GIRL MOVE ACADEMY
RESPONSE TO CRISIS

STRATEGIES & IMPACT PROPOSALS TO FIGHT COVID CHALLENGES
We’re an Innovative Academy leading a **new mentorship and women empowerment model** boosting the multiplier effect on women and girls’ education.

**WHAT MAKES US DIFFERENT**

The mentorship network tailored between girls and young women in the Girl MOVE’s programmes creates a virtuous cycle of **positive transformation, systemic change** between generations and **impact on communities**.

This systemic change effect is recognised by ASHOKA, the biggest network for social entrepreneurs in the world.

Companies and Organizations are part of the Life Movement and contribute for our mission as **support partners, strategic enablers e impact builders**.
Our ACADEMY is in Nampula, in the North of Mozambique, where every year +1,400 GIRLS are impacted by our education and mentorship programmes.

We work so that each girl may continue her studies and become an agent for change and transformation of her country.

We’re an Academy with innovative methodologies and connected to the Sustainable Development Goals.
**GIRL MOVE ACADEMY / IMPACT**

**MWARUSIS**
12-15 years old
7th grade
Since 2014

**MENTORS**
18-22 years old
University Students
Since 2018

**GIRL MOVERS**
22-30 years old
Bachelor’s Degree / Master’s Degree
Since 2015

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**2019 RESULTS**

**88%** Transition to Secondary Education

> 2% Early Pregnancy

**2** Partner Universities

100% Academic Progression

90% Mwarusi Group led successfully

**90%** Employability for impact

> 1500 applications from all over the country

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1 vs 31% National Statistics
2 vs. 41.5% National Statistics
The challenge in which the current pandemic places us reinforce and confirms the relevance of our mission.

Today more than ever, the investment in education programmes promoting the training of agents for positive change is a fundamental strategic action to face this pandemic’s externalities and negative impacts.

Today, talent is the resource we’re called to activate.

“Learn from this crisis and build back better…

Had we been further advanced in meeting the Sustainable Development Goals and the Paris Agreement on Climate Change, we could better face this challenge (…) We must seize the opportunity of this crisis to strengthen our commitment to implement the 2030 Agenda and the 17 Sustainable Development Goals.

By making progress on our global roadmap for a more inclusive and sustainable future, we can better respond to future crises.”

António Guterres
Secretary-General of the United Nations.
WHAT WE HAVE

39 GRADUATED YOUNG WOMEN
changement makers of excellence connected in working groups, with online platforms and willingness to find innovative solutions for the challenges we’re now facing

117 UNIVERSITY YOUNG WOMEN
connected by smartphones, and through online platforms

1400 STUDENTS and their families, 850 of them mapped (connection conditions survey) and connected by phone

7 NEIGHBOURHOODS, 10 SAFE SPACES
and 10 community committee creating and activating (in the event of other “crisis”)

99 ALUMNI with impact jobs in different areas

90 REFERENCE CAREER MENTORS in different areas of the Mozambican market

40 REFERENCE CHAMPION MENTORS in the private sector in Portugal

1 IMPACT TEAM leading, connected with experts in the different areas easily activated when needed

1 TRAINING TEAM of excellence prepared for digital versions

2 REPLICAS in Maputo and Beira, with more than 400 young adolescents

2 UNIVERSITIES as partners (Nampula & Beira)
STRATEGIC PRIORITIES

- Ensure girls safety and protection
- Find alternative ways to stay in touch during social distance
- Keep the programs alive through new communication channels

1.400 Mwarusis
Believe
In touch

120 Mentors
Lead
Online

40 Girl Movers
Change
The world
**GIRL MOVE ACADEMY / WHAT WE DID**

### 1,400 MWARUSIS

**DECISION**
- Keep the program alive through **new communication channels**
- Find alternative ways to **stay in touch with Mwarusis** during schools closure
- Teach preventive measures to the Mwarusis & school communities

