

Play Academy with Naomi Osaka (PANO) Final Evaluation Report
by Japan NPO Center

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Table of Contents

Executive Summary.....	3
1. Evaluation Background & Objectives	5
(1) Evaluation Background and Purpose of Use	5
(2) Evaluator Overview.....	5
2. Program Overview	6
(1) Program Background	6
(2) Outline of the program and each project	6
① Program Name and Implementing Organization.....	6
② Project Name and Implementing Organizations.....	6
③ Beneficiaries (FY2022)	6
(3) Program Outline.....	7
① Program Logic Model	7
3. Evaluation Methods	9
(1) Evaluation Approach	9
① Evaluator	9
② Focus of Evaluation.....	9
(2) Period Covered by the Evaluation	9
(3) Relationships with Stakeholders	9
(4) Evaluation Plan.....	9
① Key Evaluation Questions	9
② Evaluation Design (Indicators, Data Analysis Methods, etc.).....	10
4. Evaluation Results	11
(1) Outcomes, interpretations, and supporting data/rationale for each evaluation question	11
Key Evaluation Question① What are the gender perceptions within organizations? How have they changed?	11
Key Evaluation Question② How has the sport environment been made to encourage the girls' interest and motivation to play?.....	16
Key Evaluation Question③ Has a safe and secured environment been established? What are the factors contributing to it?	19
Key Evaluation Question④ Has the girls' self-efficacy improved?.....	24
Key Evaluation Question⑤ Have girls felt safe and secure?	29
5. Limitations.....	33
6. Ripple effect.....	33
7. Influence of the Japanese social context	33
8. Conclusion	34
9. Suggestions	35

Play Academy with Naomi Osaka (PANO) Final Evaluation Report

Executive Summary

Japan NPO Center (JNPOC) conducted the program/project evaluation of the "Play Academy with Naomi Osaka" grant program (PANO), which started in 2021 as an initiative of the Laureus Sports For Good Foundation (Laureus). The following is a summary of the main findings of outcomes and factors that are estimated to have influenced these outcomes for five key evaluation questions agreed upon with the Laureus.

Key evaluation question 1: What are the gender perceptions within organizations? How have they changed?

Many of the administrators of the grantee organizations had little awareness of gender in their activities before the PANO program began, but through the training, they became aware of gender bias in themselves and their organizations. They also began to apply this newly acquired perspective when dealing with female participants. However, the decision-making bodies in many grantee organizations are biased toward men, and it is difficult for women's perspectives to be included.

Key evaluation question 2: How has the sport environment been made to encourage the girls' interest and motivation to play?

The administrators came to recognize that mutual encouragement among peers is an effective way to motivate female participants. By combining the knowledge gained from the PANO trainings with the experiential knowledge they had accumulated through their activities, they were able to create an environment that would increase the interest and motivation of the female participants. While the quality of activities has thus improved, there are some limitations in terms of publicity, and there are some quantitative issues in terms of access to project participants, such as missing opportunities for some potential beneficiaries.

Key evaluation question 3: Has a safe and secure environment been established? What are the factors contributing to it?

Safeguarding policies were developed for all six participating grantees, establishing an infrastructure of safety and security. The administrators recognized that a gender perspective and safeguarding are mutually complementary and effective in motivating female participants, thus the need for and understanding of safeguarding has been promoted. On the other hand, the spread of safeguarding within the grantee organization and among stakeholders is not sufficient yet. The grantee's representative and/or person in charge are overloaded with work and do not have the time and staffing to adequately communicate about safeguarding to their organization's members and stakeholders.

Key evaluation question 4: Have the girls' self-efficacy improved?

Overall, the self-efficacy of female participants in each project improved slightly. It is possible that the challenge of trying new things based on an environment that allows them to exercise autonomy and a sense of security led to the increase. Improvements were also seen in the self-efficacy of those instructing the project activities.

Key evaluation question 5: Have the girls felt safe and secure?

The female participants in each project felt a high level of safety and security in the activity sites and had a sense of trust in the adults who instructed them.

Major observable outcomes of this program are positive changes in the perceptions and attitudes toward gender and safeguarding among grantee organization administrators, which led to their implementations in their respective activities. The fact that these administrators realized the complementary effects of gender perspectives and safety and security, and felt a positive effect on the motivation of girls in practice, suggests that the combined, high-quality training design contributed to this.

In terms of process, intergroup exchanges among the grantee administrators to share their instructional

concepts and methods were fostered during the program, which can be attributed to the frequency of trainings and exchanges. On the other hand, the sense of burden of training and administrative work the administrators feel is also one of the reasons for safeguarding within the organizations to not have taken deep root yet, thus posing an aspect of risk. In order to promote greater future empowerment of girls in terms of both quality and quantity, it is expected that the program needs to secure the number of participants, which is still weak in comparison to the improvement of the quality of project activities.

PANO is a pioneering yet challenging program in Japan, where gender inequality is still evident. It may be worthwhile to measure the value of the program's pioneering nature by looking at its ripple effects on parents and other organizations.

1. Evaluation Background & Objectives

(1) Evaluation Background and Purpose of Use

This evaluation was conducted for the “Play Academy with Naomi Osaka” program during its first-term two-year program, which began in January 2021 and ended in December 2022.

The main objectives of the evaluation are as follows, and it will be used by the Laureus Sport For Good Foundation to help improve the program in its second term (January 2023 to December 2024) and beyond:

1. Extract outcomes of programs implemented to date and identify the value of the programs.
2. Identify facilitators and inhibitors of outcomes.
3. Identify the appropriateness of the implementation process to date.

(2) Evaluator Overview

This evaluation was conducted by the Japan NPO Center (JNPOC). JNPOC was established in 1996 as a national-level infrastructure organization for the nonprofit sector, with the aim of strengthening the social and organizational capacity of Japanese NPOs, and establishing strategic partnerships with businesses and government in the creation of a civil society. JNPOC has provided accompanying support and evaluations for NPOs' projects as well as training in project evaluation for NPOs and NPO supporters. For PANO, JNPOC accompanied each grantee in the development and monitoring of their MEL and was responsible for the evaluation of the overall grant program.

2. Program Overview

(1) Program Background

Structural discrimination against women has been noted to persist in Japan. Japan's gender gap index still ranks 116th out of 146 countries (*The Global Gender Gap Report 2022*, World Economic Forum), and the social influences that reflect this gender gap have led to low self-esteem among girls and women. In addition, girls' participation in sports is lower than that of boys.

JNPOC noted at the time of the landscape assessment before PANO began that this was due to a combination of causes, primarily the lack of a sports environment suitable for girls, biased gender perceptions, lack of anti-harassment measures, lack of female leaders, and lack of knowledge about the female body (*Landscape Research Service for Laureus Sport for Good Foundation's Japan Girls Initiative*, Japan NPO Center, 2020). In order to improve these situations, PANO was launched in Japan in 2020 by the Laureus Sport for Good Foundation and Nike, Inc.. The long-term goals of the program were defined as that women and girls have personal agency to be themselves and build their own future through grants, capacity building and inspirational events.

(2) Outline of the program and each project

① Program Name and Implementing Organization

Play Academy with Naomi Osaka (PANO) by the Laureus Sport for Good Foundation

② Project Name and Implementing Organizations

FY2021: 3 grantees:

- *Program for healthy development of women's football by female football players:* Nadeshiko Care, Tokyo
- *YMCA Girl's Programme 2021:* The National Council of YMCAs of JAPAN, Tokyo
- *Female Empowerment Programme through Rugby (HERS):* Ryutsu Keizai University (RKU), Ibaraki and Chiba

FY2022 : 5 grantees

- *YMCA Girl's Programme 2022:* The National Council of YMCAs of JAPAN, Tokyo
- *Female Empowerment Programme through Rugby (HERS):* RKU, Ibaraki and Chiba
- *Youth Empowerment Program through Lacrosse:* SPOCOM, Tokyo
- *Climbing Project for empowerment of women with disabilities:* Monkey Magic, Tokyo and Kanagawa
- *Girls Empowerment Project:* YAMATO Sylphid, Kanagawa

③ Beneficiaries

FY2021

Participant reached (direct)

Age Cohort	Female	Male	Non-Binary	TOTAL
# Children Age 7-12	180	125	0	305
# Children Age 13-17	356	193	0	549
Other (Adults: Instructors, coaches, etc.)	214	30	0	244
Total	750	348	Total	1098

Coaches

Type	Female	Male	Non-Binary	TOTAL
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Coaches and staff trained	13	108	0	121
Total				121

FY2022

Participant reached (direct)

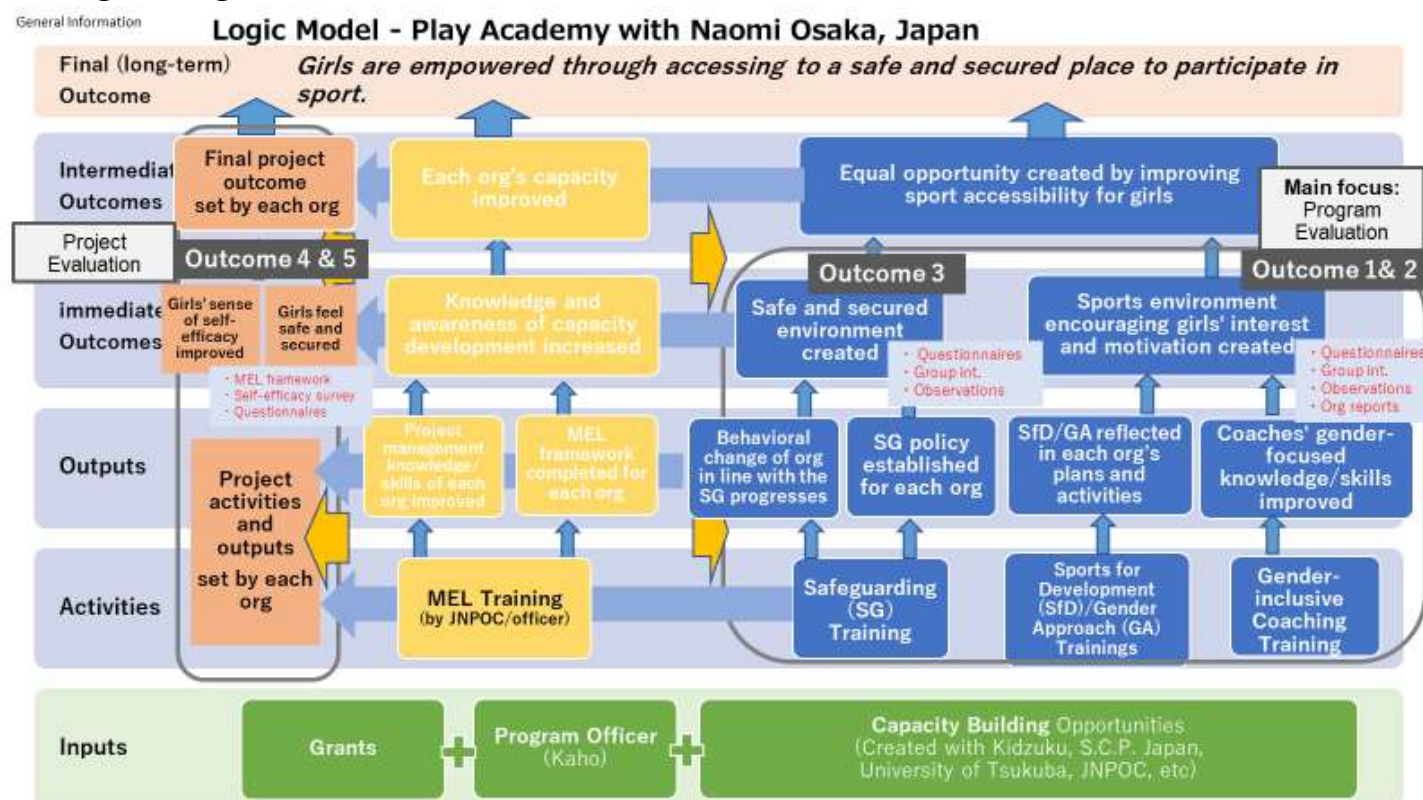
Age Cohort	Female	Male	Non-Binary	TOTAL
# Children Age 7-12	223	260	0	483
# Children Age 13-17	182	194	0	376
Other (Adults: Instructors, coaches, etc.)	70	78	0	148
Total	475	532	Total	1007

Coaches

Type	Female	Male	Non-Binary	TOTAL
Coaches and staff trained	36	19		55
Total				55

(3) Program Outline

① Program Logic Model



PANO program set the following as its final (long-term) outcome:

- Girls are empowered through accessing a safe and secured place to participate in sport.

To achieve the final (long-term) outcome, intermediary outcomes, immediate outcomes, and outputs were established for each grantee's project and capacity building opportunities (See the logic model above). Laureus provided a variety of training menus by the experts in various fields for the grantees' management level personnel on the following themes, from which the grantees applied the learnings to their design and implementation of each project:

- Safeguarding trainings
- Sports for Development trainings
- Gender-inclusive Coaching trainings

In addition to these capacity-building support efforts, the program manager of the Laureus Foundation and Japan NPO Center collaborated to provide MEL training and accompanying grantee support along the way.

3. Evaluation Methods

(1) Evaluation Approach

① Evaluator

The evaluation was conducted externally by Japan NPO Center (JNPOC). However, it partially includes elements of an internal evaluation, as the program manager of Laureus is a partial participant.

② Focus of Evaluation

This evaluation focuses on program outcomes. Processes related to outcomes shall be mentioned in a subsidiary manner.

(2) Period Covered by the Evaluation

February 2022 to January 2023 (1 year)

This evaluation is based on the program's logic model and evaluation plan established in June 2022, with the evaluation period from February 2022 to January 2023 (February to May 2022 was retroactively integrated into the evaluation plan)

However, some data collected during the first year (January 2021-January 2022) were used. (The period of each data collection will be specified in each item.)

(3) Relationships with Stakeholders

- (i) Under the contract with Laureus, JNPOC evaluates the PANO program as an evaluator, and concurrently assumes the role of implementing and accompanying the MEL training.
- (ii) The program director, Kaho Shinohara, is legally employed by JNPOC for contractual purposes, while having direct management from Laureus
- (iii) A capacity-building organization Kidzuku, which was in charge of PANO's safeguarding training, has a cooperative relationship in other grant programs that JNPOC conducts in collaboration with Nike Japan. This includes the collaborative management of training programs.
- (iv) S.C.P. Japan, which was in charge of PANO's gender inclusive coaching training, is a grant recipient of the other grant program that JNPOC conducts with Nike Japan.

(4) Evaluation Plan

① Key Evaluation Questions

The PANO evaluation consists of two distinct dimensions: the capacity-building aspect of the training-based program and the projects designed and implemented by the grantees.

