”

¹ UN Women website “About UN Women” <<http://www.unwomen.org/en/about-us/about-un-women>> Accessed on 4 July 2019.

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1. Objectives and Policies of the Evaluation

1-1. Background and Objectives of the Evaluation

The project “Raising Awareness of Gender Equality among Young People in Japan” (hereinafter referred as “the project”) is the target of the evaluation. The project aims to promote the empowerment of women and raise awareness about gender equality in Japan. The project targets youth in high schools and universities and the employees of Shiseido Company, Limited (hereinafter referred to as “Shiseido”). The project started in April 2017 and is scheduled to end in March 2020. At the time of this evaluation, two years have passed since the project began.

This evaluation was conducted as a midterm evaluation of the project. The objectives are to evaluate the project while considering the five evaluation criteria (relevance, effectiveness, impacts, efficiency, and sustainability), to determine lessons learned, to make recommendations, to improve project management based on the results of the evaluation, and to fulfill the accountability of the project.

1-2. Target of the Evaluation

The project overview is shown in Table 1-1.

Table 1-1 Project overview

Project Name	Raising Awareness of Gender Equality among Young People in Japan
Implementing Agency	UN Women, Shiseido (as the donor)
Project Period	April 2017-March 2020 (planned)
Overall Goal	The students and employees of the partner company (Shiseido) who participated in the project will contribute to the realization of a society where they can choose their own life paths and perform to the best of their ability, regardless of gender, through becoming human resources who proactively promote awareness about gender equality and women’s empowerment to the people, organizations, and networks around them.
Project’s Purpose	<ol style="list-style-type: none">1. The students who participated in the project will improve their ability to find, solve, and propose solutions to problems about gender equality and women’s empowerment.2. Shiseido employees will increase their awareness about gender equality and encourage women’s empowerment in their

	workplace.
Output	<ol style="list-style-type: none"> 1. Shiseido employees increased their awareness about gender equality through the promotion of activities related to HeForShe² within Shiseido. 2. Shiseido developed a gender educational program. 3. Students studied gender equality and career development through a series of educational programs (i.e. lectures, workshops). 4. The students who participated in the project did research and discussed gender issues they were interested in better understanding. 5. The students who participated in the project formulated solutions and concrete proposals and took action regarding the gender issues that Japan is facing.
Activities	<ol style="list-style-type: none"> 1. Launch Shiseido HeForShe advocate website. 2. Hold events related to HeForShe within Shiseido. 3. Implement gender equality advocacy workshops for Japanese university and high school students. 4. Implement symposiums on gender equality.

1-3. Framework of the Evaluation

1-3-1. Principles of Evaluation

This evaluation analysis was conducted based on the following two principles.

1. To conduct an analysis that focuses on the direct target beneficiaries

The project's direct target beneficiaries are the students who participated in the project and Shiseido employees. The students who participated in the project are expected to improve their ability to find, solve, and propose solutions to problems of gender equality and women's empowerment. They are also assumed to influence the people and organizations around them. Shiseido's—the project's donor—employees are expected to be impacted by project activities, such as the internal events related to HeForShe and the Shiseido HeForShe advocate website, both managed by the team working on the project (hereinafter referred to as "the Shiseido project team"). The effects on these direct target beneficiaries are expected to spread and influence the decision-makers of Shiseido and the general

² HeForShe: United Nations global solidarity movement for gender equality.

public. Therefore, the evaluation team focused on the above two beneficiaries and analyzed how the effects spread and affect the other stakeholders.

2. To analyze the advantages of UN agencies' and private companies' partnership project

Since UN Women have a partnership with Shiseido on the project, the advantage of having partnership was assessed by comparing it to when a single organization does the same thing. Specifically, the evaluation team thoroughly investigated and analyzed the project implementation framework and the appropriateness of the process to examine the advantage a partnership project has.

1-3-2. Evaluation Criteria

In this evaluation, five evaluation criteria (relevance, effectiveness, impacts, efficiency, and sustainability) were considered; subsequently, lessons and recommendations were derived.

1-3-3. Stakeholder Analysis

The project's stakeholders are categorized into four groups:

1. the implementing agency and donor,
2. the direct target beneficiary,
3. the indirect target beneficiary, and
4. the people that are expected to be affected by the project's spillover effects.

UN Women is the project's implementing agency, and Shiseido collaborated as the donor. The direct target beneficiaries are the students participating in the project and Shiseido's employees. The students are expected to improve their ability to find, solve, and propose solutions to problems on gender equality and women's empowerment by participating in the project. Shiseido's employees are expected to increase their awareness about gender equality and women's empowerment by participating in the internal events and visiting the Shiseido HeForShe advocate website.

The indirect target beneficiaries are the teachers who are in charge of the project at the target schools, other teachers who are not in charge of the project but who teach in the same schools, the students who have not participated in the project, and the families of the participating students. They are expected to change their awareness, perspectives, ways of thinking, and actions/behaviors regarding gender issues through the activities that the participating students started.

People who are expected to be affected by the project's spillover effects could include decision-makers in the target schools, decision-makers in Shiseido, the government body (including the Gender Equality Bureau Cabinet Office), and the general public. These stakeholders may be directly or indirectly influenced by the stakeholders of the groups 1, 2, and/or 3, and the project may change the policies and activities of each stakeholder.

