



A Decade of Difference

10 Year Impact Report





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Founders' Foreword



Moitshepi Matsheng, Co-Founder



Noam Angrist, Co-Founder

On 22 March 2014, over 1000 young people joined us at the University of Botswana to celebrate the launch of a new movement. We had just received our first funding, a small grant from D-Prize, to adapt and scale a promising trial aimed at reducing new HIV infections among young people. We were taking evidence off the shelf and scaling it to young people - that was our founding mission. At the launch we danced, we sang, and our co-founder Moitshepi Matsheng, then a young student at the University, said this:

“We are on the cusp of a revolution. It’s time we stop guessing. It’s time to scale what works. And it’s time the youth rise up to solve our generation’s most pressing challenges.”

10 years on, hundreds of thousands of students reached across 20 countries, over **two million lessons delivered** in 32 languages... the revolution that kick-started that day is well under way. Our growth has been remarkable, expanding beyond health programming to address educational gaps and adding two more programs to our portfolio: Teaching at the Right Level and ConnectEd. We’ve also become a global thought partner in connecting evidence with action in the social sector. We know that good evidence exists but is often never scaled or retested. Connecting this evidence to action is in our DNA: it formed the original mission of Youth Impact then and it remains true now.

This report’s main chapters reflect the three steps in the Youth Impact approach. First, we **identify** effective programs by translating academic data and putting it to work in the right contexts. We continuously **optimize** through rigorous testing, conducting 10 trials per year and supporting other organizations with our testing methodologies. And we **scale** programming collaboratively with governments and partners, integrating lessons learned to enhance both reach and impact. This nimble model ensures that as our reach expands, so does program quality and effectiveness - an uncommon achievement.

We’re so grateful for the support of governments, researchers, funders, implementing partners and our incredible team members who have contributed to our success over the past 10 years. We’re obsessed with statistics but we never forget that behind every number there are real people. Someone who chose to fund us, someone who helped us improve a program, the facilitator delivering the program, the child receiving the program and their teachers, their family members. It’s this network of people coming together for the youth that powers us every day!

A lot has changed for us since 2014. We’ve grown from a team of 4 to over 400 people working all over the world. And our impact is accelerating exponentially too; it’s notable that reaching our first 100,000 youth took eight years, and the next 100,000 took just two. **Our first million is within reach.** But alongside these changes, the important things remain the same. The Youth Impact DNA: our core values, our approach, our commitment to ensuring young people thrive by connecting them to proven life-changing information.

10 years on, Moitshepi’s words spoken at our launch remain as true as ever: ***“It’s time we stop guessing. It’s time to scale what works.”*** We launched a movement by taking evidence off the shelves and scaling it. We’re still doing that, and we will keep doing it. We are still fueled by the same youthful enthusiasm, scrappy determination, and belief in the potential of young people to change the world. As we cross the 10-year bridge we are grateful for every life our team has impacted so far and excited for the future. In many ways it feels as if we’re just getting started.

To the next 10 years!



Youth Impact at 10

Youth Impact is an evidence-based, youth-led organization based in Botswana that identifies, adapts, and scales up health and education programs for young people around the world. At the core of our work is the understanding that when young people thrive, we all do.

Our Mission

Connect youth to proven life-changing information.



Our Vision

All youth thriving through delivery of multiple evidence-based programs.



Our Values



Youth First

Everything we do is by youth and for youth. We put young people first in all we do.



Truth

We aim to do good with a commitment to evidence and reflection.



Delivery

We want to create impact, so we value outcomes over inputs.



+

Staying positive is paramount, along with a focus on adding value and growth.



Greatest Good

We optimize for the greatest net impact for the greatest number of people.

Innovation Hubs:

Botswana (Headquarters)
Namibia (Affiliate)
South Africa (in-progress)
Philippines (in-progress)

Partner countries since 2014:

Afghanistan, El Salvador, eSwatini, Ethiopia, India, Kenya, Malawi, Mexico, Nepal, Pakistan, Sierra Leone, Somalia, Tanzania, Uganda, Zambia, Zimbabwe



What Do We Do?

At Youth Impact, we scale health and education programs that work for young people. We use evidence to make them work even better and to help reach more young people in a more cost-effective way. We work hand in hand with governments to scale our programs through their systems. We share our findings widely to inform policies and evidence-based practices around the world. We apply entrepreneurial approaches to social sector challenges. We are driven by impact.

Our Programs



Zones encourages youth to make healthy relationship choices and reveals the hidden risks of dating older partners through interactive sessions in schools led by near-peer educators. The program reduces HIV infection risks and teenage pregnancy by up to 40 percent, and is implemented nationally in collaboration with the Botswana Government.



ConnectEd is a targeted, phone-based tutoring program that significantly improves basic numeracy skills. Originating as a response to COVID-related school closures, ConnectEd has been implemented in 13 countries and also supports students in emergency settings. The program is associated with a decrease in innumeracy of 56 percent. A ConnectEd literacy component was recently launched.



Teaching at the Right Level (TaRL) is a remedial education approach supporting basic literacy and numeracy skills through differentiated instruction. On average in Botswana, 34 percent of students are unable to perform basic math operations, falling to eight percent after completing the program. Youth Impact supports the delivery of TaRL in Botswana, Namibia, and South Africa, and serves as the TaRL Africa Innovation Hub, disseminating learnings worldwide.



