

# Impact Evaluation of a School-Based Sexuality and HIV Prevention Education Activity in South Africa

## Midline Results

March 2018



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



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## INTRODUCTION

Young people in South Africa, especially young women, are at high risk of acquiring HIV. Gaining the knowledge and skills necessary to make healthy choices about sexual behavior as adolescent learners transition to young adulthood is key to controlling the HIV/AIDS epidemic and reducing its potentially devastating effects. The South Africa Department of Basic Education (DBE) has attempted to attenuate the impact of HIV/AIDS on the nation through its Life Orientation (LO) curriculum, which has been in place since 2000. In 2015, the DBE and the Education Development Center (EDC), with support from the United States Agency for International Development (USAID) through the United States President's Emergency Plan for AIDS Relief (PEPFAR), invested in developing and piloting scripted lesson plans and supportive activities to increase the rigor and uniformity of the LO curriculum. Before rolling it out nationally, the DBE and USAID tasked MEASURE Evaluation with conducting an impact evaluation of the activity in two South African provinces.



Data collectors at a school in South Africa for the midline assessment. Photo: Khou Xiong, MEASURE Evaluation

Our 2016 baseline findings are reported here: <https://www.measureevaluation.org/resources/publications/tre-17-3>. This working paper summarizes the main findings of the midline data collection and analysis. We make some comparisons with the baseline here but will defer most of these until we report on our end line findings from the 2018 data collection.

## METHODS

The evaluation aims to describe the effect of the scripted lesson plans on herpes simplex virus 2 (HSV-2) incidence or change in the prevalence of pregnancy among a cohort of Grade 8 female learners in 2016 as they progress to Grade 10 in 2018. Biomarkers—dried blood spots—were collected at baseline (2016) and will be collected again at end line (2018), to determine HSV-2 incidence. The evaluation also aims to document the effects of the program on knowledge, attitudes, school retention, and self-reported risk behavior, HIV counseling and testing, and completed referrals for health services among the cohort of Grade 8 female learners in 2016 as they progress to Grade 10 in 2018. These secondary outcomes will also be examined for differences between intervention and control female learners in Grade 10 in 2016 and those in Grade 10 in 2018, and for cross-sectional samples of intervention and control male learners in Grade 8 in 2016, Grade 9 in 2017, and Grade 10 in 2018.

The evaluation employs a two-arm, stratified, cluster-randomized design, where a secondary school is a cluster and a student learner is the unit of observation/analysis. Schools were sampled from five education districts in two South African provinces: Bohlabela and Gert Sibande Districts, in Mpumalanga Province (MP); and King Cetshwayo, Pinetown, and Umlazi Districts, in KwaZulu-Natal Province (KZN). Fifty-eight intervention schools and 57 control schools (115 schools in total) were randomly selected. Baseline survey data were collected in the third term of the 2016 school year (from August to October). Biomarkers were also collected from cohort learners at baseline. Midline survey data were collected in the third term of the 2017 school year.

Midline data collection covered only self-reported behaviors. Thus, the paper does not include information on the HSV-2 outcome and reports mostly on findings for the Grade 9 cross-sectional samples. The HSV-2 outcome is a focus for end line data collection and analysis.

# FINDINGS

## Response Rates

All 105 eligible schools were interviewed at midline. There was one less school at midline than baseline, because one school permanently closed between the baseline and midline surveys. Figure 1 presents learner response rates for the cross-sectional sample at midline, by province, sex, and study arm. Nearly 70 percent of female and male learners in intervention and control schools in KZN were successfully interviewed. In MP, there was greater participation in intervention schools than in control schools: 78 percent of females and 84 percent of males from intervention schools completed the survey, in comparison with only 68 percent of females and 67 percent of males from control schools. Nonparticipation among cross-sectional learners was mostly owing to learners being absent on data collection days or not having parental consent. See Appendix A for details on response rates.

**Figure 1. Response rate of cross-sectional sample, by province, sex, and study group**

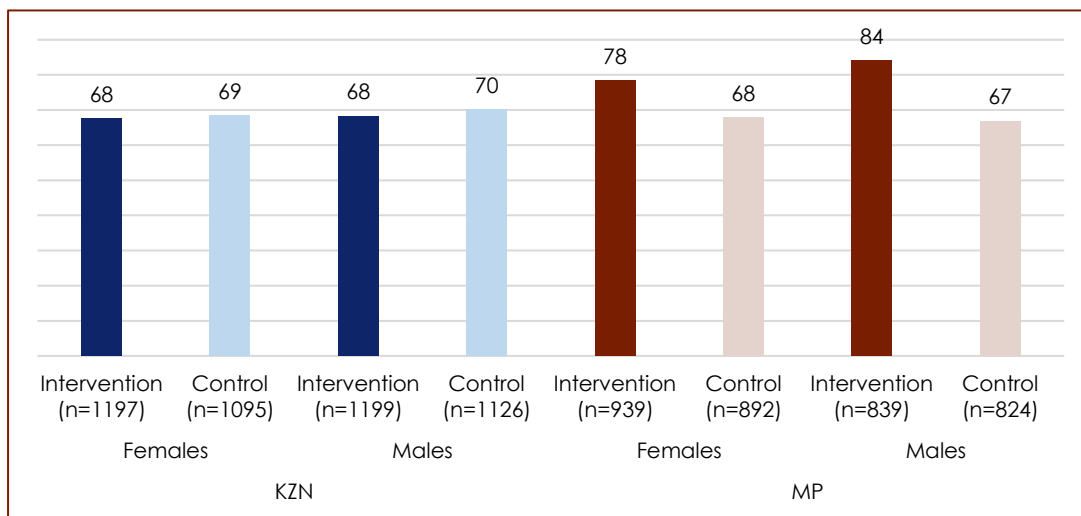
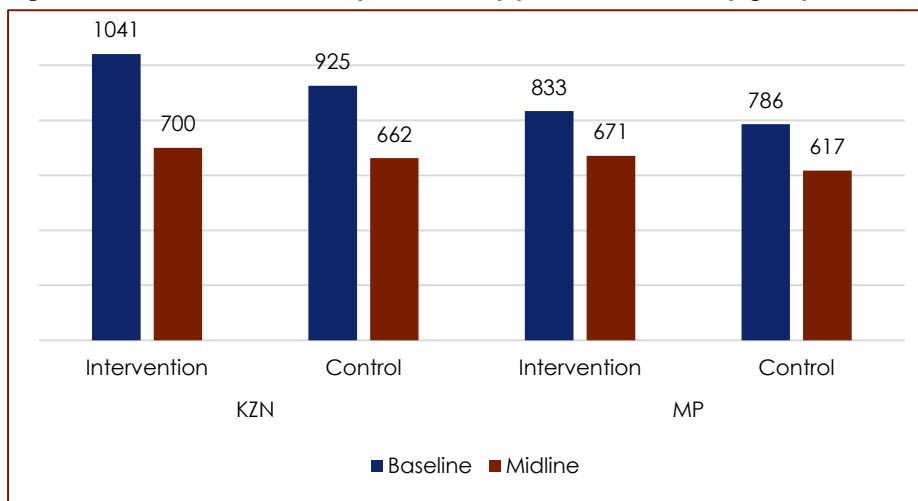


Figure 2 presents the number of cohort learners at baseline and midline, by province and study group. Nearly 70 percent of cohort learners in KZN and 80 percent in MP were successfully traced and interviewed at midline. Table 1 presents the numbers of weighted and unweighted interviewed learners by province, sex, and study arm.

**Figure 2. Number of cohort respondents, by province and study group**



**Table 1. Sample sizes (weighted and unweighted)**

	KZN			MP		
	Intervention	Control	Total	Intervention	Control	Total
<b>Females</b>						
Unweighted	1197	1095	2292	939	892	1831
Weighted	1659.6	1488.7	3148.3	446.8	511.4	958.2
<b>Males</b>						
Unweighted	1199	1126	2325	839	824	1663
Weighted	1657.6	1497.6	3155.2	370.9	478.4	849.3

## Demographic Characteristics

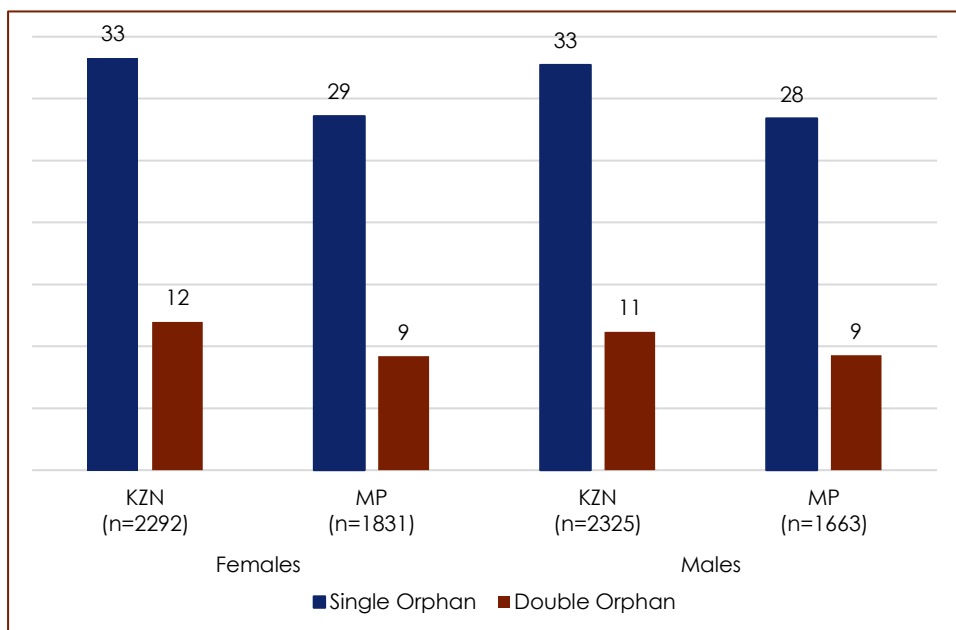
At midline, the mean age of Grade 9 female learners was 14.6 years in MP and 14.7 years in KZN. Grade 9 male learners were approximately eight months older, on average, than their female classmates, with a mean age of 15.3 years in MP and 15.4 years in KZN.

The mother was reported as the primary caregiver by nearly 75 percent of females and nearly 70 percent of males in both provinces. “Grandparent” was the second most frequently reported primary caregiver by female learners (11.4 percent and 12.9 percent in MP and KZN, respectively). The second most frequently reported primary caregiver by male learners was the father (11.8 percent in MP and 12.6 percent in KZN).

Approximately one-third of all learners reported having lost one parent (single orphan) and another one-tenth of all learners reported having lost both parents (double orphan). Orphanhood was higher in KZN than in MP (Figure 3).

No differences were observed in age, the relationship to the learner of the reported primary caregiver (for example, mother, father, grandparent, and so forth), or orphanhood between intervention and control schools.

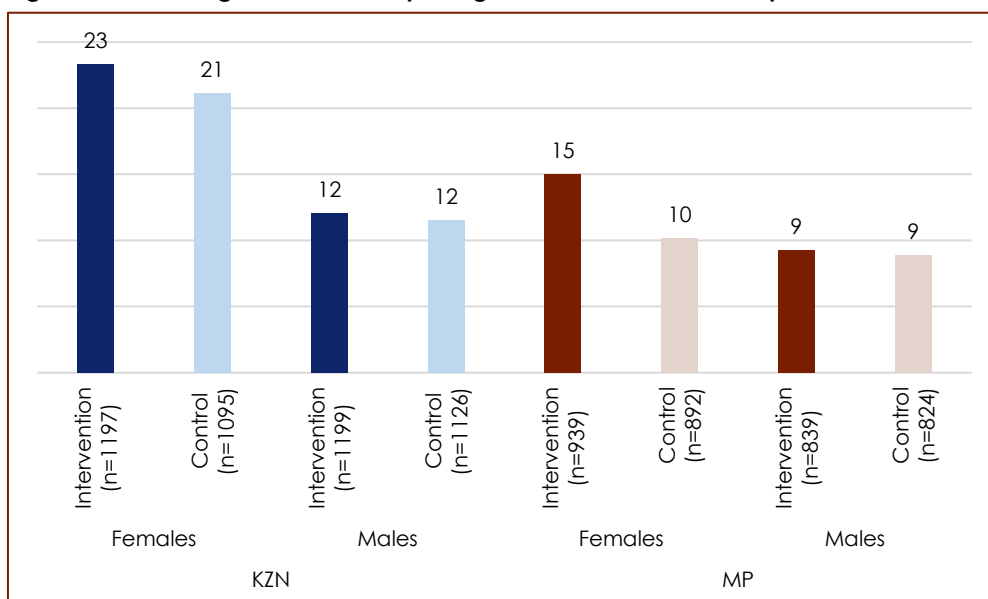
**Figure 3. Percentage of Grade 9 learners who reported losing one or both parents, by province and sex \***



\*Reported parent was dead or did not know whether parent was alive.

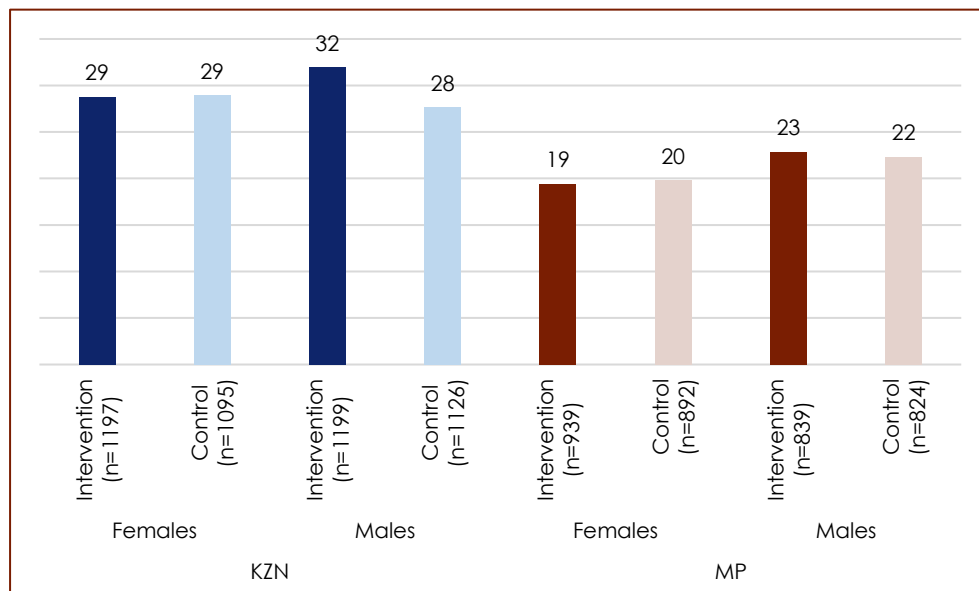
More female learners in KZN (22 percent) than in MP (12 percent) reported having someone who was HIV-positive in their household (Figure 4). In KZN, the percentage of males who reported that someone was HIV-positive (12 percent) was similar to the percentage in MP (9 percent). In MP, a higher percentage of females in the intervention schools (15 percent) reported that someone in their household was HIV-positive than in the control schools (10 percent). However, this difference was not statistically significant.

