

Young Love Connecting young Africans with life-saving information.

I. Executive Summary

A. Our Mission

Millions of young girls in Africa are never taught crucial facts about HIV/AIDS, such as the risks associated with intergenerational sex and multiple concurrent partnerships. Yet, many programs and materials which deliver such information exist. We bridge the gap. We connect young Africans to proven, life-saving HIV education.

B. The Problem

In 2009, 22.5 million people living in sub-Saharan Africa had HIV – comprising over 68% of the global HIV epidemic.¹ Education is a powerful tool for combatting the spread of HIV. However, many youth in sub-Saharan Africa aren't getting the education they deserve. One study showed that around 80% of African teens wanted sexual health education, but fewer than half ever received it, either because they didn't attend school or because sexual education classes weren't offered.² Even for students who go to class, many sexual health programs don't work. Kenya's national abstinence program, for example, *increased* HIV rates by linking marriage with safety, which led to earlier marriages and a rise in unprotected sex. To this end, there is a need for finding and disseminating HIV education programs that work.

C. The Solution

We use a four-pronged approach to connect youth to life-saving information about HIV. First, we find HIV education programs that work. Second, we centralize materials from effective programs on our website (a soft launch has been prepared for the D-Prize competition and is available here: <http://www.younglove.com/>) and at our headquarters in Gaborone, Botswana. We make these materials attractive, accessible and easy-to-use. Third, we disseminate. This is our expertise. We use four central approaches for effective dissemination: (1) Top Down (2) Grass Roots (3) Mass Media and (4) Institutional. Finally, we measure impact by making HIV surveys and assessments available and helping to administer them.

D. Our Pilot: Sugar Daddies in Botswana

We find and distribute HIV education programs that work. We're starting in the country that needs it most: Botswana. In Botswana, 9.7 percent of teenage girls are pregnant and in 2011, over 23.4% of adults were infected with HIV/AIDS, the 2nd highest rate in the world.^{3,4} Despite numerous condom programs, free antiretroviral drugs, national curricula emphasizing abstinence and other efforts to curb the spread of HIV, the disease remains pervasive.

Amidst a pool of ineffective programs, Young Love, with D-Prize's support, has identified a program that works: A randomized controlled trial in Kenya found informing girls about the dangers associated with "sugar daddies" reduced teen pregnancy by over 60% with older men.⁵ The program worked because young girls previously thought older men were stable, mature and safe – yet in reality older men have had more years to contract HIV and, probabilistically, are much riskier. Merely correcting this misinformation empowered girls to say "no" to unprotected sex or substitute for younger partners. The program was simple: a short 20-minute DVD and a 30-minute workshop. To this end, we've accomplished phase 1: we've found a program that works.

Next is phase 2. We centralize the material from this proven program on our website (www.younglove.com) and in our headquarters in Gaborone. This will be followed by the third, and arguably most critical, phase: dissemination. We plan to scale the sugar daddy material across Botswana, starting in Gaborone and selected villages. The dissemination will be broken into four parts. (1) Top-down (2) Grass Roots (3) Mass Media and (4) Institutional. We

¹ http://www.unaids.org/documents/20101123_FS_SSA_em_en.pdf

² <https://www.gutmacher.org/pubs/gpr/10/3/gpr100302.html>

³ United Nations Population Fund. http://botswana.unfpa.org/2013/07/22/7423/teenage_pregnancy_high_in_schools/

⁴ UNICEF. http://www.unicef.org/infobycountry/botswana_statistics.html

⁵ Dupas, Pascaline (2006), "Relative Risks and the Market for Sex: Teenagers, Sugar Daddies and HIV in Kenya," www.povertyactionlab.org.

plan to reach 200 schools between March-May, 2014. At the end of the pilot, we will engage in the fourth and final phase, evaluating our efforts by deploying surveys and assessments to demonstrate measurable impact.

