

The logo for Young 10ve features a stylized red crown icon to the left of the text. The word "Young" is in green, and "10ve" is in red.

Young 10ve

Connecting youth with proven life-saving information

A group of young people, likely students, are looking through a red-painted wooden frame that has a jagged, torn-paper-like edge. They are smiling and looking towards the camera. The background is a light-colored wall.

Annual Report

2017



A Note From Leadership

Dear Friends,

2017 was a transformational year. We're thrilled to share it with you in this year's Annual Report.

The evidence has shown that these four years have been full of life. We've worked with over 50,000 young people, run one of the largest randomized trials in Southern Africa, worked with the Ministry of Basic Education in Botswana to train the National Service Program, and recently signed a 5-year partnership with UNICEF to accelerate lessons learned into scalable action. We'd love to take this opportunity to briefly reflect on it all. Year one was our *launch*; year two our *test*; year three our *pivot*; and year four was the year we *push through for the breakthrough*.

We **launched** with a bold program, "No Sugar", which reveals the unknown HIV risk of older 'sugar daddies.' The goal is ambitious: encourage a shift from dating 'sugar daddies' to safely dating age-mates, thereby dramatically reducing pregnancy and HIV. The program was inspired by randomized trial evidence showing significant impact ten years before in Kenya. Although the evidence was promising, the program was never scaled. Frustrated by the fact that this life-saving evidence had sat on a shelf accumulating dust for over a decade, we took it off the shelf, adapted it to our context in Botswana, and started to scale it.

Before venturing too far down the scale pathway, however, we decided to **test** the program again to see if it still worked. The context had changed, and a test was needed. We ran a randomized controlled trial with over 42,000 kids in a third of the country. The results emerged a year later. They were promising but complicated: there was a reduction in our main measure of pregnancy similar to Kenya, but also clear results that indicated a need to adapt the program further before scale-up.

So, we decided not to scale, and instead to **pivot**. Now, we are transforming our evidence base into tangible action to design a new and improved program, Zones. The program has the same goal: to encourage young people to avoid older partners and safely date each other. This time, we are drawing on the wealth of rigorous evidence generated locally.

We made another key decision during our pivot year: to expand our program portfolio. We have added a program called "Teaching at the Right Level." This approach, pioneered by Pratham in India, has over six randomized trials and 15 years of evidence showing cost-effective impact on learning outcomes in India, Kenya, and Ghana. It is now being scaled up in Zambia. The program is evidence-based and best delivered by youth for youth and thus, a strong fit for Young Love. We are already in the trenches, piloting the program in Botswana in collaboration with the Ministry of Basic Education.

These key decisions and learning have brought us to where we are now: conducting both R&D and scale-up work across our programs - a process that has proven to have deep synergies. The bigger we get, the more we learn; the more we learn, the bigger we can and should get. We have shifted from a one study organization, to a multiple program organization. We are on a mission to bridge the 'last mile of evidence' figuring out what evidence translates and works across contexts. We are scaling the evidence that does, by young people for young people. And we are building an organization to make it all happen. We have 19-full time staff, a residential home we've re-purposed into an electric hub of innovation, and a tried-and-true partnership with the Government of Botswana.

Much has changed in the last four years. Yet, our mission remains steadfastly consistent. The lines we shared at our launch event in March 2014 remain as true as ever: "It's time we stop guessing. It's time we scale what works. And it's time the youth rise up to solve our generation's most pressing challenges."

Thank you for being on this journey with us. Now, let's **push through for the breakthrough**.

Noam Angrist and Moitshepi Matsheng
Co-Founders, Young Love



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Our Approach

We are a **grassroots, youth-led, evidence-based movement** in Southern Africa. We identify, adapt and scale-up health and education programs proven to work, by young people for young people.

Our mission: to connect youth to proven life-saving information.

We personify our mission through a five-step process. We comb academic papers for relevance to our mission, model and niche, and sufficiently rigorous evidence. Our team sifts through jargon and details tucked away in these papers to pull out and codify the theory of change behind the proven social impact. We then solicit feedback from experts in the field. As a next step, we put pen to paper, creating evidence-based curriculum. The next step in the translation process is bring our curricula to life trained peer facilitators. We then deliver our program at scale, in government schools throughout East and Southern Africa, continuing to learn as we scale.



