

Final Report

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Jugamos Juntas

Final report

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About Jugamos Juntas

Jugamos Juntas is an initiative created by Nike México and Laureus Sport for Good Foundation in 2021 that promotes the creation of safe and inclusive spaces for girls and young women to practice sport and play activities in Mexico City and its metropolitan area.

During the past three years, Jugamos Juntas has measured the impact of the programme through an independent third party evaluator, including this report which highlights some of the successes and challenges of these past three years, as well as key recommendations.

Acknowledgements

We want to thank the Jugamos Juntas grantees (Fútbol Más, A.C; Love Futbol, A.C; JUF Activando Valores, A.C.; Girls United FA México, A.C.) for their help and disposition to providing all the data for this report.

Introduction

One of the major problems that girls and women face today in Mexico City (CDMX) is violence and discrimination, which prevents them from feeling safe, being able to go to public spaces, and practising leisure-sports activities. This also affects their self-esteem, well-being, quality of life, and even the coexistence in their family nucleus.

The goal of Jugamos Juntas was to create safe spaces for girls to practise sports activities that allow them to develop new skills, build relationships with other girls, find and use their voice, feel free to dream and create new opportunities. The programme seeked to create a feeling of belonging where girls are happier, healthier, more resilient and where they adopt the practice of sport and physical activity to become agents of change in their communities by strengthening the organisations using sport for development, training their staff and coaches in inclusion and gender equality, and increasing the number of women coaches to help us promote the engagement of girls in sports.

The Jugamos Juntas initiative had six main goals:

- 1. Increase the number of girls and young women are playing and staying in sport and physical activities.
- 2. Increase the number of well-trained female coaches with skills & knowledge that facilitate positive, quality and gender inclusive sport experiences and /or girl-centred sports programs; and are creating young women leaders in their communities.



- 3. Equip parents and caregivers with skills and knowledge to support positive and inclusive sports and play experiences for young women and girls; and are creating young women leaders in their communities.
- 4. Ensure that organisations in CDMX collaborate with each other and are / feel more connected to their network.
- 5. Ensure that organisations in CDMX have become more / fully gender inclusive.
- 6. Ensure CDMX institutions align with program organisations to adopt more / or fully gender inclusive approaches to sport and play activities.

Throughout the program, the MEL team gathered quantitative data through monthly reporting from organisations, as well as qualitative and quantitative data from surveys and interviews of children, young adults, caregivers, organisations' staff, outside organisations, and coaches. This report consolidates this data to provide the highlights of the program.



KEY FINDINGS

Jugamos Juntas Increased the Number of Girls in Sports

- The program consistently maintained a higher participation rate of girls compared to boys throughout its duration that increased towards the end of year 2 to 70%.
- Retention rates for girls remained stable, even showing an increase in the final semester.
- Participants reported increased confidence and self-esteem, citing a strong sense of belonging and support from the program.
- Families observed a positive shift in girls' attitudes towards sports, fostering greater enthusiasm and commitment.
- The program's holistic approach allowed girls not only to participate in sports but also to develop leadership skills and greater aspirations for decision-making roles in their communities.

Jugamos Juntas Increased the Number of Skilled Female Coaches that Are Role Models for Children

- Female coaches consistently outnumbered male coaches in all partner organisations, averaging 75% of the coaching staff.
- Training programs for coaches focused on inclusive team management, equitable sports practices, fostering leadership, and trauma-informed approaches.
- Over 86% of coaches found the training sessions highly useful, with 100% reporting immediate applicability to their work.
- Coaches improved their ability to create inclusive team cultures, use gender-inclusive language, ensure equitable playing time, and foster leadership in girls.
- The program significantly contributed to the professional and personal growth of female coaches, with many citing it as instrumental in their career development.

Jugamos Juntas Shifted Parents' and Caregivers' Perception of the Importance of Sports for Girls

 Parents and caregivers in the program demonstrated significantly more progressive views on gender roles compared to national averages.



- The percentage of parents rejecting traditional gender norms (e.g., "sports are for boys," "women should focus on motherhood") remained high throughout the program and even increased in certain areas.
- The importance of supporting young women as leaders and providing inclusive sports experiences was overwhelmingly recognised, with over 97% of parents agreeing.
- Caregivers noted strengthened relationships with their daughters, improved communication, reduced stress, and stronger familial bonds.
- The program fostered friendships among parents, leading to self-organised activities such as a fathers' football league, further embedding sports as a community-building tool.

Jugamos Juntas Contributed to the Organisational Maturity of Gender Sensitivity and Inclusion

- Partner organisations showed increased comfort and expertise in delivering gendersensitive and gender-exclusive programs.
- Staff members reported greater comfort with gender inclusion programming, with those feeling "highly comfortable" delivering exclusive programs for girls rising from 25.5% to 53.3%.
- Organisations implemented policies related to gender inclusion, anti-discrimination, and equal opportunities, though gaps remain in areas such as structured pay equity policies and formal complaint mechanisms.
- Training on gender sensitivity and inclusion was introduced across all organisations, though its implementation varied, with some making it mandatory and others offering it voluntarily.
- Advocacy and community impact efforts increased, with more organisations integrating gender inclusion into outreach initiatives and programming.
- Organisations reported substantial improvements in their approach to gender equality, with those observing significant progress rising from 43.9% at baseline to 66.7% in Year 2.
- Comparative analysis of organisational maturity in gender inclusion strategies showed progress in four key areas:



- Strategic Alignment and Goals: Increased integration of gender-related goals into operations.
- O Policies and Practices: Growth in formal policies supporting gender inclusion, though enforcement remains inconsistent.
- O Capacity Building: Enhanced training efforts, though structured follow-ups and deeper knowledge retention strategies are needed.
- O Advocacy and Community Impact: Strengthened engagement in gender-inclusive programming, although better measurement tools are required.

Organisations Collaborate More with Each Other and Are a Stronger Network

- Collaboration among grantees significantly increased over the program's duration, transitioning from isolated operations to a more interconnected network. Overall, grantees participated in 53 activities that fostered the connection of grantees and organisations of the wider network.
- Organisations now exchange knowledge, co-host events, share resources, and engage in cross-organisational capacity building.
- Early challenges in incentivising collective work and knowledge-sharing have been overcome, with organisations actively working together beyond Laureus' facilitation.
- Network maps showed increased collaboration not only between grantees but also with external organisations, broadening the impact of Jugamos Juntas.
- Key collaborative events included the Summit on Sport for Development, where grantees and non-grantees convened to exchange best practices and advocate for gender-inclusive sports policies.
- The NIKE Ball Launch Event was another milestone, offering girls in the program an opportunity to engage with professional players, reinforcing their aspirations in sports.
- Beyond grantee collaboration, external organisations have adopted gender-sensitive approaches inspired by Jugamos Juntas, amplifying its impact across the broader sports-for-development ecosystem.