The program evaluation and project evaluation questions are as follows:

Program Evaluation

1. *What are the gender perceptions within organizations? How have they changed?*
2. *How has the sport environment been made to encourage the girls' interest and motivation to play?*
3. *Has a safe and secured environment been established? What are the factors contributing to it?*

Project Evaluation

4. *Has the girls' self-efficacy improved?*
5. *Have the girls felt safe and secure?*

② Evaluation Design (Indicators, Data Analysis Methods, etc.)

General Information

2022 Evaluation design – Play Academy with Naomi Osaka, Japan

Key Evaluation Question	Category/ Eval. domain	Required Data (Indicators)	Data Source	Data Collection Method	Comparison Criteria	Data Collection Timing
Program Evaluation						
1. What are the gender perceptions within orgs? How has it changed?	SHD & GA/ - Process - Outcome	1. Degree of gender awareness and the extent to which it has changed	1. Org admin, project manager, coaches, mentors, facilitators, training participants	1. Questionnaires: quantitative scale & qualitative description, interviews, existing data	1. Baseline taken at the 1st round; comparison over time after 2 nd second round	1. Late June – July & December
2. How has the sport environment been made to encourage or discourage girls' interest and motivation to play?	SHD & GA/ - Process - Outcome	1. # of beneficiaries 2. Words & actions of org members	1.2. Org admin, project manager, coaches, mentors, facilitators, training participants.	1. Org Reports 2. Questionnaires: quantitative scale & qualitative description, interviews, existing data	1. # of beneficiaries compared to original plan 2. Baseline taken at the 1st round; comparison over time after 2 nd second round	1.2. Jul and Jan (Org reports submission)
3. Has a safe and secured environment been established? What are factors contributing to it?	SG/ - Process - Outcome	1. Availability of SG Policy 2. Degree of stakeholders who understand and practice SGs appropriately	1. SG Policy 2.3. Org admin, project manager, coaches, mentors, facilitators, etc.	1. SG Policy 2.3. Questionnaires: quantitative scale & qualitative description; interviews	1. None 2.3. Baseline taken at the 1st round; comparison over time after 2 nd second round	1. Jul 2. Jul and Jan
Project Evaluation						
4. Have girls' self-efficacy improved?	Each PI/ - Outcome	1. Reported changes identified through organizations' questionnaire surveys on self-efficacy 2. Degree of self-efficacy being felt	1. Org admin 2. Participants	1. MEL, interviews 2. Measurement of self-efficacy questionnaires	1.2. Comparison of measured data over time	1. Jul and Jan 2. Aug and Feb
5. Have girls felt safe and secure?	Each PI/ - Outcome	1. # of girls who feel safe and secure in project	1. Participants	1. Questionnaires	1. Comparison of measured data over time	1. Jul and Dec

Note: Some of the information has been changed since the evaluation plan submitted in June 2022 to adapt to various situations.

The focus of the qualitative changes in perceptions of gender and safeguarding was set based on the statements made in each semi-structured interview and thereafter the process of change was observed, so no indicators were defined in advance. However, the degree to which gender/safeguarding was considered to be fully integrated into project activities was measured over time and supplemented by surveys.

4. Evaluation Results

(1) Outcomes, interpretations, and supporting data/rationale for each evaluation question

Key Evaluation Question①

What are the gender perceptions within organizations? How have they changed?

Outcome 1 & 2: Sports environment encouraging girls' interest and motivation created

Key Findings:

- Through the capacity-building trainings, the grantee administrators'/managers' awareness of gender unconscious bias was enhanced.
- Through practice, the administrators/managers began to apply the perceptions gained from the trainings in dealing with female participants in their activities.
- Because the grantees' decision-making bodies have more men, women's perspectives are not readily included.

Data Sources

- ①-1. Individual interviews with grantee administrators (1st interview: 8/26/2022-9/2/2022, 2nd interview: 1/10/2023-1/20/2023)
- ①-2. Group interviews with grantee administrators (1st interview: 7/6/2022, 2nd interview: 12/14/2022)
- ①-3. Grantee administrator questionnaire survey results (1st survey: 8/19-9/1/2022, 2nd survey: 1/13-1/18/2023)
- ①-4. Questionnaire survey results after 5 gender trainings for the grantees (5 training sessions: 12/22/2021-7/25/2022)

Data Collection Subjects

Seven administrators (representatives and project managers) of grantees participating in the PANO program

Data Analysis Methods

- ①-1 & ①-2: Using matrix analysis, compared the first and second individual/group interviews and observed the changes
- ①-3: compared the first and second survey results and observed the changes
- ①-4: The results of the five questionnaires and the above two results were interpreted integrally

a. Perceptions of gender by the administrators

(a-1) Common elements extracted from individual and group interviews (①-1 &①-2)

Before participating in PANO (Interview content referring to recognition/awareness prior to participation)	<ul style="list-style-type: none"> • I did not have a gender perspective and did not feel the need to be gender-sensitive in their activities. • I uncritically accepted gender role stereotypes (e.g., Did not notice anything strange/wrong with statements such as "Even men help with the cooking").
From first interviews	<ul style="list-style-type: none"> • I think that responding in ways that are specific to girls can actually create resistance and harm. • I think there are advantages to mixed gender activities. • As a man, I find it difficult to instruct and advocate for girls. • I realized my own and my organization's unconscious bias. • I realized that it would be easier for girls to participate if there were places just for them and enough numbers of girls.
From second interviews	<ul style="list-style-type: none"> • I feel that there are cases in which girls become more active in mixed-gender activities, depending on the age group and conditions.

	<ul style="list-style-type: none"> • I feel that we need to take different measures for girls after puberty compared to the younger age groups. • There is no uniform answer to the question of whether to have separate or mixed activities for boys and girls. I think it is better to change things according to the environment and conditions.
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(a-2) Trends on individual attributes extracted from individual and group interviews (①-1&①-2)

[Female administrators]

- Based on their own experience, they emphasize the importance of ensuring the number, role, and opportunities for females to participate in sports. There are few references to unconscious bias.
- There is no conflict in instructing girls.

[Male administrators]

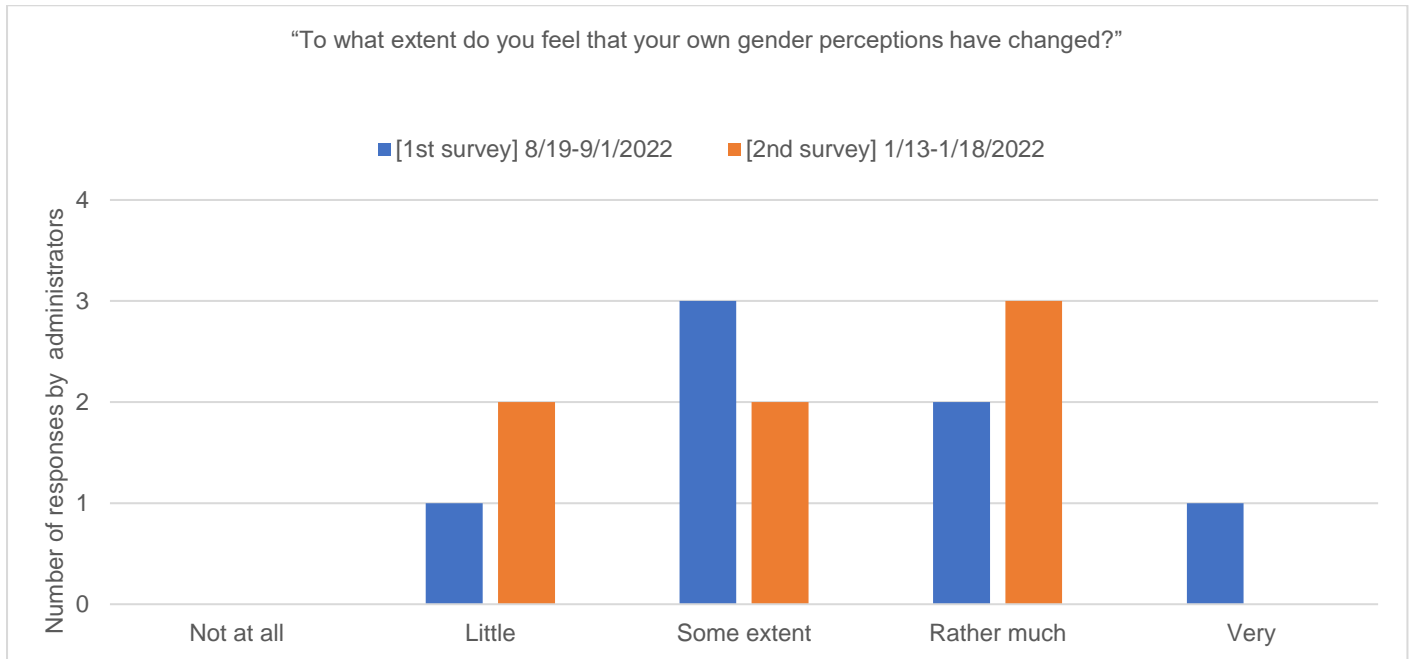
- They emphasize the importance of improving the unconscious bias around gender.
- Some conflict is observed in instructing females. They are looking for ways and stances to instruct females in a gender-sensitive manner. If they are unable to find this, they are making decisions to delegate instruction to female administrators.

[Organizational/individual attributes]

- Whether or not the participants are primarily females is not closely linked to the level of gender awareness of the male administrators.
- In addition, previous experience working with minorities other than females and the age of the participants are also only weakly related to the level of their gender awareness.
- The influence of whether or not the administrators had had exposure to gender-focused initiatives is relatively large on the level of gender awareness.

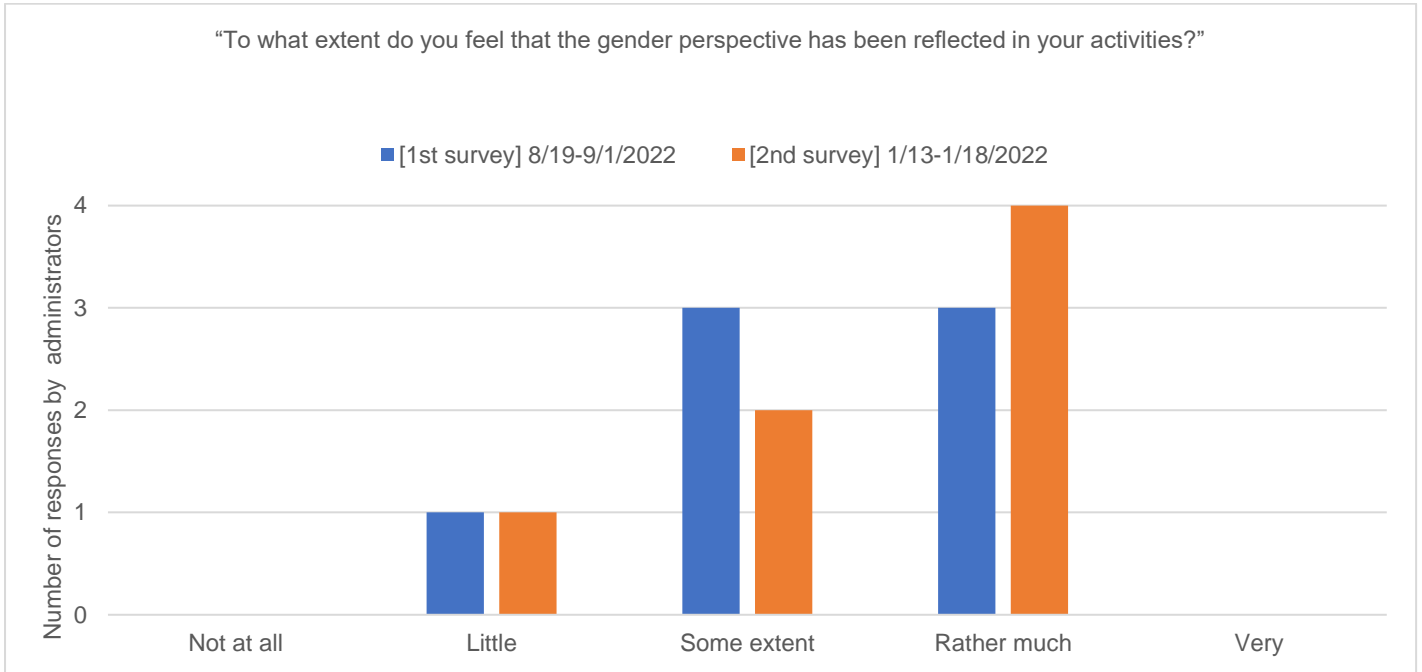
(b-1) Survey results (①-3)

Question: “To what extent do you feel that your own gender perceptions have changed?”



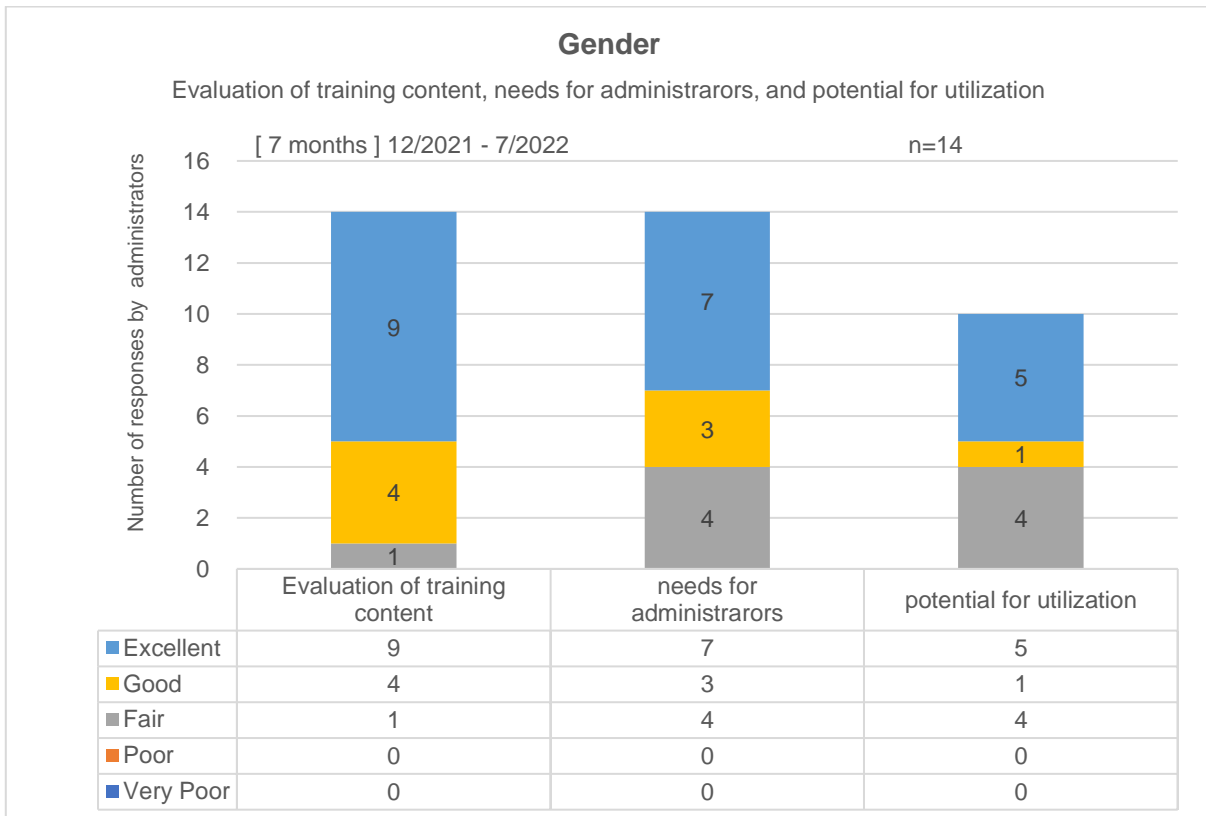
(b-2.) Survey results (①-3)

Question: “To what extent do you feel that the gender perspective has been reflected in your activities?”



c. Perceptions of gender training among grantees

Evaluation of training content, needs, and potential for utilization (①-4)



Note: The number of responses to the "Potential for Utilization" question differs from the others because it was added midway through the survey process.

d. Interpretations

- Many of the administrators were not particularly aware of gender issues prior to their participation in PANO. They had not taken any particular measures to address gender perspectives in their organization's activities.

