



**Understanding the susceptibility to HIV of
female and male students.**

Case study of LAMS school in Benin

**A Research Project Submitted to:
Larenstein University of Applied Sciences
In Partial Fulfillment of the Requirements for the
Degree of
Masters in ARD**

**By
Mireille Sophie KISSEZOUNNON
September 2008**

**Deventer
The Netherlands**

**Understanding the susceptibility to HIV of
female and male students.**

Case study of LAMS school in Benin

**A Research Project Submitted to:
Larenstein University of Professional Education
In Partial Fulfillment of the Requirements for the
Degree of
Masters in ARD**

By
Mireille Sophie KISSEZOUNNON
September 2008

**Wageningen
The Netherlands**

PERMISSION TO USE

In presenting this research project in partial fulfillment of the requirements for a Postgraduate degree, I agree that the Library of this University may make it freely available for inspection. I further agree that permission for copying of this research project in any manner, in whole or part, for scholarly purposes may be granted by Larenstein Director of Research. It is understood that any copying or publication or use of this research project or parts thereof for financial gain shall not be allowed without my written permission. It is understood that due recognition shall be given to me and to the University in any scholarly use which may be made of any material in my research project.

Request for permission to copy or to make other use of material in this research project in whole or parts should be addressed to:

Director of Research
Larenstein University of Applied Sciences
P.O. Box 9001
6880 GB Velp
The Netherlands
Fax: 31 26 3615287

DEDICATION

To

Owen I

ACKNOWLEDGEMENT

I thank God for giving me strength, courage, and grace during my study in the Netherlands.

I thank the Netherlands Government for awarding me a fellowship and the Government of Benin for allowing me to study in the Netherlands.

I sincerely thank my supervisor, Mrs Koos Kingma for the inspiration and valuable comments, suggestions and guidance she made while I was writing my thesis, which made this work possible.

I specially thank all lecturers in ARD course for their valuable advice and encouragements during the development of the proposal and the whole period of my study. The director of International Education and all staff of Larenstein University gave a lot of support. I am grateful to all ARD participants and International Master students for their support and encouragement during the study.

I acknowledge the support of the LAMS school, the coordinator of project NPT 216, Youssao Issaka, my head teacher Moumouni Ibrahim, my colleagues Houssou Blandine, Gnankadja Daniel, and all those who shared their knowledge and experiences with me during my field work.

I thank my mother and father Cecile and Hilarion Kissezounon especially my mother who took care of my last born during my absence. My brothers and sisters Monique, Hortense, Aurore, Eric, Berenger, Arnaud, Géraud , franck, Angele and Mirabelle. Finally, I thank my husband, Akoutey Augustin for his support and encouragement during my study and for taking very good care of the children.

May God bless you all.

TABLE OF CONTENTS

CHAPTER ONE GENERAL INTRODUCTION	9
1.1 BACKGROUND OF THE STUDY	13
1.1.1 HIV/AIDS SITUATION IN BENIN	FOUT! BLADWIJZER NIET GEDEFINIEERD.
1.1.2 OVERVIEW OF LYCÉE AGRICOLE MËDJI OF SËKOU (LAMS)	14
1.1.3. THE EDUCATIONAL SYSTEM.....	FOUT! BLADWIJZER NIET GEDEFINIEERD.
1.2 PROBLEM DEFINITION	17
1.3 OBJECTIVES OF THE STUDY	17
1.4 RESEARCH QUESTIONS	17
1.5 CONCEPTUAL FRAMEWORK	17
1.6 KEY CONCEPTS	19
1.6.1 SUSCEPTIBILITY	19
1.6.2 GENDER INEQUALITY	19
1.6.3 RISKY SITUATIONS.....	19
1.6.4 YOUTH.....	19
1.7. STRUCTURE OF THE REPORT	20
CHAPTER 2: LITERATURE REVIEW	21
2.1 INTRODUCTION	21
2.2 HIV/AIDS IN SUB SAHARAN AFRICA.....	21
2.3 IMPACTS OF HIV/AIDS ON EDUCATION SECTOR	21
2.4 USING THE EDUCATION SECTOR TO FIGHT HIV/AIDS.....	22
2.6 CONCLUSION	22
CHAPTER 3 METHODOLOGY	23
3.1 STUDY AREA	23
3.2 SAMPLING STRATEGY.....	23
3.4 METHODS OF DATA COLLECTION	24
3.5 DATA MANAGEMENT AND ANALYSIS.....	25
3.6 LIMITATIONS OF THE STUDY	25
CHAPTER FOUR: PRESENTATION AND INTERPRETATION OF FINDINGS	26
4.1 PROFILES OF THE SELECTED RESPONDENTS	26
4-1.1 SEX , AGE AND ADMISSION TO LAMS OF THE RESPONDENTS.....	26
4.2 SOCIO CULTURAL FACTORS INFLUENCING SUSCEPTIBILITY	26
4.2.1 HIV / AIDS KNOWLEDGE.....	26
4-2.3 MAJOR MEANS OF GETTING HIV/AIDS KNOWLEDGE FOR LAMS STUDENTS	27
4-2.4 NUMBER OF SEXUAL PARTNERS	28
4-1 -6 REASONS FOR HAVING SEXUAL RELATIONSHIP AMONG GIRLS' STUDENTS.....	29
4-1 -7 USE OF CONDOMS.....	30
4.18 STUDENTS LIVING CONDITIONS.....	30
4.19 POWER RELATION BETWEEN TEACHERS AND STUDENTS.....	31
4.20 INITIATION INTO THE SCHOOL	32
4.21 PEER PRESSURE	32
4.3 ECONOMICAL FACTORS	32

4-3.1 AMOUNT OF MONEY RECEIVED BY GIRLS AND BOY STUDENT PER MONTH	32
4.3.2LUCRATIVE ACTIVITIES.....	33
4.34 POCKET MONEY MANAGEMENT.....	34
4.4 BIOLOGICAL FACTORS	35
4.5 POLITICAL FACTORS.....	35
4.41 LAWS AND POLICIES	35
4.4.2DISCRIMINATORY LAWS	36
4.4.3LACK OF IMPLEMENTATION OF POLICIES.....	36
423 FACTORS RELATED TO THE SURROUNDING OF THE SCHOOL.....	36
426 CONCLUSION	38

CHAPTER 5: ANALYSIS AND DISCUSSION OF KEYS ISSUES FROM FINDINGS39

LIST OF TABLES

LIST OF FIGURES

ABREVIATIONS

ABC

AIDS: Acquired Immune Deficiency Syndrome

ARD

CAS: Club Anti SIDA

DEAT: Diplome d'Etude Agricole Tropicale

FCFA : Franc des Comptoirs Français d'Afrique

FGD: Focus Group Discussion

GDP: Gross Domestic Product

HIV: Human Immunodeficiency virus

LAMS: Lycee Agricole Meidji o Sekou

NGO : Non Governmental Organisation

PLHA: People Living with HIV/AIDS

SIDA

SSA: Sub-Saharan African

STDs : Sexually Transmitted Disease

STI: Sexually Transmitted Infection

VIH

UNAID: United Nations Agency International Development

RESUME

Ce projet de recherche a pour objectif de comprendre les facteurs qui influencent la susceptibilité au VIH des élèves filles et garçons du LAMS en vue de contribuer à une réduction du phénomène.

L'étude a été faite auprès de 75 élèves et 17 responsables du LAMS par trois méthodes d'enquête. 51 élèves ont répondu aux questionnaires, 24 élèves ont participé aux discussions de groupe et 17 agents du LAMS ont été interviewés individuellement.

Les résultats des questionnaires, des discussions de groupe et des interviews présentent les perceptions, les comportements à risque et les facteurs qui influencent la susceptibilité des élèves du LAMS au VIH.

Les résultats révèlent que l'âge des filles varie de 17 à 24 ans et celui des garçons de 17 à 25. L'âge au premier contact sexuel des filles est de 15 ans et celui des garçons est de 16 ans. Des filles interviewées, aucune n'est boursière mais 5 garçons sur 31 bénéficient d'une bourse nationale. Le VIH/SIDA n'existe pas dans les curricula du LAMS, et les élèves s'informent essentiellement par les mass média que sont la radio, la télévision et les journaux. Quoique les investigations ont révélé un niveau acceptable de connaissances des méthodes de prévention et de transmission du VIH, il est apparu que les élèves ne l'appliquent pas et adoptent des comportements à risque. En effet 55% d'élèves garçons et 40% d'élèves filles ont plus d'un partenaire sexuel. L'utilisation du condom a montré que seulement 45% des filles et 71% des garçons utilisent le condom. Le plus important acte qui donne aux garçons la possibilité de multiplier les partenaires se révèle être le phénomène de « bleuissement » ; alors que chez les filles c'est leur bas niveau. Les principales raisons pour les filles de multiplier les partenaires sont la facilité d'avoir à la fois de l'argent, des faveurs, un mari et de bonnes notes en classe. Pourtant les filles reçoivent plus d'argent des parents que les garçons qui s'adonnent à des activités lucratives pour augmenter leurs revenus.

Au niveau de l'école, plusieurs facteurs influencent la susceptibilité des élèves au VIH. Ce sont l'absence de formation des professeurs dans le domaine du VIH ; les heures d'études qui facilitent les dépravations dû au manque de contrôle, et le niveau très bas des filles inscrites ; le dysfonctionnement des unités focales dû aux différents changements de Ministère de tutelle et l'insuffisance des infrastructures d'accueil du LAMS ; la persécution, la pression des pairs, les abus sexuels des anciens sur les nouveaux venus et les multiples zones à risque du LAMS.

Les facteurs économiques de susceptibilité au VIH au LAMS sont les contraintes de location des chambres, le mode de paiement et le coût élevé des frais de scolarité, et le mauvais management de l'argent de poche.

Pour atteindre les objectifs de cette étude, nous recommandons d'introduire le VIH/SIDA et les MST dans les curricula des écoles agricoles ; d'organiser une période préparatoire de 6 mois pour tous les nouveaux venus ayant moins de 12 de moyenne ; de restructurer les infrastructures du LAMS en associant les partenaires privés pour la construction de dortoirs ; de renforcer les moyens de sensibilisation afin de favoriser la pression positive des pairs et réduire les persécutions et les abus sexuels.

ABSTRACT

This research project aims to understand the factors that influence susceptibility to HIV for female and male students in LAMS, in order to contribute to the reduction of the phenomenon.

The study was conducted with 75 students and 17 LAMS officials by three methods of investigation. 51 students responded to anonymous questionnaires, 24 students have participated in group discussions and 17 agents of LAMS were individually interviewed.

The results of questionnaires, group discussions and interviews show the perceptions, knowledge, behaviour and risk factors that influence susceptibility to HIV for female and male students in LAMS.

The results show that the girls' age ranges from 17 to 24 years and boys 17 to 25. The age at first sexual contact for female student is 15 years and for male student is 16 years. Any female student from respondents does not have scholarship from the state while among male student 5 got scholarships. The HIV / AIDS do not exist in the curricula of LAMS, and students are informed mainly by the mass media such as radio, television and newspapers. Although investigations have revealed an acceptable level of knowledge of prevention methods and transmission of HIV, it became clear that students do not apply it and adopt risk behaviours. Indeed 55% of male students and 40% of female students have more than one sexual partner. The use of condoms showed that only 45% of girls and 71% of males use condoms. The most important act that gives boys an opportunity to multiply partners is proving to be the phenomenon of "initiation into the school", while for girls it is their low level. The main reasons for girls to multiply partners are they want to get money, favours, a husband and good marks in class. Yet girls get more money from parents than boys who engage in lucrative activities to increase their incomes.

At school level, several factors are influencing students' susceptibility to HIV. These are the absence of teacher training in HIV/AIDS, and hours of study that facilitate the depravity due to lack of control, and the very low level of girls enrolled. The dysfunction focal units due to various changes in ministries' department and inadequate infrastructure; persecution, peer pressure, sexual hazing of newcomers and the many areas at risk of LAMS.

The economic factors of susceptibility to HIV are the amount of school fees, the income level of parent students and poor management of pocket money.

To achieve the objectives of this study, we recommend to introduce HIV / AIDS and STDs in the curricula of agricultural schools organize a preparatory period of 6 months for all newcomers who have less than 12 on average; restructure infrastructure LAMS involving private partners for the construction of dormitories; strengthen awareness of ways to foster positive peer pressure and reduce harassment and sexual abuse.

CHAPTER 1 GENERAL INTRODUCTION

Introduction

This report is written as partial fulfilment of the requirement of the professional master Rural Development and HIV/AIDS at Van Hall Larenstein University of Applied Science in Wageningen. The study aimed at understanding environmental, socio cultural and economical factors, which influence susceptibility to HIV for girls and boys students in Lycée Agricole Mèdji de Sékou (LAMS) in Benin.

1.1 Background of the study

Benin is a country in West Africa with a generalized HIV/AIDS epidemic. Benin prevalence is 2.0%, with large disparities within the population and within the regions (2,8% for urban areas versus 1,5% for rural areas). Compared to the age distribution, the prevalence is 1.4% in the age group 15 to 24 years and 1.6% in 25 years to 34 years. In addition, these two age groups are most affected (91.7%). In Benin, HIV is primarily transmitted through sexual intercourse (92%), and the mother to child (6%) and only to a lesser extent by transfusion Blood and traditional practices such as tattooing, scarification, the circumcision or excision (2%). The prevalence is higher in specific groups such as Sex workers (25.5%) and tuberculosis (13.6%). The number of Orphans and Vulnerable Children is made of 370 873 in 2006(UNAIDS, 2008 p 8).

In Benin, HIV prevalence is unevenly distributed about the population and is characterized by remarkable gender differences. From age 15 onwards, AIDS cases and infection rates rise very steeply for girls. There is also a sharp rise for boys, but the increase is much less than for girls. In Benin, this leads to HIV prevalence among young women aged 15–24 being several times higher than among males belonging to the same age group: 1.0% for girls versus 0.3% for boys. That HIV prevalence increases with age. For young women aged 15-19 the prevalence is 0.4% and it is increase to 1.5% for those between 20-24 years (UNAIDS 2008).

To reduce the prevalence rate between young people, the Government of Benin has carried out various programmes. These programmes are creation of focal unit in all ministries of education, Adopt law against sexual harassment. The three ministries of education trough focal unit create also Anti-AIDS Clubs (CAS) in all schools of general and technical education, and enhanced media awareness on HIV / AIDS (USAID, 2006). The CAS are composed of students and teachers who relay the activities of focal unit within the school. The ministry give support to develop their action plan, train CAS members monitor and assess them periodically.(USAID,2006)

Despite these measures the prevalence rate for female and male of age 15- 24 is not decreasing and their susceptibility to HIV is relatively higher than female and male who are less than 15 years old (UNAIDS, 2008). Susceptibility to HIV refers to “the likelihood of an individual becoming infected by HIV (Loevinson and Gillepsie 2003)

To decrease susceptibility, there is a need to understand which risky situations boys and girls are faced. Barnett and Whiteside (2006) argue that risk is not attributing of individuals or group. It is reflects the environment in which people live their lives. These environments are shaped by their particular stories. There are social, economic and cultural reasons why such events occur. For Loevinson and Gillepsie(2003), that it is not movement per se that puts people at risk of HIV; it is the conditions, under which it occurs.