Youth Impact provides **cross-programmatic technical support** through our Research & Innovation and Curriculum & Training departments. We provide technical support to partner organizations across the world by offering training on our pioneering A/B testing methodology. We also share our learnings globally through representation on national and international technical working groups in education and adolescent health, as well as through initiatives like the What Works Hub for Global Education, emphasizing building strong relationships with governments and stakeholders for effective scale-up and sustainability.

10 YEAR TIMELINE





WE IDENTIFY

At Youth Impact we love evidence and rigor. We comb through academic literature and when we find existing evidence-based approaches that demonstrate real impact, we consider whether they can be adapted to work in our context. The magic happens when the answer to that question is YES.

“When it comes to identifying programs, we build off others’ groundwork. Zones was inspired by an impressive trial that wasn’t being scaled. We knew TaRL was evidence-based and could be adapted for new contexts. And ConnectEd is a remote adaptation of the proven TaRL model.”

Rumbidzai Madzudzo, Zones Program Manager



Zones

90%

Young people in Botswana were unaware that 40-year-old men had the highest HIV prevalence at around 45% - many believed them to be the safe option.

3x

Increase in female HIV prevalence between ages 10 to 24 while male prevalence remains constant – partly caused by dating older partners (BAIS 2013 data).

28%

Zones was inspired by a trial of a one-hour class delivered in Kenya and shown to reduce teen pregnancy— also a proxy for unprotected sex and HIV—by 28 percent in one year.

We adapted the program for Botswana's context, running a 42,000-student randomized control trial (RCT) and testing two delivery methods: teachers and 'near-peer' facilitators

We learned a lot. For example, the messenger matters. The program didn't work when delivered by teachers, but we found:

40%

Reduction in teen pregnancy – a proxy for unprotected sex and HIV – when class was delivered by near-peers

Since 2014, we have continued to test and optimize the Zones program, scaling delivery in Botswana to half the country's regions and piloting in other countries with similar contexts.

61% > 93%

Results show an increase in knowledge of higher risk of HIV infection by older partners

How Does It Work?

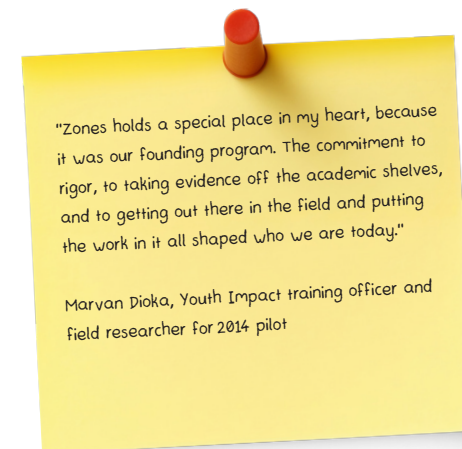
Zones is a 90-minute intervention that empowers young people to make healthy and informed relationship choices, dramatically curbing pregnancy and HIV rates. It is delivered in schools by **near-peer facilitators**, in some cases through the National Youth Service Program. An additional **phone-based delivery** model targeting high-risk schools is being piloted.



”

They made it the type of environment where we can ask questions. I learned a lot and it helped us being able to make decisions. It really affected who I am now, and I think a lot of young people would benefit from it.

Galaletsang, Zones student (Botswana)



"Zones holds a special place in my heart, because it was our founding program. The commitment to rigor, to taking evidence off the academic shelves, and to getting out there in the field and putting the work in it all shaped who we are today."

Marvan Dioka, Youth Impact training officer and field researcher for 2014 pilot



Teaching at the Right Level (TaRL)

Over 95% School enrolment in Botswana

But 88% Students in their final year of primary school cannot perform simple division

40% Students in their final year of primary school cannot read a simple story

The TaRL program tackles these issues with an approach that has a strong evidence base, backed by a series of RCTs run over 15 years by Pratham and J-PAL. TaRL is a 30-hour program that is integrated into the normal school day.

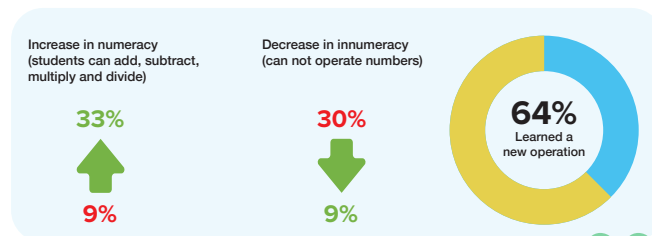
TaRL theory of change

1. Using a simple assessment tool, students are grouped by learning level (instead of by age or grade).
2. Students are taught basic skills targeted to their learning needs using fun and interactive activities.
3. Students are progressed to higher levels with concept mastery.
4. Learning outcomes improve.

Youth Impact continues to gather evidence of the program's effectiveness, leading as a TaRL Innovation Hub and radiating learnings from its Real-Time Scaling Lab established in collaboration with the Ministry of Education and Skills Development and the Center for Universal Education at the Brookings Institution, as part of the Millions Learning Project.

The Evidence

Scaling TaRL has resulted in impressive learning gains in Botswana.



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. If you come to class hyper with that positive energy they will respond well to you.

TaRL Facilitator



ConnectEd

COVID-19 created an unprecedented challenge for education: it interrupted the studies of an estimated 1.6 billion learners across the world. Distance learning solutions requiring internet connectivity and high tech devices are out of the reach of many.

70-90% Low- and middle-income households that own at least one mobile phone

6 Global RCTs

Our initial RCTs with 16,000 students produced some of the first and only experimental evidence on the potential for low-tech mLearning interventions in remote environments. We found positive results in each of the trials.