Conclusion

Jugamos Juntas has successfully increased participation and retention of girls in sports, empowered female coaches as role models, reshaped parental attitudes, and strengthened organisational maturity in gender inclusion. Additionally, it fostered unprecedented collaboration among organisations, creating a sustainable network that will continue to promote gender-sensitive sports practices beyond the program's initial scope. The findings highlight the transformative power of sports in promoting gender equity, community building, and social change.



Jugamos Juntas increased the number of girls in sports

The program consistently maintained a higher participation rate for girls compared to boys, and although seasonal churn rates were observed throughout the program, retention of girls remained not only stable, reflecting the program's ability to create an engaging and supportive environment, but consistently higher than boys. The following graph shows the distribution of participants over time:

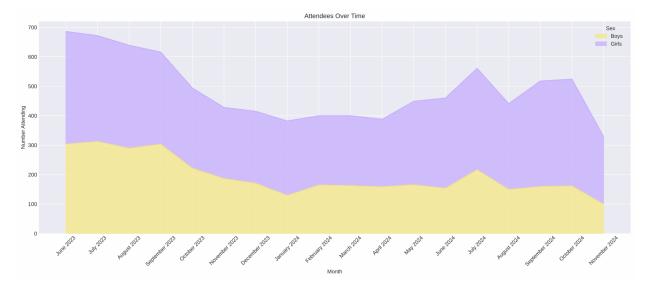


Figure 1.1: Proportion of girls and boys attending the program over time

The graph below shows the number of girls and boys attending the program per each of the four organisations over time (excluding APAC, an organisation that started in the program -accounted for in Figures 1.1 and 1.2- but that did not continue):



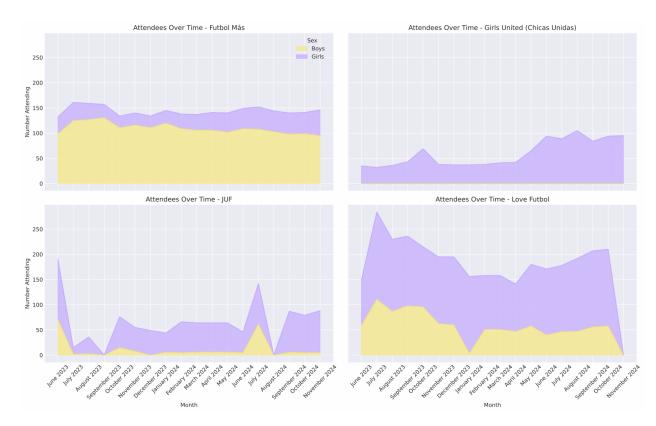


Figure 1.2: Girls and boys attending the program over time per organisation

Overall, the proportion of girls was larger than boys throughout the program, and it even increased during the final semester. The following graph shows this proportion:



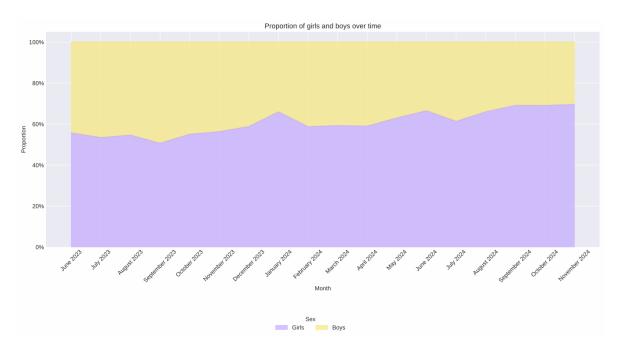
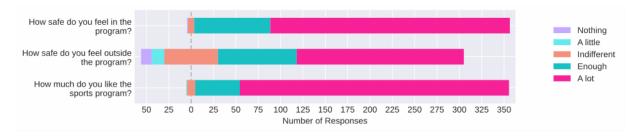


Figure 1.2: Proportion of girls in the program over time

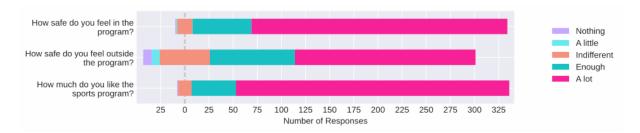
Participants reported increased confidence and self-esteem, agreeing that the program provided a sense of belonging and support. The following graphs reflect this finding. Participants valued their experience, on a 1-5 scale, regarding how safe they felt in the program (compared to how safe they felt outside the program), and how much they liked the program:



(a) Baseline

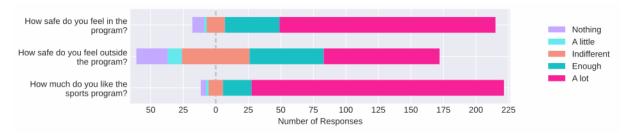
Figure 1.4 (baseline): Distribution of answers to the questions "How safe do you feel in the program?", "How do you feel outside of the program?" and "How much do you like the sports program?"





(b) Year 1

Figure 1.4 (year 1): Distribution of answers to the questions "How safe do you feel in the program?", "How do you feel outside of the program?" and "How much do you like the sports program?"



(c) Year 2

Figure 1.4 (year 2): Distribution of answers to the questions "How safe do you feel in the program?", "How do you feel outside of the program?" and "How much do you like the sports program?"

These graphs compare how participants felt about those three questions when the program started and by the end of years 1 and 2. The sense of satisfaction and belonging with Jugamos Juntas fared very high and was sustained during those two years. The comparison of sense of safety inside and outside the program demonstrates that Jugamos Juntas was a safe space for participants, which was key for a non-negligible proportion that cannot find that safety outside of the program.

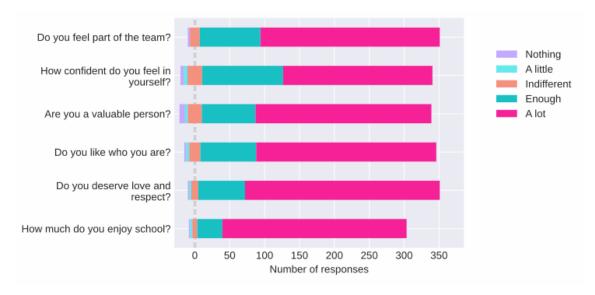
Moreover, families noted a positive change in girls' attitudes toward sports and teamwork, with many becoming more enthusiastic and committed to their activities. The program's holistic approach ensured that girls not only participated in sports but also gained skills and experiences that contributed to their personal growth and to aspire to more decision-making roles in their communities.



Snapshot learning: Salma's and Daniel's Coaching Journey

Salma and Daniel, two beneficiaries of Love Fútbol, are transforming their passion for football into leadership and coaching roles. Salma started playing young and now coaches boys and girls aged 6-10. She has learned the importance of teamwork and inclusion, finding fulfillment in helping others. Inspired by the values and opportunities provided by Jugamos Juntas, she dreams of a coaching career and believes in the power of sport to foster self-improvement and camaraderie. Daniel, who once struggled with rebellious behaviour, now channels his growth into inspiring others as a coach. Through the program, he learned respect, teamwork, trust, and resilience—qualities he now passes on to the children he mentors. For Daniel, sports has been a tool for transformation, teaching life skills and values that extend beyond the field. Both Salma and Daniel aspire to continue coaching as a livelihood, embodying the transformative power of sport to instill confidence, leadership, and a sense of community.