1-4. Implementation Procedures of the Evaluation

The evaluation period is from March 2019 to July 2019. The evaluation team submitted the inception report at the beginning of April and then presented the interim results of the evaluation at the UN Women Japan Liaison Office at the end of May. The UN Women Japan Liaison Office gave its comments on the presentation and the draft of the report. The final report was completed based on those comments.

The following surveys were conducted during the evaluation:

- Rapid assessment/situation analysis on gender education of the target schools
- Rapid assessment/situation analysis on gender issues of Shiseido
- Media coverage of the HeForShe survey
- Interviews with the UN Women Japan Liaison Office and Shiseido
- Questionnaire (given to stakeholders of the target schools, Shiseido, the UN Women Japan Liaison Office, and a relevant person from a government body)

1-5. Evaluation Team

The evaluation was carried out by a designated team composed of the following five members:

- Ruiko Hino (FASID): Team Leader/Evaluation Analysis 1
- Meguru Yamamoto (FASID): Team Subleader/Evaluation Analysis 2
- Katsuyoshi Takakura (FASID): Evaluation Analysis 3
- Sayuri Kon (FASID): Evaluation Analysis 4
- Nobuko Fujita (FASID): Advisor/Supervisor

1-6. Constraints of the Evaluation

The constraints for conducting this evaluation are stated below.

1-6-1. Constraints on the Effectiveness Analysis

In the project, it was not possible to quantitatively examine the achievement status of each output because the target value of each output's indicator was not set.

Based on the results of the questionnaire conducted by Shiseido in 2017 and 2018, it was not possible to confirm how each participating student changed after the project.

Therefore, in this evaluation survey, the evaluation team used the recall method in the questionnaire to determine changes in the students' awareness and behavior after they participated in the workshop. The results of the survey conducted by Shiseido were used to grasp the overall trend of the participating students' changes regarding awareness and behavior after they participated in the workshop.

In the evaluation survey, 22 out of 29 target schools responded to the questionnaire conducted by the evaluation team. A total of 67 high school students responded, whereas no answers were obtained from the participating students who attended from the target universities. In 2017 and 2018, 667 students total participated in the project. Therefore, the total number of respondents represents 10% of all the students who participated. The evaluation team received four responses from the questionnaire done on Shiseido's employees. Thus, constraints existed when analyzing the project's effectiveness due to the limited number of responses.

1-6-2. Constraints on the Impact Analysis

In this evaluation, questionnaire respondents included 21 teachers who were in charge of the project and came from 19 target schools, 23 teachers who were not in charge of the project and came from 5 target schools, 124 students who did not participate in the project and came from 3 target schools, and 15 people who were parents of the students who participated in the project.

Like the constraints on the effectiveness analysis, there were constraints when analyzing the impacts on the indirect target beneficiaries caused by the limited number of responses from them.

In addition, since only 10% of all the students who participated in the project responded to the questionnaire as mentioned in 1-6-1, the impacts on the students' awareness, perspectives, ways of thinking, and actions/behavior regarding gender issues also had to be assessed using a limited amount of information.

Lastly, the media coverage survey also reflected constraints. It was not possible to confirm and find the details of all the news articles and reports related to HeForShe or the project as two years had passed since the project began.

1-6-3. Constraints on the Efficiency Analysis

As it was not possible to gain detailed information about the contents of the gender quality advocacy workshops held in 2017 and 2018, it was not possible to clarify the

causal relationship between the project activities and the project outputs.

Moreover, since the inputs (the details of the budget and the actual expenditure) were not open to the public, it was not possible to verify the appropriateness of the project's inputs.

2. Results of the Evaluation

2-1. Relevance

Regarding the project's relevance, the evaluation team analyzed the project's purpose in satisfying the beneficiaries' demands, the approach of this project regarding the solutions to given problems, the project's compatibility with the demands and educational policy of the schools that take part in this project, the project's level of consistency with the idea and demands of Shiseido, the project's coherence regarding the policy of the Japanese government, and the project's compatibility with the vision and policy of UN Women.

2-1-1. The Compatibility of the Demands and Educational Philosophy of the Schools

This project is highly consistent with the demand of the students who want to learn about gender issues, and it is compatible with the educational philosophy of the schools that participated in the project for the following reasons.

Firstly, the project aims to help students get more knowledge about gender-based problems. According to the results of the questionnaire conducted for this evaluation, around 70% of students and teachers think that there is an opportunity to learn about gender issues in their school, while the other students did not agree. Among the students who answered that "there is an opportunity to learn about gender issues in their school," approximately 50% of them think that there is enough opportunity to study gender-based problems during school. Hence, it seems that the opportunity of learning about gender-based issues in school has not satisfied students' needs. Also, only 30% of students have independently studied gender-based problems outside school. Therefore, this project, which can provide students the opportunity to learn about gender-based issues, satisfies the students' demands.

In addition, many of the teachers who were in charge of the project considered that there was compatibility between the project's purpose and the educational philosophy or educational demands of their schools. In the questionnaire, 17 teachers (81% of teachers from 19 schools) answered that "there is consistency between the project's purpose and

the educational philosophy of the school,” or that “there is, to some extent, consistency between the project’s purpose and the educational philosophy of the school.” Similarly, 95% of the teachers answered “yes” (including “yes, to some extent”) to the question “Is there consistency between the project’s purpose and the educational needs of the school?”

