Option 1: Scale Up Education Interventions to Reduce Teen Pregnancy

10% of teenage girls in sub-Saharan Africa will become pregnant while they are still in school, and will have virtually no chance at climbing out of poverty. Education interventions have proven effective in changing risky behavior. Countless girls could avoid this future and build a better life if the most effective educational intervention can be scaled to reach more people. Reach 5,000 girls in three months with an effective educational intervention with a vision to scale to 10,000 schools or 500,000 girls over two years.

The Problem: In sub-Saharan Africa, an unwanted pregnancy or HIV infection can quickly obstruct a young girl’s road out of poverty. Unfortunately, 10% of teenage women in sub-Saharan Africa face an unplanned pregnancy which often results in them dropping out of school.¹

One root cause is harmful cross-generational relationships. Older men commonly offer money and gifts in exchange for sex, preying on younger teenage girls. Older men have been sexually active longer and on average have been with more partners, and thus are a high risk group for HIV. Girls are also less able to insist on abstinence or safe sex practices with older men.² This is one of the reasons why HIV rates are 5x higher among 15-19 year old girls compared to boys the same age.³

The Proven Solution: A proven education solution exists in the form of a specific class taught to eighth-grade girls. With this intervention, a field worker visits a classroom and facilitates discussion on the relative risks of partnering with older men. This knowledge can have big impact: in a 2005 study on condom use in South Africa, researchers found that “a woman’s perceived risk of HIV infection from her partner was the most powerful predictor of condom use.”⁴ There is also a need for this knowledge to be taught. In recent studies, a majority of students did not know that older men are a high-risk group prior to lessons.⁵ Afterwards, this

³ Ibid.
⁵ Curriculum Guide. www.d-prize.org/sugar-daddy
⁶ http://www.guttmacher.org/pubs/journals/3102405.html
⁷ http://www.young1love.com/#/results/c1bib
A one-hour class has been demonstrated to reduce the likelihood of pregnancy and HIV infection by 28% in the subsequent year.\textsuperscript{8}

**Your Challenge:** We will award up to $10,000 to a social entrepreneur who has a vision for an effective educational intervention that can scale to an entire country (10,000 schools or 500,000 girls) within two years. The organization should start with a small test program, and seek to reach at least 5,000 girls during a three-month pilot period.

**Additional Information:**

- This intervention is successful because it teaches just one core message: that sexually partnering with older men is risky behavior. Proposals that deviate from this one core message or include other messages are not likely to be funded. To help get started, a sample curriculum and other helpful resources are available here: [www.d-prize.org/sugar-daddy](http://www.d-prize.org/sugar-daddy)

- The specific field worker who teaches the class may also influence effectiveness. Male teachers are sometimes involved in cross-generational relationships themselves, and may not be in a position to discuss the issue freely.\textsuperscript{9}

- This intervention was designed by UNICEF for use throughout sub-Saharan Africa and has been tested most intensively in Kenya, Uganda, and South Africa - where harmful cross-generational relationships are widespread. In Kenya, the average age difference between non-married sexual partners is greater than five years, and 75% of the relationships studied involved some sort of material assistance.\textsuperscript{10} Currently, these classes are in operation in Botswana, by Young 1ove, and are being tested in Rwanda, by J-PAL.\textsuperscript{11}

- Past winners of this challenge include Young 1ove.

**Option 2: Scale Up Educational Scholarships**

*Female education rates are highly correlated with a variety of positive social, economic and health outcomes, and targeted scholarships can eliminate prevalent financial barriers for many women to complete secondary school. In three months, create an online fundraising program to raise scholarship funds for 100 girls to attend secondary school as a pilot to scale up to 10,000 girls over two years.*

**The Problem:** Educating women is widely accepted as a necessary path toward improved outcomes in areas with significant poverty. “There is clear and convincing evidence, amassed over the past two decades, that investing in girl-specific resources leads to better educated, safer, healthier, and economically powerful adolescent girls. This can contribute to a substantially better future not just for the individual girls, but for their families, communities, and our world.”\textsuperscript{12} Educated girls increase their earning potential by 25% on average, and will reinvest 90% of that into their families.\textsuperscript{13} Girls who complete education are also three times less likely to become infected with HIV, and will have children who are 40% more likely to be healthy and live

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\textsuperscript{8} Ibid.


