



Photo ©UN Women/Gustavo Stephan

UN WOMEN BRAZIL:  
COUNTRY PORTFOLIO EVALUATION

**CASE STUDY: ONE WIN LEADS TO  
ANOTHER PROJECT**

STRATEGIC NOTE 2017-2022



# TABLE OF CONTENTS

---

<b>1. BACKGROUND</b>	<b>3</b>
<b>2. APPROACH</b>	<b>5</b>
<b>3. FINDINGS</b>	<b>8</b>
3.1. Relevance and coherence	9
3.2. Effectiveness	11
3.3. Efficiency	17
3.4. Sustainability, human rights, and gender	18
<b>4. LESSONS LEARNED</b>	<b>20</b>
<b>5. CONCLUSIONS</b>	<b>23</b>

---

*This case study was prepared as an annex of the Country Portfolio Evaluation of the UN Women Brazil Strategic Note 2017-2022 led by the UN Women Independent Evaluation Service.*



Photo ©UN Women/Gustavo Stephan

# 1

# Background

The *One Win Leads to Another project (OWLA)* was implemented by UN Women Brazil with the aim of ensuring girls and women can participate, work, govern and enjoy sport on an equal playing field in relation to boys. The expected impact of OWLA was that sports and life skills sessions reduce harmful gender stereotypes and norms and related attitudes. It was developed from a pilot joint project between UN Women and the International Olympic Committee (IOC), which was implemented from October 2015 to March 2017, and which was recognized as a legacy of the 2016 Rio Olympic Games. The focus of OWLA was to promote long-term results in breaking the cycle of violence by empowering girls through sport. It started in June 2018 and ended in May 2022 with a budget of USD 2.7 million funded by the IOC.

UN Women led the initiative with the main partners of the project being: Empodera (national responsible party that provided training and coaching to implementing grassroots organizations); Women Win (international responsible party that provided support in the adaptation of a well-tested methodology on sport and gender interventions and supported the institutional strengthening of Empodera); Fundo Elas (former responsible party that managed the fund transfers to implementing grassroots organizations in 2019 and 2020); and Instituto Companheiros das Américas (responsible party in charge of the adaptation and implementation of an employability methodology aimed at increasing OWLA participants and exparticipant employability skills and insertion into the labour market).

The project delivered a modular curriculum for girls focused on life skills training and women's empowerment



workshops combined with sports sessions in low-income localities in the City of Rio de Janeiro. In addition, the project benefitted grassroots organizations from Rio de Janeiro and other parts of Brazil by strengthening their technical and institutional capacities to implement sport programmes with a gender perspective through in-person and online trainings and exchange of information on the OWLA curriculum. The project also carried out communication strategies with the objective of promoting and advocating for gender through sports. Finally, the project also aimed at promoting and facilitating gender mainstreaming in partner organizations' policies and governance models. **Table 1** shows the three expected outcomes and five outputs of the project. Within UN Women Brazil, the project was linked to the Office's thematic area on elimination of violence against women and girls (VAWG).

**Table 1.** The OWLA project aimed to achieve organizational and individual level changes through sports as demonstrated by its results matrix

OUTCOMES	OUTPUTS
<p><b>Outcome 1.</b> Girls have increased access to and benefit from quality sports and life-skills training with a gender equality perspective.</p>	<p><b>Output 1.</b> Strengthened capacities of organizations to implement quality sports and life skills training with gender equality perspective for girls.</p> <p><b>Output 2.</b> Strengthened coordination of organizations that use sports to promote gender equality.</p>
<p><b>Outcome 2.</b> Media, events, sports organizations and role models (including girls themselves) promote gender equality through sports, including HeForShe messaging.</p>	<p><b>Output 3.</b> Increased visibility of OWLA and gender equality through sports messaging, including HeForShe.</p> <p><b>Output 4.</b> Increased visibility of girls as leaders and agents of change.</p>
<p><b>Outcome 3.</b> National and local policies and programmes promote girls' and women's participation in all areas of sports (amateur and professional).</p>	<p><b>Output 5.</b> Increased capacity of the Brazilian National Olympic Chapter to incorporate gender into its policies and programmes.</p>





Photo ©UN Women/Gustavo Stephan

# 2

# Approach

This case study was carried out as part of the [Country Portfolio Evaluation](#) of UN Women Brazil and focused on phase two of the project that began in June 2018. The case study used five evaluation criteria of the Organization for Economic Cooperation and Development, namely relevance,

coherence, efficiency, effectiveness, and sustainability, with an added sixth criterion of human rights and gender. It sought to answer the evaluation questions and criteria, as displayed in [Table 2](#).

**Table 2.** Evaluation criteria and indicators used for evaluation of the OWLA project.

CRITERIA	QUESTIONS	INDICATORS
<b>RELEVANCE</b>	1. Has the OWLA project been relevant to the girls involved?	• Extent to which the project addressed the needs of participating girls.
<b>EFFECTIVENESS</b>	2. Has the project been able to deliver its outputs and contribute to the higher-level outcomes? 3. Has the project been able to promote capacity development in partner organizations? 4. What were the success factors for groups of girls with higher performance rates?	• Performance of project against outputs and outcomes. • Extent to which partners report increased organizational capacity developed in the context of the project. • Extent to which partners report increased individual capacity developed in the context of the project. • Extent to which partners report value added in being part of the OWLA network. • Factors impacting behaviour change as reported by girls.
<b>EFFICIENCY</b>	5. To what degree did the project have appropriate organizational structure and capacity in place to support the efficient implementation of its programme of work? 6. Which cycle of the project proved to be more effective in delivering results?	• Extent to which amount and quality of staff involved was adequate. • Extent to which project management procedures were adequate • Results reported at the end of each project cycle.
<b>COHERENCE</b>	7. Was the project able to create synergy within UN Women and other organizations working in the thematic area?	• Extent to which project was able to create productive alliances and partnerships
<b>SUSTAINABILITY</b>	8. What is the legacy the project will leave that will continue over time (in terms of capacity built, learning, influence etc)?	• Capacity built in individuals participating in the programme. • Capacity built in organizations participating in the programme.
<b>HUMAN RIGHTS AND GENDER EQUALITY</b>	9. To what extent has the project been able to tackle root causes of inequality between men and women?	• Extent to which project has contributed to increase capacity of beneficiaries to fully participate in their communities (politically, economically and socially)

The case study answered the evaluation questions based on a mixed methods approach as shown in [Figure 1](#). This approach was part of the wider methodology adopted by the Country Portfolio Evaluation, and a detailed description

of the methodological approaches, limitations, and instruments can be found in the main evaluation report and its annexes.

**Figure 1.** The case study used both primary and secondary data collection and analysis.



**Desk review** of reporting, documentation and other secondary information



**10 focus groups** discussions with UN Women personnel, project facilitators, CSOs, young leaders and participating girls involving 34 people in total



**Semi-structured interviews** with 6 key stakeholders



**Baseline and endline surveys** of OWLA 2019 and 2021 project cycles conducted of girls, facilitators and organizations





Photo ©UN Women/Gustavo Stephan

# 3

## Findings

### 3.1. Relevance and coherence

#### Has the OWLA project been relevant to the girls involved?

##### FINDING 1.

OWLA was relevant in providing a safe space for girls to reflect about their future as well as develop self-esteem and self-confidence, while it showed lower relevance for girls in developing sports skills.

OWLA was designed as an opportunity for girls from low-income localities in the city of Rio de Janeiro to develop life skills and promote gender equality through sports. The curriculum of the OWLA project covered topics on sexual and reproductive health, leadership, communication skills, self-esteem, economic empowerment, prevention of VAWG, gender inequality and community relations. Targeted beneficiary girls lived in locations with high incidence of violence and frequent conflicts between the police and gangs related to organized crime.

There was evidence from the evaluation surveys, interviews, and focus groups that the project proved to be relevant for the girls in key areas related to their future and their self-esteem. After school programs are common in the city of Rio de Janeiro, but the link between sports and women's empowerment was not as common. In fact, the project was developed as an innovative initiative under the scope of the Rio Olympic Games 2016 and was inspired by the work developed by the partner Women Win to empower girls and women through sports in other countries.

