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Master's Thesis  
Academic Year 2019

Here For Her: Communication Tool Design For  
the Youth to Increase Gender Sensitivity



Keio University  
Graduate School of Media Design

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A Master's Thesis  
submitted to Keio University Graduate School of Media Design  
in partial fulfillment of the requirements for the degree of  
Master of Media Design

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Abstract of Master's Thesis of Academic Year 2019

# Here For Her: Communication Tool Design For the Youth to Increase Gender Sensitivity

Category: Design

## Summary

Gender equality is a goal which human beings have long been fighting for. While effort has been taken and progress has been made towards a promising direction, many women and girls are still suffering from stereotypes, discrimination, and violence. Gender sensitivity, the quality to recognize and react to gender inequalities, should be addressed early in life before gender stereotypes become deeply ingrained in the youth.

This research aims to design a communication tool which can gender sensitise the youth by triggering conversations on gender equality. Named "Here For Her", the tool requires participants to search for solutions to troubles and challenges women are facing through role-playing. when using the tool, participants should learn knowledge and facts on gender equality and empower themselves in an entertaining way. Evaluation result from both qualitative and quantitative perspectives shows that the awareness, confidence and willingness of persuading gender equality increased after using the tool.

Keywords:

Gender Sensitivity, Gender Equality, Youth, Communication Tool, Education

Keio University Graduate School of Media Design

Wang Yao

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# Chapter 1

## Introduction

### 1.1. Background

#### 1.1.1 Gender Equality

Women’s fight for equal rights has started long ago. Beginning in the late 19th century, women activists around the world had fought for suffrage, the right to vote. In the 1960s, women’s rights movement expands the effort to every area of women’s experience—including politics, work, the family, and sexuality. (Burkett 2019)



(Source: the United Nations Website)

Figure 1.1: The Sustainable Development Goal 5 *Gender Equality*

In 2015, all United Nations (UN) member states adopted 17 agendas as the Sustainable Development Goals (SDGs) to be achieved by 2030. The 17 Goals address the global challenges we face, including those related to poverty, inequality, climate change, environmental degradation, peace and justice. Among them, Goal 5 is to achieve gender equality and empower all women and girls.(Figure 1.1)

While effort has been taken and progress has been made towards a promising direction, some women and girls are still suffering from stereotypes, discrimination, and violence. For example, according to UN's official website, one in five women and girls have experienced physical or sexual violence by an intimate partner within annually. However, 49 countries have no laws that specifically protect women from such violence. (UN 2199)

### **1.1.2 Why the Youth Matter**

Education for the youth is an essential part of achieving gender equality. There were 1.2 billion youth aged 15-24 years in 2015, accounting for 16 per cent of the global population. By 2030, the target date for the SDGs, the number of youth is projected to have grown by 7 per cent, which means that one out of every four to five people worldwide will be a youth. (DESA 2015) Young generations will one day become the owners of the world. They can become a strong force if provided with opportunities and knowledge.

In addition, gender and equality should be addressed early in life before gender stereotypes become deeply ingrained in children and youth. (Organization 2009) Educating our next generations is the most effective measure to eliminate sexism and gender-based violence.

Furthermore, Proper education on gender is crucial for youth to have a safe, healthy and positive understanding of sexuality and relationships. In its guidance on sexuality education, UNESCO adopts understanding gender as one of the eight key concepts and claims "an increased recognition of gender perspectives and social context in health promotion" has emerged. (UNESCO 2018)

## 1.2. Pre-research Study

To better specify the existing problems in the education of youth, a study on high school textbooks was conducted before this research.

Based on a report of the Tokyo Metropolitan Agency of Education, six most used versions of Contemporary Society textbooks in 2018 (Figure 1.2) were chosen as samples and analyzed.



Figure 1.2: Most Used Contemporary Society Textbooks in Tokyo

The study examines words and texts which are related to gender in the samples by content analysis, in order to see if textbooks cover and conveys messages consistent with the learning objectives of Goal 5. (UNESCO 2017)

The result shows that the textbooks only profile gender equality as political rights. Gender stereotyped messages are hidden in lines, and the real conditions of gender inequality are merely touched in terms of four aspects, which are the education of women, the employment of women, the violence against women and the discrimination against women.

## 1.3. Research Questions

This research aims to solve the following questions:

- What are the gender issues that youth need to pay attention to and discuss?
- What action and rules can help to trigger discussions?
- Is role-playing an effective method for youth to empathize and engage?

## 1.4. Contribution

This research contributed to offering a communication tool which can:

- provide participants with opportunities to discuss gender equality;
- inform participants with facts and data on gender equality;
- bring gender equality closer to every participant in order to engage and empower them.

## 1.5. Thesis Structure

This thesis is structured within the following five chapters:

### Chapter 1

Introduces the background of gender issues and acts on gender equality; briefs pre-research study and its results; explains research questions and contribution.

### Chapter 2

Defines the basic terms and concepts, including "gender equality" and "gender sensitivity", involved in this research; introduces related designs of cards as tools to trigger a communication.

### **Chapter 3**

Explains the concept of the design a; introduces the rule, the card contents and visual design of the tool.

### **Chapter 4**

Evaluates the tool based on the feedback and comments from 2 different age groups of users: high school children who are 15-18 years old and young adults in their 20s.

### **Chapter 5**

Concludes and analyzes the research; discusses its limitations and future work.

## Chapter 2

# Literature Review and Related Works

## 2.1. Gender Equality and Gender Sensitivity

### 2.1.1 Definition

Gender equality is a state of equal ease of access to resources and opportunities regardless of gender across all sectors of society, including but not limited to politics, legislation, professions and social participation. Also, discussions of gender equality deal with an extensive range of issues: sexism, gender stereotypes, and gender-based violence.

This research focuses on gender sensitivity, a quality to identify and react to stereotyped generalisations on gender. Gender sensitisation is making people aware of gender equality issues and seeking to ensure that this awareness is reflected in their behaviour also. It is about changing behaviours and installing empathy into the views that we hold about our own and the other genders. A gender sensitised person is not only aware of gender concerns but also behaves in a manner which is sensitive to gender equality issues. (Sharma 2014)

As per the UNESCO's manual book on gender sensitisation “ [t]he concept of gender sensitivity has been developed as a way to reduce barriers to personal and economic development created by sexism. Gender sensitivity helps to generate respect for the individual regardless of sex.” We are sharing the world with people of different gender identities, and we have been through tragedies caused by sexism and misogyny. Gender sensitivity is a quality which builds awareness and nurtures inclusiveness.



### 2.1.2 Gender Equality Education for the Youth

As claimed in Chapter 1, education is crucial for eliminating sexism, building up a correct understanding of gender and empowering women and girls. In the international technical guidance on sexuality education published by UNESCO, understanding gender is chosen as one of the eight critical concepts, and its three components are: 1) The Social Construction of Gender and Gender Norms; 2) Gender Equality, Stereotypes and Bias; 3) Gender-based Violence. UNESCO claims that one critical learning objective for people aged 15-18+ is to understand that everyone has a responsibility to advocate for gender equality and speak out against human rights violations. (UNESCO 2018)

Both official and non-official institutions in many individual countries have been taking measures to involve the contents of gender equality in education. Many schools have applied gender-neutral textbooks and required teachers to use gender-neutral language. Non-government organisations have launched many workshops on gender sensitisation around the world.

