

## **HIV/AIDS Prevention Education in the English Language Classroom, South Africa and Mozambique, October 30 – November 16, 2001**

*English Language Specialist Grant*

*Sponsored by the Office of English Language Programs, Bureau of Educational and Cultural Affairs, Public Diplomacy, US Department of State (ECA/A/L)*

[BIOGRAPHICAL SKETCHES](#)   [SCHEDULE](#)   [RATIONALE](#)   [CONTENT](#)  
[PARTICIPANT RESPONSES AND EVALUATIONS](#)   [WHAT WE LEARNED](#)  
[FOLLOW-UP POSSIBILITIES](#)   [APPRECIATION](#)   [RESOURCES](#)

### **BIOGRAPHICAL SKETCHES**

[TOP](#)

**Dr. Mary Lou McCloskey**, 2002-2003 TESOL (Teachers of English to Speakers of Other Languages) President, Director of Teacher Education and Curriculum Development for Educo and an adjunct professor at Georgia State University in Atlanta, Georgia, USA. Active as a staff development specialist, consultant, writer, curriculum developer, and researcher in the area of English for school-age speakers of other languages, she has worked with teachers, teacher educators, and departments and ministries of education on four continents and in 33 of the United States. She has served as an academic specialist in South Africa, Mozambique, Argentina, Costa Rica, Venezuela, and Egypt. She conducted a workshop for the Salzburg Seminar on teaching English to young learners, which was attended by 20 educational leaders from 20 countries from central Europe, South Asia, North Africa, and the Middle East. She is co-author of three programs for learners of English: Voices in Literature; Making Connections; and Teaching Language, Literature and Culture, and is working on a fourth. She served for two years on the TESOL AIDS Education Working Group and three years on the TESOL Task Force on AIDS and Health Education. Dr. McCloskey considers her most important credential, however, her teaching experience with students from many cultural and linguistic backgrounds in levels from preschool through university.

Areas of specialization include:

- Content-based English language methodology for school-age learners of English.
- Curriculum development and review for school-age learners of English
- Standards development, standards application for school-age learners of English
- Materials development for school-age learners of English; professional materials development for their teachers
- Teacher development
- Strategic planning, action planning and action research

**Barbara Martinez** is President of the Fundacion MAROZO, a not-for-profit HIV/AIDS education and prevention center, and General Manager of the English Resource Center, a language and management training institute in Caracas, Venezuela. Both organizations have actively promoted AIDS prevention programs for the past ten years. A United States citizen based in Caracas, Ms. Martinez has provided HIV/AIDS education training

to English teachers and other content-area teachers throughout the Caribbean and Central and South America. Ms. Martinez was a member and Chair of TESOL's AIDS Education Working Group from 1992 – 1996 and Co-Chair of the AIDS/Health Education Fund from 1996-2000. Ms. Martinez, representing the Fundacion MAROZO, was Chair of TESOL's AIDS Education Working Group and was accredited to participate in the recent UNGASS (United Nations General Assembly Special Session) on HIV/AIDS in New York City. Ms. Martinez's most exciting project was a two-year HIV/AIDS education and prevention program sponsored by UNESCO and developed with 200 Ministry of Education elementary schools serving teachers, students and parents throughout Venezuela's 23 states.

Areas of specialization include:

- HIV/AIDS Prevention Education
- English language teaching and teacher education
- Program Administration
- Advocacy
- Organizational development
- EFL in Central and South America
- English for Specific Purposes

## SCHEDULE

[TOP](#)

- October 31 Workshop on “HIV/AIDS Prevention Education in English Language Teaching” at the US Embassy, Pretoria with 22 leaders from local departments of education from Mpumalanga and Gauteng provinces and two press representatives
- October 31 Welcome dinner in Durban with 20 department of education, community health, city hall, British Council, US Consulate and HIV/AIDS education leaders of Kwa-Zulu Natal
- November 1-2 Workshop on “HIV/AIDS Prevention Education in English Language Teaching” at English Language Educational Trust (ELET) Center in Durban for 45 teachers, HIV/AIDS educators and other interested professionals from Kwa-Zulu Natal.
- November 4 Working dinner with Robin Angela Smith, US Department of State Public Affairs Officer for Mozambique, George Scholz, Regional English Language Officer for southern Africa, Maria Snarski, Senior English Language Fellow in Mozambique, Jana Wooden, Program Officer, United States Peace Corps, Mozambique, and Donna Carpenter, (formerly of) USAID, Mozambique.
- November 5-6 Seminar in Maputo, Mozambique for 40 secondary school teachers, language institute teachers and other interested professionals on “HIV/AIDS Prevention Education in the English Language Classroom”
- November 7-8 Seminar in Beira, Mozambique for 27 secondary school teachers, language institute teachers, university professors and other interested professionals on “HIV/AIDS Prevention Education in the English Language Classroom”

