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and ethnicity; Government policies; Awareness programmes and cultural appropriateness; HIV/AIDS and education; Intervention strategies; Conclusion; Part 2: Schools, Community, Culture and Context; Chapter 4: School Culture, Teacher Identity and HIV/AIDS; Introduction; Background and context; Methodology; Conceptions of culture and school culture; Main findings; Locating the schools
Locating the teachers: Teachers' beliefs, professional identity and reproduction of school cultures
Influence of school culture and teacher identity on the mediation of HIV/AIDS lessons; Reciprocity and the dialectic relationship between teachers and school culture; Conclusion; Chapter 5: Examining Religious Leaders' and Traditional Healers' Responses to HIV/AIDS in a Modern Community; Introduction; Methodology; Sampling; Methods of data collection; Sensitivity to the context; Theoretical framework; Main findings; Religion and the place and purpose of sex
Views on transmission, sexual behaviour and risk
Vulnerability and risk; Disease prevention strategies and religious beliefs; Discussion; Conclusion; Part 3: Youth, Identity, Sexuality and HIV/Aids; Chapter 6: Masculinising and Feminising Identities: Factors Shaping Primary School Learners' Sexual Identity Construction in the Context of HIV/AIDS; Introduction; Methodology; Untitled; Methods of data collection; Sensitivity to the topic and working with children; Context of the children in the study; Conceptual framework; Main findings; Games children play; Socioeconomic environments
Gendered nature of games

Sommario/riassunto

Popular understanding of the HIV/AIDS pandemic in Sub-Saharan Africa is riddled with contradiction and speculation. This is revealed in HIV/AIDS in Sub-Saharan Africa, which explores the various contexts in which debate about HIV/AIDS takes place and examines how the pandemic is perceived by scholars, religious leaders and traditional healers, among others - in communities in and around South Africa. Using a social theory lens, the book focuses on not only the cultural and contextual practices, but also the methodological and epistemological orientations around HIV/AIDS in education that shape
