



UNITED NATIONS
TRANSFORMING
EDUCATION
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Knowledge hub

Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

Unblocking Girls' & Women education and opportunities through models of reference (sisterhood and intergenerational mentorship methodology)

2. Country or countries where the practice is implemented *

Mozambique, and replicating/upscaling the methodology globally (140 countries represented worldwide young changemaker women) through the new Global Program - MOVHERS

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

Girl MOVE Academy

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

Girls; Adolescent girls; Gender equality; Education access; Equal opportunities; Innovative methodology/approach; Leadership; Participation; New generation; Sisterhood circles; female movement ; Sustainable Development Goals; Youth participation; Peace & Justice

6. What makes it a best practice? *

Girl MOVE Academy's approach is focused on breaking gender inequality patterns by in-powering and introducing new female reference models into the educational, society and economic 'system' – opening new paths and opportunities for girls and women across generations. The methodology is implemented through circles that potentiate new models and nurture them, promoting and elevating a movement of female leaders and changemakers across generations – creating the basis for a virtuous systemic change. It is an Innovative Intergenerational Mentorship recognized by UNESCO (<https://www.unesco.org/en/articles/supportive-sisterhood-creates-education-and-leadership-opportunities-girls-mozambique>) & Ashoka (<https://www.ashoka.org/pt-pt/fellow/alexandra-machado>).

Description of the best practice

7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? *

Girl MOVE Academy is a Leadership Academy that creates disruptive models of education to amplify talent, raise gender equality and promote sustainable transformation.

Mozambique is one of the poorest countries in the world and it's still affected today by very high levels of school dropouts in basic and secondary school, as well as lack of opportunities for young women to participate actively in society. For adolescent girls the ratio of early marriage/union and pregnancy are high. As women participation & leadership is still limited. The perpetuation of these evidences drag girls and women into a cycle of planned poverty, limiting their potential and opportunities to actively contribute to its country's development.

Girl MOVE Academy's approach is focused on breaking these gender inequality patterns by in-powering and introducing new female reference models into the educational, society and economic 'system' – opening new paths and opportunities for girls and women across generations. Girl MOVE aim to be part of the solution of an identified problem: "girl and women don't have equal opportunities to access education and full active participation in society". It's through intergenerational mentorship circles that young women and girls connect, empower and inspire each other, so together they can build a better world.

Over the last 8 years, Girl MOVE Academy has been inverting school dropout and child marriage by elevating and activating young women as new leadership role models for adolescent girls through mentorships and sisterhood circles. Girl MOVE believes on the Girl Multiplying Effect "An extra year of high school increases possible girls' salaries of + 25% - which reinvest 90% in the needs of their families" (UNFPA, UNICEF, Co-Chairs of the United Nations Adolescent Girls Task Force, 2011) and is working to promote it.

Girl MOVE intervention approach follow the next steps:

- Activate and introduce new female models of reference.
- Identify and activate young women graduated or university students as new role models for girls.
- Connect these young women with vulnerable adolescent girls through intergenerational circles to inspire them to keep in school.
- Elevate the leadership potential and drive of these young women to activate a new generation of female changemakers to actively participate in decision forums.

8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation? *

Girl MOVE approach has been implemented in Mozambique in the last 8 years, however the pandemic brought the opportunity to disseminate the methodology through a digital ecosystem, which is also happening since 2020.

Girl MOVE is focused on gender inequality barrier specially on high school dropout from basic to secondary education (coinciding with a critical stage of development - puberty leads girls to be victims of social and family pressure to assume adult lives before their childhood ends). The intentionality of the circle is to keep girls in school and avoid child marriage, as also to activate young women to actively participate. Girl MOVE also promote the new reference models to unlock paths: young women from university and graduated that can inspire adolescent girls and become leaders.

The model works by phases, as described:

1. Map and select young women with potential to become leaders and role models (in universities, communities, organizations, etc.);
2. Prepare, inspire and mentor these new models of reference to mentor and inspire adolescent girls though storytelling and contents;
3. Create intergenerational sisterhood and mentorship circles where both targets can connect, share and mutual inspire;
4. Let these young women inspire the adolescent girls to keep their education path and at the same time be inspired by theses vulnerable girls to pursue their drive to impact their own communities;
5. Activate e prepare these girls and young women to further replicate the circles and keep the movement alive within the communities.

In parallel, activate and elevate their talent and leadership potential though training programs, social innovation tools and inspiring contents.

Girl MOVE Academy is an inspiring academy, designed respecting Mozambican techniques and details, incorporating sustainable methods and materials. A place that promotes the training and development of our students, but also works as a safe space open to the surrounding community. Girl MOVE has permanent academic, management and implementing teams which are working daily to develop the programs and adapt them to the grassroots reality and circumstances. Finally, as Girl MOVE think that the adolescent girls are part of this solution, they are also involved in all over the process.