The table 1 presents the evolution of HIV/ AIDS pandemic in Benin. It shows the infection rates by sex and age.

The table below shows the evolution of HIV infection from 2002 to 2006.

Table 1 : Evolution of prevalence of HIV infection from 2002 to 2006

Years	Number of site	Sample	Prevalence %	IC à 95%
2002	242	17628	1,9	1,70 - 2,10
2003	39	9084	2,0	1,90 - 2,10
2004	46	7447	2,0	1,89 - 2,03
2005	50	12193	2,1	2,03 - 2,16
2006	50	13737	2,0	1,94 - 2,08

Source: Report Serosurveillance 2006,PNLS

1.1.2 Overview of Lycée Agricole Médji of Sékou (LAMS)

LAMS is the only one agricultural school at middle level in Benin, located in the south of Benin. During the last 38 years, the number of LAMS students has increased from 120 students in 1970 to 1552 (273 female and 1279 male) in 2008. Their age is 15-25 years. The demand for training also continues to increase since agriculture is the second most important sector in Benin economy accounting for about 39% of the Gross Domestic Product (GDP) in 2002 and employing about 70% of the workforce (UNDP, 2005).

a.) Historical background

The educational system was inherited from France when the country achieved independence in August 1st , 1960. It has since undergone many reforms to make it serve the country's needs. The system is mostly public, and consists of two years of preprimary education, six years of primary school, three years of junior secondary school, three years of senior secondary school, and a university. There are also three or four-year technical or vocational schools to attend in place of secondary schools. The language of instruction in all Beninese schools is French; however, English language constitutes the second one from the secondary junior level.

LAMS school was founded in 1970. At its inception, the school did not enroll girls amongst the students certainly because of the view that technical education is not meant for girls. The training course lasts four years. The first two years are devoted to general training. The last two allows learners to enhance their knowledge and skills in a specialty they choose in accordance with their parents. The work market needs and employability opportunities led to define six specialties that are plants production, livestock production, forestry and nature conservation, food processing, rural equipment and fish farming and fishing. LAMS is a public educational institution, under the Ministry of general, technical and vocational secondary education. It is located in the village of Sékou, at about 47 km north of the city of Cotonou in the district of Allada. (see map on annex....)

b.)Organization and functioning of LAMS

The mission of LAMS has not varied, but the objectives and the goal has changed with the many socio-political and economic changes that the country has undergone since 1972.

Entrance to LAMS is open for boys and girls aged 14 to 25 years holding a BEAT or BEPC. There is two ways for the entrance. One concerns the scholarship programme in which the students will not pay any fees and the second that obliges students' parents to pay school fees. The two ways are based on academic results. Teaching methods use the competency-based approach. Access to LAMS for payment can be done as an external or internal. All students sponsored by state are automatically enrolled in boarding school.

The table Below shows the number of female and male students who has scholarship from state.

Table 2 Number of students sponsored by state

	1 st year	2 nd	3 rd	4 th	total
Female	0	0	2	2	4
Male	35	30	30	24	119
total	35	30	32	26	123

LAMS has 200 hectares of land which are installed on various school facilities, managers office, agricultural machinery, animal husbandry. Some human resources and materials are available for carrying out different activities:

- Twenty nine classrooms,
- Two laboratories
- A recycling centre with sixty (60) beds,
- Four-rooms for seminars, workshops, a conference room and a dining hall,
- Workshops poultry, rabbit breeding, processing of agricultural mechanization and crop production sites,
- Five dormitories for students with capacity of 378 places whose one of 100 places for girls,
- Human resources are made up of 102 teachers; include myself and 16 service agents.
- The annual financial resources come from government grants, scholarships for students from school and the contribution of students enrolled for payment and revenue from exploitation.

The table below shows the scholar ship paid by students

Table 3: School fees paid by the LAMS students who did not succeed to national examination per year.

Year study	Cost of internship (CFA)	Cost of externship(CFA)
1 st	270000	97600
2 nd	245000	77600
3 rd	245000	77600
4 th	92975	30725

At the beginning of their first year at LAMS, students must pay 270000 f CFA for tuition in boarding school or 97600 f CFA for LAMS externship. At the same level of general education, they pay 10000 f CFA per year. For other years in LAMS, they must pay half of the tuition at the beginning they start school year. This is 122500 f for internal and 38800 f for external school fees for the 2nd and 3rd years.

LAMS is administered by a team of five people working on the basis of three divisions:

Management organization comprises of three divisions; these are:

- The educational division involved in studies organization and others activities related to the training in the school. All the teachers of the school work under this division;
- The operating division that organizes practices for students and productions;
- The division of finance and boarding management.

The team of management comprises of five persons. The first one is the headmaster of the school who coordinates the overall activities of the school. The entire managers are nominated by the ministry amongst the teachers of LAMS.

1.1.3 The educational system

The course duration is 4 years and includes 2 years of joint training involving multi basic crop production and the environment, animal production and fisheries and environmental protection, technology transformation and protection of nature; rural development and equipment, economics and management and general culture (French, English, mathematics, physical sciences and computer science). The second stage of the curriculum corresponds to two years of training optional in one of the areas mentioned above. This area relates to free choice of the learner.

The school year runs from 15th of February to 15th of December and was thus established in order to fit training practices at the national agricultural calendar. In 4th year, students spend only 3 months in LAMS. The rest of the school year is spending for practical course. The diploma is degree of Tropical Agricultural Studies (DEAT) offers two opportunities: access to work and the possibility of continuing studies at university.

Usually only better students (with mark more than 12 out 20) from general secondary school have access to LAMS after state examination. The exam phase to enter in LAMS is an important training period for student from general secondary school because in LAMS, students are not allowed to repeat the first and second school year. At the beginning of school year 2008, to increase the level of girls' enrolment in agriculture school, access to LAMS for girls was especially easy because the government decides to accept all girls who have 5 out 20 on their bulletin. Girls with mark 5 out 20 were enrolled without exam or preparatory section but they are not allowed to repeat the first and second year in LAMS. In general secondary school, with this mark 5 out 20, the level of the student is considered very low and he or she must repeat the exam. without any preparatory conditions like exam for entrance in LAMS, LAMS' level of study would seem very high for girls to succeed..

The state, to accommodate the maximum number of students who wish to follow the agricultural sectors, has invested in the construction of classrooms. Other facilities and equipment like dormitories, canteens, and playrooms are insufficient. Only 21% of girls' students have access to boarding school against 11% for male students.

Because the dormitories are overcrowded many students rent small rooms near the school. Students live without parental supervision. This situation has led to all sorts of temptations and contacts since female and male students are young and don't have experience of living alone. It gives a lot of freedom of action to students who have to survive hardships because most of them come from poor families. Unfortunately the CAS create by the ministry do not work at LAMS. Any official document does not relate the existence of CAS. The library does not have any books of HIV/AIDS. LAMS has 15 computers for all students and teachers but no internet connection. without information LAMS students can be consider as a high-risk groups for HIV dissemination.

1.2 Problem definition

From UNAIDS,(2008) the prevalence in Benin is influenced by age and by sex. It increased to 0.4% among people of 15-19 years old as against 1.5% among people of 20-24 years old. Among 15-24 years old the prevalence is 0.3% for boys versus 1.0% for girls. This prevalence shows the significant gender disparities. Considering the increase among people between 15-24 years old and LAMS students are within this age group, LAMS managers are concerned to know all factors that determine/influence female and male student susceptibility to HIV.

1.3 Objectives of the study

The objective of this research therefore is to:

Contribute to reduction of susceptibility to HIV of female and male students in LAMS by exploring the factors which contribute to create risky environments for them.

1.4 Research questions

The main research question is:

- ◆ What are the factors influencing susceptibility to HIV for female and male students in LAMS school?

Sub questions

What are the socio cultural factors at the level of student influencing female and male students' susceptibility to HIV in LAMS?

What are the economical factors at the level of student determining susceptibility to HIV for female and male in LAMS?

What are the political factors at the level of LAMS school determining female and male students' susceptibility to HIV in LAMS?

What are the environmental factors present at LAMS determining female and male students' susceptibility to HIV?

1.5 Conceptual framework

The conceptual framework presented below illustrates the structure in linking the four broad categories of factors influencing the susceptibility to HIV for girls and boys students.

These factors are socio cultural features such as knowledge, attitudes and practice and living conditions, which play an important role in influencing the susceptibility to HIV at the level of student. For female students other biological factors due to female physical aspect exacerbate the influence of social factors by making female biologically more susceptible. For male student different acts of risks such drinking alcohol, drug consumption put them in condition that it will be difficult for them to control their impulsion since HIV/AIDS is sexually transmitted in Benin (92%).The economical factor such as income level of students parents influence the amount of money they give to their children and this has high impact on students' susceptibility to HIV. In LAMS environment the susceptibility to HIV is mostly due to political factors like different laws in HIV/AIDS, implementation of these laws and the risk environment within the school.

The combination of the four aspects determines the probability for girls and boys students to be susceptible or not to HIV.

Figure 1 below presents the conceptual framework of susceptibility to HIV

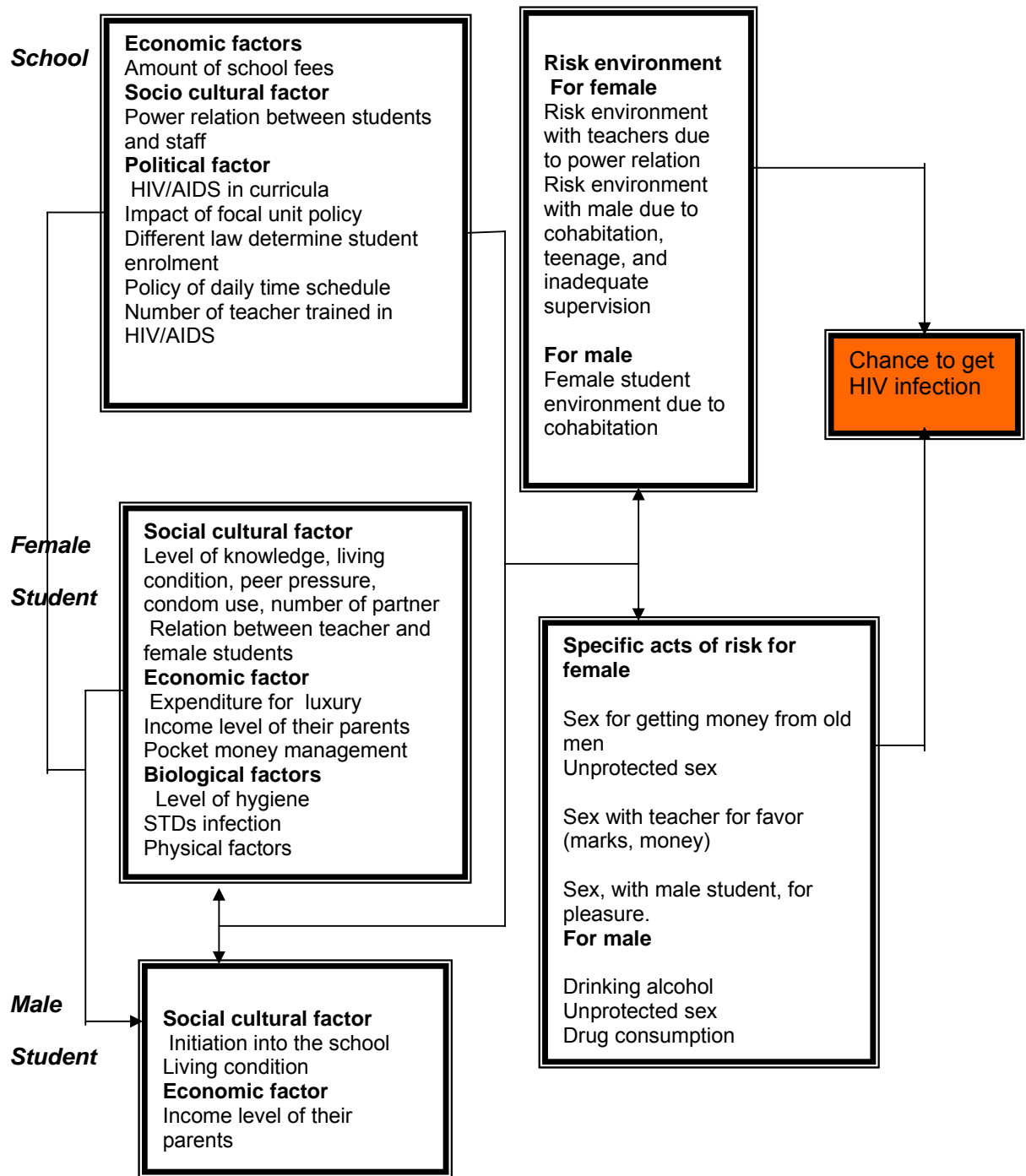


Figure 1 conceptual framework: susceptibility to HIV in LAMS

1.6 Key Concepts

1.6.1 Susceptibility

According to Loevinson and Gillespie (2003), susceptibility relates to the chance or likelihood of an individual becoming infected by HIV. It has two components:

The chance of being exposed to the virus, which in turn relates to the risk environment and specific situations of risk that the person confronts and the riskiness of his/her behaviour; and the chance of being infected with the virus once exposed.

Groverman (2007), presents the general aspect of susceptibility by argue that, susceptibility is influenced by many factors including physiology (differences between men and women's bodies make women more susceptible); individual behaviour(such as number of sexual partner, using condom, getting STIs treated, drug use); and wider issues including poverty, HIV prevalence,, illiteracy and balance of power particularly with regards to gender. For Killer (2002), job opportunities, livelihoods and recreational outlets are important aspects of the poverty situation for young people. Where job opportunities and prospects for sustainable livelihoods exist, young people feel they have a future to look forward to and protect.

From above, to understand susceptibility to HIV in school, there is a need to understand the different needs for girls and boys in relation with their physiological status, the environment they are living, their ability to apply knowledge, and what are global implication of state in this environment in term of illiteracy rate, HIV/AIDS policy implication.

1.6.2 Gender inequality

Gender refers to the socially constructed differences between males and females Alexander & Baden (2000). This social construction reflects inequalities in power, decision making, control over events, freedom of action, ownership of resources Ellis,(2000). This perception of gender shows that it is about power and subordination. At school, relation between teachers and students, and between female and male student are influenced by gendered social values Agarwal (2004) cited by Kakuru (2006)). This inequality is also exacerbated by physiological inequality. Men have less physiological susceptibility than women. Physiological factors make women two to for time more likely to acquire HIV than men through vaginal sex: women vagina has a large mucosal surface, through which HIV can enter the body. (Groverman, 2007)

In this thesis, gender inequality relates to the fact that female students have more chance to be in risky situation than male students. For female students the power relation between male teachers and them can make them do not refuse sexual relationship with teachers. At the same time for male students this power relation will influence others attitudes like bad assessment, and poor relationship.