65%

Average increase in the percent of students who learn division

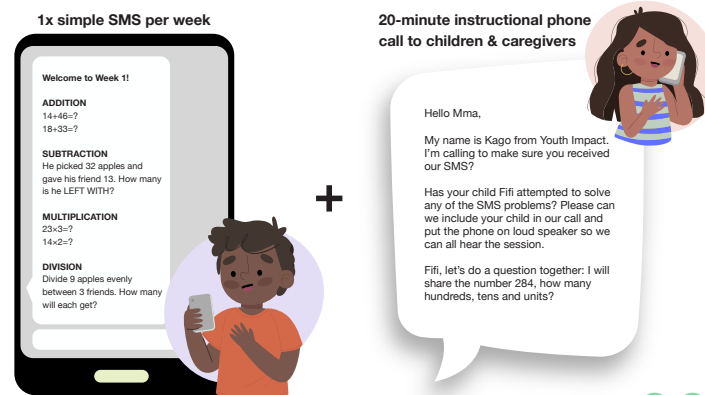
\$100

Cost to deliver up to 4 years of high-quality instruction

40K

The ConnectEd program has been delivered to over **40,000 children** in 13 countries so far, with more on the horizon

The Solution



Before ConnectEd, my son really struggled with maths. He found it difficult to deal with double or multiple-digit operations. He changed because of ConnectEd, he is now a different boy. That program was very good, it helped him learn a lot.

Nnalongo Madina, parent of ConnectEd student (Uganda)



"ConnectEd so clearly answers a need that is felt across the world. We developed it thinking it would be a quick solution to COVID-19 related school closures, but we have seen a huge interest in ConnectEd even after the pandemic for students unable to access education for other reasons, be it natural disasters or teacher strikes."

Colin Crossley, ConnectEd Program Manager

WE CONTINUOUSLY OPTIMIZE



It's not enough to hope our programs work - we have to KNOW they work. And we always want to find out how we can do better. A tweak here, a tweak there - it can really add up in terms of results at scale.

"We are always optimizing our programs to maximise cost-effectiveness and scalability. I'm proud to say that in 10 years, we have connected evidence to action many times over and pioneered new approaches to do so in the social sector."

Noam Angrist, Co-founder



HOW DO WE OPTIMIZE?

Once program implementation begins, we get to work measuring, adapting and innovating. We see **improvements in program outcomes term on term, year on year** because of our ongoing optimization processes. We've learned how to test programs 10x faster and cheaper and design iteratively, optimize our programs with each new cycle of data that flows in. It's a fusion of best practices, including randomized controlled trials, A/B testing as used in the technology and business sectors, and human-centered design.

Program Improvements: Zones RCT

When we carried out our first RCT with **42,000 students in a third of Botswana** for the Zones program, the results were promising, showing a reduction in our main measure of pregnancy. However, our results also clearly showed **more iteration was necessary** before scaling up. We incorporated the wealth of evidence generated into tangible action to design a program version 2.0. Here's how we connected evidence to action:

Lesson learned from Botswana RCT

Peer facilitators were most effective



Use only youth-friendly peer facilitators

Some knowledge faded over time



Provide simple 'booster' messaging

Sugar daddies were younger than we thought



Include the messaging that all older partners are riskier, not just the 40 year olds

Girls cared most about the risk of falling pregnant



Include messaging on all risks, not just HIV

After tweaking the program, the results improved.

97%

Girls were able to identify that older partners are riskier than their schoolmates

25

 percentage points

Girls were more likely to identify that only dating schoolmates is a strategy for lowering HIV risk

Halved

Reported risky behaviours (kissing, flirting, holding hands with older partners)



"Generating rapid, rigorous evidence is doable! Our approach is scientific and systematic, but it's also immediately useful and immediately used. Our iterative research contributes to meaningful learning and cost-effectiveness boosts in just weeks, which is so rewarding. It doesn't get much better than that!"

Claire Cullen, Head of Research

A/B Testing

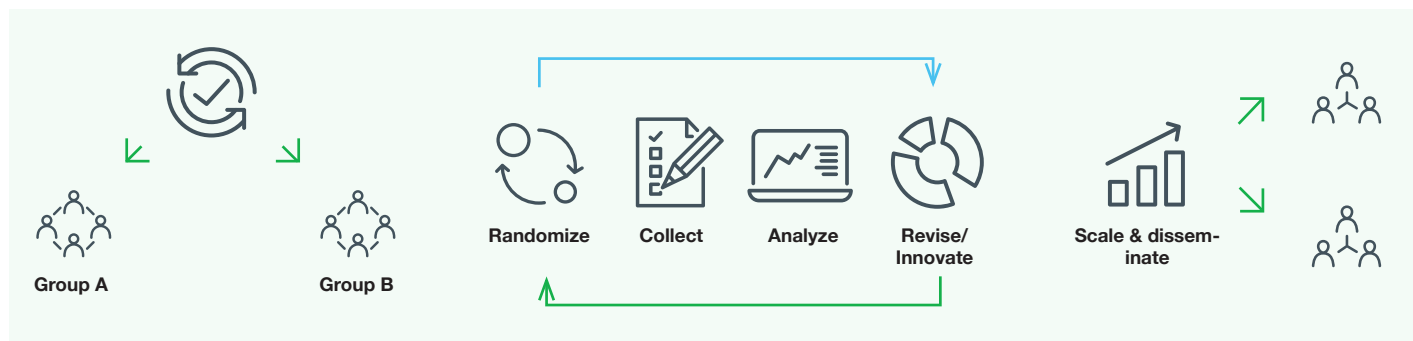
We are a learning organization: we optimize our programs through ongoing rapid, rigorous testing at a cadence of 10 trials per year. These tests act as our in-house learning muscle and help us maximise **cost-effectiveness** and **scalability**.