Fast Facts

2 Programs
in health and education

19 full-time
staff members

50,000
students

350
schools

20 facilitators
trained



Our Programs



Zones

Zones, our flagship program, encourages youth to safely date age-mates instead of riskier older partners. The program is delivered by peer educators in schools and is realistic, simple, scalable, high-impact and backed by rigorous evidence.

Zones was inspired by a 1-hour class delivered in government schools in Kenya and shown to reduce teen pregnancy—also a proxy for unprotected sex and HIV—by 28% in one year through a randomized control trial (RCT).

Young love revitalized this promising evidence-based program and delivered it in Botswana.

In 2015, Young love conducted an RCT to test if the program still worked in the Botswana context. Now, we are using the lessons from our Botswana RCT, which has generated both rigorous and locally-relevant evidence, to design the highest-impact program possible.

The program is currently in the **iteration phase** and, if successful, will be scaled in the next 2-3 years.



ITERATE



Teaching at the Right Level

This year we officially expanded our portfolio of programs to incorporate a remedial education program known as **Teaching at the Right Level (TaRL)**. The program is evidence-based and is best delivered for youth by youth.

The approach evaluates student proficiency using a 1-page assessment tool and then groups students according to their learning level instead of age or grade. After re-grouping students, youth facilitators use fun, level-tailored activities during a 30-day after school class to teach students at their level. Teaching students at their ability level rather than at grade level curriculum is shown to be one of the most cost-effective interventions at improving basic literacy and numeracy.

This approach was pioneered by Pratham in India and has been shown in over six randomized trials to demonstrate robust impact across contexts and implementation models.

The program is in **adaption phase**. We will be demonstrating proof of concept with 46 schools in 2018.