According to the baseline and end line surveys answered by participating girls, 62% of them joined the project to learn new things in 2019. Only 16% joined the project to practice sports in that same year. Data from the project surveys shows that out of the curriculum areas, the girls benefited particularly from increasing self-esteem, knowledge on security and gender inequality, thinking about their future, and having a safe space to discuss their issues. There are some areas related to sexual and reproductive health that girls already had basic knowledge and benefited less from the information provided (see section on effectiveness for specific data on each area).

The project showed relevance in helping girls become more assertive and better able to communicate, based on interviews and focus group discussions with staff and implementing partners. In focus groups with young leaders, girls reported that they benefited from new knowledge on gender inequality and felt more confident to think about their future options and more assertive to speak up about their own opinions.

On the other hand, the more limited focus on sports was unanimously noted by girls, implementing organizations and project staff from different organizations as

there was not enough time allocated for both life skills workshops and sports activities. Although the practice of sports was not as central, it helped to call the target group to join the project and, in some cases, helped them further advance in the practice especially in the few cases where sports leagues were involved.

There was a latter feature incorporated in the project in 2021 in the context of the COVID-19 pandemic which was especially relevant for the girls and their families. This was the cash food card given to girls during the pandemic which was meant to be used at grocery stores to guarantee families' food and nutrition security in the face of the socioeconomic crises provoked by the COVID-19 pandemic. This benefit helped to increase attendance in the project and made the project more relevant not only for the girls but also for their families. During the pandemic, the project provided health kits for girls with masks and sanitizer, and this was also noted by girls as relevant to share with their families.

##### FINDING 2.

The project proved relevant not only for the girls but also for the implementing civil society organizations and the facilitators involved.

The project directly engaged 14 grassroots organizations and 40 facilitators in implementing the OWLA curriculum. Besides receiving training and coaching in the first year of implementation and again during the pandemic, organizations were granted funds that enabled them to cover for the expenses related to the curriculum implementation itself and actions to strengthen their institutional and operational capacities. With the COVID-19 outbreak and social distancing measures adopted from March 2020 onwards, UN Women decided to allow for greater flexibility in the use of the funds by the organizations to cover for recurrent expenses.

The project brought new skills, knowledge, and awareness on the gender equality and women's empowerment agenda and the linkages between sport and women's empowerment to both facilitators and organizations (see effectiveness section for further details). The project was also seen as relevant by the national media. It helped frame relevant issues that are not often discussed: fewer women in sports; women who earn less than men in sports; the value of sports in building self-esteem for girls; etc. The design of the project was seen by many as innovative and this helped to attract media attention, as noted in interviews and through desk review.

##### FINDING 3.

The project showed less engagement and relevance to state institutions and high level policy dialogue.



Given the project's focus on ground implementation, strengthening of grassroots organizations, visibility in the media and training for young leaders, it was less relevant to higher level policy dialogue as initially envisaged in the project's outcome 3. The pilot phase of the project worked with the Rio de Janeiro municipal government, but the design was changed given the challenges in the partnership. The choice of the second phase was to work with civil society organizations (CSOs) as implementing partners.

Accordingly, higher-level policy dialogue was missed by key actors involved in the project and was equally a characteristic of the overall implementation of the Strategic Note of UN Women Brazil for the period. No specific advocacy on a law project or a state or municipal public policy were discussed, although there were some dialogues with state and municipal governments. While outcome 3 was meant to influence policy makers and legislators to incorporate a gender perspective into national and subnational sport-related policies and legal frameworks, the project focused more on the relationship with the National Olympic Committee, as this focus was the only formal output of the outcome 3 area.

### Was the project able to create synergy within UN Women and other organizations working in the thematic area?

#### FINDING 4.

The project was able to foster productive relationships with grassroots organizations and the media as well as collaboration with its sister project in Argentina. It faced challenges in creating more synergy with global and national partner organizations.

This project reflected the choice of the UN Women Brazil Country Office to engage more with CSOs in the period of this Strategic Note. Over the period of the OWLA project, UN Women Brazil engaged with more than 100 CSOs throughout the country including and beyond OWLA specifically. This type of engagement proved beneficial in helping to develop capacity at a local level and introducing gender equality and women's empowerment in sports for young girls. Local partners highly valued the work of UN Women and the engagement with the United Nations (see partnership survey results in the main evaluation report).

Furthermore, the project helped support the development of a sister project in Argentina, which was also funded by the IOC. The Brazil project team gave a training to peers in Argentina and contributed in various ways through the sharing of lessons and the exchange of materials, especially the manual of OWLA<sup>1</sup>.

Challenges in forging coherence were found with larger partners at a national and international level that had their own priorities and agendas. One key stakeholder mentioned the need of 'cocreating' or taking decisions jointly and more equally as partners. There were different levels of partnerships —including with the government, local CSOs, and large international organizations— and all of them required different types of procedure, engagement, and adaptation. There was therefore room for learning on how to engage with all of them more coherently.

### 3.2. Effectiveness

#### Has the project been able to deliver its outputs and contribute to the higher-level outcomes? Has the project been able to promote capacity development in partner organizations?

#### FINDING 5.

The project was able to foster productive relationships with grassroots organizations and the media as well as collaboration with its sister project in Argentina. It faced challenges in creating more synergy with global and national partner organizations.

The project fully reached the target of enrolling girls and engaging grassroots organizations in the OWLA methodology (see Table 6 for full list of indicators). In total, from 2018 to 2021, 946 girls enrolled to participate in the OWLA project, 161 organizations were trained, and 13 organizations directly implemented the OWLA curriculum. In terms of overall performance, the project was able to achieve 21 of its targets (81%) and partially achieve 3 of them (12%). For the remaining 2 targets (7%) there was no data available<sup>2</sup>.

In terms of capacity development, the case study used a framework of three levels, namely individual, organizational, and enabling environment (Figure 2)<sup>3</sup>. The three are interrelated: the development of capacity at an individual level would in theory reflect at an organizational level and be supported by an enabling environment, with influence going in both directions and different levels of capacity influencing other spheres.

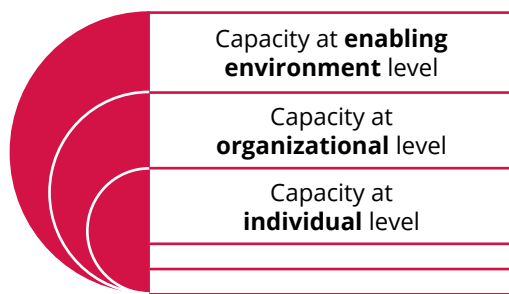
Survey data indicated that the project was effective in developing capacity at an organizational level for the CSOs, and at an individual level for girls and facilitators, more so for the young leaders who received additional support and exposure to the contents of the curriculum. Capacity at enabling environment level was targeted through the media component of the project and the work with women influencers in sports.

<sup>1</sup> UN Women, 'Evaluation Report: Una Victoria Lleva a Otra' in Argentina, 2022.

<sup>2</sup> OWLA project reporting, 2018-2021.

<sup>3</sup> <https://www.un.org/en/ecosoc/qcpr/pdf/sgr2016-deskreview-capdev.pdf>

**Figure 2.** Capacity development was assessed at three intersecting levels.



Perspectives of participating girls were collected through baseline and endline surveys, conducted respectively before and after OWLA interventions, in selected areas of measurement for both the 2019 and 2021 project cycles (see [Table 3](#) and [Table 4](#)). Among the areas targeted for capacity development with girls, survey data in the 2019 cycle indicated that activities were especially relevant in the areas of planning and decision-making, self esteem and empowerment, and health. Data indicated that there were already very high scores in terms of gender equality at the baseline in certain areas, and in these cases, perceptions did not vary much (e.g., perspectives on income).



