

PROJECT ABSTRACT

Master of Arts in Leadership

Adventist University of Africa

Theological Seminary

Title: A STRATEGY OF CURBING SEXUAL IMMORALITY AND DEVELOPING RESPONSIBLE SEX EDUCATION AMONG ADOLESCENTS IN FOUR SCHOOL SETTINGS IN YAOUNDE

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Nowadays premarital sexual activities are common among youths. Remaining chaste or virgin up to the time of marriage is a big challenge to many adolescents. This phenomenon has become the source of worry for the parents and for the leadership of the school settings in Yaounde. Four schools were selected for this research in Yaounde. After meeting students, teachers, school administrators and other experts of the sexual issue to buttress information needed to the subject, the researcher puts together a step by step approach towards sexual immorality. It involves school setting mobilization, lectures, interviews, surveys and concrete contacts with students in each school setting.

In the four selected school settings, five hundred and ten participants attended the whole program. 239 of them, giving a percentage of 47 decided to abandon their evil way of life; 275 decided to abstain from premarital sex (54%); 128 requested for help (25%); 380 understood that premarital sex is a sin before God and unacceptable (75%); 310 have had clear definition of sexuality (61%); 412 have had clear idea of

HIV/AIDS; and 258 retained that abstinence is the best means to fighting against HIV/AIDS. The program reveals that if young people are properly informed or access accurate and reliable information about sexuality through seminars in the school settings, it would help them to enhance their sexual knowledge, attitude and behavior so that to protect themselves against abuse, exploitation, unwanted pregnancies, dropouts, sexually transmitted diseases and HIV/AIDS. The research concludes that God does not condemn sex, but its perversion. He gave to all the teachers' responsibility to involve in teaching not only as a profession but as a vocation, a calling to guide the youth in principles of morality. Because of that, curbing premarital sexual activities that are plaguing school settings in Cameroon demands initiative, consecration, patience, training, follow up at the level of ministry of education, school officials, church leaders, teachers, and parents.

Adventist University of Africa

School of Postgraduate studies

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SETTINGS IN YAOUNDE

A project

presented in partial fulfillment
of the requirements for the degree
Master of Arts in Leadership

by

Bedere Daldava

June 2014

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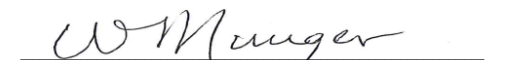
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This project is dedicated to the Almighty God,
to my lovely wife Veronique Dallou,
to my two daughters Jemima Bedere and Ketsia Bedere
and to the administrators of Yaounde Adventist Secondary School.

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LIST OF ABBREVIATIONS

AUA	Adventist University of Africa
BU	Babcock University
CATHS	Charles Atangana Technical High School
CAUM	Central Africa Union Mission
EMHS	Ezezang-Mendoum High School
GHSM	Government High School Mballa II
MSE	Ministry of Secondary Education
MWE	Ministry of Women Empowerment
SDA	Seventh-day Adventist
STG	Sexually Transmitted Grades
STD	Sexually Transmitted Diseases
STI	Sexually Transmitted Infection
WHO	World Health Organization
YAHS	Yaounde Adventist High School

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CHAPTER 1
INTRODUCTION

Background of the Study

One of the challenges that humanity has always faced, is to prepare children and youth into adulthood, particularly, how to handle their sexuality and interpersonal relationships for a better adulthood.

If in the traditional society, early sexual intercourse coincided with marriage, nowadays, things have changed. Increasingly, many young people engage in sexual activity, whether married or not. Apparently, traditional habits are being replaced by habits of the so-called "modernity». In this regard, Gabriel Akoa Mbarga affirms that: "Today, we live a shock and witness a war of cultures and cultural values. It is the scene of a struggle of values called old against the new ones"¹. Many things are drastically changing even the way education is imparted to the younger generations.

Schools provide not only traditional values but also foreign values like values of freedom, democracy, and gender equality, in brief, we can observe in youth milieu a recrudescence of immorality in all its forms. The questions related to sex are argued or debated freely among girls and boys. Premarital sex becomes a frequent occurrence which is considered as normal.

¹ Gabriel A. Mbarga, *Pour l'Education aux Vertus et Valeurs Morales*, (Sur les Presses de la SOPECAM : Yaoundé, Cameroun: 2010), 9.

Many young people do not receive sufficient and proper education in the field of sexuality. This exposes them to abuses, exploitation, unwanted pregnancies and to sexually transmitted infections (STIs), including HIV/AIDS infection.

Helen in her book, *SIDA Afrique: Continent en Crise*, states that "In 2004, 40million of people aged15 or over living with HIV/AIDS"¹.The plague kills people of all ages. Adolescents are most at risk. It seems then that schools have the responsibility of providing continuous, accurate, and clear information about the risks associated with sexual activities among students.