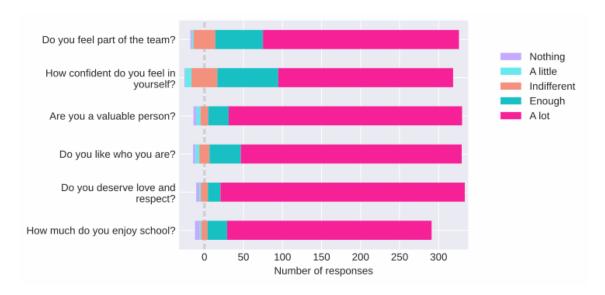
Participants were also asked about their sense of belonging with coaches and other girls in the program, showing that the large majority felt a strong sense of belonging throughout the program, as the following graph shows:



(a) Baseline

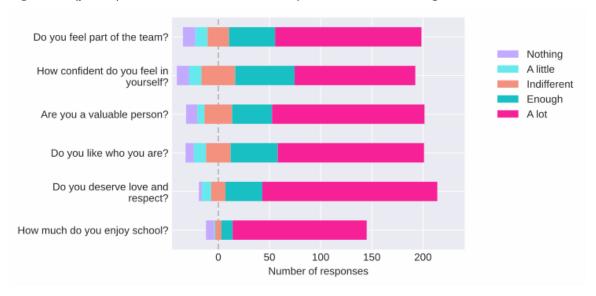
Figure 1.5 (baseline): Distribution of answers to questions of well-being.





(b) Year 1

Figure 1.5 (year 1): Distribution of answers to questions of well-being.



(c) Year 2

Figure 1.5 (year 2): Distribution of answers to questions of well-being.



Most questions show an improvement from baseline to year 1, particularly in self-confidence and feelings of self-worth. A consistent decline is observed in year 2 across most questions, suggesting challenges or changes affecting respondent perceptions during the second year. Despite declines in the mean, the median consistently indicates strong agreement (5.0) for all questions, reflecting a high level of satisfaction overall.



Jugamos Juntas increased the number of skilled female coaches that are role models for children

The program maintained a strong presence of female coaches, who consistently outnumbered their male counterparts across organisations. As the following graph shows, the number of female coaches, regardless of variations, remained always higher than male coaches.

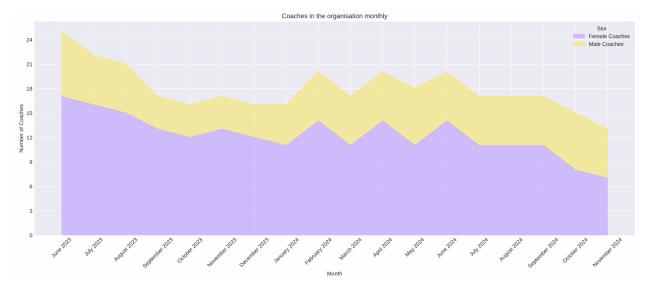


Figure 2.1: Number of coaches in the program per month

On average, female coaches represented about 75% of the total proportion of coaches in Jugamos Juntas across all organisations, as the following graph shows:



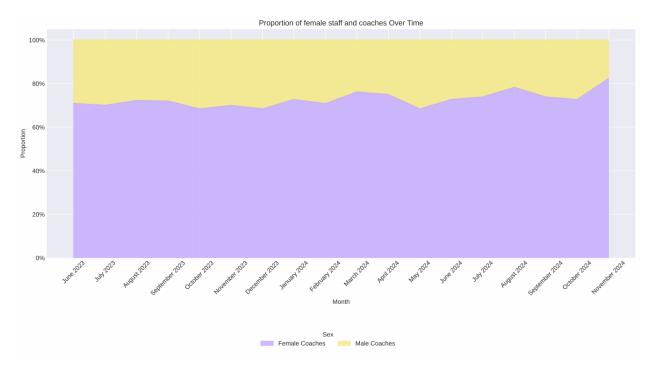


Figure 2.2: Proportion of female staff and coaches

The empowerment of female coaches was further enhanced through training sessions that equipped them with critical skills to serve as role models and leaders. Training included inclusive team management, equitable sports practices, fostering leadership traits among girls, and trauma-informed approaches. Notably, through the whole duration of the program, 86.87% of coaches found the training sessions highly useful while a remaining 13.13% found them somewhat useful, with immediate applicability reported by 100% of all participants.

Throughout the program, coaches mentioned acquiring different skills, most predominantly across time creating a more inclusive team culture and environment, using gender-inclusive language and communication, more equitable playing time for young athletes and fostering leadership skills in girls, and other skills. The following table shows the most important aspects in which training helped coaches to create better sports experiences for young athletes at three different reporting points in time during the program (namely, baseline, year 1 and year 2 reviews):



How has training helped you to create sports experiences that are more equitable and inclusive for your athletes?						
	Baseline		Year 1		Year 2	
	Rate	Share	Rate	Share	Rate	Share
More inclusive team culture and environment	87.8%	29.3%	0.0%	0.0%	62.5%	27.8%
More gender-inclusive language and communication with athletes	80.5%	26.8%	60.0%	25.5%	59.4%	26.4%
More equitable playing time for all athletes	68.3%	22.8%	55.0%	23.4%	50.0%	22.2%
More leadership skills in women	61.0%	20.3%	40.0%	17.0%	46.9%	20.8%
Others	2.4%	0.8%	80.0%	34.0%	6.2%	2.8%

Table 2.1: Answers to the question 'How has training helped you to create sports experiences that are more equitable and inclusive for your athletes?'

The program also created opportunities for coaches to mentor young girls, reinforcing the importance of gender-sensitive coaching. This approach not only strengthened the role of female coaches but also ensured that participants had access to relatable and inspiring role models, as well as reducing the drop out of girls in the program.

All female coaches interviewed for the year 2 review agreed that the experience in Jugamos Juntas allowed them to grow both as coaches and as individuals. Working with them on their personal and professional growth also motivates them to continue their learning path and strengthen their knowledge and capacities.



Snapshot Learning: Female Coaches' Journey

For many female coaches, growing up with a passion for sports meant facing skepticism from their families and communities. While some eventually gained support, others continue to experience societal pressure to pursue different careers, often due to concerns about the financial viability of sports in Mexico.

Despite these challenges, female coaches in Jugamos Juntas are breaking barriers. Early in their careers, they encountered reluctance from parents to enroll their children in programs led by women. Over time, however, perceptions have shifted, and these coaches are now seen as role models. They bring expertise, mentorship, and a gender-inclusive perspective to the field, helping create safer and more empowering spaces for girls in sports.

Their journey reflects not only personal resilience but also a broader cultural transformation—one where women in coaching are no longer an exception but an inspiration for future generations.



Jugamos Juntas shifted parents' and caregivers' perception of the importance of sports for girls

Parents and caregivers influence the girls and their support is crucial for girls to access sport and play activities.

