Re-thinking education in a world with HIV and AIDS: A qualitative inquiry into HIV- and AIDS-related education in Mozambique

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Broad consensus exists as to the importance of HIV- and AIDS-related education in efforts to decrease young people’s vulnerability to the epidemic. However, as demonstrated by continuing debate regarding necessary contents and teaching approaches, there is less agreement as to what particular form HIV- and AIDS-related education should take. This study engages with a critical gap in the literature, namely the general lack of clarity regarding the theoretical and philosophical underpinnings of HIV- and AIDS-related education. It is argued that such clarification is essential to efforts to understand and, where necessary, challenge assumptions underpinning HIV- and AIDS-related education initiatives and address possible tensions between programme development in principle and in situ implementation.

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