Problem of the Study

Evidence as well as inspired sources show that young people who abstain from sex until after marriage have a better marriage. The observation made by the researcher in four selected school settings within the city of Yaounde has revealed that 74% of students had sexual intercourse at the moment of the survey (see Table 7), and 71,8% of them think that the information on sexual education is insufficient (see Table 14). Weaking their chance of having an excellent marriage. And at their young age, exposing them to risks such as unwanted pregnancy with a logical consequence of being away from school, sexually transmitted infections (STIs) including HIV/AIDS. All of these have become the source of worry for the parents and for the leadership of the school settings. The question that comes to mind is what are the factors that are responsible for this decline in moral standards and how to find a solution or envision a way to handle such situation.

Purpose of the Study

The study aims at investigating reasons for moral decline in Yaounde school

¹ Helen Jackson, *SIDA Afrique: Continent en Crise* (Harare, Zimbabwe, :SAfAIDS, 2004), 9.

settings. In the course of this investigation, the researcher will endeavor to design a program that will analyze the following topics: and consequently designs, implements and evaluates knowledge, attitudes, and behaviors of young people towards sex.

Significance of the Study

Through this analysis, the researcher hopes to provide a tool to school administration in Yaounde that will be helpful in their endeavor to find more lasting solutions to curb sexual immorality syndrome among the students.

This research will enhance the understanding of students and create awareness about the negative effect of premarital sex. The students who will take part in this program are expected to gain a better understanding of God's purpose regarding sexuality, in order to remain morally strong and have exemplary conduct in society.

Through the contribution of this research, families, churches, schools and the society as a whole will be helped to have access to accurate and honest information about sexuality, its worth, and its risks. Finally, it is believed that, this research will open up avenues for further study in the domain.

Delimitation of the Study

The research circumscribed itself only to four selected school settings within Yaounde. The scope of this study included both girls and boys, aged between 14-22 years. The researcher earmarked two classes per selected school settings. This gave a total of eight classes. Among adolescents there are variances in perception on the subject of sexuality.

Definition of Terms

Adolescence: It is the transition between childhood and adulthood. In this study we consider the adolescents falling the age of 14-22 years.

Attitudes: A way of thinking or feeling about someone or something, typically one that is reflected in a person's behavior

Knowledge: is information, understanding the skills that one gains through education or experience.

Premarital Sex: The fact of having sexual intercourse before marriage.

Puberty: Refers to the period of a person's life during which their sexual organs develop, and they become capable of having children.

Risky Behaviors: This is a behavior that exposes a person to HIV/AIDS or any other sexually transmitted diseases.

Sex education: Is a process of teaching, training and learning especially in schools or colleges to improve knowledge and develop skills on sex matters.

Sexual Immorality: is a sexual behavior that is not considered good or honest by most people.

Sexually Transmitted diseases (STDs): In this study they are also called sexually transmitted infections (STIs). They are illnesses that are contracted through sexual activity.

Sexuality: Feelings and activities connected with a person's sexual desires.

Methodology

In order to achieve our purpose, the following steps are taken:

1. Literature review on sexuality,

2. Authorization from school authorities to conduct survey,
3. Distribution of questionnaires,
4. Focusing on young people and their bodies,
5. Review the theoretical basis for sexual intimacy, in the Bible, in the SDA church and from some other authorities' writings,
6. Surveys of 181 students to find out their opinion on the matter,
7. Interview of the school leaders, and teachers to find out their views on the way of solving the problem,
8. Analyzing the gathered information,
9. Developing and implementing a program and evaluating the results through observation, and interviews.

All the expected results from the study will not occur immediately, because the strategy will continue to be implemented.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Sexual Knowledge, Attitudes and Behaviors of Young people

From the review of literature related to sexuality, it appears openly that to curb the fast growing sexual activities found among the youth, it is imperative to have a clear understanding of sexual knowledge, the attitudes and the behaviors of young people. The approach here will consist of evaluating (1) sexual knowledge, (2) attitudes, and (3) behaviors of young people in the four selected schools for this research.

Knowledge

As it is defined above, knowledge is information, understanding and skills that one gains through education or experience. In our study, this will be honest information that students should know about sexuality. Without correct information, young people can put themselves at a greater risk. They need to have information on sexual development and reproduction– the physical and emotional changes associated with puberty and sexual reproduction, including fertilization and conception, as well as sexually transmitted diseases and HIV.

In some African societies, sexual knowledge is not an open subject, but a taboo. In her book: *La vie sexuelle de la femme*, Genevieve Velay stated that: “The use of sexuality is enshrouded in mystery”¹

¹Généviève Velay, *La vie sexuelle de la femme* (Verviers, Belgique : Marabout Université 1979), 283.