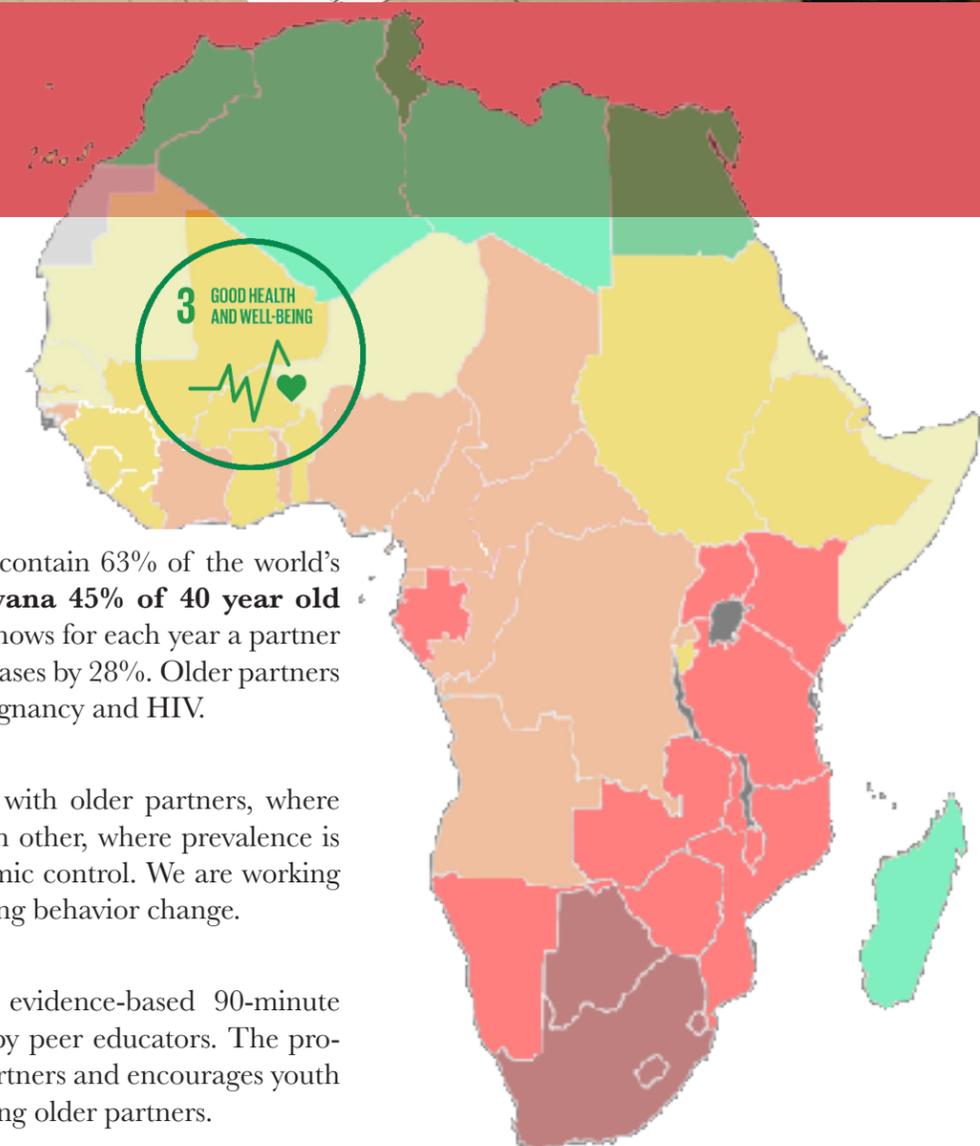


ADAPT



Zones Overview

Young love is committed to the United Nation's Sustainable Development Goal 3: Ensure healthy lives and promote well-being.



NEED. East and Southern Africa contain 63% of the world's population living with HIV. **In Botswana 45% of 40 year old men have HIV.** Moreover, evidence shows for each year a partner is older the risk of unprotected sex increases by 28%. Older partners are a key driver of unprotected sex, pregnancy and HIV.

GOAL. If youth stop having sex with older partners, where prevalence is up to 45%, and date each other, where prevalence is capped at 5%, we could achieve epidemic control. We are working relentlessly to achieve this game-changing behavior change.

PROGRAM. An innovative, evidence-based 90-minute class delivered in government schools by peer educators. The program reveals unknown risks of older partners and encourages youth to safely date each other instead of dating older partners.



Zones

Turning our Evidence into Action

EVIDENCE and ACTION. Zones was inspired by randomized trial evidence showing an anti-sugar daddy class conducted in Kenya in 2005 reduced pregnancy — also a proxy for unprotected sex and HIV—by 28% in one year. Despite this promising evidence, the program sat on a shelf accumulating dust. We took this program off the shelf, adapted it to our context, and started to roll out the program at increasing scale.

Before moving too far down the scale-up pathway, we decided to test if the program still worked in here in Botswana. The context had changed and a test was needed. We partnered with the University of Botswana, Ministry of Basic Education, Botswana-Baylor Children’s Clinical Center of Excellence, J-PAL and Evidence Action to conduct an RCT with 42,000 students in a third of Botswana with two groups of implementors: teachers and peer educators. The results were promising, showing reductions in our main measure of pregnancy similar to Kenya. However, our results also clearly showed more iteration was necessary before scaling up.

We are now incorporating the wealth of evidence generated locally into tangible action to design a version 2.0 of the program that best works in present-day Southern Africa. Below are example lessons and adaptations. We have since conducted qualitative research with over 500 Junior School students to further understand contextual

EVIDENCE	ACTION
1. Peer facilitators were most effective.	1. Use only youth-friendly peer facilitators.
2. Some knowledge faded over time.	2. Provide simple ‘booster’ messaging.
3. ‘Sugar Daddies’ were younger than we thought: 20 year olds, not just 40 year olds.	3. Include messaging that all older partners are riskier, not just the 40 year olds.
4. Girls cared more about the risk of falling pregnant than contracting HIV from older partners..	4. Including messaging on all salient risks.
5. Pregnancy was not a good proxy for HIV.	5. Test impact on STIs and HIV directly.



Temogosa says she wants to buy a new phone. In June, he saved thirty-eight pula. In August, he saved ninety-five pula. In September, he saved seventy-two pula.

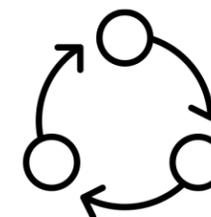
Zones

Next Steps

Next Steps. We have a list of over twenty adaptations we would ideally like to make based on our locally generated evidence. However, it is critical we keep version 2.0 of the program simple and scalable in the form of a 90-minute class.

To this end, we will be using a rapid iteration and testing technique called Rapid Impact Assessments (RIA), which fuses best practices across product design, A/B testing and impact evaluation to determine the best ‘bang for buck’ adaptations. Based on this process, we will include the highest-impact adaptations in the final curriculum. This technique involves a combination of randomization, measuring indicators earlier on the theory of change - for example, intentions to date age-mates - as well as harnessing existing administrative data. This approach aims to reduce evaluation costs, while maximizing capacity for tight feedback loops, iteration, and rigorous learning.