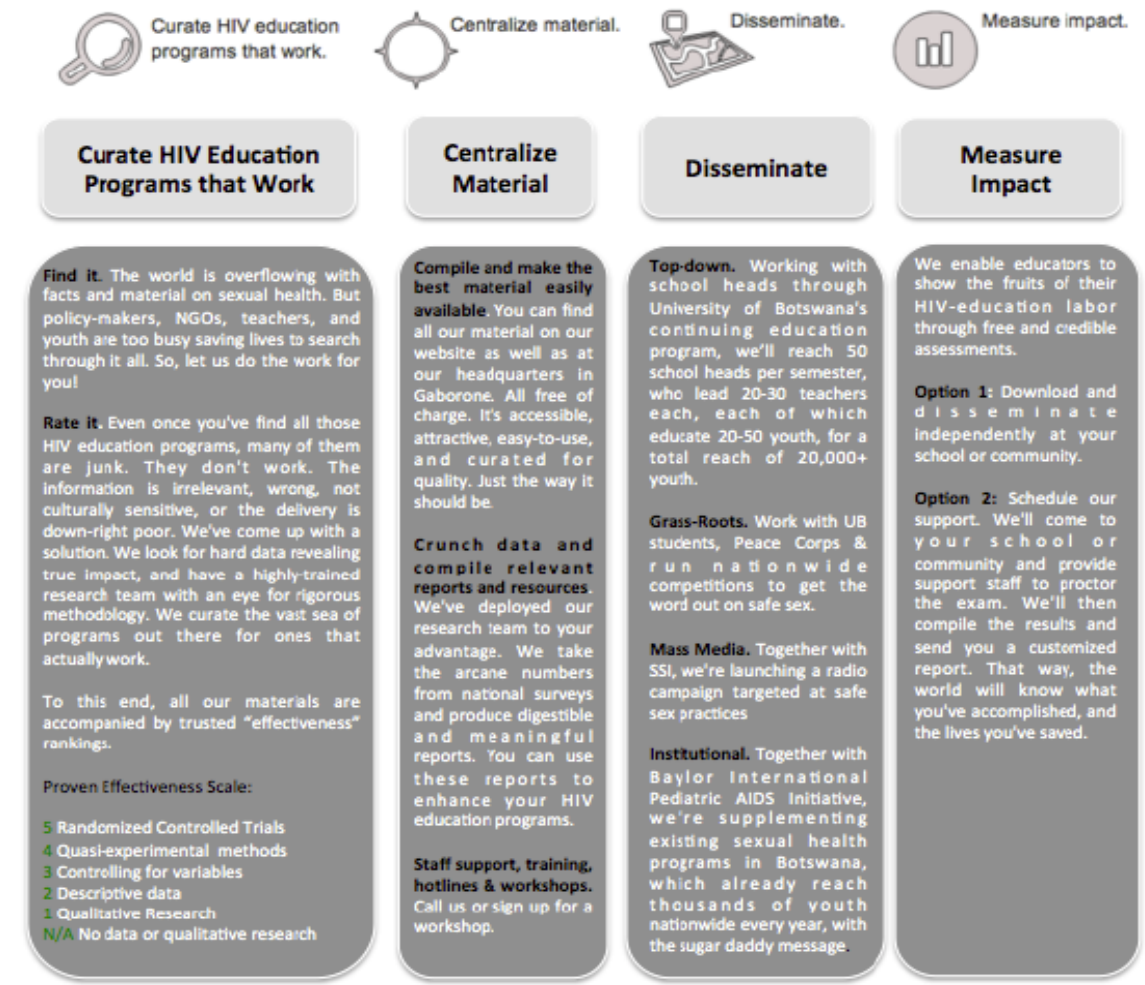
E. Our Future: Sugar Daddies and Beyond

If our pilot is successful, we aim to scale the sugar-daddy message nationwide, reaching over 150,000 youth across Botswana. Our goal is to curb teen pregnancy, bringing the national rate below 5%. We aim to come a giant step closer to eradicating the spread of HIV. If our four-pronged approach proves successful (curate HIV education programs that work → centralize them → disseminate → measure impact), we aim to expand beyond the sugar daddy message. In this way, we can utilize our distribution model to scale all HIV education programs that work, empowering young Africans with the life-saving information they deserve.

II. Social venture Plan

Our social venture plan involves a four-pronged approach with a focus on dissemination. The figure below depicts an overview of our nonprofit model. We explain this model in depth on the next page.

A. Operational Nonprofit Model



1. Curate HIV Education Programs that work. The world is overflowing with facts and material on sexual health. But policy-makers, NGOs, teachers, and youth are too busy saving lives to search through it all. Young love aims to fill this void by sourcing and sifting through the plethora of programs out there. However, even when we find HIV education programs, many of them are junk. They don't work. The information is irrelevant, wrong, not culturally sensitive, or the delivery is poor. We've come up with a solution. We look for hard data revealing true impact, and have a highly trained research team with an eye for rigorous methodology. We curate

the vast sea of programs out there for ones that actually *work*. We draw from rigorous evaluations conducted by the MIT Abdul Latif Jameel Poverty Action Lab, Innovations for Poverty Action, and the World Bank – reputable organizations that produce rigorous impact evaluations on poverty-reduction programs.

To this end, all of the videos in our materials section are accompanied by trusted "effectiveness" rankings. Our scale is numbered 1-5, where 5 is the highest rank attainable. The research team at Young Love reads the often complex and hard-to-access literature and produces a simple and credible scale. This scale makes it easy for educators on the ground to process and understand which programs actually work.

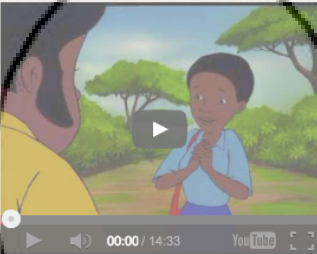


The Scale: A 5 is awarded to programs that have been evaluated through a Randomized Controlled Trial (RCT) and report intention-to-treat effects to account for attrition and selection bias. A 4 is awarded to programs that are evaluated using a quasi-experimental approach, such as regression discontinuity, instrumental variables and policy shifts or differences-in-differences estimates. A 3 is awarded to programs that make an attempt to control for variables and biases using multiple regression analysis or pseudo-control comparison sites. A 2 is awarded to programs that have any form of supporting descriptive data. A 1 is awarded to programs with an evaluation consisting largely of qualitative research. An N/A is assigned to programs that have no evaluation, data or qualitative research backing up their effectiveness.

We find the best, relevant, and most accessible HIV material. Then, we make it available to the world.

In our pilot and scale-up, we’re focusing entirely on the “sugar daddy” program. The program has high-quality material that has been shown to work through rigorous RCTs in Kenya. The dissemination of this program will serve as our focus and will provide a case study of our overall approach.

2. Centralize Material. Once we find quality and effective material, we make it available, accessible and easy-to use. To this end, we upload it to our website (www.younglove.com). Each video is accompanied by text detailing the topic, theme, effectiveness, length and a link to other resources (such as discussion guides, related activities, graphs etc.). See an image of this portal below.

Knowledge is Power. View our proven and relevant HIV/AIDS videos.

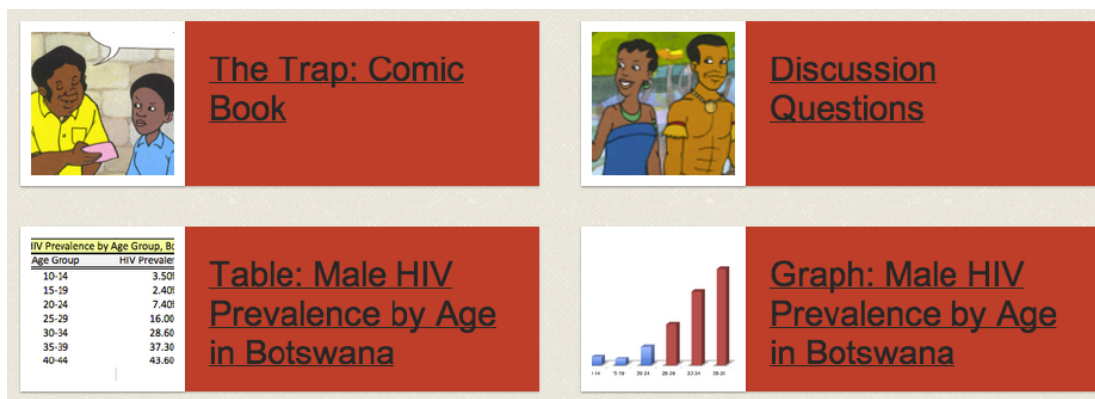
 <p>Topic: Sugar daddies Theme: Intergenerational sex Proven Effectiveness: 5 Length: 14 minutes. Resources: click here.</p>	 <p>Topic: Know your status Theme: Multiple Concurrent Partnerships Proven Effectiveness: N/A Length: 1 minute. Resources: N/A</p>	 <p>Topic: Equal Partnerships Theme: Multiple Concurrent Partnerships Proven Effectiveness: N/A Length: 1 minute. Resources: N/A</p>
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On our website, we’ve included 9 high-quality videos, from organizations such as ICS Africa, D-Prize, TeachAIDs, and the One Love campaign. All these materials are open source. We’ve spoken to the founder of TeachAIDs, Piya Sorcer, and she is excited about Young Love. She expressed great interest in our mission: “I create all this great material, but the challenge is getting it out there. Getting people to *use* it.”