It is important to provide information which corrects erroneous beliefs.

Providing information through sex education will therefore consist of enlightening young people on the sexual issue, removing false information about sexuality in all its dimensions. According to Luis Palau, "the more you know, the more you suspect"².

Young people are not sufficiently informed about HIV / AIDS. Even if they have the necessary information, some of them engage in unprotected sex because they do not have the will power to abstain from sex. As widely known and heard, youth of today are leaders of tomorrow. The question that comes out clear is, are they truly the leaders that should be expected?

Insufficient knowledge about sexuality can be seen in Cameroonian schools through the increasing number of female dropouts and a high abortion rate. Among the proportion of young people in the age group of 14-22 year surveyed by the researcher, 74% of them in our study sample reported having had sex during the last 12 months preceding the survey (See Table 7). 7.2% of respondents define sexuality as the fact that a girl and a boy stay together (See Table 6). The same study showed that only 39.7% of respondents feel guilty after sex, 34.6% feel good and 25.7% are indifferent after sex (See Table 8). This is a proof that knowledge of the purposes for which God has given sex to man is very low among students.

Attitudes

The Bible tells us that sexual intimacy is exclusively and totally limited to husband and wife. Any sexual activity outside this boundary is a sin. That is why Praise George states: "Sex is a gift from God... Sex is gift for married couples... Sex

²Luis Palau, *Les jeunes et la Sexualité* (Marne-La Vallée Cedex 2 : Editions Farel, 1989), 52.

in its divine design is the exclusive prerogative to married couples.”³ Unfortunately this divine principle or value is discarded. Whether married or not, many young people engage in sexual activity. Our society is so obsessed by sex that the questions related to sex are to be argued or debated without refrain between girls and boys. Having sex before marriage becomes a frequent practice considered as normal in youth milieus. In this regard, Ian Stuart says that, “Our generation has turned self-control of virginity into a symbol of ridicule. Being virgin nowadays is not seen as a badge of honor, but as a mark of being undesirable”⁴.

From the above declaration, it is established that the issue of having sex before marriage has replaced legal marriage among young people, and is widely accepted and tolerated in our society today. This growing fashion in youth milieus is called “fornication.” It is a sinful attitude. Zacharias Tanee Fomum says that “fornication is not only sin against God, but it also carries large and extended consequences.”⁵

Besides a sinful attitude, adolescents or young people of secondary schools in Cameroon have tendencies to adopt negative attitudes towards the HIV/AIDS. The observation made by researcher reveals that out of 181 respondents, 96 students do not use condom during sexual intercourse because according to them the use of condoms inhibits sexual pleasure (See Table 20). From chart 21, above 61% of boys and 39% of girls do not use condom for the same reason.

³ Praise George. *31 Lies About Sex: Learn to Master your Emotions, Control your Passions, and Overcome your Sexual Struggles* (Lagos, Nigeria: Success World Limited, 2003), 4.

⁴ Ian Stuart Gregory, *No Sex Please we're Single* (Lagos, Nigeria: The Book Company Limited, 2002), 113.

⁵ Zacharias Tanee Fomum, *Jouir de la sexuelle* (Yaoundé, Cameroun: Christian Publishing House, 1988), 21.

They do not use condoms, not only because they do not feel any sexual pleasure, but also because some of them believe that condoms are not effective against HIV/AIDS and that there is a treatment for HIV/AIDS. 115 students, giving a percentage of 66% declare not to have made their HIV/AIDS screening test (See table 19). Also, the silence around the disease, stigmatization, discrimination, and shame to carry the virus are factors that lead adolescents to adopt negative attitudes of fear vis-à-vis HIV/AIDS in Cameroon. In the same vein, M. De Lerenzien said that: "The first reaction of the people of Cameroon when they hear about HIV /AIDS is an attitude of fear."⁶ Five students, giving a percentage of 2.8% of our respondents are willing to spread the virus in case of contamination (See Table 22). 22 students giving a percentage of 12.4% of our study declare keeping a secret in case of contamination of HIV (See Table 22). All these attitudes are negative, selfish and irresponsible. In the next part we are dealing with the sexual behaviors of young people.

Behaviors

Negative attitudes conduct ineluctably to risky behaviors. According to Muriel Edjo, "since the first case detected in 1985, the prevalence rate dropped from 4.1% in 2004 to 2.9% in 2011 among adults in Cameroon."⁷ These figures that seem very comforting yet do not reflect the reality among young people because they do not take precautions. Despite the initiatives taken by the Government of Cameroon to diminish and fight the AIDS pandemic, many of the young people continue to have risky sexual behaviors. 72.4% of the sample in our study had their first sexual intercourse between 13 and 17 years. 61.2% had sex over nine times without condom in

⁶M. De Lerenzien. *Connaissances et attitudes face au VIH/SIDA* (Collection Populations, L'Harmattan, 2002), 271.