- The range of change in gender perceptions of the operators was small in the first and second rounds of the surveys (①-3).
- On the other hand, in the second questionnaire survey, a greater percentage of administrators perceived that gender perspectives had been integrated into their activities. In addition, the administrators who had received multiple gender trainings at the time of the first survey gave high marks to the trainings themselves, but their sense of the potential for utilization was relatively low.
- Furthermore, in the first interview, we observed a tendency to be concerned that incorporating a gender perspective might generate apprehension or opposition.

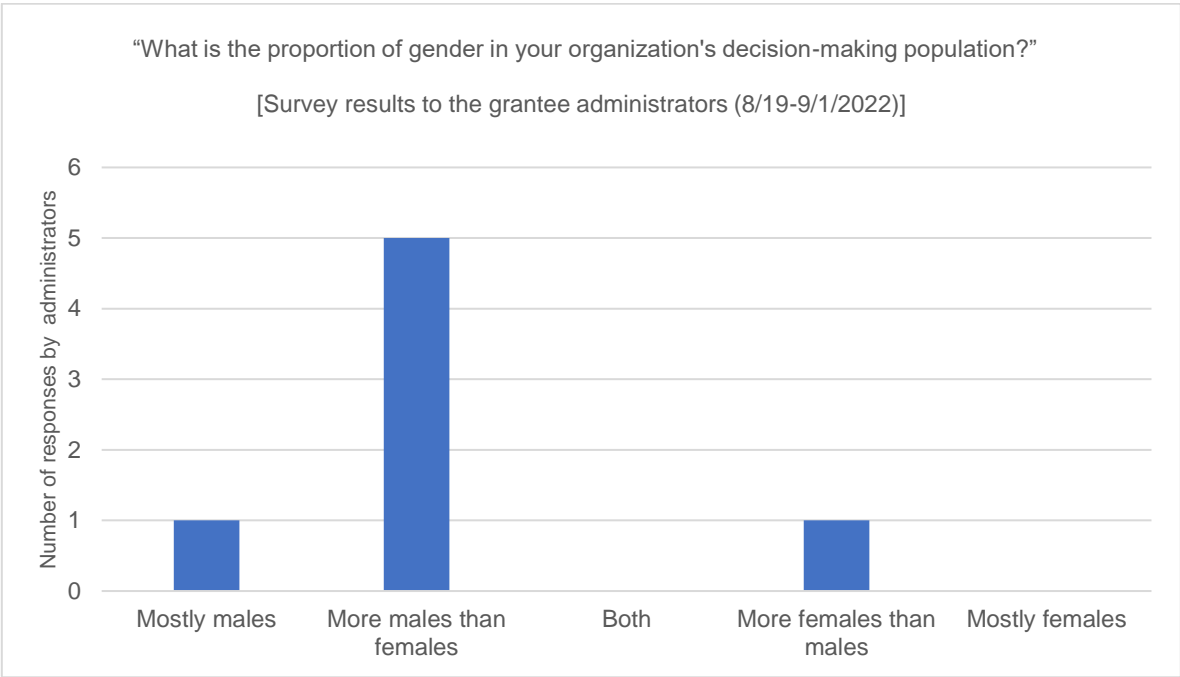
From the aforementioned, we can make the following inferences.

First, at the time of the first interview, the administrators had gained a better understanding of gender perceptually through the trainings, and this has led to greater awareness of the unconscious bias that exists in society and in themselves. By the second interview, the administrators were not just more aware of gender but had also begun to connect it to their on-the-ground experiential knowledge. They began to mention the need to respond from a gender perspective, such as modifying their responses to girls based on their age group; they also spoke of the advantages and disadvantages of separating and mixing participants by gender. They concluded with conviction that there is no uniform right answer to these issues, but rather that the right answer can vary depending on the environment and conditions. In fact, during the interviews, they talked about their efforts to identify what the correct answer would be in various situations. It was observed that they made an effort to apply the perceptions gained from the trainings to their practice, and survey results (b-2) also show a slight increase in the percentage of respondents who indicated that gender perspectives were incorporated into their activities.

The administrators highly value the girls' attitudes toward expressing their feelings and trying new things. It can be presumed that the administrators' high assessment of the girls' emotional expression and challenging attitudes preceded their participation in PANO. On the other hand, it was frequently mentioned in the administrators' second and subsequent interviews that they noticed how their gender perspectives and safeguarding contributed to the girls' changes. This may be another change that accompanied the deepening of their knowledge and awareness as the administrators began to apply them to their practices.

However, in the second round of interviews, it was also observed that some of their comments assumed that women were only active during the years preceding their own children's births and childcare responsibilities. In addition, there were also some statements that lacked consideration of gender perspectives when intersectionality between gender and other identities was significantly present. Bias toward men in decision-making positions within organizations (see below chart, data collected in conjunction with the first survey) is presumed to have a negative impact, such as the lack of inclusion of women's perspectives.

Question: "What is the proportion of gender in your organization's decision-making population?"



Key Evaluation Question②

How has the sport environment (*) been made to encourage the girls' interest and motivation to play?

Outcome 1 & 2: Sports environment encouraging girls' interest and motivation created

**Note: The "environment" refers to the intangible conditions surrounding the girls, not to tangible ones such as facilities and equipment.*

Key Findings:

- Administrators recognized that peer encouragement was effective in motivating female participants.
- The quality of the activities was improved by facilitating the establishment of an environment that increased the interest and motivation of the female participants.
- Lack of recruitment and promotional capacity of the grantees to reach the potential beneficiary population with information on project implementation limited opportunities offered to potential participants.

Data Sources:

- ②-1: Individual interviews with grantee administrators (1st interview: 8/26/2022-9/2/2022, 2nd interview: 1/10/2023-1/20/2023)
- ②-2: Group interviews with grantee administrators (1st interview: 7/6/2022, 2nd interview: 12/14/2022)
- ②-3: Input hours for administrators (total hours of training participation) (9/28/2021-12/15/2022)
- ②-4: Targets and actual number of female participants (interim report: July 2022; annual report: January 2023)

Data Collection Subjects

Seven administrators (representatives and project managers) of grantees participating in the PANO program

Data Analysis Methods

- ②-1 & ②-2: Using matrix analysis, compared the first and second individual/group interviews and observed the changes
- ②-3: Input hours for administrators (total hours of training participation) calculated and the results checked for each grantee
- ②-4: Compared the targets and actual results of female participants and observed the degree of achievement for each grantee

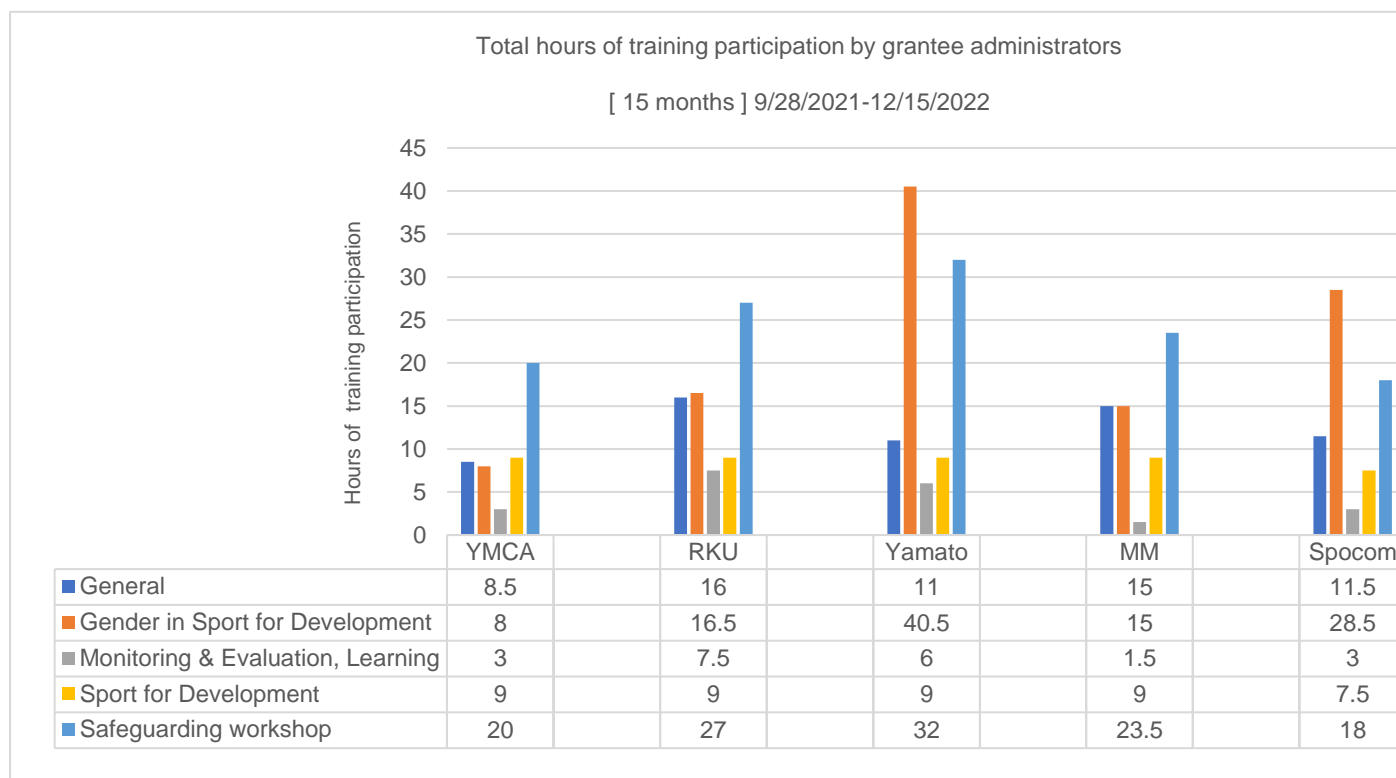
The above three findings were interpreted in an integrated manner.

a. Administrators' perceptions of motivation of girls**(a) Common elements extracted from individual and group interviews (②-1&②-2)**

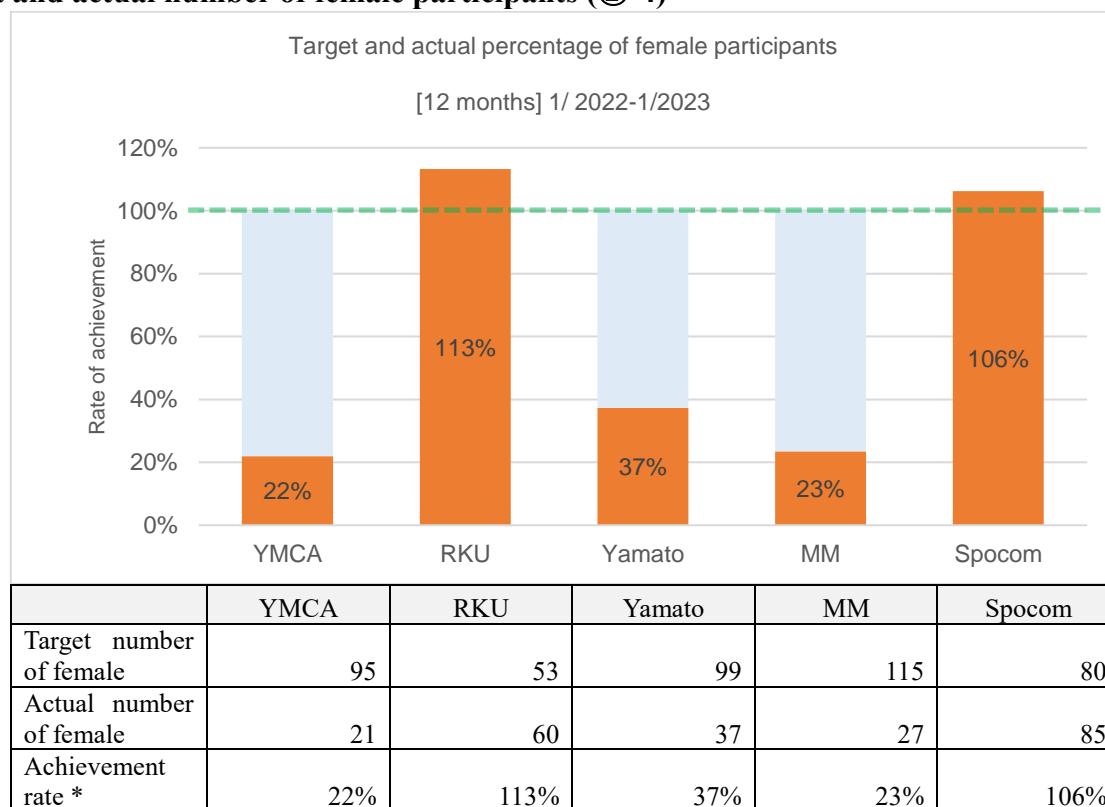
From first interviews	<ul style="list-style-type: none"> • I feel growth in the participants' ability to express their feelings regardless of whether they are negative or positive, and in their positivity and willingness to take on challenges. • I think they need encouragement to stimulate their self-confidence.
From second interviews	<ul style="list-style-type: none"> • I feel that if the psychological safety of female participants is ensured, they will become more proactive and their peers will support them more. • I think it is necessary to change the ratio of fun-oriented activities to competition-oriented activities depending on the age group. • I feel that providing girls with opportunities and an environment that encourages autonomy will help them demonstrate their capabilities and confidence.

b. Creating a suitable environment and providing opportunities for girls

(a) Total hours per person (②-3)



(b) Target and actual number of female participants (②-4)



* Percentage of achievement against target numbers set by the organization

c. Interpretations

In the first round of interviews (②-1 & ②-2), we recognized that the female participants' confidence came

mainly from the encouragement of their instructors (adults).