Parents and caregivers involved in the program generally demonstrated progressive views on gender roles even at the outset of the program. The first evidence of this is drawn from a comparison of Jugamos Juntas parents and caregivers attitudes compared to the national average reported on the National Survey on Discrimination (ENADIS):

Jugamos Juntas parents and caregivers attitudes vs ENADIS' national average

	Baseline	VM D:	100 P.	National	National	wi
	Disagree	Y1 Disagree	Y2 Disagree	Agree	Disagree	Timeline
Question						
The most important thing for a woman is to be a mother	88.20	92.82	88.16	46.80	52.70	
The man must be the main breadwinner	91.36	96.17	94.74	32.20	67.70	
Women must be predominantly responsible for household chores	95.03	98.56	98.68	16.20	83.70	
Women have less capacity for directive positions	96.62	97.60	97.37	10.20	89.10	
Balancing professional and family life is more difficult for women than men	54.52	55.29	56.58			
It is ok if women earn less than men for the same job	98.77	99.52	98.00			
Boys are better at sports than girls	99.38	100.00	97.35			-
Sports are for boys	98.14	100.00	96.71			

Table 3.1: Comparison of Jugamos Juntas parents and caregivers attitudes vs ENADIS' national average, reported by INEGI. Baseline, y1 (year 1) and y2 (year 2) show the percentage of "disagree" of Jugamos Juntas.

These opinions remained consistent over time as the table shows that a large majority of parents and caregivers disagree that women should abide by traditional gender roles than when the



program started, compared to the national average. Numerical changes in these perceptions between the baseline and year 2 reports did not yield statistical significance.

The following shows some of those positive shifts regarding how important do parents/caregivers think it is to support young women and girls in becoming leaders in their communities. A striking 97.2% (baseline), 95.9% (year 1) and 98% (year 2) consider this to be very or somewhat important:



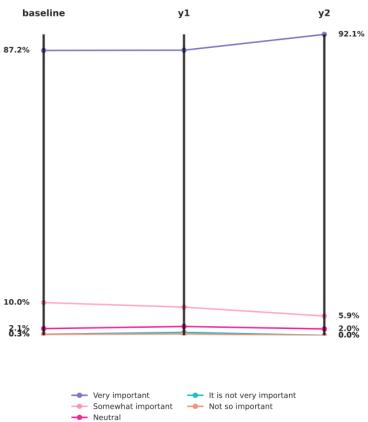


Figure 3.1: Importance of supporting young women and girls in becoming leaders in their communities

Similarly, parents and caregivers that think it to be extremely or somewhat important for young women and girls having access to positive and inclusive sports experiences increased overtime from 97.6% (baseline), to 99.1% (year 1), to 99.3% (year 2), as the following table shows:



How important do you think it is for young women and girls to have access to positive and inclusive sports and play experiences?

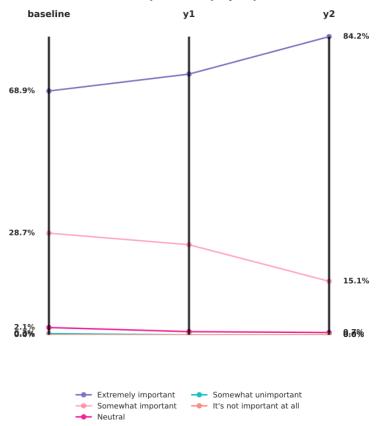


Figure 3.2: Importance of access to positive and inclusive sports and play experience for young women and girls

Parents and caregivers also expressed their opinions on whether positive and inclusive sports and play can help to create young women leaders in the community. Categorically, they have all thought that there is a correlation between those sports experiences and creating community leaders as the following table shows, where a 99.3% of respondents have answered "yes". Not only that, but the number of respondents being unsure of this or not finding any correlation basically disappeared by the end of year 2.



Do you believe that creating positive and inclusive sports and play experiences can help to create young women leaders in your community

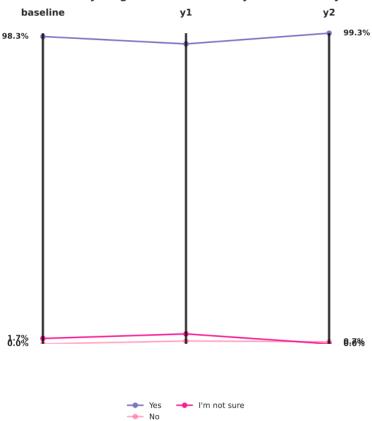


Figure 3.3: Belief that positive and inclusive sports and play can help to create young women leaders in the community

Caregivers also highlighted both transformative impacts on their relationships with their girls, including improved communication, reduced stress, and stronger familial bonds, as well as the personal growth they have seen in their girls of being better team players, acquiring more discipline and being more able to live by the values fostered in the program. Additionally, families mentioned how the program helped foster friendships among parents, with some organising parties and outings outside of the program and even initiating activities such as a fathers' football league of their own, all of which shows the value of Jugamos Juntas in strengthening the communities.



Snapshot learning: Girls of Jugamos Juntas become a role model to their own mothers

For many mothers, Jugamos Juntas has been more than just a sports program for their daughters—it has been a space for personal transformation. One mother from Girls United found the inspiration to return to her nursing studies after years of setbacks, motivated by the example set by female coaches who balance leadership and personal goals. Seeing her daughter thrive in the program reinforced her determination to pursue her ambitions and lead by example.

Another mother, who relocated to Mexico City from Michoacán, found in the program a muchneeded support network. With no family nearby, she built strong bonds with other parents, creating a sense of belonging and confidence. Watching her daughters develop a passion for football encouraged her to step out of her comfort zone, look for work, explore the city, and even begin exercising herself.

These stories highlight how Jugamos Juntas extends beyond the playing field—empowering mothers to chase their dreams, strengthen their communities, and foster positive change for their families.

These stories underscore the program's ability to foster leadership and resilience not only among girls but also within their families. The program's focus on parental engagement further ensured a supportive environment for girls to thrive both on and off the field.



Jugamos Juntas contributed to the organisational maturity of gender sensitivity and inclusion

Organisations showed an increased comfort and expertise with gender-oriented activities and programs for their beneficiaries, as well as more maturity regarding gender inclusion policies and better work environment.

Comfort with gender inclusive and exclusive programs

The following table shows how comfortable the organisations' staff feels with delivering gender inclusive programs. Compared to the baseline data, the share of respondents that feel very or somewhat comfortable increased over time, while the neutral and somewhat low shares decreased.

baseline y1 y2 50.0% 28.6% 18.4% 23.3% 20.0% Very high Somewhat low

What is your level of comfort with gender inclusive (mixed) programs?

Figure 4.1: Comfort with gender inclusive programs

Very low

Somewhat high

Neutral



This shift was even more noticeable regarding the delivery of gender exclusive programs (programs only for girls) where the number of respondents that feel highly comfortable with this kind of programs went from 25.5% to 53.3%:

baseline y1 y2 53.3% 28.6% 26.7% 25.5% 19:4% 16.7% 10.2% 3.3% 0.0% Very high Somewhat low Somewhat high Very low Neutral

What is your level of comfort with gender exclusive programs?