A/B testing is a method commonly used in the tech sector: for example, by creating two versions of a marketing website to see which generates more sales. It is less commonly used in social interventions but can be an incredibly powerful tool to quickly discover which version of a program delivers more impact.



How Does It Work?

This testing process randomly assigns participants to different versions of a program or intervention - 'treatment A' or 'treatment B' - and because of the randomization, can rigorously compare the impact of the different versions on learning outcomes of the different versions. This builds on traditional RCT methods, but is often faster and cheaper. It also goes beyond demonstrating proof of concept to focusing on cost-effective optimizations on an ongoing basis.

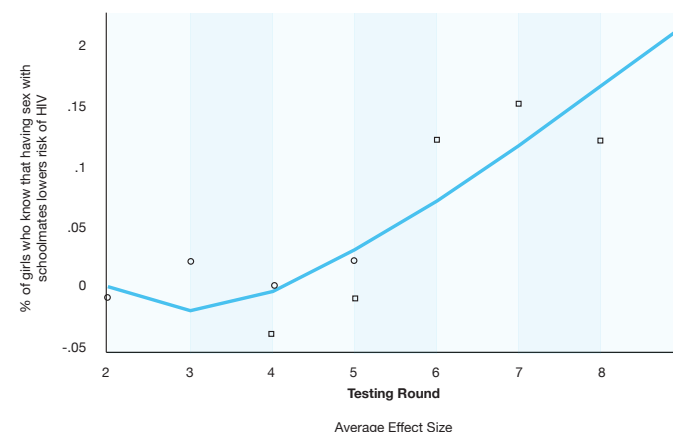


In 2014, we ran our first randomized controlled trial. Now 10 years later, we test at a rate of 10 rapid trials a year. By the end of 2024, we will have run over 50 rapid, rigorous, randomized trials in total across our programs.

Incremental Tweaks = Huge Impact

Our regular, rigorous testing ensures consistent improvement in program results over time. Through A/B testing, we have learned that a small change can have a big impact on learning and cost-effectiveness. After the first nine tests for ConnectEd, we saw learning gains of 50 percent.

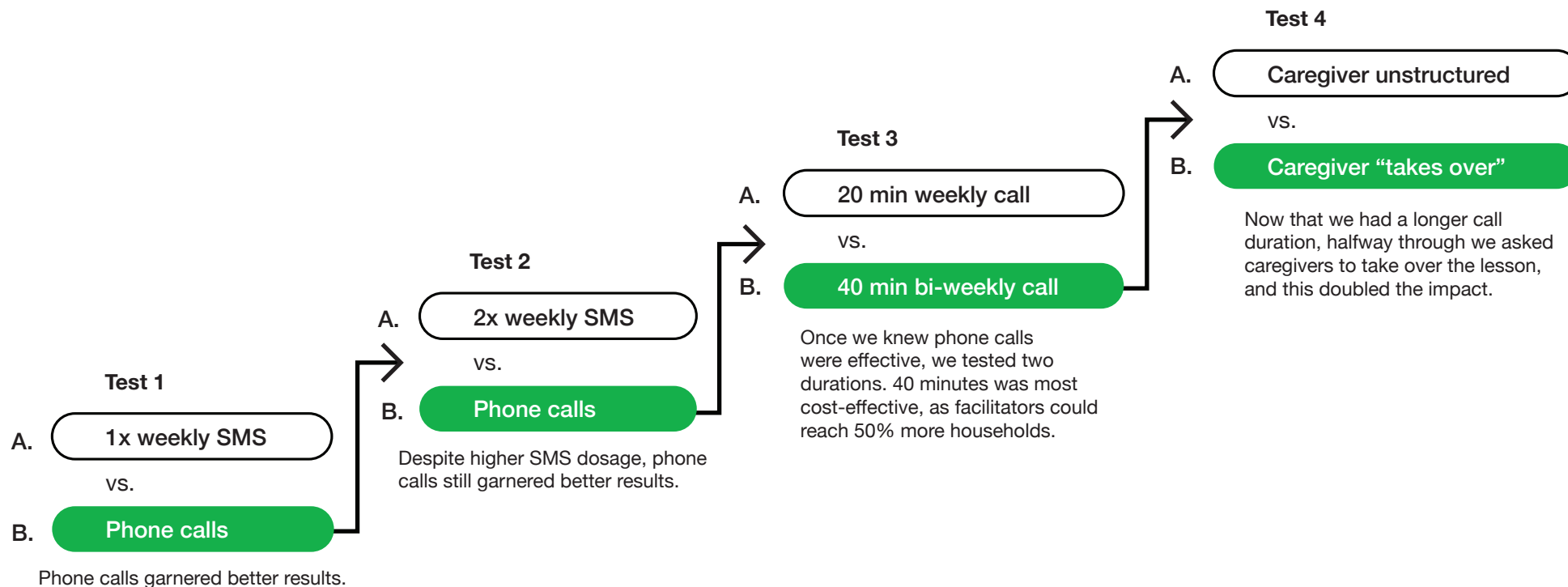
This graph shows improvements in results for our health program over nine rounds of testing.