Therefore, as mentioned above, the majority of teachers who were in charge of this project considered that the project’s purpose is consistent with their school’s educational philosophy and demands.

2-1-2. Consistency with the Missions and the Needs of Shiseido

Shiseido adopted its sustainability strategy to realize a robust society by taking action toward social and environmental issues, particularly action for achieving sustainable development goals (SDGs). The company believes that taking on this sustainability strategy is crucial for its own and society’s sustainability. Shiseido’s mission is consistent with the project’s aim, which is to contribute to tackling global gender issues and the SDG 5 “Achieve gender equality and empower all women and girls.”

“Efforts toward realizing diverse beauty” is one of the key themes of Shiseido’s sustainability strategy. This theme aims to realize a society where all people around the world can choose their own lifestyles and values and where individual differences, including gender, age, and nationality, are accepted as diverse characteristics. The company particularly focuses on empowering women who are central to its business. This key activity theme of Shiseido’s sustainability strategy is consistent with the project’s overall goal, which is to build the capacity of the youth who have participated in the project to contribute to the realization of a society that encourages people to choose their own life and to perform to the best of their ability, regardless of their gender.

Shiseido has not gained as much interest from youth as it has from older generations. Since the project’s main target group is members of the youth population, young people who have participated in the project could become more interested in Shiseido’s products and activities, and then they could become future stakeholders (consumers, stockholders, etc.). Therefore, the company’s needs could be fulfilled by the project.

It is thus evident that Shiseido’s missions and its needs are all consistent with the project.

2-1-3. Consistency with the Policy of the Japanese Government

The Fourth Basic Plan for Gender Equality (December 2015, Cabinet decision) states the following four targets the Government of Japan aims at:

1. Make the country vibrant and rich in diversity by men and women demonstrating

their individuality and abilities and by respecting their choices.

2. Make a place where the human rights of men and women are respected and where individuals can live with dignity.
3. Realize the work–life balance of women and men through the reformation of “male-oriented working styles.”
4. Recognize gender equality internationally, which should be positioned as the most important issue in Japan.

The targets for a gender-equal society indicated in the above basic plan are described as the measures for promoting women’s career and gender equality in the appendix of the Expanded SDGs Action Plan 2018, which was decided by the SDGs Promotion Headquarters in Japan on December 22, 2016.

The Fourth Basic Plan for Gender Equality indicates that gender equality is regarded as the most important issue for the Japanese government to take on. Thus, the project is highly consistent with the policy of the Japanese government.

2-1-4. Consistency with UN Women’s Vision and Policy

(1) UN Women’s Strategy

The strategy of UN Women’s Youth LEAP into Gender Equality seeks to empower young women and young men as partners in achieving gender equality. The three keys of the strategy are 1) advocacy, 2) global campaigns (online and offline), and 3) communication using technology and expertise.

Furthermore, the UN Women Japan Office confirmed that UN Women’s strategy aims to have young people take the initiative in promoting gender equality.

(2) UN Women’s Solidarity Movement for Gender Equality, HeForShe

HeForShe is a systematic approach to UN Women’s Solidarity Movement for Gender Equality, and it aims to ensure that everyone in the world participates in the realization of gender equality and becomes an agent of change. It provides a platform for such change.

Initially, HeForShe was designed for men and boys to become the main actors in the movement toward gender equality, but after renewing its activities in 2016, it has morphed into its present form.

Based on the above, this project, which promotes gender equality and women’s empowerment for young people, is highly consistent with UN Women’s vision and policy.

2-1-5. Conclusion of the Relevance

To evaluate the project's relevance, the following four points are considered:

- The educational needs and educational policies on gender issues in the target schools were consistent with the project's objectives.
- The project's aim was consistent with Shiseido's missions and Shiseido could fulfill its needs by taking part in the project.
- The project's purpose was in line with the policy of the Government of Japan, which placed gender equality as the top national priority.
- The project's aim was to meet the policy/vision to empower young women and men of UN Women and to aim at gender equality.

Based on the points above, this project's relevance is considered very high.

2-2. Effectiveness

The project's effectiveness is evaluated by assessing the extent of the project's purposes being achieved by the project's outputs. This is assessed for each target group from the qualitative and quantitative perspectives.

2-2-1. Awareness about Gender Equality and Students' Ability to Find, Solve, and Propose Solutions to Gender Issues

The students who participated in the project are expected to have a higher awareness of gender equality and ability to find, solve, and propose solutions to gender issues.

(1) Quantitative Effects

(A) Number of Schools and Students that Participated in the Workshop

During the first two years of the project, a total of 667 students participated in the gender-equality advocacy workshop (hereinafter referred to as "the workshop"), the project's main activity, as shown in Table 2-1.

Table 2-1 Number of schools and students that participated in the workshop³

Fiscal Year	University		High School		Total
	Schools	Students	Schools	Students	
2017	3	222	5	122	344
2018	0	0	24	323	323

³ In 2018, 25 schools participated in the project, but 1 school could not participate in the workshop due to extenuating circumstances.