We have circled the “Sugar Daddy” video since this message will be Young Love’s focus. However, we’ve included additional videos to further empower educators as well as to provide a vision for the organization we

hope to become. Once we are established, we aim to curate every effective HIV education program out there and disseminate it using a robust and fine-tuned distribution model.

In addition to making a suite of proven material, we also crunch the numbers. We’ve produced graphs from existing national HIV data in Botswana. We supplement the “sugar daddy” material and make it relevant to the Botswana context. Our suite of material includes: a sugar-daddy video, discussion questions as well as tables/charts on the prevalence of HIV/AIDS by age. These charts can be shown during workshops with students to add “umph” to the message. Below is an image of the “Sugar Daddy” suite (reached by clicking on “Resources” under the Sugar Daddy video):



In addition to centralizing quality material and making it easily accessible, Young Love has expertise in delivery. We have a Director of Curriculum and Training (DCT), who has extensive teaching experience. They will study how past programs presented material and will replicate and innovate on their approach for maximum impact. The DCT will know each video, curriculum and discussion questions inside and out. They will also accumulate knowledge and experience, as we implement the program throughout hundreds of schools.

The DCT will be in charge of training all educators on delivery and content of proven programs. The DCT will hold workshops on University of Botswana’s campus and in select villages. At these workshops, the DCT will run through a “mock” session. They will show the 14-minute sugar daddy video, distribute the discussion questions and hold a mock debate. At the end of this session, all attendees will see how to deliver the program first-hand. Then, attendees will break into groups and brainstorm how they plan to deliver the same material in their classrooms and organizations. These workshops will be held for free every month. Attendees can register on Young Love’s website. In addition, individuals can request custom workshops on a date of their choice. The DCT will then make their best effort to accommodate all requests.

On the next page is a lesson plan for a sample DCT training or workshop.

In addition, the DCT will run a hotline, which educators can call at anytime to troubleshoot delivery of programs, as well as to access materials. The DCT will direct educators to Young Love’s website and will have material loaded on a USB, enabling them to deliver material to remote villages with poor or no Internet access.

Sample Lesson Plan: Teacher Workshop



Sugar Daddies

Lesson Theme: Intergenerational Sex (55 min)

Lesson Plan

Objective:

- o Facilitate and encourage open discussion about difficult topics related to child abuse in their community, with a focus on sexual exploitation of young girls by older men
- o Empower students with the knowledge to make safer sexual choices

Learning Outcomes:

Students will be able to answer the following three central questions at the end of the lesson:

- 1) Is the risk of HIV/ AIDs infection higher with a 16-year-old male OR a 40-year-old male?
- 2) Why is this the case?
- 3) What can you do to help your community address “sugar daddies”?

Purpose: Teachers will become prepared to teach this lesson to students via a “mock” lesson, and a discussion of best teaching practices.

① Do Now: (5)

Why: Engage students immediately in the importance/relevance of today’s theme.

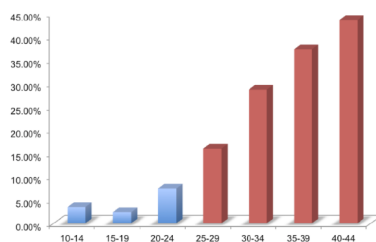
What: Teachers discuss:

- o Why is it important that students learn about the risk of intergenerational sex?
- o How can we create a safe environment for open discussion after showing statistics and a video on sugar daddies?

② The Data (Puzzle): (15)

Why: Provide clear evidence of the increased risk of HIV/AIDS of having unsafe sex with older males.

What: Provide each group with a blank graph like the one below. Then provide the bars. Split teachers into groups of 4-5. Each group has to guess where each bar falls (e.g. the prevalence of HIV by age group),. Discuss reasons for placing bars where they did. Then reveal the true graph.



After revealing the true trend, ask teachers to think about the implications :

- o Why might the risk of HIV/AIDS increase with age?
- o What can we do as a community to prevent unsafe intergenerational sex?
- o What have you seen in your community already regarding the sugar daddy phenomenon?

③ Video: (15)

Why: Generate an in-depth discussion and awareness about the sugar daddy phenomenon.

What: Show engaging, proven video about the sugar daddy phenomenon.

④ Think-Pair-Share (10)

Why: Immediately process lessons in the video in safe, small groups.

What: After watching the video teachers pair up and take turns sharing their thoughts following a lefty-righty structure (teachers go through questions):

- o Lefty (student on left) share with Righty (student on right): Who were the main characters in the story?
- o Right share with lefty: Who were the “good” and “bad” characters. Why?
- o Lefty share with Righty: What could have been the consequences if Sara had a relationship with Mbuta?
- o Right share with lefty: Do you think Mbuta’s punishment is justified?
- o Lefty share with Righty: How would you act if you were in the story?
- o Right share with lefty: How would your behavior change if you were a boy/girl/adult?

⑤ Group Discussion (10)

Why: Sharing insights gained from session and key takeaways.

What: Small groups present key thoughts to entire class. Teachers discuss best practices in delivering the material, and the importance of the sugar daddy message overall.

3. Disseminate. With material centralized, and Young Love's staff highly trained in this material, the next step is dissemination. We take a comprehensive four-pronged approach to dissemination. By tackling the HIV epidemic from all angles, we can ensure maximum impact.

- i. Top Down.** We will provide Sugar Daddy USBs, training, and curriculum to school heads. These workshops will be the same trainings organized and offered by the DCT. Noam Angrist, a co-founder of Young Love, is a lecturer in the Department of Education at the University of Botswana (UB). He spends 3-5 hours per week of face time with 50+ school heads every semester. By providing principals with critical information, and encouraging its dissemination, the potential for impact is enormous. Each principal manages 20-30 teachers, which in turn teach 20-50 students. Through this channel, we can reach 20,000-75,000 students in just one implementation cycle. This reach is national. The principals pursuing continuing education at UB come from all corners of Botswana, including Maun, Francistown, Mochudi, Gaborone and more. Furthermore, this Top Down approach is sustainable. Once a teacher is trained, they will be adept at delivering the material for many years. Thus, many cohorts of students will benefit. This same logic holds true further up the chain: one principal can affect multiple cohorts of teachers. Thus, concentrating dissemination at the top can yield enormous and cost-effective outcomes. As an added accountability measure, we plan to institute random visits to schools nationwide. These school visits will be managed by the Director of Curriculum and Training (DCT) and a staff in charge of coordinating the top down distribution arm. This will ensure that principals are delivering HIV risk information down the chain.