In the second round of interviews with the administrators, they mentioned that the experiencing mutual praise and encouragement among peers was highly effective in increasing the motivation of female participants. It was also mentioned that creating an environment that ensures psychological safety leads to such behavior.

No significant correlation was found between the hours spent for PANO trainings for administrators (②-3) and the increase in female participants (②-4). The amount of training input was not linked to an increase in the number of female participants.

Administrators became aware of the close link between peer encouragement and psychological safety in the process of their activities. We can conclude that instruction and environment that increase the motivation of female participants are being promoted. We can confirm the awareness among administrators that the perspective that is responsive of girls (i.e., gender perspective) and the factors of physical and mental safety and security (i.e., safeguarding) are linked to the improvement of motivation among the female participants, as seen in these statements from the interviews: "When girls are nervous, defensive, or unable to be themselves, they can never be empowered."

"Even the shyest girls are able to speak in front of the participants in that kind of psychological safety. I think this is one form of empowerment. They are happy to be showered with good messages (from their peers)."

From these findings, it appears that the training for the administrators contributes to the qualitative improvement of the female participants' activities. As will be discussed in the section on key evaluation question 4, the training also had the effect of improving the self-efficacy of the female participants.

On the other hand, the relevance of the training to the increase in the number of participants does not seem to be readily apparent. For example, Yamato Sylphid and Monkey Magic have low achievement rates for the target number of female participants; the number of female participants was also lower than the other two grantees (Note that YMCA is not included in the comparison due to its dropout). The reasons for their low achievement may be as follows:

- For the newly designed project for PANO, grantees tried to recruit a new group of participants whom they had not had access previously; they did not have a target value to use as a reference, and therefore could not establish an appropriate target.
- There are limitations in public relations capacity as well. While the project promoted the creation of an environment that increased the interest and motivation of female participants, there is room for improvement in the limited opportunities provided. More efforts are needed to increase the number of participants, for example, by incorporating public relations into the training of the administrators and by providing cooperation from public relations experts.

Key Evaluation Question③**Has a safe and secured environment been established? What are the factors contributing to it?****Outcome 3: Safe and secured environment created****Key Findings:**

- Safeguarding policies have been developed for the grantees, and a safety and security platform has been put in place.
- The need for and understanding of safeguarding has been promoted among the administrators.
- The implementation of safeguarding within the organization and among the stakeholders still remains a challenge.

Data Sources

- ③-1: Safeguarding policies of six grantees
- ③-2: Individual interviews with grantee administrators (1st interview: 8/26-9/2/2022, 2nd interview: 1/10/2023-1/20/2023)
- ③-3: Group interviews with grantee administrators (1st interview: 7/6/2022, 2nd interview: 12/14/2022)
- ③-4: Grantee administrator questionnaire survey results (1st survey: 8/19/2022-9/1/2022, 2nd survey: 1/13/2023-1/18/2023)
- ③-5: Questionnaire survey results after safeguarding training sessions for administrators (5 training sessions 2021/9/28-2022/9/28)
- ③-6: Final report submitted by the training organization (Kidzuku) (January 2023)

Data Collection Subjects

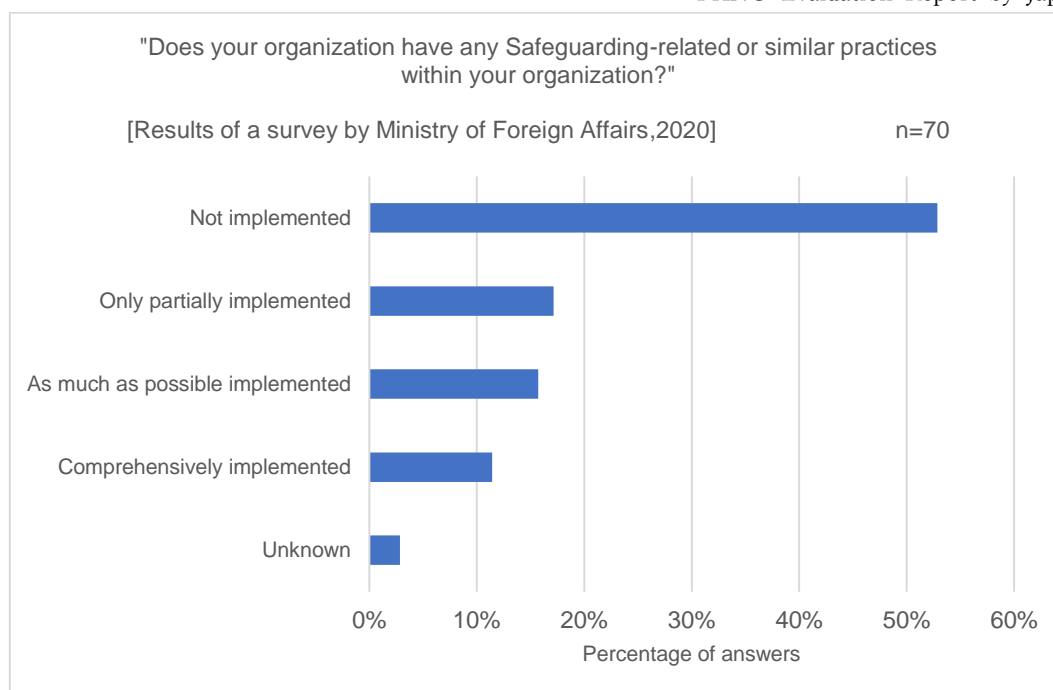
Seven administrators (representatives and project managers) of grantees participating in the PANO program

Data Analysis Methods

- ③-1: Reviewing the status of grantees' safeguarding policy development and implementation.
- ③-2 & ③-3: Using matrix analysis, compared the first and second individual/group interviews and observed the changes
- ③-4: Compared the results of 1st and 2nd online surveys to administrators
- ③-5 & ③-6: Interpreting the results of questionnaire after safeguarding training sessions and the final report by training organization, plus the results of ③1,2,and 3 in an integrated manner.

a. Safeguarding policies of grantees

All six organizations had developed and implemented safeguarding policies by July 1, 2022. For comparison purposes, data shows that among major international cooperation NGOs in Japan, which can be safely assumed to have higher-than-average interest in these matters, nearly 53% had no safeguarding initiatives and only 11.43% had comprehensive safeguarding initiatives (Ministry of Foreign Affairs, 2020).



Answer choices	Percentage	Number of Responses
Not implemented	53%	37
Only partially implemented	17%	12
Implemented as much as possible	16%	11
Implemented comprehensively	11%	8
Unknown	3%	2
Total	100%	70

Recommendations for Promoting Safeguarding and Development of its Guidelines for Japanese NGOs in the International Cooperation Sector (Non-Governmental Organizations Cooperation Division, International Cooperation Bureau, Ministry of Foreign Affairs, 2020, p49)

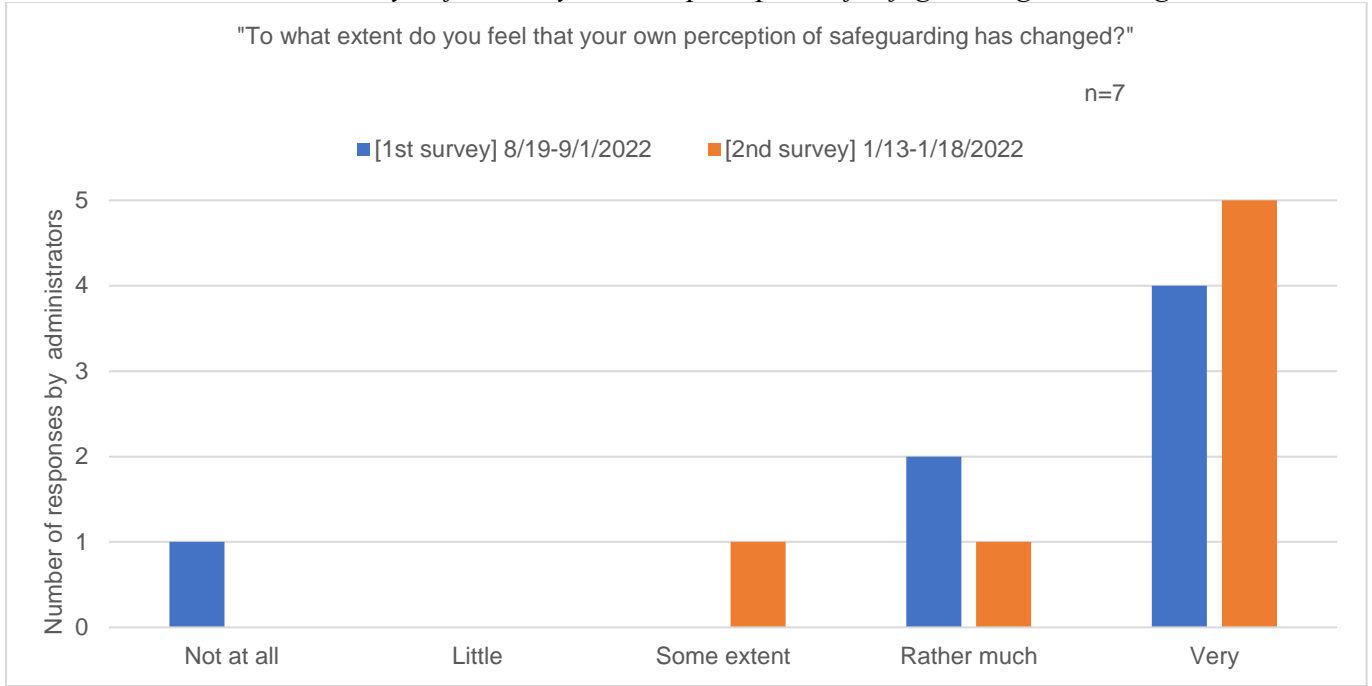
b. Perceptions of safeguarding among administrators

(a) Common elements extracted from individual and group interviews (③-2&③-3)

From first interviews	<ul style="list-style-type: none"> • We feel that the establishment of safeguarding itself is important and necessary. • We feel that it is difficult to coordinate with parents and related organizations in the formulation of safeguarding. • There are some areas where we are not convinced that the establishment of safeguarding would not impede people connecting freely with others and are concerned it would cause inconvenience in communication. We anticipate a backlash from some concerned parties.
From second interviews	<ul style="list-style-type: none"> • I think that a safe environment and psychological safety is linked to trust with instructors and peers. We feel that this leads to the empowerment of girls.

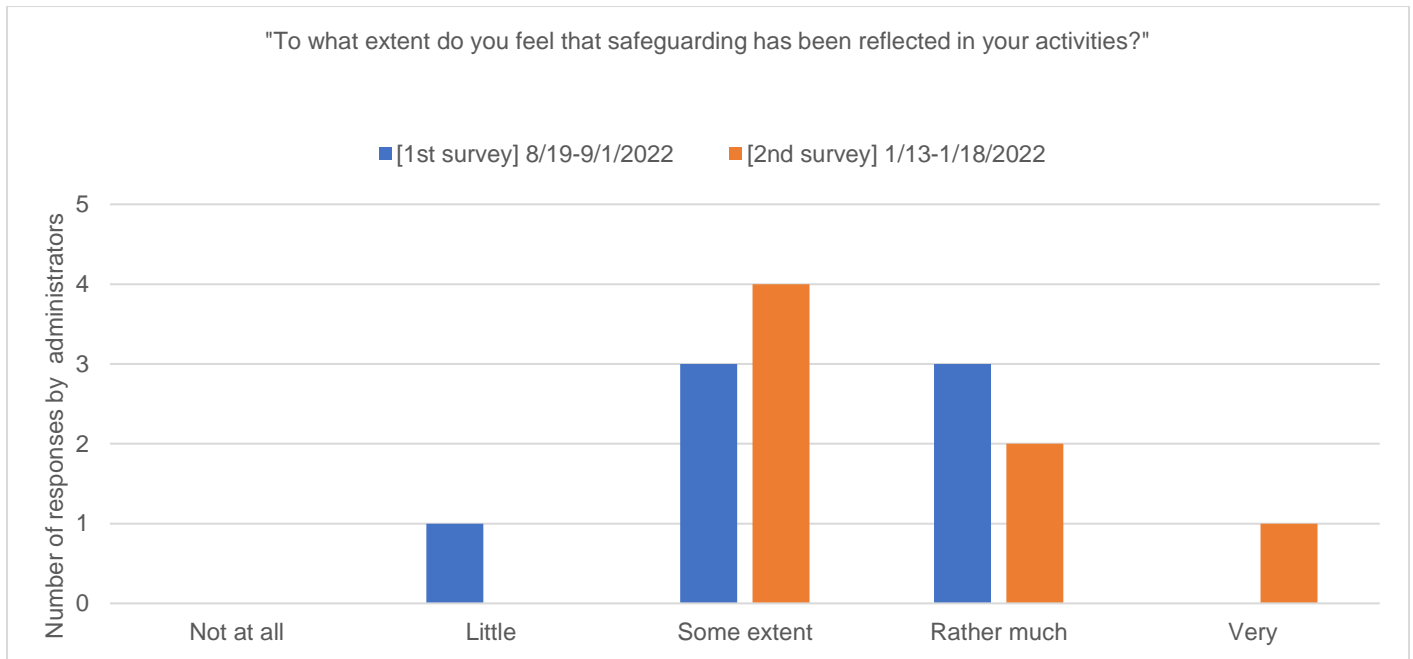
(b-1) Results of online surveys to administrators (㉓-4)

Question 4-1: *To what extent do you feel that your own perception of safeguarding has changed?*