Figure 4.2: Comfort with gender exclusive programs

Staff overwhelmingly considered throughout the program that the best way to make these programs more effective is through sustained training on gender sensitivity and inclusion, with a rate of 86.6% (baseline), 91.4% (year 1) and 86.7% (year 2). Likewise, staff also consistently considered that more training and education is the best way to improve a work culture that ensures a safe and inclusive environment for all genders, followed by improved policies and procedures.



Staff also agreed at the different instances of surveying that their organisations had either significant changes or improvements in their approach to gender equality with a considerable increase between the baseline (43.9%) and year 2 of the program (66.7%).

Have you noticed any changes or improvements in the organisation's approach to gender equality in the past year?

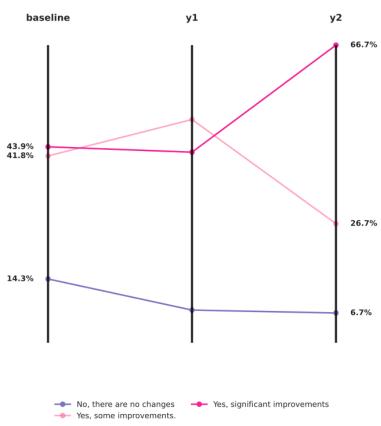


Figure 4.3: Have you noticed any changes or improvements in the organisation's approach to gender equality in the past year?

Progress in organisational maturity regarding gender sensitivity and inclusion

The participating organisations exhibited worth-mentioning progress in formalising gender sensitivity and inclusion practices. Key achievements included policy development on gender inclusion, increased staff training, and a broader understanding of gender-sensitive programming. This comparative analysis evaluates their progress between the baseline assessment and the second-year assessment across four key dimensions: **Strategic Alignment and Goals, Policies and Practices, Capacity Building, and Advocacy and Community Impact**.



Despite these advancements, challenges persist in formalising mechanisms like harassment reporting and ensuring accessibility. Feedback from staff highlighted the need for standardised policies and consistent follow-up training to sustain progress. These efforts, if implemented, could help organisations achieve greater maturity and long-term impact in gender inclusion strategies.

1. Strategic Alignment and Goals

Overall, organisations have made progress in aligning their strategic objectives with gender inclusion. Some have fully integrated gender-related goals into their mission and operations, while others continue to take a transversal approach without distinct gender-specific objectives. A few organisations have advanced in defining clear and measurable goals related to gender inclusion, though challenges remain in fully implementing these strategies. Those at a more developed stage have established structured action plans, while others still lack formal indicators to track progress effectively.

2. Policies and Practices

Organisations progressed in formalising policies that support gender inclusion. While many organisations have implemented policies related to anti-discrimination, equal opportunities, and work-life balance, significant gaps persist. Areas such as structured pay equity policies, gender-inclusive facilities, and transparent recruitment and promotion processes require further attention. Some organisations continue to operate under informal practices rather than established policies, which limits accountability and enforceability. Additionally, while some organisations have mechanisms in place for handling internal complaints related to discrimination, harassment, and gender-based violence, others still lack formal reporting and safeguarding structures. Strengthening these mechanisms is critical to ensuring a safe and inclusive workplace.

3. Capacity Building

Training on gender sensitivity and inclusion has been introduced across all organisations, though its implementation varies. Some organisations have made gender sensitivity and inclusion training mandatory for all staff, ensuring alignment across teams, while others offer training on a voluntary basis, limiting its impact. Regular and structured training programs, particularly those addressing leadership and gender-related biases, are still an area for growth. Expanding training topics and ensuring follow-ups on knowledge application would strengthen organisational capacity.



4. Advocacy and Community Impact

Most organisations have strengthened their advocacy efforts, integrating gender inclusion into programmatic initiatives and outreach activities. Some have achieved tangible impacts, such as increased participation of girls in sports and improved representation of women in leadership roles. However, formal mechanisms to measure advocacy impact remain limited. Establishing clearer metrics to track gender inclusion outcomes in community engagement efforts would enhance the ability to evaluate progress and inform future strategies.

Comparative Analysis of Organisational Maturity in Gender Inclusion Strategies

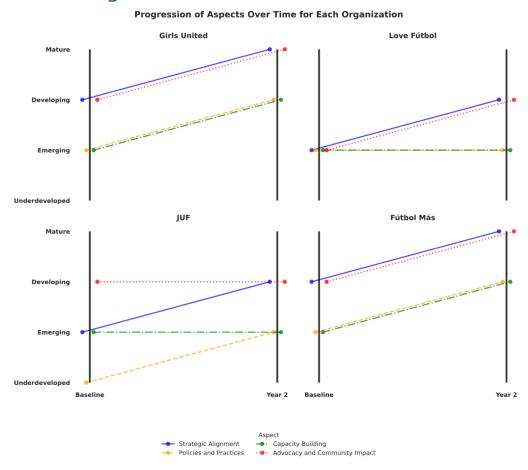


Figure 4.4: Comparative Analysis of Organisational Maturity in Gender Inclusion Strategies



Organisations collaborate more with each other and are a stronger network

Collaboration between grantees flourished, with organisations exchanging knowledge, facilitating contacts to peer organisations, co-hosting joint events and tournaments, and capacity-building sessions.

One of the main challenges during the first year of Jugamos Juntas was incentivising organisations to do collective work and sharing knowledge consistently. Today, they not only work with each other, but with a wider network of organisations devoted to sports for development by sharing their spaces, platforms, methodologies and by promoting sport for development as a tool for social change.

This is by far one of the areas in which the evolution throughout the program was more striking. In the beginning, organisations were not very interconnected and barely collaborated with each other as the following graph shows:

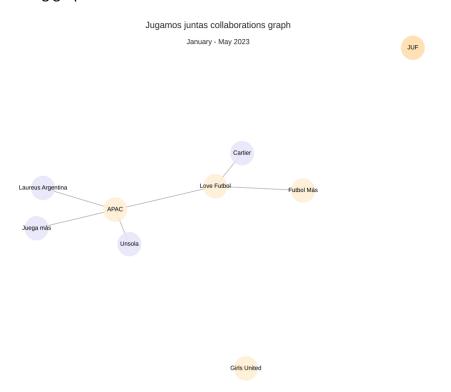


Figure 5.1: Each circle (node) represents an organisation, and the lines between them (edges) are collaborations in the period of January to May 2023. The node colour represents if the organisation



participates in Jugamos juntas (papayawhip colour) or if it is an external organisation (lavender colour).