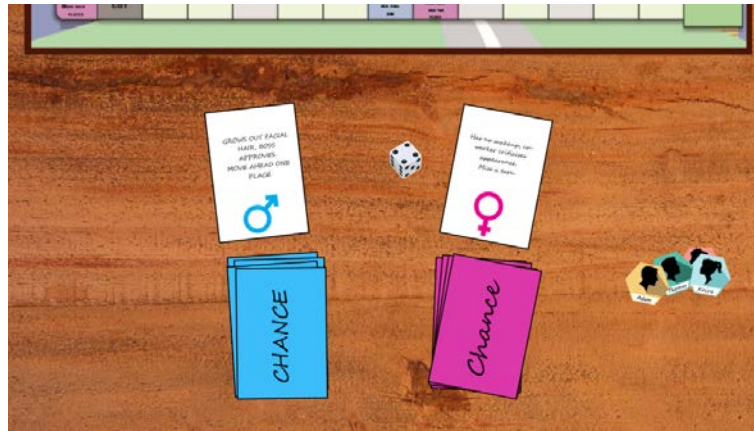
Nevertheless, as the pre-research study presents, we still face challenges. According to White Paper on Gender Equality 2019 published by Gender Equality Bureau Cabinet Office of Japan, girls tend to have less confidence than boys in science subjects in general. A higher percentage of girls who were taught by female teachers either math or science than girls who were taught by male teachers both subjects replied that they were a "science type" or "rather a science type". However, The rate of female teachers decreases as the stage of the educational institution goes higher. (Japan 2019)

## 2.2. Related Works

### 2.2.1 Games For Social Issues

Games are entertaining and can develop core educational skills - even those who are not designed for educational purposes. To play games, a person needs logical thinking skills and problem-solving skills. (Hinebaugh 2009) These skills are precisely what we need to understand and find solutions. Scenarios in games are similar, or even can be seen as reflections, to incidents happening in reality. Thus,

educators have been using games to teach real-world social issues.



(Source: Privilege official website)

Figure 2.1: *Privilege*



(Source: TESA Collective Official Website)

Figure 2.2: Rise Up: The Game of People & Power

Privilege <sup>1</sup>(Figure 2.1) is a board game revolves around exploring the issue of 'Male Privilege' in society. Participants will play as the role of either a man or

woman in a company and deal with their own challenges. Their goal is to secure a position through Scenarios reflecting the discrimination that still dominates the workplace.

Rise Up <sup>2</sup>(Figure 2.2) is a board game about building people power and winning together to create social justice for 2-5 players. To start, the players will pick a social issue to work on. Each player will play as an activist and choose their focuses of a civic movement. Players are on the same team, which means all members win or lose together. It is more about collaboration instead of competing with each other.

### **2.2.2 Conversation Starter Cards**

Nowadays, there are many conversation starter cards on the market. The card is a medium which is easy to access and spread. All the participants need is to use a deck of cards to start a meaningful conversation anytime and anywhere. If the data is uploaded online freely, people can easily download and print out themselves.

So Cards <sup>3</sup> is a conversation starter which offers participants a set of questions to prompt more in-depth discussions other than daily greetings between family members and friends. Besides the basic edition, customised ones are also available.

Similar to So Cards, Taletopics Inspiring Women <sup>4</sup> provides users with topics to start a conversation. Moreover, it can be used as an empowering tool: on the back of the cards are some inspiring messages from outstanding female figures in history.



(Source: So Cards Official Website)

Figure 2.3: So Cards: *a collection of questions for deeper conversations*



(Source: TABLETOPICS Official Website)

Figure 2.4: TABLETOPICS Inspiring Women:  
*Questions to Start Great Conversations*

## Notes

- 1 Privilege official website  
<https://kira-zingmark.itch.io/privilege-boardgame>
- 2 Rise Up official store page  
<http://store.tesacollective.com/rise-up/>
- 3 So Cards Official Website  
<https://www.socards.org>
- 4 Tabletopics Inspiring Women Official Website  
<https://www.tabletopics.com/inspiring-women>

# Chapter 3

## Design

### 3.1. Concept

The concept of the design is a card-based communication tool for the youth that prompts role-playing discussion to gender-sensitise participants. As stated earlier in Chapter 2, gender sensitivity involves both awareness of gender equality and reflection in behaviours. What curricular education is doing ends at conveying how critical gender equality issues are. Teaching the necessity is essential, but not enough. This research claims that the youth should also be educated on how they can contribute to gender equality.

There are mainly three goals:

- to raise interests into knowing gender and equality;
- to trigger sharing of opinions from different perspectives through role-playing;
- to entertain the participants for better engagement;

The tool chooses cards as the mechanism because, unlike textbooks which unilaterally impart knowledge, card-playing is entertaining and interactive. On the other hands, cards are accessible while carrying a large amount of information.

### 3.2. Prototyping

An alpha version of the prototype is more like a workshop tool instead of a communication tool because it focuses more on letting participants make contents. This version consists of cards describing life incidents with gender mutual icon images. (Figure 3.1) Each participant is asked to:

1. draw three cards randomly;
2. create a character;
3. line up the cards chronologically to imagine a story about the character and based on the cards;
4. describe the character and share the story with others;
5. change the character's gender and imagine what might be different;
6. share ideas and thoughts.



Figure 3.1: Example of An Alpha Version of Prototyping

A playtesting for the alpha version was held with four KMD students. The testing group members commented that it would be a useful tool for people to realise what they never noticed or cared before. However, they worried that users might feel reluctant and bored to come up with stories all on themselves. The testing group suggested that the tool provide more information at the beginning so that users could have more fun.

Additionally, another feedback was that making up stories should not be the primary goal. The testing group suggested involving more interaction and focusing on discussion, for this alpha version is merely a presentation of each member's stories.

Finally, the testing group thought that, though both women's rights and the rights of gender minority groups are meaningful and important, they are issues too broad to include together in such short flow. There might be a chance that users' attention would be distracted to another issue before they could have an in-depth talk on a specific topic.

The researcher then refined it to an early beta version, which is very close to the final version. It consists of two kinds of card, situation cards and position cards. (Figure 3.2)

One major flaw of the alpha version was that gender sensitivity involves the awakening of both awareness and action, but it failed to encourage users to take action and solve problems. Instead of asking users to create stories, the early beta version provides particular contexts. Users can have more time for the communication part, during which users try to search for solutions to challenges. Also, a more substantial proportion of contents focuses on women's rights, while gender minority issues still appear.



Figure 3.2: Example of An Early Beta Version of Prototyping

The same members with last time helped to test this early beta version. Instead of applying the scoring rules, the testing group chose to use the tool to prompt



discussions. They started to introduce similar news and incidents that happened around them, trying to figure out what themselves will do if they encounter similar challenges. At this time, the name of the tool was decided as "Here For Her", conveying the message "helping women to conquer difficulties from various positions".

Although information cards were not included at first, one information card was added during the play-testing process experimentally. It turned out that the information card was highly-commented by the testing group for its helpfulness. Later information cards were introduced into the contents.

### **3.3. Target User**

As stated in the previous two chapters, the youth (15-24 years old) are the main target if this tool. It requires a certain amount of knowledge, for example, knowledge of society and laws, to handle tasks given by this tool. School education prior to high school may teach children how to understand gender, but possibly not how to solve problems referring to gender equality issues yet.

However, ideally, this tool is designed for everyone. No one, even the experts on education or sociology, is perfectly gender-sensitised for every moment. This tool aims to help any who want or need to gain sensitivity to understand gender equality issues. Through the hearing and interviews, many participants expressed that, in their opinions, deeply-rooted sexism can often be found in the middle-aged.