**Figure 4. Percentage of learners reporting someone who was HIV-positive in the household**



Food insecurity was higher in KZN than in MP. Almost 30 percent of learners in KZN and 20 percent of learners in MP reported that there was no food at home on at least one day in the past three days. Food insecurity was the same in the intervention and control schools in both provinces (Figure 5).

**Figure 5. Percentage of learners reporting any of the last 3 days without food in the household**

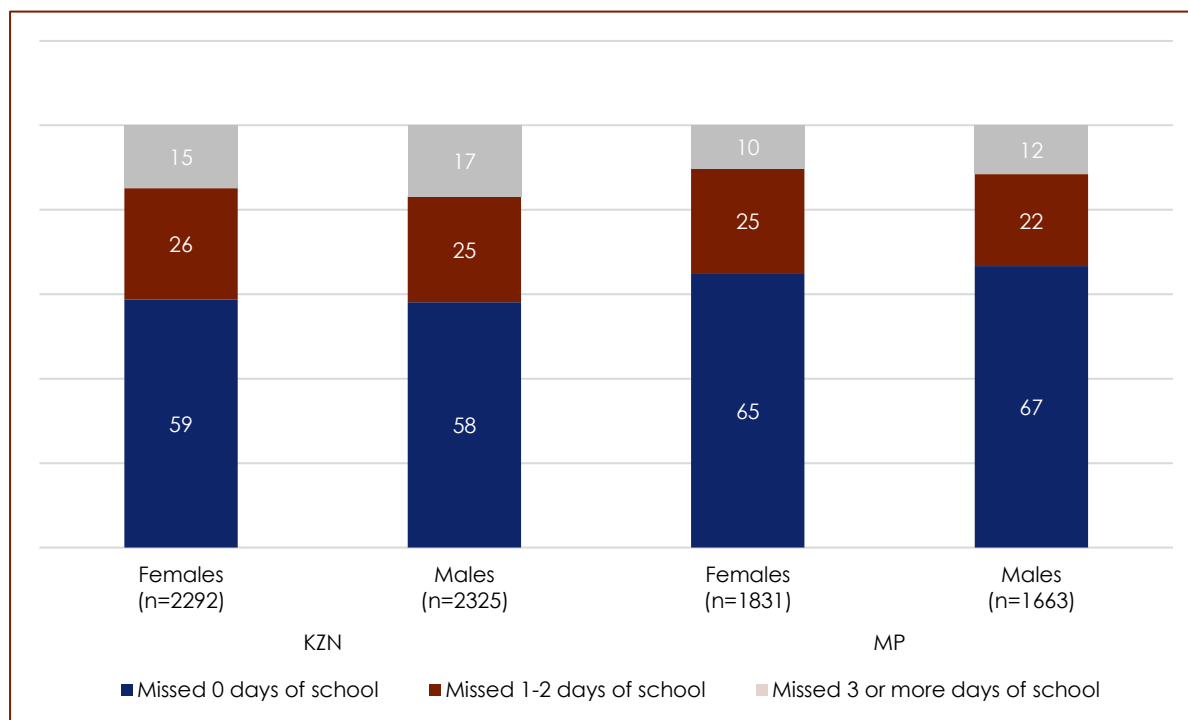


## School Attendance and Performance

Reported school attendance was generally high among the study participants. Approximately two-thirds of learners in MP reported having never missed school (Figure 6). School attendance was also high in KZN, although slightly lower, with 58 percent of learners reporting having never missed school. Approximately 25 percent of learners in both provinces reported having missed only one or two days of schools.

In MP, 33 percent of females and 58 percent of males reported having ever repeated a grade level (see the data in Table B2, Appendix B). This was higher in KZN, with 43 percent of females and 66 percent of males having repeated at least one grade. Among those who had repeated a grade, they repeated two times, on average, in both provinces. More males than females repeated at least one grade in both provinces. Despite the high percentage of learners who had previously repeated a grade, there was high optimism about progressing to Grade 10. In MP, over 80 percent of female and male learners felt that they had some chance or a high chance of being promoted to the next grade. This optimism was greater in KZN, with over 90 percent of female and male learners reporting some chance or a high chance of promotion.

**Figure 6. Reported school attendance (percentage of learners who reported missing school)**



## Knowledge and Attitudes toward Learning about Sexuality and HIV and AIDS in Life Orientation

Table 2 summarizes learners' perceived relevance, attitudes toward, and involvement in learning about sexuality and HIV and AIDS in their LO class. Approximately 59 percent of learners in MP and 46 percent in KZN reported having received a workbook for their LO class. Approximately 54 percent of female learners and 62 percent of male learners in both provinces reported having seen a condom demonstration during an LO lesson. There was no difference between intervention and control learners in having received an LO workbook or having seen a condom demonstration in an LO class. This is not surprising, because most schools provide LO workbooks and several nongovernmental organizations do condom demonstrations in the schools.

Approximately 75 percent of learners in both provinces reported having “learned a lot about sexuality and HIV-related topics” from their LO class, with a significant difference shown between male learners in intervention schools (77 percent) and control schools (72 percent) in MP ( $p=0.03$ ). More than half of the learners in both provinces said that the LO topics on gender roles, sexuality, and HIV were similar to what they had experienced in their lives. Moreover, approximately two-thirds of learners indicated that they were able to apply the things they learned about gender roles, sexuality, and HIV to their personal lives.

The majority of learners were comfortable talking to their parents about the different topics they learned in the LO class. They were least comfortable talking to their parents about sex and sexuality-related topics. In MP, more male learners in intervention than in control schools were able to talk to their parents about sex and sexuality ( $p=0.06$ ) and pregnancy-related topics ( $p=0.01$ ), and more females in intervention schools than in control schools were able to talk to their parents about HIV and AIDS ( $p=0.04$ ) and gender ( $p=0.05$ ) topics. No differences were observed for these variables between intervention and control learners in KZN.

**Table 2. Learners' perceived relevance, attitudes toward, and involvement in Life Orientation class\***

	KZN				MP			
	Females		Males		Females		Males	
	Intervention (n=1197)	Control (n=1095)	Intervention (n=1199)	Control (n=1126)	Intervention (n=939)	Control (n=892)	Intervention (n=839)	Control (n=824)
Received a workbook for the LO class (%)	46.0	44.3	46.0	46.3	56.1	59.9	58.5	62.0
Saw a condom demonstration in a LO class (%)	53.7	51.8	61.8	56.6	56.1	45.5	61.8	57.9
Learned a lot about sexuality- and HIV-related topics (%)	77.4	78.0	73.7	74.4	81.6	80.1	76.8^^	71.7^^
Things learned about gender roles, sexuality, and HIV were similar to experiences in real life (%)	50.6	53.3	54.7	55.6	55.2	54.2	57.6	57.8
Able to apply some of the things learned about gender roles, sexuality, and HIV to personal life (%)	61.9	63.3	63.3	65.0	67.1	68.1	66.4	64.7
Can talk to parent/caregiver about HIV and AIDS- related topics (%)	56.2	55.8	55.3	51.0	67.5^^	63.7^^	55.1	56.5
Can talk to parent/caregiver about gender topics (%)	59.2	58.3	57.0	56.3	70.2^^	65.4^^	61.4	58.2
Can talk to parent/caregiver about sex and sexuality-related topics (%)	44.7	42.2	45.2	42.3	53.1	50.2	48.9^^	43.2^^
Can talk to parent/caregiver about pregnancy- related topics (%)	62.9	61.7	54.7	51.1	68.9	65.3	55.3^^	48.4^^

\*Unweighted Ns and weighted percentages shown; see Table 1 for weighted Ns. Missing data is ≤ 2.25%.

^^These comparisons are significant at p≤0.05.

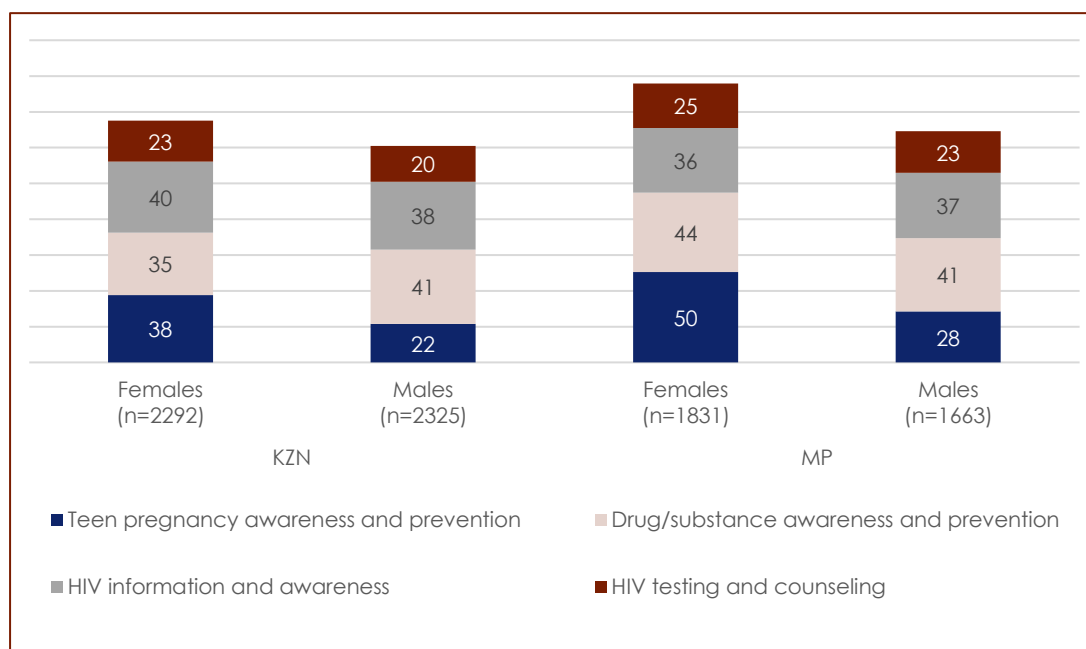
^^These comparisons are significant at p<0.10.

## Extracurricular Activities

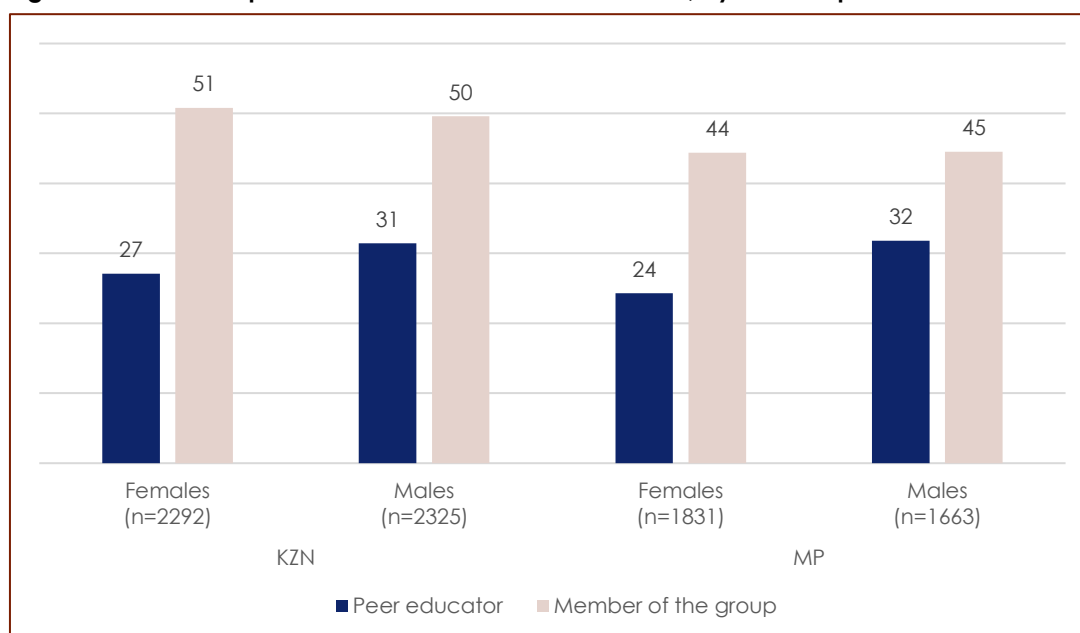
Approximately half of the learners in both provinces participated in extracurricular activities. Among them, more than 50 percent participated in activities at the school during school hours, and approximately 35 percent participated in activities at the school after school hours. A higher percentage of learners in MP than in KZN participated in activities in the community or at a place of worship. For example, 24 percent of Grade 9 female learners in MP participated in activities at a place of worship, compared with 15 percent of Grade 9 females in KZN (see the data in Table B3, Appendix B).

In both provinces, among those who reported participation in extracurricular activities, more females than males attended activities that covered the topic of “teen pregnancy awareness and prevention” (Figure 7). In both provinces, slightly more males than females reported having a “peer educator” role (Figure 8). The main programs in which young people reported participation were implemented by Soul-Buddies, Keeping Girls in School, LoveLife, and Youth for Christ.