Incrementally, organisations started collaborating more not only between themselves, but with other organisations, which ultimately has strengthened this network to have a life of its own beyond Laureus's involvement. The following graph shows the collaborations during year 2:

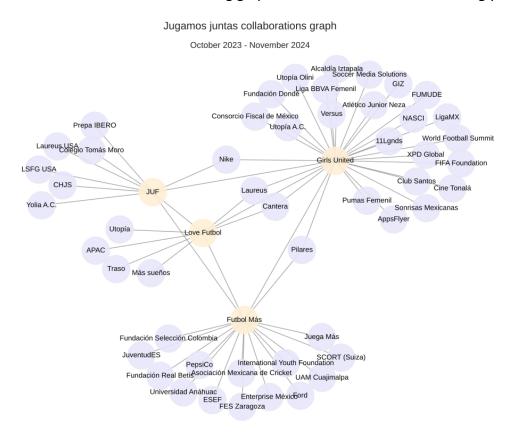


Figure 5.2: Each circle (node) represents an organisation, and the lines between them (edges) are collaborations in the period of October 2023 to November 2024. The node colour represents if the organisation participates in Jugamos juntas (papayawhip colour) or if it is an external organisation (lavender colour).

The following graph shows how many collaborations and their type during the program:



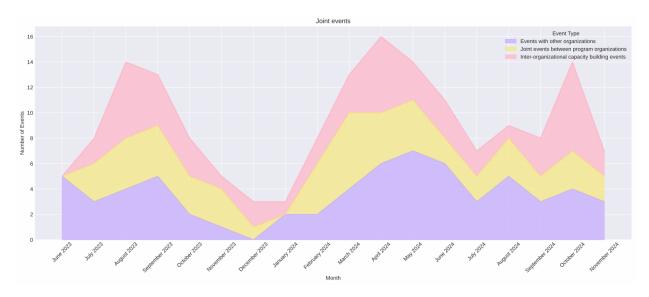


Figure 5.3: Joint events or events with other organisations

This collaboration took different shapes, entailing 53 activities that fostered the connection of grantees and organisations of the wider network:

- Collective work between grantees and organisations of the wider network (21 events);
- 5 events organised by Jugamos Juntas;
- 8 events organised by Nike;
- 2 capacity building training (53 hours in total);
- 4 training and networking events;
- 7 events through the Sport for Development Platform Learning to share experiences internationally;
- 5 training sessions for coaches (entailing 78 hours of training for 186 coaches).

One of those landmark achievements was the independently organised Summit on Sport for Development, which showcased the sustainability of collaborative efforts beyond donor facilitation. Organisations (both grantees and non-grantees) worked together to host these events, creating opportunities for knowledge exchange and shared resources.

The summit, held in September 2024, brought together a diverse set of stakeholders, including representatives from local and international NGOs, grassroots sports initiatives, and policymakers interested in gender-inclusive sports programs. The event featured panel discussions, hands-on workshops, and case study presentations that highlighted innovative approaches to using sports as a tool for social change. A key aspect of the congress was the role of female coaches, who shared their experiences and challenges in breaking gender stereotypes in coaching and leadership.



Participants noted that the summit facilitated essential networking opportunities, allowing smaller organisations to forge partnerships with more established entities. This exchange of ideas enabled them to adopt best practices in areas such as safeguarding, inclusive coaching methodologies, and community engagement. The event also reinforced the importance of sustained collaboration, with several organisations committing to future joint initiatives beyond the scope of Jugamos Juntas.

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Snapshot learning: NIKE Ball Launch Event

On 6 July 2023, twelve girls from Jugamos Juntas attended the NIKE Official Football Launch Event for Liga MX Femenil at Estadio Azteca. The experience was transformative—participants entered the stadium's tunnels, found personalised kits waiting for them in the locker rooms, and stepped onto the field to meet professional players. The event inspired both the girls and their families, strengthening parental support for their daughters' sporting ambitions. Parents, initially hesitant about their daughters' involvement in football, expressed newfound pride and encouragement after seeing their children thrive in this environment. This experience underscored the power of visibility and representation, showing young players that a future in sports is within their reach.

Moreover, the summit served as a platform to advocate for greater institutional support for gender-inclusive sports. Some attendees engaged in discussions about policy recommendations, aiming to integrate lessons from the summit into broader efforts to promote inclusivity in sports at the municipal and national levels. The success of the summit demonstrated that the connections and knowledge fostered through Jugamos Juntas have the potential to endure and evolve, strengthening the ecosystem of sport-for-development initiatives in Mexico.

Beyond the grantee network, non-grantee organisations also benefited from Jugamos Juntas. External sports entities were invited to participate in key events, such as tournaments and training sessions, which fostered broader engagement with gender-inclusive practices. These interactions not only expanded the program's reach but also motivated non-grantee organisations to adopt similar approaches, thereby amplifying the program's impact beyond its immediate participants.

Additionally, smaller organisations benefited from knowledge-sharing opportunities, while larger organisations leveraged their resources to support network-wide initiatives. This success illustrates the potential for enduring networks and mutual support among organisations, reinforcing the program's legacy.

This is also motivating for girls as they like people to see their work and share their experiences. It makes them feel that girls can also teach them about their struggles, about the changes they



have gone through. Seeing people "from outside" makes them feel important and that they can share "important things - their value" with others.

Amplifying Gender-Inclusive Approaches Beyond the Program

The program's influence extended to fostering awareness among external stakeholders, with feedback from non-profit organisations and local institutions highlighting its potential to inspire broader adoption of gender-inclusive practices. For example, organisations reported increased interest in gender-sensitive programming and community-focused initiatives as a result of their engagement with Jugamos Juntas. These findings underscore the program's ability to serve as a model for broader gender-inclusion advocacy.

Snapshot learning: Recovering Public Spaces One Day at a Time

At the start of Jugamos Juntas, reclaiming public spaces for girls' sports activities was met with certain resistance. Some of the courts and fields used for training were informally occupied by other groups, including local gangs involved in illicit activities, most notably drug dealing. Over time, some of these groups, who were initially hesitant, became unlikely allies—helping to clear areas, donating equipment and water during a heat wave, as well as allowing participants could train and move in and outside the courts safely.



RECOMMENDATIONS

Jugamos Juntas has definitely achieved its primary objectives, while laying a robust foundation for sustained impact. Through empowering girls, training coaches, fostering leadership, and strengthening organisational capacity and community networks, the program demonstrates how sports can be a powerful tool for social change and gender equity.

Based on the findings summarised in this report, this section divides recommendations in two sub-sections, namely: recommendations for organisations and recommendations for the project deliverer (Laureus).

For organisations

Strengthen Gender Inclusion Frameworks

- Develop more actionable or specific gender inclusion strategies that integrate clear and measurable objectives for advancing women in leadership, coaching, and participation.
- Formalise gender-inclusive policies covering recruitment, promotion, flexible work, salary equity, and accessibility. These policies should explicitly support women's career development, protect against discrimination, encourage inclusive hiring practices, and create a safe environment for both staff and beneficiaries.
- Implement structured reporting mechanisms for discrimination, abuse and harassment cases, ensuring clear procedures, confidentiality, and accountability to create safer and more inclusive work and play environments.
- Create career opportunities for women coaches with mentorship and leadership training.