(B) Number of Participants at the HeForShe Symposium

In 2017, 39 students from all 8 schools (3 universities and 5 high schools) that participated in the project gave their presentations at the “HeForShe Engaging Youth to Achieve a Society Where Everyone Shines” symposium (hereafter referred to as “the HeForShe symposium”).

In 2018, 35 students from 8 high schools gave their presentation at the HeForShe symposium. The 8 schools were chosen from 25 schools that participated in that year’s project. The presenting schools were selected through a video competition of their presentations. All 25 schools participated in the video competition. Apart from the 8 schools that gave presentations on the stage, 2 schools presented their work through posters at the symposium venue.

(2) Qualitative Effects

(A) Changes in the Students’ Knowledge on Gender Issues

According to the results of the questionnaire, which was conducted after the workshops in 2018 and compiled by Shiseido, 94% of the 124 students who responded to the questionnaire answered that their knowledge on gender issues had improved, 93% answered that they had gained something to be aware of and had learned something from the workshop, and 89% answered that they had increased their knowledge about finding a solution for gender-related issues.

The results of the questionnaire that targeted the students who participated in the project shows that 97% of the 67 respondents learned about some gender issues, such as “Japan’s gender-gap situation,” “other countries’ gender-gap situation” and “how to work in companies like Shiseido.”

The results mentioned above confirmed that many of the students gained knowledge on gender issues by participating in the workshop.

(B) Changes of the Students’ Gender Equality Awareness

When the students were asked about changes before and after the workshop in the questionnaire, 60% of respondents answered that their interest in gender issues was higher after participating than before. Moreover, 67% answered that the frequency of reading about and searching for gender issues in newspapers, TV programs, on the Internet, and so on, increased.

The evaluation team also confirmed from the results of the questionnaire that targeted the teachers in charge of the project whether they noticed the change in the awareness of gender issues among students. As a result, 76% of the 21 respondents answered that

the students' interest in gender issues had increased. The evaluation team asked the parents of the students who participated in the project the same question and found that 77% of the 13 respondents⁴ answered that the students' interest in gender issues had increased.

In conclusion, the majority of the students have become more aware of gender issues after participating in the project.

(C) Changes in the Students' Action on Gender Issues

As mentioned before, the students were asked about the changes before and after the workshop in the questionnaire. As a result, 98.5% of the 67 respondents answered that they saw some changes in their actions. Specifically, 63% answered that they discussed gender issues with friends, and 55% answered that they discussed these issues with their family.

The teachers in charge of the project were asked the same question. As a result, 38% of the 21 respondents responded that the students disseminated their opinions to others, and 33% answered that the students planned activities to solve gender-related problems. In conclusion, many of the students had taken some form of action after participating in the workshop. However, most of these actions were taken in regard to their close surroundings, such as by discussing these issues with their family members and friends, and the number of the students who disseminated their opinions beyond their surroundings or implemented activities about gender issues was limited.

2-2-2. Awareness of Gender Equality among Shiseido Employees

The project activities that targeted Shiseido employees as the beneficiaries follow:

1. The project provided opportunities to implement workshops for Japanese university and high school students.
2. The project provided opportunities to implement HeForShe symposiums.
3. The project launched the Shiseido HeForShe advocate website.
4. The project provided opportunities to hold HeForShe events for Shiseido employees.

The project's effect on raising awareness about gender equality and women's empowerment among Shiseido employees is assessed by the project's outputs using the activities mentioned above.

⁴ The total number of respondents who were parents of the student was 15. Among the 15 respondents, 13 of them were aware of their children taking part in the project. The question mentioned was asked to those 13 respondents.

(1) Quantitative Effect

(A) Number of the HeForShe Commitments through the Shiseido HeForShe Advocate Website

The Shiseido HeForShe advocate website was launched on July 21, 2017. By the end of March 2019, a total of 1,920 commitments were achieved through the website. Out of the 1,920 commitments, 1,853 were commitments achieved in Japan.

Since Shiseido has 44,900 employees globally (as of January 2018), 1,920 commitments represent 4% of the total number of its employees. The company has 23,505 domestic employees (as of January 2018); thus, 1,853 commitments represent 8% of the total number of its domestic employees.

Although a certain number of commitments has been achieved already, the large number of the company's employees could indicate a further increase in the number of future commitments.

(B) Number of Participants in the Shiseido HeForShe Events

Shiseido held HeForShe events for its employees at its research center and Kakegawa factory. The Shiseido project team set up a booth during lunch for each event and explained HeForShe to employees who visited the booth. A total of 310 employees participated in these events.

(2) Qualitative Effect: Awareness of Gender Equality and Women's Empowerment among Shiseido Employees

According to the project's progress report⁵, the Shiseido HeForShe advocate website helped raise its employees' awareness about gender equality and women's empowerment.

As for the midterm evaluation, the evaluation team conducted a questionnaire targeting Shiseido employees, including members of the project team⁶ and other employees. Out of four members from the project team, three members responded to the survey, while one response was achieved from other employees. The only respondent from the other employees participated in the HeForShe event held at the research center.

The survey's result shows that all the four respondents chose the answers "I have more interest in gender issues" and "I have more interest in realizing a society of diversity"⁷

⁵ The progress report was written by UN Women around August 2018 and was addressed to Shiseido.