Photo: UN Women/ Gustavo Stephan

**Table 3.** Baseline and endline data for participating girls, 2019

STATEMENTS (RESPONSE CATEGORIES CALCULATED AS PROPORTION OF TOTAL RESPONSES PER STATEMENT)	BASELINE	ENDLINE	PERCENTAGE CHANGE
<b>I created or used a budget</b> (yes)	28%	41%	46%
<b>I am a leader</b> (agree and totally agree)	53%	76%	43%
<b>There are professions only women or men should have</b> (false)	65%	83%	28%
<b>I feel people do things better than me</b> (disagree and totally disagree)	29%	36%	24%
<b>I know what to do to avoid sexually transmitted infections</b> (yes)	62%	76%	23%
<b>I feel capable of taking a decision</b> (agree and totally agree)	71%	84%	18%
<b>Condom is the most effective way of preventing pregnancy and sexually transmitted infections</b> (true)	77%	90%	17%
<b>Budgeting is the planning of how much money I have and the money I will spend</b> (true)	70%	79%	13%
<b>I am good in the sport I practice</b> (agree and totally agree)	65%	73%	12%
<b>Two people hug each other</b> (no risk of HIV infection)	74%	82%	11%
<b>One day I will have the job I want</b> (agree and totally agree)	88%	95%	8%
<b>All girls start their period in the same age</b> (false)	91%	97%	7%
<b>A woman is capable of managing her own money</b> (true)	95%	98%	3%

Source: OWLA project baseline and endline surveys, 2019 (N=129)

Data from the 2021 OWLA cycle showed lower levels of improvement comparatively, although still significant. **Table 4** shows positive changes in the curriculum areas of health, self-confidence, leadership and gender relations, but mixed evidence in statements about VAWG. While 41% more girls learned to create a budget, 35% more of them reported they were a leader and, fewer girls (2%) disagreed that being violent was part of men's nature. Interestingly, cash food cards delivered for girls in response to the COVID-19 pandemic positively influenced attendance, which at a minimum was reported at 75% and increased from 2019.

These results showed that both project cycles were effective in positively contributing to changes in knowledge and perceptions on key issues such as self esteem and health, while still facing challenges in changing deeply entrenched beliefs about such issues as VAWG, as seen in the 2021 cycle results. Survey data showed how capacity was built for girls at an individual level with notable differences across the curriculum, and that the 2019 cycle demonstrated more marked changes than in 2021.



Photo: UN Women / Gustavo Stephan

**Table 4.** Baseline and endline data for participating girls, 2021<sup>4</sup>

STATEMENTS (RESPONSE CATEGORIES CALCULATED AS PROPORTION OF TOTAL RESPONSES PER STATEMENT)	BASELINE	ENDLINE	PERCENTAGE CHANGE
<b>I know how to avoid sexually transmitted infections</b> (yes)	49%	69%	41%
<b>I am a leader</b> (agree and totally agree)	40%	54%	35%
<b>Condom is the most effective way of preventing pregnancy and sexually transmitted infections</b> (true)	67%	81%	21%
<b>I know what to do not to get pregnant</b> (yes)	81%	92%	14%
<b>There are professions only women or men should have</b> (false)	56%	64%	14%
<b>Women who get beaten up by their husband is because they like it</b> (totally disagree and disagree)	75%	84%	12%
<b>I informed myself about the profession I want to have in the future</b> (yes)	70%	76%	9%
<b>I feel confident in saying no</b> (agree and totally agree)	80%	85%	6%
<b>It is the duty of a woman to take care of her home and children even if she must drop out school</b> (disagree and totally disagree)	82%	88%	6%
<b>I feel capable of taking a decision</b> (agree and totally agree)	85%	90%	6%
<b>Men can take care of children as well as women</b> (agree and totally agree)	71%	75%	6%
<b>One day I will have the job I want</b> (agree and totally agree)	96%	98%	2%
<b>I planned goals for the future</b> (yes)	87%	87%	0%
<b>Women should have the same freedom as men</b> (agree and totally agree)	95%	94%	-1%
<b>Women should tolerate being beaten up to keep the family united</b> (disagree and totally disagree)	94%	93%	-1%
<b>Being violent is part of a man's nature</b> (disagree and totally disagree)	83%	81%	-1%

<sup>4</sup> Negative changes in Table 4 are not statistically significant.

**FINDING 6.**

Implementing partners increased organizational capacity in infrastructure, equipment, project management and gender policies.

**“We are dealing with women; we became more sensitive towards their needs.**

– Interviewed trainer (April 2022)

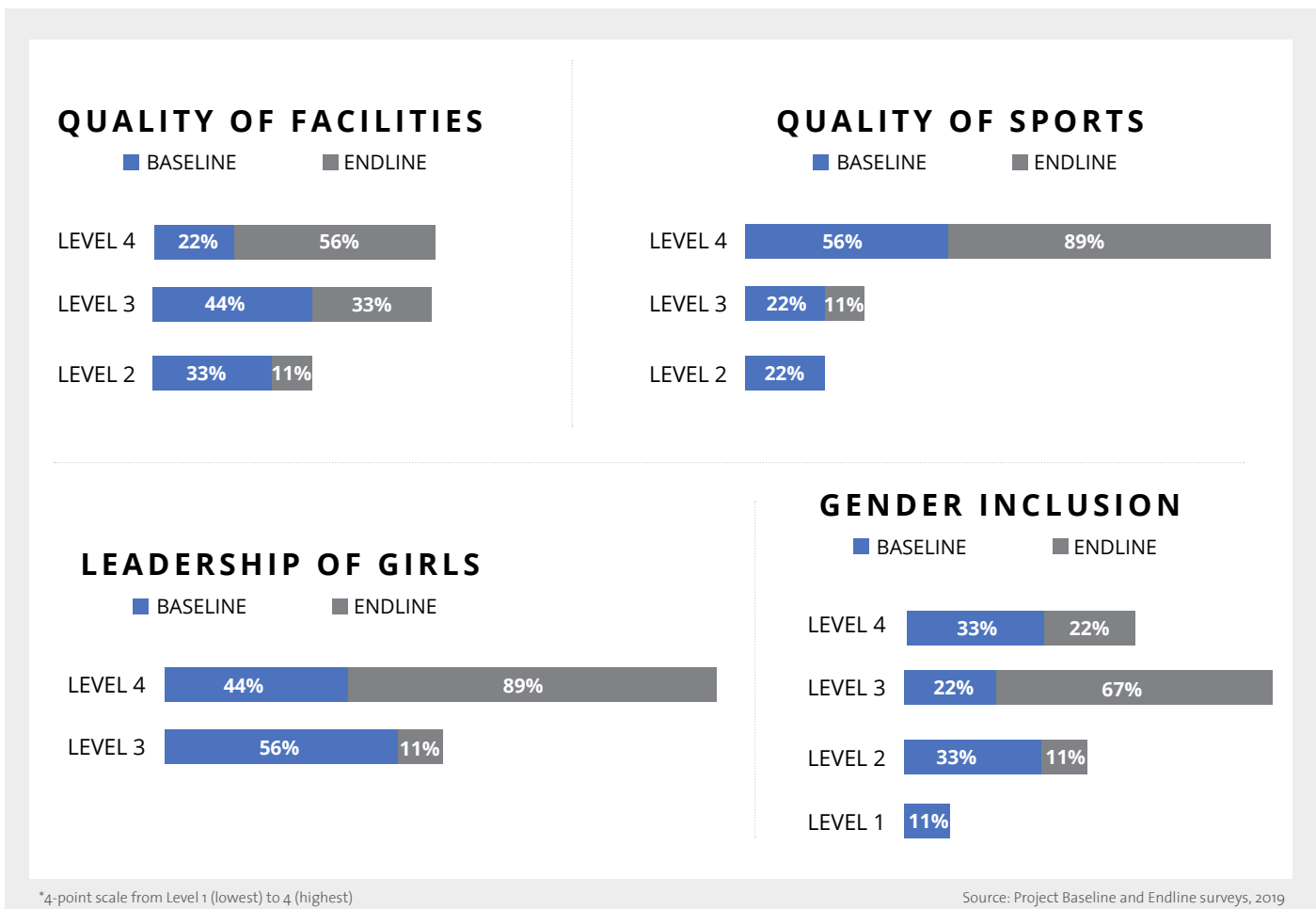
The project helped organizations to improve financial systems due to the reporting demands of UN Women and to identify ways of providing better sports infrastructure and equipment to the girls as identified through focus groups with project staff and CSOs and reinforced via survey data. Most organizations were small and having a partnership with a large organization helped them improve their management systems. Facilitators and managers were also trained in the methodology of the project, which helped them incorporate a gender perspective within their organizations. This included creating a different approach to consider the need of privacy for girls training in sports and providing a safe environment for the girls involved where they could speak up about their concerns.

four-point scale, where “level 1” was considered as the lowest organizational capacity and “level 4” the highest capacity. In the 2019 project cycle, the greatest progress was seen in quality of facilities (56% reporting level 4 in end line as opposed to 22% in baseline), quality of sports (89% in level 4 in end line as opposed to 56% in baseline) and leadership of girls (89% in end line for level 4 as opposed to 44% in baseline). Organizations also developed their capacity to develop gender inclusion policies. Most organizations moved up from lower to higher levels. Indeed, as also reported in focus group discussion, collaboration with the OWLA project helped organizations become more gender sensitive in their project implementation.