Strengthen Training and Capacity Building

- Introduce more structured training yearly plans, including follow-up and advanced training to ensure long-term and progressive learning in coaching, gender sensitivity and inclusion, communication and leadership skills, planning, trauma, etc.
- Train parents and caregivers to keep supporting girls in sports and leadership roles. This is something that could be offered to families that are not part of the program to promote enrollment and share information to see sports as something formative and not only recreational.



 Make gender-oriented training mandatory for staff, leadership, participants, and if possible, parents and caregivers.

Expand Cross-Organisational and Community Collaboration

- Continue strengthening peer learning and joint initiatives beyond program funding between Jugamos Juntas cohort and also the wider network of organisations to expand gender-inclusive practices and sports for development impact.
- Foster relationships with government, private sector and institutions to advocate for policy change and to expand the wider network in order to make this initiative sustainable over time.
- **Promote local advocacy efforts** that challenge gender stereotypes and that promote sports activities.

Looking forward, there is an opportunity to engage more deeply with external institutions through targeted advocacy and the dissemination of program successes. By leveraging its achievements, the program can continue to influence policies and practices that promote gender equity through sports.

For Laureus

During the interviews for the second annual report, organisations and mothers gave feedback on how the program could improve. All of the respondents started by thanking for being part of the program and acknowledging the big difference it has made both at an individual and group levels. For all of them there was a clear "before and after" Jugamos Juntas. Nonetheless, they identified some areas of improvement that are listed below.

Communication & Coordination Issues

- Bottlenecks in communication: Organisations at times felt restricted in direct communication between them due to the requirement to go through Laureus representatives, causing inefficiencies.
- **Need for clearer communication channels:** A dual-channel system (administrative and operational) could help reduce bottlenecks. Laureus' representative is clearly overburdened with both lines of communication.
- **Financial and reporting challenges:** Organisations faced multiple rounds of financial report revisions due to Laureus' lack of familiarity with local fiscal regulations. While the lack of specialised knowledge from organisations to manage budgets according to financial procedures may be a factor that complicates financial



- reporting, Laureus should become knowledgeable of the fiscal requirements that organisations must abide by to facilitate financial management and reporting.
- Transparency concerns: Some organisations reported discrepancies in approved budgets and a lack of clear explanations on budget allocations. In this regard, the donor should communicate quality standards and allocation procedures with more clarity to avoid misunderstandings.

Reporting & Monitoring Challenges for Organisations

- Overly intensive reporting requirements: Organisations struggle with separate reporting demands from Nike, Laureus and the MEL team, often requiring data to be reformatted multiple times.
- Lack of alignment in monitoring indicators: Organisations feel that the volume of data collected is excessive, especially for children, and suggest integrating transversal indicators.
- Limited feedback opportunities: There are few structured spaces to give Laureus feedback on operational and administrative issues to generate better alignment. Laureus' representative is clearly overburdened with both lines of communication.
- **Desire for improved impact measurement tools:** Organisations seek better tools to assess the program's effectiveness beyond existing reporting mechanisms.

Training & Capacity Building Improvements

- **Better scheduling of training sessions:** Training scheduling often felt last-minute, making it difficult to ensure the right staff attended.
- More structured and progressive training approach: Year 1 focused on organisational capacity, and Year 2 on coaches, which ended up making sense to organisations, but some would welcome more cohesion and clarity between training topics across years.
- More dynamic and practical training needed: Coaches prefer field-based, hands-on learning instead of theory-heavy sessions.
- **Follow-up and knowledge-sharing platform:** While something interactive would be great, even a shared repository (e.g., Google Drive) could help store training materials and best practices.



Programmatic Improvements & Sustainability

- **Uncertainty about program renewal:** Organisations are somewhat confused by the lack of clarity on annual renewals and last-minute renewal conditions.
- Need for more structured collaboration opportunities: Laureus should provide clearer guidelines or best practices on how organisations can collaborate beyond organic networking.
- Expanding engagement with external partners: More exposure to international experiences (e.g., summits like London) would help organisations expand their perspective by having the opportunity to share their work and know what other organisations are doing abroad.
- Increased spaces for athlete engagement: Bringing in professional athletes and sports role models into the community could further inspire participants and make changes more tangible.
- Flexible scheduling for participants: Public school schedules changes affect participation. Mexican public schools have morning and afternoon shifts; families do not always have a say on what shift their kids will follow or some may prefer the afternoon one. When participants have to switch to the afternoon shifts they are forced to quit the program, and children that regularly study in the afternoon are not even able to consider enrollment. Thus, offering morning and evening sessions could help retain and increase the number of girls, as well as not neglect specific populations that would also benefit from the program.

Community Engagement & Program Enhancements

- More exchange opportunities between organisations: Regular catch-ups between organisations could help them learn from each other and troubleshoot challenges together.
- Enhanced safeguarding measures: Laureus has helped organisations structure safeguarding internally, but there is a need for more tools and training to extend this to beneficiaries.
- Better age-group adaptation in activities: Adolescents (especially, girls) undergo
 rapid changes, requiring tailored activities to keep them engaged. Having more tools
 like Body Confident in Sport or Coaching girls accessible to coaches and
 organizations really help in understanding how to address certain issues that young
 women face during these stages in life and help retain them in the activities.



• Integration of mental well-being programs: Expanding Nike/Dove's *Body Confidence* program could help girls navigate body image and self-esteem challenges.

Competitive & Technical Development

- More external competition opportunities: Parents and coaches believe girls need
 exposure to external tournaments and games to build confidence and skills. Having
 access to safe and competitive experiences may contribute to girl retention in the
 program, as well as being fun and motivating because they put their learnings into
 practice. They strengthen their feeling of belonging, it helps them to socialise, but
 also to overcome their fears and challenge themselves to be better.
- **Need for structured technical training:** Girls require better preparation in sports skills to feel empowered and improve their performance in competitions.
- Practical coaching support: Providing coaches with a database of example drills and exercises would help them improve training quality.

Specific MEL considerations

- More clarity on annual planning shared with the MEL team: Providing the MEL team with a calendar of planned activities that will be executed throughout the year or semester would facilitate the monitoring process and would avoid having to make sense of information until preparation of reports or having incomplete information by the end of the reporting period.
- More clarity on the training journey and capacity building with the MEL team: The MEL lacked an explanation on the structure and more detailed goals of the training journey and capacity building for organisations, which made it difficult to assess whether the goals were met more generally (beyond satisfaction with individual training sessions).



Annex: Methodology and questionnaires

The independent third-party evaluator, alongside Laureus, developed a set of indicators (quantitative and qualitative) for each of the objectives listed in the previous section, as well as surveys and questionnaires, in order to measure and monitor each indicator over time.