In the next 12-18 months, we plan to determine our impact on HIV/STIs directly in addition to pregnancy in Botswana, our learning and innovation hub. If results are promising, we plan to scale-up in Botswana and beyond.



Adapt. Test. Scale.





Teaching at the Right Level

Overview



Young Love is committed to the United Nation's Sustainable Development Goal 4: ensure inclusive and quality education for all and promote lifelong learning.

NEED. Botswana is facing a learning crisis. According to UNESCO, only 56% and 61% of students achieved the minimum standard of proficiency in reading and math in 2011. National data in recent years on Botswana's Primary and Junior school leaving exams show passing rates between just 30%-70%. SACMEQ, a regional assessment, shows that Standard 6 students are falling 2-3 grades behind grade level expectations, and that Botswana consistently under performs Sub-Saharan neighbors such as Kenya and Tanzania. The government of Botswana has identified a need for quality education interventions to ensure students achieve their full potential.

GOAL. Improving the quality of basic education enables students to survive and thrive. Without basic literacy and numeracy, students are operating blind in the modern world. We catch students who are falling behind, teach the basics at their level, and restore "sight" by empowering youth with basic literacy and numeracy skills. If we can support students to get back up to grade level before it is too late, they can continue to sustainably progress in the system. We are closing this education gap and ensuring every student has the opportunity to reach their potential.

PROGRAM. Teaching at the Right Level (TaRL) is a learner-focused remedial education intervention. The program has three core components: (1) level students with a simple 1-page assessment tool (2) group students by proficiency level rather than grade or age (3) teach basic literacy and numeracy using fun, level-tailored activities. Our model is an after-school class run for 30 days by peer educators. The program was initially developed by Pratham in India and has since been tested or scaled in Kenya, Ghana and Zambia.



Teaching at the Right Level

Evidence, Action, and Next Steps

EVIDENCE. This approach has been tested with over six randomized control trials in India, Kenya and Ghana for over 15+ years. The evidence base is extensive and the theory of change underlying impact well understood. To this end, we will not be conducting our own randomized trial of the program.

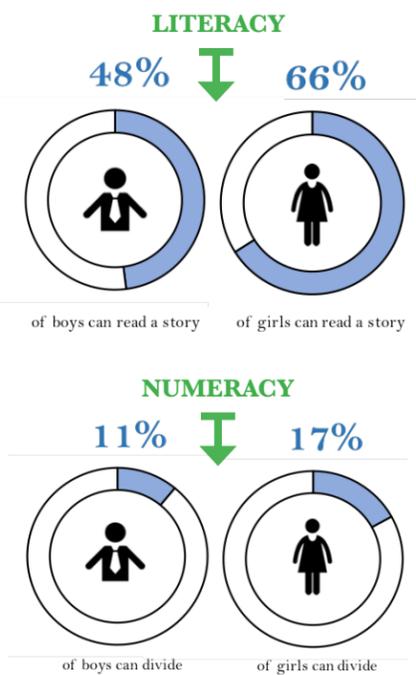
Instead, we verified the conditions on the ground and whether the underlying theory of change holds in our context. We partnered with the University of Botswana, the Botswana Educational Research Association, and the Ministry of Basic Education to conduct a similar 1-page assessment to the one in the program in two regions in Botswana. We consulted in depth with J-PAL, Pratham and the PAL network, which have conducted similar assessment for decades.

The assessment was a census of all Standard 5 students in Chobe and Kgatleng. It took place in March, 2017 over 9 days with 2,500 students in 47 schools.

The results were striking: over 85% could not do division and were not at grade level, and a third of students could not even subtract. Moreover, variation in performance was 3x higher across schools versus within schools, indicating a need for leveling and targeted instruction at each school.

ACTION. With clear evidence of need and underlying conditions in the theory of change holding, we have launched operational pilots in three model schools with over 200 students.

NEXT STEPS. We are engaged in a phased scale-up. First we are demonstrating proof of concept. Over time, we aim for increasing government take-up as we scale. We are partnered with the Ministry of Basic Education, UNICEF, and the University of Botswana. In 2018, we will be working in 46 schools in three regions: Kgatleng, South East and Chobe. If this next phase proves successful, a move towards scale up will launch in 2019.





Teaching at the Right Level

Voices from the Field

At the conclusion of our pilots, we interviewed students, teachers, administrators and facilitators about their experience with the program. Community input is critical to the success of our interventions. We have incorporated their feedback into the next phase of our pilots.