Furthermore, we have developed cost-effective incentives to ensure sugar daddy information is transferred. These include free and credible assessments that measure HIV knowledge. Young Love will pull from existing sources, such as the World Bank, UNICEF, and our own research team to make these assessments available on our website. By providing this service, Young Love will enable school heads to "show off" how much their students have learned. Since much funding and school-prestige is derived from evidence on HIV-related progress -- especially in Botswana where the government is fiercely trying to eradicate HIV -- this will provide a huge incentive for school heads to deliver the "sugar daddy" message down the chain. That way, they can demonstrate progress on our assessments. To facilitate this process, we have a Director of Research (DOR) who will design, proctor and monitor assessment. Schools can request a DOR-proctored exam. The DOR will then compile results and send reports to schools. This will save them time, energy and leave assessment in the hands of the experts.

Thus, random spot checks and HIV assessments provide an accountability and incentive structure. In this way, we can ensure that school heads will pay the sugar daddy message forward. Using this top down method, our goal is to reach 20,000-75,000 students throughout Botswana.

- ii. Grass Roots.** We will enlist UB's Young Women's Leadership Club (YWLC) to lead Sugar Daddy after-school and in-school enrichment programs in Gaborone. The YWLC provides an ideal vehicle for a grass-roots sugar daddy campaign. Its 20+ membership is comprised of empowered female Motswana students at UB who are motivated, highly capable, and relatable role models for young girls. They've been through the same struggles and triumphs. Thus, not only can the YWLC deliver the sugar daddy message, their message will *have traction*. In addition, the U.S. Embassy will partially support the YWLC campaign. Brenda Duverce, co-founder of Young Love, has deep ties with the YWLC and the U.S. Embassy. She recently ran a campus-wide Gender-Based Violence (GBV) event joint with the YWLC and the U.S. Embassy, with the Ambassador as a Keynote speaker. Thus, we have already seen YWLC deliver effective grass roots campaigns. They are now excited to devote their energies to the sugar daddy campaign. Finally, the Centre for HIV and AIDS Research at UB has pledged their support, including materials, training and advice/expertise in helping the YWLC roll out the campaign.

In addition, we have partnered with Westwood High School. Westwood is a private school in Gaborone. We've recruited around 20 local high school students to help disseminate the sugar daddy message. Both Brenda and Noam have worked with these students on a project with UNICEF and the Ministry of Education in Botswana. These students are motivated, and are experienced surveyors (for said project). What's more, these students are primed to have the most traction of all. Significant research shows that peer education is one of the most effective avenues of communication with adolescents. By leveraging young role models, the sugar daddy message will achieve maximum resonance with Botswana youth.

As an important note: schools in Botswana have a class called "Moral Education." This class is dedicated to enriching ethics, health and, in particular, HIV awareness. We plan to administer grassroots campaigns

during Moral Education. In this way, we will utilize the existing school infrastructure to ensure the sugar daddy message is delivered far and wide.

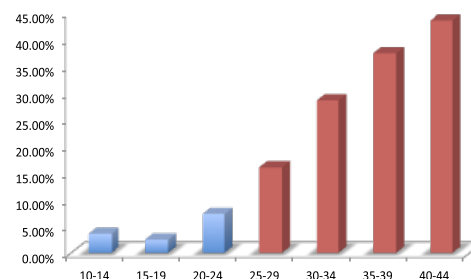
- iii. **Mass Media.** We will include “Sugar Daddy” messaging in nationwide radio broadcasts. This approach will have the widest reach of all. The use of radio and well-known DJs – such as Scar, who we are already connected with -- will add a novel pop-culture element to the campaign, making youth receptive to it. We believe this approach, coupled with intensive grass roots and top-down instruction, will lead to massive uptake of the Sugar Daddy message. We have already partnered with Stepping Stones International (SSI), one of the largest NGOs in Botswana, to put this plan into action. SSI is rolling out a radio campaign on HIV/AIDS prevention in the spring of 2014. After a few preliminary talks with us, they are eager to include specific “sugar daddy” messaging. With support from D-Prize, we could create materials, a cogent message, and branding to roll out the message across Botswana’s airwaves. This approach, in addition to covering a large swath of the population and being enshrined by a “cool” radio effect, is also extremely cost-effective. One message on one airing can reach 100,000+ Batswana. For those who are also exposed to grass roots or top-down messaging, the message will be further internalized.

In addition to radio, we have partnered with Arts For Change, a local NGO in Gaborone. Arts For Change has expressed large interest in painting murals illustrating “sugar daddy” messages. With support from D-Prize, we could provide Arts For Change with supplementary supplies to deliver our message in a powerful, visual and very public way.

Finally, we aim to launch a Facebook campaign linked to our website. While websites are rare in Botswana (another add-value of Young Love – we have an aesthetic and functional site) Facebook is pervasive. For example, the Botswana Student Network page has 43,035 likes. Botswana’s entire population is 2 million. If you consider that less than a quarter of those people are student-aged and that many live in rural villages, Facebook has an enormous following. Thus, a Facebook campaign which markets information from our website is likely to have very large reach.

- iv. **Institutional.** We plan to deliver sugar daddy messaging in partnership with the Baylor International Pediatrics AIDS Initiative. Baylor has one of the largest clinics in Gaborone with over 2,000 patients. Baylor also has 7 sites across Botswana where it reaches almost 1,000 youth outside of the capital. Currently, programming includes discussions about multiple concurrent partnerships (MCP), intergenerational sex and correct condom usage. We plan to capitalize on Baylor’s network and existing curriculum (<http://www.k4health.org/toolkits/alhiv/botswana-teen-club-life-skills-curriculum>), and supplement it with specific sugar daddy messages and the approach used in Kenya. For example, Baylor’s current program does not specifically outline the numeric HIV risks associated with each age group. We plan to incorporate this in, and make it specific to the Botswana context (see graph above).⁶ We believe this institutional approach could have the largest impact of all. Baylor has 10+ years of experience running enrichment programs in Botswana. They also have a network of students and staff devoted to the project. All they need are the right resources and guidance to roll out the campaign. We’ve already spoken with Baylor about D-Prize and they’ve expressed serious interest in expanding beyond the clinic and rolling out our specific sugar daddy campaign throughout schools in Gaborone. They further want to link this message with MCP, since often MCP occurs with older men. According to one study done in Botswana, 45% of men aged 18-49 reported having more than one partner in the last 12 months.⁷ In fact, the focus on sticking to *one partner* of the *same age* motivated our name: “Young Love,” where the number “1” replaces the letter “l” in love. Were we to advance in the D-Prize competition, we would be able to devote the funds to materials, training, transportation (minimal, since we’ll remain within Gaborone in the trial phase), and R&D to evaluate our impact. Baylor would provide expertise, networks, and 4-6 devoted staff. By partnering with institutions like Baylor, we can take advantage of *existing* education programs, which already reach thousands of children, and supplement their content with messages and material that have been shown to work. This approach is scalable, feasible, and effective.