⁶ There are four members on the Shiseido project team (as of May 2015), and they are all members of the Inclusion Group, Diversity & Inclusion Department, Social Value Creation Division.

⁷ Society of diversity is a society that encourages individuals to perform to the best of their ability and coexist with others, regardless of their gender, nationality, age, etc.

from several answers to the question “What kind of changes have occurred in your awareness, perspectives, ways of thinking, and actions/behavior by participating in the project?” Also, three respondents chose the answer “I have committed (to take action for a gender-equal world) through the HeForShe website” for the above question.

Since only a few employees responded to the survey, it is difficult to make conclusions about the whole company. However, some positive changes in the awareness, perspectives, ways of thinking, and actions/behavior related to gender equality and women’s empowerment have been confirmed among those who directly participated in the project.

2-2-3. Conclusion of the Effectiveness

To evaluate the project’s effectiveness, the following points are considered:

- During the first two years of the project, a total of 667 students participated in the workshop. Many of them became more knowledgeable about gender-based issues and more aware of gender equality after participating in the project. In addition to their awareness and knowledge, many students took actions related to gender issues. Nevertheless, most of the actions were taken in regard to their surroundings, such as discussing gender issues with their families or friends, and only a few students applied such actions beyond their surroundings.
- Shiseido has succeeded in achieving 1,853 commitments through its HeForShe advocate website, and 310 employees participated in its HeForShe events. In addition, the questionnaire’s results show some positive changes in the awareness, perspectives, ways of thinking, and actions/behavior related to gender equality and women’s empowerment among those who directly participated in the project.

Although the two purposes of the project have been achieved to a certain extent, the effect is limited. Still, the project’s effectiveness is relatively high.

2-3. Impacts

Regarding the project’s impacts, the evaluation team analyzed the positive and negative changes caused by the implementation of the project that had influence on 1) the teachers and the target schools’ educational policies; 2) the people around the students who participated in the project; 3) the students’ awareness, perspectives, ways of thinking, and actions/behavior not directly related to gender issues; 4) Shiseido’s policy on gender equality and women’s empowerment; 5) the Japanese government’s policy on gender equality and women’s empowerment; and 6) the general public.

2-3-1. Impact on the Teachers and the Educational Policies of the Target Schools

The results of the questionnaire and each school's education policy illustrate that the educational policies of the target schools were not influenced by the project during its first two years, whereas some influences on the teachers have been found.

In the questionnaire, the teachers in charge of the project were asked about the situation before and after the project. More than 40% of the 21 respondents answered that they became more interested in gender issues, they more frequently discussed gender gap issues in Japan and other countries with students, and they tended to avoid behaving in ways that may be perceived as gender-discriminatory by students. However, only about 30% of teachers answered that they read about or searched for gender issues in the newspaper, TV programs, the Internet, etc. more frequently than before.

In addition, 43% of the respondents answered "yes" (including those who answered "yes, to some extent") to the question "Did the project have any influence on the teachers of your school?" asked in the questionnaire. Some teachers noted that the teaching materials used in the project workshop could be incorporated into their classes and plan to use them in the future. Also, some teachers (including those who were not in charge of the project) started to study gender issues.

In conclusion, as indicated above, the project has influenced the teachers, including those in charge of the project and other teachers who were not. However, it has not influenced the general educational policy of the target schools.

2-3-2. Impact on the Stakeholders who are Around Students

The students who participated in the project were asked, "Do you think that your participation in the project affected people around you (friends, teachers, family members, etc.)?" As a result, 13% of the 67 respondents answered, "I think so very much," 16% answered "I think so," and 22% answered "I think so a little." Most of those who answered with any of the three responses said that the people who they influenced included their family members and/or their school friends.

The evaluation team confirmed how the teachers considered the ways in which the participating students impacted the people around students in the target schools. The results are shown in Table 2-2.

Table 2-2 Teachers’ opinions about the influence on people around the students who participated in the project

	Opinions of teachers in charge of the project (N = 21)		Opinions of other teachers (N = 23)	
	Impact was confirmed	Impact was confirmed to some extent	Impact was confirmed	Impact was confirmed to some extent
Other students	3 (14%)	4 (19%)	1 (4%)	4 (17%)
Teachers	5 (24%)	4 (19%)	1 (4%)	3 (13%)
Parents	1 (5%)	3 (14%)	1 (4%)	2 (9%)

Source: Based on the results of the questionnaire conducted by the evaluation team.

Through the questionnaire, the students who did not participate in the project (hereinafter referred to as “the other students”) were asked whether they were affected by the students who participated in the project. Only 5% of the 124 respondents answered that they had been affected, and 3% responded that they were affected to some extent.

The parents of the students who participated were asked the same question. Out of 13 respondents, 39% answered that they were affected, and 39% answered that they were affected to some extent.

Furthermore, the changes that the teachers in charge of the project underwent and the changes that the parents of the students who participated in the project underwent were assessed. Around 40% of both the teachers and the parents answered that their interest in gender issues increased after the project.

The evaluation team concludes that the project has impacted the stakeholders around the students to a certain degree. However, there is a difference between the degrees of impact on each stakeholder.