\textsuperscript{10} http://www.guttmacher.org/media/nr/2005/04/21/index.html

\textsuperscript{11} http://www.povertyactionlab.org/doc/rwanda-health-evidence-paul-gertler-may-21-2013


\textsuperscript{13} https://camfed.org/what-we-do/
past the age of 5. A 1% increase in female secondary school attendance single handedly grows a country’s average annual per capita income by 0.3%.

Yet financial constraints remain a major barrier to education, especially among young women. Fewer than 50% of girls in sub-Saharan Africa will complete high school, often because they cannot afford school fees. Consider Kenya: While public primary school in Kenya is tuition-free, a quality public high school can cost up to $1,500 per child. With a per capita income of $755, most Kenyan families cannot afford the cost. As a result, 84% of Kenyan girls attend primary school, while only 48% enroll in secondary school.

The Proven Solution: Scholarships offered to smart girls can solve this problem. It costs as little as $250 to send a girl to high school for a year, which will significantly improve her economic and health opportunities as discussed above. On a personal level, a girl who completes secondary school will on average marry three years later compared to a non-graduate, and will have two fewer children on average, drastically improving their economic situation.

Benefits extend past the scholarship recipient to the rest of the classroom too. Randomized control trials have shown that merit-based scholarships for girls led to increased attendance and test scores in classrooms overall. In one Kenyan school, a scholarship program raised test scores of girls who were eligible for scholarships – but scores also improved among boys who were ineligible. Student absenteeism was also reduced by 25%, and teacher attendance was increased by nearly 5%.

Your Challenge: We will award up to $10,000 to a social entrepreneur who creates a fundraising website with profiles of girls entering high school in order to raise money from global donors. Entrepreneurs should have a vision to fund scholarships for 10,000 girls over two years. A successful three-month pilot will raise funds for at least 100 girls.

Additional Information:

- One major challenge a new venture will face is connecting with donor communities. Simply building a website is not enough – you will also need to identify a donor base, and explain how you will inspire them to donate.

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14 ibid
18 http://www.akilidada.org/about/the-challenge/
19 More data on school enrollment by gender is compiled by the World Bank, and is available on Gapminder: http://www.gapminder.org/data/
This intervention could potentially be implemented in many countries. According to UNESCO, 31 countries in Africa have gender parity indices of less than 1.0 (i.e., girls’ enrollment is measurably less than boys) in primary school enrollment.\(^2^4\) Identifying smart girls with high potential can be done by accessing existing national test scores. Keep in mind that the causes of low enrollment may vary between countries or even individual communities.

Another potential barrier is selecting a proper school partner. Studies have found that scholarship programs are only successful if girls attend quality school.\(^2^5\) Providing a scholarship to a poor quality school will not lead to real impact. Operationally, school administrators may be wary of partnering with a startup organization, and will likely need assurance that any scholarship promises will be fulfilled.\(^2^6\) A proposal which includes criteria for selecting partner schools to ensure positive impact will be particularly attractive.

Past winners of this challenge include Watch Me Go and YouthGlobe.

Ready To Apply?

Download a First Round Application Packet at [www.nyu.edu/reynolds/d-prize/d-prize_participation.html](http://www.nyu.edu/reynolds/d-prize/d-prize_participation.html)

Questions? Email the Reynolds D-Prize team at reynolds.changemaker@nyu.edu

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25  [www.givewell.org/international/education/detail](http://www.givewell.org/international/education/detail)