“I learned maths, how to do thousands, hundreds, tens and units. **I really understood what I was being taught**, they have really helped me out a lot.”

- Standard 4 Student

“The facilitators are very engaging and they spend time with each individual student in their class, they get to know their strengths and weaknesses.”

- Standard 3 Teacher

“Our class is different as we did activities that are enjoyable and made us laugh. **My emotions were always at ease throughout the class.**”

- Standard 3 Student



Recognition and Events

We are emerging as a regional and global voice on youth and evidence.

Co-Founder Moitshepi Matsheng gave a speech in Paris for the 10th Annual UNESCO Youth Forum to 80 youth leaders from around the world. Moitshepi was recognized as one of Botswana’s 50 change-makers under 40. Moitshepi represented civil society in Johannesburg from over a dozen countries for the Ministerial Commitment for Adolescent and Sexual Reproductive Health in East and Southern Africa (ESA).

Co-Founder Noam Angrist was featured in Forbes 30 Under 30: Social Entrepreneurs. Noam represented Young Love at the Skoll World Forum and USAID’s Global Innovation Week.

Our team attended the SACMEQ launch, BOLESWANA symposium and SFF Annual Event.





Sustainable and Scalable Partnerships

Young 10ve is proud to work closely with government.

Our partnerships are essential for scale and sustainability. We maintain an active presence in existing government, multi-lateral and strategic coordinating mechanisms and have set up new ones.

ADVISORY FORUM

In August we hosted our **2nd Annual Advisory Forum** - a sustainable high-level structure to ensure we are responsive to regional and government priorities.

Members

Ministry of Basic Education
 Ministry of Health and Wellness
 PEPFAR
 UNAIDS
 BERA
 University of Botswana
 Business Botswana

TECHNICAL WORKING GROUPS

We participate in technical working groups, both national and regional. This ensures we operate within government and multilateral priorities and have the opportunity to offer input based on our own findings and work.

- All In Initiative
- Ministerial Commitment for Adolescent and Sexual Reproductive Health in East and Southern Africa (ESA)
- National AIDS Coordinating Agency Youth Sector
- Ministry of Health HIV prevention working group
- DREAMS Initiative
- UNFPA Country-Wide Provision for Comprehensive Sexuality Education
- National AIDS Council (NAC)

UNICEF

We have signed a 5-year Partnership Cooperation Agreement (PCA) with UNICEF in Botswana. This provides an organizational link for the next five years geared towards flexible, iterative partnership on both our health and education programming.

The partnership will focus on demonstrating evidence-based, innovative proof of concept with a move over time towards phased government adoption at scale.

Supporters and Friends

Young 10ve is grateful to our supporters and friends who enable us to connect youth with proven life-saving information.

Our friends have sparked ideas, nurtured growth, challenged us to do better, enabled us to learn from our mistakes, and spurred innovation. We wouldn't be where we are today without them. They accelerate us, and most importantly, they accelerate impact for the youth we serve, providing various forms of support from technical, political, in-kind, to financial. They are part of the Young 10ve family, and are the bedrock of this youth-led, evidence-based movement.

Current

Abdul Latif Jameel Poverty Action Lab (J-PAL)
 Botswana Educational Research Association (BERA)
 GlobeMed
 Greenbaum Foundation
 Impact Maker's Table
 Ministry of Basic Education
 Ministry of Health and Wellness
 Ministry of Youth Empowerment, Sports and Culture Development
 MTV Staying Alive Foundation
 Mulago Foundation
 National AIDS Coordinating Agency
 Open Road Alliance
 People's Action for Learning Network (PAL)
 Princeton in Africa
 Segal Family Foundation
 UNICEF
 University of Botswana
 Vitol Foundation

Past

Botswana Baylor Children's Center of Excellence
 D-Prize
 Evidence Action
 FJC
 Global Innovation Fund
 MaxMind
 PEPFAR
 Rotary Club of Gaborone
 Time Projects
 US Embassy



2017 | BUILDING

- ...our youth to youth delivery model at scale
- ...the 'last mile of evidence'
- ...a portfolio of health and education programs
- ...sustainable and scalable partnerships



"I think Young Love is one of the best things that has happened for me. I love working with the kids, I've learned that kids have different ways of communicating and if you don't understand how they communicate, you won't be able to reach them. You have to bring yourself to their level and they will respond to the energy you bring them."

- Lucky, Young love Facilitator

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