- November 8 Interview with local radio host in Beira
- November 9 Briefing with Sharon P. Wilkinson, US Ambassador to Mozambique, Alcido Eduardo Nguenha, Minister of Education of Mozambique, Sarifa Abdul Fagilde, Head of Secondary Education for Mozambique Ministry of Education, Robin Angela Smith, US Department of State Public Affairs Officer for Mozambique, George Scholz, Regional English Language Officer for Southern Africa, and Maria Snarski, Senior English Language Fellow in Mozambique.
- November 13 Seminar in Durban, South Africa with 30 Supervisors and Curriculum developers from the Kwa-Zulu Natal Ministry of Education on “HIV/AIDS Prevention Education in the English Language Classroom”
- November 14 Seminar at Durban College of Education with 25 representatives of Non-Governmental Organizations (NGOs) addressing issues of HIV/AIDS Education.
- November 15 Seminar at Valley View Place of Safety in Durban, South Africa with 42 workers from Child Welfare Organizations and NGOs working with AIDS infected children on issues of HIV/AIDS Prevention Education
- November 15 Briefing in Durban with Craig M. Kuehl, US Consul General of the United States of America, Deva Govindsamy, Public Affairs Officer, The United States Consulate, Durban, and Francinah Magoro, Cultural Assistant, US Department of Public Affairs, Pretoria.

## **RATIONALE**

[TOP](#)

Southern Africa has the highest rate of HIV infection in the world. In Mozambique, about 12% of adults 15-40 are infected with HIV; up to 16% in the central regions. In South Africa, almost 20% of adults and almost 25% of pregnant women are HIV+. In the South African province Kwa-Zulu/Natal, the rate has soared to 36% among adults. While we were in Pretoria, the local paper reported that 1100 South African teachers died of AIDS-related causes between spring 2000 and spring 2001. Expensive treatments for HIV/AIDS are available only to a few of the very wealthy in these poor countries. Prevention education has frequently been unavailable (a government report cites that 20% of schools in Kwa-Zulu/Natal have no HIV/AIDS education program) or ineffective (many have reported that though students receive instruction in schools, they do not change their behavior). If we hope to have teachers to teach and children to learn in South Africa in the future, everyone involved in education there must become part of the effort to help young people prevent infection from this dreadful disease. English teachers, teacher educators and administrators must have accurate, current information on the content of HIV/AIDS prevention; effective teaching methods to help students learn language and content together and to apply what they learn in their lives; and determination to model and teach behavioral and attitudinal changes that must be made.

## **CONTENT**

[TOP](#)

In the 7 1- or 2-day workshops, we included some or all of the following topics:

- Principles and rationale for content-based English language teaching

- Overview of current situation, prevalence of HIV/AIDS and rationale for using HIV/AIDS education as content material
- Basic information for HIV/AIDS prevention education (how the virus is transmitted (4 specific body fluids) and how it is not transmitted (kissing, hugging, caring for someone when taking universal precautions), how to prevent transmission (life-long monogamy, abstinence, correct male or female condom use, universal precautions);
- Strategies and activities for integrating English language teaching and HIV/AIDS prevention education, including principles of content-based language teaching, cooperative learning for language teaching, and integration of the arts.
- Materials review and adaptation of curriculum materials for local situations.

## **PARTICIPANT RESPONSES AND EVALUATIONS**

[TOP](#)

Participants joined in and responded to all of the workshops with enthusiasm. Though participants had some awareness about HIV/AIDS and about teaching language through content, they found much new information about the topics in the workshops. Some reported that they were able to discuss in English content that was very difficult in their home languages. They reported that they increased awareness of the need to learn about the content and address the content in English language contexts. They enjoyed the interactive methodology and felt that it made a difference in the depth of their learning and their willingness to apply what they learned. They felt that, especially with this content, it is necessary to have learners not just receive information, but to discuss it, practice it, and practically put it to use if they expected behavior change. Participants also reported that after learning ground rules for discussion, reviewing the initial survey, seeing modeling by presenters, watching a video clip, they were able to openly talk about issues of sex and sexual practices they had never previously been able to address.