2-3-3. Impact on the Students’ Awareness, Perspectives, Ways of Thinking, and Actions/Behavior that are not Directly Related to Gender-Based Issues

To assess the impacts (unintended effects of the project) on the students who participated in the project, the evaluation team asked the students about the changes in their awareness, perspectives, ways of thinking, and actions/behavior that were not directly related to gender-based issues in the questionnaire. As a result, a half of the 67 respondents answered that their “interest in realizing a society of diversity,” “ability to work with team members and to demonstrate strength as a team,” and “ability to sort the information that they gathered and learned about to find solutions to problems” increased or improved after participating in the project. In addition, more than 35% answered that their “interest in working globally as a member of the world,” “ability to express their

opinions toward others with the intention of convincing others,” and “communication skills” increased or improved after participation.

It is assumed that changes recognized by the students were brought on by them participating in the preparation for their video competition and presentation at the symposium. Through these activities, the students had to think hard and thoroughly about how to convince or persuade the audience and judges to agree with their perspective.

Therefore, it can be concluded that the project has impacted the students’ awareness, perspectives, ways of thinking, and actions/behavior not directly related to gender-related issues to a certain degree.

2-3-4. Impact on Shiseido’s Policy on Gender Equality and Women’s Empowerment

According to the interview with the Shiseido project team, the impact of the project is not yet to be determined but is expected to appear in the future. The team also mentioned that many of the employees were inspired by the young people (the main target of the project), and the potential influence created by the young people was becoming more recognized in the company. Similar results are gained from the questionnaire responses of the individual members of the team.

2-3-5. Impact on the Policies on Gender Equality and Women’s Empowerment of the Government of Japan

To verify whether there were any impacts of the project on the policies of the Japanese government, the evaluation team approached the Gender Equality Bureau Cabinet Office. According to the general affairs department of the governmental body, the project is recognized as a very good practice and its implementation is highly welcomed. However, it was pointed out that there were no inputs to the policymakers from the project, and thus no official comments on the project’s impact on the policies were given.

2-3-6. Impact on the General Public

The impact on the general public was assessed from the results of the research on media coverage on HeForShe, the number of the HeForShe commitments, and the number of general visitors to the HeForShe symposiums.

(1) Media Coverage of HeForShe

Media coverage of HeForShe is one of the indicators of the project outputs. As a result

of the research on the media coverage, 40 reports related to either HeForShe or the project were found (Table 2-3). Among the 40 reports, 14 are directly related to the project, and 13 out of the 14 are about the HeForShe symposium. Not only online news sites but also several newspapers and a news program on TV reported on the symposium. Some reports on HeForShe are not directly related to this project, and it is not possible to deny the possibility that the number of reports increased due to factors outside of the project.

Table 2-3 Media coverage of HeForShe and/or the project

Fiscal year	Number of reports on HeForShe and/or the project	Number of reports on the project
2017	24	9
2018	16	5
Total	40	14

Source: Based on the results of the media coverage search by the evaluation team

(2) Number of HeForShe Commitments

The number of the HeForShe commitments is also one of the indicators of the project outputs. The commitments are collected through the HeForShe website managed by UN Women.

In the first two years of the project, there was a 4,660 increase in commitments (Table 2-4). However, there is a possibility that the number of commitments had increased due to factors outside of the project.

Table 2-4 Number of the HeForShe commitments achieved in Japan

Date	Number of Commitments
End of March 2017	4,100
Around August 2018	6,400
End of March 2019	8,760

Source: Progress report of the project and the UN Women HeForShe website

(3) Number of the General Visitors of the HeForShe Symposiums

The numbers of the general visitors of the HeForShe symposiums in 2017 and 2018 were 100 and 80, respectively⁸.

⁸ The results of the questionnaire conducted by the evaluation team.

2-3-7. Other Possible Impact

Although it was not expected at the time when the project was designed, if there were some activities that connected the target schools or some opportunities for the students to exchange their opinions with the students of other schools, then another positive impact such as the establishment of a network or “inter-school/student connections” among the target schools and/or the students could have been considered. Moreover, this impact could have contributed to strengthening the sustainability of the project. Nevertheless, such impact was not achieved in the project.

2-3-8. Conclusion of the Impacts

For evaluating the impacts of the project, the following six points are considered.

- The impact on the teachers of the target schools is confirmed, but the impact on the educational policy is not confirmed.
- A certain degree of impact on the stakeholders around the students is confirmed. However, there are differences between the degrees of impact between each stakeholder.
- The project has a certain degree of impact on the participating students’ awareness, perspectives, ways of thinking, and actions/behavior not directly related to gender issues.
- The impact on Shiseido’s policy on gender equality and women’s empowerment is strongly expected but not yet confirmed.
- The impact on the Japanese government’s policy on gender equality and women’s empowerment cannot be confirmed due to the lack of project input to the policymakers.
- The impact on the general public cannot be confirmed due to the limited amount of information.
- The “inter-school/student connections” is considered as another impact but could not be confirmed within the scope of this evaluation.

In conclusion, several positive impacts are confirmed although some could be improved with more consideration.

2-4. Efficiency

The appropriateness and the timeliness of the inputs and the appropriateness of the process were assessed to evaluate the efficiency of the project.