This tool can be applied to both formal and casual settings. Workshops on gender equality can use it as a brainstorming tool. Friends and family member can use it as or a conversation starter to get to know about each other's thoughts on gender.

### **3.4. Rules**

Below are some basic rules for using the tool, but they are not definite. Users are encouraged to apply the tool as they like and create their own rules.

When applying the following rules, 3-7 players are recommended.

1. Divide the cards into three decks according to their colours
2. Shuffle the red situation cards and the milky position cards. You do not need to shuffle the blue information cards.
3. All the participants draw one situation card from the deck and read it out together;
4. Each participant draws one position card from the deck.
5. Imagine if you are in the position written on the position card you drew. Who are you, and what do you do specifically? (For example, if you drew the card "family", which family member are you, a parent or a sibling? )
6. Try to do role-playing. Think about what you would do to help the person in the situation.
7. You can use the information card with the same number of that one on the situation card for background information. You can also search online.
8. Share who you play as and what your solution is with others. You can do it clockwise, anticlockwise, or randomly. You can give up and skip to the next person if you cannot come up with any solution.
9. After every participant speaks, enter the scoring phase.

There are three kinds of scoring systems for users to choose from.

### **Competing Version**

This scoring system is fun and speedy. It is recommended for users who want to have a quick brainstorming.

- Every participant votes for whose solution they like most. The participant who gets most votes gains 1 point.
- Return the cards, shuffle the decks and continue another round until who gains 5 points in total.

## Collaborative Version

This scoring system is for users among whom anyone does not know well about gender and gender equality issues.

- All the participants who manage to raise a solution can gain [amount for the number of themselves x 1 point] together. Participants who fail do not gain any point.
- If a participant fails to give a solution, another person can help to answer for his/her position. They can both gain 2 points.
- Return the cards, shuffle the decks and continue another round until who wins 25 points in total.

## Socrates Version

Socrates' art of midwifery inspires this scoring system. If all users are equipped with basic knowledge of gender equality issues and want to challenge themselves, this scoring system can prompt more in-depth discussions.

- Who manages to raise a solution gains 1 point.
- After sharing solutions, raise questions for others or challenge their answers. (For example, you can ask another participant for a more detailed explanation. You can ask how to deal with a possible disadvantage that comes with a solution) The person being asked can choose to answer no not.
- Who asks a question gains 1 point. And who answers also gains 1 point. Return the cards, shuffle the decks and continue another round until who gains 10 points in total.

## 3.5. Design Elements

The design can break down into two parts:

- Contents and categories of the cards;
- Visual identity including typography, colour palette and iconography.

### 3.5.1 Contents

This tool includes 47 cards in total. Cards are divided into three categories: situation cards, position cards and information cards. Originally the contents are written in Japanese, and contents closely related to Japan society are designed.

#### Situation Cards

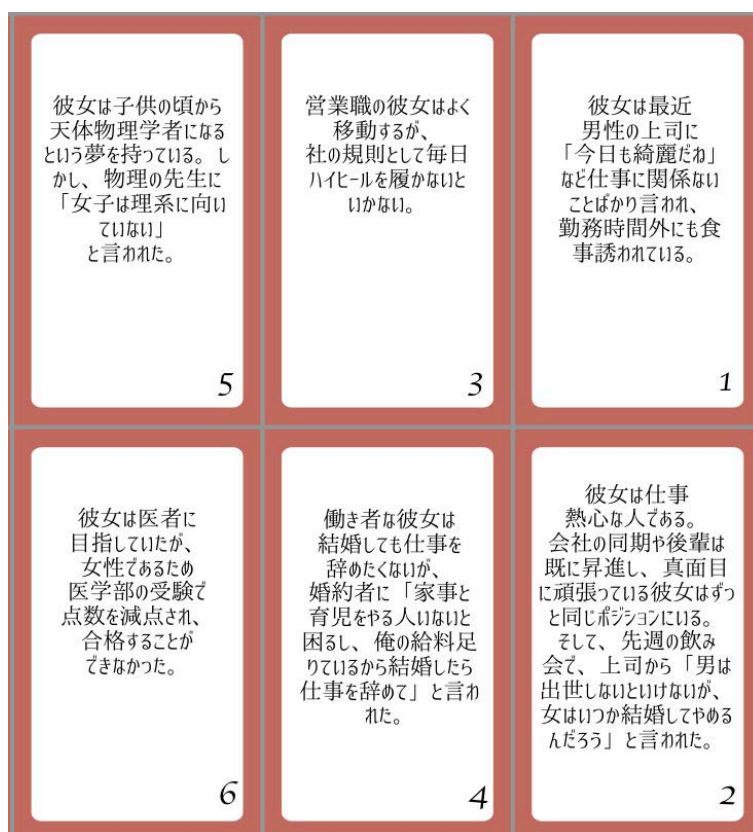


Figure 3.3: Situation Cards Example

There are 20 situation cards. The situation cards consist of descriptions of troubles and dilemma which certain women or girls are facing. A questionnaire for female answerers was conducted online to collect real-life happenings which women and girl had experienced. The questionnaire asked whether an answerer has experi-

enced bothering moments referring to her gender. Some situation cards are based on the survey result, while others are taken from the news.

Base the international technical guidance on sexuality education published by UNESCO, the contents can be categorised into three groups: 1) issues on women's access to resources and opportunities professionally, economically and academically; 2) gender-stereotyped roles; 3) gender-based violence.

Each situation card has a number corresponding to the number of a specific information card. The reason will be explained later in the introduction of information cards.

### Position Cards



Figure 3.4: Position Cards Example

There are 7 position cards. Each stands for a specific position in the society, including government, enterprise, academic institution, non-governmental organisation, community, media, influencer, family, and friend. These positions cover every field of social life. A position card decides from which perspective a participant should raise a solution.

### Information Cards



Figure 3.5: Information Cards Example

There are 20 information cards. Each is paired with a situation card with the same number. The contents on information cards are gathered from government reports and current event news, providing background knowledge, facts and data related to situation cards. They are designed the help participants understand the

importance and authenticity of gender equality issues. Participants can also use some of the information cards as hints when they are coming up with solutions.

### 3.5.2 Visual Identity

#### Typography

This tool aims to convey serious messages while remaining caring and soft. For contents of the situation cards and the information cards, Koku Mincho Font (Figure 3.6), a Mincho (serif) font is used. Even though Mincho fonts basically have a serious and professional impression, Koku Mincho Font is quite balanced, since straight lines and curves are combined delicately, ensuring that the passage does not look too cold and distant. Also, Kana characters have a smaller size than the Kanji characters, which creates a joyful and playful atmosphere.

刻明朝 Regular 常规体  
 あのイーハトーヴォの  
 すきとおった風、  
 夏でも底に冷たさをもつ青いそら、  
 うつくしい森で飾られたモーリオ市、  
 郊外のきらきらひかる草の波。  
 祇辻飴葛蛸鯖鰯噌庖箸  
 ABCDEFGHIJKLM  
 abcdefghijklm  
 1234567890

Figure 3.6: Koku Mincho Regular Font (Source: <http://freefonts.jp>)

Source Han Sans Japanese Font (Figure 3.7), an open-source sans-serif font by Adobe, is known for its readability and legibility. The position cards have few

characters, and participants should have no difficulty to understand the contents directly. This simple sans-serif font can easily achieve this mission.

