



Theoretical Framework for School-Based HIV Prevention Programmes in Democratic Republic of Congo: Examining Attendance and Condom Use Outcomes

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Abstract

School-based HIV prevention programmes in Democratic Republic of Congo (DRC) have been implemented to address high rates of adolescent HIV infection. However, there is a need for a comprehensive theoretical framework that can guide the design and evaluation of these programmes. This theoretical framework will be developed through a systematic review of existing literature, stakeholder consultations, and expert panel discussions. Theoretical constructs will be synthesized using thematic analysis. The theoretical framework identifies several key areas for improvement in school-based HIV prevention programmes, including the need to address socioeconomic disparities and enhance peer-led interventions. Programme designers should incorporate strategies that mitigate socio-economic barriers and promote active engagement with peers. Stakeholders are encouraged to tailor interventions to local contexts and monitor programme outcomes regularly.

Keywords: *Democratic Republic of Congo, Geographic Focus, Geographical Context, Social Theory, Adolescent Health Studies, Methodological Framework, Behaviour Change Theory*

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