The following set of figures show the reported improvement of surveyed organizations from the 2019 and 2021 project cycles<sup>5</sup>. Organizations answered questions on a

<sup>5</sup> Note that there were differences in the 2019 and 2021 questionnaires.

**Figure 3. Survey results for organizations in selected areas, 2019\***



\*4-point scale from Level 1 (lowest) to 4 (highest)

Source: Project Baseline and Endline surveys, 2019



The following **Table 5** displays results for other areas of performance within surveyed organizations in 2019 and demonstrates how sustainability has improved along with specialization in gender. The area with lower performance is child protection, which nonetheless increased in 2021. Considering that some of the same organizations

continued in the project from 2019 through 2021, it is likely that there was progress overall in the development of child protection policies.

**Table 5.** Survey results in higher level capacity of organizations in selected areas, 2019\*

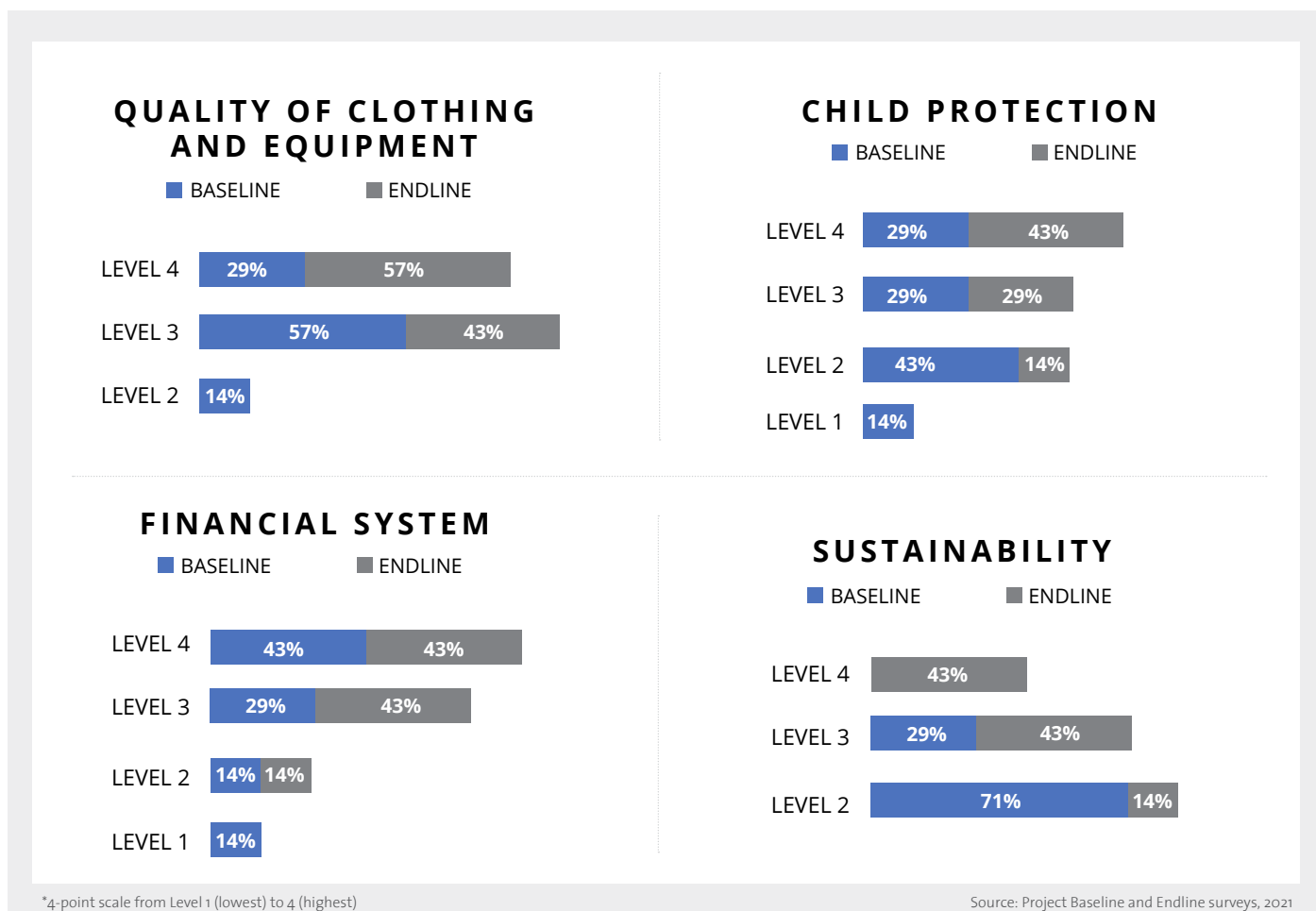
AREA	BASELINE	ENDLINE	PERCENTAGE CHANGE
Specialization in gender	33%	67%	103%
Sustainability	44%	89%	102%
Child protection	56%	44%	-21%

Source: Project Baseline and Endline surveys, 2019  
 \*Calculates proportion of organizations reporting levels 3-4 out of 4-point scale (i.e. higher level capacity)

In **Figure 4**, survey data from 2021 indicates that organizations increased their capacity in providing more quality clothing, equipment to girls, child protection policies and conditions of sustainability. There is no data available for

how capacity on monitoring and evaluation was assessed for the 2021 implementation cycle.

**Figure 4.** Survey results for organizations in selected areas, 2021\*



The OWLA model also promoted trainings for CSOs that did not receive resources to implement the project. A survey of these organizations showed that the trainings were effective for organizations to include a gender perspective and/or promote gender and sports programmes: 68% reported they were using the contents of the OWLA curriculum, and 64% reported that they had made organizational changes due to training received.

In total, organizations reported benefiting 4,690 girls and women by delivering the OWLA curriculum. The implementation of the OWLA methodology took place in various ways, from creating safe spaces for the girls, to adopting trainings on women's health and diversity. 72% of surveyed organizations reported they intended to use the contents of the OWLA curriculum in 2022, and that the major obstacles for more effective implementation were related to shortage of financial, human resources and trainings.

Overall, there was a demand for trainings of this nature, and organizations surveyed reported the high quality of trainings and their willingness to engage in more capacity development activities. Changes reported included: 1) dividing the classes in smaller groups; 2) designing a gender and child protection policy; 3) adopting a policy on mental health; 4) offering training for teachers; and 5) using the curriculum to approach social inclusion issues with marginalized young people.

A highlight of the project has been the capacity development of Empodera, the main implementing partner who managed the other partner CSOs. The creation of Empodera was inspired in the pilot version of the OWLA project. The organization received training and coaching by the international nonprofit Women Win. These capacity development activities helped Empodera mature from an organizational and technical point of view. The project envisioned Empodera as a learning hub to share knowledge with other organizations, and indeed, Empodera trained CSOs and coached them in project implementation. They also developed the capacity to fundraise on their own. If it were not for the project, Empodera would not be as strong today as validated by the focus groups and the desk review.

The capacity development component of the project for the organizations was reinforced during the pandemic. In 2020, in the face of the lockdowns and the suspension of classes, virtual trainings took place with the organizations and new themes emerged such as ethnicity. In addition, CSOs received grants that helped them cope, including to continue basic activities and retain personnel during the pandemic.