**あのイーハトーヴォの  
すきとおった風、  
夏でも底に冷たさをもつ青いそら、  
うつくしい森で飾られたモリーオ市、  
郊外のきらきらひかる草の波。  
祇辻飴葛蛸鯖鱒噌庖箸  
ABCDEFGHIJKLM  
abcdefghijklm  
1234567890**

Figure 3.7: Source Han Sans Japanese Bold Font  
(Source: <https://fonts.adobe.com>)

### Colours

The basic idea for a colour palette is inspired by the colour identity of Women's March 2020 <sup>1</sup> (Figure 3.8), which symbolizes feminist movements in nowadays. Dark red, cream and navy are undoubtedly trendy and visually impressive. Green used to be one of the colours on the flag of British suffragettes who are also introduced in Chapter 1. They were critical feminist activists in the history of the gender equality movement. Additionally, pewter blue, an intermediately related colour to both cream and Indian red, are added to create a harmonious palette. (Figure 3.9)





Figure 3.8: An Example of the colour identity of Women's March 2020

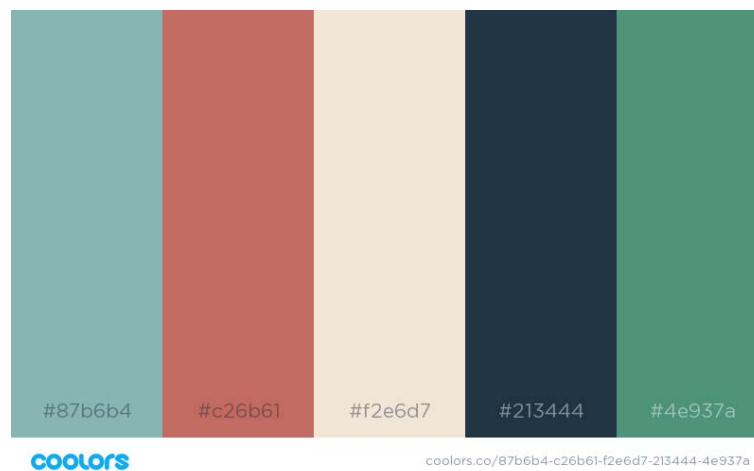


Figure 3.9: Colour Palette

Colours can tell stories, and what red-toned colours represent are strength, power, compassion and love. Also historically, red-toned colours, such as red, pink and purple, are regarded as symbols of women. Although it might seem like a stereotype to tag colours to a specific gender, the messages which red-toned colours send are also what the design aims to convey. Thus, red is chosen as the primary colour of the situation cards to represent women and their struggles. To reduce the brightness and enhance the readability, this research desaturates the red colour into a greyer tone, Indian red.

Indian red, together with its intermediately related colour, cream, can create a comfortable combination for reading long messages. It is chosen as the colour for the position cards and the typography of the situation cards and information

cards.

To contrast to Indian red, a cold-toned colour should be the main colour of information cards. Blue is considered calm, intelligent and sensible so that a blue-toned colour will be a perfect choice for information cards. After testing, this research finds that dark blue might be too dark for reading, so instead, pewter blue is chosen.



Figure 3.10: Main Colour Combo

Thus, the three kinds of cards are the combination of two of colours from Indian red, pewter blue and cream. (Figure 3.10) Navy and red are used later in poster when a visual impact is needed.

## Iconography

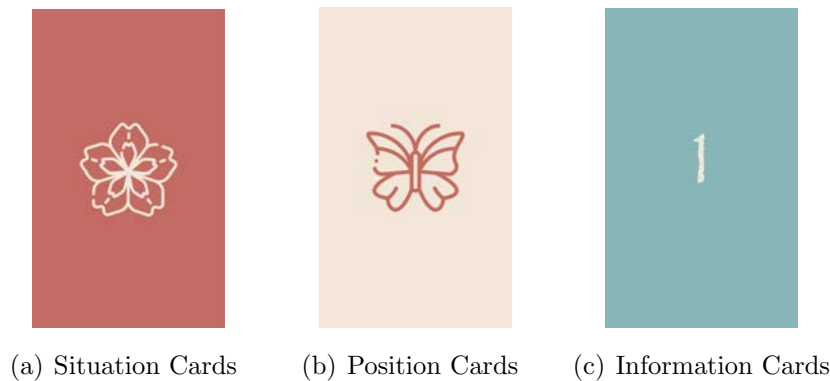


Figure 3.11: Back Sides of the Cards

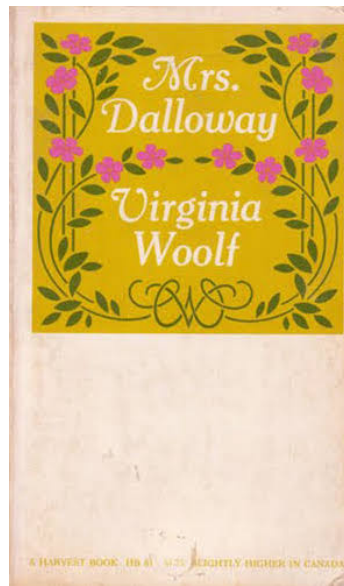
The icons on the back sides of the cards are inspired by Adeline Virginia Woolf, the English writer who played an irreplaceable role in the history of feminism. The well-known first line of her long-beloved novel *Mrs Dalloway*, "Mrs Dalloway said she would buy the flowers herself", represents the awakening of a woman. Also, many editions of the book apply flowers on the covers as a symbol of female power. (Figure 3.12)

In many languages, women are compared to flowers or flower vases. This comparison may be no more than a stereotype for women, implying that women should stay beautiful, innocent and fragile. (Sen and Stivens 1998) Academically, some sociologists believe that women are connected to nature — women's bodies and nature's resources are marginalised by masculine capitalism. However, many women have been reversing this stereotype smartly to empower themselves by engaging in the dialogue of femininity and reclaiming the botanical metaphor as a symbol of strength and knowledge. (McLeod 2015)

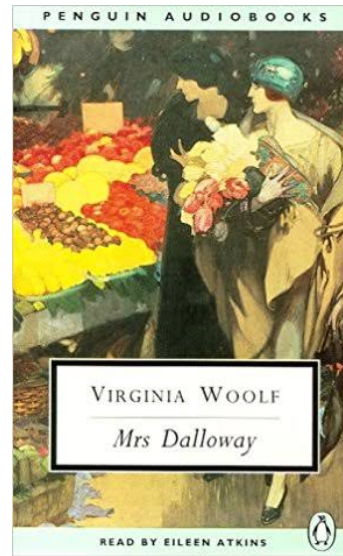
Flowers are the opposite of violence — British suffragette state flowers as a symbol of the suffrage; in the human rights movements of the 1960s, flowers are used as a sign of peace to protest against war and hatred. Also, flowers are associated with female genitalia. Gender equality actions are necessary because humans have been taken advantage of women's reproductivity without giving ample credit to

women. The flower, a metaphor for women's capability to create new lives, represents the strength and hope instead of so-called "fragileness". (Frownfelter 2010)

This research chooses the flower, which stands for women and their struggles, as the icon of the situation cards. Carrying pollen, the butterfly is a symbol for the flower's helper in nature. It is used as the icon of the position cards. The information cards are paired with the situation cards. In order not to confuse participants, this research puts numbers on the back instead of an icon.(Figure 3.11)



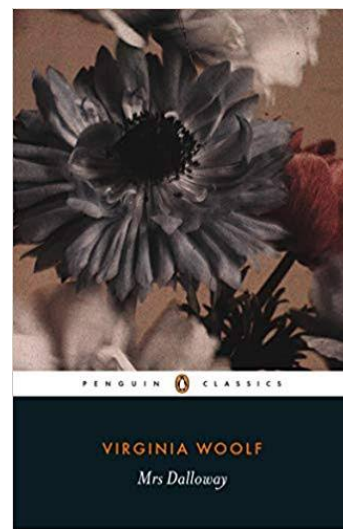
(a) Harcourt, Brace & World edition, 1953



(b) Penguin 20th Century Classics series from the 1990s



(c) Vintage Classics Woolf Series, 2016



(d) Penguin Classics edition, 2019

Figure 3.12: Book Covers of Virginia Woolf 's Mrs Dalloway

## Rules Sheet and Poster

A two-sided A5 rules sheet are designed to explain components of the cards and the rules. Still, it uses the three primary colours, but the background is left blank for a comfortable reading experience.