Male HIV Prevalence Rate by Age, Botswana



⁶ data source: <http://www.naca.gov.bw/sites/default/files/The%20National%20Response%20to%20HIV%20and%20AIDS%20Information%20Package.pdf>

⁷ <http://www.naca.gov.bw/sites/default/files/Survey%20reports/MKGB%20LS%20report.final.complete.pdf>

- v. **Measure Impact.** Our final phase involves measuring impact. We make standardized and credible assessments available on our website. In addition, we administer these assessments on-site. Our Director of Research (DOR) finds, designs, proctors and compiles these assessments. This saves schools and communities’ time, cost and leaves evaluation to the experts.

We have in-depth experience identifying and creating such assessments. Noam has worked for numerous premier research organizations, including the World Bank, MIT, The White House and J-PAL designing measurement tools. Furthermore, Brenda and Noam have designed tools in Botswana. We’ve worked with UNICEF and the Ministry of Education as the leads on survey design, implementation and data collection to assess vulnerable youth, including HIV risk, in Old Naledi, Klokweg and Gaborone at large.

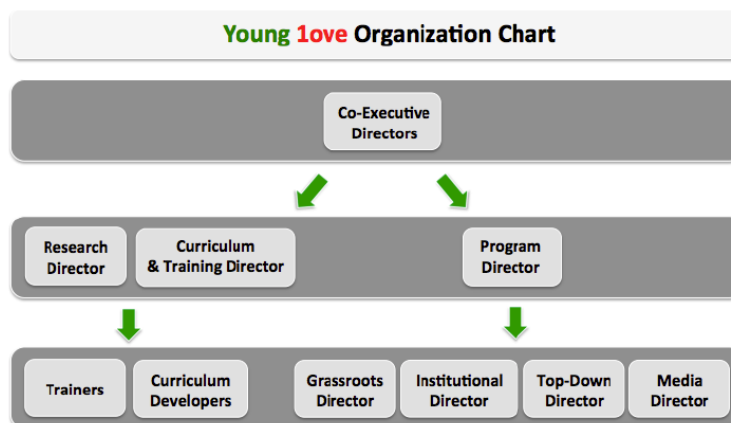
By measuring impact, we will empower communities to showcase their HIV knowledge – a valuable commodity in Botswana and the world over. Much government funding and local status is linked to progress made with regards to HIV. Thus, measuring impact is a key piece of the puzzle. Moreover, true to our mission, impact assessment will ensure Young Love is making a meaningful difference.

Summary

Young Love is focused, impactful, cost-effective and scalable. We are not aiming to create new programs – rather we find ones that already work but haven’t spread the way they should. That’s where we step in. We scale proven messages and material in countries where our four-winged distribution model has been tried and tested. Our approach to distribution is cheap and sure to succeed. We train school heads, with a scale factor of over 100, as they train teachers who in turn teach students. We mobilize peer role models to teach during existing moral education in schools. We infuse effective messages into radio campaigns, Facebook and community murals. And we infuse our message into existing institutions’ HIV outreach programs. Essentially, we are the cheerleaders, distributors and trainers for HIV educations programs that work. We focus on the sugar daddy message. It works and is already centralized on our easy-to-use website (www.youngLove.com). We’re working in Botswana, where we’re based and where the HIV epidemic is in the greatest need of effective intervention. Young Love is the link in a broken chain between programs and people. A link is inexpensive, but makes all the difference.

B. The Team

The Young Love Team currently consist of 6 members: Noam Angrist; Brenda Duverce (Co-Executive Directors); Unami Moatswi (Program Director), Ndapiwa Joel and Moitshepi Matsheng (Curriculum & Training Directors) and Sello Moyo (Research Director). Below is our organization chart.



Our team is highly qualified. Sello is a graduate student in the University of Botswana’s education department. He has experience conducting independent research and is well connected in the academic world of Botswana. Ndapiwa runs Baylor International Pediatric AIDS Initiative’s outreach programs part-time. She is well versed in designing and running HIV education trainings and workshops. Moitshepi is a third-year law student at UB. She is already a passionate advocate for female empowerment. Her life’s goal is to empower young girls in

Botswana to make smart and healthy life choices, including, above all, safe sex. Unami is a leader in the Young Women's Leadership Club at UB. She is well connected at the grassroots level and a charismatic force of nature. All team members are excited to volunteer their time, with the hope that Young Love will take off. If it does, they have committed to making Young Love their full-time pursuit. Moreover, Sello, Ndapiwa, Moitshepi and Unami are Motswana and plan to stay in Botswana for good. They envision running Young Love into the distant future.

Thus, we already have our first two organizational layers. This will be our dream-team for the pilot and the first year of growth. Thereafter, we aim to expand and include a third layer, so that our Research Director has a staff to deploy to help scale up assessment and crunch the numbers coming in; so the Curriculum & Trainer Director has support staff to help hold larger and more workshops; and so the Program Director can delegate partnerships and logistics by each dissemination arm. We plan to apply for the Botswana National Internship Program, which funds young professionals to work in the private sector and with NGOs. In this way, we can obtain cost-effective and quality support. By building a local team, we aim to scale effectively and swiftly.

C. Location of pilot

Gaborone is the capital and largest city in Botswana with a population size of almost 250,000 people, which is over 10% of the total population.⁸ The HIV epidemic is concentrated in the city: everyone is linked and youth are particularly sexually active. Furthermore, young women often come to the city in search of financially stable sugar daddies. Thus, a pilot in Gaborone will serve our exact target audience. Moreover, Gaborone has the highest concentration of schools and houses University of Botswana's continuing education program – both key pieces of our dissemination infrastructure. A pilot in Gaborone is highly feasible. Brenda and I reside in Gaborone, and many of our partners operate in the city, including government organizations, Baylor, and the University of Botswana.

We have already secured workshops at the following locations for March. Below we outline them, followed by participants reached, and our contact name.

- University of Botswana's continuing education program | 50 School Heads | Noam Angrist
- University of Botswana Sociology Department | 100 Students | Camden Behrens
- University of Botswana's Young Women's Leadership Club | 20 leaders, 300+ students | Unami
- Westwood International High School | 100-300 students | Bronwyn
- Stepping Stones International | 200 orphaned/vulnerable youth | Lila Pavey
- Baylor International Pediatric AIDS Initiative | 600 adolescents | Ndapiwa Joel
- Botswana Council of Churches | 50 low-income youth | Nontombi Gungqisa

In addition, though our focus is Gaborone, we plan to leverage two Peace Corps contacts to roll out trial sugar daddy programs in remote villages:

- Peace Corps | 100 young village girls | Hannah Neo
- Peace Corps | 250-500 young village girls | Ketnie

These villages are located in Sefophe and Dutwle, which are rural areas that have Peace Corps volunteers who agreed to introduce our curriculum in their villages. Sefophe is an hour away from the mining town Selebi-Phikwe, which has a HIV prevalence of 26.5%.⁹ Dutwle is in the Kweneng District with a HIV prevalence of 16.7%. In each village, there are less than 10,000 people, but each Peace Corps volunteer (PCV) explained the need to address intergenerational and transactional sex issues within their village. Ketnie, the PCV in Sefophe is working in a health clinic and has started a youth organization in her village. Hannah, the PCV in Dutwle works as a guidance counselor in her village school.