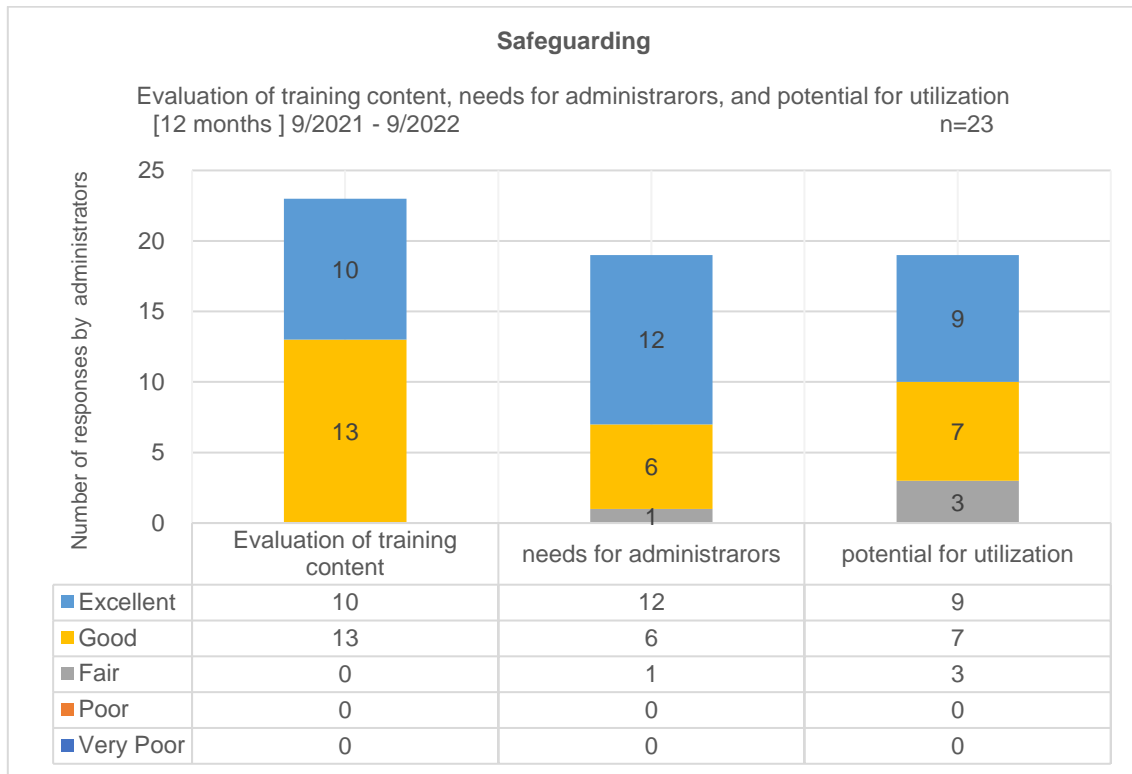
(b-2) Results of online surveys to administrators (㉓-4)

Question 4-3: *To what extent do you feel that safeguarding has been reflected in your activities?*



c. Perceptions of safeguarding training among grantees

Items regarding evaluation, needs, and potential for utilization of the training content (㉓-5)



Note: The number of responses to the "Needs" and "Potential Utilization" questions differ from the number of responses to the "Evaluation of Training" question because they were added midway through the survey process.

d. Perceptions of the training organization

Below is the summary of excerpts from the training organization’s final report(③-6)

The combination of an easy-to-understand lecture on safeguarding, which was likened to a "stone wall," and one-on-one sessions to discuss specific solutions based on practical experience was very effective. Some grantees set up monthly meetings on safeguarding, which was a significant step forward in incorporating safeguarding into their activities. On the other hand, the challenges are the heavy workload of the administrators, securing a person in charge (focal person), and spreading the concept to all concerned parties.

e. Interpretations

- The need for safeguarding itself was recognized at a high level among the administrators from the time of the training.
- Safeguarding policies were formulated for all participating grantees, and therefore foundation for a safe environment was established.
- Changes were observed between the first and second interviews (③-4). After more than six months had passed since its formulation, a few administrators’ concerns about the negative effects of safeguarding were reduced, and there was a slight increase in the perception that safeguarding was integrated into their daily activities. While some grantees have set up monthly meetings on safeguarding and other positive examples were observed, safeguarding has not spread sufficiently among stakeholders yet at this stage.

Similar to key evaluation questions 1 and 2, it is evident that once awareness of the interplay between gender, empowerment, and safeguarding is raised, they begin to connect with experiential knowledge on the ground. The autonomy and willingness of participants to take on challenges brought about by safety has been a positive response on the part of administrators and has promoted an understanding of the positive effects of safeguarding. On the other hand, the willingness and skills to disseminate it within the organization and among stakeholders remain a challenge, compounded by the busyness of the administrative workload.

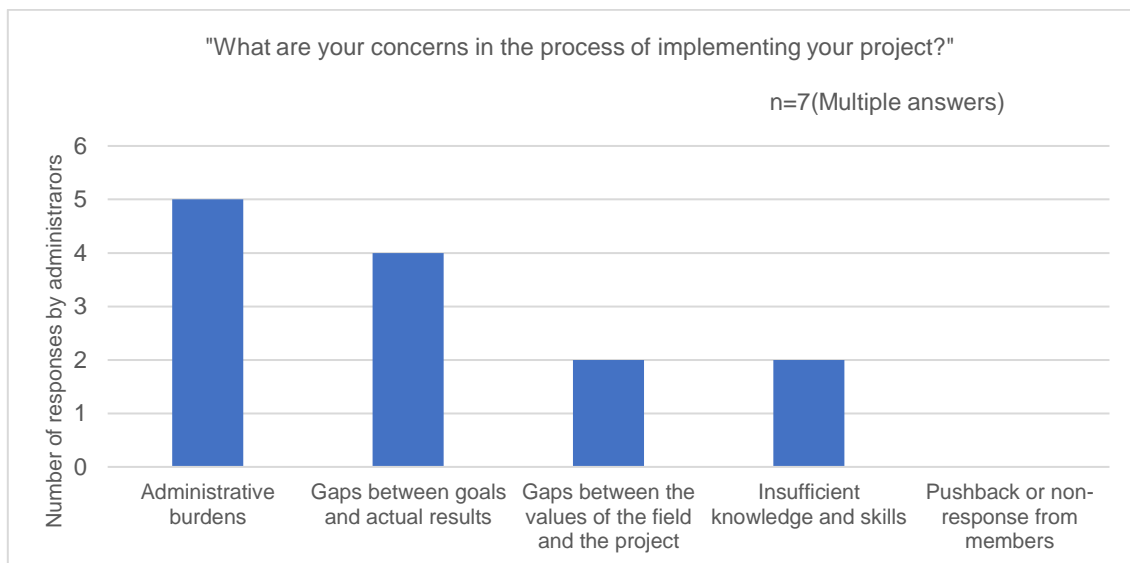
The following are the driving and inhibiting factors obtained from the insights of ③-2, ③-3, and ③-6.

(a) Drivers

- If the grantee has an upper-level organization and that organization has a safeguarding policy, it becomes easier for the grantee to develop a basic agreement to create safeguards within the organization. Also, it becomes easier to explain the rationale for creating safeguards to participants and their families.
- If an administrator has a high awareness of safety and security for their activity, it becomes a strong driving force.

(b) Inhibitors

- The main purpose of the organization is to promote individuals to make connections freely across multiple generations.
- The scope of the decision-making authority of the person in charge is limited. In the case of an alliance organizational structure, it is difficult for a safeguarding policy to function even if a single organization formulates a safeguarding policy on its own, because it cannot cover the entire scope of its activities.
- The number of management personnel involved in the formulation process is low due to the overload of work for those in charge. There is a lack of communication and response regarding establishing of safeguarding within the organization, and it takes time for it to permeate the organization (see the graphs below, taken from ③-4).



Key Evaluation Question④

Has the girls' self-efficacy improved?

Outcome 4: Girls' sense of self-efficacy is improved

Key Findings:

- In several projects, the self-efficacy of female participants was found to have improved.
- It is possible that an environment that allows girls to exercise autonomy may have led to an improvement in girls' self-efficacy.
- There was a significant improvement in the self-efficacy of adults who lead the project activities.

Data Sources

④-1: Self-efficacy survey responses

- Yamato Sylphid: Elementary school lower grade - 7 girls and 7 boys (1st survey: 8/7-8/10/2022, 2nd survey: 8/27-9/5/2022); Junior high school - 4 girls and 3 boys (1st survey: 8/11/2022, 2nd survey: /9/5/2022-9/7/2022)
- Monkey Magic: Children and youth – 7 girls (each at 2-week to 5-month intervals 5/28/2022-12/11/2022)
- Ryutsu Keizai University: High school students - 4 girls (1st survey: 3/12/2022, 2nd survey: 6/28/2022-7/6/2022, 3rd survey: 12/5/2022); 23 female university students (1st survey: 4/18/2022-4/20/2022, 2nd survey: 7/4/2022-7/5/2022, 3rd survey: 12/6/2022-12/31/2022)

④-2: Mental skill survey responses

- Spocom: Elementary school – 11 girls (1st survey: 4/9-4/14/2022, 2nd survey: 7/20-7/27/2022)

④-3 (reference data): Yamato Sylphid - 7 female players (adults) (1st survey: 2/11/2022, 2nd survey: 9/4/2022)

④-4: Grantees' final reports (Yamato Sylphid and Monkey Magic)

Data Collection Subjects

Participants in each project (see above)

Data Analysis Methods

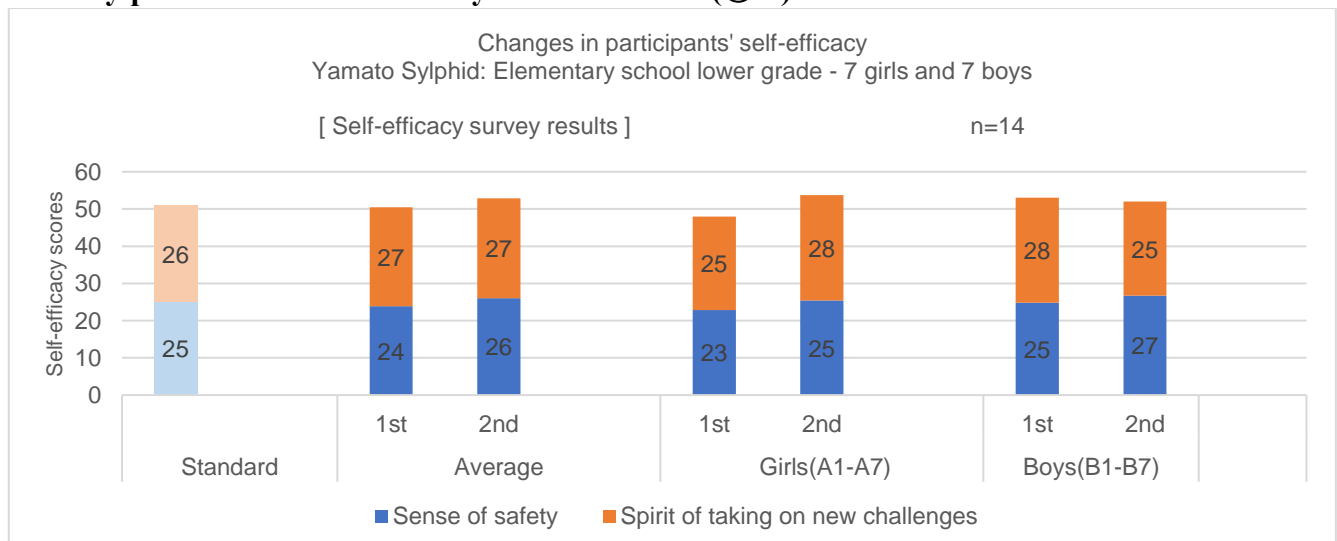
④-1 & ④-2: Observed changes over time

④-3: Integrated interpretation of the relevant descriptive sections (outcomes and case studies)

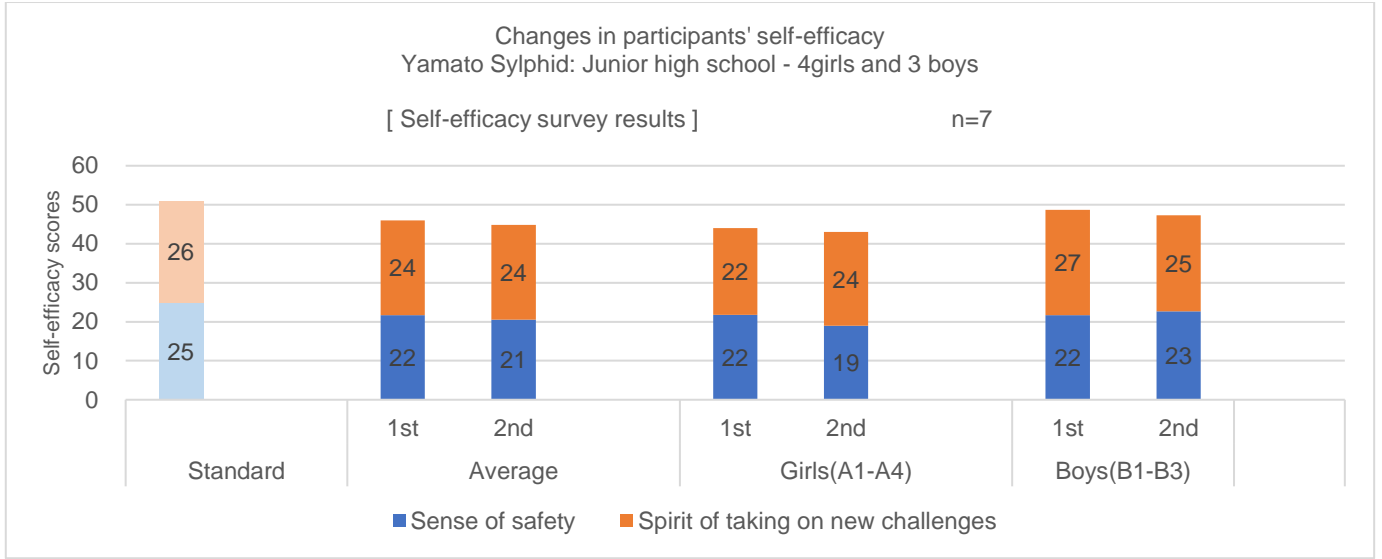
a. Changes in participants' self-efficacy

(a) Self-efficacy survey results

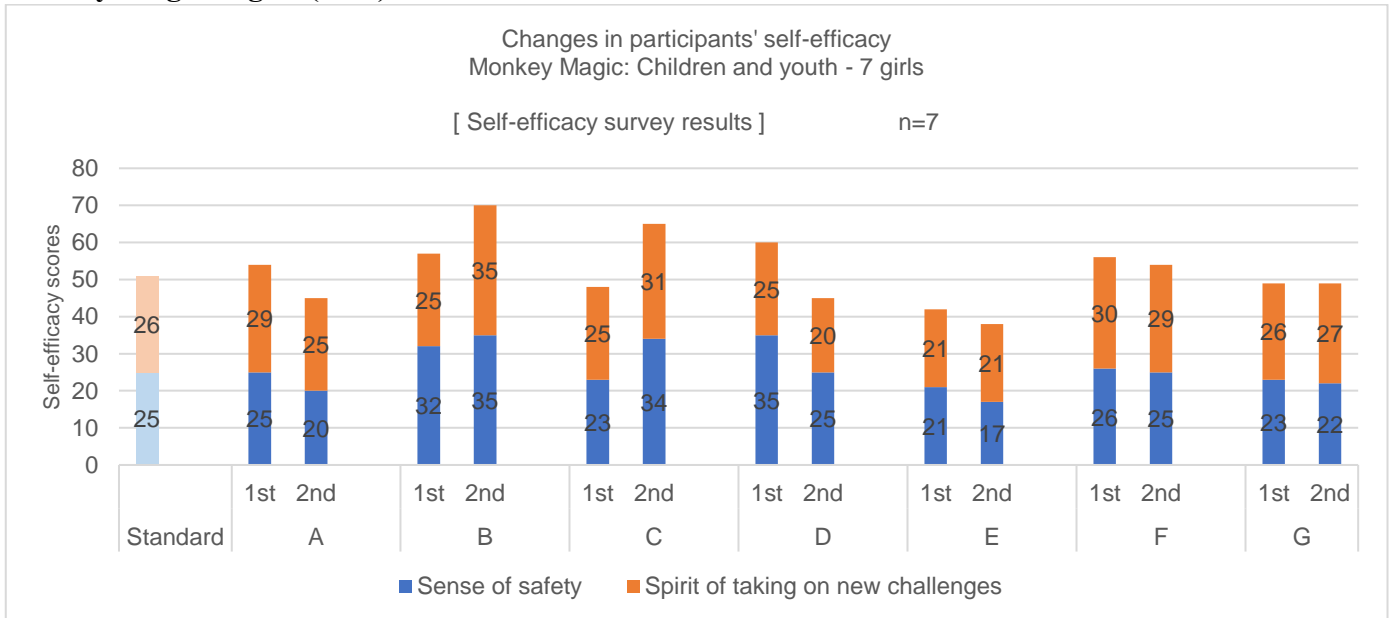
Yamato Sylphid: 14 lower elementary school students (④-1)