Figure 3.13: Here For Her Rules Sheet

KMD Forum is an open campus event in Keio Media Design for students to present their researches. A poster is designed to attract guests to the playing test. With fewer texts, large sans serif fonts and colour blocks of higher saturation are applied to create a strong visual impact.

## Notes

- 1 Women's March Official Website  
<https://womensmarch.com>



ご来場お待ちしております♪

Figure 3.14: Here For Her Poster

# Chapter 4

## User Tests and Evaluation

### 4.1. User Tests

To better evaluate the tool, the user tests are divided into two parts: one is the usage in a workshop setting, while another is that in a casual setting. A workshop setting is where one or more facilitators are present, and the participants aim to create some results. A casual setting is more relaxing, and the participants can choose the rules they like.

Both quantitative analysis and qualitative analysis were applied. During tests with many participants, survey and brief hearings were conducted, while the test focused on in-depth interviews.

#### 4.1.1 Workshop Setting

The first user test was conducted at Global Workshop on September 21st, 2019. Global Workshop is a global education program designed for high school students to raise global awareness towards SDGs. It is a joint initiative developed by the Global Education Project at KMD and Fujimigaoka High School for Girls. The theme of the workshop on that day was SDG Goal 5 Gender Equality.

In total, 89 participants, all high student girls aged 15-18, took part in the test. They were divided to four classes, and each class was divided into five groups. One set of cards was attributed to each group, which averagely consisted of 4-5 participants.

To record the achievements during the workshop, the researcher designed a worksheet. The worksheet was to assist young participants in organising their thoughts logically, as problem-solving skills is also one goal of the tool.



Figure 4.1: Global Workshop at *Fujimigaoka High School for Girls*

<b>HERE FOR HER</b> __班 第__回 カード No.____ 立場: _____ 1) 何故このようなことが起こると思いますか <div style="border: 1px solid black; height: 30px; width: 100%;"></div> 2) あなたの引いた立場から、現状を改善するために何かできるでしょうか <div style="border: 1px solid black; height: 60px; width: 100%;"></div>
--

Figure 4.2: Worksheet for Global Workshop



Figure 4.3: Participants Using Worksheets for Discussion

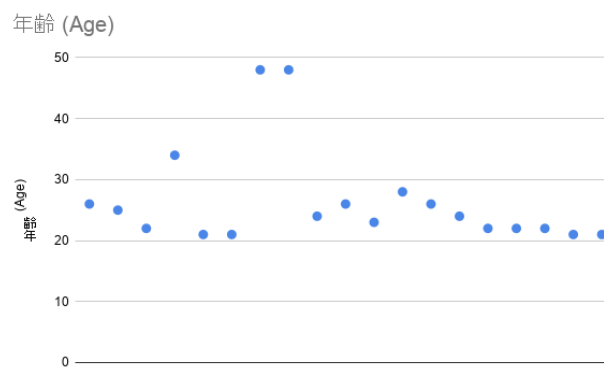
### 4.1.2 Casual Setting

#### Test at KMD Forum

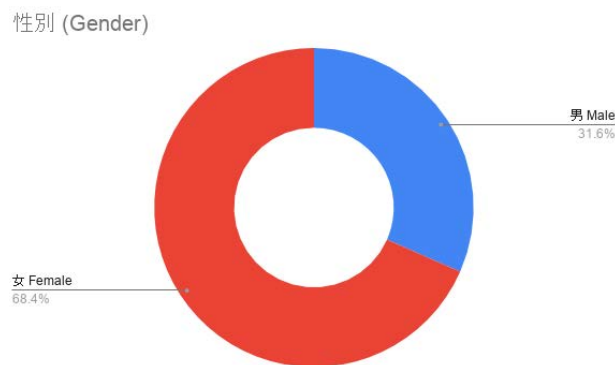
KMD Forum is an annual open campus event in Keio Media Design for students to present their researches. A user test was held during KMD Forum 2019 on November 2nd at Kyoseikan, Hiyoshi Campus of Keio University. The test took place in a small classroom, while a booth was set up outside to introduce the tool. Pre-survey and post-survey were collected, along with a brief hearing session with each participant.

Figure 4.4: Card Display at *KMD Forum*Figure 4.5: Playing-test at *KMD Forum*

In total, 21 participants attended the test, but one of them started the test in the half-way and skipped the pre-survey. The age ranged from 21 to 48 years old, while 18 of them were in their 20s. Approximately women accounted for 70%. Most of the participants visited by themselves or with one friend, so they were teamed with the researcher into a 2-4 person group. Due to the small number, participants conducted the Socrates Version as the scoring system to have more discussion on one situation card.



(a) Age



(b) Gender

Figure 4.6: Participants' Demographic at KMD Forum

### Test at Chinichi Cram School

On November 29th, another test in the casual setting was conducted at Chinichi Cram School, where the researcher worked as a part-time English instructor.



Figure 4.7: Playing-test and interview at *Chinichi Cram School*

Two male high-school graduates participated in the test. The purpose was to do interviews for qualitative analysis. In the previous two tests, the majority of the participants were female. Thus, the third test aims to validate the tool with male participants and hear from them. Both competing version and Socrates Version were used to make sure that two participants get the overall understanding of cards and deeply examine some cards at the same time.

No.	Gender	Age	Occupation	Nationality
A	Male	19	Language School Student	China
B	Male	18	Language School Student	China

Table 4.1: Participants' Demographic at the 3rd Test

## 4.2. Evaluation

### 4.2.1 Findings

#### Workshop Setting

One participant played as government to solve women's employment problem. On the worksheet (Figure 4.8), apart from the information on the cards, she searched the employment rate of women in Europe online to compare with that in Japan. She wrote that the government should ask enterprises to create equal opportunities for married women and mothers. This shows that this tool can provide participants with opportunities to expose themselves to facts and knowledge on gender.

**HERE FOR HER** 8班 第3回

カード No. 2 立場: 政府

1) 何故このようなことが起こると思いますか 4 point!!!

日本では結婚して家に入るという考えが今でもあつたから。

2) あなたの引いた立場から、現状を改善するために何かできるでしょうか

ヨーロッパでは女性の仕事ぶつき率のパーセンテージはM字形に付っている。これは仕事にもとつきやすかんきつを企業がつかつていから下だと思つて。日本も国が企業に呼びかけて、結婚や出産したあとに会社にもとつきやすくするようよいかける。

Figure 4.8: A Worksheet from the Workshop

In another round of discussion on body shaming and slut shaming, the same participant wrote lyrics on the backside of the worksheet (Figure 4.9 to encourage people being who they are. Participants used their creativity to contribute.