**Figure 7. Topics covered during extracurricular activities, as reported by learners (multiple responses possible)**



**Figure 8. Learners' reported role in extracurricular activities, by sex and province**



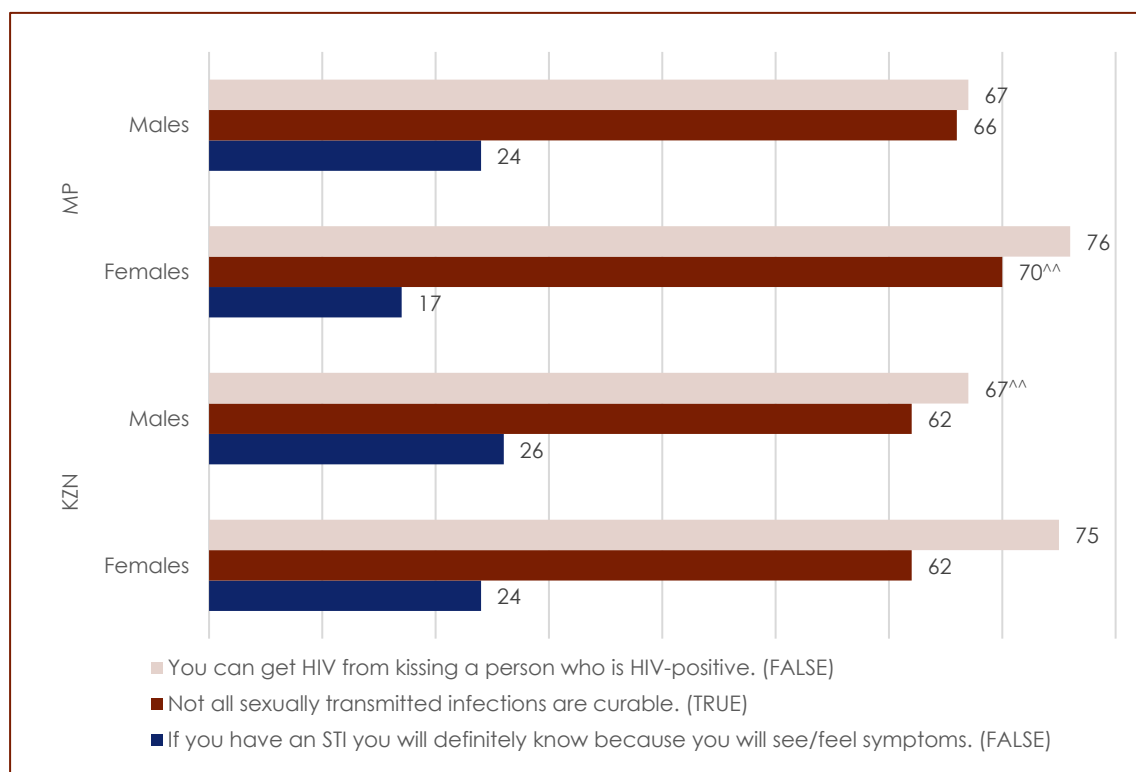
### Knowledge of Sexually Transmitted Infections and Sources of Information

There was generally low knowledge of HIV and sexually transmitted infections (STIs) among Grade 9 learners. For example, in MP, only 17 percent of female learners and 24 percent of male learners correctly responded “false” to the statement, “If you have an STI, you will definitely know, because you will see/feel symptoms” (Figure 9). The statement that received the most correct responses was about whether HIV can be transmitted through kissing. Seventy-six percent of female learners and 67 percent of male learners correctly answered this question in MP, and 75 percent of female learners and 67 percent of male learners correctly answered it in KZN. More control than intervention learners correctly answered that HIV cannot be transmitted through kissing, but this difference was significant only among male learners in KZN ( $p=0.02$ ). In MP, there was a significant difference in the proportion of females in intervention (75 percent) and control (65 percent) schools that correctly responded “true” to the statement, “Not all sexually transmitted infections are curable” ( $p<0.01$ ).

Television shows were the main source of HIV and STI information, for both male and female learners in both provinces (see the data in Table B5, Appendix B). The secondary sources of HIV and STI information for female learners in MP were social media, followed by the school, and then radio and public service announcements. Male learners in MP reported radio and public service announcements as their secondary sources of HIV and STI information, followed by social media and the school. In KZN, school and radio or public service announcements were the second and third most-reported sources of information among females. The radio and school were the second and third sources of HIV information for male learners in KZN (see the data in Table B5, Appendix B).

At school, approximately 80 percent of learners in both provinces said that they had received HIV and STI information from their LO teacher (see the data in Table B5, Appendix B).

**Figure 9. Percentage of learners who correctly identified the following statements as true or false (correct response in parentheses)**



<sup>^^</sup>The comparisons between intervention and control groups are significant at  $p \leq 0.05$ .

### Confidence about the Future

About half of the learners, in both provinces felt that they were able to come up with solutions to problems they encountered. More than half—from 55 to 60 percent—of the learners felt that they were able to formulate solutions even when others wanted to quit (see the data in Table B6, Appendix B).

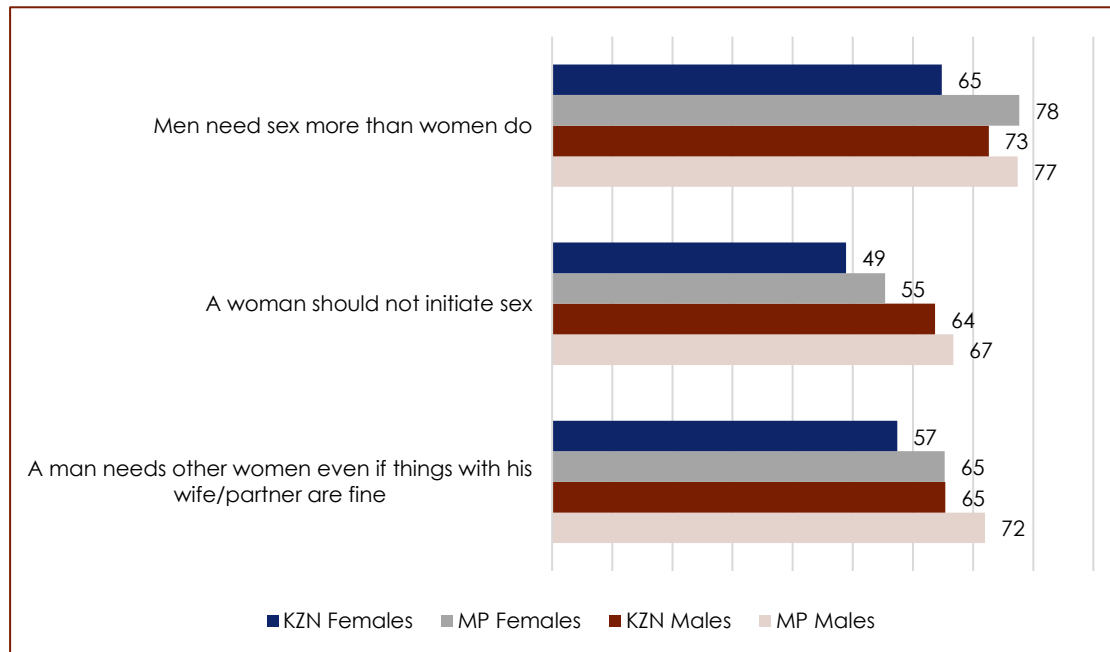
Most learners were optimistic about their future in the upcoming year and over the next five years. In both provinces, approximately 5 percent more females than males expected their lives to be “better” in the upcoming year (see the data in Table B6 in Appendix B).

### Gender Norm Attitudes

More learners in MP than in KZN “agreed a lot” or “somewhat agreed” with behaviors that are associated with male power dominance in relationships. For example, as illustrated in Figure 10, a higher proportion of learners in MP agreed that a man needs other women, even if things with his wife or partner are fine, compared with learners in KZN. Similarly, a slightly higher proportion of learners in MP than in KZN agreed that a woman should not initiate sex.

Among female learners, there were differences in gender norm attitudes related to pregnancy and parenting between intervention and control schools in KZN. For example, more females in control schools felt that it was the woman’s responsibility to avoid pregnancy ( $p=0.02$ ) (see the data in Table B7, Appendix B). However, more females in control schools than in intervention schools said that both sexes should decide whether they want to have children ( $p=0.05$ ); the child is the responsibility of both parents ( $p=0.05$ ); and it is important for the father to be present in the child’s life, even if he is no longer with the mother ( $p=0.05$ ) (see the data in Table B7, Appendix B).

**Figure 10. Percentage of learners who “agreed” or “somewhat agreed” with gender attitudes related to sexual behaviors**

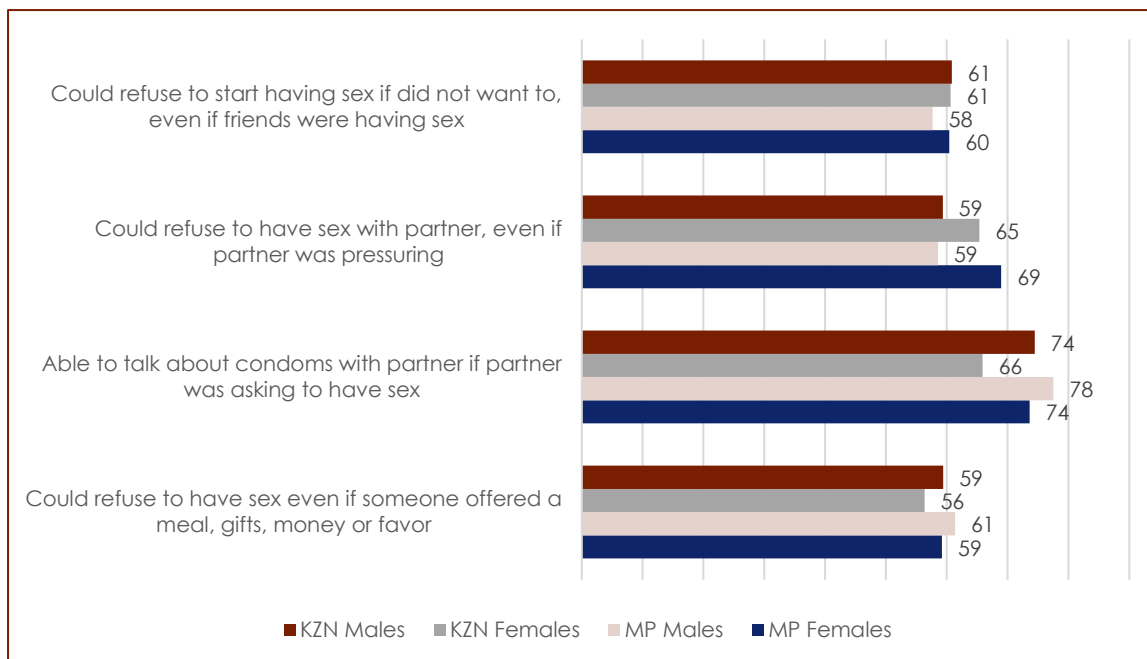


### Self-Efficacy

Approximately 60 percent of females and males in both provinces indicated that they were confident enough to refuse starting to have sex if they did not want to, even if friends were having sex (Figure 11). Similarly, close to 60 percent of male learners in both provinces were confident enough to refuse sex with their girlfriends if they were pressuring them. Females were more confident in their ability to refuse sex with a boyfriend, with 69 percent of female learners in MP and 65 percent of females in KZN reporting confidence to refuse sex even if their boyfriends were pressuring them. Figure 11 provides additional results for self-efficacy around sexual behaviors.

In both provinces, 75 percent of the males were confident that they could correctly use a condom (see the data in Table B9, Appendix B). However, only 56 percent of female learners in MP and 62 percent of females in KZN were confident that they could do so.

**Figure 11. Self-efficacy around sexual behaviors**

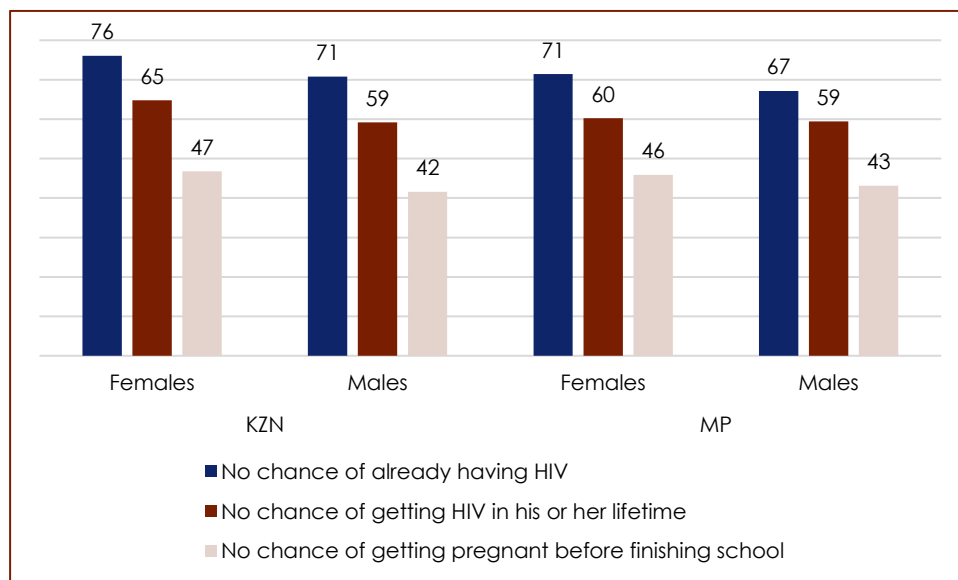


### Risk Perception

About 60 percent of learners in both provinces felt that they would not get HIV in their lifetime (Figure 12). An even higher percentage of learners—from 67 percent of males in MP to 76 percent females in KZN—were confident that they did not already have HIV. Learners in KZN were slightly more confident about not already having HIV. For example, 71 percent of female learners in MP indicated “No chance” of having HIV compared with 76 percent of females in KZN.