1.6.3 Risky situations

In case of this study risky situations appear as specific situation, where there is a chance to get infected. In Benin the sexual intercourse is most important way of HIV/AIDS transmission (92%). The others like mother to child transmission, circumcision or excision are very low. Then risk situation is mostly during sexual intercourse. For female students, these risks will be appearing during unsafe sex due to less power to negotiate safe sex. While for male students it will happen when they are not conscientious to protect themselves due to alcohol consumption or if they are not aware that condom can save their life.

1.6.4 Youth

Girls and boys students are understood as young people in this study. They play an important as they are the group which is targeted. Their age is between 15-25 years old. Young men and young women distinguish themselves from adults and children, not only

because of age, but also because of the specific marks of this phase in life. During adolescence, there are a lot of changes, not only physically, but also socially. They are no longer children, but they are not yet seen as adults. They are somewhere in between, as a distinctive group, with specific needs. Hüsken,(2002). The physical, psychological and emotional changes that are intrinsic to the development of young people contribute in special and virtually unavoidable ways to their vulnerability to HIV infection (KELLY, 2002)

1.7. Structure of the Report

The report is divided into six chapters. Chapter 1 gives the background on the study. It maps out the overall context in background information the conceptual framework, keys concepts and the interests of the study by presenting the objectives and the research questions and sub questions. The chapter 2 reviews the theoretical issues covered in the study. It attempts to relate HIV/AIDS general overview in sub Saharan Africa (SSA), the Impacts of HIV/AIDS on education sector, and try to explain how education sector can be used to fight HIV/AIDS epidemic. The third chapter presents the methodology, the area of the study and then examines what was the process designed to realize the research. In chapter 4, the report presents the results and interpretations on susceptibility to HIV/AIDS in LAMS that will be followed by analysis and discussions in chapter 5. The final chapter includes the overall conclusion and the recommendations of the research.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter emphasizes on general overview of HIV/AIDS in Sub-Saharan Africa (SSA), particularly in Benin. Particular attention is made to explain the Impacts of HIV/AIDS on education sector by exploring different effect on all actors in education. Finally the literature review emphasizes how education sector should be used to fight HIV/AIDS in SSA countries by providing knowledge and skills both in the formal and non formal education system.

2.2 HIV/AIDS in sub Saharan Africa

Sub-Saharan Africa has just over 10% of the world's population, but is home to more than 60% of all people living with HIV, 25.4 millions. In 2004 an estimated 3.1 million people in the region became newly infected, while 2.3 million died of AIDS. Among young people aged 15-24 years, an estimated 6.9% of women and 2.2% of men were living with HIV at the end of 2004 (Barnett and Whiteside, 2006). From the same author, young women (aged 15-24) are bearing the brunt of new infections. Recent populations based studies suggest that there are on average 36 young women living with HIV for every 10 young men.

The HIV/AIDS epidemic in West Africa varies in scope and intensity across the region, both between and within countries. Based on USAID, (2006) data, more than six million people in the 19 countries supported by the United States Agency for International Development (USAID, 2006) West Africa Regional Program (WARP) are living with HIV/AIDS. More than half of them live in Nigeria alone, which has the third-largest epidemic in the world (after South Africa and India). Of the 19 countries, four have national HIV prevalence over 5% (Côte d'Ivoire, Cameroon, Liberia, and Nigeria). Five countries have prevalence of 2 to 5% (Chad, Burkina Faso, Togo, Guinea, and Ghana), and six countries have prevalence under 2% (Benin, Mali, Gambia, Niger, Senegal, and Mauritania). Three countries for which only older data are available (Sierra Leone, Guinea Bissau, and Cape Verde) appear to be in the middle range (USAID, 2006).

According to UNAIDS (2008), Republic of Benin is not yet party of the countries most severely affected by HIV/AIDS. In 2006, the prevalence HIV / AIDS among adults aged 15-49 is estimated at 2.0% which amounts to approximately 65432 HIV-positive people. The prevalence is 1.4% among young aged 15-24; and 1.6% among 25-34 years old. In Benin, there are so geographical disparities (the prevalence rates were 1.5% in rural sites and 2.8% in urban sites) inside the country. The prevalence rate is relatively stable and move from 1.9% in 2002 to 2% in 2006. The prevalence is higher in specific groups as the sex workers (25.5%) and tuberculosis (13.6%). The number of orphans and vulnerable children is 370 873 in 2006.

2.3 Impacts of HIV/AIDS on education sector

The impacts of HIV/AIDS in education sector have well documented by many authors Whiteside (2002), TAMUKONG (2004), Kelly, (2002). These impacts are on professional lives of teachers. These professional lives are manifested by absence of teachers especially among female teachers than male teachers, since they are the customary duty bearers in times of illness (Loevinson & Gillepsie, 2003). These absence are due to, they are sick or have to take care of sick persons or conduct them to hospital, (TAMUKONG, 2004, Kadzmirat *et all*, 2001, Desmond, 2000). These teachers who are sick can not correctly complete the curricula; also there is a work load for those who are not sick.

The others impacts are drop out and absenteeism among students and pupils. Loevinson & Gillepsie, 2003 argue that HIV/AIDS may force children to do adults responsibility and may be taken out of school. Arndt and Wobst, (2002) confirm that girls are particularly vulnerable and may drop out more than boys may. This drop out come from two causes; sometimes students are sick and remain at home. On the other hand, the healthy students because they

do not have teachers all time, they will tend to stay away when that teacher is supposed to teach them. This situation results in a waste of education resources which are not yet sufficient in developing countries. From above there is a need to reduce HIV/AIDS impacts on education sector for all actors of the education.

2.4 Using the education sector to fight HIV/AIDS

In most countries the HIV epidemic is driven by behaviors (e.g.: multiple sexual partners, injecting drug use) that expose individuals to the risk of infection. Information on knowledge and on the level and intensity of risk behavior related to HIV/AIDS is essential in identifying populations most at risk for HIV infection and in better understanding the dynamics of the epidemic of prevention efforts (UNAIDS, 2006). Indicators on sexual behavior and promotion of safer sexual behaviour are at the core of AIDS program, particularly with young people who are not yet sexually active or are embarking on their sexual lives, and who are more willing to behavioural. During the report of national workshop on HIV/AIDS and education (Charles *et al*, 2002), report the speech of the Honourable Minister. He highlighted the great role Education has to play in the prevention, control and mitigation of HIV/AIDS in these terms: *the Education Sector can assist to reduce the spread of the disease; since there is no known cure for the disease; preventive education remains the strongest weapon against the epidemic worldwide.* Dr Sabo Indabawa , during the same workshop at Abuja explained the two types of education would be used to fight HIV/ AIDS. These types are formal and informal education. The formal will be trough government curriculum and the formal will be useful for all young and adults who are not in school and can be drama, role plays, and community discussion.

2.5 Conclusion

This chapter has highlighted the worst impact of AIDS especially in education sector. Education should be seen as an important weapon in fight against HIV/AIDS pandemic. In Africa as the roots causes is mostly sexual intercourses, all school in Africa should insert some knowledge at early age before adolescents begin sexual intercourse. Rispel, (2006),during the Global Campaign for Education has argued that in countries with high or fast-growing epidemics, 'getting every child into school is essential to stop AIDS. Then it becomes urgent to avoid all factors in school that will create a risk environment for childrens.

CHAPTER 3: METHODOLOGY

This chapter focuses on the sample size and selection, the study area, method of data collection, data management and the limitation of the study. For this research both qualitative and quantitative methods have been used. The quantitative method was questionnaire and the qualitative were interview and focus group discussion. These methods permit to have the indicators that could explain the susceptibility for girls and boys in LAMS. During the phase of data collection, personal attention on listening, observation and interpretation to support whatever it is found out have been prioritize. All the interviews, distribution of questionnaires and focus group discussion were realized by the researcher.

The primary task was to inform the head master about the objective of the research and asked permission to make interview in LAMS.

3.1 Study area

The study aimed at understanding individual, constitutional and institutional barriers which facilitated susceptibility to HIV for girls and boys students in LAMS.

LAMS is the only one agricultural school for secondary level in Benin. This school looks like a melting pool where many people with different socio economic and cultural background are together. The limited infrastructure force both students and teachers to live outside in the school and to rent small room near the school. Students' ages are within 15-25 years and they live without parental supervision. For some teachers the limited transportation infrastructures and hours of study force them during working days to leave their family and stay alone in LAMS. This new disposition without parental supervision creates all types of temptations since the students are still young and did not experience this environment. This study can be understood as a basic survey to start all actions of mainstreaming at the level of LAMS.

3.2 Sampling strategy

My interest in studying the factors of susceptibility to HIV for girls and boys students at LAMS was influenced by making choice to share information with workers and students in LAMS.

20 anonymous questionnaires (ten to girls and ten to boys) were distributed for pre testing the questionnaire to evaluate the level of understanding of girls' students and boys' students, to correct ambiguous questions and to perceive the practicability of the questionnaire.

After pre testing the questionnaire, four questions were refined. For example the question « How many sexual partners have you had? » becomes « How many sexual partners have you had from February to July 2008? ». A new questionnaire was elaborated and distributed to 60 students. The expectation was to distribute 30 questionnaires for girls' students and 30 for boys' students among second years and third years. But during the field visit it was difficult to meet all 30 girls' students because they are not all coming back yet from holiday. Only 20 girls were appointed and the rest of the questionnaires were distributed to 40 boys who were there.

The classes of the 1st and 4th years are not chosen because students in the 4th year were in stage and those of 1st year have only six months in LAMS. Therefore, these classes have not been selected for the survey.

The target group used for the focus groups discussions constituted by girls and boys students that have not received questionnaires. Criteria used to organize the four focus groups are sex, living or not in LAMS boarding. Successive group discussion was organized with girls' students living in boarding LAMS, girls students living outside of LAMS, boys living inside the school and boys living outside; in order to create freer conditions for each group to talk, and also create homogenous groups regarding living conditions.

For teachers' interviews, those who worked in LAMS before 2004 and have permanent contract (locally or with government) were chosen. 2 females and 6 males were interviewed. Assumption was made that the teachers who work before 2004 can understand more LAMS environment than those who are newcomers in LAMS.

For the managers, head master, deputy head, supervisor and bursar were chosen. The fourth manager was in transfer during that period.

During the field research, decision was making to include two dormitory supervisors (1 male from boys dormitory and 1 female from girls dormitory) to understand the real conditions of girls and boys behaviour and attitudes in dormitories. One school nurse was also interviewed about the cases of STD and HIV AIDS sickness at LAMS level.

All the interviews, questionnaire forms and focus group discussion were done in french but one has been in local language 'Fon' with female dormitory supervisor. At the end of the survey, some pictures of LAMS' infrastructures were taken.

The table 2 below presents the number of informants per category and methods used for data collection.

Table 4: Number of informants per category

Category	Method	Number of informants	Total
Students	questionnaire	51 (20Female; 31Male)	51
Students	Focus groups discussion	12 Female; 12Male	24
Teachers	interview	2 Female; 6Male	8
managers	interview	0 Female ; 4Male	4
dormitory supervisors	interview	1 Female ; 1Male	2
School nurse	interview	1 Female ; 0Male	1
Students parents	interview	1 Female ; 1Male	2
Total			92

Source: this thesis

3.4 Methods of data collection

In trying to find out the susceptibility to HIV for girls and boys students the following methods were employed to collect data.

Questionnaire forms:

During a few minutes, the objectives of the project and the topic were explained to boys and girls students. The different parts of questionnaire were also explained to them. After this general presentation, all the sequences of questionnaire forms were reading to allow them to have a good and same understanding in order that they can better fill all part of questionnaire. The questionnaire was anonymous to permit to students to be free to respond. They were asking to bring back the questionnaire forms the following day.

Focus groups discussions:

To get maximum, and diversity of information, those girls and boys students who did not participate to the questionnaire forms had been chosen for the focus groups discussions. In each group, the topic of the research was presented and then the objectives were explained to boys and girls students. The expectation from the meeting was share within the researcher and member of focus group discussion.

Interview:

Meeting was organized with all teachers present in LAMS on 15th of July 2008 in teacher's meeting room to share the interest of looking at the susceptibility to HIV of female and male students. After this discussion, the objectives of the topic were explained to them. As they are closed to students, there is a need to have their views about what should be done to reduce the susceptibility to HIV of female and male students. At the end of the discussion, 8 teachers (2 females and 6 males) were selected among the volunteers for individual interview because of time constraints. The criteria for choosing them were: "have worked in LAMS before 2004 and have permanent contract (locally or with government)". This criterion was chosen because the teachers who have permanent contract are more present in LAMS than those who have just a few hours contract. The assumption was that those who spend more hours in LAMS can have more understanding about what is happening in LAMS. A

planning appointment was decided with them. All the teachers have the same interview question.

With managers, dormitory supervisors, school nurse and student' parents, the same process were taking place to realize their interview.

During the interview, data collected were transcribed on a copy book. The interview with female dormitory supervisors was in local language "fon"; it was tape-recorded, translated in French and transcribed on a copy book.

Desk study

Desk research was part of both research proposal writing at Van Hall Larenstein University and case study in LAMS. This included studying program documents, LAMS report and HIV AIDS specific literature.

3.5 Data management and analysis

Data analysis was begun in LAMS with reflection on the data in order to choose the main questions to discuss in focus groups. The different sources of data were handled both independently and concurrently. For example, questionnaire forms and focus group discussion data were analyzed both independently and concurrently because they supplemented each other and give global and complete information. The questionnaire or the interview which was not consistent or realistic was observed more often and when there is not argument to justify them, it was not consider during the analysis, for example: a boy student receives from his parent 600 000 F CFA per month.

Questionnaire forms, Focus group discussion and interview

For questionnaire forms data collected and transcribed on a copy book were coded for relevant themes using the Excel quantitative data analysis software. Field notes were coded and taking through the process of interpretation. All data were analyzed by reading and interpreting. Data collected for focus group discussion and interview were listening and interpreting

3.6 Limitations of the study

On the side of interviewed person, the research was limited by time constraints. It is why only 8 teachers were chosen among the volunteers. The few numbers of teachers chosen can limit the general overview of the study. At the level of student, find 30 girls was also very difficult because all students were not yet coming back from the holiday and the number of female student in LAMS is limited. This has some incidence in producing gender balance during this research. Generally in July, the Ministry of education asked some teachers to invigilate and mark first degree and secondary degree examination. As a result they did not have enough time; therefore scheduled interviews had to be postponed until there was time for them to meet for the interviews.

Some times teachers are reserved to discuss about having sexual relationship with girl students because they fear to be sanctioned as a result they gave calculated responses. All of them recognize the fact that some teachers have sexual relation with students, but none of them took responsibility as actor.

