Option 1: Scale Up "Sugar Daddy" Awareness Classes

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. With a simple one-hour “sugar daddy awareness” training, countless girls could avoid this future and build a better life. Reach 5,000 girls in three months with a “sugar daddy” awareness class, and then scale up nationally to 10,000 girls or 500,000 girls over two years.

The Problem: In sub-Saharan Africa, an unwanted pregnancy or HIV infection can quickly erase a young girl’s road out of poverty. This is the future for a shocking 10 percent of teenage women in sub-Saharan Africa. An unwanted pregnancy often results in girls dropping out of school.

A root cause is cross-generational relationships. Teenage girls are commonly preyed upon by older men known as “sugar daddies,” who give money and gifts in exchange for sex. Older men have been sexually active longer and with more partners, and thus are a high risk group. Girls are also less able to insist on abstinence or safe sex practices when partnered with an older adult man. This is why HIV rates are 5x higher among 15-19 year old girls compared to boys.

The Proven Solution: A proven solution exists in the form of sugar daddy awareness classes. With this intervention, a field worker visits a classroom of 8th grade girls and facilitates a discussion on the relative risks of dating older men. Classes are accompanied by a 20 minute educational DVD, in-class activities, and a short lecture. This one-hour class taught to eighth-grade girls was shown in a randomized controlled trial to reduce the likelihood of pregnancy and HIV infection by 28 percent in the subsequent year.

This class does not pass judgment—it simply provides teenagers with knowledge about the relative risk of partnering with older men. Results from recent training programs show that a majority of students often do not know that older men are a high-risk group. This knowledge is a powerful way to change behavior:

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4 Ibid.
6 Curriculum Guide. www.d-prize.org/sugar-daddy
7 Ibid.
8 http://www.young1love.com/#1results/c1bib
2005 South African study on condom use found that “a woman’s perceived risk of HIV infection from her partner was the most powerful predictor of condom use.”

**Your Challenge:** We will award up to $20,000 to a social entrepreneur who has a vision for teaching sugar daddy awareness classes to an entire country (10,000 schools or 500,000 girls) within two years. The new 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:**

- A sample curriculum, sugar daddy DVD, and other helpful resources are available here: [www.d-prize.org/sugar-daddy](http://www.d-prize.org/sugar-daddy)
- Sugar daddy awareness classes are successful because they include information on the relative risk of exposure to HIV, a topic often excluded from most HIV/AIDS curriculum. 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.  
- This intervention is appropriate in the African context, and has been tested most intensively in Kenya, Uganda, and South Africa - where sugar daddy relationships are widespread. In Kenya, the average age difference between non-married sexual partners is greater than five years, and 75 percent of the relationships studied involved some sort of material assistance. Currently, sugar daddy awareness classes are being run in Botswana, by Young Love, and are being tested in Rwanda, by J-PAL.
- Past winners of this challenge include Young Love.

**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 development. “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”. Educated girls increase their earning potential by 25 percent, and will reinvest 90 percent of that into her family. Girls who complete education are also 3x less likely to become infected with HIV, and will have children who are 40 percent more likely to be healthy and live past the age of 5. A 1 percent increase

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9 [http://www.guttmacher.org/pubs/journals/3102405.html](http://www.guttmacher.org/pubs/journals/3102405.html)
14 [https://camfed.org/what-we-do/](https://camfed.org/what-we-do/)
15 ibid
in female secondary school attendance single handedly grows a country’s average annual per capita income by 0.3 percent.\(^{16}\)

Yet financial constraints remain a major barrier to education, especially among young women.\(^{17}\) Fewer than 50 percent of girls in sub-Saharan Africa will complete high school because they cannot afford school fees.\(^{18}\) A quality public high school in Kenya can cost up to $1500 per child, and with per capita income of $755 most Kenyan families cannot afford the cost to send a child to school.\(^{19}\) For example, public primary school in Kenya is tuition-free, while tuition costs for high school are substantial. As a result, 84 percent of Kenyan girls attend primary school, while only 48 percent enroll in secondary school.\(^{20}\)

**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. A girl who completes secondary school will on average marry 3 years later compared to a non-graduate, and will have two fewer children on average.\(^{21, 22}\)

The benefits extend past the scholarship recipient. Randomized control trials have shown that merit-based scholarships for girls led to increased attendance and test scores in classrooms overall.\(^{23}\) 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 percent, and teacher attendance was increased by nearly 5 percent.\(^{24}\)

**Your Challenge:** We will award up to $20,000 to a social entrepreneur who creates a fundraising website with profiles of the smartest yet poorest girls entering high school in order to raise money from developed-world donors. The best entrepreneurs will 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:**

- This intervention is appropriate throughout 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.\(^{25}\) Identifying smart girls with high potential can be done by accessing existing national test scores.

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\(^{18}\) 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/


\(^{23}\) http://www.povertyactionlab.org/evaluation/incentives-learn-merit-based-girls-scholarship-program-kenya

• 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.

• Another potential barrier is selecting a proper school partner. Studies have found that scholarship programs are only successful if girls attend quality school.\(^{26}\) 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.\(^{27}\) 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 and start creating your proposal. [www.fletcher.tufts.edu/D-Prize](http://www.fletcher.tufts.edu/D-Prize)

Questions? Email Dorothy Orszulak at [dorothy.orszulak@tufts.edu](mailto:dorothy.orszulak@tufts.edu).

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\(^{26}\) [www.givewell.org/international/education/detail](http://www.givewell.org/international/education/detail)

\(^{27}\) [http://ageafrica.org/about/why-girls-education/](http://ageafrica.org/about/why-girls-education/)