In both provinces and in the intervention and control schools, approximately 25 percent of females perceived a high chance of becoming pregnant and 20 percent of males perceived a high chance of getting their partners pregnant before finishing school (see the data in Table B8, Appendix B). As seen in Figure 12, from 42 percent to 47 percent of learners perceived no chance of getting pregnant (or getting a partner pregnant) before finishing high school.

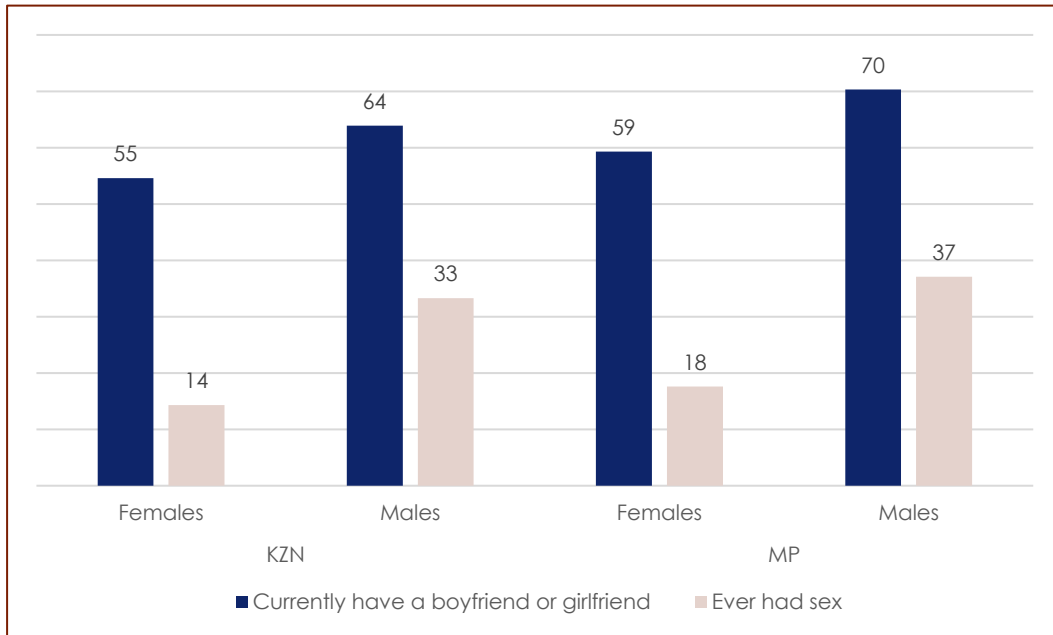
**Figure 12. Percentage of learners who reported “no chance” of already having HIV, getting HIV in his or her lifetime, and getting pregnant before finishing school**



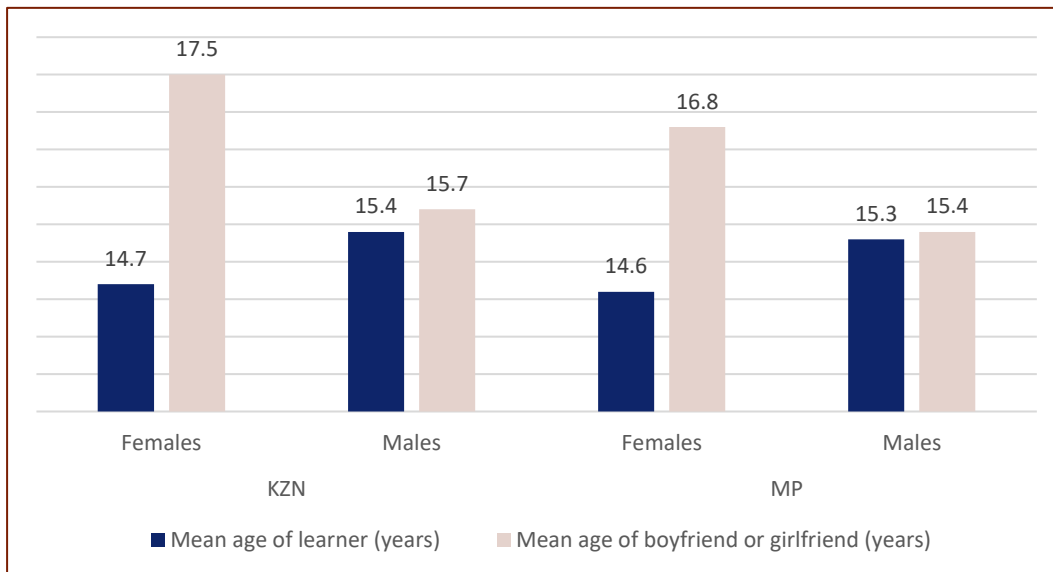
### Sexual Behavior

The percentage at midline of learners who were currently in a relationship and the percentage who had ever had sex are shown in Figure 13. A higher proportion of learners reported having a boyfriend or girlfriend and ever having had sex in MP than in KZN. In MP, 59 percent of females were currently in a relationship and 18 percent of females had ever had sex, compared with 55 percent and 14 percent in KZN, respectively. Seventy percent of males were currently in a relationship and 37 percent of males had ever had sex in MP, compared with 64 percent and 33 percent of males in KZN, respectively. The mean age of the females’ current partner was 16.8 years in MP and 17.5 years in KZN—older by 2.2 years and 2.8 years in MP and KZN, respectively, on average (Figure 14). For both females and males and in both provinces, there were no significant differences between intervention and control learners for currently having a boyfriend or girlfriend, age of boyfriend or girlfriend, and ever having had sexual intercourse. Figure 15 shows increased sexual activity from baseline to midline. The difference in proportion of learners who ever had sex between baseline and midline was greater among males than females. For example, in MP, 17 percent more males had ever had sex at midline than at baseline, compared to 8 percent more females.

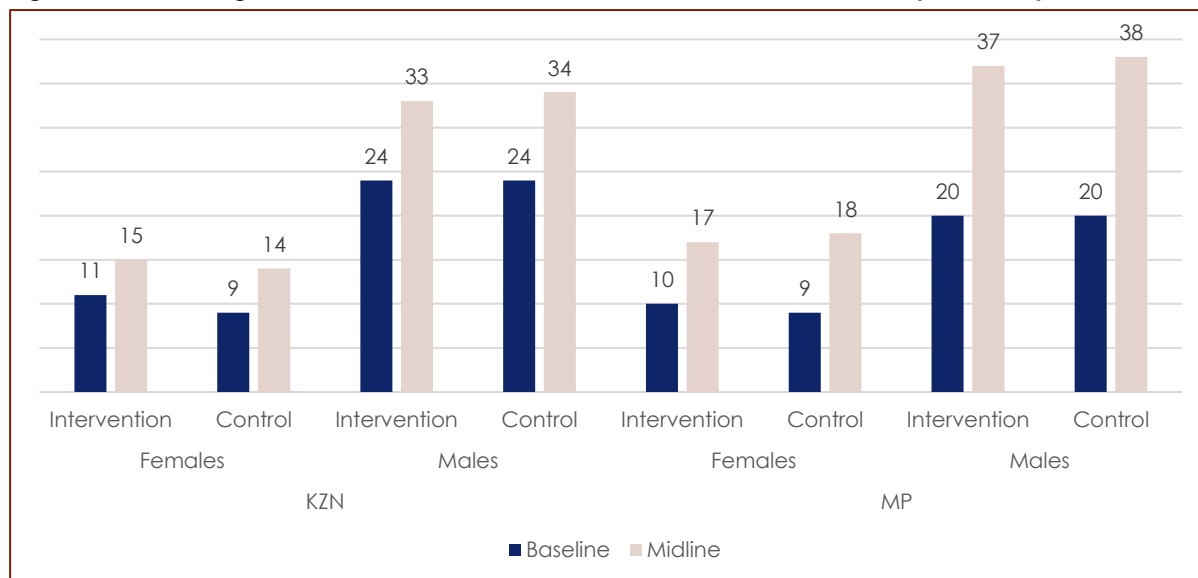
**Figure 13. Percentage at midline of learners who currently had a boyfriend or girlfriend and who had ever had sex**



**Figure 14. Mean age at midline of learners and their boyfriends or girlfriends**



**Figure 15. Percentage of learners who ever had sex at baseline and midline, by sex and province**



### Risky Sexual Behaviors among Sexually Experienced Learners

Among those who at midline reported ever having had sex, the mean age of sexual debut was 13.8 years for females in MP, 12.6 years for males in MP, 13.5 years for females in KZN, and 13.3 years for males in KZN (Table 3). Males in both provinces had the highest mean number of reported sex partners, at about six.

Reported condom use at last sex among sexually experienced learners was over 75 percent for both females and males in MP and for males in KZN. Reported condom use at last sex was lower for females in KZN, at 66 percent. Consistent condom use in the past three months was 66 percent for females, in both provinces; it was 72 percent for males in MP and 71 percent for males in KZN. There were no differences in condom use between intervention and control learners.

Reports of giving or receiving money, gifts, or favors in exchange for sex at last sex were higher for males than for females and were higher in MP than in KZN. For example, 30 percent of females in MP compared with 25 percent of females in KZN, and 39 percent of males in MP compared with 31 percent of males in KZN, reported having given money, gifts, or favors in exchange for sex at last sex. There was a similar pattern for having received money, gifts, or favors in exchange for sex at last sex.

**Table 3. Risky sexual behaviors among learners who at midline reported ever having had sex**

	KZN		MP	
	Females (n=296)	Males (n=765)	Females (n=310)	Males (n=603)
Age at first sex (years)	13.5	13.3	13.8	12.6
Mean number of sex partners in past 12 months	2.8	5.9	3.3	5.9
Percentage who used a condom at last sex	65.6	77.1	75.3	79.3
Percentage who used a condom every time in the past 3 months	65.6	70.9	66.1	72.1
Percentage who, at last sex, gave money, gifts, or favors in exchange for sex	24.9	30.5	29.6	38.6
Percentage who, at last sex, received money, gifts, or favors in exchange for sex	26.9	30.2	30.8	41.2

### Pregnancy Experience

The pregnancy rate among sexually experienced learners is high. At baseline, 30 percent of sexually experienced learners, who were in Grade 8 at the time, had ever been pregnant or gotten a girlfriend pregnant. Pregnancy experience was 28 percent among all sexually experienced learners at midline. Pregnancy findings are reported only as an aggregate, to prevent deductive disclosure of learners, owing to the small number of learners with pregnancy experience. Additionally, pregnancy experience is reported only for learners who are within two years of their age for grade.

### HIV Testing and Counseling

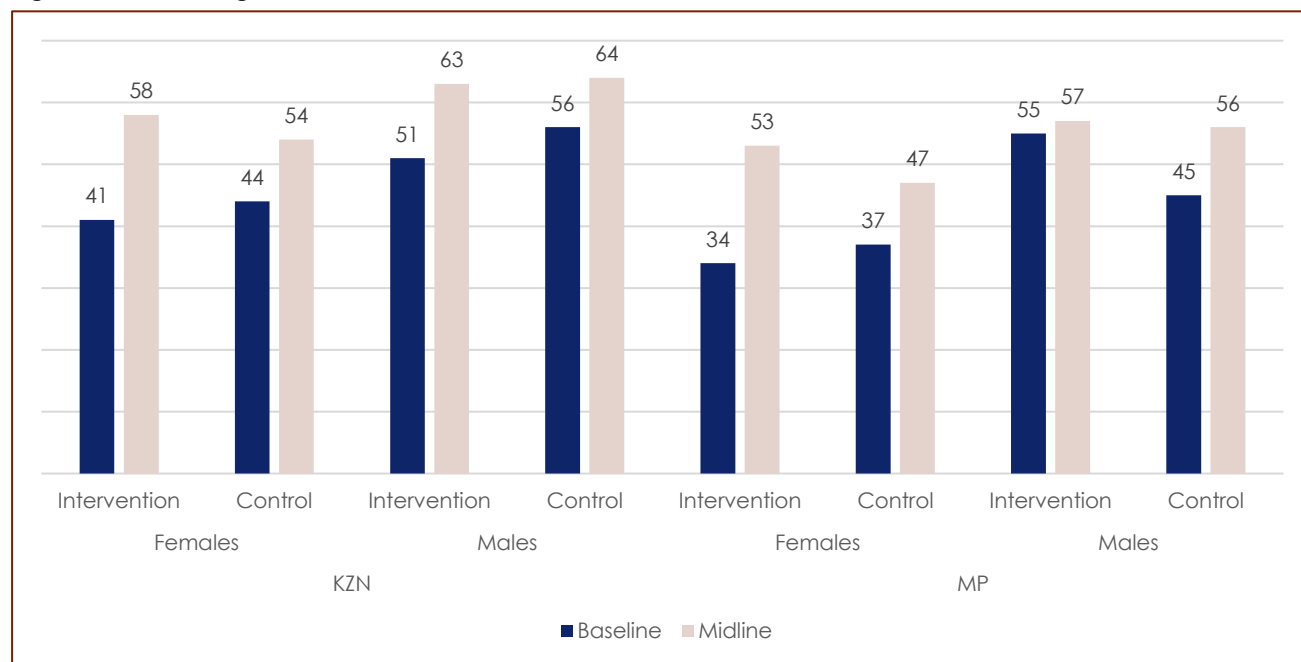
At midline, 40 percent of females in both provinces, 52 percent of males in MP, and 56 percent of males in KZN reported having visited a health center in the past 12 months to get information about sex-related issues (see the data in Table B11, Appendix B).

More learners in KZN than in MP had ever been referred for counseling and testing. Thirty percent of females and 42 percent of males in MP, compared with 38 percent of females and 49 percent of males in KZN, had ever been referred for counseling or testing for STIs or HIV. In MP, more females in intervention schools than in control schools had been referred ( $p=0.04$ ). Learners who had been referred for STI or HIV counseling and testing mostly went to the facility to which he or she had been referred. “Distance” was the primary reason given by learners who were referred but did not go to the referral facility. Referrals were mostly given by a school nurse in MP and by an LO teacher in KZN.