Connecting Evidence to Action: Some of our Tests

Our A/B testing process is rapid and iterative. Data from the tests are analysed rapidly, allowing for the more effective approach (by impact or cost) to be immediately integrated into subsequent implementation cycles. This forms the basis of our ongoing optimization process.

Below is a visual diagram of four A/B tests conducted for our ConnectEd program.



WE SCALE



One of the Youth Impact core values is 'Greatest Good' - we want to achieve the greatest net impact for the greatest number of people. We do that by scaling the most effective versions of our programs, hand in hand with our partners.

"To us, scaling means more than just increasing program delivery numbers. It also means cultivating meaningful partnerships with governments and other NGOs, to embed our programs within sustainable systems. It means radiating our learnings throughout our networks and beyond - and it means taking Botswana to the world."

Karen Clune, Head of Innovation and Development



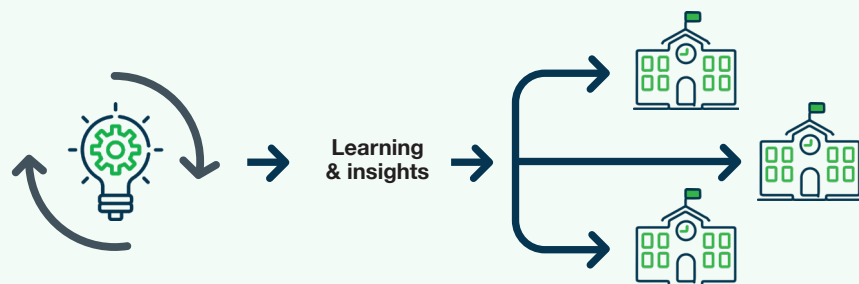
SCALE HAPPENS THROUGH THE GOVERNMENT

It's impossible to overstate the importance of our Government partnerships. We champion a co-ownership model for our programs; in many cases they are delivered directly by the Government: teachers, teaching aides and national service program volunteers. In a nutshell, scale happens through the Government.

Scaling Through Our Two Delivery Models

A **direct-delivery model** that trains Youth Impact staff to deliver our programs, and serves as a site for program innovation, testing and optimizing to support scaling efforts.

A **government-led model** that trains teachers (and in Botswana, national youth service program members) to deliver programming, and serves as a sustainable model for national scale.



Testing

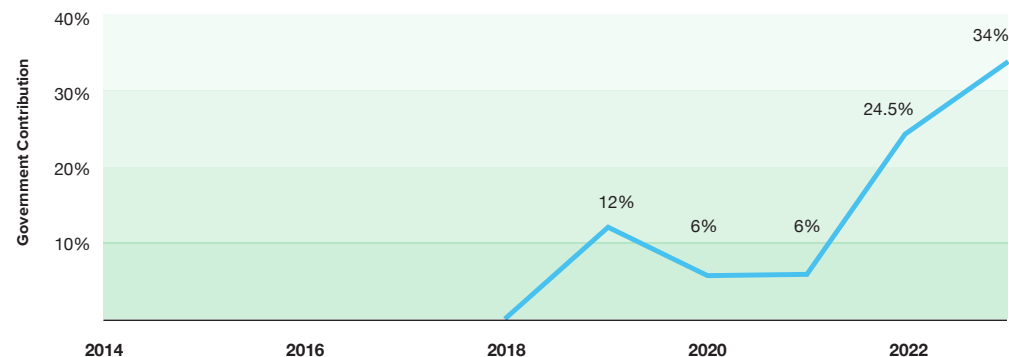
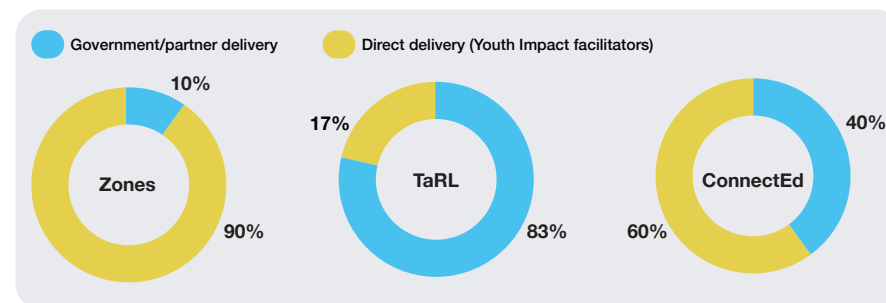
Innovations taken to scale

Government program delivery is high and accelerating fast. Through our close partnerships with the Government, we have achieved remarkable progress in Government program ownership and delivery, setting the stage for further expansion in our next decade of scale.

With programs in nine of Botswana's 10 regions - and demand only increasing - our Government counterparts are now implementing all three programs in our portfolio, helping us achieve impact at scale. Over **80 percent** of TaRL students are now being taught by a government counterpart (either a teacher or National Service Program volunteer) demonstrating the sustained commitment of the Government in adopting TaRL, which they aim to have in every school by 2025.

"When we started out, we didn't necessarily understand how important government partnerships were going to be for program success. I think it took a couple of years before we realized that tapping into their systems, expertise and capacity was crucial. 10 years on, we're fortunate to have signed agreements in place with the Governments of Botswana, Namibia, South Africa and The Philippines."