Considering the used of FGD method, the most important advantage is that the respondents are not participating alone; they are in a group, so they can hide behind each other and fill up the remarks made by other participants. Especially with sensitive issues related to sexuality, they might feel more comfortable to talk in a group. On the other hand, the respondents were hesitant to tell their personal experiences, out of fear of being condemned by the rest of the group. The impression was that many respondents did not reveal all their experiences and opinions. The fact that the researcher is also a teacher has some limitations. It increases the distance between students and the researcher. The outcomes could be different if external person conduct the research. Students can be freer to explain more their personal experience more than with their teacher.

CHAPTER 4: PRESENTATION AND INTERPRETATION OF FINDINGS

This chapter presents the results of the field research. The findings presented in this chapter were from the questionnaire, interviews and the focus group discussions. The results from the questionnaire present mainly the perception of student and their attitude and practice which influence their susceptibility to HIV. The other findings from focus discussions and interviews help to have a deep understanding on the issues in the questionnaire and help to understand the environmental factor, which influence student susceptibility to HIV.

4.1 Profiles of the selected respondents

Fifty one students had filled in the questionnaire. Below are some of the characteristic of this group. The students from focus group discussion are not consider as respondents in this study.

4.1.1 Sex, age and admission to LAMS of the respondents.

The respondents were 20 female students (39%) and 31 male students (61%). The age of girls students are within 17 and 24 years while the age of boys students are within 17 and 25 years. The respondents were selected from 2nd and 3rd year.

From the study, none of the female student succeeded in the entrance examination that reflects the low level of standard of girls' students. On the other hand 5 male students of the respondent succeeded in the exam. As a result all female students are sponsored by their parents (parents pays school fees). Among boy students, 5 are sponsored by the state (get scholarship from state) and 26 are sponsored by their parents.

The table 5 below shows the characteristic of respondents.

characteristic	Female student	Male student
Number of respondents	20	31
Sponsored by state	0	5
Sponsored by parents	20	26
Age	17-24	17-25

4.2 Socio cultural factors influencing susceptibility

The indicators of socio cultural susceptibility to HIV are the level of knowledge in HIV/AIDS, the ability to apply this knowledge to not getting infected, the number of sexual partners, the different relation between students and teachers and cultural practice like initiation to the school within LAMS environment which contribute to influence female and male susceptibility.

4.2.1 HIV / AIDS knowledge

To assess the knowledge of girl and boy students on HIV/AIDS transmission and prevention, eleven questions (see questions in table below) were asked on methods of prevention and transmission of HIV/AIDS and general awareness. The evaluation showed that 81% of boys students gave good answers while 74% of girls gave good answers. This result shows that the general level of awareness of boys and girls student is high, but boys students have better knowledge than girls students. 61% of boys students and 50% of girls students think that they can get HIV/AIDS from being bitten by mosquitoes. This shows that there are still many misconceptions concerning HIV/AIDS among the youth. Consider that in Benin mosquitoes are everywhere people could be worried about living in the same house with PLHA. Concerning getting HIV/AIDS by having sexual contact with PLHA, 100% of girls students give good responses while 13% of boys students think they can have sex with PLHA without getting HIV/AIDS(girls are better aware on sexual contamination than boys). During focus group discussion the same question was asked and boys students have different reactions for some they know people who have sexual contact with PLHA and

without using condom and they did not having HIV/AIDS. For those they never seen someone who has HIV/AIDS and then AIDS is not real.

About the question “is AIDS and HIV the same thing?” Only 10% of girls students see the difference between HIV and AIDS while 42% of boys student perceive the difference. This shows that it is difficult to students to understand some meanings in HIV/AIDS while they heard every time about this. But boys’ students have better understanding than girls’ students. In conclusion the general knowledge for girls and boys students is acceptable the problem will be then how they apply their knowledge to not get infected?

The table 6 below shows the level of HIV/AIDS knowledge for boys and girls students.

Questions	Number of respondents giving the good answer			
	Boys (31 respondents)		Girls (20 respondents)	
	total	Percentage (%)	total	Percentage (%)
Is AIDS and HIV the same thing?	13	42	2	10
Can one get AIDS by eating or drinking from the same plates and cups with PLHA	29	94	16	80
Can one get AIDS from Kissing?	26	84	13	65
Can one get AIDS by having sexual contact with PLHA?	27	87	20	100
Can one get AIDS by sharing needles while injecting drugs?	30	98	19	95
Can a pregnant woman who has HIV infect unborn baby?	26	84	16	80
Can one get AIDS from being bitten By mosquitoes?	19	61	10	50
Can the use of condom reduce the chance of becoming infected by HIV/AIDS?	26	84	17	85
Can one get HIV/AIDS from using public toilets?	25	81	15	75
Can one get AIDS by Shaking hands/ living in the same house?	29	93	18	90
Can one get AIDS by Washing, changing clothes for someone who has HIV/AIDS?	25	81	16	80
Percentage of good responses		81%		74%

4.2.2 Major means of getting HIV/AIDS knowledge for LAMS students

Boys students have more sources of information than girls (42% of boys versus 40% for girls).this can explain that boys are more likely to be in group or are free to follow information. Radio is the most important source for students to get information about HIV/AIDS. This can be explaining that listen radio information need less time than another source of information. It is why girls and boys together confirm listen to radio. Any girl do not read news paper and do not regarding television. Those two types of information need more time and girls’ students did not follow since their customary duty is to do those works at home.

6% of boys students and 10% declare focal unit as means of information. During focus group discussion they explain that they be inform trough focal unit when some civil servants come and give tee shirt for them.

Any girls and boys students did not declare getting HIV/AIDS in class. This explain that there is no any course in LAMS which can help students to get information in HIV/AIDS

The figure 2 below gives the means of HIV/ AIDS information for the students.

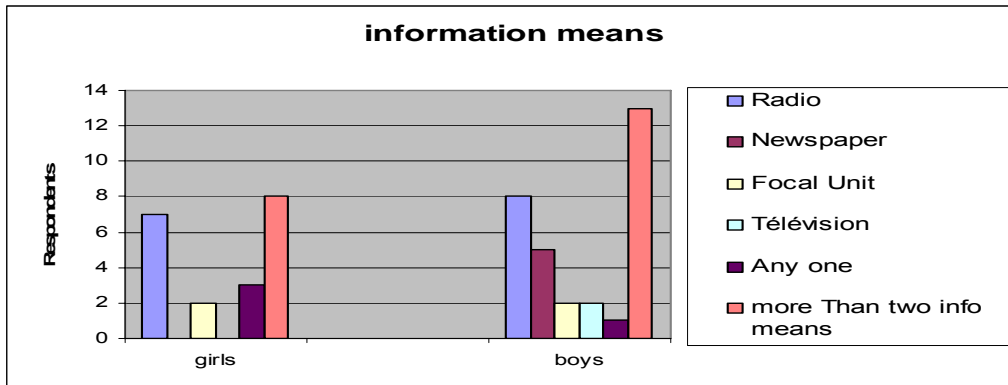


Figure 2: means of HIV/AIDS information
Source: this study

4.2.3 Number of sexual partners

The survey shows that only one boy among the respondents does not have any sexual partner. 65% of girls' students have one sexual partner while 39% of boys student have one sexual partner. 55% of boys' students and 40% of girls' students have more than one sexual partner.

The survey shows that the girls' age at first sexual contact ranges from 14 to 21 years with an average of 15 years, while the boy student age at first sexual contact is within 10 and 24 years with an average of 16 years .so the boys have a later age for sexual contact than girls. The girls' students who claim to have more than one sexual partner admit that it is impossible to refuse sexual advance. As they consider sex as physiological needs. Some teachers interviewed argue that sometimes it is the girls students who make advances for male teachers. At the same time, 45% of boys students also confirm that it is impossible for them to refuse sexual advance from girls students .from focus group discussion some boys students argue that, there are two possibility to have many partners in LAMS . You work very hard and you can help girls students to understand some lessons in class, or you have money to give to them. In this situation of multiple sexual partners, only 35% of boy students ask their sexual partner to make an HIV test before having sex with them, while only 25% of girls' students ask their sexual partner to make an HIV test before any sexual relations. Girls and boys students confirm that they had sexual relations with several students during 2008.

During the focus group discussion some students explained that it is very easy to ask for HIV/AIDS test. Some of them know their status as they said they usually give free blood at hospital and if you continue given it is mean you are not HIV positive. Some girls and boys argue that they can ask for test if they want to continue with one partner. But in context of multiple partners they can not ask for test. The school nurse argues that one NGO came this year and did some blood test to students without specify that HIV/TEST was part of this; as a result is was impossible to give the conclusion for students.

In conclusion according to multiple sexual partners girls and boys are both susceptible to HIV.

For boys students it is with only girls students, while for girls students it is with boy students and also with male teachers.

Figure 3 below shows the number of sexual partners for boys and girls student from February to July 2008

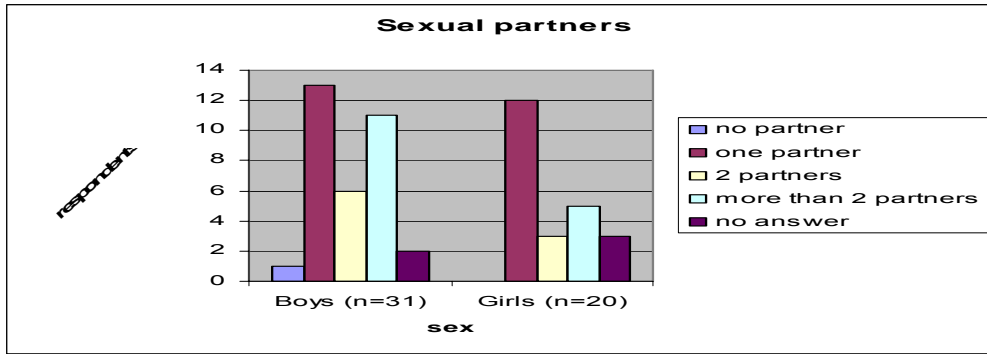


Fig 3: Number of sexual partners for girls and boys.
Source: this study

4.2.4 Reasons for having sexual relationship among girls' students

From number of sexual partner it is appear that all members for school appointed girls as people who harass to have sexual contact; and then to understand the real phenomena there is a need to know the real reasons for having sexual contact from girls' students.

About relationship, it appears from the survey that 25% girls students maintain relationship with their teachers; they did not mention what kind of relationship they have. Girls students do not say if it is sexual or other relation relationship. But 17 out of 20(85%) girl students recognize that some girls' students have sex with their male teachers for several reasons: 9 out of 20 (45%) girls' students recognize that some girls have sex with their teachers for marks and 9 other claim that it is to get marks and money. It is difficult to get exact data from female students concerning having sexual relationship with teachers. The subject is still seen as taboo. All of them talk about others students who have sexual relationship with teacher while the questionnaire was anonymous. During focus group discussion some girls' agree that some girls students have sexual relationship with teachers because they need marks to pass and it is not allowed to repeat any of the first two years at LAMS. Only 01 girl student out of 20 admits doing sex personally for money and 03girls students out of 20 reported having sexual relations with their teachers who are their boyfriends. Concerning boys' relationship with teachers, no boy student has sexual relationship with female teacher; there is not also any sexual relationship with boys' student and male teachers. But 08 male students maintain friendly relations with teachers male and female. All those interviewed acknowledged the existence of sexual relationships between girls students and their teachers, as well as girls and boys students. The main reason for boys' students to have sex is pleasure.

During the interview one teacher explains that some girls have sexual relationship with teachers to plan to get married since there are many young teachers in LAMS. But unfortunately there are only a few cases of student and teacher relation that reach to marriage.

From these finding girls students put themselves in risk situation with teacher for get marks. This reason will easily multiply the number of partner because they will need marks from many teachers. Then, this situation make them to be susceptible to HIV as one recognize having sex also for money. It is appear that there is no homosexual intercourse within the school.

The figure 9 below shows the girls perception about reason for having sexual relation with teachers

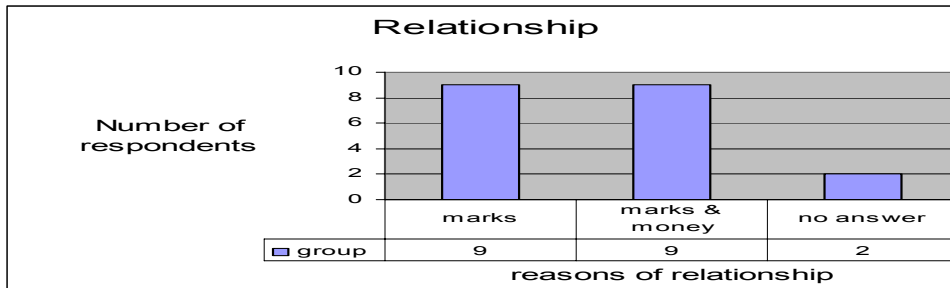


Fig 4: reasons of girls of sexual relationship between girls' student and male teacher
Source: this study

4.2.5 Use of condoms

Female condom is not used by girls students and they never seen it. The question about using condom is therefore related to male condom. 9 girls student out of 20 (45%) declare using condom during their sexual intercourse. 22 boy student out of 31 use condom during sexual activities. But 09 students out of 20 girls think that during sexual relations using condom is men responsibility.

During the FGD, students explain many reasons for not using condom. For some students, condom is not always available in LAMS. Sometimes they have to go far away to 2 km before find it. Cultural believe discourage always the use of condom. One boy student explains that "you can not eat banana with their peels". For this student even if condom is available he will not use it. For those, sexual intercourse in LAMS is during the night within unsafe place and they have to do quickly before the supervisor came as a result is difficult to go and seek for condom before starting.

For some students boys and girls, using a condom can be seen as lack of respect for the partner. For some girls they ask for use of condom only to prevent themselves to be pregnant. As a result they ask for condom use only during the ovulation time. Then the frequency of use is very low.

In conclusion condom use is very little among students those who use it do not use frequently. There are many misconceptions about the use of condom and this situation favour susceptibility both for girls and boys students.

The figure 5 below shows the number of boys and girls students who use or ask for condom use during their sexual intercourse.