Similarly, more learners in KZN than in MP had ever been tested for HIV; 47–53 percent of females and 56–57 percent of males in MP and 54–58 percent of females and 63–64 percent of males in KZN had ever been tested for HIV (Figure 16). There was no difference between intervention and control learners for ever being tested for HIV. Among those who had been tested, most were last tested in the past 12 months. Approximately two-thirds reported that their HIV tests occurred at a government facility (hospital, health center, or mobile clinic) (see the data in Table B11, Appendix B).

More learners had ever been tested for HIV at midline than baseline across sex and province; the highest increase was among females from intervention schools (see Figure 16). Nineteen percent more females from intervention schools in MP and 17 percent more from intervention schools in KZN had ever tested for HIV at midline than at baseline. Notably, females from intervention schools in MP had the highest increase in proportion of learners ever tested, but also had the lowest proportion tested at baseline.

**Figure 16. Percentage of learners who had ever been tested for HIV at baseline and midline**



### Summary of Preliminary Multivariate Results

To supplement the descriptive results presented in this technical brief, we performed preliminary multivariate analyses with the key outcomes of sexual activity in the past year (Yes/No); obtained an HIV test in the past year (Yes/No); and recent engagement in “not safe sex” (Yes/No). We defined “not safe sex” based on reporting that (1) the learner had ever had sex and that she or he did not use a condom at last sex, or (2) exchanged sex for goods (giving or receiving) at last sex, or (3) had had more than three partners in the past three months. Among female learners in Grade 9, 9 percent in MP and 7 percent in KZN reported engaging in not safe sex, whereas among male learners the percentages were higher, at 23 percent and 19 percent, respectively (data not shown). In the multivariate analyses, controlling for age, religion, orphanhood status, food insecurity, having someone HIV-positive in the household, religion, ever repeating a grade, self-efficacy, and knowledge, we found no difference between intervention and control schools in either province for all three outcomes. This is not surprising, given the descriptive findings presented above. By end line, one year later, we expect to observe more differences between the intervention and control learners.

## CONCLUSION

The DBE and EDC are piloting scripted lesson plans and supportive activities as part of the national LO curriculum, to improve the knowledge, attitudes, self-efficacy, and health-seeking behaviors of young people in South Africa. This evaluation will describe the program's effect on HSV-2 incidence or change in prevalence of pregnancy among the learners, and on their knowledge, attitudes, self-efficacy, and health-seeking behaviors over time. Evaluation results can help identify gaps and ways to strengthen the program before rollout to national scale. Midline findings can help the EDC determine if the program is achieving its objectives and meeting the needs of the learners during interim phases. End line data, survey data, and biomarkers will be collected between July and October 2018.

## APPENDIX A. MIDLINE RESPONSE RATES

**Table A 1. Response rate by province and study group (percentage)**

	KwaZulu-Natal		Mpumalanga	
	Intervention	Control	Intervention	Control
<b>Schools</b>				
Schools interviewed at baseline	32	30	23	21
Eligible schools <sup>^</sup>	32	29	23	21
Schools interviewed	32	29	23	21
School response rate (percentage) <sup>*</sup>	100.0	100.0	100.0	100.0
<b>Cross-sectional individuals</b>				
Females interviewed	1,197	1,095	939	892
Females response rate (percentage) <sup>‡</sup>	67.7	68.5	78.3	67.9
Males interviewed	1,199	1,126	839	824
Males response rate (percentage) <sup>‡</sup>	68.3	70.1	84.2	66.9
<b>Longitudinal individuals</b>				
Cohort learners interviewed at baseline	1,041	925	833	786
Cohort learners interviewed at midline	700	662	671	617
Cohort learners response rate (percentage) <sup>‡</sup>	67.3	71.6	80.6	78.7

<sup>^</sup> Excludes schools that closed permanently between the baseline and midline surveys

<sup>\*</sup> Defined as the number of interviewed schools, divided by the number of eligible schools

<sup>‡</sup> Defined as the number of interviewed learners, divided by the number of learners enrolled in Grade 9

<sup>†</sup> Defined as the number of interviewed cohort girls, divided by the number of cohort girls, excluding those who were deceased

**Table A 2. Response rate by province and study group (percentage)**

	KwaZulu-Natal						Mpumalanga			
	Pinetown		Umlazi		King Cetshwayo		Bohlabela		Gert Sibande	
	Intervention	Control	Intervention	Control	Intervention	Control	Intervention	Control	Intervention	Control
Schools	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Cross-sectional Individuals										
Females‡	62.0	65.1	56.0	51.5	79.7	81.6	79.0	64.6	77.7	76.8
Males‡	66.3	60.4	61.0	62.3	74.3	81.9	82.0	64.4	86.1	74.0
Longitudinal individuals										
Cohort learners†	65.7	64.2	57.6	62.3	72.2	80.4	83.0	76.8	78.6	84.7

\*Defined as the number of interviewed schools, divided by the number of eligible schools.

‡ Defined as the number of interviewed learners, divided by the number of learners enrolled in grade 9.

† Defined as the number of interviewed cohort girls, divided by the number of cohort girls, excluding those who were deceased.

**Table A 3. Sample sizes (weighted and unweighted)**

	KZN			MP		
	Intervention	Control	Total	Intervention	Control	Total
Females						
Unweighted	1197	1095	2292	939	892	1831
Weighted	1659.6	1488.7	3148.3	446.8	511.4	958.2
Males						
Unweighted	1199	1126	2325	839	824	1663
Weighted	1657.6	1497.6	3155.2	370.9	478.4	849.3

## APPENDIX B. MIDLINE FINDINGS

**Table B 1. Learners' demographics, by province, sex, and intervention group\***

	KwaZulu-Natal						Mpumalanga					
	Grade 9 Females			Grade 9 Males			Grade 9 Females			Grade 9 Males		
	Intervention (n=1197)	Control (n=1095)	Total (n=2292)	Intervention (n=1199)	Control (n=1126)	Total (n=2325)	Intervention (n=939)	Control (n=892)	Total (n=1831)	Intervention (n=839)	Control (n=824)	Total (n=1663)
Age (years)	14.7	14.7	14.7	15.4	15.4	15.4	14.7	14.5	14.6	15.4	15.3	15.3
Primary caregiver (percentage)												
Mother	72.3	74.1	73.2	70.0	69.0	69.5	74.9	72.8	73.8	72.0	66.3	68.8
Father	5.8	6.4	6.0	12.4	12.7	12.6	5.2	7.2	6.3	11.1	12.4	11.8
Older sibling	3.7	2.3	3.0	2.6	3.0	2.8	3.9	3.7	3.8	4.4	5.0	4.7
Aunt/uncle	3.1	3.2	3.1	2.9	2.1	2.5	2.6	3.4	3.0	2.5	3.4	3.0
Grandparent	13.4	12.3	12.9	10.2	11.0	10.6	11.6	11.1	11.4	8.6	11.1	10.0
Cousin	0.6	0.5	0.6	1.1	0.6	0.9	0.7	0.6	0.6	0.1	0.8	0.5
Other adult	0.7	0.9	0.8	0.6	0.8	0.7	0.7	0.4	0.5	0.6	0.4	0.5
Other child	0.2	0.2	0.2	0.1	0.1	0.1	0.0	0.5	0.3	0.2	0.2	0.2
Respondent	0.2	0.1	0.1	0.2	0.6	0.4	0.3	0.3	0.3	0.5	0.4	0.4
Orphanhood (percentage)												
Single orphan	33.3	33.3	33.3	31.7	33.9	32.7	27.6	29.4	28.6	31.4	26.1	28.4
Double orphan	12.8	11.1	12.0	11.2	11.1	11.2	9.9	8.6	9.2	9.2	9.4	9.3
Someone in the household is HIV positive (percentage)												
Someone is HIV-positive	23.3	21.1	22.3	12.0	11.5	11.8	15.0	10.1	12.4	9.2	8.9	9.0

	KwaZulu-Natal						Mpumalanga					
	Grade 9 Females			Grade 9 Males			Grade 9 Females			Grade 9 Males		
	Intervention (n=1197)	Control (n=1095)	Total (n=2292)	Intervention (n=1199)	Control (n=1126)	Total (n=2325)	Intervention (n=939)	Control (n=892)	Total (n=1831)	Intervention (n=839)	Control (n=824)	Total (n=1663)
No one is HIV- positive	53.8	54.7	54.2	64.7	66.0	65.3	59.2	63.1	61.3	64.4	66.1	65.4
Don't know if anyone is HIV- positive	22.4	24.1	23.2	23.0	22.3	22.7	25.8	26.7	26.3	26.0	24.9	25.4
Food security (percentage)												
Any days without food in past 3 days	28.8	28.9	28.9	32.0	27.7	29.9	19.4	19.8	19.6	22.9	22.3	22.6
No days without food in past 3 days	70.6	71.0	70.8	67.4	72.2	69.7	80.4	80.1	80.2	76.9	76.8	76.8
Religion (percentage)												
Christian	60.4	58.8	59.6	58.0	57.8	57.9	88.2	88.3	88.3	83.1	82.9	83.0
Traditional	29.4	30.5	29.9	28.5	26.3	27.4	7.6	6.9	7.2	10.5	11.9	11.3
Other	10.2	10.7	10.5	13.5	15.9	14.7	4.2	4.8	4.5	6.4	5.1	5.7

\* Unweighted Ns and weighted percentages shown; see Table A3 for weighted Ns. Missing data is ≤ 1.5%.

**Table B 2. School attendance, by province, sex, and intervention group\***

	KwaZulu-Natal						Mpumalanga					
	Grade 9 Females			Grade 9 Males			Grade 9 Females			Grade 9 Males		
	Intervention (n=1197)	Control (n=1095)	Total (n=2292)	Intervention (n=1199)	Control (n=1126)	Total (n=2325)	Intervention (n=939)	Control (n=892)	Total (n=1831)	Intervention (n=839)	Control (n=824)	Total (n=1663)
Number of days missed school in last month (percentage)												
Missed 0 days of school	59.2	58.2	58.7	57.4	58.9	58.1	66.4	63.8	65.0	67.1	66.4	66.7
Missed 1–2 days of school	26.6	26.1	26.4	26.9	23.0	25.1	23.1	26.1	24.7	20.8	22.4	21.7
Missed 3 or more days of school	14.1	15.7	14.9	15.7	18.1	16.8	10.5	10.1	10.3	12.1	11.2	11.6
Number of days late to school in last month (percentage)												
None	57.8	60.2	58.9	55.1	55.5	55.3	63.3	66.3	64.9	56.0	56.8	56.5
1–2 days	27.5	25.1	26.4	24.9	26.2	25.5	25.7	25.5	25.6	27.5	27.7	27.6
3–4 days	8.0	8.2	8.1	9.9	9.8	9.9	5.8	4.2	5.0	8.6	6.9	7.6
5–6 days	2.6	2.9	2.7	4.4	3.2	3.9	1.8	1.0	1.4	3.3	2.8	3.0
7 or more days	4.2	3.7	3.9	5.7	5.3	5.5	3.3	3.1	3.2	4.5	5.9	5.3
Learner feels like s/he belongs in school (percentage)	88.7	89.3	89.0	90.9	88.6	89.8	87.2	88.7	88.0	88.9	87.5	88.1
Learner feels like s/he has some chance or high chance of being promoted to the next grade (percentage)	92.3	93.2	92.7	90.6	92.4	91.4	82.4	80.8	81.6	80.5	82.0	81.4
Age at which started school †	5.9	5.9	5.9	6.0	6.0	6.0	6.1	5.9	6.0	6.0	6.0	6.0

	KwaZulu-Natal						Mpumalanga					
	Grade 9 Females			Grade 9 Males			Grade 9 Females			Grade 9 Males		
	Intervention (n=1197)	Control (n=1095)	Total (n=2292)	Intervention (n=1199)	Control (n=1126)	Total (n=2325)	Intervention (n=939)	Control (n=892)	Total (n=1831)	Intervention (n=839)	Control (n=824)	Total (n=1663)
Repeated a grade (percentage) †												
Yes	43.3	43.3	43.3	64.7	66.6	65.6	35.0	31.7	33.2	61.0	54.8	57.5
No	55.4	54.6	55.0	33.7	31.9	32.9	64.0	67.0	65.6	38.5	43.9	41.5
I don't know	1.3	2.1	1.7	1.6	1.5	1.5	1.0	1.3	1.2	0.5	1.3	1.0
Average number of times repeated a grade	1.9	1.8	1.9	2.0	1.9	1.9	2.1	2.1	2.1	2.4	2.2	2.3

\* Unweighted Ns and weighted percentages shown; see Table A3 for weighted Ns. Missing data is ≤ 1%, except where noted.

‡ Missing data = 12.82%.

† Missing data = 3.82%.