2-4-1. Appropriateness and Timeliness of the Inputs

According to UN Women Japan Liaison Office, the budget and the actual expenditure for the project is as shown in Table 2-5.

Table 2-5 Budget and actual expenditure of the project

Fiscal Year	Budget (JPY)	Actual Expenditure
2017	30,300,000	Confidential
2018	30,300,000	Confidential
2019	45,360,000	

Source: Based on the questionnaire results for UN Women Japan Liaison Office

As mentioned in 1-6-3, it is difficult to verify the appropriateness of the project inputs due to the data restrictions.

As for the timeliness of the inputs, according to the project's progress report, the project activities for FY2017 stated in the project document⁹ were implemented within FY2017 as planned. According to the results of the questionnaire completed by the UN Women Japan Liaison Office and the Shiseido project team, the project activities for FY2018 stated in the project document were implemented within FY2018 as well. No major delay was observed, thus the inputs were considered to be appropriate in terms of timeliness. Additionally, in FY2017 and FY2018, 344 and 323 students participated in the project, respectively. The HeForShe symposiums in FY2017 and FY2018 achieved 241 and 180 participants (including visitors, guest, and the press), respectively.

In conclusion, although it is difficult to verify the appropriateness of the inputs, regarding the fact of achieving a certain number of the target beneficiaries to participate in the project within the timeframe, the project inputs can be assessed as appropriate in terms of timeliness.

2-4-2. Appropriateness of the Process

Although the implementation framework and implementation process of the project were different from the UN Women's ordinary implementation style¹⁰, the activities were implemented as planned. The lessons learned from 2017 as stated in the project's progress report were implemented in the following year; in 2018, the project developed gender educational materials to build common grounds of knowledge for the participants of the workshops, which was suggested as one of the lessons learned in the progress

⁹ Project document: Plan of the project framed by UN Women for each fiscal year.

¹⁰ Interview with UN Women Japan Liaison Office.

report. Thus, it could be considered that the PDCA cycle¹¹ of the project was functioning well.

In addition, since the project is a partnership project between UN Women and Shiseido, the advantage of the collaboration has been assessed by comparing the project to when it is done by each organization alone. The expertise of UN Women at solving social gender issues and Shiseido's experience of developing educational materials were both essential for ensuring the quality of the gender educational materials of the project. The expertise of UN Women was also necessary when selecting the gender experts for the HeForShe symposiums. On the other hand, by having Shiseido as the donor of the project, UN Women was able to implement the project at a certain scale in Japan, a country ranked poorly in the Global Gender Gap Report. Moreover, Shiseido complemented the role of the implementing agency in the initial period of the project. Therefore, both UN Women and Shiseido complemented each other as partners and benefited from the collaboration, which could not have been achieved if each organization had implemented the project on its own. However, there were some difficulties in sharing information and unifying the procedures between the two organizations.

2-4-3. Conclusion of the Efficiency

For evaluating the efficiency of the project, the following points are considered.

- The appropriateness of the inputs could not be assessed due to data restrictions, but it was considered appropriate in terms of the timeliness, since all the planned activities were carried out and a certain number of target beneficiaries were reached within the timeframe.
- The process of the project was considered appropriate, since the PDCA cycle was functioning and relevant expertise was obtained to ensure the quality of the project. Although there were some difficulties, both UN Women and Shiseido complemented each other as partners in the process of the project and both benefited from the collaboration, which could not have been achieved if each organization had implemented the project on its own.

In conclusion, although the appropriateness of the inputs was not possible to assess, since the other aspects are assessed as appropriate, the efficiency of the project is considered to be relatively high.

¹¹ PDCA cycle (Plan-Do-Check-Act cycle): an iterative, four-step management method used to control and continue improving the processes of projects.

2-5. Sustainability

The sustainability of the project's effects depends on the continuation of the following projects and activities:

1. Projects/activities related to gender equality and women's empowerment for Shiseido's employees,
2. Projects/activities related to gender equality and women's empowerment for students, and
3. Activities related to gender equality and women's empowerment by the schools that have participated in this project or by the students of those schools.

Therefore, the sustainability of the project is assessed by the probability of these projects and activities being continued.

2-5-1. Continuation of Shiseido's Projects/Activities

For the FY2019, Shiseido plans to continue taking part in the workshop for students and the HeForShe symposium as the donor of the project. The company also continues to make use of the Shiseido HeForShe advocate website. In addition, the Shiseido project team is planning to hold several discussion events on gender equality within the company¹².

Shiseido plans to carry on advocating to students on gender equality and women's empowerment as its project or activity after the project "Raising Awareness of Gender Equality among Young People in Japan" finishes¹³.

As mentioned in 2-1-2, the aim of the project is highly consistent with Shiseido's mission. Moreover, in January 2019, the Social Value Creation Division was newly set up in the company, aiming to accelerate the creation of social values related to the environment, society, and culture. Shiseido considers "encouraging women to take active roles in Japanese society" as one of the main aspects of its reform.

Since Shiseido has the intention of continuing projects/activities related to gender equality and women's empowerment and it has a new system to support those projects/activities, the probability of those projects/activities for the employees and for students to be continued is high. However, running the projects/activities related to gender equality and women's empowerment on its own may not be as easy as running the "Raising Awareness of Gender Equality among Young People in Japan" project with the expertise and legitimacy of UN Women.