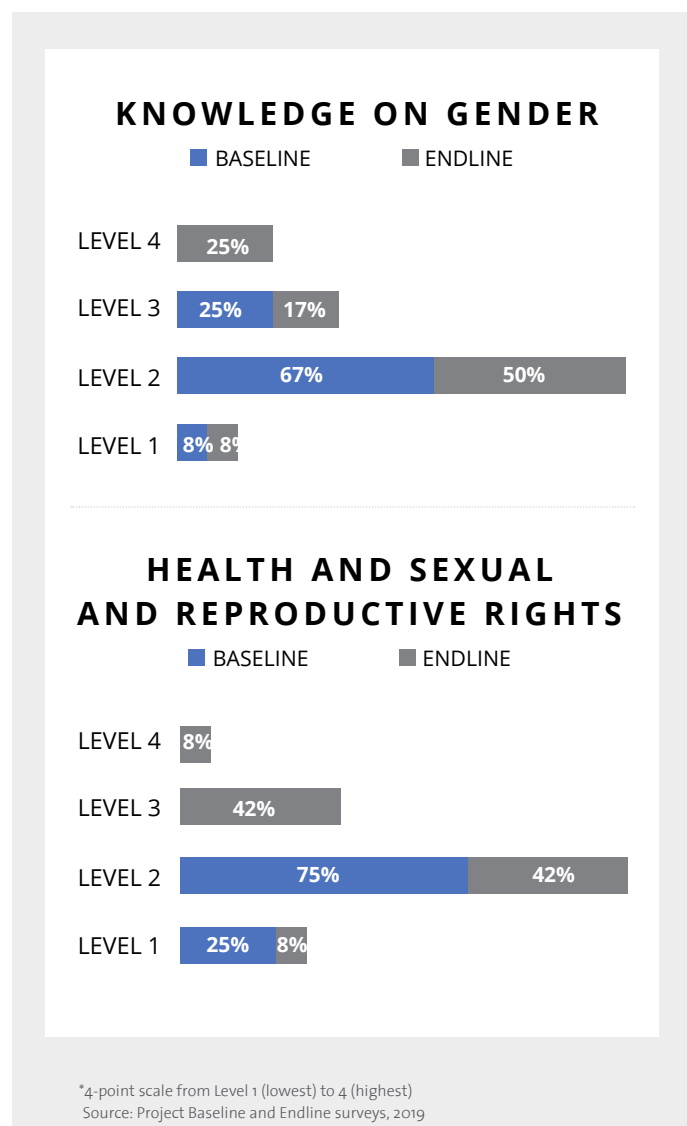
#### FINDING 7.

Facilitators developed capacity in dealing with gender issues, increased knowledge on support networks available for women, and enhanced their facilitation skills. The experience of OWLA project has impacted behaviour of facilitators towards gender.

Facilitators were exposed to various capacity development opportunities. They took part in an initial course given by Empodera, they were coached in the first year of implementation with weekly meetings and received additional training during the pandemic. Facilitators answered baseline and end-line surveys and assessed themselves in their knowledge on a four-point scale ranging from "Level 1" (I need to improve) to "Level 4" (I am very competent) in 2019. This changed to a five-point scale in 2021. Figure 5 demonstrates the evolution of self-reported competence by facilitators in selected items at the beginning and end of the project both in 2019 and 2021.

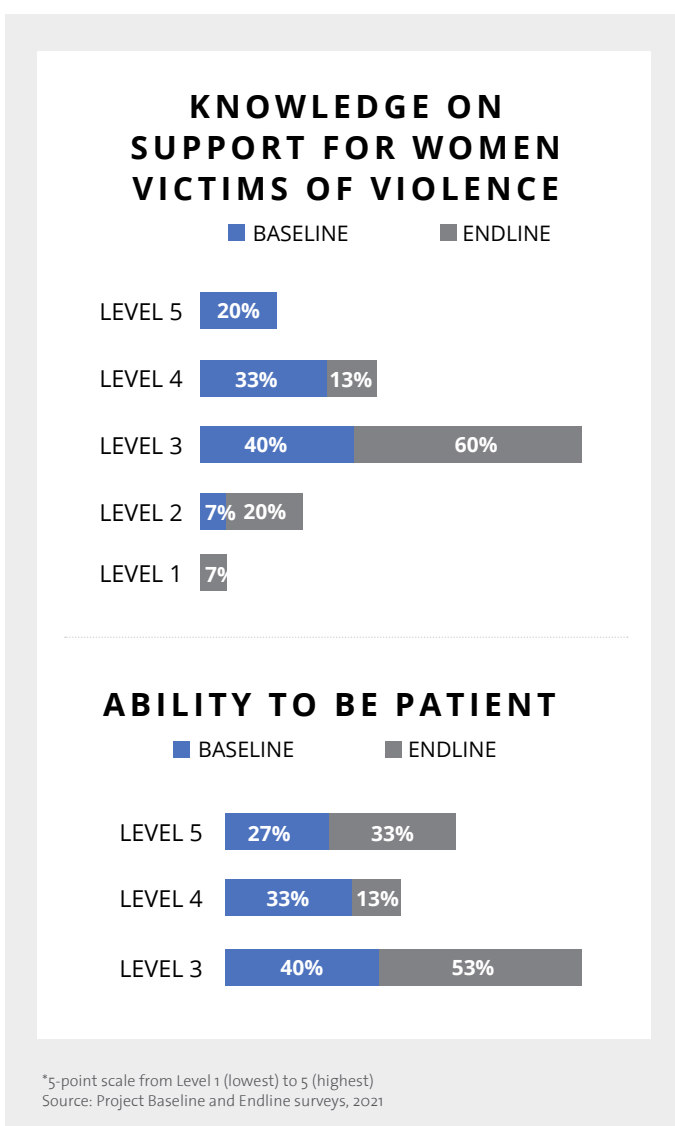
Knowledge on the difference between gender and sex and on sexual and reproductive rights increased for facilitators. While in 2019 only 25% declared to be very competent on the difference between gender and sex, this increased to 42% in 2021. Knowledge on the responsibility of monitoring and evaluation was already assessed with high competence in the baseline. Overall, the capacity developed in facilitators was high in the various areas covered by the curriculum. This was reinforced by the focus groups where facilitators reported their capacity development throughout the implementation of the project.

Figure 5. Survey results in selected competency areas for facilitators, 2019\*



Data from 2021 repeated trends in the 2019 project cycle, but facilitators started with higher self-assessments compared to the beginning, for example in areas such as health and sexual rights, gender and sex, and rights of women. In fact, many facilitators were the same in the second round of implementation, meaning that the knowledge was already there, and they were being exposed to the content for the second time. In 2021, the most significant areas of knowledge gained were on issues around VAWG and the development of strategies for creating safe spaces. Personal skills were also developed such as the ability of facilitators of being patient to better facilitate the sessions with the girls.

**Figure 6.** Survey results in selected competency areas for facilitators, 2021\*



**FINDING 8.**

Member organizations of the OWLA Collective Impact Coalition benefited from the exchange of experiences among themselves. However, the heterogeneity of organizations made the dialogue more difficult at times. The pandemic also impacted the network, which was less active from 2020 onward.

According to a focus group, interviews, and a survey with Collective Impact Coalition members, CSOs had the expectation of exchanging knowledge among themselves and increasing networking when they joined the Coalition. This was partially achieved. Knowledge was exchanged and small organizations benefited from ideas coming from larger organizations and guidance on areas such as: fundraising, increasing visibility (communication), group work, and guidance on counselling to the girls among others. There was one experience of a CSO that joined the coalition and received a reference from another organization within the group that helped the former access international funding. There were also cases where small organizations started implementing communications oriented actions such as start taking photographs and documenting activities.

However, the evaluation also found that the group was heterogenous, and big organizations naturally participated more which made small organizations feel they were not being heard enough. Another point of concern reported was that the network did not have much visibility, which was an unfulfilled expectation of some members.

Overall, the group started with more meetings and energy, but was demobilized during the pandemic with fewer meetings and fewer people attending. There were efforts from Empodera to steer and motivate the group, but most organizations reported not having enough time to engage during the pandemic in a context where no resources were provided to participate in the group and in which there were many changes in the work environment. The pandemic was indeed a key factor impacting the group dynamics. It provided challenging to keep the group motivated online, and there was also limited interaction among organizations outside the Collective Impact Coalition meetings.