In addition to our already secured workshops, if we succeed in the D-Prize competition, we plan to confirm workshops with over 200 schools for our 3-month pilot. We have obtained a list of primary and secondary

⁸Botswana Population and Housing Census (2011)

http://www.cso.gov.bw/templates/cso/file/File/Population%20of%20Towns%20and%20Villages%20_2011%20PHC_%20Jun%204%202012..pdf

schools from the Ministry of Education and The Southern and Eastern Africa Consortium for Monitoring Educational Quality. This list contains schools names, address, location, types of school, telephone numbers, fax information and region. Backed by the Ministry of Education and UB, we are confident we can contact and work with all schools. Below is a sample of our larger list.

SCHOOL	ADDRESS	LOCATION	TYPE	REG. NO	REG. YEAR	TELEPHONE	FAX	ENROLMENT	AREA
AL-NUR	BOX 78	GABORONE	PRIVATE	E5 / 14 / 107	1992	3903984	3972905		North Inspectoral
BOIKHUTSO	BOX 40904	GABORONE	PUBLIC	E5 / 12 / 14	1981	392895			North Inspectoral
BOITUMELO	BOX 401523	GABORONE	PUBLIC	E5 / 6 / 7	1970	3928881			North Inspectoral
BOSELE	BOX 1148	GABORONE	PUBLIC	E5 / 10 / 10	1978	3912806			North Inspectoral
BOTLHALE	BOX 2187	GABORONE	PRIVATE	E5 / 14 / 113	1993	3162307	3162309		North Inspectoral
BROADHURST	BAG 114	GABORONE	PRIVATE	E5 / 14 / 61	1982	3971221	3907987		North Inspectoral
IKAGENG	BOX 40694	GABORONE	PUBLIC	E5 / 10 / 17	1982	3927479			North Inspectoral
KHYBER	BOX 1649	GABORONE	PRIVATE	E5 / 10 / 102	1991	561289	561290		North Inspectoral
LEDUMANG	BAG BR 36	GABORONE	PUBLIC	E5 / 10 / 25	1982	3927331			North Inspectoral
NOTWANE	BAG 40736	GABORONE	PUBLIC	E5 / 10 / 15	1982	3972898			North Inspectoral
PHAKALANE	BAG BR 307	PHAKALANE	PRIVATE	E5 / 14 / 104	1991	3907010	3930750		North Inspectoral
SEGODITSHANE	BOX 2022	GABORONE	PUBLIC	E5 / 10 / 13	1981	3914771			North Inspectoral
TAUNG	BOX 40469	GABORONE	PUBLIC	E5 / 10 / 18	1982	3972512			North Inspectoral
TSHOLOFELO	BOX 40860	GABORONE	PUBLIC	E5 / 10 / 16	1982	3927187			North Inspectoral
TSOGANG	BOX 195	GABORONE	PUBLIC	E5 / 10 / 20	1982	3927470			North Inspectoral
PHILLIP MOSHOTLE	P/Bag 00436	GABORONE	PUBLIC	E5 / 10 / 31	2003	3500578			North Inspectoral
BAOBAB	BAG 00308	GABORONE WEST	PRIVATE	E5 / 14 / 100	1990	3923397	3923791	554	West Inspectoral
MOPHANE	BAG 0089	GABORONE WEST	PUBLIC	E5 / 10 / 30	2001	3913450		1041	West Inspectoral
BOPHIRIMA	BOX 69	GABORONE WEST	PUBLIC	E5/10/23	1987	3923790		701	West Inspectoral
BOSWA	BAG 0089	GABORONE WEST	PUBLIC	E5 / 10 / 28	1995	3914879	3914879	950	West Inspectoral
DIPHETOGO	BOX 69	GABORONE WEST	PUBLIC	E5 / 10 / 25	1989	3923507		821	West Inspectoral
GALALETSA	BAG 0089	GABORONE WEST	PUBLIC	E5 / 10 / 27	1982	3924973		794	West Inspectoral
HILLCREST	BOX 20541	GABORONE WEST	PRIVATE	E5 / 14 / 106	1992	582144	3182576	662	West Inspectoral
ITUMELENG	C/O BOX 69	GABORONE WEST	PUBLIC	E5 / 10 / 29	1995	3951329		618	West Inspectoral
KHUDUGA	BOX 69	GABORONE WEST	PUBLIC	E5 / 10 / 22	1986	3923897		597	West Inspectoral
MASA	BAG 0089	GABORONE WEST	PUBLIC	E5 / 10 / 26	1992	3924974	3924974	1024	West Inspectoral
RAINBOW	BOX 2316	GABORONE WEST	PRIVATE	E5 / 14 / 103	1991	3902001	3902003	451	West Inspectoral
TLHABOLOGO	BOX 40451	GABORONE WEST	PUBLIC	E5 / 10 / 19	1982	3923709		934	West Inspectoral
WESTWOOD	BOX 2446	GABORONE WEST	PUBLIC	E5 / 14 / 94	1988	3906736	3907634	331	West Inspectoral
LETLHABILE		GABORONE WEST	PRIVATE					361	West Inspectoral
BEN THEMA	BOX 1036	GABORONE	PUBLIC	E5 / 10 / 6	1975	3953728			South Inspectoral
BONTLENG	BOX 84	GABORONE	PUBLIC	E5 / 10 / 24	1967	3952052			South Inspectoral
CAMP	BOX 10011	GABORONE	PUBLIC	E5 / 10 / 1	1967	3956312			South Inspectoral
ITHUTENG	BOX 1037	GABORONE	PUBLIC	E5 / 10 / 7	1978	3952225			South Inspectoral
LESEDI	BOX 84	GABORONE	PUBLIC	E5 / 10 / 3	1967	3952369			South Inspectoral
NALEDI ADULT	BOX 75	GABORONE	PRIVATE	E1 / 15 / 182	1982	3161480			South Inspectoral
NORTHSIDE	BOX 487	GABORONE	PRIVATE	E5 / 10 / 5	1979	3952440	3161480		South Inspectoral
THEBE	BOX 2021	GABORONE	PUBLIC	E5 / 10 / 12	1981	3912593	3953573		South Inspectoral
THERISANYO	BOX 20281	GABORONE	PUBLIC	E5 / 10 / 11	1979	3953278			South Inspectoral
TSHIAMO	BOX 1291	GABORONE	PUBLIC	E5 / 10 / 9	1978	3952968			South Inspectoral
TSHWARAGANO	BOX 979	GABORONE	PUBLIC	E5 / 10 / 8	1978	3953318			South Inspectoral
THORNHILL	BOX 163	GABORONE	PRIVATE	E5 / 6 / 4 / 2	1967	3952490	3905571		South Inspectoral
BARATANI	BOX 118	OTSE	PUBLIC	E5 / 6 / 11	1983	5337203	5337279		East Inspectoral
BATLOKWA NATIONAL	BOX 10113	TLOKWENG	PUBLIC	E5 / 5 / 4	1967	5928483	5390214		East Inspectoral
BOTSALANO	BAG X04	GABORONE	PUBLIC	E5 / 6 / 5	1969	3928443			East Inspectoral
CAMP HILL	BOX 2224 GABORONE	OTSE	PUBLIC	E5 / 0 / 91	1983	5337593			East Inspectoral
CENTRE FOR DEAF	BOX V210	RAMOTSWA GVT	G / AIDED	E5 / 13 / 16	1978	5390214			East Inspectoral
KETSHWEREBOTHATA	BOX 812	RAMOTSWA	PUBLIC	E5 / 6 / 15	1996	5390821			East Inspectoral
KGETHENG	BOX 002	RAMOTSWA	PUBLIC	E5 / 6 / 17	1998	5390268			East Inspectoral
KGOSI KGOSI	BAG 2 RAMOTSWA	TLOKWENG	PUBLIC	E5 / 6 / 18		3132155			East Inspectoral
LESETLHANA	BOX 114	RAMOTSWA	PUBLIC	E5 / 6 / 10	1980	5390292			East Inspectoral
MAFITLHAKGOSI	BAG 30102	TLOKWENG	PUBLIC	E5 / 6 / 9	1978	3928261			East Inspectoral
MAGOPANE HILL	BOX 100	RAMOTSWA	PUBLIC	E5 / 6 / 6	1970	5390229			East Inspectoral
MOGOBANE	BOX 95	OTSE MOGOBANE	PUBLIC	E5 / 6 / 2	1967	5339210			East Inspectoral
MOJADIFE	C/O BOX 95	OTSE	PUBLIC	E5 / 6 / 14	1991				East Inspectoral
MOKGOSI III MEMO	BOX 23	RAMOTSWA	PUBLIC	E5 / 6 / 1	1967	5390228			East Inspectoral
OTSE	BOX 11	OTSE	PUBLIC	E5 / 6 / 3	1967	5337264			East Inspectoral
SEBOKO	C/O BOX 114	RAMOTSWA	PUBLIC	E5 / 6 / 13	1991	5390712			East Inspectoral
SIGA	BOX 120	RAMOTSWA	PUBLIC	E5 / 6 / 8	1977	5390561			East Inspectoral

