



Gender-Specific School-Based HIV/AIDS Prevention Programmes in Zimbabwean Adolescents: An Implementation Evaluation Study

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Abstract

HIV/AIDS remains a significant public health challenge in Zimbabwe, particularly among adolescents where incidence rates are higher than those of adults. A mixed-methods approach including quantitative surveys ($n=500$) \wedge qualitative interviews ($n=20$). The study employed a multistage sampling technique to ensure representativeness across different schools. Quantitative data were analysed using logistic regression to assess the impact of programme involvement on knowledge, attitudes, and behaviors related to HIV/AIDS. Among participants, there was a statistically significant difference in knowledge scores ($p = .02$) between male and female students who received the intervention, with females showing a higher improvement rate compared to males. Qualitative interviews revealed that girls reported more positive changes in peer interactions and communication about sexual health. The gender-specific approach enhanced adolescent engagement and positively influenced knowledge acquisition among both genders but highlighted the need for further tailored interventions focusing on specific barriers faced by female students. Future programmes should incorporate culturally relevant content, address stigma specifically affecting females, and implement continuous monitoring to adapt interventions based on feedback from participants.

Keywords: *African Geography, Adolescents, Implementation Evaluation, HIV/AIDS Prevention, Gender Studies, Mixed-Methods, Quantitative Analysis*

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