**Table B 3. Participation in extracurricular activities, by province, sex, and intervention group\***

	KwaZulu-Natal						Mpumalanga					
	Grade 9 Females			Grade 9 Males			Grade 9 Females			Grade 9 Males		
	Intervention (n=1197)	Control (n=1095)	Total (n=2292)	Intervention (n=1199)	Control (n=1126)	Total (n=2325)	Intervention (n=1199)	Control (n=892)	Total (n=1831)	Intervention (n=839)	Control (n=824)	Total (n=1663)
Participates in any extracurricular activities at school, after school, or in the community (percentage)	47.9	45.5	46.8	52.9	52.7	52.8	55.5	51.7	53.5	57.2	53.5	55.1
<i>Among those participating in extracurricular activities:</i>												
n (unweighted)	573	506	1079	634	587	1221	521	459	980	474	436	910
Location of extracurricular activity (percentage)												
During school day in school	51.7	51.5	51.6	55.5	56.1	55.8	52.2	50.6	51.4	58.4	56.5	57.3
After school at school	34.3	37.9	36.0	33.8	32.5	33.2	35.8	35.3	35.5	39.5	40.5	40.1
In the community	21.1	18.7	20.0	19.5	23.9	21.6	24.6	22.4	23.5	25.3	24.2	24.7
At place of worship	15.0	14.5	14.7	9.2	9.3	9.2	23.9	23.5	23.7	17.4	17.0	17.2
Other	12.6	15.2	13.8	12.3	9.4	10.9	17.7	16.8	17.2	16.5	17.7	17.1
Types of activities or topics in group (percentage)												
Drug/substance awareness and prevention	33.9	35.9	34.8	42.5	40.2	41.4	44.9	43.9	44.4	40.6	41.2	40.9
HIV information and awareness	39.3	40.2	39.7	38.2	37.9	38.1	40.6 ^^	31.9 ^^	36.1	37.3	36.1	36.6
HIV testing and counseling	22.0	24.1	23.0	20.5	19.4	20.0	28.7 ^^	21.4 ^^	25.0	23.7	22.7	23.2
Teen pregnancy awareness and prevention	33.6	42.2	37.6	20.7	22.4	21.5	54.3	46.8	50.5	30.5	26.7	28.4

	KwaZulu-Natal						Mpumalanga					
	Grade 9 Females			Grade 9 Males			Grade 9 Females			Grade 9 Males		
	Intervention (n=1197)	Control (n=1095)	Total (n=2292)	Intervention (n=1199)	Control (n=1126)	Total (n=2325)	Intervention (n=1199)	Control (n=892)	Total (n=1831)	Intervention (n=839)	Control (n=824)	Total (n=1663)
Homework assistance	21.0	22.7	21.8	14.9 ^^	21.1 ^^	17.9	29.3	29.1	29.2	26.3	29.3	27.9
Sports	14.2	17.0	15.5	21.0	21.2	21.1	18.0	16.5	17.2	21.7	27.2	24.7
Theater/drama/art/music	14.9	14.7	14.8	13.0	9.6	11.4	14.3	16.1	15.2	15.5	17.6	16.6
Other	6.4	8.7	7.5	6.1	5.8	6.0	8.7	6.6	7.6	6.2	8.4	7.4
Role in group (percentage)												
Peer educator	26.2	28.0	27.1	33.3	29.4	31.4	28.4 ^^	20.5 ^^	24.3	31.0	32.5	31.8
Member of the group	50.0	51.7	50.8	49.2	50.0	49.6	43.8	44.9	44.4	46.2	43.2	44.5
Both peer educator and member of group	23.7	20.3	22.1	17.5	20.6	19.0	27.8	34.6	31.3	22.9	24.4	23.7
Extracurricular program name (percentage)												
RADS	4.9	6.6	5.7	10.0	8.6	9.3	17.6 ^^	9.5 ^^	13.4	17.0	16.9	16.9
Soul-Buddies	14.1	14.5	14.3	16.2	13.0	14.7	22.2	24.1	23.2	20.8	19.5	20.1
GEMS or BEMS	5.1	4.9	5.0	6.5	8.1	7.3	5.3	4.1	4.7	7.6 ^^	11.5 ^^	9.7
Keeping Girls in School	31.2	30.4	30.8	13.7 ^^	9.1 ^^	11.5	44.0	41.4	42.7	15.7	13.4	14.4
LoveLife	32.3	31.5	31.9	43.9	46.0	44.9	24.9	26.3	25.6	39.3	43.6	41.7
Youth for Christ	25.6	27.4	26.5	22.1	22.9	22.5	27.6	32.9	30.3	28.5	30.0	29.3
Other	13.7	18.1	15.8	15.4	16.4	15.9	9.8	8.8	9.3	11.6	12.9	12.3

\* Unweighted Ns and weighted percentages shown; see Table A3 for weighted Ns. Missing data is  $\leq 3.0\%$ .

^^ These comparisons are significant at  $p \leq 0.05$ .

**Table B 4. Life orientation, by province, sex, and intervention group\***

	KwaZulu-Natal						Mpumalanga					
	Grade 9 Females			Grade 9 Males			Grade 9 Females			Grade 9 Males		
	Intervention (n=1197)	Control (n=1095)	Total (n=2292)	Intervention (n=1199)	Control (n=1126)	Total (n=2325)	Intervention (n=939)	Control (n=892)	Total (n=1831)	Intervention (n=839)	Control (n=824)	Total (n=1663)
Received a workbook for LO class (percentage)	46.0	44.3	45.2	46.0	46.3	46.1	56.1	59.9	58.1	58.5	62.0	60.4
Reported seeing condom demonstration in any LO lesson (percentage)	53.7	51.8	52.8	61.8	56.6	59.4	56.1	45.5	50.6	61.8	57.9	59.6
Respondent indicated the following is mostly true or very true (reference category is not true or a little true) (percentage):												
The things we learn about gender roles, sexuality, and HIV are similar to what I experience in my life.	50.6	53.3	51.9	54.7	55.6	55.1	55.2	54.2	54.7	57.6	57.8	57.7
I have learned a lot about sexuality- and HIV- related topics.	77.4	78.0	77.7	73.7	74.4	74.1	81.6	80.1	80.8	76.8 ^^	71.7 ^^	73.9
I am able to apply some of the things I have learned about gender roles, sexuality, and HIV to my personal life.	61.9	63.3	62.6	63.3	65.0	64.1	67.1	68.1	67.6	66.4	64.7	65.5
I can talk to my parent/caregiver about HIV- and AIDS-related topics.	56.2	55.8	56.0	55.3	51.0	53.3	67.5 ^^	63.7 ^^	65.5	55.1	56.5	55.9

	KwaZulu-Natal						Mpumalanga					
	Grade 9 Females			Grade 9 Males			Grade 9 Females			Grade 9 Males		
	Intervention (n=1197)	Control (n=1095)	Total (n=2292)	Intervention (n=1199)	Control (n=1126)	Total (n=2325)	Intervention (n=939)	Control (n=892)	Total (n=1831)	Intervention (n=839)	Control (n=824)	Total (n=1663)
I can talk to my parent/caregiver about gender topics.	59.2	58.3	58.8	57.0	56.3	56.7	70.2 ^^	65.4 ^^	67.6	61.4	58.2	59.6
I can talk to my parent/caregiver about sex and sexuality-related topics.	44.7	42.2	43.5	45.2	42.3	43.8	53.1	50.2	51.5	48.9	43.2	45.7
I can talk to my parent/caregiver about topics on how to make healthy sexual choices.	52.0	49.8	51.0	52.5	51.5	52.0	61.9	62.1	62.0	57.2	52.6	54.6
I can talk to my parent/caregiver about pregnancy- related topics.	62.9	61.7	62.3	54.7	51.1	53.0	68.9	65.3	66.9	55.3 ^^	48.4 ^^	51.4
My parents/caregiver think it is a good thing I am learning about HIV/AIDS in school.	84.3	83.8	84.1	80.0	80.3	80.2	87.7	89.3	88.6	81.6	81.3	81.5

\* Unweighted Ns and weighted percentages shown; see Table # for weighted Ns. Missing data is  $\leq 1.5\%$ .

^^ These comparisons are significant at  $p \leq 0.05$ .

**Table B 5. Learners' knowledge about HIV and STIs, by province, sex, and intervention group\***

	KwaZulu-Natal						Mpumalanga					
	Grade 9 Females			Grade 9 Males			Grade 9 Females			Grade 9 Males		
	Intervention (n=1197)	Control (n=1095)	Total (n=2292)	Intervention (n=1199)	Control (n=1126)	Total (n=2325)	Intervention (n=939)	Control (n=892)	Total (n=1831)	Intervention (n=839)	Control (n=824)	Total (n=1663)
Respondents indicated correctly whether the following statements were true or false (percentage):												
You can usually tell if someone has HIV/AIDS by the way they look. (FALSE)	48.6	51.4	49.9	44.4	47.0	45.6	54.8	50.4	52.4	47.3	44.7	45.9
If you have an STI you will definitely know, because you will see/feel symptoms. (FALSE) ‡	23.8	23.1	23.5	26.3	26.3	26.3	16.6	17.3	17.0	23.8	23.9	23.9
Not all STIs are curable. (TRUE) ‡	62.5	60.6	61.6	60.5	64.2	62.2	74.5 ^^	65.4 ^^	69.6	66.4	66.3	66.3
Oral sex poses no risk for STIs. (FALSE) ‡	44.8	50.6	47.6	42.7	42.2	42.5	60.8	61.1	61.0	55.9	52.5	54.0
If a mosquito bites you it can infect you with HIV. (FALSE) ‡	41.8	42.1	42.0	36.2	42.5	39.2	46.5	51.6	49.2	41.8	42.7	42.3
You can get HIV from kissing a person who is HIV-positive. (FALSE) ‡	72.4	78.1	75.1	63.5 ^^	70.7 ^^	67.0	75.9	76.6	76.3	66.2	67.9	67.1

	KwaZulu-Natal						Mpumalanga					
	Grade 9 Females			Grade 9 Males			Grade 9 Females			Grade 9 Males		
	Intervention (n=1197)	Control (n=1095)	Total (n=2292)	Intervention (n=1199)	Control (n=1126)	Total (n=2325)	Intervention (n=939)	Control (n=892)	Total (n=1831)	Intervention (n=839)	Control (n=824)	Total (n=1663)
A woman who is pregnant can do nothing to prevent her baby from being born with HIV. (FALSE) †	59.3	60.7	60.0	47.7	53.0	50.2	64.4	60.8	62.5	56.7	51.3	53.6
Respondents indicated that they heard or saw information on HIV/AIDS from (percentage):												
Radio commercials or public services announcements	28.7	24.0	26.4	35.7	33.5	34.7	28.8	25.6	27.1	33.4	31.0	32.0
Radio shows/programs	21.3	21.4	21.3	24.1	25.3	24.7	22.6	18.7	20.5	22.8	21.5	22.1
TV commercials/public service announcements	19.1	18.1	18.6	22.1	22.7	22.4	20.8	22.7	21.8	26.3	26.1	26.2
TV shows	37.2	38.0	37.6	37.0	38.7	37.8	43.0	42.6	42.8	46.2	47.4	46.9
Cinema/movies	11.8	10.4	11.1	10.4	12.3	11.3	9.1	10.7	10.0	12.5	11.1	11.7
Cell phone messages	10.8	12.6	11.7	11.1	12.2	11.6	16.7	16.9	16.8	17.5	18.4	18.0
Social media (e.g., Facebook, WhatsApp, or Twitter)	21.6	24.9	23.2	23.3	25.5	24.4	36.8	35.1	35.9	31.0	31.6	31.4

	KwaZulu-Natal						Mpumalanga					
	Grade 9 Females			Grade 9 Males			Grade 9 Females			Grade 9 Males		
	Intervention (n=1197)	Control (n=1095)	Total (n=2292)	Intervention (n=1199)	Control (n=1126)	Total (n=2325)	Intervention (n=939)	Control (n=892)	Total (n=1831)	Intervention (n=839)	Control (n=824)	Total (n=1663)
School clubs	20.5	22.7	21.5	17.1	19.5	18.3	27.6	18.0	22.4	19.2	18.0	18.5
Religious gatherings	5.8	5.2	5.5	4.2	5.2	4.7	7.0	5.7	6.3	6.0	7.6	6.9
Street performances	4.8	4.7	4.7	5.7	6.8	6.2	6.1	6.5	6.3	7.6	7.4	7.5
Friends	15.3	16.3	15.8	15.7	16.9	16.3	22.3	21.6	21.9	21.2	22.8	22.1
Family members	21.4	20.9	21.1	13.9	16.6	15.2	24.7	20.4	22.4	18.3	17.4	17.8
Library	14.6	14.2	14.4	9.9	14.9	12.3	13.8	8.9	11.2	10.9	11.2	11.0
Sporting events	3.6	2.7	3.1	5.5	6.0	5.7	4.5	3.5	4.0	5.1	5.0	5.1
At school	31.5	35.5	33.4	28.2	30.0	29.0	33.8	26.8	30.1	28.2	29.4	28.9
BWise (mobi site)	1.0	1.2	1.1	1.5	1.7	1.6	2.2	0.8	1.5	1.7	2.1	2.0
Don't remember	2.1	2.0	2.0	1.4	1.4	1.4	3.2	2.8	3.0	1.9	1.6	1.7
I did not hear or see information on HIV and AIDS in the past 6 months.	1.6	1.9	1.7	0.6	2.3	1.4	2.3	3.8	3.1	2.1	3.1	2.7
At school, respondents learned most about sex, sexuality, and HIV from (percentage):												
The LO educator	87.0	83.3	85.2	81.5	83.3	82.4	80.6	77.9	79.2	83.9	82.9	83.4
Other educators at the school	3.5	4.6	4.0	5.3	3.9	4.7	4.9	4.7	4.8	5.5	5.1	5.2

	KwaZulu-Natal						Mpumalanga					
	Grade 9 Females			Grade 9 Males			Grade 9 Females			Grade 9 Males		
	Intervention (n=1197)	Control (n=1095)	Total (n=2292)	Intervention (n=1199)	Control (n=1126)	Total (n=2325)	Intervention (n=939)	Control (n=892)	Total (n=1831)	Intervention (n=839)	Control (n=824)	Total (n=1663)
External people who visit the school (e.g., NGO representatives and nurses)	4.8	6.3	5.5	6.9	6.9	6.9	9.6	11.2	10.4	6.4	7.1	6.8
School library books or computers	2.2	1.6	1.9	3.0	3.0	3.0	1.4	2.7	2.1	2.2	1.9	2.0
Friends or other learners at school	1.2	2.6	1.9	1.9	1.9	1.9	2.3	2.6	2.5	1.0	1.4	1.2
Other sources	1.2	1.6	1.4	1.3	0.9	1.1	1.2	0.8	1.0	1.0	1.7	1.4

\* Unweighted Ns and weighted percentages shown; see Table A3 for weighted Ns. Missing data is  $\leq 3.5\%$ , except where noted.

‡ Missing data is between 11% and 19%.

^^ These comparisons are significant at  $p \leq 0.05$ .