¹² Response from the Shiseido project team to the questionnaire of the midterm evaluation.

¹³ Interview with the Shiseido project team.

2-5-2. Continuation of the Activities of the Target Schools and the Students

Through the questionnaire, the students who participated in the project and the teachers in charge of the project were asked a question on the activities related to gender equality and women's empowerment done in schools or outside by students either individually or in groups. According to the results, 10% of the 67 student-respondents answered that they were doing the activities at the time of the survey and 9% answered that they had done them in the past. As for the teachers, 24% of the 21 teacher-respondents answered that their students were doing the activities in schools at the time of the survey and 14% answered that their students had done them in the past.

Contrary to the low rate of the activities being actually implemented, according to the answers of the students to the question asking about their willingness to take part in the activities on gender equality and women's empowerment, 63% of the student-respondents answered that they would like to take part in some kind of activities. Many of the students mentioned the lack of time as their reason for not being able to work on the activities. When the students are in the third year of high school, they usually become busy with preparing for the entrance exams of universities/colleges. Even some of the students who had planned some activities could not actually start them, because they could not find a place or arrange time to work together with others. In addition, some schools that presented at the symposium could not maintain the motivation of the students to take further actions after the symposium.

The schools that succeeded in continuing the activities had something in common. The students of those schools had regular occasions to think about and discuss gender issues as a part of the school curriculum.

As mentioned above, the probability of the target schools and the students continuing to work on the activities after the project is not high. Although many of the students wish to do activities, they have difficulties starting and continuing these activities. The students of the school where the activities are considered a part of school curriculum tend to start and continue the activities.

2-5-3. Conclusion of the Sustainability

For evaluating the sustainability of the project, the points below are considered.

- This project is scheduled to end in March 2020, and there are no plans for similar projects thereafter. Therefore, to sustain the effects of the project, it is necessary to continue the activities by Shiseido and the target schools and their students.
- After the completion of the partnership with UN Women, Shiseido may not be able to conduct activities in the same way as this project. However, considering

Shiseido's policies and systems, the company is likely to be able to sustainably expand its work on gender equality and women's empowerment.

- As for the target schools and the students, efforts related to gender equality and women's empowerment are not likely to be developed in a sustainable manner for the majority of the target schools, but the possibility can be enhanced by providing the environment that encourages the students to implement the activities at school.

In conclusion, the sustainability of the project depends highly on the continuation of the activities by the target beneficiaries. The project needs to take actions that enable the beneficiaries to continue the activities within the remaining project period.

3. Recommendations and Lessons Learned

3-1. Recommendations

The project is scheduled to end in March 2020. Therefore, the recommendations of this evaluation are for the project activities in FY2019.

Recommendation 1: Develop a system to maintain the motivation of the students

As mentioned in 2-5-2, only a few of the students who participated in the project were continuing activities related to gender equality and women's empowerment after the workshop or symposium. If the project could develop a system to maintain the motivation of the students after the workshop or symposium, then the possibility of the students continuing to take part in the activities may increase.

The following measures could be implemented as the project activities within the remaining period. In parentheses are the suggested organizations for implementing the measures.

- Provide post-workshop tasks and/or opportunities for students to present their activities to others (UN Women)
- Establish an OB/OG alumni association and an SNS (social networking service) for the students who participated in the project (UN Women/Shiseido)

Recommendation 2: Strengthen connections between schools and students

According to the responses to the questionnaires from the students and the teachers, many students were stimulated by the different perspectives and opinions of the other students through watching and listening to the presentations of other schools at the symposium. In addition, about half of the target schools in the project were either girls' schools or boys' schools. Those who are in either girls' schools or boys' schools have

fewer chances of exchanging their opinions with their peers of the opposite sex. If the project could provide some opportunities for the students to exchange ideas with their peers in the project, then it could enable those students to gain more diverse knowledge and to think in more diverse ways and could also strengthen their motivation.

The following measures could be implemented as project activities within the remaining period. In parentheses are the suggested organizations for implementing the measures.

- Establish an OB/OG alumni association and an SNS for the students who participated in the project (UN Women/Shiseido)
- Hold meetings to exchange and discuss ideas and opinions among the target schools in the same region, and/or provide feedback on the results of the questionnaire (UN Women)

3-2. Lessons Learned

The lessons learned from the project are expected to be considered when projects are planned and implemented by UN Women in the future.

1. In this project, the indicators for measuring the outcomes were set, but there was no specific target value for each indicator. Specific target values are essential for monitoring and evaluating a project. Therefore, in future projects, it is recommended to set appropriate indicators and their target values when making the project document for the initial year of the project.
2. The main purpose of the project was to increase awareness about gender equality and women's empowerment among the youth, mainly the students of high schools and universities, in Japan. The governmental body that is responsible for promoting gender equality in Japan is the Gender Equality Bureau Cabinet Office. However, through the process of the evaluation, it was confirmed that there was no input (e.g., providing information of the project's purpose and the contents of the project) given to the Gender Equality Bureau Cabinet Office. To disseminate the results of the project and/or to make an impact on government policies, inputs to the responsible governmental body are essential.

The evaluation team would like to propose these two points as the lessons learned from this project.