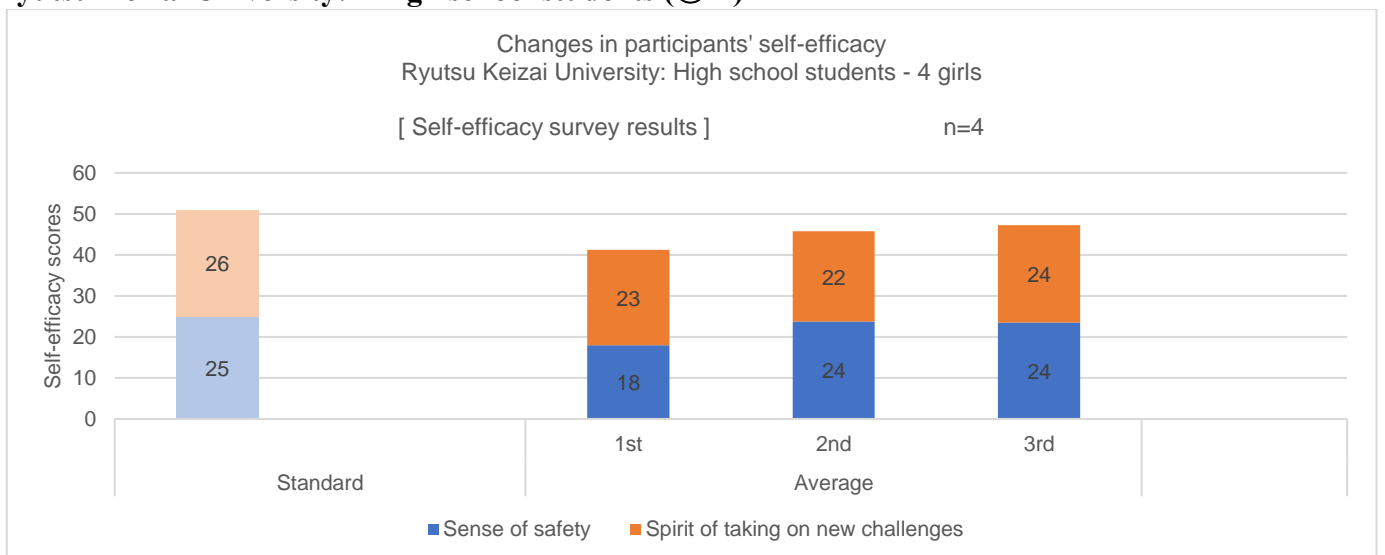
Yamato Sylphid: 7 junior high school students (④-1)



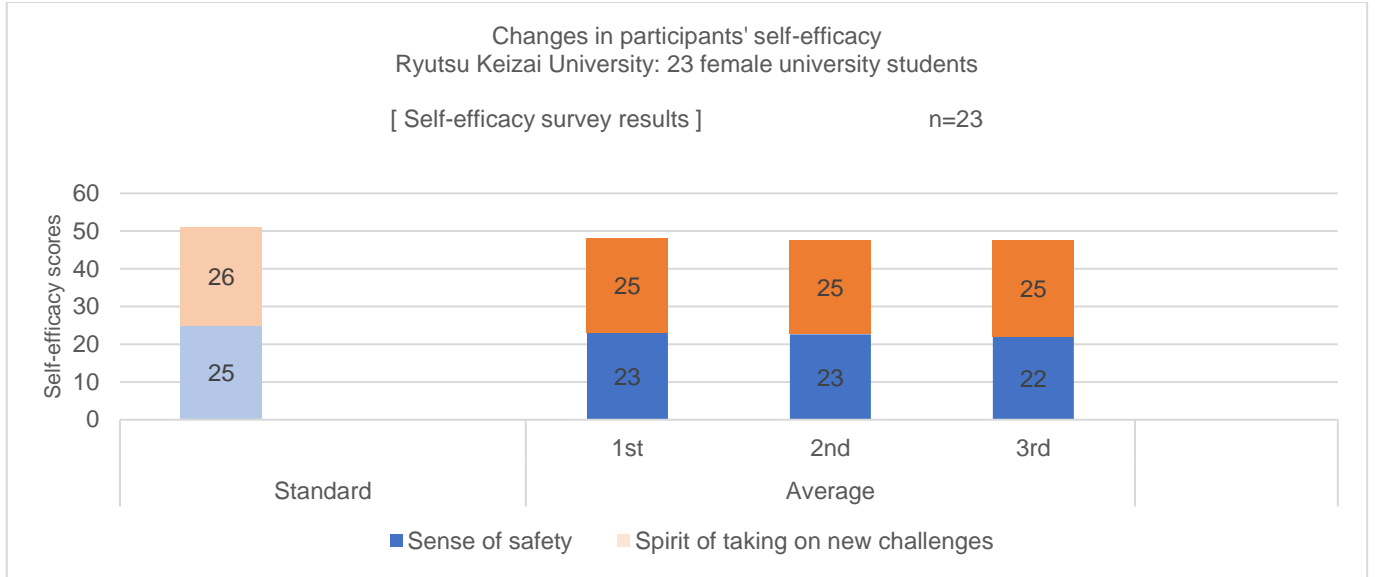
Monkey Magic: 7 girls(④-1)



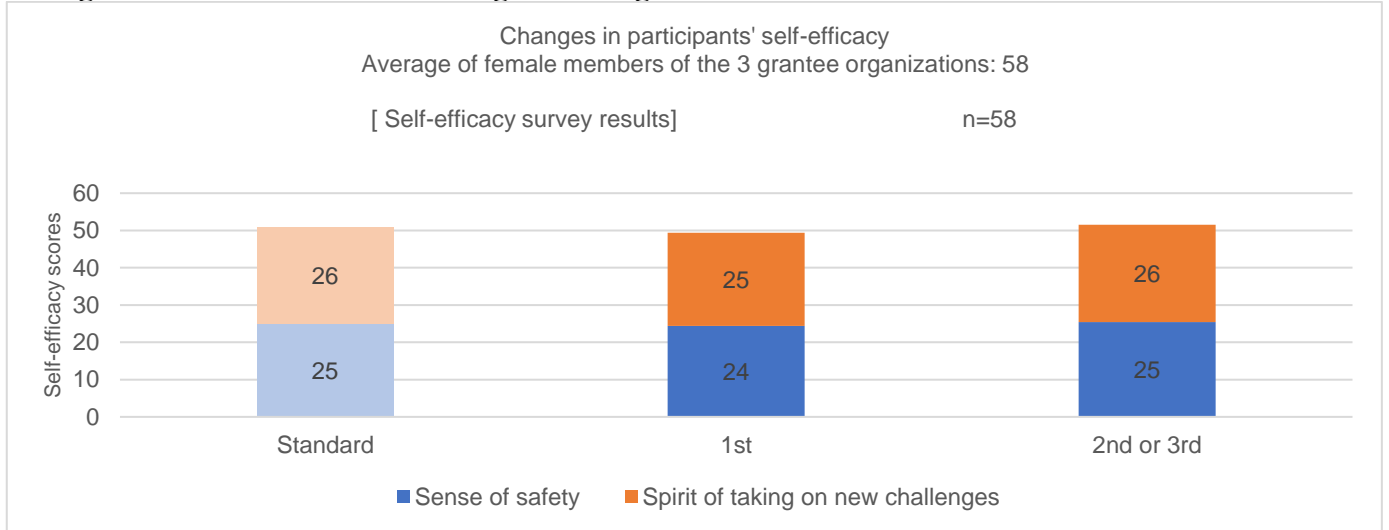
Ryutsu Keizai University: 4 high school students (④-1)



Ryutsu Keizai University: 23 university students (④-1)

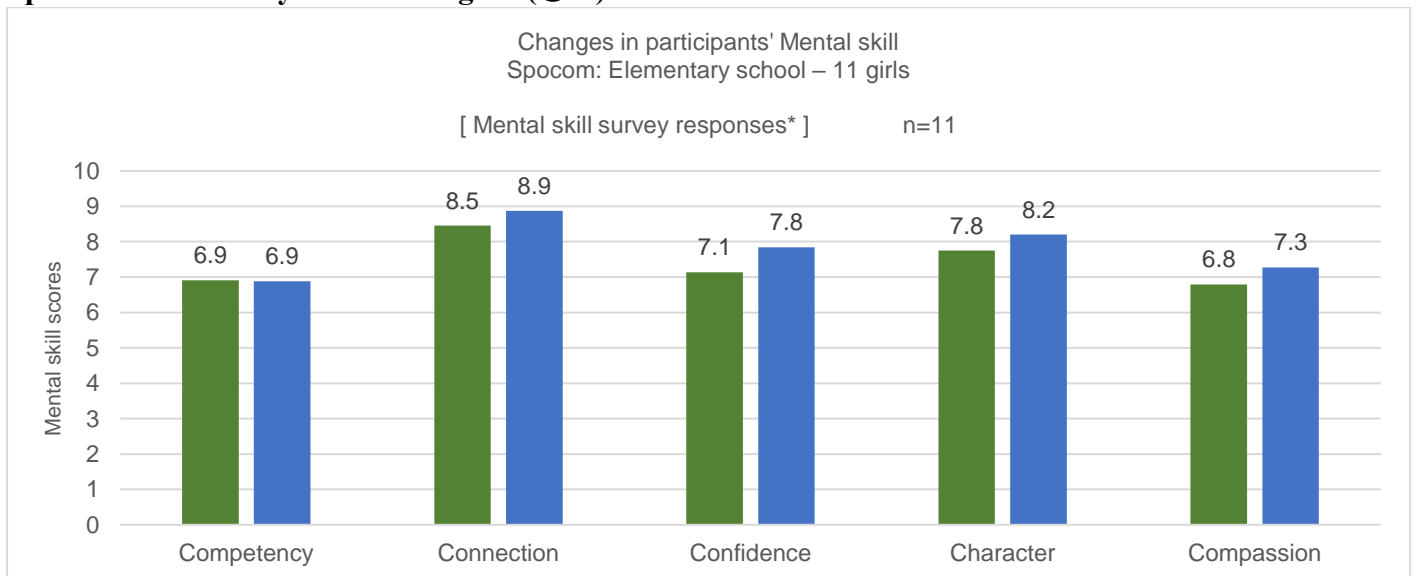


Average of female members of the 3 grantee organizations: 58



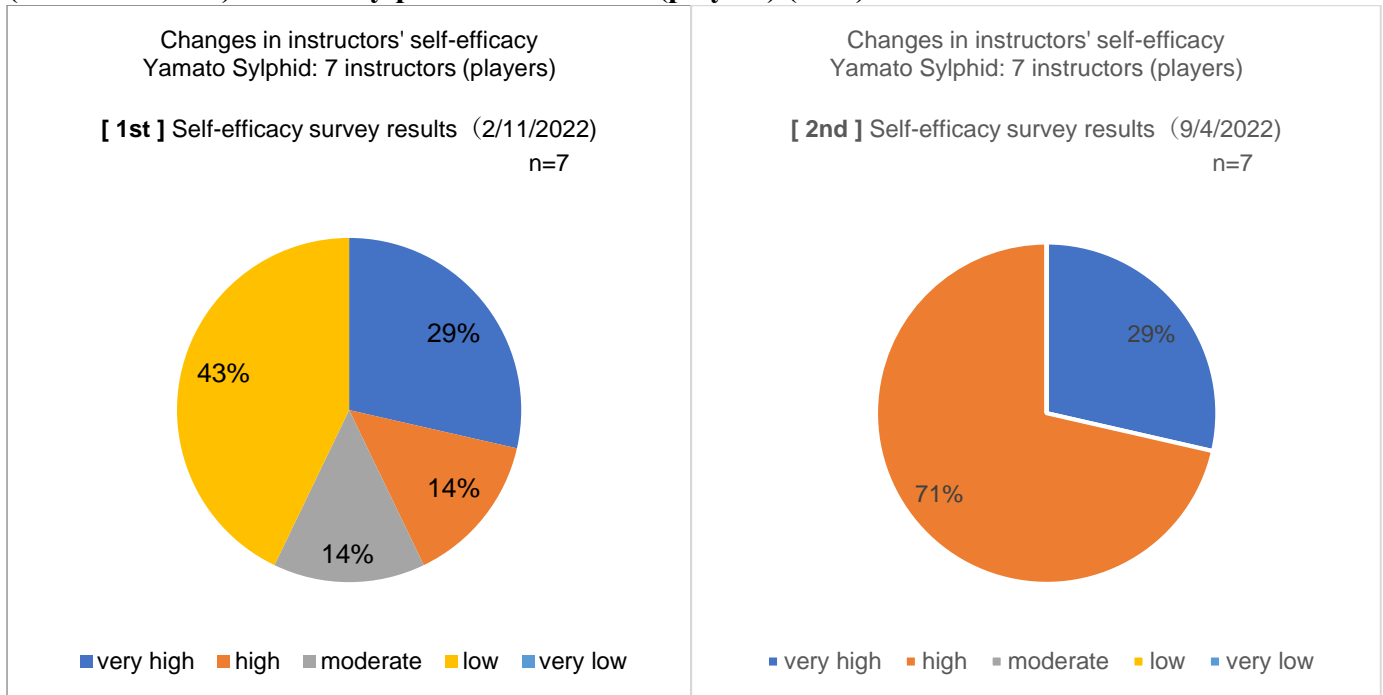
Mental skill survey responses*

Spocom: Elementary school – 11 girls (④-2)



* Spocom conducted its own Mental Skills Survey instead of the self-efficacy measurement tool used by other grantees.