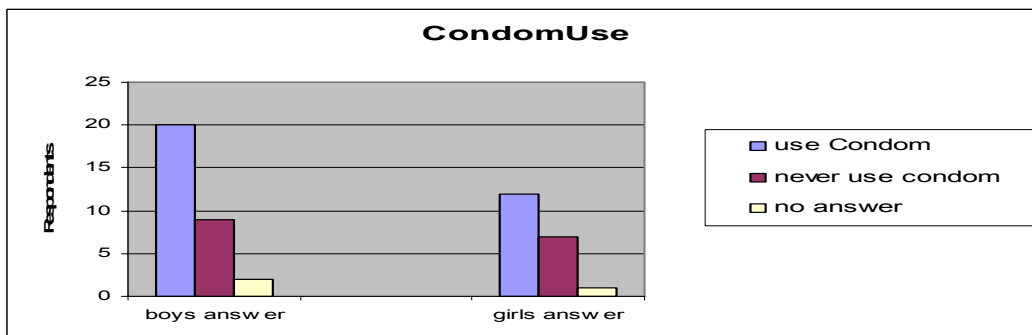


Figure 5 condom used for girls and boys students
Source: this study

4.2.6 Students living conditions

The priority to live in boarding school is given to students who succeed to the state examination and then are sponsored by government. Those who did not succeed to the examination can be sponsored by their parents. Students who are sponsored by their parents can live in LAMS boarding or outside of LAMS, depending on whether their parents

can afford boarding school fees or not, and the availability of places in LAMS boarding. From this study 25% of girls' students live in LAMS boarding while 48% of boys student live in LAMS boarding. The fact that the number of girls' student who lives in LAMS boarding is low can be explained by any girls' student did not succeed to the examination and also the number of the place available. The condition of living out of boarding school is prejudicial for students mainly girls students. They live without any parental supervision and are face alone about any kind of aggression. Some girls live in virtually couple at the externship; others seek security by choosing another partner in LAMS. On this issue, managers have confirmed that they do not have any control over outside girl and boy students. They only ask them to attend the classes. In fact all 10 cases of pregnancy are registered this year are among outside girls students.

In conclusion girls student by not having the possibility to succeed and live in boarding school increase their likelihood to become susceptible to HIV.

The figure below shows the number of girls and boys students who live in LAMS or outside of LAMS

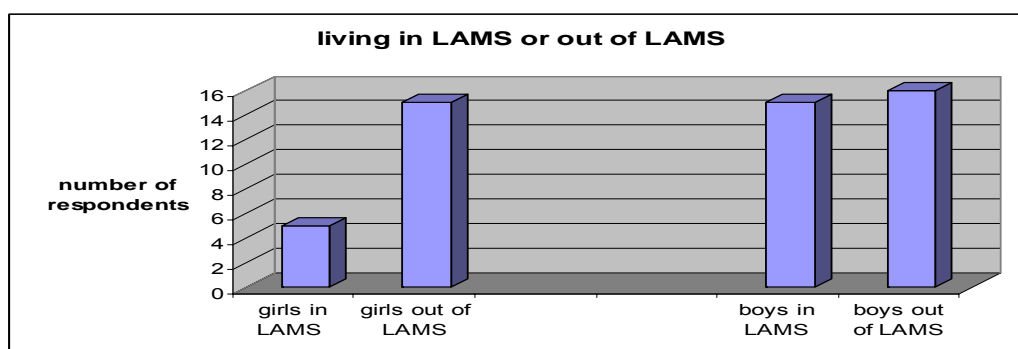


Figure 6

4.2.7 Power relation between teachers and students

Elder right between old people and young people is reality in most African society. Hüsken (2002) explains that young people have trust in their parents and elder within the society, you should not ask question to your parents. According to the chairperson of the parents interviewed, "*some students are inexperienced girls; and they can not refuse the advances of their teachers. Thus, they have a breach of trust over them*". Unfortunately teachers get profit from this situation by exercise influence on girls student. All managers and teachers interviewed recognize the fact but they mention that girls student did not complain. When asking students in focus group discussion they are afraid to complain because according to them if you have problem with one teacher the other can also bring you a problem

All girls students recognize that teacher influence is happen because of their low level. Some girls explain they were harassed by some teachers but they resist because their level is high and they do not need them to pass.

The same explanation was also given during the focus group discussion with boy student. The main reason that make girls student to fell inferior is her standard level in class.

4.3 Initiation into the school

Initiation rites are comprised of pro-social behaviors that build social relationships, understanding, empathy, civility, altruism and moral decision-making. Initiation can have both positive and negative aspect. Positive aspects permit to access in positive group behaviour and negative aspects are comparing to hazing activities. Initiation into the school is one the rites that happened in LAMS the first day they start classes.

Several interviewees are shocked of the major role played by boys' students of 2nd, 3rd and 4th years about rites access LAMS newcomers called "*Bizoutage*" (persecution). In reality interviewees explain that "*to establish the eldest right students strip newcomers' boys of their properties and are subjected to physically abuse on the first day they start classes. For girls, they are stripped of their properties and are sometimes sexually abused*". To clarifying the level of abuse, the mistress of internship exclaims, "*I know a girl student whom 3 boys' students forced to cook for them and subsequently they sexually abused her.*"

During focus group discussion all boys students recognize that this initiation is a bad things that make them to fell superior and to have partners. They confirm the process to have partner by, "*you try to protect some girls' students while some colleague manhandle them. Then the girls see you as a protector and when you go back to make advances they accept as they realise that living in the school without protection is dangerous*"

In conclusion "*bizoutage*" make both girls and boys susceptible to HIV but boy susceptibility is higher than girls' susceptibility as boys students recognize the fact that with this they easily multiply the partners. The high influence on girls students by demonstrate to them that they are superior can help to understand why girls students do not ask for condom as some of them explain that using a condom can be seen as lack of respect for the partner.

4.3.1 Peer pressure

The phenomenon "Peer pressure" is another important source of susceptibility to HIV. The Peer pressure is done in 2 ways in LAMS but it is exclusively related to the girls' student.

The first pressure is from the whole class against the girl for the improvement of marks and for other favours from teachers. Indeed, during the school year, students observe and detect the teachers who make advances to some girls in their class. If the girl rejects the advances of teachers, the teachers bring the class into difficulty by making difficult examinations. The class, then in difficult situation, forces the girl to accept the advances of the teacher. When resisting to the pressure, the girl is rejected by her colleagues.

The second way is a pressure between girls themselves. To be approved by their colleagues and peers, some girls' students, although of limited financial resources, are forced to display the same standard of living as their colleagues from rich families. Negatively, some may be engaged in sexual practices, including those risks of transmitting HIV. The supervisor recounted the case of thefts from cabins and a daughter has been brought before disciplinary board for cases of theft. In general, they bought expensive and luxury equipment.

In conclusion the peer pressure is one of the important sources of susceptibility to HIV. This gives psychological pressure on girls student who are obliged to save the whole class. Then to save the class means accept teachers' advances.

4.4 Economical factors

4.4.1 Amount of money received by girls and boy student per month

The data of the study show that the parents sponsor all the 20 girl students. From 20 who are sponsored 18 get pocket money include money to pay rent from their parents and 2 girls students do not receive anything from their parents. To be sponsored by parents means parents pay school fees. Among boys' students, 05 out of 31 are fellows of Benin State and the parents sponsor 26.

Amongst those 26 boy students 23 receive money from their parents and 3 receive nothing from parents or family members. The sum varies from 1500 to 20000 CFA francs per month.

Among girls student, 02 out of 20 do not receive money from their parents, but the 18 others receive from their parents between 5000 and 35000 francs CFA per month. The gap in amount of money explains the income level of their parents. Some students come from fortunate family while those come from less fortunate family, The students who live in LAMS school receive less pocket money than those who lives outside of the school. In externship students use money to pay rent as to by food while in LAMS the school affords food.

From focus group discussion some students explain that they survive in LAMS school by doing some activities as teaching pupils from primary school at home and help in farming activities. Any girls students didn't declare doing activities at home they explain that teaching activities is happen during the night and they can not do. The other girls students who receive money complains about the lower of money

In conclusion the pocket money that some girls and boys students receive is very low and did not help them to survive at LAMS. Girls and boys students seek for money to survive. Some boys do some activities, for the girls they seek for partners to help them. The chair person of students declares that "all girls students who rent room in my house have boyfriend who help them to survive". Some students said that sometimes they sell clothes mobile phone before having travelling coast to ask for money. These limited resources make girls students more susceptible than boy.

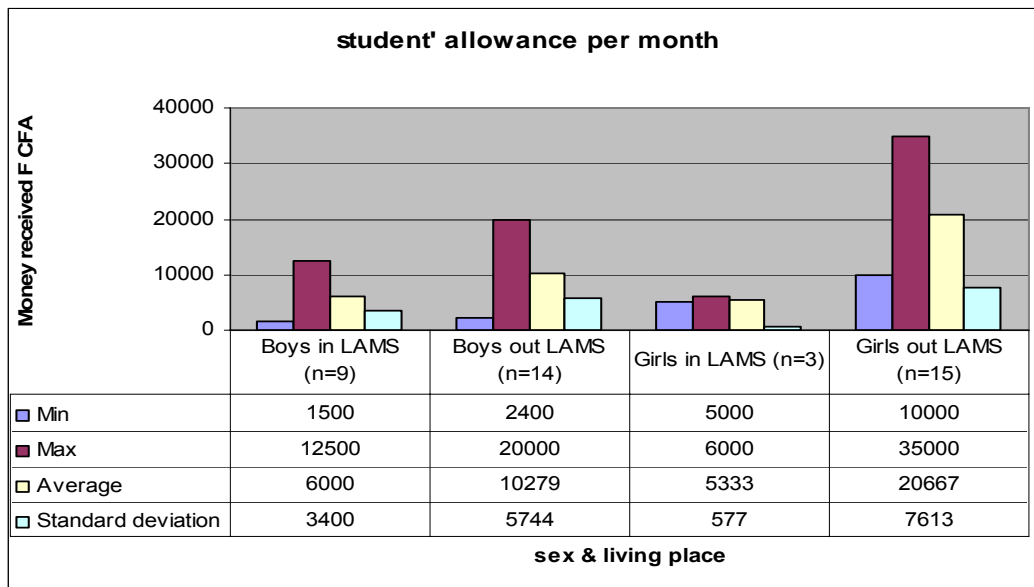


Figure 7: amount of money received by students per month
Source: this study

4.4.2 Lucrative activities

Lucrative activities can be understood like the different activities which help students to avoid difficult situation of lack of money during the school year or during the holiday. 20 boys' students out of 31 engaged in income-generating activities for more money during the school year (teaching at home, working with farmers, sell shoes and clothes, sell Chinese perfume and lotion, driver of motorbike called "zemidjan"). 19 boys' students out of 31 are doing lucrative activities during the holidays. Only 02 girls students out of 20 engaged themselves in lucrative activities to gain more money during the school year and 05 girls students out of 20 are engaged in others activities such as petty trading, sell toilet equipment during holidays. Compared with male students, girls are less engaged in lucrative activities than boys. They do not seem more interested in income-generating activities to earn money during the school year or during holidays. Compare to the statement above girls seek another source to earn money since they are complain of less money and those who not receive anything from their parents. This statement confirm why for question to know "for

which reasons they have multiple sexual partners” 45% of girls students confirm that is to get money and marks. Then having sex with teachers is seen by girls students are a way to do lucrative activities.

The figure 12 and 13 below shows the number of girls and boys students who engaged themselves in lucrative activities

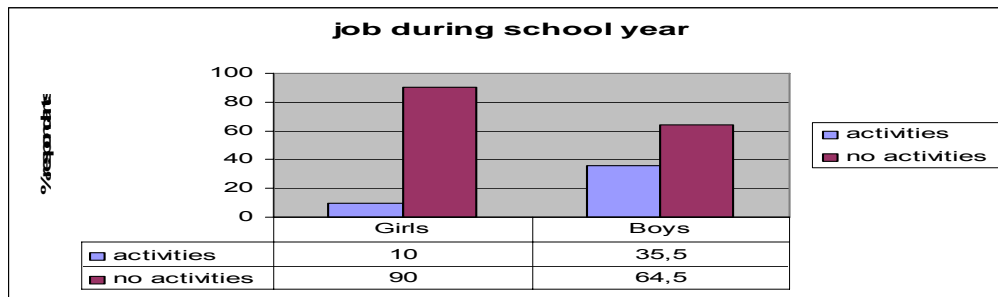


Fig 8: Lucrative activities during the school year

Source: this study

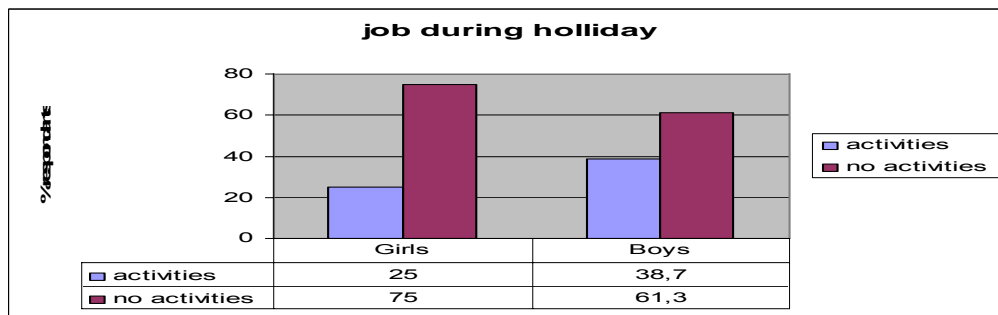


Fig 9: Lucrative activities generating income during the holiday

Source: this study

4.4.3 Pocket money management

Allowance management is one of the important problems of students. During the focus group, girls recognize that they took from their parents what it is supposed to cover three months but generally, this fund is spent during one month in LAMS. They must deal with two months remaining before requesting money yet. The two chairpersons of parents interviewed said, “*students were not generally used to manage large sums of money when they live with their parents. They have a lot of difficulties in planning money; especially quarterly money which they received from their parents or relatives*”. Many boys’ students declare selling goods as mobile phone, clothes to survive and get travel cost to go to see their parents to request money. For girls’ students some engaged in risky behaviour to have money and survive while those seek for friend or sexual partners to help them before go to see parents and demand money for their living in LAMS.

In conclusion those girls and boys students who receive money from their parents and live in externship are also in situation to be susceptible to HIV due to the management of pocket money. The economical susceptibility to HIV for girls’ students is more due to lack of supervision than the quantity of money they received from their parents.

4.5 biological factors

Biological factors include age, gender, and Personal level of hygiene. In this study, girls and boys students are within 15-25. Then, they are sexually active.

. The school nurse mentions many cases of STDs as gonorrhoea syphilis, and cases of abortion. But she did not receive any case of STDs from boys' students. She explains that she did not receive all cases because girls' students, some time do not want to declare their sickness and receive drugs. They prefer to go to town to get treatment. The nurse explains the cases of STDs by the low level of hygiene among girls' students and the multiple sexual partner they have *"I received one girl student at state of pregnancy who did not know the author."*

During the interview one teacher said that some boys' students complain about gonorrhoea and this was visible because the student was not able to pee. By asking to nurse how she explains the level of hygiene and STDs she explains that some times girls' students are not living in healthy environment. In fact, in the girls' dormitory, only girl students of the 1st years clean the toilet. Most of the time toilet are duty and therefore it is spreads STDs quickly. The presence of the STDs is therefore a good environment for HIV. Girls students of 2nd, 3rd and 4th years does not clean the toilets but often make the toilet dirty. But in boys dormitory all of them (from 1st year to 4th year) clean the toilet.