In three months we will reach over 200 schools and make a lasting impact. During this pilot, we will document, assess, reflect, establish a brand, make connections and prepare for expansion. We will update our website with new materials, prove our successes, learn from our failures and prepare for nationwide growth.

E. Project Milestones

Project Milestones				
Goal	3 Months	1 Year	2 Years	Measurement Tool
Schools Reached	200	500	1081 (ALL): 805 Primary, 276, Secondary	Schools reached
Sugar Daddy Workshops Held	500	2000	10000	Workshops held
Students Reached	5000	50000	150000	Students reached through schools, workshops, radio campaigns and other outreach avenues
Increasing knowledge about HIV risks associated with intergenerational sex	80% accuracy	90% accuracy	100% accuracy	Young love and UNESCO surveys and assessments
Decreasing transactional sex and older partnerships	-	40%	50%	National Survey (BAIS); Young love surveys targetted at schools reached
Decreasing Teenage Pregnancy	-	25%	40%	National Survey (BAIS); Young love surveys targetted at schools reached
Decreasing HIV	-	5%	15%	National Survey (BAIS); Young love surveys targetted at schools reached

F. Future Vision

Building on a successful pilot, we plan on scaling in a rapid, quality-controlled fashion. First, we plan to institutionalize our top-down and institutional approaches, building our workshops into UB, Baylor and Stepping Stones’ permanent curriculum. Already, the head of the Department of Education at UB has expressed significant interest in this institutionalization. Within two years, this could yield over 250,000 students reached. Second, we plan to loop in the Ministry of Health (Cecil Max), Center for Disease Control, USAID, the World Bank (Harry Patrinos), the U.S. Embassy (Amanda Jacobson), UNICEF (Shiraz Chakera) and the Ministry of Education (Mmereki). We aim to obtain political, institutional and financial support from these organizations, including permission to scale Arts For Change’s sugar daddy murals across the country. With a proven pilot under our belt, we anticipate large take-up. All names in parentheses are contacts we’ve already secured and have expressed a high level of interest in Young love. We are further hoping to involve Scar, a popular hip-hop artist in Botswana. With support from Stepping Stones (they’ve worked with Scar before), we aim to facilitate a sugar daddy-focused single. We also plan to sync with the “Wise Up” Campaign in Botswana – a 5-year program funded by NACA and UNICEF to deliver HIV/AIDS information to youth via text messages. By merging, we can build economies of scale, as well as secure funding from NACA to further their campaign with the proven “sugar daddy” message. Finally, we plan to launch a nation-wide competition, where we will award a conditional grant to schools, educators, NGOs or individuals, which showcase the most widespread delivery of the sugar-daddy message. Delivery will be proved via photos and completed HIV/AIDS assessments. This competition is geared to accelerate our grassroots campaign.

In terms of funding, we plan to apply for the USAID DIV fund. This fund supports organizations launching innovative evidence-based programs committed to continual evaluation. Noam has connected with Michael Kremer – the scientific director of DIV – through his work with J-PAL. The prospect of funding is promising. In addition, Innovations for Poverty Action recently formed a group called “Evidence Action” which is committed to scaling proven programs. We plan to apply to their scale-up fund. Given our deep connections with IPA and J-PAL, this avenue seems likely – indeed we are doing Evidence Action’s work already, so their incentive to accelerate our efforts will be huge. Noam also has close ties with the manager of the World Bank Education Sector, Harry Patrinos, who has specifically asked Noam how he can help support his work in Botswana. Thus, we are optimistic we can obtain financial support from the World Bank. We also hope to obtain support from the U.S. Embassy, which has supported Brenda’s female empowerment programs financially in the past and is excited about Young love. In addition, Brenda has reached out to Barclay’s Bank in Gaborone and they are eager to contribute. We are meeting with them next week to discuss details. Finally, we will coordinate grassroots fundraising campaigns, by selling T-shirts, wristbands and other paraphernalia.