**FINDING 9.**

The project was able to attract the attention of relevant media nationally and internationally, engage famous sports figures, and participate in relevant sports events, but the communication strategy was discontinuous overtime.

There were important communication efforts in the beginning of the project in a partnership between the donor and the National Olympic Committee. Girls participated in the Olympic games and the project attracted great attention due to its innovative design. Big media companies in Brazil reached out to Empodera for news and the project had a partnership with the major news company in Brazil (TV Globo) to launch joint campaigns for girls and women in sport.

In total, about 23.8 million people are estimated to have been reached by the project’s communication activities. There were 30 sports events promoting gender equality through sports messaging, including HeForShe, 6

media campaigns promoting gender equality through sports messaging and 469 media news and reporting items promoting gender equality through sports<sup>6</sup>. In addition, 48 digital/audio stories were posted on the website of the project. These numbers indicated that partnerships forged with the media were significant. That said, the turnover of the team impacted this work. There was a change in the communication focal point in the period of the project and a change in communication strategy.

The project helped to promote the agenda of women in sports and gave the stage to the girls to produce their own stories via storytelling workshops. Their stories and videos will stay as a communication legacy of the project.

**FINDING 10.** Gender policy advanced in partner organizations as the result of the project as well as the wider enabling environment.

Evidence from key project partners indicated positive changes in gender policies. The Brazil National Olympic Committee (NOC) included gender issues in their transparency and management indicators and conditions for investments. UN Women had provided technical assistance in the preparation of a course on gender policies on sexual harassment and abuse with the attendance of 3,619 people online and engaged with them throughout the project. Additionally, 28% of implementing CSOs reported they had matured their gender policies in their organizations. In the context the Brazil NOC, beyond the contribution of the OWLA project, there was an enabling environment within the organization to talk about gender influenced by the wider international debate, the media and other influencing actors in the country as reported by key stakeholders.

### 3.3. Effectiveness

**To what degree did the project have appropriate organizational structure and capacity to support the efficient implementation of its programme of work? Which cycle of the project proved to be more effective in delivering results?**

Project design was complex and worked through several modalities: 1) delivery of OWLA curriculum to girls; 2) delivery of capacity building activities to grassroots organizations; 3) dissemination of gender equality and sports messages

**FINDING 11.** Personnel was limited for the initial scope of the project and the modality of direct implementation. The project also faced staff turnover and suffered from lack of appropriate staff handover.

through the media; as well as 4) advocacy and provision of technical assistance for the adoption of policies to promote a level playing field for girls in sports at the local and national levels. The project was placed under impact 3 of the UN Women Brazil Country Office in the thematic area of eliminating VAWG, and staff shared responsibilities between managing the project and engaging in other institutional duties of the office.

Considering the number of requirements part of the routine of the UN Women office—including from UN Women headquarters, regional offices, etc.—as well as challenges reported in the overall operation of the office, UN Women staff had multiple demands which did not always allow time for strategic thinking and engagement on the OWLA project as reported by stakeholders in focus groups and interviews. This improved as the team grew in size, but it still lacked the possibility of having a more strategic approach linked to the thematic area of VAWG, in part due the absence of a team leader for Impact 3 during part of project implementation period. As matter of fact, although the project was effective in developing capacity for girls, organizations, facilitators, and young leaders, it was limited in having a more strategic approach towards the problem of violence.

The challenge of personnel turnover in the project was part of a larger issue of the office which impacted delivery. Information was lost on the way which impacted relationship with key partners, as documented in the data collection process through the interviews.

**FINDING 12.** Project management procedures were difficult for CSOs. Information was not always clear for partner organizations and daily working systems were overly complex and inefficient.

The project faced notable operational challenges such as difficulties in mobilizing girls to engage in the project and being unable to make small crucial purchases for which resources were not allocated in the beginning of the project (e.g., training materials for the girls). There were challenges with the transfer of resources and guidance given to the recipient organizations. The CSO who managed the resources in the first cycle left the project after the first year and many problems were reported, such as the lack of precise operational information for CSOs, delays in transferring resources, and difficulties in managing other relationships with CSOs.

In this respect, the type of accountability used for the project was not adapted to the reality of local organizations dealing with more informal operations, and this proved difficult to manage by consuming extra time of all actors involved. While for some organizations dealing with UN Women's bureaucratic requirements was helpful to increase knowledge on rigorous accountability, on the other hand, time could have been saved with better planning and adapted procedures for the context of 'favelas' or 'communities' of Rio de Janeiro.



There were also problems identified in the main management system chosen for the project Salesforce. It proved inadequate for the attendance sheets and data management for the monitoring and evaluation system. It was not an intuitive tool with which to work and demanded significant effort from project staff and implementing partners. The control sheet for food cards was also considered by stakeholders as inadequate. Monitoring and evaluation proved to be very time consuming and not fully useful for continuous improvement. Data was collected but not used for reflection and project iteration over time. More data than needed was collected and extraction from the management system proved to be highly time consuming leading to efficiency losses.

Other challenges identified were with the last initiative of the project where the leaders helped facilitate projects with younger girls. There were communication problems between the project focal point and girls, reimbursement procedures did not work, and the girls did not have proper guidance. Another challenge faced on the part of operations was the number of cancelled classes due to violence, including gang riots and confrontations between gangs and the police. The cancellation of classes impacted the delivery of the curriculum and stakeholders reported the need of having more flexibility in face of the circumstances.

### 3.4. Sustainability, human rights, and gender

**What is the legacy the project will leave that will continue over time (in terms of capacity built, learning, influence, etc.)? To what extent has the project been able to tackle root causes of inequality between men and women?**

**FINDING 13.** The project built capacity at an organizational level and individual level for facilitators and young leaders, and helped young girls think about their future with an expanded sense of possibility.

The project was able to develop capacity at an organizational level. Implementing organizations have developed more gender sensitive and focused programs, improved their managerial systems, and learned how adapt to UN Women accountability. They also benefited from exchange of information with other organizations that made some of them more aware of the need of improving communication and financial procedures. They received grants that helped them cope during the pandemic. In addition, the trained organizations now have tools to bring gender equality and women's empowerment to their sports programs and they are already using them. The knowledge provided helped them run more gender sensitive programs that look at the differentiated needs of women and men and address them with respect.

In addition to the capacities built at an organizational level, there was evidence of capacity built for girls, young leaders, and facilitators. Young leaders had beyond their

regular project participation, additional training, field trips and guidance. They became a role model for other girls, and this was the result proposed from the beginning. The focus group with the young leaders showed how the project helped them think about their future, choose a profession and be able to communicate better and express their opinions. They are now more confident about who they are and what they think. They are more confident about their personal appearance and choices. They were more assertive, and this is at the heart of women's empowerment.

A substantive change was also identified on the part of facilitators who are now better able to deal with gender issues, facilitate sports sessions and deal with other people. From the focus groups, it became clear that many facilitators had changed their attitude towards issues such as sexual diversity and that this was highly influenced by the OWLA's curriculum.

There was an important change identified on the part of the girls themselves with varying levels of impact. In the words of one participating girl of the project:

---

**“I wanted to be a doctor, but I thought this was a men's profession, then I found out that I could become whatever I chose, including being a doctor.”**

– OWLA focus group participant

---

This quote, even if anecdotal, partially indicates the legacy of the project. It is important to note that education takes effort and continuity over time to be truly effective.

**FINDING 14.** The project has been able to disseminate a methodology on how to combine gender equality and women's empowerment with sports for girls. The project is gender transformative given the focus on education and its work at the level of social norms and deep structures.

The project further developed other training materials with an intersectoral approach, such as the module on ending racism in and through sport. These materials are openly available at the project's and in UN Women's website, and they are copyright free.

Many organizations were trained to use this methodology. The project leaves a legacy of knowledge and skills available which can have long-term effects. Empodera is also a way of speaking to the project's strong sustainability. With the end of the project, Empodera and other CSOs will continue to include gender equality and women's empowerment in their daily work. In this sense, the project was successful in developing capacity which will sustain overtime. Empodera has been able to fundraise on their own and now works independently of UN Women, which is an important result and evidence of OWLA's contribution including through the coaching work of Women Win.