In conclusion talk about sex and the disease related to sex, is still a taboo for girls students while the nurse is female. The low level of hygiene increase the situation for girls to be biologically more susceptible while cases of STDs remain also between boys students

4.6 Political factors

4.6.1 Laws and Policies

Laws and policies create the environments in which HIV prevention, treatment, care and support services are delivered. In LAMS the laws for HIV/AIDS are the laws to fight sexual harassment, and the law of creation of focal unit. Others laws as HIV/AIDS in curriculum and the number of teachers trained in HIV influence the susceptibility to HIV for students by making school environment to be sensitive to HIV/AIDS or not.

This study revealed a lack of interest in HIV/AIDS at all levels of agricultural education. This lack of interest is manifested in teaching school level one and also in LAMS.

◆ HIV/AIDS in the curriculum of LAMS and the number of teacher trained in HIV

73% of the students who filled the questionnaire say that they did not discuss HIV/AIDS in classroom. The rest think they receive some information on HIV/AIDS at school. Topics mentioned were transmission of HIV and how to prevent yourself from getting infected. However, all agreed that there were no special courses on HIV and AIDS at LAMS.

All teachers interview recognize that there is any part of curricula where HIV/AIDS in mention. The director of study confirms the fact but explain that some times the group of theatre sensitizes students in HIV/AIDS by choosing some topics on this issue.

For the question the number of teachers trained in HIV/AIDS, any teacher was not trained in HIV/AIDS some teachers explain that they talk about HIV/AIDS but the problem is lack of knowledge and they are afraid to give wrong knowledge to students. They explain that students are ready to get information not only about HIV but also on STDs. this statement can then explain the interest of students, due to many cases of STDs related by school nurse. Some teachers do agree to introduce HIV/AIDS in curriculum. For those it is not necessary they can get information trough some activities within the school and these activities can take place during the holiday or Wednesday afternoon.

◆ inappropriate daily time schedule

From the study, it appears that generally the hour of study for some students is the time to increase their susceptibility to HIV. The Study times of the evening are from 19:30 to 23 hours in the classroom under the direction of dormitory supervisor who has several tasks in the day. As a dormitory supervisor explains, *"according to the program drawn up by management, we are solicited for various work at the office from 7 to 13 hours; 13h 30 to 14:30 we monitor dormitories for the students siesta; 14h30 to 19h30 we work with various*

teachers or managers in office; 19.30 to 23 hours we monitor classrooms for students studies; from 23 hours we have to close the dormitories and off the lights. During the night, our sleep is often disturbed to manage cases of theft of equipment and getaway students". The enormity of this work does not allow dormitory supervisor to ensure effective supervision "we are busy and often too tired". This allowed student to study without any supervision "We do occasional rounds and some times in classrooms, we can see certain students in full sexual act".

4.6.2 Discriminatory Laws

Discriminatory laws and policies enhance women's vulnerability to HIV **ICASO, (2007)**. To increase the level of girls' enrolment at the beginning of school year 2008 the government decide to accept all girls who have 5 out 20 in the first degree examination called BEPC. The discrimination was made between girls and boys. They did not ask the girls to do the exam, test for entry but at the same time boys' students did the exam, and they select the best to entry in LAMS. The important problem at this level is they will have the same exam during their formation in LAMS. In addition, girls' students, already have disadvantages at the beginning. This process can then explain the low level of girls students, and why they always seek for marks by putting themselves in risk situation to be infected. However girls students generally do not like scientific matters

4.6.3 Lack of Implementation of Policies

From the study, a focal unit exists on paper and has never worked and only managers are aware of the existence of the focal unit. The bursar has explained that "there is no focal unit at LAMS. The focal unit is a structure that is created in the Ministry for all secondary and technical education. All activities of the focal unit are then centralized in the ministry. During AIDS day, some civil servants come from the ministry and distribute tee shirts to students and some officials at school.

But during the data collection any document of focal unit was not found at ministry, the official of ministry explain lack of implementation of focal unit by the fact that the ministry of technical education was under three different ministries during the five last year and they have to reorganize the members of focal unit. As a result there are no activities of focal unit since the beginning of 2008

4.7 Environmental factors (factors related to the surrounding of the school)

The environmental factors that made students susceptible concern the different places of risk within LAMS. It appears from the study that inside the school, girls and boys students have sex with each other. The disposition of female students dormitory and male teacher dormitory could allow to simulate a risk environment within this area; but none of student boys or girls do not recognize having sex with manager or teacher or administrative personal in school. All off them recognize sexual relation ship with female students and male teachers but not in school. The dormitory supervisor did not mention any cases of these. Then the risky environments are the same for both boys and girls. Yet unanimously, the interviewees determine the same places at risk for girls and boys within the LAMS: "Students remove the bulbs to create dark areas within the LAMS". The benches, classrooms during the night, the bush, the palm field and the sports areas are the main risk places for girls and boys within the LAMS. These places are coloured in red in figure 14. The places in red and black colour in figure 14 are without bulbs and remain in darkness all night. For students who live outside of LAMS, appointments are in their rooms or in motels near the LAMS. So removing the bulbs, they create dark areas and facilitate therefore the night movement between the various places of risk. By doing so they multiply easily risk areas. This phenomenon shows the level of students' unconsciousness that is creating them the factors that promote susceptibility to HIV/AIDS.

In conclusion the different place at risk for girls and boy student are place that remain in darkness and where they can create dark themselves. This disposition to prefer the darkness does not allow girls and boys students to preserve themselves by using a condom. As a

result girls and boys students are susceptible by doing this. Concerning the number of girls and boys students (1279 boys and 273 girls) we can say that despite they have the same places at risk girls are more susceptible because the LAMS ratio is 1 girl for 4 boys.

The figure 10 below shows the different place of risk for students in LAMS

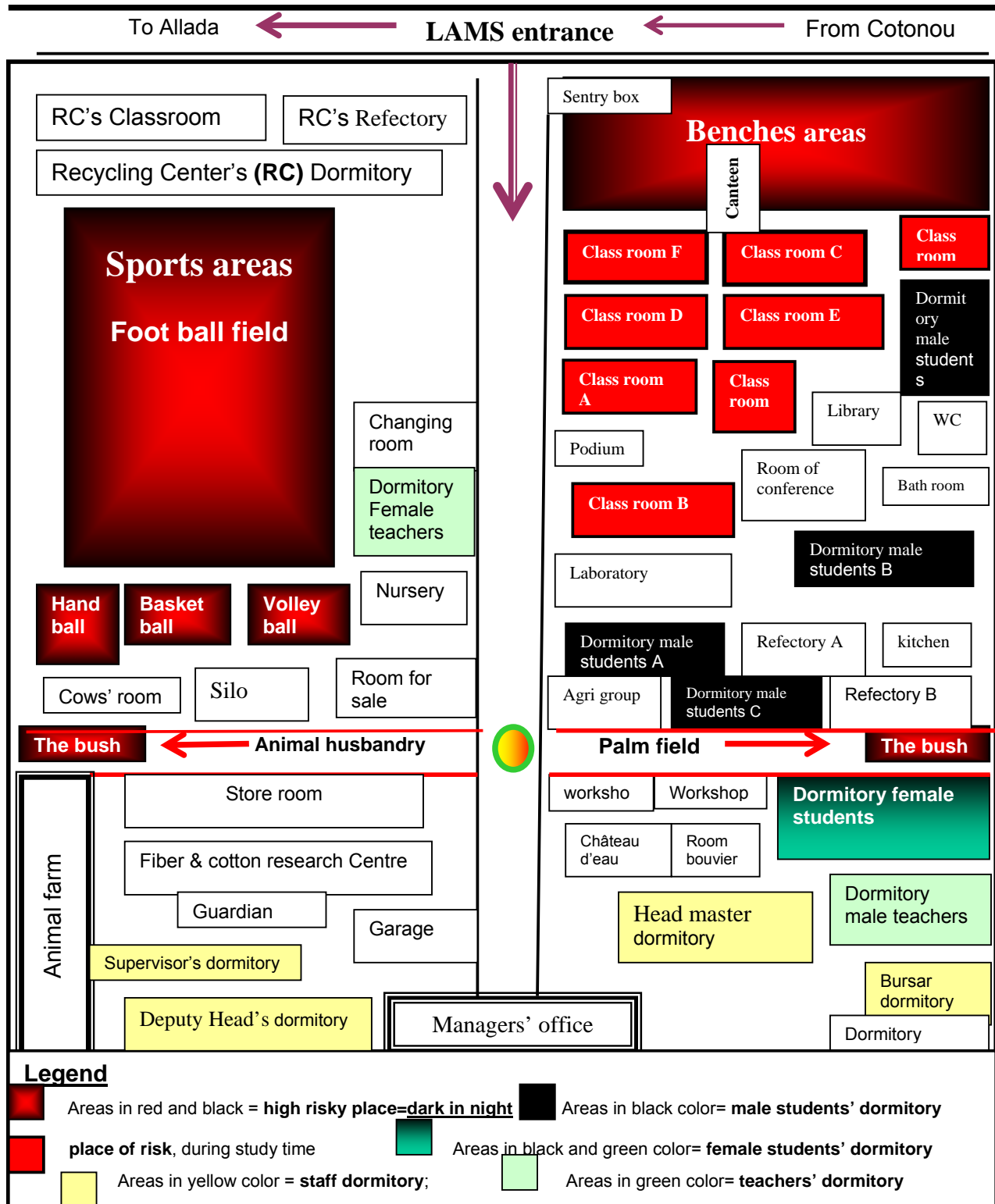


Figure 10: different places of risk for male and female students in LAMS

4.8 Conclusion

From the findings at the personal level of students, many factors as unused of condom, many sexual partners and the ability to apply knowledge are factors which influence susceptibility for both girls and boys students. Nevertheless, for the girls' students the major factor is their general low level. While for boys student the major factor seems to be the harassment that boy students in the 2nd, 3rd and 4th years have on girl students of early years "hazing activities". This ritual allows them to easily multiply sexual partners as they recognize not to use condoms regularly.

In school environment, discrimination during students' recruitment in favor of girls, without give some training to them before they start the school year, the lack of implementation of HIV/AIDS policy, the presence of many places for risk and the amount and management of school fees influence the student susceptibility to HIV.

The biological factor for HIV susceptibility is mainly for girls than boys and due to level of hygiene for girls' students and the fact they do not seek for treatments.

CHAPTER 5: ANALYSIS AND DISCUSSION OF KEYS ISSUES FROM FINDINGS

In this chapter, findings in the previous chapter are discussed in relation to research questions, and compare to the other findings from literature. The discussion focuses on the findings that seek to address the objectives as well as respond to the main research questions.

5.1 Socio cultural factor influencing susceptibility for student

The Socio cultural factors influencing susceptibility to HIV for student includes the level of knowledge, the ability to apply knowledge in different situations, peer pressure, the number of sexual partners, the living conditions and cultural norms in LAMS like initiation to the school and relations between teachers and students

5.1.1 HIV/AIDS Knowledge

Helena,(2005) discovered in studying socio cultural factors contributing to the spread of HIV/AIDS that 5% of the respondents believe they can get AIDS through kissing and 23% of the respondent think they can get AIDS from being bitten by mosquitoes. This was confirmed by the assessment in the study of students' knowledge about prevention and transmission of HIV. It showed that both female and male student have some misconceptions like, kissing or washing PLHA can give you HIV/AIDS, HIV/AIDS can be transmitted by mosquitoes. However male student have better knowledge than the female students.

There is a clear indication that despite the knowledge some misconceptions continue to exist among students in the transmission of the disease. This misconception could be an avenue for making females and males students more susceptible to HIV.

Killer,(2002) argues that even though most young people allege that they know something about AIDS, many show their ignorance in ways that could be lethal for them.

Knowing something about HIV/AIDS is not the reason to be or not to be susceptible but susceptibility depends on the ability to apply this knowledge to avoid risky situation.

5.1.2 Number of sexual partners

Kalichman *et al*, 2007 explained that multiple and concurrent sexual partners are considered important factors in the rapid spread of HIV in Africa.

54% of male students and 40% of female students have more than one sexual partner. Despite the fact that female and male students, know having multiple partners is an indicators to get infection, some still indulge in it.

Only 35% male' and 25% female' students ask their partner for HIV test before starting sexual intercourse. Adolescents are unconscious of the risk to get infection and always think that it will not happen to them killer, (2002) . The multiple sexual partners make the female and male students to be susceptible to HIV but the risk to be susceptible from multiple sexual partner is higher for female than male students.It is exacerbated by female situation because they want to have both a guard who will help manage their daily life at LAMS, a husband who will support them during their schooling at LAMS and a male teacher to receive good marks in class.

5.1.3 Use of condom

.(Riikka and Kontula,1999), found out, that young people regardless of good knowledge, underestimate their own risk of becoming infected with HIV. While majority of the students are aware that condom can prevent HIV/AIDS only 64% of boys students declared using condom during sexual intercourse and 60% of female students asked their partners to use condom during sexual intercourse.

Maharaj, (2006) stated that beliefs about condoms are both positive and negative and influence the likelihood of its use. He highlighted the positive aspects that influences it use as not getting pregnant and the negative relates to cultural beliefs. The study showed that there are still many cultural barriers that prevent the use of condom. For some student it is lack of respect and trust in partner. For others, condom reduces pleasure and cause physical

discomfort. The important reason for female students to demand the use of condom is mostly to prevent pregnancy. female students are more frightened to be pregnant than getting HIV infection.

5.1.4 Students living conditions

Ho and Gee,(2002) explained that the presence of parents with children have a high influence on students behaviour in TAIWAN. Habibah and Mahyuddin (2008), argued that as children begin to move away from parental influence; the peer group opens up new perspectives.

In LAMS, the study revealed that 75% of female and 52% of male students live outside the school without any parental supervision. Sometime boys react by engaging themselves in risky behaviour. For instance, the supervisor related the case of boys students who were transfer to the brigade because of drug consumption. For female students, they behave by having casual sex, with many sexual partners. The family is the most important unit especially in fostering and monitoring behavioural development among young people.

5.1.5 Power relation between peer and teachers

(Lee, *et all.*, 1996) cited by Timmeman (2003), explained that a survey conducted in USA secondary school revealed that in 2003, 20% of female students were sexually harassed by their teachers. He highlighted that, harassment between peers (female and male student) was high (87%)

In LAMS it was indicated that both male teachers and female students harassed each other. female complain about teachers harassing them while teachers also complain about female harassing them. Female students stated that teachers demanded sex from them. It also came to light that there was sexual harassment amongst the students.

In a study on sexuality, contraceptive choice and AIDS awareness Arowojolu (2002), discovered that women were more likely than men to have relationships with older partners, for monetary gains, maturity and understanding by older partners, as well as security. Timmeman (2003 p1), argue that sexual harassment by teachers not only occurs in typically busy classroom settings, but also at locations where the teacher and the student are alone

In lams school some students highlighted their home as a risk environment where some teachers come to visit them. The social incidence of elder right in African society make female students do not refuse teachers advances and then make female students to be in situation of susceptibility as teachers have more sexual experience than them.