⁷ Muriel Edjo, *Le Sida Recule au Cameroun* », *Le Jour* 1151 (2012) : 6-12

the last 12 months preceding the survey (See Table 23).

Students actually engage in risky sexual behaviors; multi partners are frequent. Virginity of girls, today, tends to lose weight with the so-called «modernity». That is why V. Delaunay declares: "standards condemn sex outside of marriage. The facts show that these standards are evolving and the requirement of virginity at marriage weakens"⁸. There must be an explanation. It deserves some findings. What are the factors that cause those risky behaviors in youth's milieu? Before proposing responses to this main question, we must first consider what characterizes the body of individual at the time of adolescence.

Young People and their Bodies

The transition from childhood to adolescence gives the body of the young girl or boy a specific impetus and a new personality. Concerning this stage in youth development Michael O. Akpa says:

This stage is for young people between the ages of thirteen and nineteen years. It is the most turbulent stage in youth development. This is as a result of rapid changes that take place in the lives of the youth that are challenging and sometimes confusing. Such changes are biological, social, or psychological. These changes often lead to series of crises.⁹

In this section, our study proposes to explain the behaviors phase of adolescents. It consists to present the puberty transformations, psychological reorganization, and image of body.

⁸V. Delaunay, 1996, *Santé de la reproduction et des changements socio-économiques dans le milieu rural sénégalais. Cadre conceptuel d'un programme de recherche. Notes et Projets n°2*, (Paris : France, ORSTOM, 1996), 14.

⁹ Michael O. Akpa, *The African Youth Today: A Practical Approach to Working Effectively with the Contemporary African Youth People* (Ring Road: Ibadan, Trust House, 2001), 21.

Puberty Transformations

According to *Dictionnaire Fondamental de la psychologie*, H. Bloch and Al. state: “During puberty, the child’s body changes in its morphology, functioning and appearance: in a short time, four years on average, it becomes a sexualized adult body”¹⁰. The first puberty signs appear between 8 and 13 years (ten years and half on average) for the girl, and 10 and 14 years (eleven and a half on averages) for the boy. There is a “spectacular” morphological change in the bodies of these two types of adolescents: rapid physical growth with different parts of the body that reach their maturity (the head, notably the neck, the arms, the legs and the trunk); development of muscles, voice, appearance of hair on the sex and armpits, moustache, or beard for boy; development of the waist, uterus, vagina, breast, appearance of hair on the sex and armpits, menstrual flows for the girl. For both the boy and the girl, there is maturity of genital organs with their shape by giving the individual the aptitudes for procreation. It is necessary to mention that the beginnings of puberty transformations are not perceived likewise by the authors. That is why, Maguiabou Tchidjo Aline, asserts that:

The beginnings of adolescence vary from one author to another, from one theory to another and from one socio-cultural context to another. They explain multiple factors, notably sex, race, geographical conditions, socio-economic factors, general health, attitude, genes, prenatal and postnatal nutrition. Traditionally, adolescence begins with puberty and reaches 18-20 years. But since the 1970s, for many sociological and economic reasons (pursuit of studies, late couple life, access to employment...), the end of adolescence tends to be 25 years.¹¹

¹⁰ Bloch H. et al, *Dictionnaire fondamental de la psychologie* (Paris, France: Larousse 1997), 31.

¹¹ Maguiabou Tchidjo Aline, « *Trouble de l’Image du Corps et Fléchissement Scolaire Grave chez l’Adolescent Victime de Viol* » (Mémoire en vue de l’obtention du Diplôme de Professeur de l’Enseignement Normal 2eme grade (DIPEN II), Université de Yaoundé, Cameroun: 2011), 23.

Sillamy situates “the beginning of the adolescence between 12 and 13 years and the end between 18 and 20 years”¹². It starts a little early for Bloch: “11-12 years and ends by 18 years, age at which biological, psychological, and social transformation stop for teenagers”¹³. According to Debese adolescence goes from 12 to 18 or 20 years. He distinguishes: “two sub-periods: prime adolescence or puberty adolescence (12-16 years), during which organic transformation dominates; great adolescence (16-20), during which social and cultural learning takes place.”¹⁴ By the way Alvin says: “For both the boy and the girl, real differentiation of genders is noticed; Mid-adolescence: 13-16 years for the girl, 14-17 years for the boy, it is characterized by physical transformation and the construction of social rules; the end of adolescence: 17-21 years for both the boy and the girl, it is characterized by a certain independence that shows the end of physical transformations, but physical and social development is not yet consolidated”¹⁵. