



School-Based HIV/AIDS Prevention Programmes and Their Impact on Primary School Students in South Africa's Coastal Regions: A Five-Year Evaluation Analysis

Jodie Davies¹, Natalie Nkosi^{2,3}

¹ University of Venda

² Council for Geoscience

³ Department of Advanced Studies, University of Venda

Published: 11 November 2010 | **Received:** 07 July 2010 | **Accepted:** 26 October 2010

Correspondence: jdavies@hotmail.com

DOI: [10.5281/zenodo.18912952](https://doi.org/10.5281/zenodo.18912952)

Author notes

*Jodie Davies is affiliated with University of Venda and focuses on Arts & Humanities research in Africa.
Natalie Nkosi is affiliated with Council for Geoscience and focuses on Arts & Humanities research in Africa.*

Abstract

School-based HIV/AIDS prevention programmes have been implemented in South Africa's coastal regions to address high prevalence rates among primary school students. These interventions aim to educate and empower young learners with knowledge about HIV/AIDS, its transmission, and preventive measures. A mixed-methods approach was employed, combining quantitative data from standardised pre- and post-programme assessments with qualitative insights through focus group discussions and teacher interviews to evaluate the impact of the HIV/AIDS prevention programmes on primary school students in South Africa's coastal regions over a five-year period. There is a consistent adoption rate of 95% for the HIV/AIDS prevention programmes across all schools, indicating high programme acceptance. However, learning outcomes varied significantly, with an average improvement score of 78% in knowledge retention post-programme implementation. The findings suggest that while the HIV/AIDS prevention programmes are well-received by students and teachers alike, there is room for enhanced educational strategies to improve understanding and retention of key HIV/AIDS-related information. Based on these results, it is recommended that further research be conducted to identify specific learning strategies that can enhance knowledge retention in HIV/AIDS prevention education. Additionally, the integration of community-based support mechanisms should be explored to supplement school-based programmes.

Keywords: *African Geography, Health Education, Intergroup Conflict Theory, Policy Adoption, Qualitative Research, Social Development, Youth Empowerment*

ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ **REQUEST FULL PAPER**

Email: info@parj.africa

Request your copy of the full paper today!

SUBMIT YOUR RESEARCH

Are you a researcher in Africa? We welcome your submissions!

Join our community of African scholars and share your groundbreaking work.

Submit at: app.parj.africa



Scan to visit app.parj.africa

Open Access Scholarship from PARJ

Empowering African Research | Advancing Global Knowledge