We aim to reach all corners of Botswana with the sugar daddy message within two years. Once successful, we hope to expand to other HIV education programs that have been rigorously demonstrated to work. We aim to connect young Africans to proven life-saving HIV information they deserve. Our ultimate goal is for Young love to bring Botswana a giant leap closer to eradicating the HIV epidemic once and for all.

III. Candidate Statement

Noam Angrist

I am passionate about scaling up social programs that make a difference. The opportunity to disseminate tested and proven “sugar daddy” material is a dream realized. I’ve dedicated much of my life to research. I’ve worked as a research analyst for the White House, the World Bank and for various professors at MIT. Now, I want to move beyond the ivory tower. I want to translate research into action. That is why I joined the Abdul Latif Jameel Poverty Action Lab (J-PAL) – the organization that first evaluated the “sugar daddy” program in Kenya. At J-PAL, the goal is to use our research to advise social entrepreneurs and policy-makers. That is a huge step. But, for me, that is not enough. I want *to be* that social entrepreneur. When a colleague at the Botswana-Baylor International Pediatric AIDS Initiative told me about D-Prize, I sprung into action. This was my chance to make a real impact. I could be that rare social entrepreneur that both *understands* and *uses* proven programs to reduce HIV/AIDS in Botswana.

The task at hand is giant, and I am committed and qualified to see it through. I’ve already designed and created three evidence-based NGOs. At MIT, I founded an after-school enrichment program for low-income youth in Boston. The program, called Amphibious Achievement (amphibious.mit.edu), uses aquatic sports to teach inner-city youth crucial life skills such as teamwork, hard work and goal setting. We push our kids to harness these same essential skills learned through sport for use in the classroom and the world. To this end, we provide three hours of academic and college-prep tutoring a week, including math, reading, SAT practice and college-essay workshops. We pride ourselves on quality instruction, boasting a custom-made 200-page curriculum, and individualized mentorship, with 45 staff for 50 students per semester. Using this model we’ve achieved high impact for over 120 youth over two years. We’ve seen 16% semesterly improvement in math scores, our students have landed impressive internships at companies like Fidelity and the Boston Barr Association, and 100% of our seniors have graduated high school and matriculated to 4-year colleges. The Boston Globe dubbed the program “A Stroke of Genius” and we’ve raised almost a quarter of a million dollars in funding.

Through founding and leading Amphibious Achievement, I have learned the mechanics of transforming ideas into reality. I’ve learned to raise funding, manage a large staff, and produce measurable results. I’ve also mastered the art of teaching, with over 500 hours of traditional and non-traditional instruction under my belt.

Building on my experience with Amphibious Achievement, I launched an after-school e-reader program at Match Charter School in Boston, delivered in a randomized fashion. The results were mind-boggling: students who received Kindle e-readers read 3x more than the control group and their test scores went up by 50%. The evidence was clear. We scaled the program. Now it’s become the standardized curriculum for the entire 3rd and 4th grades at Match.

Last year, I furthered my passion for scaling evidence-based programs. Together with a team of four, I combed the literature from J-PAL and Innovations for Poverty Action on financial literacy programs. Based on the evidence we designed a 50-page math, entrepreneurship and financial literacy program. We piloted it with Haitian refugees at JVS in Boston. Then we exported it to a low-income community in Nicaragua. The data said it all: average math fluency jumped 143 percent, and the local Nicaraguan community saw a significant spike in income generation.

I am ready to devote my skill, experience and passion for scaling evidence-based social programs to Young Love. I have a dream that young Africans will one day have access to every ounce of the life-saving HIV/AIDS information they deserve. I plan to realize that dream with Young Love.

Brenda Duverce

My interest in HIV/AIDS began after my aunt passed away, and no one wanted to explain the virus. My family argued I was too young but the real reason was because of the stigma and taboo associated with AIDS. It was not until I entered college that I was free to learn and speak about it. This motivated me to empower others to feel free to speak about it too. Therefore, I went to South Africa to conduct field research on HIV/AIDS in Cape Town. While in Cape Town, I learned of women’s biological and social vulnerability to the virus and the stigma and discrimination many HIV positive women face. While in the townships, I heard the stories of rape, abuse, sexual exploitation, and economic dependency that became a catalyst to sparking my interest to advocate for women’s rights.

Therefore, as a U.S. Fulbright scholar it was essential that I worked with a women’s empowerment group at the University of Botswana (UB). While at UB, I planned events that targeted young women on campus and discussed issues and challenges that may come up as a college student. For example, we formed an informative dialogue with

first year women as part of welcoming freshmen girls to campus. We also raised awareness of women's health issues and encouraged young ladies to take charge of their bodies. Additionally, we discussed sensitive topics such as gender-based violence, multiple concurrent partnerships, intergenerational and transactional sex and the dangers of those associated with HIV/AIDS. As a visiting activist at UB, it became evident that my true passion lies in advocating and informing youth about HIV/AIDS and fighting for gender equality.

My motivation for tackling HIV/AIDS and women's rights is deeply rooted in my personal experience. But my desire to launch Young Love is not solely based on my experiences but also on my goal to make a difference in the world. I will be successful in this project because of my commitment in wanting to see a generation free of new HIV infections. As the former president of a faith-based organization at Howard University and an executive board member of a mentoring program for low-income youth in Washington, D.C., I learned to lead and facilitate a team and produce results. A wise person once said, "to whom much is given, much is expected." In life, I have been given many opportunities and now it is my duty to ensure others have an opportunity to live their lives to the fullest.

IV. Conclusion

We are committed to bringing Young Love from a vision to reality. We have experience founding and running NGO's, have connections with key organizations on the ground in Botswana, and are passionate about the project. With D-Prizes help, we can implement all four elements of our dissemination plan. We are already living in Gaborone on Fulbright Scholarships. Thus, we are immersed in the target location. We know the culture, have worked with all partners mentioned in the proposal, including UB, SSI, the U.S. Embassy and Baylor, and can implement a 3-month trial immediately. What's more, we can devote one hundred percent of D-Prize money to the scale up itself (as opposed to travel). Since the Young Love project is perfectly related to our Fulbright topics, we are excited to direct our full attention to Young Love. We are applying to D-Prize because we want to go beyond research and do something actionable. We want to make a difference in Botswana. Staying true to our research roots, we also plan to evaluate our efforts with hard data. Within two years, we aim to reach *all* schools in Botswana, reduce teen pregnancy to below 5% and come a giant step closer to eradicating HIV/AIDS in the country that needs it most.

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