5.1.6 Initiation to the school

According to survey conducted at Alfred University in 2000 available on http://www.alfred.edu/hs_hazing/docs/hazing_study.pdf, In USA 48% of students are subjects of hazing activities. Hazing was defined as "any humiliating or dangerous activity expected of you to join a group, regardless of your willingness to participate. These hazing activities are Physical humiliation, sexual acts, (perform oral sex, multiple sexual partners) alcohol drinking.

This was confirmed in LAMS, these hazing activities are physical humiliation on male students. On female students there were both physical and sexual abuses. Without the wisdom of experience, young people use humiliation, abuse, and endangerment to produce a story, a secret hazing is more destructive to human relationships than constructive. As male students recognize sexual hazing they use it as a permit to have multiple partners which increases their chance of infection.

5.1.7 Peer pressure

Killer (2002), in addressing the Susceptibility of Youth to HIV Infection at the international conference on HIV/AIDS argued that, many young people felt compelled to behave in ways that will be approved by their colleagues and peers. They are very sensitive to the opinions of their peers and are reluctant to deviate from peer norms. He highlights positive and

negative influence of peer pressure. The negative influence force young people to be engage in sexual risk transmission activities.

In LAMS case study, peer influence force female students in sexual risk activity by oblige the female student to accept the advances of teachers. The female student then in position of subordination must not be having possibility to negotiate safe sex. Leach (2002), cited by Coetzee (2005), explains that the strong influence exerted by the peer group increases the pressure to enter into sexual relationships, some times with multiple partners.

Females' students themselves, by wanting to behave as their colleagues who come from rich family engage in casual sex to earn money and acquire luxuries commodities.

These two ways of behaviour increased their possibility to become infected by HIV/AIDS.

5.2 economical factors which influence susceptibility for students

(KFF, 2001) cited by Care (2002), found in south Africa youth survey that for example 16% of sexually experienced girls have had sex for money, drink, food or gift and 20% of sexually experienced boys declare have given a boyfriend pocket money and gift in exchange for sex. In this study, it appears that amount received by the students both girls and boys tend to change their behaviours. Boy who receives enough money engages himself in sexual activities by paying for this. Girl who receives less money engages herself in the ways to get more money by doing casual relationship. Byron *et al.*, (2006) stating that empower women economically can decrease the level of susceptibility. Unfortunately, this is not completely verified in LAMS' case study because the fieldwork reveals the existence of female students who receive enough amounts in the context of Benin from their parents but they also have multiple sexual partners. Although the amount of money influences female and male susceptibility, the important reason for female students to engage in casual sex is more about getting marks than having money.

5.3 biological factors

Loevinson & Gillespie (2003 p8) explained that at microbiological level, the probability to get HIV/AIDS infection is influenced by STDs. Bharmal *et al.*, (2007) highlight that the level of STDs can be influenced by women genital areas and the level of hygiene behaviour.

This study confirm these authors as female students are more biological vulnerable than male students due to hygienic conditions in their dormitories and also due to their genital areas. the same author argue that, due to anatomical differences, women are more vulnerable to infection as *Escherichia coli* and *Streptococcus faecalis*. Breach in continuity of mucosa following infection facilitates entry of organisms causing STI, including HIV. This high vulnerability to STDs is explained by the STDs cases received by LAMS school nurse.

5.4 political factors

In Population report (2001), they discover that while the importance of education about HIV/AIDS is widely recognized, 44 of 107 countries studied recently did not include AIDS education in their school curricula. In this study 73% of the students who filled the questionnaire say that they did not discuss HIV/AIDS in classroom. All teachers interview recognize that there is any part of curricula where HIV/AIDS is mentioned.

There are still many countries in Africa who minimise the risk for young to become infected and not include HIV/AIDS in their curriculum. There is lack of commitment to improve curriculum program in times of disease and also lack of teachers trained.

5.5 The environmental factors

While the precise routes to a risk environment may differ, the outcomes are similar (Barnett and Whiteside, 2006). In this study the environment that constitute risk for students to get HIV infection are areas of darkness.

CHAPTER 6 CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

The preceding chapters are summarized and give appropriate conclusion on different issues. For the purpose of this study, a literature review was initially done and the factors which influence susceptibility among female and male students was explored and described.

Responsible sexual behaviour, economical needs and political views are the challenges young people have to face today. Unfortunately it is seemed that female and male student; they do not imagine the risk of getting infected by HIV. They minimize the risk and behave as the world was without HIV/AIDS.

This study was conducted to understand the factors which influence susceptibility for female and male student in LAMS.

Many hypotheses were made as factors which influence susceptibility to HIV. These factors were political, socio cultural, economical, and environmental.

In socio economical factors, it was found that students male and female have both knowledge to avoid HIV infection but this knowledge did not help them to avoid risk situation. All have multiple sexual partners and do not use condom regularly. For male student the most important situation that put them in susceptibility is the rite initiation to the school while for female it is their low level at school. this low level is exacerbated by some influence of peer. The influences of peer which female are face are negative influence. Another factor is also different relations between teachers and them. Teachers claim to be harassed by girls while girls also claim to be harassed by teachers

The economical factors are the amount of money they receive from their parents and the management of this money, by not knowing how to manage money students both female and male use quickly their money and are face of shortage of money. In these difficult situations male seek for job to increase money while female student have others lucrative activities as sell sex to earn money.

The political factors concern the regulations which are in school environment. These factors reveals that there is lack of commitment in all level of agricultural school and there is no part of HIV/aids in the curricula . The teachers who are supposed to give information are not trained. The focal unit that is supposed to exist in all school does not exist. Students then are informed by radio news paper and television.

The environmental factors within the school concern those places that remained in darkness and those which students use to remove bulbs and create their own darkness.

An empirical investigation was undertaken to complement the literature. The empirical investigation used questionnaire, FGD and interview. The qualitative aspect added value and permit to have more understanding of information delivered by the questionnaires.

This study can be seen as a basic survey to start mainstreaming in LAMS.

6.2 Recommendations

From the conclusions above, the following recommendations are made:

Technical agricultural education should include at all agricultural schools some STD and HIV/AIDS awareness in their course. The LAMS' administration and the focal unit should focus particularly on educating students about the problems of sexual relationship since they especially often have unprotected sex.

There is need to consolidate ABC approach by addressing the challenges associated with each of the components. While abstinence should be emphasized condoms cannot be ignored as an option for some students and when a decision not to have sex fails. Condom should also be promote as a way do not get pregnant.

The negative peer pressure can fuel spread of HIV infection, but positive peer pressure can help to control it Kelly (2002). Continue to encourage solidarity peer groups for peer support and counselling. Create clubs anti aids in agricultural school like in general primary and secondary school.

For some girls, like internal girls, they must accept to clean toilets as their colleagues' male students to reduce some STDs infections which they are face.

For Female Student, the susceptibility to HIV AIDS is due to several factors. The first one is low level of girls' education before they enter in LAMS. Then, it is acknowledgeable to have six month for preparatory section for all student who have a mark less than 12 out of 20 on their bulletin, mainly girls' student.

For male Student, susceptibility to HIV AIDS is essentially centred on the period of sexual harassment of newcomers when they multiply sexual partners. It will be acknowledgeable to stop hazing activities in all school by make sensitization to students and explains the negative impacts of this.

The economical susceptibility by being due to mostly the amount of school fees, the income of parents and the management of pocket money LAMS should create environment to increase the number of dormitories and give possibility to all students, mostly girls to have access to LAMS boarding school.

LAMS managers should apply different regulations on sexual harassment to decrease various forms of pressure applied by teachers on girls' students.

Recommendation for future study

In future it is suggest enlarging this study in all students to get general overview and more general conclusion of conditions of susceptibility to students. While LAMS groups students are from different parts of the country this result can not be generalize to all youth of Benin. It is acknowledgeable to repeat this study in some school of general education.

REFERENCES

Alexander, P. & Badet, S. 2000 *Glossary on microeconomics forms a gender perspective*. Bridge development- gender No . 40(Brighton:BRIDGE and GTZ)

Barnett, T. and Whiteside, A. 2006. *Aids in the twenty-first century*. Disease and Globalisation. Second edition. New York: palgrave press

Coetzee H . 2005 *individual and socio cultural factors contributing to the spread of the HIV and AIDS pandemic among adolescents: A socio – educative perspective* University of south Africa <http://etd.unisa.ac.za/ETD-db/theses/available/etd-10032006120933/unrestricted/dissertation.pdf> (accessed on 10/09/2008)

Ellis F. 2000 *rural livelihood and diversity in developing countries*, oxford: oxford university Press.

Groverman, V. 2007. *Test your organization with the 12 – boxes framework*. Oxfam Novib edited by Sue Holden

Kakuru, M. D. 2006. *The combat for gender equality in education*. Rural livelihood pathways in the context of HIV/AIDS. AWLAE series N° 4. Wageningen University, The Netherlands

Loevinson, M. & Gillespie, S. 2003. *HIV/AIDS, food security, and rural livelihoods: understanding and responding* International food Policy Research Institute.

UNAIDS, 2008. *Rapport national de situation a l' intention de l' UNGASS*. http://data.unaids.org/pub/Report/2008/benin_2008_country_progress_report_fr.pdf (accessed on 04/07/08)

USAID, 2006 . *Politique de lutte contre le SIDA et les VIH/SIDA et les IST en milieu scolaire*. http://www.education-fast-track.org/library/Benin_HIVAIDSpolicy.pdf (accessed on 17/06/08)

Whiteside, A. 1996 “*The HIV/AIDS Epidemic: Background, Implications and Concept.*” paper presented at the workshop on “Including HIV/AIDS in Development Aid,” Brussels, June 1996, p. 9

UNESCO, 2003 *HIV/AIDS and education, a strategic approaches* <http://unesdoc.unesco.org/images/0012/001286/128657e.pdf> (access on 22/08/08)

UNDP, 2005 *Rapport sur le développement humain au Bénin 2005*. VIH/SIDA et développement humain http://hivaidsclearinghouse.unesco.org/ev.php?ID=8440_201&ID2=DO_TOPIC access on 22/08/08)

Kelly M. J. 2002. *Addressing the Susceptibility of Youth to HIV Infection*. International Policymakers Conference on HIV/AIDS, New Delhi, India 11-12 May 2002.

ICASO, 2007 *Gender,sexuality right and HIV an overview for community sector organizations* http://www.icaso.org/publications/genderreport_web_080331.pdf (ccess on 30/08/08)

Sanyu Jane Mpagi, S. J. (2005) *IS ABC MESSAGE STILL EFFECTIVE IN THE CONTEMPORARY UGANDA? A SOCIAL-CULTURAL AND GENDER PERSPECTIVE* The 3rd Session of the Uganda Think Tank on AIDS (UTTA) 14th July, 2005

CARE, 2002 HIV risk factors a review of demographic socio economic biomedical and behavioural determinants of HIV prevalence in south africa monograph No 8
http://www.commerce.uct.ac.za/Research_Units/CARE/Monographs/Monographs/mono08.pdf

Riikka P. and Kontula O.1999 Adolescents' knowledge and attitudes concerning HIV infection and HIV –infected persons: how a survey and focus group discussion are suited for researching adolescents” HIV/AIDS knowledge and attitudes vol 14 No 4

Byron. E, et al.,2006 Local Perceptions of Resistance to HIV in Southern Zambia and What they Imply for Broad-Based Prevention renewal ifpri
<http://www.ifpri.org/renewal/pdf/brZambiaResistance.pdf> accessed on 01/09/08

Bharmal R.N, et al., 2007 HIV/AIDS basic elements chapter 4page 57
<http://www.springerlink.com/content/jk26486531534903/fulltext.pdf> accessed on 01/09/08

Spiegel P. 2004, UNHCR, HIV/AIDS, and refugees: lessons learned. Forced Migration Review 19: 21–23.

Rhodes, T (2005) transition and the risk environment BRITISH MEDICAL JOURNAL
<http://www.bmj.com/cgi/reprint/331/7510/220> accessed on 03/09/08 Volume: 331 Issue: 7510 Pages: 220-223 Published: JUL 23 2005

Hüsken S., 2002 young people make the difference !Peer-influence on reproductive health of young people in Dakar, Senegal

Centre for International Development Issues Nijmegen Catholic University Nijmegen, The November, 2002 164p
http://hivaidsclearinghouse.unesco.org/ev.php?ID=3368_201&ID2=DO_TOPIC
Access on 03/09/08

Kalichman et all (ici tu cites les autres auteurs) , 2007 Recent multiple sexual partners and HIV transmission risks among people living with HIV/AIDS in Botswana
<http://sti.bmj.com/cgi/reprint/83/5/371> published online 2 May 2007 **Institution:** Wageningen UR

Maharaj, P (2006) <http://www.guttmacher.org/pubs/journals/3202806.html> Reasons for Condom Use Among Young People in KwaZulu-Natal: Prevention of HIV, Pregnancy or Both? International Family Planning Perspectives Volume 32, Number 1, March 2006

Nelson, Tobey C., Eka Esu-Williams, Lungile Mchunu, Pinkie Nyamakazi, S’Fiso Mnguni, Katie Schenk, Catherine Searle, and Jennifer Redner ??Année??? “Training youth caregivers to provide HIV education and support to orphans and vulnerable children in South Africa,” *Horizons Research Summary*. Washington, DC: Population Cou
http://www.popcouncil.org/pdfs/horizons/SouthAfrica_YouthCareGiversSum.pdf

Population Report, 2001 Youth and HIV/AIDS Can We Avoid Catastrophe?
<http://www.inforhealth.org/pr/112/112.pdf> (accessed on 11/09/08) Volume XXIX, Number 3

Alfred University report USA (2000) Hazing activities among students in USA“

http://www.alfred.edu/hs_hazing/docs/hazing_study.pdf

Rispel, L. 2006 Education sector responses to HIV and AIDS: Learning from good practices in Africa paper prepared for and the proceedings of the Africa regional workshop organised jointly by the Commonwealth Secretariat and ADEA, and hosted by HSRC, on 12–14 September 2006 in Johannesburg, South Africa
<http://www.adeanet.org/downloadcenter/education%20HIV-AIDS%20doc.pdf> (accessed on 10/09/08)

Timmeman G, 2003 Sexual harassment of adolescents perpetrated by teachers and by peers: an exploration of the dynamics of power, culture, and gender in secondary schools
http://findarticles.com/p/articles/mi_m2294/is_2003_March/ai_100630995

Ho, C. and Gee, M. 2002 The Parental Influence of Betel-Chewing Behavior among Junior High School Students in Taiwan volume 23
<http://www.springerlink.com/content/x818476764v53726/fulltext.pdf>

Einsiedel, E. F, Winter, James P "Année", Parental Influence on Student Values, Attitudes toward and Use of the Mass Media
http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&&ERICExtSearch_SearchValue_0=ED203364&ERICExtSearch_SearchType_0=no&accno=ED203364

Habibah and Mahyuddin, (2008) Published by The International Journal of Interdisciplinary Social Sciences Volume 3, Number 2
<http://iji.cgpublisher.com/product/pub.88/prod.462/m.2>

ANNEXES

Annex (1)

Summary of the research process

The study was carried out in three major phases as reflected in figure 1. Phase 1 was mainly designed to plan and prepare the Implementation of the phases 2 and 3.