Moitshepi Matsheng, Co-founder



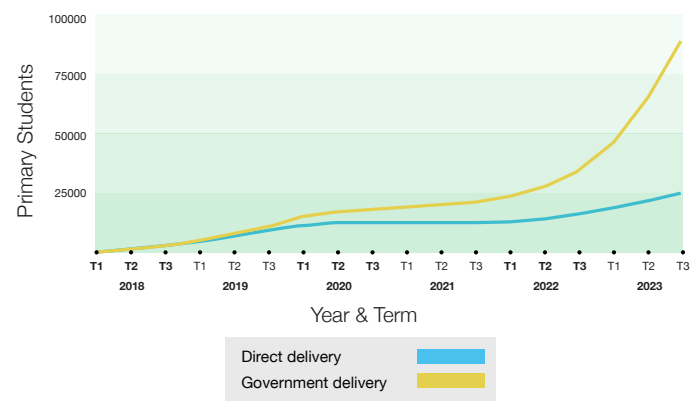
Government in-kind funding as a proportion of our budget has steadily increased over time

Signed, Sealed, Delivered: TaRL in Botswana

Among our programs, TaRL has been a shining example of how to scale nationally through working with the Government. We have an active eight-year Memorandum of Understanding with the Botswana Government to pilot and scale TaRL in primary schools across the country.

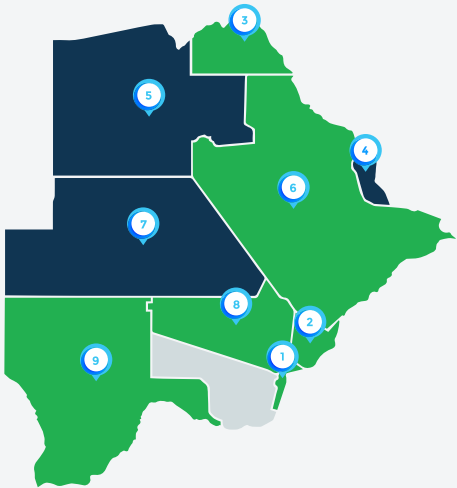
From a one-school pilot to over 40 percent of schools nationally across nine out of 10 regions, the quality rollout of TaRL across the country has been extraordinary. In 2023, we reached the milestone of implementing TaRL at 100 percent scale (all schools within a region) in three regions. By the end of 2025, we expect the TaRL numeracy curriculum to be delivered in all regions of Botswana, **a historic achievement: reaching national scale.**

Government delivery vs direct delivery over time (TaRL Botswana)

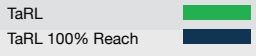


Scaling through our 2 delivery models. TaRL program delivery 2018-2023

TaRL Expansion in Botswana



- 1 South East 2018
- 2 Kgatleng 2018
- 3 Chobe 2018
- 4 North East 2019/20
- 5 North West 2021/22
- 6 Central 2023
- 7 Ghanzi 2023
- 8 Kweneng 2023
- 9 Kgalagadi 2023



SCALING GLOBALLY

Building a Network of Partners for Impact

As one of the few social sector organizations specializing in rapid testing such as A/B tests, we have seen tremendous interest in our methods from both funders and other implementing partners. In answer to this demand, we developed a training program through which we have supported eight global partners so far to use rapid randomized testing methods as well as to sustainably and routinely embed this process into their M&E systems.

We apply an approach to partnership development named “Revealed Action”. This lets us consider the results of each stage before moving to the next, rather than entering into long-term agreements upfront. The approach allows us to build a strong but cost-effective foundation for productive partnerships.

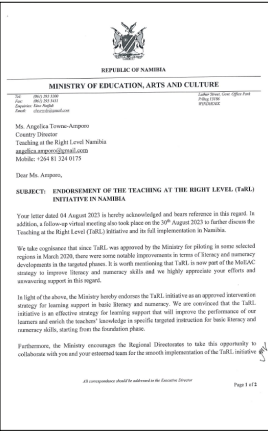


Youth Impact International Expansion

Results from our Innovation Hub in Botswana have inspired expansion into other countries: namely Namibia (also an Innovation Hub), South Africa and The Philippines.



We continue to support the expansion of TaRL in Namibia through visits between the two countries and ongoing technical support. TaRL in Namibia experienced remarkable growth in 2023, with its reach more than doubling and with implementation now in five regions. They have made significant strides towards integrating TaRL into Namibia’s government structures, and government commitment has been further strengthened by its in-kind support of nearly \$200,000 to facilitate the implementation of TaRL so far.



Endorsement of TaRL by the MoE, Oct. 2023



South Africa, much like Botswana, ranks high in access to education but also suffers from poor learning outcomes. We have established a relationship with the South African Department of Basic Education and identified a local implementation partner to run **TaRL pilots in South Africa’s North West Province throughout 2024**. We look forward to a fruitful future of implementing TaRL with our neighbors in South Africa.



We have been engaging with the Philippines Government to align our programs to national education policies. Taking the lead from the Philippine Department of Education, we are expanding ConnectEd implementation and piloting TARL through our partners Innovations for Poverty Action (IPA). Currently we are supporting schools and divisions in six regions. By the school year 2024-2025, we are targeting at least 400 schools for both ConnectEd and TaRL. We are also strengthening local presence by building the Youth Impact team in the Philippines.

“

We are convinced that the TaRL initiative is an effective intervention for learning support that will improve the performance of our learners and enrich the teachers’ knowledge in specific targeted instruction.

We encourage the Regional Directorates to work with you and your esteemed team for the smooth implementation of the TaRL initiative.