Girl MOVE is endowed each year with an impact philanthropy investment, which allows for operational and programmatic base running costs. To ensure programmatic excellence we look for new investors, essentially from the private sector, who recognize the relevance of investing in African talent and leadership. Lastly, part of the funds come from bilateral, multilateral donors or non-profit sector actors, such as Foundations or other larger organizations. These funds are mainly

used to allow for the prototyping and piloting of innovative methodologies, in the different programs.

9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? *

Girl MOVE Academy approach was distinguished in 2021 by UNESCO Prize for Advancing Girls' and Women's Education by its's innovative and effective methodology promoting education and female leadership in Mozambique.

Girl MOVE methodology key success factors are:

- Target and circles' intentionality clearly defined.
- KPIs and monitoring and evaluation implemented.
- Selection and preparation of reference models and contents delivered aligned with the circles' intentionality.
- Storytelling and testimonials as key aspects to create strong relationships between both targets.
- Partnerships with universities and organizations to mobilize girls and resources for the program.

Over the past 8 years, Girl MOVE has impacted +10.000 girls and young women in Mozambique.

The achievements regarding school dropout and early union and pregnancy are very good:

88% school transition from primary to secondary education (vs 30% national stats).

<2% child marriage and early pregnancy (vs 41.5% province average).

90% young women evolve in their professional career and impact path.

As each new intergeneration circle is created, an organic and virtuous movement of female leaders and changemakers is being built to create positive and systemic change across different generations.

As an Academy we lead and education and mentorship by role model movement. This means we strive to be on the forefront on new methodologies, always aiming to improve the way in which we address social challenges. Girl's MOVE strength is the permanent academic, management and implementing teams which are working on a daily basis to develop the programs and adapt them to the grassroots reality and circumstances. Girl MOVE is permanently learning, questioning and co-creating with mentors, companies, partners and our community.

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? *

The implementation process of the methodology is a learning process itself and at Girl Move we always try to adapt the processes to the context changes.

A key triggers for transformation we believe that is important to consider:

- The needs assessment of the girl's key moment during their life, such as the transition moment to secondary school because of the high dropout school and the university frequency, which is the moment that these girls will start their professional careers.
- The credibility of Girl Move in context, as we are an recognized organization in the country and in the community. Girl Move created a strong and a trust bond with schools, parents, community, etc.
- The reliable approach because it was tested and adapted. The UNESCO prize reinforced the reputation and allowed the coding process to replicate it in other contexts.

Girl Move approach is implemented in a presential format, which works well. It gives us tools to develop the processes and allow the proximity with the communities. The methodology is fully incorporated in Girl Move operations in such way that is implemented with the permanent teams. A multidisciplinar, multicultural and large experience field team and leadership team with proven positive achievements on activating talent and innovation for change. A supportive network of stakeholders (+50 companies / universities / start ups / cooperations) recognizing the methodology and positive impact of the approach.

About the aspects that doesn't work, it is important refer that sometimes the context forces the change or adaptation of the contents , highlighted as a success case by Population Council. This was specifically difficult with Covid-19 pandemic, because of the limitation to attend school and the raising of illiteracy rates, which oblige Girl Move to create new contents to allow the successfully implementation of the methodology.

11. Conclusions (250 words)

Please describe why may this intervention be considered a "best practice".

What recommendations can be made for those intending to adopt the documented "best practice" or how can it help people working on the same issue(s)? *

Girl Move's methodology was distinguished in 2021 by UNESCO Prize for Advancing Girls' and Women's Education by its innovative and effective methodology promoting education and female leadership in Mozambique. The results are very good, the methodology was tested, adapted, and continue to have cumulative outcomes.

For people working on the same issue(s) we truly believe it is important follow some steps and guarantee some key information, such as:

- Context Research and Capability to Adapt to Change: Spend time with the needs assessment, identifying key moments, verifying the transition moments of each context (years of transition, etc.) and identify the "role models" girls.
- Team Talent Activation - make the best of the diversity of the teams engaged, close connection with field and mission - always go back to reason why to validate your actions/decisions.
- Community Engagement - the programs and activities must take into account the communities needs and priorities promoting always a collaborative approach that will contribute long term success results.

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the "best practice" for those who may be interested in knowing how the results benefited the beneficiary group/s. *

- <https://www.youtube.com/watch?v=tGFzv4JtngM>
- <https://www.youtube.com/watch?v=O-Gp4RNGMWA>
- https://www.youtube.com/watch?v=Et_FJh5VtP8
- <https://www.youtube.com/watch?v=Lcv2Yrxq8Y0&t=13s>