**STRATEGY/ HOW?**
- Keep in touch with the Mwarusis through weekly challenges using Phone Text Messages & 20 min phone call, and a weekly phone call for the family
- Deliver informative group sessions about COVID prevention & an hygiene kit to all Mwarusis before the school closed

**CHALLENGES:**
- The majority of the Mwarusis do not have access to direct communication means – like their own phone or cell phone and/or internet.
- We’ve had only 2 days to physically reach close to 1,300 Mwarusis in 10 different neighborhoods before the schools closed (week of March 23-27)

### 120 MENTORS

**DECISION**
- Keep the program alive and find alternative ways to stay in touch
- Continue the work with the mentors as our major strength to reach the Mwarusis
- Teach preventive measures to the mentors

**STRATEGY/ HOW?**
- Adapt and redesign our LEAD leadership program for the online mode
- Adapt and redesign the mentorship model with Girl MOVERS

**CHALLENGES:**
- 10% of our mentors did not have a smart phone
- 100% of the mentors did not have enough money on their phones to be connected and communicate on a regular basis
- Our main way of contact with the mentors was through the Girl Movers

### 40 GIRL MOVERS

**DECISION**
- Keep the program alive and find alternative ways to deliver training sessions online
- Continue the mentorship work with the mentors as a major strength to reach the Mwarusis
- Teach preventive measures to the Girl MOVERS

**STRATEGY/ HOW?**
- Adapt and redesign our CHANGE leadership program for the online mode
- Adapt and redesign the mentorship model

**CHALLENGES:**
- 15% of the Girl MOVERS left Nampula, but stayed connected to the program online
- 100% Girl MOVERS needed an extra communication stipend to be connected and communicate on a regular basis
- Already planned workshops and trainings sessions with external facilitators and trainers had to be adapted to online model
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CURRENT CONTEXT CHALLENGES
In Mozambique, 48% get married and 40% have their first child before the age of 18. Only 31% of the adolescents pass to Secondary Education.

The schools’ closure, social distancing and services shut down measures:
- Create inflation which will put the girls and their families through a bigger financial vulnerability, leading to a higher probability of early marriage, early pregnancy and sexual exploitation;
- Make families face the girl’s “free time” as time to take care of the house, the younger siblings and/or the ill, which will make the distance learning and the return to school when they reopen more difficult and increases the risk of school dropout for the girl;
- The social distancing and isolation cut the ties and support contacts, which on one hand act as a risk flagging, can be a resource in case of risk or actual abuse.

HIGHER RISK GROUP
Girls finishing basic education going through initiation rites

STRATEGY
Develop innovative solutions promoting:
- The safety and protection of the adolescents living in a vulnerable position,
- The girl and family to continue considering her access and progression in school important for her future;
- The girls, their families and communities to know how to keep safe and healthy facing the current pandemic and other diseases, regarding hygiene care
- The prevention and mitigation of risks and negative externalities caused by the pandemic through activation of community committees and setting up contact points via telephone with young adolescents

IMPACT PROPOSAL
"YOUR NEW SAFE SPACE"

PILOT PROJECT GOALS
1. Testing the creation of a new safe space through a mentorship programme via mobile phone, which ensures the continuity of the monitoring and the relationship between mentor and adolescent in a context of physical distance
2. Ensure risk prevention and protection through a weekly contact with adolescents, parents and guardians and activation of the community and social services for signalling and response when in crisis;
3. Set up a “triangle” contact point Adolescent-Mentor-Community & Services (Educational and Social) which is vital to ensure the girl’s return to school.
4. Create, adapt and encode educational contents that stimulate and develop social and interpersonal skills.