**Table B 6. Learners' confidence about the future, by province, sex, and intervention group\***

	KwaZulu-Natal						Mpumalanga					
	Grade 9 Females			Grade 9 Males			Grade 9 Females			Grade 9 Males		
	Intervention (n=1197)	Control (n=1095)	Total (n=2292)	Intervention (n=1199)	Control (n=1126)	Total (n=2325)	Intervention (n=939)	Control (n=892)	Total (n=1831)	Intervention (n=839)	Control (n=824)	Total (n=1663)
Respondent indicated that the following was true most or all of the time (reference category was none or some of the time) (percentage):												
When I have a problem, I can come up with lots of ways to solve it.	46.7	50.0	48.5	48.5	47.5	47.9	51.3	49.4	50.4	51.0	50.1	50.6
The things I have done in the past will help me in the future.	53.8	52.1	52.9	52.9	52.5	52.7	60.7	57.8	59.3	60.2 ^^	56.1 ^^	58.2
I believe I can find ways to solve a problem even when others want to quit.	60.7	59.2	59.9	55.7	56.0	55.9	57.5	59.1	58.3	57.7 ^^	52.1 ^^	55.0
Thinks life will be better, about the same, or worse one year from now (percentage):												
Better	85.8	84.8	85.3	81.6	79.9	80.6	79.3	83.4	81.2	77.2	75.1	76.2
Same	10.7	11.7	11.3	14.7	16.1	15.5	16.1	13.5	14.8	18.5	20.2	19.4
Worse	3.5	3.5	3.5	3.6	4.0	3.9	4.7	3.1	3.9	4.3	4.7	4.5
Thinks life will be better, about the same, or worse five years from now (percentage):												
Better	85.8	83.4	84.5	78.7	78.4	78.5	80.8	81.0	80.9	77.4	77.2	77.3
Same	10.5	10.9	10.7	16.1	16.4	16.3	14.9	13.9	14.4	17.5	17.7	17.6
Worse	3.7	5.7	4.8	5.2	5.3	5.2	4.4	5.1	4.7	5.1	5.1	5.1

\* Unweighted Ns and weighted percentages shown; see Table A3 for weighted Ns. Missing data is  $\leq 1\%$ .

^^ These comparisons are significant at  $p \leq 0.05$ .

**Table B 7. Learners' attitudes about gender norms, by province, sex, and intervention group\***

	KwaZulu-Natal						Mpumalanga					
	Grade 9 Females			Grade 9 Males			Grade 9 Females			Grade 9 Males		
	Intervention (n=1197)	Control (n=1095)	Total (n=2292)	Intervention (n=1199)	Control (n=1126)	Total (n=2325)	Intervention (n=939)	Control (n=892)	Total (n=1831)	Intervention (n=839)	Control (n=824)	Total (n=1663)
Respondents agreed a lot, somewhat, or not at all with the following statements (percentage):												
It is the man who decides when to have sex.												
Agree a lot	14.6	17.4	16.0	30.1	28.4	29.3	24.7	25.0	24.8	39.3	37.8	38.4
Somewhat agree	17.8	16.2	17.1	32.7	33.9	33.3	21.9	24.7	23.4	32.2	30.8	31.4
Not at all	67.6	66.3	67.0	37.2	37.7	37.4	53.4	50.3	51.7	28.5	31.4	30.2
Men are always ready to have sex.												
Agree a lot	37.1	41.9	39.4	42.9	41.7	42.3	51.7	51.4	51.5	53.6	53.3	53.4
Somewhat agree	26.2	25.7	25.9	30.5	30.2	30.3	23.6	25.7	24.7	26.4	28.9	27.8
Not at all	36.7	32.4	34.7	26.6	28.1	27.3	24.7	22.9	23.7	20.0	17.8	18.8
Women are always ready to have sex.												
Agree a lot	5.8	4.9	5.4	16.9	17.0	16.9	8.4	8.1	8.2	27.3	26.9	27.1
Somewhat agree	26.8	23.2	25.1	43.2	42.9	43.0	31.0	34.4	32.8	43.7	44.6	44.2
Not at all	67.4	71.9	69.5	39.9	40.2	40.0	60.6	57.5	59.0	29.0	28.5	28.7
Men need sex more than women do.												
Agree a lot	39.8	42.6	41.2	43.1	42.6	42.9	57.3	55.1	56.1	49.1	50.4	49.8
Somewhat agree	25.5	21.7	23.7	30.9	28.5	29.8	19.7	23.2	21.5	27.1	28.0	27.6
Not at all	34.7	35.6	35.2	26.0	28.9	27.4	23.0	21.7	22.3	23.8	21.6	22.6
A man needs other women even if things with his wife/partner are fine.												
Agree a lot	31.7	34.1	32.9	33.0	36.2	34.5	45.2	46.8	46.0	43.1	41.9	42.5

	KwaZulu-Natal						Mpumalanga					
	Grade 9 Females			Grade 9 Males			Grade 9 Females			Grade 9 Males		
	Intervention (n=1197)	Control (n=1095)	Total (n=2292)	Intervention (n=1199)	Control (n=1126)	Total (n=2325)	Intervention (n=939)	Control (n=892)	Total (n=1831)	Intervention (n=839)	Control (n=824)	Total (n=1663)
Somewhat agree	25.7	23.2	24.5	31.8	29.9	30.9	18.7	19.8	19.3	29.1	29.9	29.6
Not at all	42.6	42.7	42.6	35.2	33.9	34.6	36.1	33.4	34.7	27.7	28.1	28.0
You don't talk about sex, you just do it.												
Agree a lot	8.5	8.2	8.3	20.4	22.5	21.4	11.5	12.5	12.1	27.6	28.7	28.2
Somewhat agree	14.4	11.7	13.1	30.8	29.2	30.0	17.0	15.3	16.1	25.5	29.3	27.6
Not at all	77.1	80.2	78.6	48.8	48.3	48.6	71.4	72.2	71.9	46.9	42.0	44.1
A woman should not initiate sex.												
Agree a lot	21.7	21.1	21.4	21.3	22.2	21.8	25.4	22.8	24.0	24.1	27.4	26.0
Somewhat agree	27.9	27.0	27.5	40.8	43.3	42.0	30.1	32.6	31.4	42.1	39.6	40.7
Not at all	50.4	51.9	51.1	37.9	34.4	36.3	44.5	44.6	44.6	33.8	33.0	33.3
A woman who has sex before she is married does not deserve respect.												
Agree a lot	22.9	20.0	21.5	26.2	29.3	27.7	23.9	24.0	24.0	28.8	30.2	29.6
Somewhat agree	18.0	19.6	18.7	26.5	23.2	24.9	20.5	19.8	20.1	26.4	23.9	25.0
Not at all	59.1	60.4	59.8	47.2	47.5	47.4	55.6	56.2	55.9	44.8	45.8	45.4
A man who has sex before he is married does not deserve respect.												
Agree a lot	20.6	18.9	19.8	22.5	24.9	23.7	24.2	24.8	24.5	25.9	26.5	26.2
Somewhat agree	18.2	20.0	19.0	24.1	23.8	24.0	20.8	20.2	20.5	26.8	25.4	26.0
Not at all	61.3	61.1	61.2	53.3	51.3	52.4	55.0	55.0	55.0	47.3	48.1	47.8
Women who carry condoms on them are loose.												
Agree a lot	22.2	25.0	23.5	28.8	29.9	29.3	27.8	24.2	25.9	36.4	31.9	33.9

	KwaZulu-Natal						Mpumalanga					
	Grade 9 Females			Grade 9 Males			Grade 9 Females			Grade 9 Males		
	Intervention (n=1197)	Control (n=1095)	Total (n=2292)	Intervention (n=1199)	Control (n=1126)	Total (n=2325)	Intervention (n=939)	Control (n=892)	Total (n=1831)	Intervention (n=839)	Control (n=824)	Total (n=1663)
Somewhat agree	18.8	18.0	18.4	28.0	26.7	27.4	18.3	19.8	19.1	22.4	23.6	23.1
Not at all	59.0	57.0	58.1	43.2	43.4	43.3	54.0	55.9	55.0	41.2	44.4	43.0
In my opinion, women can suggest using condoms just like a man.												
Agree a lot	46.3	50.2	48.2	51.9	51.8	51.8	54.2	54.1	54.1	54.6	57.3	56.1
Somewhat agree	25.7	22.7	24.2	29.5	29.7	29.6	25.0	23.2	24.1	26.6	25.9	26.2
Not at all	28.1	27.1	27.6	18.6	18.6	18.6	20.8	22.7	21.8	18.9	16.7	17.6
A couple should decide together if they want to have children.												
Agree a lot	70.0 ^^	76.6 ^^	73.2	65.3	66.9	66.1	81.8	80.6	81.2	69.9	71.0	70.5
Somewhat agree	13.5 ^^	10.0 ^^	11.8	20.1	20.7	20.4	8.4	9.1	8.8	18.4	17.7	18.0
Not at all	16.5 ^^	13.4 ^^	15.0	14.6	12.4	13.5	9.8	10.2	10.0	11.7	11.3	11.5
It is only the woman's responsibility to avoid getting pregnant.												
Agree a lot	37.8 ^^	43.8 ^^	40.7	37.1	38.0	37.5	50.9	50.4	50.6	46.7	46.3	46.4
Somewhat agree	22.1 ^^	18.2 ^^	20.3	26.0	29.4	27.6	18.1	20.0	19.1	25.6	24.6	25.0
Not at all	40.1 ^^	38.0 ^^	39.1	36.9	32.7	34.9	31.0	29.6	30.2	27.7	29.1	28.5
If a man gets a woman pregnant, a child is the responsibility of both.												
Agree a lot	68.3	74.6	71.3	60.4	65.0	62.6	75.3	75.5	75.4	64.1	67.2	65.8
Somewhat agree	14.0	12.6	13.3	23.3	20.9	22.2	13.0	11.6	12.2	21.3	18.3	19.6
Not at all	17.7	12.9	15.4	16.2	14.1	15.2	11.7	12.9	12.3	14.6	14.5	14.6
It is important that a father is present in the lives of his children, even if he is no longer with the mother.												
Agree a lot	72.8	78.6	75.6	64.9	67.6	66.2	78.2	80.1	79.2	65.6	69.0	67.5

	KwaZulu-Natal						Mpumalanga					
	Grade 9 Females			Grade 9 Males			Grade 9 Females			Grade 9 Males		
	Intervention (n=1197)	Control (n=1095)	Total (n=2292)	Intervention (n=1199)	Control (n=1126)	Total (n=2325)	Intervention (n=939)	Control (n=892)	Total (n=1831)	Intervention (n=839)	Control (n=824)	Total (n=1663)
Somewhat agree	13.6	9.5	11.6	24.1	22.3	23.2	12.7	10.2	11.4	23.1	20.4	21.6
Not at all	13.7	11.9	12.8	11.0	10.1	10.6	9.1	9.7	9.4	11.3	10.6	10.9

\* Unweighted Ns and weighted percentages shown; see Table A3 for weighted Ns. Missing data is ≤ 3.25%.

^^ These comparisons are significant at  $p \leq 0.05$ .

**Table B 8. Learners' risk perception, by province, sex, and intervention group\***

	KwaZulu-Natal						Mpumalanga					
	Grade 9 Females			Grade 9 Males			Grade 9 Females			Grade 9 Males		
	Intervention (n=1197)	Control (n=1095)	Total (n=2292)	Intervention (n=1199)	Control (n=1126)	Total (n=2325)	Intervention (n=939)	Control (n=892)	Total (n=1831)	Intervention (n=839)	Control (n=824)	Total (n=1663)
Respondent's perception of the chance that each of the following will happen to him or her (percentage):												
The chance of getting HIV in his or her lifetime												
No chance	63.6	66.1	64.8	58.9	59.6	59.2	62.0	58.6	60.2	58.1 ^^	60.4 ^^	59.4
Some chance	24.8	24.8	24.8	32.1	30.5	31.3	24.4	27.9	26.2	31.8 ^^	25.9 ^^	28.4
High chance	11.6	9.1	10.4	9.0	9.9	9.5	13.6	13.6	13.6	10.1 ^^	13.7 ^^	12.2
The chance that he or she already has HIV												
No chance	74.4	78.1	76.1	69.3	72.4	70.8	70.8	71.9	71.4	64.8	68.8	67.1
Some chance	16.3	13.8	15.1	21.9	18.2	20.1	18.6	17.0	17.7	25.3	20.3	22.5
High chance	9.3	8.1	8.8	8.8	9.4	9.1	10.7	11.1	10.9	9.9	10.9	10.5
The chance that she will become pregnant or he will get a partner pregnant before finishing school‡												
No chance	42.1	51.9	46.8	43.6	39.6	41.6	42.3	48.9	45.9	45.2	41.4	43.1
Some chance	32.6	26.3	29.6	39.2	40.3	39.7	27.8	28.9	28.4	34.0	36.7	35.5
High chance	25.3	21.8	23.6	17.2	20.1	18.6	30.0	22.2	25.7	20.9	21.9	21.4

\* Unweighted Ns and weighted percentages shown; see Table A3 for weighted Ns. Missing data is ≤ 3.6%, except where noted.

‡ Missing data = 8.69%.

^^ These comparisons are significant at  $p \leq 0.05$ .

**Table B 9. Learners' self-efficacy, by province, sex, and intervention group\***

	KwaZulu-Natal						Mpumalanga					
	Grade 9 Females			Grade 9 Males			Grade 9 Females			Grade 9 Males		
	Intervention (n=1197)	Control (n=1095)	Total (n=2292)	Intervention (n=1199)	Control (n=1126)	Total (n=2325)	Intervention (n=939)	Control (n=892)	Total (n=1831)	Intervention (n=839)	Control (n=824)	Total (n=1663)
Respondent's reported confidence to make the following choices (percentage):												
Could refuse to start having sex if he or she did not want to, even if friends were	61.7	59.4	60.6	62.5	59.0	60.8	60.9	60.0	60.4	58.5	57.0	57.7
Could refuse to have sex with boyfriend or girlfriend, even if b/f or g/f was pressuring them	65.3	65.4	65.3	59.0	59.7	59.3	68.6	69.3	69.0	59.0	58.2	58.6
Would be able to talk about condoms with b/f or g/f if b/f or g/f was asking him/her to have sex	65.1	66.7	65.9	72.6 ^^	76.5 ^^	74.5	73.6	73.7	73.6	79.7	75.8	77.5
Felt confident he or she could use a condom correctly	62.5	61.2	61.9	74.1	76.3	75.1	55.8	56.2	56.0	77.5	74.0	75.5
Felt confident he or she could refuse to have sex even if someone offered him/her something in exchange for sex	57.6	55.0	56.4	58.2	60.8	59.4	60.3	58.3	59.2	63.0	60.0	61.3
Knows where to get tested for HIV	72.6	72.7	72.7	63.2	63.9	63.6	71.7	68.8	70.2	61.1	58.9	59.9

\* Unweighted Ns and weighted percentages shown; see Table A3 for weighted Ns. Missing data is ≤ 5%.