Participant evaluations on the programs were universally positive. They gave particularly high ratings in the areas of the content of the workshop and its usefulness as well as the presentation format and presentation style. Participants in several groups who met with us for two days were able to develop action plans for implementing the ideas and activities presented in the workshops. We have already received e-mail from participants in Mozambique who expressed a genuine concern and renewed confidence to effectively promote HIV/AIDS education and prevention in their classrooms.

## **WHAT WE LEARNED**

[TOP](#)

### **Language taboos and cultural beliefs and practices may exacerbate the spread of HIV/AIDS:**

- In the Zulu language, words to discuss matters of sex are highly inappropriate for use in classroom settings
- Many residents are unclear about causes and cures of HIV/AIDS.
  - Some believe that the cause is what foreigners put in condoms,
  - Some believe elixirs from herbalists will cure them;

- Some believe that AIDS is cured by sleeping with a virgin – perhaps contributing to the greater (and younger) prevalence among women than men
- Some believe that once someone is infected, s/he should be isolated from the rest of the population and left to die
- Some believe that once someone is infected, it is logical to live for the moment and have unprotected sex with countless partners, as death is imminent.
- Some groups practice virginity testing – individuals we spoke with have been persuaded by the government to use gloves, but they do not change gloves between tests.
- Women have little control over sexual practices – for the Zulu; for example, it has been a tradition for men to have relationships with other women than their wives. If wives complain or request to use condoms, the men just choose to go elsewhere and women and children are left without income.

**Teachers need education that will lead them to model safer sex behaviors and that will enable them to teach their students to abstain from sex or use condoms effectively.** Participants expressed concern about having permission to teach AIDS prevention – and whether it would fit into their very full curricula. South Africa now has a framework that includes HIV/AIDS education in its Life Education courses, but it is not yet integrated into other content areas. Yet Participants reported that it is known that in this region some teachers have sex with their students but students do not report it because they fear reprisal or need money, grades, etc. Some parents, we were told, encourage their children (especially daughters) to have sex with teachers as they see the teacher as a potential marriage partner and therefore a type of economic security for their daughter. Teachers need to understand very clearly how the HIV virus works, both to motivate them to change their behaviors and to provide them with the information they need to educate their students in how to postpone sexual activity or practice safer sex.

**Adaptation of curriculum to local culture and situation is essential.**

What we learned in South Africa will inform a forthcoming curriculum framework for including HIV/AIDS prevention in English language instruction to be edited by Barbara Martinez and published in print and web formats by the Office of English Language Programs (Bureau of Educational and Cultural Affairs), Public Diplomacy - U.S. State Department. From interacting with our participants and other professionals in Southern Africa, we became aware of the need make careful provisions in this curriculum for large classes with few resources, and to provide guidance and encouragement to those implementing the curriculum to make adaptations to the local situation. These might include

- Adapting or adding workshop stories and anecdotes to make them local;
- Changing names and terms of the curriculum to ones that are familiar and used locally;
- Teaching terminology and structures learners will need in discussion of the content and in applying the content (e.g., refusal language and strategies).
- Helping teachers learn to use active, interactive strategies and cooperative learning structures that may be unfamiliar to them; and

- Finding ways to deal with (or ways around dealing with) topics that are unacceptable or difficult to address in certain cultures, yet providing essential information.

## FOLLOW-UP POSSIBILITIES

[TOP](#)

We worked closely with RELO George Scholz and Program Specialist Francinah Magoro in Pretoria, and Maria Snarski, Senior English Language Fellow in Maputo, before and throughout the trip regarding possible follow-up activities to the workshops. Follow-up plans and possibilities include:

- Our group in Maputo decided to set a countrywide date to commemorate World AIDS Day: February 14, 2002 (because the December 1st falls during summer break in Mozambique). They began planning for teacher education and language-through-content education leading up to class and school presentations, and contests to write songs, poems or create posters. We have already heard from Maria Snarski that she plans to support participants in following through on those plans.
- Consultants in Kwa-Zulu Natal Province have developed a Life Skills and HIV/AIDS Education Program for grades 1 to 7 through a project commissioned by the HIV/AIDS and STD Directorate, Department of Health, as part of the Primary School Pilot Project in Northern Province and Free State (1999). At our workshop, a group of curriculum developers outlined action plans that included training of teachers for the use of this curriculum. They should be congratulated and encouraged.
- Participants developed plans for activities for the upcoming school year, including teacher education and curriculum adaptation to include HIV/AIDS content in language, math, science, and social science curricula. Leaders from the ministry are eager to promote these efforts and may benefit from US support.
- South Africa's Department of Education, with support from USAID, has published guidelines for educators based on the National Policy on HIV/AIDS for Learners and Educators in Further Education and Training Institutions. These guidelines include basic information on HIV/AIDS, frequently asked questions, and relevant government policy. Teachers we worked with were not familiar with the document. The Department of Public Affairs might consider promoting increased distribution of that document, ideally in conjunction with teacher education workshops. English copies are available from Communication in Pretoria (012) 312-5186. English, Africans, and isiXhosa versions are now available at <http://education.pwv.gov.za> and isiZulu, isiXhosa, Sepedi, Sesotho and Xitsonga will be added.
- The forthcoming curriculum on teaching HIV/AIDS in the English Language Classroom, to be published by the United States Office of English Language Programs in near future will be available on the World Wide Web. Those interested should contact Barbara Martinez at [barmarer@erc.com.ve](mailto:barmarer@erc.com.ve) or check the Office of English Language Programs web site <http://exchanges.state.gov/education/engteaching/> in summer of 2002.

**APPRECIATION**[TOP](#)

We are most appreciative Office of English Language Programs, Bureau of Educational and Cultural Affairs, Public Diplomacy, US Department of State (ECA/A/L) for sponsorship of our program, to United States Offices of Public affairs in Pretoria and Maputo, our local co-sponsors. We are grateful to all who assisted and supported us with this ECA/A/L "English Language Specialist" grant. Though we cannot name them all, we must mention a few who made this grant so worthwhile and effective. We would like to acknowledge George Scholz, RELO, for all his help and support throughout the planning and the trip and for being our gracious and effective collaborator and facilitator while we were in southern Africa, to RELO George Wilcox and Program Specialist Julia Walters in Washington, DC, who provided invaluable help with arrangements and rescued us from airport snags, to Francinah Magoro, Program Specialist, for her support and kind advice in South Africa, to Maria Snarski, Senior English Language Fellow in Mozambique, who joined in on our planning before she even arrived in country and was an enthusiastic partner in Mozambique, to Mervin Ogle, director of ELET and his staff, our kind and helpful hosts in Durban, to Deva Godvinsamy, from the Public Affairs office of the US Consulate in Durban, also our host in Durban, to Jenny Joshua, English Subject Advisor of the Department of Education, who helped to organize our workshop for Ministry Curriculum Developers in Durban, to Amelia Broderick, First Secretary of Public Affairs, Durban, for her enthusiastic endorsement and involvement in our workshops, to Robin Smith, PAO in Mozambique for her willing assistance and to Consul General Craig M. Kuehl for his interest in following up on what was begun during our visit.

**RESOURCES**[TOP](#)**Video:**

*Nkosi - A Voice of Africa's Orphans*, produced for FXB by Globalvision, Inc.

**Booklet:**

Positive Health by Neil M. Orr. For more information, visit [www.redribbon.co.za](http://www.redribbon.co.za)

**CD:**

The CDC HIV/AIDS Information Guide, 2001 Version 2. For more information, visit [www.cdc.gov/hiv](http://www.cdc.gov/hiv)

**Music CD:**

*Curtir a vida SIM! Encurtar Nao! (Stop AIDS! Start Now!)* This 12-song music CD was locally produced in Portuguese in Mozambique. Each song is by a local artist and addresses HIV/AIDS prevention. The CDs were donated to workshop participants in Maputo and Beir by Population Services International (PSI), who also provided a play, public awareness materials (posters, T-shirts, etc.) and condoms for our workshop.

Warwick, Dionne. *Friends*. Arista Records. (Song #1 "That's What Friends Are For" featuring Elton John, Gladys Knight, Stevie Wonder and Dionne Warwick)

**Books:**

Tonk, Douglas. 1995. *Teaching AIDS*. Routledge.

Wezeman, Phyllis Vos. 1994. *Creating Compassion: Activities for Understanding HIV/AIDS*. Pilgrim Press, The United Church Press.

**Handouts and Web Resources:**

Mary Lou McCloskey's website: <http://www.mindspring.com/~mlmcc> includes handouts and web resources from the workshops.