TARGET (PILOT)
- 10 activated and empowered communities
- 1,200 7th grade adolescents
- 1,200 Families
- 120 Mentors
- 39 Young Leaders

KPI’S (PILOT)
- 80% of the 1,200 Adolescents linked to the programme
- 70% of the 1,200 Adolescents stay in school;
- <5% early pregnancy amongst adolescents in the programme
- <5% early marriage amongst adolescents in the programme

IMPACT SCOPE
- A solution replicable at a national level
- Pilot carried out in urban areas and peripheries, with rural characteristics
In Mozambique, only 45% of girls finish 7th grade and 31% pass to Secondary Education. 48% of girls get married before 18.

The schools’ closure and social distancing measures:
- Create inflation which will put the girls and their families through a bigger financial vulnerability, leading to a higher probability of school dropout, as the girls are led to engage in income generating activities or early marriages;
- Make families face the girl’s “free time” as time to take care of the house, the younger siblings and/or the ill, which will make the distance learning and the return to school more difficult;
- Force families to monitor their children studies when they don’t have the knowledge or materials to play such role;
- Increase the home-school distance barrier, since even the distance learning techniques require fixed points.

Higher Risk Group:
Girls finishing primary education with a big distance home-school and transition exams to secondary education in the end of the year. This is a critical year, being urgent an alternative strategy.

Current Context Challenges

Strategy
Develop innovative solutions promoting:
- The development of literacy skills and learning motivation.
- The girl and her family to continue considering school access and progression important for her future;
- That girls, her families and communities know how to keep safe and healthy facing the current pandemic and other diseases, regarding hygiene care
- The prevention and mitigation of risks and negative externalities caused by the pandemic through activation of community committees and setting up contact points via telephone with the adolescents

Impact Proposal
“Mwarusi 4 School: In Touch 4 Learning”

Pilot Project Goals
1. Testing the creation of a new distance literacy model by phone and paper, through interactive and easy understanding ludic pedagogy challenges, with monitoring done by a mentor and community activation;
2. Ensure risk prevention and protection through a weekly contact with adolescents, parents and guardians and activation of the community and social and educational services for risk flagging and monitoring the return to school, when it reopens;
3. Set up a “triangle” contact point Adolescent-Mentor-Community & Services (Educational and Social) which is vital to ensure the girl’s return to school.
4. Create, adapt and encode educational contents that stimulate and develop literacy skills and motivation for learning and going to school.

Target (Pilot)
- 10 activated and empowered communities
- 1,200 7th grade adolescents
- 1,200 Families
- 120 Mentors
- 39 Young Leaders

KPI (Pilot)
- 80% of the 1,200 Adolescents linked to the programme
- Adolescents increased their literacy skills in 20%.
- In previous years:
  - 90% of the adolescents finished 7th grade;
  - 80% of the adolescents pass to Secondary Education

Impact Scope
- Pilot carried out in urban areas and peripheries, with rural characteristics
- These contents will always be useful given the upcoming instability and the future of the education system

Girls Move Academy | Response to COVID Challenges
CURRENT CONTEXT CHALLENGES

In Mozambique, only 2% of the girls finish University Education. Most Universities are located in provincial capitals and urban centres.

The universities' closure and social distancing measures:
- Create inflation which will put the girls and their families through a bigger financial vulnerability, being the girls forced to return home and assume some form of income generating activity, increasing the probability of abandonment of an otherwise promising academic and professional career;
- The financial vulnerability and isolation put these young girls under higher risk of harassment and sexual exploitation;
- The present pandemic:
  - Will increase the number of ill among the elderly and more fragile, and with this, the probability of young women having to assume the “natural” role of caregiver, making them more expose to the disease;

HIGHER RISK GROUP

Girls in the University far from home, with low financial resilience

STRATEGY

Develop innovative solutions promoting:
- The development of leadership and changemaker skills of the future Mozambican executive boards.
- The girl and her family to continue considering her academic graduation as essential to her future;
- That girls, her families and communities know how to keep safe and healthy facing the current pandemic and other diseases, regarding hygiene care
- The prevention and mitigation of risks and negative externalities caused by the pandemic through a distance mentorship from young leaders to young students.
- Develop the social capital which will allow the reinforcement of Mozambican talent, becoming increasingly prioritised.