(Reference data) Yamato Sylphid: 7 instructors (players) (④-3)



b. Changes in administrators' perceptions of self-efficacy

Yamato Sylphid (④-4)

- As the players received training in facilitation understanding and skills as instructors and practiced instructing the children, their self-efficacy also improved.
- The self-efficacy of junior high school students did not improve. We learned that the project content developed for younger age groups is not applicable to teenagers. We will consider ways to increase the effectiveness of the project activities, including consideration of lengthening the period of implementation.

c. Case studies (excerpts)

Monkey Magic (④-5)

Participant (12-year-old girl): "I enjoyed climbing because of the changing shapes of the wall and the various shaped holds. For my summer homework, I made a climbing wall using paper mâché and paint. I had a great sense of accomplishment in creating something that I could touch and tell my visually impaired friends what climbing was like without them having to come to the climbing gym. There are still some walls I have not been able to climb yet, so I would like to continue participating in the school so that I can climb them. I would like to invite my friends and enjoy climbing together next year. I couldn't participate in the competition this year because of sports day at (the special education) school, but I would like to try the competition next year."

Grantee: "This girl has participated in 9 of the 11 sessions of our school, and while having fun, she sets a goal each time and enthusiastically tries to climb challenging walls that she could not climb the previous time or those that are more difficult. She also gives advice to other participants and cheer them up so that everyone can have fun. She has also expressed her willingness to participate in national competitions in para-climbing. Our school has led her to expand the scope of her activities beyond the special education school she attends, such as participating in events where she can interact with people with and without disabilities and regardless of age, as well as events where people with a variety of disabilities gather. We have seen an improvement in her self-efficacy and her social skills have increased."

d. Interpretations

- Compared to junior high school students and university students, high school girls at Ryutsu Keizai

University showed an improving trend in both their sense of security and willingness to take on challenges. This may be due to the fact that the high school students themselves were responsible for the planning and implementation of events with the support of the RKU administrators in this process. In the interview, the administrators also mentioned the positive effects of creating an environment that encourages students to exercise their autonomy.

- While Yamato Sylphid showed no change in self-efficacy on average for boys in the early elementary and junior high school grades, there was an improvement trend only for girls. It is possible that guidance from players of the same gender as role models may have been effective.
- The girl in the Monkey Magic case study showed a greater increase in her sense of taking on challenges. It can be interpreted that she had high base-level safeguarding scores, which may have supported new behaviors, socializing, and other challenges. This is a good example of the interplay between safeguarding and increased motivation.
- In calculating the average self-efficacy of the girls with the three grantees (Yamato Sylphid, RKU, and Monkey Magic), a slight increase was observed between the first and second (or third) surveys. There was a significant increase in the self-efficacy of the female athletes who were also instructors between the beginning and the end of the project.
- Needless to say, factors other than participation in the project naturally have a significant impact on an individual's sense of self-efficacy. Therefore, when continuing to observe changes in the future, it is desirable to observe quantitative figures for the participants, as well as to confirm the background of the change and how the project affected this change through case studies and interviews.

Key Evaluation Question⑤

Have girls felt safe and secure?

Outcome 5: Girls feel safe and secured

Key Findings

- The female participants in each grantee project feel safe and secure at a high level in the location of their activities and have a sense of trust in the adults who instruct them.

Data Sources

⑤-1: Survey results on safety, security and trust:

Yamato Sylphid: 99 elementary to junior high school students in total (8/7/2022-10/31/2022)

Monkey Magic: 9 elementary school students who participated in their events (8/27/2022-1/15/2023)

RKU: 102 junior high school through university students in total (3/12/2022 - 12/5/2022)

Spocom: 40 elementary to junior high school students in total (2022 Detailed dates unknown)

Data Collection Subjects

Participants in each project (see above)

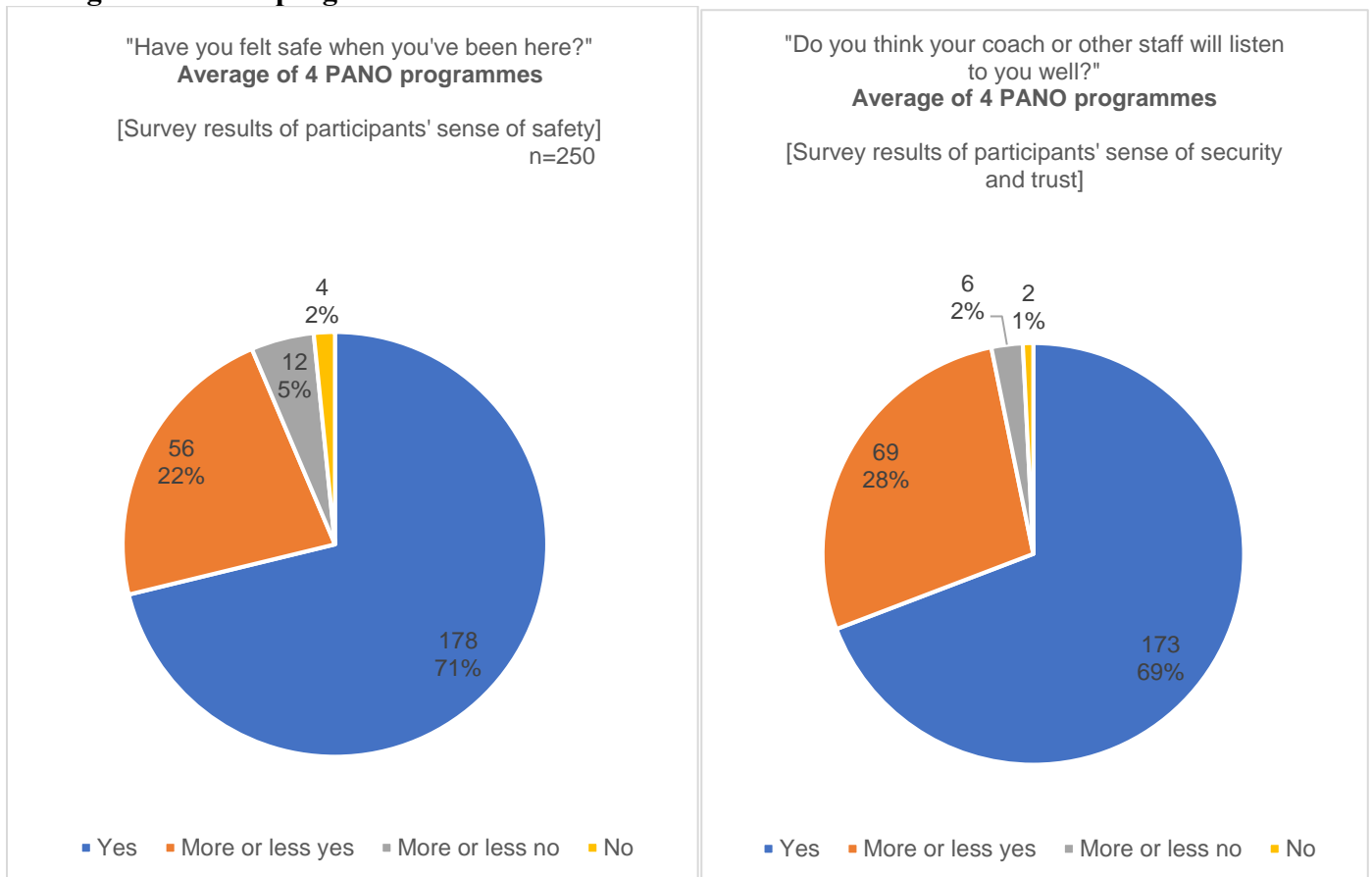
Data Analysis Methods

⑤-1: The percentages of the survey results compared with those of a comparable national survey items (i.e., some research results of females (aged 10-15) in "Research Study for the Implementation of the Comprehensive Survey of Children and Youth" (2022, Cabinet Office)

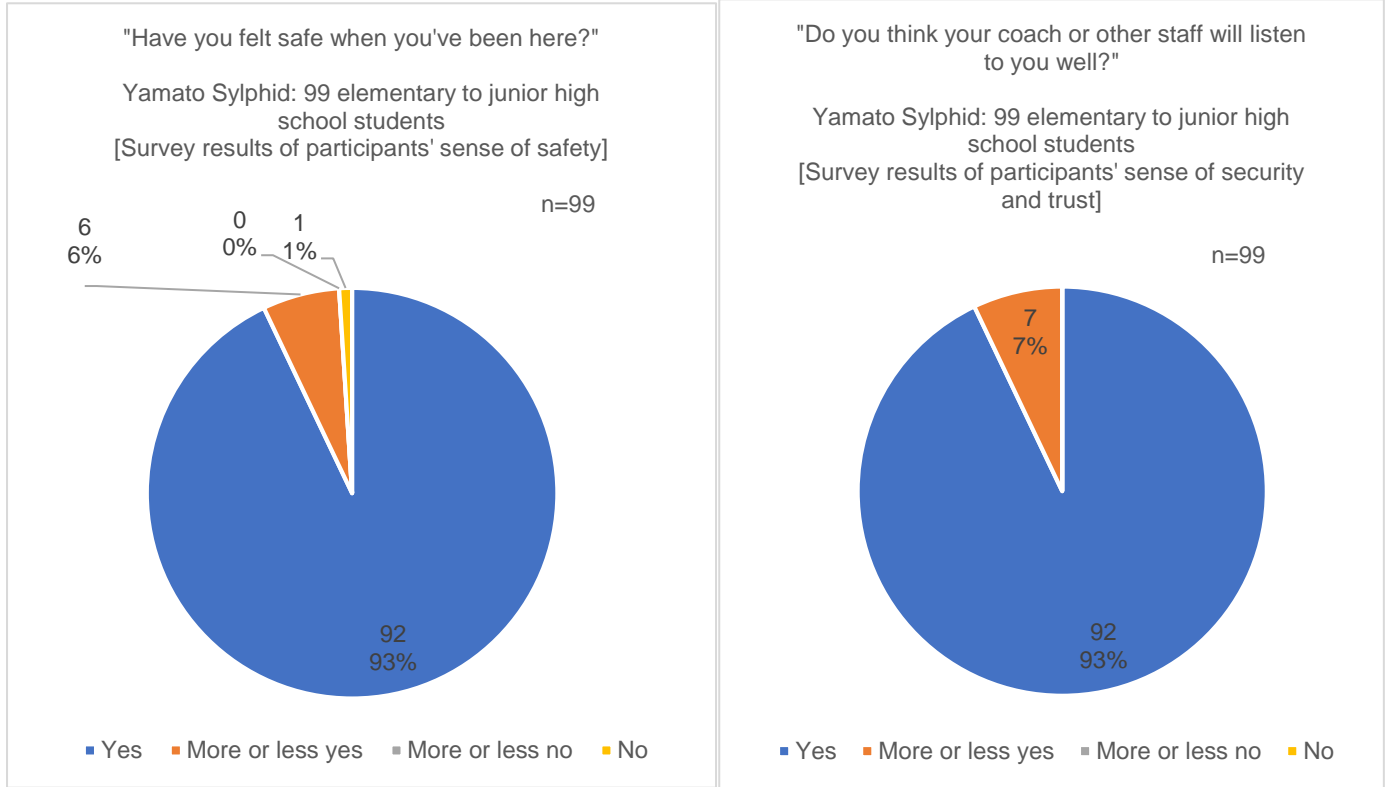
a. Percentage of participants' sense of safety and security and their trust in the instructors