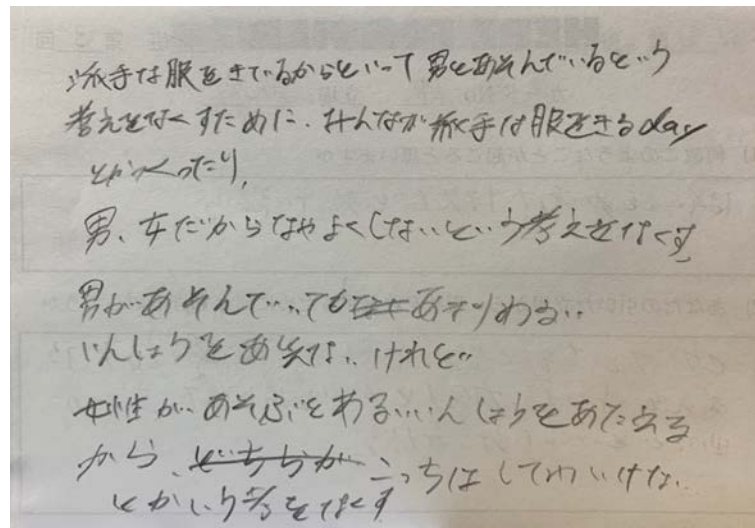


Figure 4.9: Backside of a Worksheet from the Workshop

It is proved that the participants managed to learn new information on gender equality and become more interested in gender issues. A participant said that she did not know about postpartum depression before, but this tool made her understand her mother better. Also, another participant said that she thought inequality only existed in domestic works, but after the test she knew that inequalities also existed in employment and education.

Two participants in the same group had totally contradictory idea about one topic, but they chose to present both of their ideas to the rest of the class together.

Several girls came to the facilitator and said that they looked forward to another workshop on gender equality in the following week.

### Casual Setting

A group of six Indonesian girls did not follow the recommended flow. Instead, they used the situation cards to trigger random discussion on gender issues in their country.

Two female university students and commented that this might be a good tool for mental therapy and took one set of cards to use in their university 's mental health club.

### 4.2.2 Survey Results and Discussion

The survey applies a Likert 7 point scale from "strongly disagree" to "strongly agree". Questions can be categorised basically into two groups: one group on gender sensitivity and another on user experience. Participants' gender sensitivity is measured before and after the test, while user experience is evaluated in the post-survey only.

#### Workshop Setting

After the test, the positive scores on the importance of gender equality rise over 0% and people who choose "strongly agree" increase obviously. At the same time, answers to the questions referring to the cognition of gender equality moved left to negative scores, showing that participants become more aware of the gender inequalities in various fields. There is also an evident growth in the positive scores of the confidence to take action in the future.

The feedback on user experience is overwhelmingly positive. Most participants think that the tool is informative, entertaining, and easy to understand. And they agree that they want to use it again in the future.

Also, this was the first user test at which the information cards were applied to practice, so the researcher designed a question on them. It turns out that over three-fourths of the participants found the information cards helpful.