Each goal has a set of indicators to measure whether Jugamos Juntas is having the intended outcomes. For each goal and their corresponding indicators, the independent third-party evaluator used the following tools to gather quantitative and qualitative data:

Table 1: Tools used by third-party evaluator to gather quantitative and qualitative data

Instrument	Objective(s)	Indicators
Quantitative data	01-05	1. Number of girls and boys
questionnaire		2. Monthly Stability and return rate of
(SurveyMonkey)		participants
		3. Number of female and male coaches
		Number of training sessions for females coaches
		Number of training or dissemination activities for parents and/or community
		6. Number of parents and caregivers attending dissemination activities
		7. Number of caregivers/ parents that accompany kids
		Number of joint events or events with other organisations
		9. Proportion of girls
		Number of training sessions on gender inclusion
		Number of staff attending training sessions on gender inclusion
Survey for girls and	01 02	1. Reported well-being
boys		2. Reported perception on coaches' skills
(SurveyMonkey)		3. Reported perception on presence of parents/caregivers



		Reported obstacles that women face to become coaches
		5. Reported coaches' skills
Survey for girls and	01	1. Reasons for leaving the program
boys that leave the program (SurveyMonkey)		2. Lessons learned whilst in the program
Survey for parents/caregivers (SurveyMonkey)	О3	 Reported perception of gender roles and importance of sports Also, context info
Survey on training and dissemination for parents and caregivers (SurveyMonkey)	O3	Reported usefulness of training and dissemination activities
Survey for staff, including coaches	O2	Reported obstacles that women face to become coaches
(SurveyMonkey)	O5	Reported well-being and acquired leadership skills by coaches
		Perception of gender inclusivity among staff and beneficiaries
Survey on training activities for coaches (SurveyMonkey)	O2	Reported usefulness levels of training for female coaches
Focus groups with females coaches (in	02 06	Reported obstacles that women face to become coaches
person)		Perception of the program for key actors and institutions
Survey on gender training activities for organisations' staff (SurveyMonkey)	O5	Reported perception of usefulness of training on gender inclusion
Questionnaire on collaboration	O4 O6	Reported perception of knowledge transfer and collaboration
between		2. Number of joint events or events with other



organisations and alignment of other stakeholders (SurveyMonkey)		organisations
Interview on collaboration between organisations (videoconference)	O4 O6	Reported perception of knowledge transfer and collaboration
Gender-inclusive policies questionnaire (SurveyMonkey)	O5	1. Organisational policy and strategy

The following sections include the questionnaires that oriented the data gathering efforts. In the case of interviews, questions were a guide of topics to cover in a more conversational semi-structured setting.

Quantitative data questionnaire

- 1. Number of girls attending the program monthly
- 2. Number of girls leaving the program monthly
- 3. Number of new girls entering the program monthly
- 4. Number of boys attending the program monthly
- 5. Number of boys leaving the program monthly
- 6. Number of new boys entering the program monthly
- 7. Number of female coaches in the organization monthly
- 8. Number of female staff in the organization monthly
- 9. Number of male coaches in the organization monthly
- 10. Number of male staff in the organization monthly
- 11. Number of training activities provided to female coaches monthly
- 12. Number of parents/caregivers per girl attending each sports activities
- 13. Number of training or dissemination activities for parents and caregivers (monthly).
- 14. Number of participants per each training or dissemination activities for parents and caregivers.



- 15. Number of capacity building events between organizations per month
- 16. Number of in-kind donations between organizations per month
- 17. Number of joint events between JJ organizations per month
- 18. Number of events with other organizations per month
- 19. List the names of the organizations for each activity
- 20. Number of trainings on gender inclusion attended by organizations' staff
- 21. Number of staff members attending each training on gender inclusion

Ouestionnaire for interviews with coaches

- 1. What made you become a female coach in the first place?
- 2. Did you formally train or study to become a coach?
- 3. Describe (if any) the obstacles (whether social, economic or otherwise) you faced to become a coach
- 4. What is the most satisfying part of your coaching job?
- 5. What is the least satisfying part of your coaching job?
- 6. Why do you think there are so few female coaches?
- 7. What are, in your opinion, the skills necessary for coaching?
- 8. Do you feel you have enough skills to coach?
- 9. What skills do you feel lacking or worth improving as a coach?
- 10. Has the program Jugamos Juntas made a difference in your coaching quality? How so?
- 11. Do you feel your confidence as coaches has improved since being involved in Jugamos Juntas? Why?
- 12. Does participating in Jugamos Juntas encourage you to continue being coaches, or does it make no difference?
- 13. In the first interview, various obstacles to being a female coach were mentioned. Has Jugamos Juntas changed any of those obstacles, either externally or on a personal level?
- 14. What do you like most and least about being coaches?
- 15. How has Jugamos Juntas helped you, overall, to improve as coaches? (soft and hard skills)
- 16. Do you think that thanks to Jugamos Juntas, there will be more female coaches in the communities where you work?
- 17. How could Jugamos Juntas have been better in achieving these aims?



Questionnaire for interviews with organisations about network collaboration

- 1. Is it difficult or easy to establish connections and collaborations with other organisations?
- 2. If you have collaborated with other organisations, which of those collaborations were the most enriching and useful?
- 3. If you have collaborated with other organisations, which of those collaborations were the least enriching and useful?
- 4. What are the incentives to connect and collaborate with other organisations?
- 5. What are the disincentives to connect and collaborate with other organisations?
- 6. Has Jugamos Juntamos been a catalyst for the organisations to collaborate more?
- 7. What can Jugamos Juntas do better to foster connection and communication?
- 8. How has it been different establishing contact with other organisations within the framework of Jugamos Juntas compared to before the programme existed?
- 9. Which collaborations have been the most enriching?
- 10. What kind of collaborations have you not managed to establish or strengthen?
- 11. Were you able to overcome any of the disincentives to connect and collaborate with other organisations?
- 12. What is your general assessment or diagnosis of Jugamos Juntas as a catalyst for collaboration between organisations?
- 13. What learning or know-how does JJ leave behind on this topic?
- 14. What could be improved?

Questionnaire for parents / caregivers

- 1. What skills or values do you believe your daughter has acquired through sport that will be useful in her future life?
- 2. What changes have you noticed in your daughter since she started participating in the programme? (Confidence, social skills, school performance, etc.)
- 3. Have you seen a difference in how your daughter faces new challenges or situations that previously caused her fear or insecurity?
- 4. Do you believe that participating in the programme has influenced your daughter's dreams or aspirations? In what way?
- 5. How has the programme affected family life? Do you feel you spend more time together or communicate better?
- 6. Have you, as a family, adopted any changes in the way you support or motivate your daughter after participating in the programme?



- 7. Have you noticed a change in the way you, as parents, handle stressful situations or challenges with your children?
- 8. Have you felt that the programme has improved your relationship with other families in your community? In what way?
- 9. Have you seen changes in the community spaces where the sports activities take place? Have they become safer or more inclusive?
- 10. How do you perceive the impact of the programme on community dynamics, such as events or joint activities between families?
- 11. What have you learned from and with your daughters in the programme?
- 12. What motivated you to resume your studies?
- 13. What impact will that have on you and your daughters?
- 14. What suggestions would you have for improving the programme?
- 15. Do you think it would be useful for the programme to offer additional sessions or new components? Which ones?
- 16. Would you be interested in participating in more activities organised by the programme, such as meetings or workshops for families?