

Factors associated with the failure of the Keeping Girls in School program among school-going adolescent girls in South Africa, 2016-2019.

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Parental protection and satisfaction with activities were noted as the factors significantly associated with not being *HIV knowledgeable*. Interventions that cater for *adolescent girls* such as *school-based programs* to improve HIV risk awareness and reduce *new HIV infections* through comprehensive sexual and reproductive health education are important.

BACKGROUND

Adolescent girls and young women (AGYW) are a vulnerable population at risk of HIV infection. Preventive interventions that are tailor made for this vulnerable population group such as school-based programs have proven to be effective in reducing new HIV infections. However, there are still persistent factors that hinder the success of these and other interventions. This study aimed to identify factors associated with the failure of the Keeping Girls in School (KGS) program in HIV knowledge among school-going adolescent girls in South Africa.

METHODS

- We utilized secondary data obtained from the KGS program collected between April 2016 and March 2019 among adolescent girls aged 14 -18 years.
- The participants were selected from 52 schools in 10 districts in South Africa.
- Univariable and multivariable analysis was employed to identify factors linked with inadequate HIV knowledge.
- Factors with $p < 0,05$ were considered to significantly associated with retention in girls' education system.

RESULTS

- There were 1 364 adolescent girls in this study, of which 92.6% were classified as having HIV knowledge.
- The odds of reporting lack of HIV knowledge among participants in a non-parent household were 1.49 times more than of those living with their parents (aOR:1.49, CI:1.13-1.96, $p=0.01$).
- The odds of not being HIV knowledgeable among adolescent girls that were satisfied with the KGS activities were 1.8 times more than those that reported not satisfied (aOR:1.80, CI:1.02-3.18, $p=0.04$).

Table 3.2: Factors associated with HIV knowledge among participants in the KGS program.

Factor	OR (95% CI)	p-value	AOR (95% CI)	p-value
Categorical Age				
14 -15	1.00		1.00	
16-18	0.78 (0.57- 1.08)	0.13	0.78 (0.57-1.07)	0.13
Parents				
Dead	1.00			
Alive	1.13 (0.73-1.77)	0.58		

RESULTS CONTINUED

Factor	OR (95% CI)	p-value	AOR (95% CI)	p-value
Time spent in KGS				
0 – 6 months	1.00		1.00	
6 – 18 months	0.97 (0.56-1.70)	0.92	0.92 (0.55-1.57)	0.77
≥ 18 months	0.96 (0.67-1.36)	0.80	0.93 (0.66-1.29)	0.65
Activity that helped the most				
Health Education	1.00			
Peer Education	0.88 (0.55-1.41)	0.60		
Homework Support	0.74 (0.35-1.59)	0.44		
Satisfaction with education				
Not satisfied	1.00		1.00	
Satisfied	1.33 (0.77-2.31)	0.31	0.89 (0.52-1.55)	0.69
Satisfaction with activities				
Not satisfied	1.00		1.00	
Satisfied	1.62 (0.93-2.83)	0.09	1.80 (1.02-3.18)	0.04

CONCLUSIONS

- HIV prevention programs for AGYW are crucial in the management of HIV reduce the spread of the virus especially school-based interventions as they not only provide HIV knowledge but also decrease the number of unwanted pregnancies and enable students to remain in school. The study results show that a significant number of participants in the KGS program gained HIV knowledge. Factors such as parental protection and satisfaction with program activities impacted HIV knowledge negatively. Failure to invest in the success of HIV prevention programs for AGYW will undermine efforts to minimize HIV infection risks and improve HIV knowledge. Therefore, findings from this study call for integration of school-based HIV prevention programs with focus on sexual reproductive education to mitigate lack of HIV knowledge among adolescent girls.

ADDITIONAL KEY INFORMATION

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