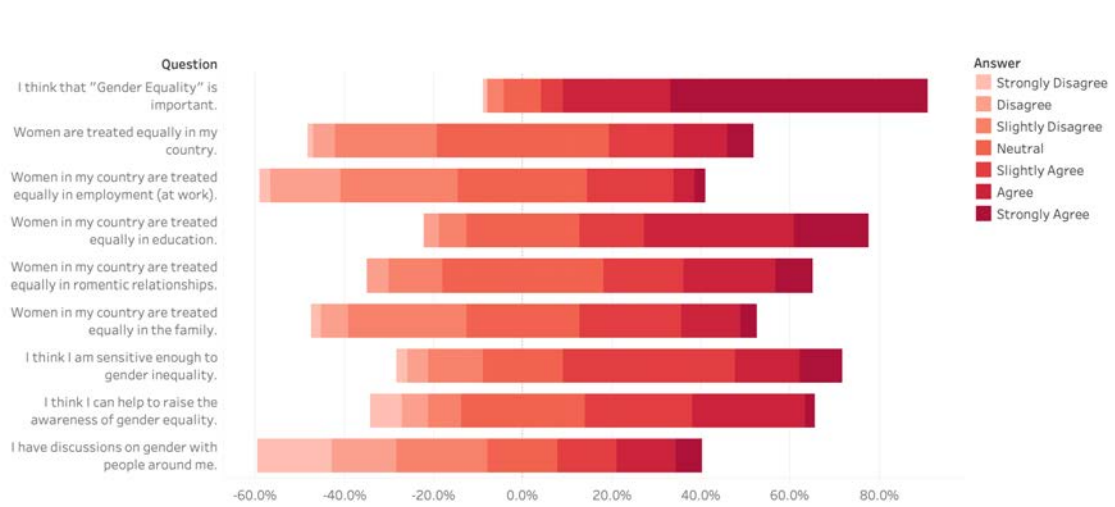


Figure 4.10: Pre-survey Result on Gender Sensitivity in a Workshop Setting

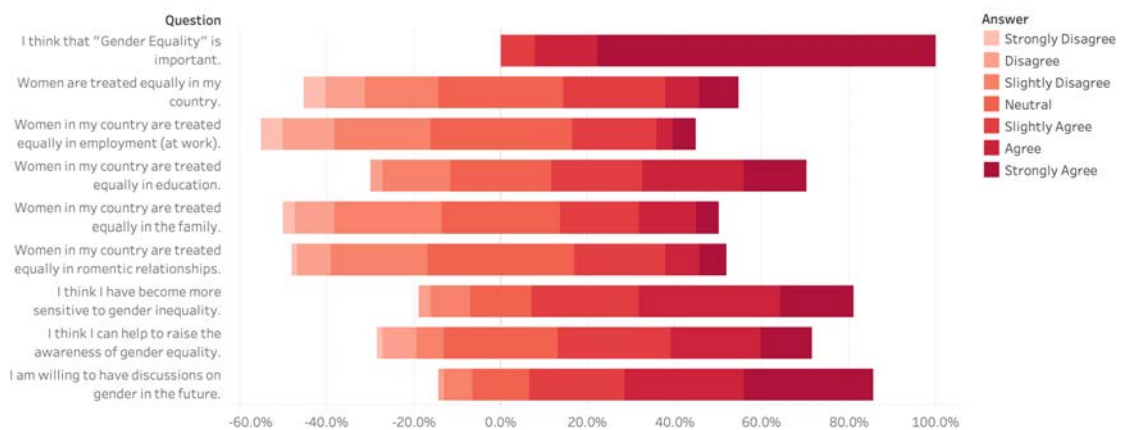


Figure 4.11: Post-survey Result on Gender Sensitivity in a Workshop Setting

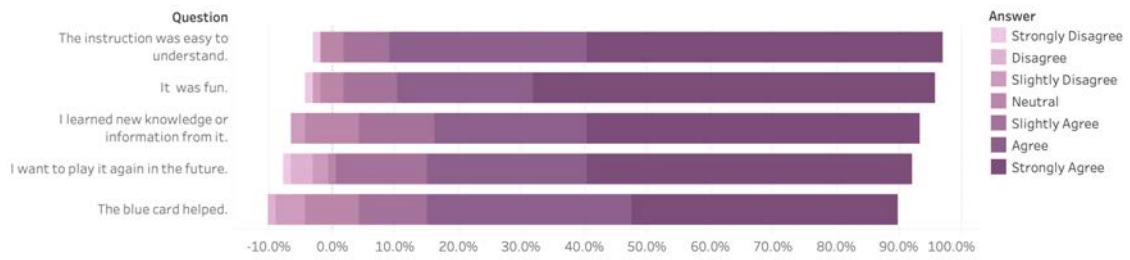


Figure 4.12: Post-survey Result on User Experience in a Workshop Setting

### Casual Setting

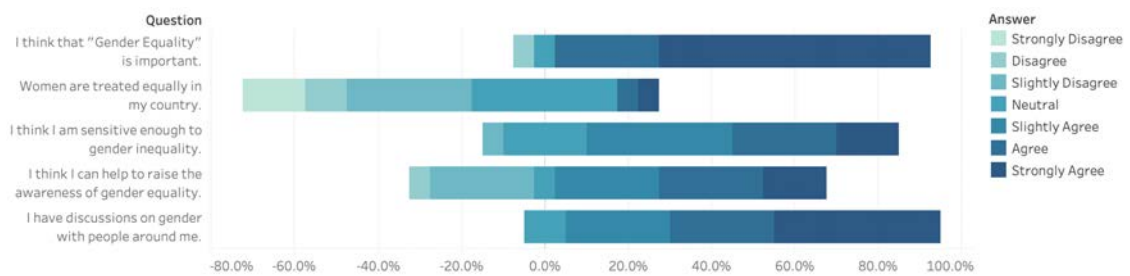


Figure 4.13: Pre-survey Result on Gender Sensitivity in a Casual Setting

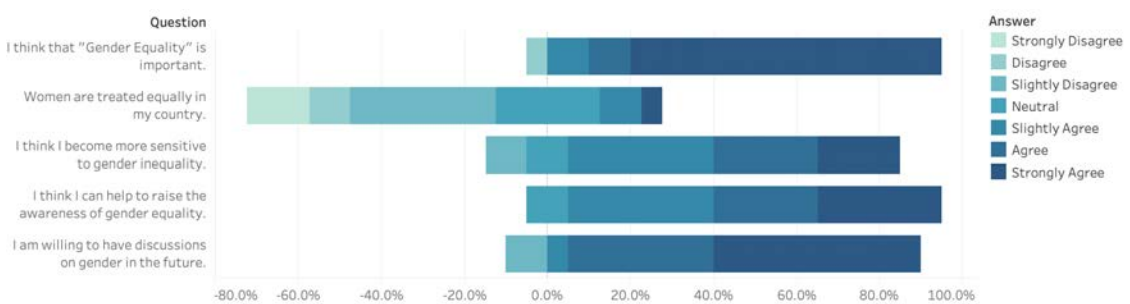


Figure 4.14: Post-survey Result on Gender Sensitivity in a Casual Setting

Although not as evident as the workshop setting, there is an increase of positive scores referring to the awareness of participants in the casual setting. The

researcher speculates that, because participants in casual settings are all over 20 years old, they have formed a comparatively stable understanding of gender. However, still, the results are rather positive, especially their confidence in contributing to gender equality.

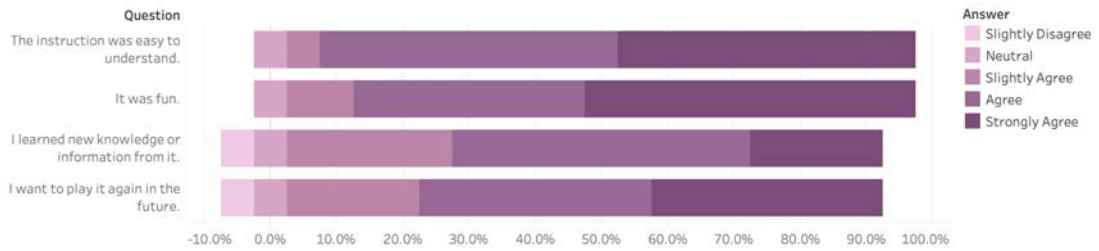


Figure 4.15: Post-survey Result on User Experience in a Casual Setting

Most of the participants define their experience in a rather positive way, but of as much as those in the workshop setting. A possible presume is that participants in the casual setting used the tool with fewer people in a shorter period of time, so they had less communication with others.

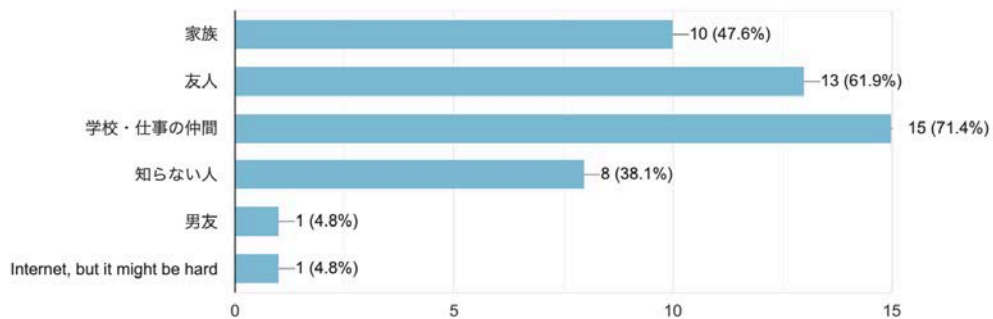


Figure 4.16: Who Participants Want to Use the Tool with (Multiple Choice)

To analyse in what situation the tool can be used, the survey asks the participants whom they want to use the tool with. Most people want to understand their schoolmates or colleagues to have a friendly and relaxing working environment.

However, there are no overwhelming differences among the answers. According to the brief hearings, participants thought it could be used on various occasions.

### 4.2.3 Comments and Interviews

Comments from tests in both workshop setting and casual setting generally validated the three goals of the tool.

Participants managed to become more interested into knowing gender and equality:

- I got to know things and facts that I did not care before.
- I understood things I had never thought about before.
- I never thought much about gender equality before, but I know now.
- I thought gender equality is only something to do with domestic works. I now know that it is also about equality in education and other many fields.

Participants shared opinions from different perspectives through role-playing:

- I got to listen to my friends.
- I could hear others' opinions from different positions.
- I was able to think about the issue and listen to opinions from my friends at the same time.
- I also learned from others' perspectives.

Participants were entertained:

- I managed to think while having fun.
- I learned with fun.

Also, some participants expressed their willingness to use the tool in the future:

- I want to dig down further and have more in-depth discussions.

- I want to do this with more people.
- It may be a good idea to do this with my parents.

In the workshop setting, situation cards on postpartum depression and Kutoo Movement left participants deep impressions. On the other hand, participants in casual setting tended to feel more related to topics about marriage and domestic chores. This might be a result of age differences.

The in-depth interview at Chinichi Cram School aims to find out how the tool can trigger talks on gender equality issues in casual settings.

Both interviewees agree that it is gender equality issues. However, they seldom talk about gender equality issues with their families. Interviewee A does not have discussions with their fathers, saying "it will be embarrassing". Interviewee A does not start conversations on gender himself, while interviewee B gives up talking after family members disappointed him by their biased opinions. The trigger of the conversation would always be news on the television or something they encountered in daily life.

After the test, both A and B found some topics on the situation cards related to them. A often listen to his mother complaining about domestic chores, while B empathise with LGBT issues for being a gay himself. They both agree the tool can start a discussion on gender equality issues smoothly and naturally. A wants to try the tool when he dates someone to understand each other better. B wants to use the tool to educate his friends, among whom there are still people stereotyped but not awarded.