Photo ©UN Women/Gustavo Stephan

# 4

## Lessons learned

This section provides lessons that could be replicated and used in other projects implemented by UN Women and other implementing partners based on the OWLA case study.

**LESSON LEARNED 1.** Local implementation where an informal economy is the norm can be costly and challenging for adapting to UN Women procedures.

The United Nations System is better equipped to work with governments and international CSOs. Partnering with grassroots organizations presents challenges that may demand further tailored guidance and adaptation of procedures. In this respect, an increased focus of partnering by UN Women with local organizations should carefully consider such operational challenges, noting that when the structure is not adapted to such a relationship, there is a risk of inefficiency (i.e., high resource investment of staff time for potentially more limited results).

**LESSON LEARNED 2.** Food cards are an effective way of ensuring attendance from target groups.

The attendance rate of project beneficiaries in key activities can be incentivized in part through the use of strategies employing cash such as food cards. When timed appropriately with a project intervention, such mechanisms can dovetail well with other project objectives and enhance intended outcomes.

**LESSON LEARNED 3.** Complex problems such as violence demand a combination of holistic approaches and involvement of different sectors.

The project focused mostly on the target group to build skills and capacity to better deal with their circumstances. However, the problem of violence in the city of Rio de Janeiro is structural and a result of long-standing corruption at various levels, precarious living conditions of youth who get involved in gangs and drug trafficking as a way of making a living and having status in the community, poor education, precarious infrastructure, and other complex factors. The project taught the girls how they should refer to the police, but participants reported that there were no police available. As such, the problem of violence was addressed in a limited way by the project that targeted an impact pathway with lower feasibility for results. A more integrated approach with broader alliances is needed to help deal with such complex issues in other urban peripheries of big cities.

**LESSON LEARNED 4.** Knowledge of the institutions and its procedures and leadership are important assets of staff that need to be well taken care of.

Staff turnover can impact both overall performance of projects and impinge the continuity and extent of knowledge built over time. Although UN Women is attractive for many professionals, offices are not always able to retain talent due to the structure of certain contracts and challenges in the work environment. The ability to retain talents is crucial for the success of UN Women as an organization including effective project implementation.

**LESSON LEARNED 5.** Tangible results and takeaways are key to keep social movements and coalitions alive. Coalitions also need to be inclusive for both big and small organizations.

Although forums such as impact coalitions can be useful to help exchange information among the various organizations and develop capacity, they should be complemented with an orientation towards tangible results and concrete initiatives. In the face of the many demands that each organization must address, such coalitions should be structured around clear takeaways, projects and initiatives beneficial for the organization to help such networks continue and evolve. In addition, big organizations are often more heard given their structure and history, but it is important to involve and keep small organizations engaged so that there is buy in, contribution and impact.

**LESSON LEARNED 6.** Gender equality and women's empowerment curriculum needs to be adapted according to previous knowledge of target groups.

Baseline data for OWLA showed that girls already had high knowledge on some sexual and reproductive health issues and limited knowledge on issues such as budgeting. The endline as expected showed limited impact in areas in which girls already had knowledge. Adapting the curriculum based on such baseline data to address the needs of the girls is crucial to make it more relevant and impactful.

**LESSON LEARNED 7.** Visibility and strong advocacy platforms of bigger organizations do not always translate into capacity to dialogue and implement, and accordingly a collaborative culture is an asset for such institutional partners.

Implementing partners are a cornerstone to build effective project arrangements, including as intermediaries with other smaller organizations. They have to be carefully chosen and offer a combination of hard and soft skills to be able to manage systems and also negotiate with CSOs. There are cases in which visible organizations do not always have the right skills to negotiate, mediate conflicts, and provide a careful and attentive service to small organizations. This is both a technical and human resource issue. Dealing with other organizations requires a collaborative culture that goes beyond only straightforward accountability issues.



**LESSON LEARNED 8.** Management tools used in global projects need to be adapted to local realities and issues. Monitoring systems can provide a fundamental tool for UN Women's capacity development work but need to be tailored to local capacity and institutional constraints.

The application of a global curriculum and management systems must be carefully adapted to the country context and UN Women institutional environment at project inception. For example, a new project team must be ready to deploy new management software tools effectively harmonized with UN Women monitoring requirements, and a global curriculum must be sensitive to local knowledge and issues. While efforts in OWLA to adopt a monitoring system allowed the project to track progress in its training activities, the gaps, and challenges in implementing and using the new system were significant. Use of baseline and endline surveys for its training activities represents a good practice that UN Women should further refine in all of its capacity development work, including by focusing on generating data that will be proactively used for learning and adaptive management.

**LESSON LEARNED 9.** The creation of knowledge hubs and large-scale trainings are effective for generating sustainability.

A dedicated investment in creating a learning hub for women and sports, combined with training for organizations in the area, can prove effective in leaving a legacy of knowledge, tools, and networks. This can equally lead to capacity development on the ground. Such support in promising organizations can promote new streams of knowledge and collaboration that outlive a project lifecycle.

**LESSON LEARNED 10.** Investment in young women's leadership helps to generate visible results with a potential multiplier effect.

Investment in young women leaders can generate important results including, as evidenced through the OWLA project's approach, by providing dedicated training and support. Such young leaders intended to carry on the work initiated by the project with women and sports, or with sports and disabilities; but always with a sense of community and service pushed by the increased confidence that they developed. Education takes time and effort and investing in leadership has a strong potential to provide a multiplier effect which sustains and generates unexpected results.







Photo ©UN Women/Gustavo Stephan

# 5

## Conclusions

This section presents the implications of the findings for future potential implementation of the OWLA project in Brazil and for other versions of the project supported by partner organizations in other countries.

**CONCLUSION 1.** The OWLA project was relevant to bringing new knowledge and skills for girls, facilitators, and CSOs, while less relevant to the normative mandate of UN Women.

→ Based on case study findings 1-3

The OWLA project focused more on outcome 1 (girls and organizations) and outcome 2 (media and sports events) and less on outcome 3 (gender policies in organizations and state institutions). This focus reflected UN Women Brazil Country Office's focus during the 2017-2022 Strategic Note in working with grassroots organizations. There was clear relevance of the project for girls and CSOs involved, and the girls who joined the project sought and benefitted from new knowledge. State institutions were less engaged, and the normative mandate of UN Women was not leveraged in the project.

**CONCLUSION 2.** The OWLA project contributed to capacity development at an individual and organization level and helped to promote an enabling environment.

→ Based on case study findings 4-9 and 13

Overall, the OWLA project effectively worked to develop capacity at the individual, institutional and enabling environment levels. The project was particularly successful in developing capacity at an individual level for girls, facilitators, and young leaders. The self esteem and capacity of girls and young leaders to look at their future improved along with awareness on how to report violence, although work in the sports area was more limited. Facilitators also increased their knowledge and skills.

At an institutional level, the project demonstrated notable results in helping CSOs to improve their managerial systems, infrastructure, and gender policies. Participating organizations reported contributions through implementing the OWLA curriculum, trainings and participating in the impact coalition. Finally, media engagement also increased visibility of the issue of women in sports, thus supporting to a more enabling environment for gender related policies and initiatives.

**CONCLUSION 3.** The project faced various operational challenges which compromised efficiency, including limited staffing at inception, strenuous direct implementation, turnover, and complex management and data systems.

→ Based on case study findings 10, 11 and 12

The OWLA project engaged with organizations at various levels (grassroots, national and international), which created heavy demands for partnership engagement. Some of the project's key operational challenges were structural, including the high burden of direct implementation with grassroots organizations, and staff turnover that impacted continuity. Complex monitoring systems also resulted in data that was collected but not used for continuous improvement. In addition, the project also suffered from insufficient adaptation of the OWLA methodology to the national context. Despite such challenges, the project team managed to meet most targets and forge synergies with the media and other relevant partners.

**CONCLUSION 4.** The OWLA project left a legacy of capacity built through a transformative approach at various levels within civil society in Brazil recognizing the interlinkages between gender and sports.