IMPACT PROPOSAL

"TRANSFORMING UNIVERSITY EDUCATION"

PILOT PROJECT GOALS

1. Testing the creation of a new leadership and changemaking training programme:
   - With online interactive training and using social networks and means more appealing to this target group.
   - Going through a leadership and service practical experience, mentoring adolescents in risk of pregnancy/marriage and scholar dropout, with weekly phone calls to adolescents, parents and guardians and community and social services activation for signalling and respond to crisis situations
2. Ensure prevention to University dropout through a distance mentorship programme with Young Leaders;
3. Create, adapt and encode educational contents that stimulate and develop leadership and changemaking skills.

TARGET (PILOT)
- 120 University Students
- 120 Families
- 39 Young Leaders
- 1,200 7th grade adolescents
- 1,200 Families
- 10 activated and empowered communities

KPI (PILOT)
- 80% of the 1,200 Adolescents linked to the programme
- Young women increased changemaker skills on average 20%.
- 70% of the 120 young women remain and improve in University;

IMPACT SCOPE
- Pilot carried out with University Students in the municipality of Nampula
- A solution replicable at a national level
CURRENT CONTEXT CHALLENGES

In Mozambique, 62.9% of the population lives below the poverty line and 33.4% of the population lives in cities. Fragile Health System and presenting difficulties facing a pandemic.

The social distancing and shutting down of multiple services, industries and economic activities:

- Create inflation which will put Mozambican families through a bigger financial vulnerability (SDG 1 and 8);
- Interrupt the goods’ production and distribution chain, in particular food, increasing the food and sanitation insecurity (SDG 2 and 3);
- Raise the barrier of education access and the access to a quality education for all, specially girls. (SDG 4 and 5);
- Interrupt energy and water production and distribution chains, weakening the functioning of basic services such as health and education; and difficult most of the production activities (SDG 6 and 7).
- Put all the economic, social, political efforts and even the social awareness focused on responding to the pandemic, sending the climate changes challenge to the background;

HIGHER RISK GROUP

Urban population living in vulnerable neighbourhoods with high population density.

STRATEGY

Develop innovative solutions promoting:

- The leadership and participation in the decision-making process of the Mozambican feminine talent
- The usage of collaboration vs competition in order to find innovative responses to existing, local, global and systemic challenges
- The development of changemaking and entrepreneur skills in the new generation of Mozambican leaders
- The community resilience facing pandemics and climate changes;
- The prevention and mitigation of risks and negative externalities caused by the pandemic through activation of solutions by impact teams in the communities
- The community involvement and integration of its needs in concrete actions

IMPACT PROPOSAL

"CHANGEMAKER LAB: SOLUTIONS GENERATOR"

PILOT PROJECT GOALS

1. Test the creation of a new collaborative and inspiring model of: mapping, ideation, design and prototyping of innovative solutions for complex challenges, through a programme unlocking the talent of young leaders and aligning the private sector in the response to specific social problems.
2. Create, adapt and encode contents that stimulate and develop leadership, changemaking and entrepreneur skills.
3. Respond to the needs of the communities where the prototypes will be tested;
4. Develop the resilience of these communities, involving them in the solution conception process.
5. Align the private sector purpose with the response to complex social challenges.

TARGET (PILOT)

- 39 Young Leaders
- 10 Communities
- 1.200 Families
- Private Sector operating in Mozambique

KPI (PILOT)

- 39 Young Leaders increase on average 20% their changemaking and entrepreneur skills
- 10 communities with higher resilience in response to crisis
- 1.200 benefit innovative solutions responding to specific problems
- 5 companies committed to the creation of positive impact in Mozambique

IMPACT SCOPE

- Prototype solutions tested in urban neighbourhoods and peripheries
- Collaborative Model possible to replicate and direct towards any challenge
- Solutions replicable at a national level
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