In conclusion, through the survey data, user comments and the in-depth interview, it is proved that this research has achieved the three main goals by design a communication tool which can trigger conversations on gender equality issues.

# Chapter 5

## Conclusion

### 5.1. Summary

As addressed in Chapter 1, we have been making efforts to realise gender equality for centuries. It is extremely tough to eliminate discrimination and stereotypes towards women, for misogyny rooted deeply in the history of human beings. And many people treat gender as a topic too embarrassing and fierce to talk in daily life.

All transformations in minds take time. Gender sensitisation is a long process, and gender sensitivity education needs decades to be improved. Also, every citizen in this society should be mobilised to expose themselves to gender equality issues and possible cognitive challenges.

This research aims to offer youth an opportunity to listen to others and reflect on themselves in conversations of gender equality issues. Even slightest temptation matters, since any small trigger can lead to progress.

While using the communication tool Here For Her, young participants fulfil three missions: 1) recognise existing problems; 2) find solutions from various angles through conversations; 3) experience entertaining role-playing. These Three steps help youth to get inspired to understand gender equality issues around them and become sensitive about the issues.

In the actual playing tests, many users started to talk about gender openly with fellow students and friends for the first time and become more interested in the topic.

In conclusion, Here For Her is a communication tool that aims to reach to young participants and raise their gender sensitivity. Through literature review, user studies, design iterations, and multiple user tests, it has been proven to be effective for triggering conversations on gender equality and help participants to

realise the existence of solutions.

## 5.2. Limitations and Future Works

While this tool succeeded to start more in-depth conversations, there seems to lack enough suggestions and guides. The tests showed that the effectivity varied according to participants. With participants who were highly concerned about gender equality issues, the conversations and debates went long, and the range of topics grew board. However, if the participants were less care about the issue or less familiar with the topic, the conversations would be short, and a facilitator would be needed to provide guides and insights. Whom to play with has become an essential factor of whether one round of playing is successful. Thus, to eliminate this variable, a function which can replace facilitators should be added. For example, a solution book or another version of hint cards written with possible solutions.

The tool was initially designed in Japanese and translated into English. For broader usage, translations in other languages would be necessary. The tool would be published online for free downloads to spread out the tool.

Also, the situation cards only cover gender equality issues within Japan. This research has also conducted the playing-tests with participants from Indonesia, China and the United States. The feedback shows that they can empathise with some of the situations, but there are several ones which can only be applied for Japan. Updated versions for different regions are necessary for future works. In addition, blank cards can be provided for participants to customise.

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# Appendices

## A. Pre-Survey

1. ジェンダー平等は重要だと思えますか (Do you think that "Gender Equality" is important?)

- A. Strongly Disagree B. Disagree C. Slightly Disagree D. Neutral  
E. Slightly Agree F. Agree G. Strongly Agree

2. 日本で女性は平等に扱われていると思えますか (Are women treated fairly in your country?)

- A. Strongly Disagree B. Disagree C. Slightly Disagree D. Neutral  
E. Slightly Agree F. Agree G. Strongly Agree

3. あなたはジェンダー不平等に対して意識していますか (Do you think you are sensitive enough to gender inequality?)

- A. Strongly Disagree B. Disagree C. Slightly Disagree D. Neutral  
E. Slightly Agree F. Agree G. Strongly Agree

4. ジェンダー平等を向上させるために、あなたは力になれると思えますか (Do you think you can help to raise the awareness of gender equality?)

- A. Strongly Disagree B. Disagree C. Slightly Disagree D. Neutral  
E. Slightly Agree F. Agree G. Strongly Agree

5. 周囲の人とジェンダーについてディスカッションしますか (Do you have discussions on gender with people around you?)

- A. Strongly Disagree B. Disagree C. Slightly Disagree D. Neutral  
E. Slightly Agree F. Agree G. Strongly Agree

## B. Post-Survey

1. ジェンダー平等は重要だと思いますか (Do you think that "Gender Equality" is important?)

- A. Strongly Disagree B. Disagree C. Slightly Disagree D. Neutral  
E. Slightly Agree F. Agree G. Strongly Agree

2. 日本で女性は平等に扱われていると思いますか (Are women treated fairly in your country?)

- A. Strongly Disagree B. Disagree C. Slightly Disagree D. Neutral  
E. Slightly Agree F. Agree G. Strongly Agree

3. あなたはジェンダー不平等に対する意識をあげたと思いますか (Do you think you become more sensitive to gender inequality?)

- A. Strongly Disagree B. Disagree C. Slightly Disagree D. Neutral  
E. Slightly Agree F. Agree G. Strongly Agree

4. ジェンダー平等を向上させるために、あなたは力になれると思いますか (Do you think you can help to raise the awareness of gender equality?)

- A. Strongly Disagree B. Disagree C. Slightly Disagree D. Neutral  
E. Slightly Agree F. Agree G. Strongly Agree

5. これから周囲の人とジェンダーについてディスカッションしたいと思います (Are you willing to have discussions on gender in the future?)

- A. Strongly Disagree B. Disagree C. Slightly Disagree D. Neutral  
E. Slightly Agree F. Agree G. Strongly Agree

6. ゲームのやり方説明はわかりやすかった (Was the instruction easy to understand?)

- A. Strongly Disagree B. Disagree C. Slightly Disagree D. Neutral  
E. Slightly Agree F. Agree G. Strongly Agree

7. ゲームは面白かったと思いますか (Was it fun?)

- A. Strongly Disagree B. Disagree C. Slightly Disagree D. Neutral

E. Slightly Agree F. Agree G. Strongly Agree

8. ゲームの難易度はちょうどよかったと思いますか (Was it too easy or too difficult?)

A. Strongly Disagree B. Disagree C. Slightly Disagree D. Neutral

E. Slightly Agree F. Agree G. Strongly Agree

9. このゲームで、新しいことを学んだと思いますか (Did you learn new knowledge or information from it.)

A. Strongly Disagree B. Disagree C. Slightly Disagree D. Neutral

E. Slightly Agree F. Agree G. Strongly Agree

10. 1つ前の質問(9.)でそのように答えた理由を教えてください (Why?)

---

11. またいつかやりたい (Do you want to play it again in the future?)

A. Strongly Disagree B. Disagree C. Slightly Disagree D. Neutral

E. Slightly Agree F. Agree G. Strongly Agree

12. 1つ前の質問(11.)でやりたいと回答した場合、誰と一緒にやりたいですか (If you agree with the last question, who do you want to play with?) A. Family B. Friend C. Schoolmates/Co-workers D. Stranger E. Other

13. なぜその人と一緒にやりたいと思いますか (Why?)

---

14. このゲームをどんな人にやってもらうと良いと思いますか? (Is anyone you think that should play this game?)

---

15. このゲームについて、何か提案やアイデアがあれば書いてください (Comment/suggestion)

---

## C. Interview Script

Before the activity:

- Do you talk with your family / friends about gender? Why or why not?
- Do you think that it is important to talk about gender with your family / friend?
- How do / will you start a conversation about gender?
- What kind of topics did you / do you want to talk with your family / friend?
- Have you ever been disappointed about different opinions on those topics? How would you react?
- How you ever been inspired by others ' opinions on those topics? Please describe

After the activity:

- Are the topics related to you?
- Are you inspired by any of the topics?
- In what situation do you think you can this tool?
- Will you use it with your family / friend in the future?