

Empowering Educators to Integrate HIV and AIDS Education in South African Schools: Issues and Challenges

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ABSTRACT This paper explores how educators were empowered in integrating HIV and AIDS topics in their classrooms. This paper adopted the empowerment theory, which emphasizes that for people to have positive self-esteem and self-efficacy they need to be empowered. The paper was guided by the interpretive paradigm and qualitative research approach was adopted to collect data from selected principals and educators using face-to-face unstructured interviews. From the data collected the findings revealed that training and support that the educators received did not empower them enough to incorporate education about HIV and AIDS in their classes. Moreover, the paper also found that no support and monitoring mechanisms are in place to confirm that educators integrate HIV and AIDS in relation to the training received. The paper recommends that empowering educators should be strengthened and be accompanied with structured support and regular monitoring mechanisms.