(a) Survey results of participants' sense of safety and security and trust

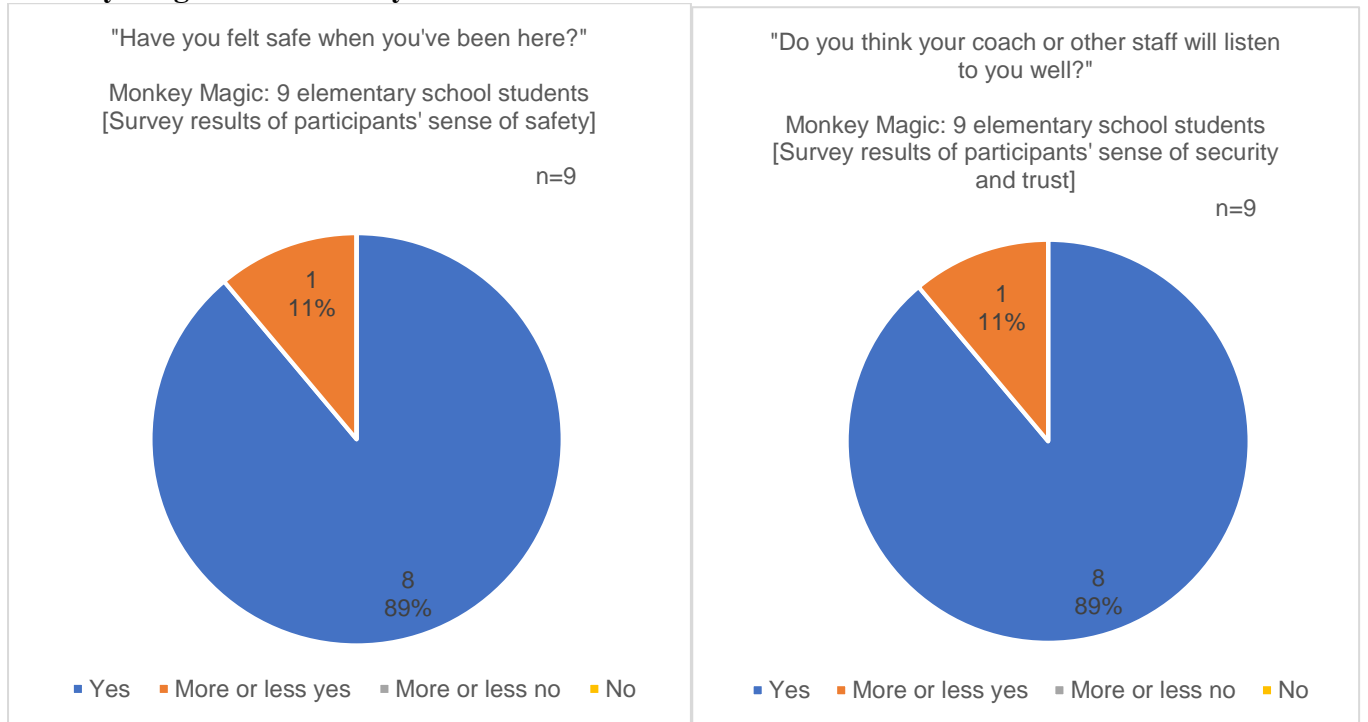
Average of 4 PANO programmes



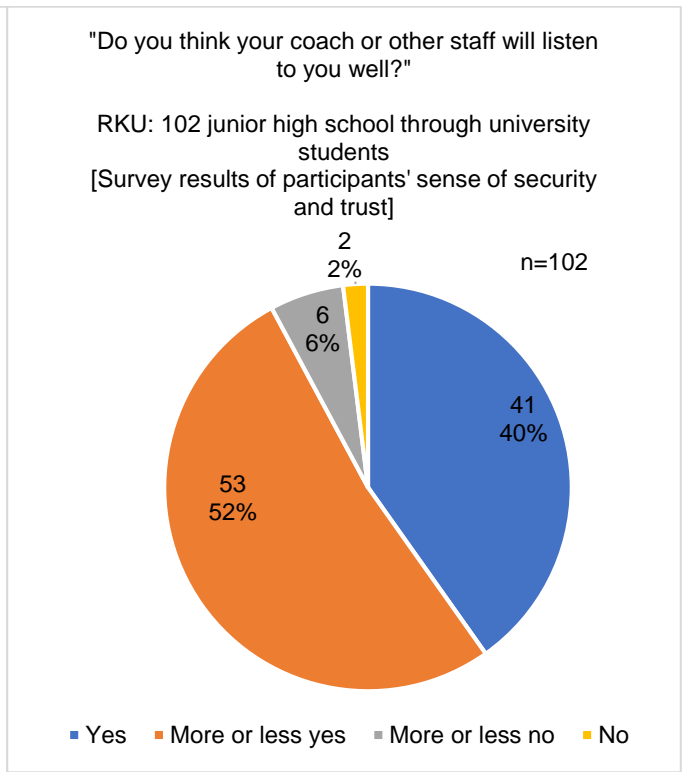
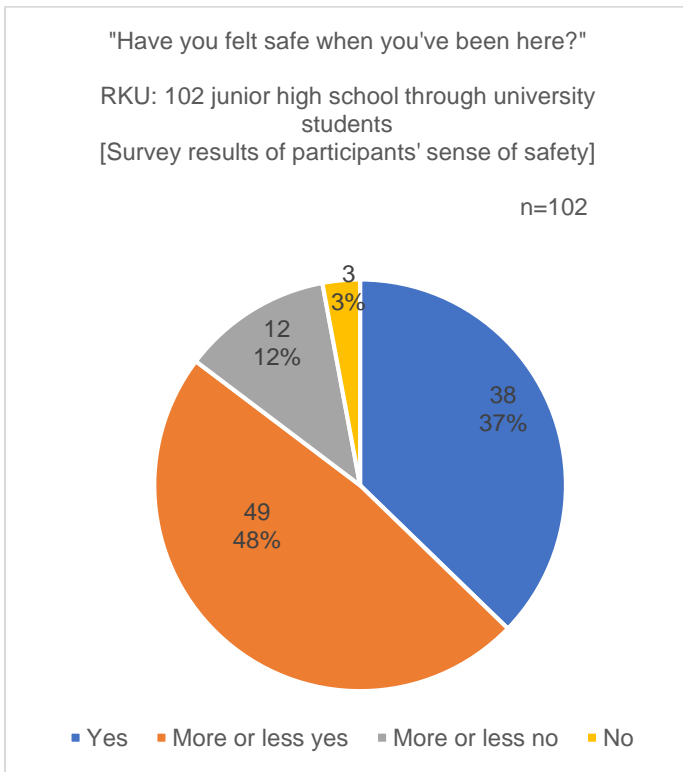
Yamato Sylphid: 99 elementary to junior high school students (in total)



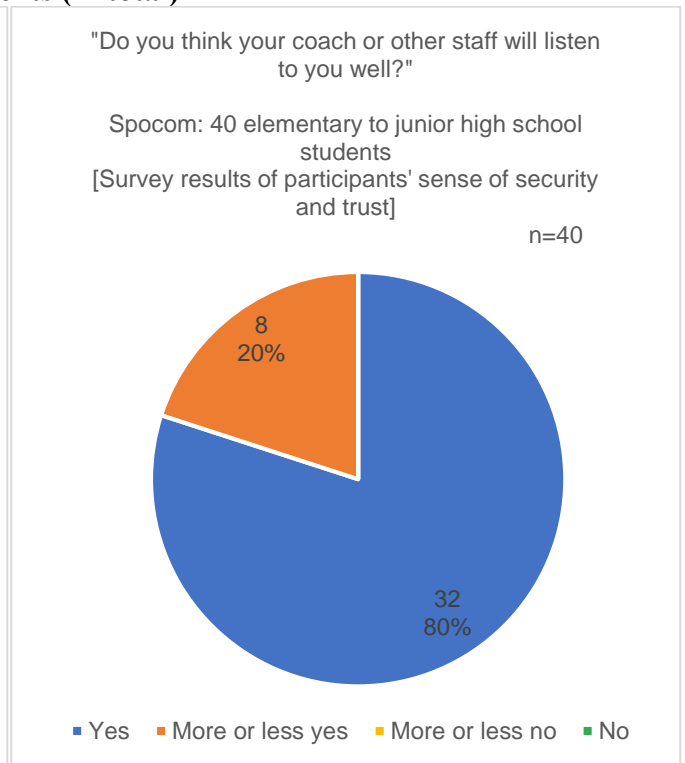
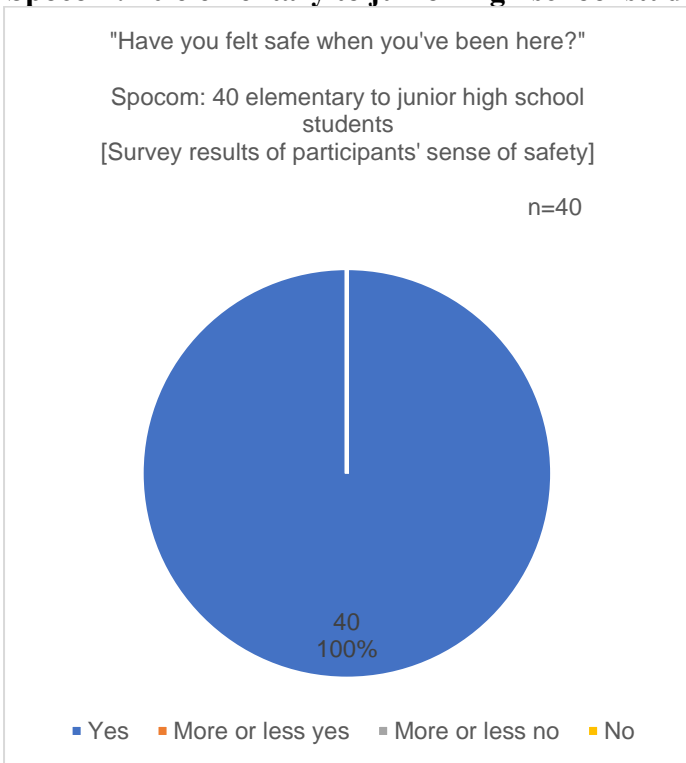
Monkey Magic: 9 elementary school students



RKU: 102 junior high school through university students (in total)



Spocom: 40 elementary to junior high school students (in total)



b. Comparison with similar item results in a national survey

(a) Sense of safety and security (Question: "I felt safe when I am here.")

	Percentage of respondents who answered "yes" or "more or less yes"
National Survey (Cabinet Office*)	77%
Average of four PANO programmes	93%

Yamato Sylphid	99%
Monkey Magic	100%
Ryutsu Keizai University (RKU)	85%
Spocom	100%

**Results of female respondents (aged 10-15) from " Research Study for the Implementation of the Comprehensive Survey of Children and Youth" (2022, Cabinet Office) extracted. Question: "Is school a safe place for you (where you can feel relieved and safe) now?"*

(b) Trust (Question "I think coaches and other adults listen to me well.")

	Percentage of respondents who answered "yes" or "more or less yes "
National Survey (Cabinet Office *)	66%
Average of four PANO programmes	97%
Yamato Sylphid	100%
Monkey Magic	100%
Ryutsu Keizai University (RKU)	92%
Spocom	100%

**Results of female respondents (aged 10-15) from " Research Study for the Implementation of the Comprehensive Survey of Children and Youth" (2022, Cabinet Office) extracted. Question: "People in the community help me out when I'm in trouble."*

Note: Since the wording of the questions in this item differs between this survey and the Cabinet Office one, the figures in the Cabinet Office survey is provided for reference purposes only.

c. Interpretations

The participants in each project site indicated a general sense of safety and security, as well as a sense of trust in adults. Although a simple comparison cannot be made due to the different wording of the questions, when compared to the responses to the survey conducted by the Cabinet Office, the PANO survey confirmed a higher level of safety and security than the children usually feel at school and in the community, as well as a sense of trust in adults. Judging together with the results of the key evaluation question 4, we can presume that the project administrators were able to form a safe place for their activities.

5. Limitations

This evaluation report is based on an evaluation plan originally developed in June 2022. Therefore, data collected after July of the same year are included in the analysis to allow for comparisons over time. Since no data were collected in the beginning of the implementation of this program, this is not a strict before-and-after comparison since no baseline exists.

Regarding the perceptions that the survey participants had prior to their participation in the PANO program, their retrospective statements were compared to what was collected at the first and second interviews/surveys and changes were tracked. Thus, again, we cannot establish a clear baseline and make comparisons based on it.

In addition, this evaluation mainly targets training-based programs, while interviews and other qualitative research were conducted with the organization's administrators. Regarding the perceptions of child/youth participants, the primary data used were questionnaires collected from children and youth by the grantees. Therefore, qualitative in-depth analysis of the background of change in participants is limited in our evaluation.

6. Ripple effect

The training sessions for administrators stimulated interactions among grantees and the exchange of their viewpoints.

7. Influence of the Japanese social context

This program is designed against the backdrop of a society in which the discussion on the status of women and gender has matured to some extent and an agreement to correct the gender gap has been fostered. Meanwhile, Japan has not yet reached that stage in reality, and there is little awareness that females face structural inequality in society and that there is a need for female-specific empowerment.

Japanese organizations are overwhelmingly managed by males. For example, the ratio of female managers in the private sector is 12.4% (Cabinet Office, 2021) and is 121th out of 146 countries (*Gender Gap Report 2022*, World Economic Forum). The number of organizations led by females is itself small in Japan, and in fact most of the administrators (representatives) of the grantees in this program are males.

It is pioneering and significant that male administrators became aware of the existence of a gender gap structure and made efforts to eliminate the gap in their activities. However, compared to the level in societies where there is common agreement as described above, the reduction of disparities based on gender is expected to take time to achieve.

8. Conclusion

PANO is designed to provide a series of professional training to grantee organizations' administrators, through which they can empower girls through their sports projects. The two main areas of trainings are 1) maximizing gender perspectives and 2) creating a safe and secure environment.

First, the major outcome of PANO trainings was a positive change in perceptions and attitudes in these two areas among the administrators, confirmed by their interviews and surveys, which led to their implementation in their activities. In addition, the increased sense of self-efficacy and high level of security obtained from the project's female participants, as shown in the surveys, suggest that these perceptions of the administrators have been carried over into practice on site.

Several factors contributed to this outcome. First, the increased motivation of female participants helped the administrators to realize and understand that gender perspectives (i.e., appropriate handling of girls' participation) and physical and mental safety (i.e., safeguarding) have complementary effects on each other. In addition, the administrators have begun to implement practices that combine their accumulated knowledge and experience with the above-mentioned approaches, and they feel that these practices have been well received. These include, for example, the creation of an environment in which female participants can praise each other and provide a space to nurture their autonomy. In addition, the fact that the trainings for the administrators were designed to be multi-disciplinary rather than mono-disciplinary, and the quality of the trainings, which drew high satisfaction from the administrators, contributed to the outcome.

In the process of these events, the administrators began to share specific and applicable concepts and methods among the peer grantee organizations. The regularity of frequent trainings and exchange opportunities was one of the contributing factors that allowed inter-organizational exchanges to take place. On the other hand, a risk derived from the same process is the burden of the trainings and project administrative work felt by the administrators. The grantees that left the PANO program all cited the burden of labor for trainings and project administration as one of the reasons, and the heavy workload of the person in charge was readily apparent as one of the reasons for the weak permeation of safeguarding within the grantee organization at this point.

Next, as for the project outcomes, as noted above, the female participants showed an overall improvement in self-efficacy and a high level of security in their activities. However, the extent to which this stemmed from a change in the perception and behavior of the administrators cannot be directly corroborated. Meanwhile, we can conclude from the data collected that safe and high-quality project activities that work to improve self-efficacy are being practiced.

On the other hand, there is a weakness in ensuring the number of participants (beneficiaries) compared to ensuring the quality of the projects. We observed that some grantee organizations are missing out significantly on providing opportunities to potential participants. By incorporating training in public relations into the capacity building of the program and providing public relations networks, the grantee organizations could increase empowerment of girls, both in terms of quality and quantity.

Finally, this program is a pioneering yet challenging program in Japan. This can be seen from the fact that the administrators had little gender perspective in their activities prior to participating in PANO, as well as from the low rate of safeguarding prevalence in Japan. At this point, the program is not yet at the stage of measuring spillover effects to other organizations or communities (families, schools, etc.), but it is worth further consideration to evaluate the value of the pioneering aspects of the program beyond the above-mentioned outcomes.

9. Suggestions

The following recommendations are based on the results of PANO's program/project evaluation. We hope that these recommendations will be considered in order to make the most of the PANO grant program and to ensure that its programs and projects will be even more effective in the future.

(1) Clearly demonstrating to the grantee organizations the need for corrective measures to address the disparities for girls.

There was a perception on the part of the grantee administrators that being aware of the differences between men and women was itself gender discriminatory and that they should respond uniformly to every person. Being exposed to the concept of gender bias for the first time through the PANO trainings, there was some misconception that neutralizing differences between men and women or boys and girls is gender equality (*). In order to avoid such misconceptions, it is desirable to clearly and continuously communicate to grantees the purpose of the PANO program, which is to correct inequalities faced by girls and to empower them, while giving due consideration to sexual minorities.

*In response to this, the training organization explained the difference between "equality" and "equity," which facilitated the grantee administrators' understanding thereof.

(2) Encouraging the grantees to have female project managers when possible.

Related to the above recommendation, it appears that at present the decision-making level of grantee organizations is heavily weighted toward men, and women's perspectives are not adequately reflected in the grantees' project designs. Having a female project manager will not only develop female talent within the organization through the training opportunities provided by PANO, but will also increase the number of female role models for the project participants.

(3) Strengthening the Public Relations capacity of the grantees. Or having Laureus provide direct Public Relations support.

Some grantees may have potential beneficiaries who are missing opportunities to participate in their projects. Since the quality of each project is already high, it is recommended that the quantity of project participants be increased through promoting grantees' publicity.

(4) Reducing the administrative workload of the grantee organizations as much as possible.

Some grantee administrators are concerned about the amount of administrative work involved in PANO. It is desirable for Laureus to simplify those administrative tasks as much as possible, and to assist the grantees to focus on their project activities.

(5) Paying attention to gender-related activities and considering non-sport-organizations as grant recipients.

The participation of organizations with a high level of gender awareness in this program will enhance the quality of the trainings and positively influence other grantees. It was confirmed that gender awareness on the part of the grantees was considerably low prior to their participation in PANO, implying that it took time to develop a common understanding of gender issues. Including organizations that have implemented gender-related initiatives, such as women's support organizations, without necessarily focusing on sports, as grant recipients could expand the potential of this program.