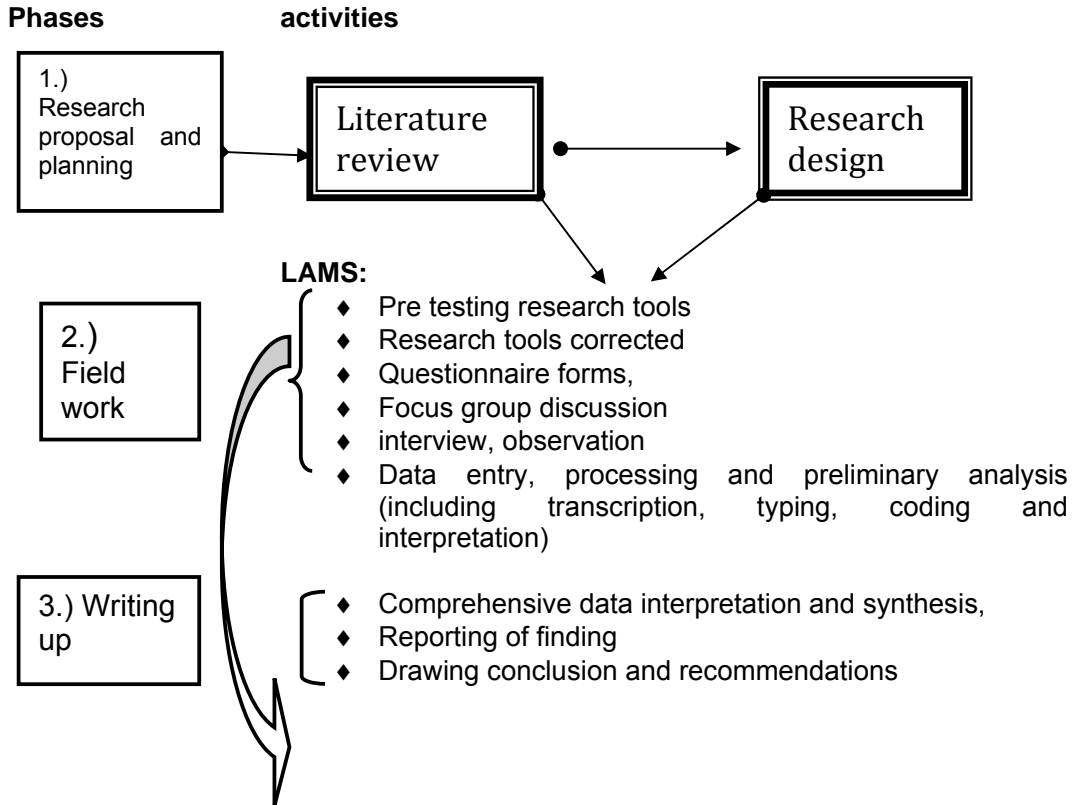


Figure 11: phases of the study Source: Author

Annex (3)

Questionnaire anonyme pour les élèves

Ce questionnaire est établi dans le but d'évaluer la probabilité que vous avez d'être infecté par le virus du VIH/SIDA. La franchise dans vos diverses réponses permettra de trouver des réponses concrètes à la situation actuelle. (l'anonymat est assuré et vos réponses n' auront aucune implication sur votre état personnel)

Merci de répondre

Sexe :

- masculin
- féminin

Âge

Année d'étude

1. L'accès et les conditions de vie dans LAMS

- boursier de l'état
- Sponsorisé par les parents

Les facteurs environnementaux au niveau de l'élève

2. Où vivez-vous ?

- l'internat du LAMS
- en dehors du LAMS (Sékou et alentours)

Quels sont les avantages et les désavantages de vivre à l'internat ou à l'externat ?

Internat.....

.....

Externat.....

.....

4. Y a-t-il quelques enseignants qui vivent près de votre maison ?

- oui
- non

5. Quelle relation entretenez-vous avec certains de ces enseignants?

Relations sexuelles

Autres relations,

Aucune relation

Veillez préciser.....

5a. Connaissez-vous certains élèves qui ont des relations sexuelles avec des enseignants ?

- ◆ Oui
- ◆ Non

5b. Pour quelles raisons, certaines élèves filles entretiennent des relations sexuelles avec les professeurs ?

- ◆ Pour avoir des notes

- ◆ Pour avoir de l'argent O
- ◆ Autres, précisez s'il vous plaît.....

Facteurs socio culturels au niveau du LAMS

6. Combien de fois par semaine avez-vous des discussions sur le VIH / SIDA dans votre classe?

- Pas du tout O
- 1-2 fois O
- 3-5 fois O
- Plus de 5 fois O

Si Pas du tout, passez à la question n°9

7. Quel type d'information avez-vous discuté en classe?

- ◆ La prévention du VIH / SIDA
- ◆ Transmission du VIH / SIDA
- ◆ Autres précisez

8. Dans quel cours- discutez-vous du VIH / SIDA en classe?

Précisez s'il vous plaît.....

9. Quelles autres activités vous permettent de disposer d'informations sur le VIH / SIDA dans le LAMS?

Préciser S'il vous plaît

10. Par quel moyen, recevez-vous ces informations ?

- a. Radio
- b. Journal
- c. L'unité Focale du LAMS
- d. D'autres, préciser

Facteurs socio culturels au niveau des étudiants

11. Y a-t-il des différences entre le VIH et le SIDA?

- Oui
- Non

Si oui, expliquer s'il vous plaît:.....

12. De quelle manière pensez-vous que le VIH / SIDA se propage d'une personne à une autre?

a) Manger ou boire dans les mêmes assiettes et tasses?

- Oui
- Non

Ne sait pas

b) se serrer la main / vivre dans la même maison?

- Oui
- Non

Ne sait pas

c) laver ou changer les vêtements d'un malade du VIH / SIDA

Oui

Non

Ne sait pas

d) donner un baiser a un malade du VIH / SIDA

Oui

Non

Ne sait pas

e) avoir un contact sexuel avec un porteur ou un malade du VIH/SIDA

Oui

Non

Ne sait pas

f) le partage des aiguilles lors de l'injection de drogues?

Oui

Non

Ne sait pas

h) De la mère à l'enfant pendant la grossesse ou l'accouchement?

Oui

Non

Ne sait pas

i) par les moustiques?

Oui

Non

Ne sait pas

j) par l'utilisation collective de toilettes ?

Oui

Non

Ne sait pas

L'utilisation du condom peut éviter d'être infecté par le VIH ?

Oui

Non

Ne sait pas

13. Y a-t-il des moyens de vous protéger contre l'infection du VIH?

Oui

Non

Ne sait pas

Si oui, s'il vous plaît donner des exemples (s):.....

14. Connaissez-vous le cas échéant des groupes spéciaux qui sont plus souvent infectés par le VIH que les autres?

Oui

Non

Ne sait pas

Si oui, préciser s'il vous plaît:.....

Facteurs socio culturels (en situation à risque)

15.avez vous déjà eu de partenaire sexuel?

Oui

Non

Pas de réponse

Si vous répondez non, passez directement à la question 2 & 3

16. Quel âge aviez-vous lorsque vous avez eu le premier contact sexuel?

17. Combien de partenaires sexuels avez-vous connu de février à juillet 2008 ? (depuis la rentrée des classes)

- Un partenaire sexuel
- Deux partenaires
- plus de deux

18. quand vous rencontrez un nouveau partenaire?

Vous lui demandez de faire un test de dépistage du VIH?

- Oui
- Non

19. Si une personne veut avoir des relations sexuelles avec vous, il est parfois difficile de dire non?

Oui

Non

Si oui, pourquoi?

20. avez-vous jamais reçu de l'argent de faveurs sexuels ou avez vous payé pour cela?

O oui

O Non

O si oui pourquoi?

21. avez-vous jamais eu de relations sexuelles avec certains enseignants du LAMS ?

O oui

O Non

O si oui pourquoi?

O si non pourquoi?.....

22. Votre copain(ou copine) est- il (ou t- elle) un élève du LAMS?

O oui

O Non

O si oui pourquoi?

O si non pourquoi?.....

23. Votre copain(ou copine) est- il (ou t- elle) un enseignant?

O oui

O Non

O si oui pourquoi?

O si non pourquoi?.....

24. avez-vous jamais eu de relations sexuelles avec certains élèves?

O oui

O Non

O si oui pourquoi?

O si non pourquoi?.....

25. utilisez vous le préservative (condom)?

- oui
- Non
- si oui pourquoi?
- si non pourquoi?.....

26. pendant les relations sexuelles, à qui revient la responsabilité d'assurer l'utilisation du préservative?

- à l'homme
- à la femme
- aux deux (homme et femme)

27. Depuis votre inscription au LAMS, Combien de fois avez vous eu de relations sexuelles avec certains enseignants ou membres de l'administration?

Durant l'année dernière, Préciser s'il vous plait.....
Durant cette année scolaire, Préciser s'il vous plait.....

Qui a voulu que la relation ait lieu

- Vous ?
- Le partenaire ?
- Les deux ?

28. Depuis votre inscription au LAMS Combien de fois avez vous eu de relations sexuelles avec certains élèves ?

Durant l'année dernière, Préciser s'il vous plait.....
Durant cette année scolaire, Préciser s'il vous plait.....

Qui a voulu que la relation ait lieu

- Vous ?
- Le partenaire ?
- Les deux ?

Facteurs financiers

29. quelle somme d'argent recevez-vous par mois pour vivre au LAMS?

- Du LAMS.....
- De vos parents
 - argent de poche
 - frais de loyer.....
 - autres : préciser s'il vous plait

30. pensez vous que c'est suffisant pour vous?

- Oui
- Non
- Que devrait être selon vous le montant de l'argent de poche d'un élève du LAMS

31. quel job faites vous Durant l'année scolaire pour avoir plus d'argent?

- maitre d'étude (répétiteur pour d'autres élèves)
- "zemidjan"
- travaux champêtres **payant** (adjolou)
- aucune activité
- Petites activités commerciale (vente de biscuits, bonbon, pacotilles, habits et autres)

32. quel job faites vous durant les congés pour avoir plus d'argent?

- maitre d'étude (répétiteur pour d'autres élèves)
- "zemidjan"
- aider dans les travaux champêtres
- aucune activité

Annex (4)

Questionnaires pour le personnel du LAMS (membres de l'administration, enseignants, infirmière et les surveillants adjoints)

L'objectif de cette recherche est d'évaluer la probabilité que nos élèves (filles ou garçons) ont à être infectés par le VIH sida et répertorier les mesures qui peuvent être mises en place pour l'éviter.

Les facteurs sociaux au niveau LAMS

1. Quelles sont les activités dans LAMS qui contribuent à informer et aider les élèves sur la contamination par le VIH?
2. à qui revient la responsabilité de s'assurer que les élèves ont les connaissances sur les méthodes de prévention sur le VIH SIDA?
3. LAMS reconnaît-il que le VIH / sida est un problème pour les professeurs et les élèves?
4. Dans quels programmes d'enseignements au LAMS, les étudiants sont censés avoir des connaissances sur le VIH / SIDA? Plus précisément quelle matière reflète le VIH /SIDA?
5. quelles sont les cas de MST que vous enregistrez au niveau de l'infirmerie ?
6. quelle est la fréquence de ces cas (nombre de filles et de garçons malades)?
7. avez-vous eu des cas déclarés de VIH au niveau de l'infirmerie ? comment êtes vous parvenus à le savoir ?
8. Durant les 3 dernières années, citez les cas d'harassement ou de relations sexuelles reportées à l'administration du LAMS. Et quelles sont les sanctions qui ont été prises.
9. Quelles sont les mesures mises en place au LAMS pour prévenir qu'une telle relation ne se répète?
10. Avez-vous l'expérience de quelques relations sexuelles avec les élèves? Ou d'autres relations (faire la cuisine, laver le linge pour vous...) Ou connaissez vous d'autres membres de l'administration ou des enseignants qui l'ont ?
11. Que pensez-vous de l'établissement de ces affinités ?
12. Pour quelle raison établissez-vous ces relations ?
13. Est-il établi en secret ou connu du public ?
14. citez des cas qui ont été désapprouvés par les autorités du Ministère et/ou du LAMS
15. citez des cas qui ont été sanctionnés par les autorités du Ministère et/ou du LAMS
16. est- il accepté dans le LAMS qu'il y ait ces relations ?
17. y a t- il une loi qui lutte contre l'établissement de ces genres de relation ?
18. qu'est ce que la société pense de la mise en place de ces relations ?
19. existe-t-il une politique au Bénin qui lutte contre l'établissement de ces relations ?
20. qu'est ce que les parents pensent de la mise en place de ces relations ?
21. quelles sont les mesures prises par le LAMS pour limiter la mise en place de ces relations ?
22. Quelles mesures vous pensez peuvent être mises en place pour limiter ces relations ?
23. Quels sont les espoirs des élèves filles ou garçons dans l'établissement de ces relations?
24. Organisez-vous des séances de discussions sur de relations sexuelles à l'endroit des élèves ? Quelles sont les réactions des élèves filles et garçons lors de cette discussion ?
25. Quelle est la fréquence des faits reportés en ce qui concerne des relations sexuelles entre élèves eux-mêmes et avec les enseignants?

Les facteurs environnementaux

26. Que pensez-vous de la distance séparant les dortoirs des élèves filles et garçons
27. Quelles sont les difficultés que vous rencontrez pour surveiller les élèves.
28. Comment pensez-vous améliorer la surveillance des élèves filles et garçons au LAMS

29. Qu'attendez-vous du LAMS dans la perspective de cette amélioration
30. Quelles sont les autres personnes qui aident les superviseurs dans leur rôle?
31. Quelles sont selon vous les différents lieux à risque d'infection du VIH SIDA pour les élèves filles et garçons et les enseignants

Les facteurs socioculturels au niveau du LAMS

32. Pensez-vous qu'il est possible de discuter ouvertement de la sexualité dans LAMS?
33. Quel sujet de sexualité-aviez vous discuté régulièrement?
34. Habituellement avec qui avez-vous entretenu ces discussions?
35. Pensez-vous que les enseignants et les élèves peuvent discuter ouvertement des rapports sexuels en classe?
36. Quel sujet de sexualité pensez-vous qu'ils puissent discuter en classe?
37. Percevez-vous une différence entre la façon d'être, de se comporter et d'agir des élèves filles et garçons au LAMS
38. Quels sont les indicateurs qui vous permettent de percevoir ces différences.
39. Que pensez-vous alors de la femme dans notre société.