^^ These comparisons are significant at  $p \leq 0.05$ .

**Table B 10. Sexual behavior by province, sex, and intervention group\***

	KwaZulu-Natal						Mpumalanga					
	Grade 9 Females			Grade 9 Males			Grade 9 Females			Grade 9 Males		
	Intervention (n=1197)	Control (n=1095)	Total (n=2292)	Intervention (n=1199)	Control (n=1126)	Total (n=2325)	Intervention (n=939)	Control (n=892)	Total (n=1831)	Intervention (n=839)	Control (n=824)	Total (n=1663)
Currently have a boyfriend or girlfriend (percentage)	55.6	53.4	54.6	63.5	64.3	63.9	60.3	58.4	59.3	68.9	71.3	70.3
Age of boyfriend or girlfriend	17.5	17.5	17.5	15.7	15.8	15.7	17.0	16.6	16.8	15.6	15.4	15.4
Ever had sexual intercourse (percentage)	14.6	13.9	14.3	33.0	33.6	33.3	17.0	18.1	17.6	36.6	37.5	37.1
Among those who ever had sexual intercourse:												
n (unweighted)	161	135	296	389	376	765	157	153	310	298	305	603
Age at first sex (years) †	13.5	13.4	13.5	13.2	13.4	13.3	13.8	13.9	13.8	12.7	12.5	12.6
Number of different sex partners in past 12 months †	2.6	2.4	2.5	5.6	6.1	5.9	3.0	3.6	3.3	5.7	6.0	5.9
Number of different sex partners in past 3 months †	2.0	1.5	1.8	2.8	3.2	3.0	1.8	2.0	1.9	3.2	3.6	3.5
Used a condom at last sex (percentage)	60.7	71.1	65.8	75.6	78.6	77.1	74.4	76.1	75.3	80.2	78.7	79.3
Used a condom every time in past 3 months (percentage)	64.3	66.9	65.6	68.1	73.9	70.9	69.8	63.1	66.1	74.5	70.3	72.1

	KwaZulu-Natal						Mpumalanga					
	Grade 9 Females			Grade 9 Males			Grade 9 Females			Grade 9 Males		
	Intervention (n=1197)	Control (n=1095)	Total (n=2292)	Intervention (n=1199)	Control (n=1126)	Total (n=2325)	Intervention (n=939)	Control (n=892)	Total (n=1831)	Intervention (n=839)	Control (n=824)	Total (n=1663)
Most recent or current partner attends the same school (percentage)	37.5	36.6	37.1	54.6	58.9	56.7	49.3	51.2	50.4	64.7	64.2	64.4
At last sex, gave money, gifts, or favors in exchange for sex (percentage)	25.2	24.7	24.9	29.6	31.4	30.5	32.4	27.2	29.6	39.6	37.8	38.6
At last sex, received money, gifts, or favors in exchange for sex (percentage)	25.6	28.3	26.9	32.5	27.8	30.2	32.4	29.5	30.8	40.0	42.1	41.2
At last sex, was by choice	67.3	52.4	59.9	71.5	69.9	70.7	60.4	62.9	61.8	72.8	70.6	71.5
In lifetime, gave money, gifts, or favors in exchange for sex (percentage)	37.5	36.4	37.0	41.7	44.0	42.8	37.7	37.5	37.6	54.1	53.1	53.5
In lifetime, received money, gifts, or favors in exchange for sex (percentage)	32.7	33.4	33.0	41.8	44.5	43.1	44.6	36.1	40.0	56.4	53.5	54.7
Ever had sex with a person five years older (percentage):												
Yes	31.1	26.7	29.0	32.5	36.3	34.3	23.4	22.4	22.9	33.7	35.9	35.0
I don't know	11.8	12.6	12.2	12.4	10.0	11.2	9.5	14.1	12.0	8.2	8.6	8.4

	KwaZulu-Natal						Mpumalanga					
	Grade 9 Females			Grade 9 Males			Grade 9 Females			Grade 9 Males		
	Intervention (n=1197)	Control (n=1095)	Total (n=2292)	Intervention (n=1199)	Control (n=1126)	Total (n=2325)	Intervention (n=939)	Control (n=892)	Total (n=1831)	Intervention (n=839)	Control (n=824)	Total (n=1663)
Ever did something sexual that he/she wishes they had not done (percentage):												
Yes	45.2	41.8	43.6	44.3	44.4	44.3	31.5	38.2	35.1	52.6	52.6	52.6
I don't know	14.8	17.9	16.2	17.9	14.8	16.4	13.7	17.0	15.5	14.0	17.3	15.9

\* Unweighted Ns and weighted percentages shown; see Table A3 for weighted Ns. Missing data is ≤ 3.4%, except where noted.

‡ Missing data is between 13.4-16.1%.

^^ These comparisons are significant at  $p \leq 0.05$ .

**Table B 11. HIV testing and counseling, by province, sex, and intervention group\***

	KwaZulu-Natal						Mpumalanga					
	Grade 9 Females			Grade 9 Males			Grade 9 Females			Grade 9 Males		
	Intervention (n=1197)	Control (n=1095)	Total (n=2292)	Intervention (n=1199)	Control (n=1126)	Total (n=2325)	Intervention (n=939)	Control (n=892)	Total (n=1831)	Intervention (n=839)	Control (n=824)	Total (n=1663)
Visited a clinic or hospital in past 12 months to get information about sex-related issues (percentage)	42.0	39.0	40.5	57.8	53.4	55.7	43.6	37.9	40.6	53.4	50.9	52.0
Was referred for counseling or testing for STIs or HIV (percentage)	40.5	35.5	38.1	48.1	49.2	48.6	33.2 ^^	26.6 ^^	29.7	43.7	40.3	41.8
Among those referred for counseling or testing:												
n (unweighted)	455	386	841	558	534	1092	307	225	532	340	309	649
Who referred for counseling or testing? (percentage)												
School nurse	31.6	33.6	32.5	35.9	33.2	34.6	42.4	35.7	39.2	41.4	43.9	42.8
School Life Orientation teacher	46.5	46.9	46.7	44.8	47.2	46.0	34.1	26.2	30.4	35.6	40.0	38.1
Another teacher	9.8	8.1	9.1	10.6	11.5	11.0	11.9	7.3	9.7	10.8	10.3	10.5
Learner support agent	4.5	5.0	4.7	7.0	6.2	6.7	6.7	3.2	5.0	8.9	5.5	7.0

	KwaZulu-Natal						Mpumalanga					
	Grade 9 Females			Grade 9 Males			Grade 9 Females			Grade 9 Males		
	Intervention (n=1197)	Control (n=1095)	Total (n=2292)	Intervention (n=1199)	Control (n=1126)	Total (n=2325)	Intervention (n=939)	Control (n=892)	Total (n=1831)	Intervention (n=839)	Control (n=824)	Total (n=1663)
School principal	4.9	4.4	4.7	6.7	6.8	6.7	4.2	3.6	3.9	9.9	7.2	8.4
Deputy principal	2.3	1.8	2.1	4.5	4.6	4.5	3.2	1.5	2.4	3.2	5.8	4.6
Nurse/doctor in clinic	19.8	17.5	18.8	10.8	18.1	14.4	19.6	20.6	20.1	19.3	14.7	16.8
Another nurse I met in the community	6.4	3.9	5.3	5.7	7.5	6.6	6.5	6.7	6.6	5.4	7.5	6.6
A mentor at school	2.5	1.9	2.2	2.7	4.1	3.3	2.2	4.8	3.4	3.2	3.8	3.5
School-based activity lead	2.2	2.2	2.2	3.6	2.9	3.3	4.3	3.1	3.7	4.7	4.8	4.8
Research-affiliated nurse	2.5	3.2	2.8	3.5	3.0	3.2	3.5	5.3	4.3	3.8	3.1	3.4
Mobile health provider	2.8	3.5	3.1	3.3	3.4	3.3	4.0	3.5	3.7	4.7	4.1	4.4
Friend	11.1	13.5	12.2	9.1	9.5	9.3	15.7	15.1	15.4	10.4	10.6	10.5
Has ever been tested for HIV (percentage)	58.2	54.3	56.3	63.0	64.4	63.6	53.1	47.0	49.9	57.3	56.4	56.8
<i>Among those who have ever been tested for HIV:</i>												
n (unweighted)	649	574	1223	725	697	1422	493	400	893	451	439	890
Time since last tested (percentage): †												

	KwaZulu-Natal						Mpumalanga					
	Grade 9 Females			Grade 9 Males			Grade 9 Females			Grade 9 Males		
	Intervention (n=1197)	Control (n=1095)	Total (n=2292)	Intervention (n=1199)	Control (n=1126)	Total (n=2325)	Intervention (n=939)	Control (n=892)	Total (n=1831)	Intervention (n=839)	Control (n=824)	Total (n=1663)
Less than 6 months	61.0	65.1	62.9	61.3	54.8	58.2	71.7	69.2	70.4	55.8	54.5	55.0
6–12 months	12.3	8.9	10.7	11.3	10.5	10.9	9.0	9.7	9.4	8.9	9.3	9.2
1–2 years	20.1	20.1	20.1	20.4	24.0	22.2	16.0	16.5	16.3	20.4	19.8	20.1
3 or more years	6.6	5.8	6.2	6.9	10.7	8.8	3.3	4.6	3.9	15.0	16.4	15.8
Location where test was done (percentage):												
Government hospital	46.0	46.3	46.1	51.3	51.6	51.4	48.8	47.4	48.1	63.2	56.8	59.6
Government health center	9.2	8.2	8.8	12.4	11.2	11.8	12.9	11.6	12.3	7.8	9.5	8.8
Stand-alone voluntary counseling and testing center	2.8	1.6	2.2	2.9	2.1	2.5	1.3	1.3	1.3	2.3	1.7	2.0
Family planning clinic	8.2	9.0	8.6	5.2	5.1	5.1	4.6	3.5	4.1	4.4	4.3	4.3
Government mobile clinic	10.7	7.7	9.3	8.3	10.9	9.6	10.2	11.1	10.6	6.9	8.4	7.7
Community health worker/ward-based outreach worker	3.0	2.0	2.5	2.5	2.9	2.7	2.7	2.5	2.6	2.1	2.6	2.4

	KwaZulu-Natal						Mpumalanga					
	Grade 9 Females			Grade 9 Males			Grade 9 Females			Grade 9 Males		
	Intervention (n=1197)	Control (n=1095)	Total (n=2292)	Intervention (n=1199)	Control (n=1126)	Total (n=2325)	Intervention (n=939)	Control (n=892)	Total (n=1831)	Intervention (n=839)	Control (n=824)	Total (n=1663)
Other public medical site	1.8	1.8	1.8	2.0	1.5	1.8	1.6	1.0	1.3	1.8	0.7	1.2
Private hospital	3.6	3.1	3.4	2.9	3.9	3.4	3.2	7.3	5.2	2.1	6.0	4.3
Private clinic	2.7	5.4	4.0	3.5	3.1	3.3	5.5	8.5	7.0	3.9	5.0	4.5
Private stand-alone health center	0.1	0.5	0.3	1.1	0.6	0.9	0.0	0.7	0.4	0.5	0.5	0.5
Pharmacy	1.3	0.6	1.0	0.9	0.4	0.7	0.8	0.3	0.5	0.7	0.5	0.6
NGO mobile clinic	1.3	2.0	1.6	1.1	1.2	1.1	2.7	0.6	1.7	0.7	1.2	1.0
Other private medical site	0.6	1.0	0.8	0.0	0.2	0.1	0.4	0.0	0.2	0.0	0.5	0.3
Home	4.7	4.7	4.7	2.2	2.5	2.4	1.5	1.2	1.3	1.9	0.7	1.2
Community center	2.2	3.7	2.9	2.2	1.5	1.8	2.2	1.3	1.8	0.9	0.9	0.9
Received results of the HIV test (percentage)	90.1	87.7	88.9	89.0	90.0	89.5	87.8	89.6	88.7	91.3	88.3	89.6
Shared the results of the HIV test with someone (percentage)†	73.7	73.8	73.7	61.6	63.0	62.3	75.7	72.1	73.9	75.5	71.7	73.4

	KwaZulu-Natal						Mpumalanga					
	Grade 9 Females			Grade 9 Males			Grade 9 Females			Grade 9 Males		
	Intervention (n=1197)	Control (n=1095)	Total (n=2292)	Intervention (n=1199)	Control (n=1126)	Total (n=2325)	Intervention (n=939)	Control (n=892)	Total (n=1831)	Intervention (n=839)	Control (n=824)	Total (n=1663)
<i>Among those who were referred for counseling or testing for STIs and HIV:</i>												
n (unweighted)	455	386	841	558	534	1092	307	225	532	340	309	649
Went to the facility he or she was referred to (percentage)	76.3	74.5	75.5	74.0 ^^	79.3 ^^	76.6	78.3	82.3	80.2	83.3	82.1	82.7
Reasons he or she did not go (percentage): †												
Referral site was too far away	44.8	44.9	44.8	49.6	55.7	52.2	49.6	35.9	43.7	52.5	42.9	47.1
Referral was too costly	31.2	37.0	33.8	37.7	30.0	34.4	29.0	27.9	28.5	29.8	40.7	35.9
Worries about confidentiality	26.6	22.2	24.6	15.5	22.7	18.5	28.4	38.2	32.6	37.5	22.5	29.1

\* Unweighted Ns and weighted percentages shown; see Table A3 for weighted Ns. Missing data is ≤ 5.26%, except where noted.

† Missing data is between 7% and 8.5%.

‡ Missing data = 13.35%.

^^ These comparisons are significant at  $p \leq 0.05$ .

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