Endorsement of TaRL by Namibia MoE, Oct 2023

ConnectEd: 5 Countries & Beyond

Our initial ConnectEd trial provided some of the first evidence on learning loss during COVID-19 and led to global interest in our phone-based solution. Based on this interest, we secured funding for replication trials in five countries.

This five-country trial expanded on our successful randomized trial in Botswana. We collaborated with NGOs and governments to test and adapt the program in various settings; over 16,000 children were reached by NGO tutors and government teachers in India, Kenya, Nepal, Uganda, and the Philippines. This was some of the most rapid, large-scale, multi-country evidence in education history. We found a **65 percent boost** in students' ability to complete basic numeracy procedures. The program, which costs about **\$100 to deliver up to 4 years of quality instruction**, is one of the most cost-effective schooling programs available.

5-country study

	SMS only	SMS and call
 Botswana	0.02	↑ 0.12
Average	↑ 0.08	↑ 0.33
 Kenya	-0.02	↑ 0.09
 Nepal	0.05	↑ 0.14
 India (Telangana)	N/A	↑ 0.21
 Philippines	↑ 0.09	↑ 0.45
 Uganda	↑ 0.21	↑ 0.89

Results in standard deviations ↑ Statistically significant result

On average cost \$12/child (PhP650)
Among most cost-effective edtech and pedagogy interventions in education



ConnectEd in a Post-pandemic World

Although school closures are no longer caused by the pandemic, they continue to be a reality for students across the world for various reasons. Additionally, it's estimated that over 100 million students globally are currently in school, but are affected by an education crisis or not achieving at grade level.

Given these factors, ConnectEd continues to be a viable solution in many contexts. We have developed and tested additional applications for ConnectEd in settings where regular classes are disrupted, such as Education in Emergency (EiE) settings, as well as a complement to ongoing schooling in environments where governments are looking to build more resilient education systems.



Afghanistan: Pilot & follow-up study to reach girls who have been prohibited from receiving education.



Nepal: ConnectEd replication trial - government teachers found to be a highly efficient and cost-effective implementation model.

With World Bank and Nepal's Ministry of Education, Science and Technology



Somalia: Reaching out-of-school youth with ConnectEd programming.

With AYUUB and Plan International



Kenya: Ran an RCT to assess the feasibility of complementary targeted tutoring calls.

With NewGlobe



The Philippines (National): Designed & delivered one of the first RCTs for education in the country's history. Invited to form a Learning Lab.

With IPA and the Philippines Department of Education



The Philippines (Regional): Tested mEducation in the post-conflict setting in the vulnerable Bangsamoro Autonomous Region

With the Ministry of Basic, Higher, and Technical Education and UNICEF



Ethiopia: Launched a ConnectEd pilot for youth who cannot attend school due to conflict or natural disaster.

With Addis Ababa University and the Ethiopian Government



Sierra Leone: Ran an RCT testing a set of behavioral nudges to encourage engagement with educational radio programming.

With the Rising Academy Network



India: Karnataka State has included \$1.2 million of funding in their annual budget for ConnectEd and plan to reach 700,000 students by the end of 2024.

With Alokkit



Uganda: Ran an RCT that resulted in some of the largest learning gains seen.

With Building Tomorrow



Global: Discussion with a range of partners to bring ConnectEd to refugee contexts, and a pilot in Dukwi Refugee Camp in Botswana.

Partners include Save the Children and the International Rescue Committee

THE NEXT



Setting 10-year priorities might be an audacious thing to do, but that's us - bold, ambitious and positive. We also know that at the heart of it all, our main mission will never change. We want to enable young people to thrive by connecting them to proven life-changing information. We're already doing that. Now let's keep doing it. Onwards!

Our priorities for the next 10 years:



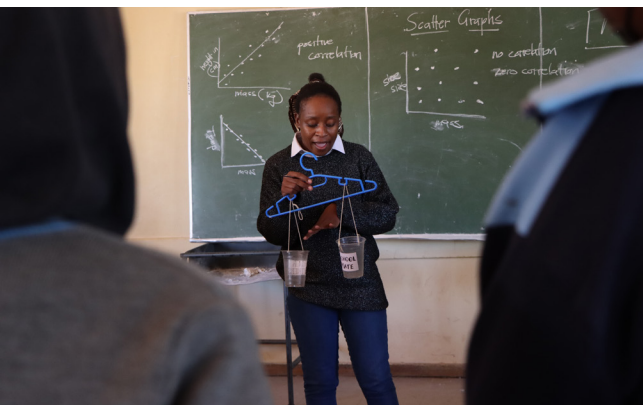
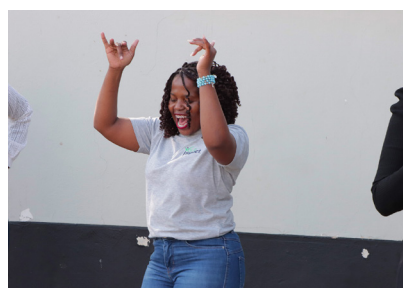
Reach national scale in multiple innovation hubs



Integrate into multiple levels of governments systems to ensure scale & sustainability