→ Based on Finding 14

The OWLA project helped to develop knowledge on gender and sports in the country given the number of organizations involved and trained and the materials which are now publicly available in Portuguese and adapted to the Brazilian context. CSOs were strengthened to continue the work in promoting gender equality in sports and in promoting other types of gender equality initiatives, and the project was gender transformative due to its focus on education and social norms.

**Table 6.** Results of the OWLA project indicators showed full or partial achievement for most targets (81%)

INDICATORS	INDICATOR STATUS					
	2018	2019	2020	2021	2022	CUMULATIVE/ AVG. (2018-22)
<b>OUTCOME 1: Girls have increased access to and benefit from quality sports and life-skills training with a gender equality perspective</b>						
<b>OC.1.1.</b> Number of girls participating in projects that use OWLA methodology. <b>Project Target: 900</b>	0	430	105 (online)	516 (+ 113 online)	254	1,200
<b>OC.1.2.</b> Percentage of girls showing positive changes in knowledge and attitudes (as determined by sub-indicators). <b>Project Target: N/A</b>						
• presented positive changes regarding gender norms and stereotypes	-	32%	-	41%	49%	39%
• presented positive changes regarding attitudes on violence against women and girls	-	44%	-	40%	26%	39%
• I feel capable of taking a decision (agree and totally agree)	-	43%	-	44%	43%	44%
• presented positive changes on perceptions of self-efficacy	-	52%	-	44%	40%	46%
• presented increased knowledge in health and violence against women and girls	-	22%	-	22%	9%	20%
• presented positive changes in attitudes regarding planning for the future	-	21%	-	19%	10%	18%
<b>OC.1.3.</b> Number of organizations implementing quality sports programmes and life-skills training with a gender equality perspective for girls. <b>Project Target: 10</b>	0	9	0	7	5	21%
Percentage of girls accomplishing the programme. <b>Project Target: 60%</b>	N/A	79%	8%	89%	23%	87%
<b>Output 1 – Strengthened capacities of organizations to implement quality sports and life skills training with a gender equality perspective for girls</b>						
<b>OP. 1.1</b> Number of organizations trained on OWLA methodology. <b>Project Target: 60</b>	19	40	4	36	9	108
<b>OP. 1.2.</b> Number of professionals (facilitators, coaches, teachers, educators and others) by gender trained on OWLA methodology. <b>Project Target: 120</b>	37- 28W 9M <sup>7</sup>	72-63 W 9 M	21 <sup>29</sup> - 21 W	70 - 61 W 9 M	70 - 25 W 2 M	226 - 198 W 28 M
<b>OP.1.3.</b> Number of New Master Trainers. <b>Project Target: 30</b>	0	9	14	0	0	23
<b>OP.1.4.</b> Number of organizations coached by UN Women. <b>Project Target: 6</b>	0	9	6	7	5	27
<b>OP.1.5.</b> Number of professionals (facilitators, coaches, teachers, educators and others) by gender coached by UN Women. <b>Project Target: 12</b>	0	17 - 17 w	22- 22 w	23 - 23 w	4 - 4 w	66 - 66 W
<b>OP.1.6.</b> Number of organizations reporting improvement in designing/delivering quality sports and life skills training with a gender equality perspective for girls. <b>Project Target: 60%</b>	N/A	3 (out of 8 – 38%)	N/A	5 (out of 7– 71%)	1 (out of 1– 100%)	9 (out of 17 – 56%)
<b>OP.1.7.</b> Percentage of professionals (facilitators, coaches, teachers, educators and others) reporting changes in Knowledge, Attitudes and Behaviours on gender equality and GBV. <b>Project Target: 30%</b>	N/A	83%	N/A	83%	N/A	83%
<b>Output 2 – Strengthened coordination of organizations that use sports to promote gender equality</b>						
<b>OP.2.1.</b> Existence of a Gender and Sports Network. <b>Project Target: 1 (Yes)</b>	NO	YES	YES	YES	YES	YES
<b>OP.2.2.</b> Number of organizations that participate in the Gender and Sports Network. <b>Project Target: 20</b>	-	25	29	39%	39%	39%

**Table 6.** Results of the OWLA project indicators showed full or partial achievement for most targets (81%)

INDICATORS	INDICATOR STATUS					
	2018	2019	2020	2021	2022	CUMULATIVE/ AVG. (2018-22)
<b>OP.2.3.</b> Percentage of organizations reporting positive impact from participation in Network. <b>Project Target: 60%</b>	-	N/A	69%	N/A%	80%	N/A
<b>OUTCOME 2: Media, events, sports organizations and role models (including girls themselves) promote gender equality through sports, including HeForShe messaging</b>						
<b>OC. 2.1</b> Number of athletes and sports role models who embrace gender equality through sports messaging, including HeForShe. <b>Project Target: 10</b>	0	3	1	5	2	11
<b>OC. 2.2.</b> Number of sports events promoting gender equality through sports messaging, including HeForShe. <b>Project Target: 15</b>	4	9	17	12	7	38
<b>OC. 2.3.</b> Number of media campaigns promoting gender equality through sports messaging, including HeForShe. <b>Project Target: 5</b>	0	3	3	3	3	12
<b>OC. 2.4.</b> Number of media news and reporting promoting gender equality through sports messaging, including HeForShe. <b>Project Target: 400</b>	N/A	397	72	199	129	797
<b>Output 3 – Increased visibility of OWLA and gender equality through sports messaging, including HeForShe</b>						
<b>OP.3.1.</b> Number of press releases and communication pieces produced by UN Women and partners. <b>Project Target: 30</b>	N/A	106	46	46	121	458
<b>OP.3.2.</b> Number of people reached (estimated). <b>Project Target: 12,500</b>	N/A	6,646,445	17,176,347	631,299	211,687	24,665,778
<b>Output 4 – Increased visibility of girls as leaders and agents of change</b>						
<b>OP.4.1.</b> Number of digital/audio stories posted on the One Win Leads to Another web platform. <b>Project Target: 50</b>	0	27	20	0	0	47
<b>OP.4.2.</b> Number of girls participating in leadership roles in local, national and international sports and/or media events. <b>Project Target: 150</b>	10	79	92	60	350	591
<b>OUTCOME 3: National and local policies and programmes promote girls' and women's participation in all areas of sports (amateur and professional)</b>						
<b>OC. 3.1.</b> Number of organizations adopting policies to promote a level playing field for women and girls. <b>Project Target: 30</b>	N/A	27	9	8	N/A	44
<b>OC. 3.2.</b> Number of Women promoted into sports in leadership positions. <b>Project Target: N/A</b>	N/A	7	2	3	11	23
<b>Output 5 - Increased capacity of the Brazil NOC to incorporate gender into its policies and programmes</b>						
<b>OP.5.1.</b> Number of Brazil NOC staff trained in gender equality. <b>Project Target: 20</b>	0	4	253	46	16	319
<b>OP.5.2.</b> Extent to which gender policy is implemented by the Brazil NOC. <b>Project Target: between N2 and N3</b>	N1	N2	N2	N2	N2	-

Partially achieved: 3 targets (12%)

Achieved/ exceeded: 21 targets (81%)

Information not available: 2 targets (7%)



**UN WOMEN IS THE UN ORGANIZATION**  
**DEDICATED TO GENDER EQUALITY**  
**AND THE EMPOWERMENT OF WOMEN.**  
**A GLOBAL CHAMPION FOR WOMEN AND**  
**GIRLS, UN WOMEN WAS ESTABLISHED**  
**TO ACCELERATE PROGRESS ON**  
**MEETING THEIR NEEDS WORLDWIDE.**

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



220 East 42nd Street  
New York, New York 10017, USA  
Tel: 212-906-6400  
Fax: 212-906-6705

[www.unwomen.org](http://www.unwomen.org)

[www.facebook.com/unwomen](http://www.facebook.com/unwomen) [www.twitter.com/un\\_women](http://www.twitter.com/un_women)  
[www.youtube.com/unwomen](http://www.youtube.com/unwomen) [www.flickr.com/unwomen](http://www.flickr.com/unwomen)