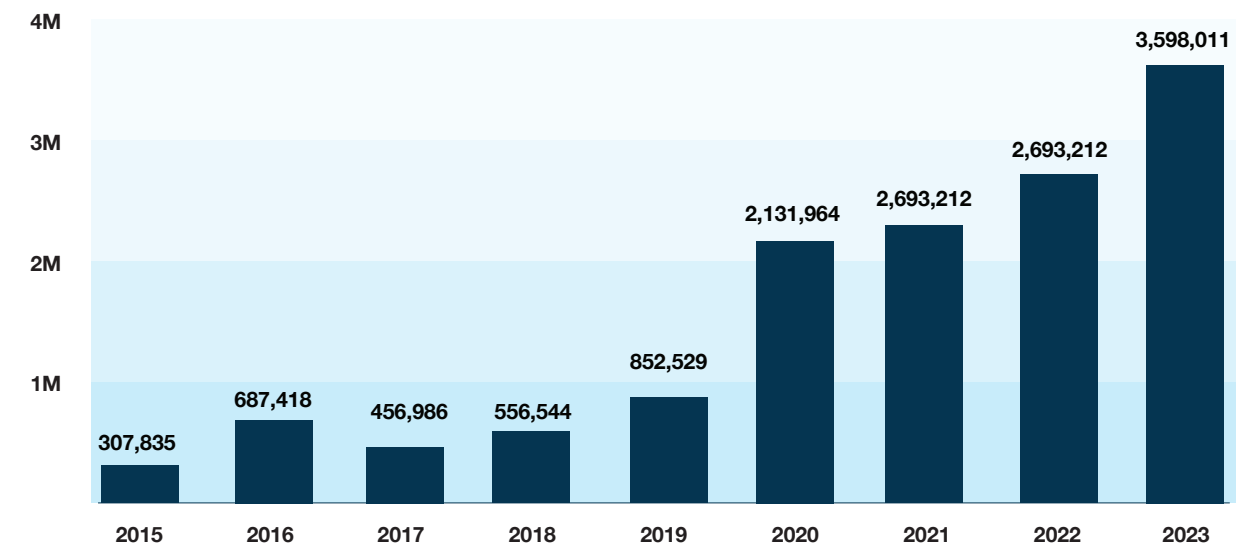
Build a network of organizations connecting evidence with action and committing to ongoing rapid, rigorous optimization



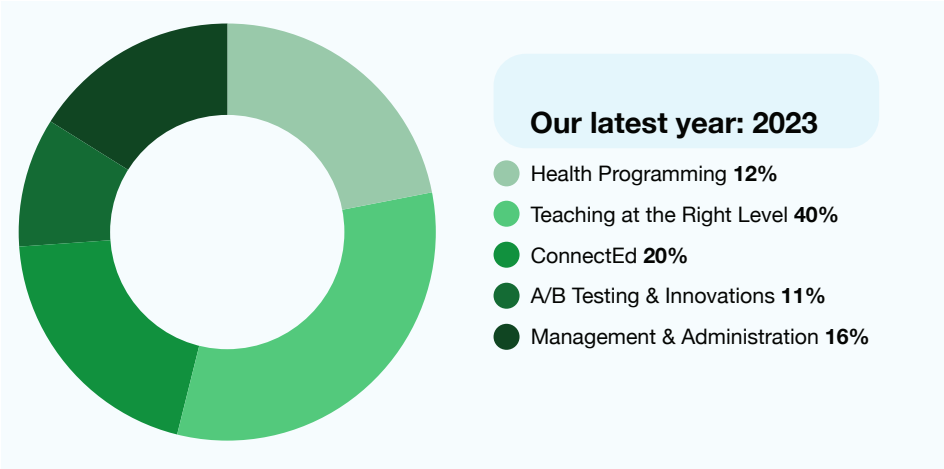
FINANCIALS



Income (USD)



Expenses (USD)



GOVERNANCE & BOARDS

Youth Impact is guided by leaders worldwide who generously donate their time and talents to provide support and strategic direction.



GOVERNANCE & BOARDS

Amrita Ahuja, Board Member,
Director Douglas B. Marshall, Jr. Family
Foundation

Stan Getui, Board Member,
Head of Capacity Development and
Ecosystem Building,
Mastercard Foundation

Kago Ramokate, Advisory Forum
Member, Permanent Secretary Ministry of
Youth Empowerment, Sport and Culture
Development

Norma Altshuler, Board Co-chair,
Program Officer, Open Philanthropy

Elizabeth Koko, Advisory Forum
Member, Chief Health Officer National
AIDS and Health Promotion Agency

Moitshepi Matsheng, Board Member,
Co-Founder, Youth Impact, Chair,
Botswana National Youth Council

Kgopotso Ramoroka, Advisory Forum
Member, Deputy Permanent Secretary,
Policy Development and Research,
Ministry of Tertiary Education

Noam Angrist, Board Member Co-
Founder, Youth Impact

Ndondo Koolese, Advisory Forum
Member, Former Director of Basic
Education Ministry of Basic Education

Grace Muzila, Advisory Forum Chair,
Former Permanent Secretary of Ministries
of Education, Health, Finance and
Environment

Gabatshwane Tsayang, Advisory Forum
Member, Head of Primary Education,
University of Botswana

Kirk Friedrich, Board Co-chair,
Director of Strategy, No Means No
Worldwide, Co-Founder Grassroot Soccer

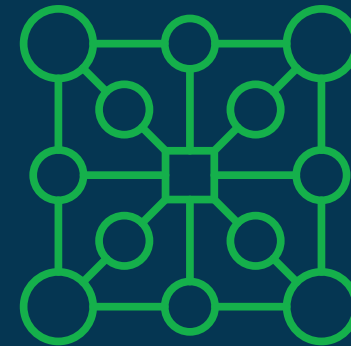
Nkobi Pansiri, Advisory Forum Member,
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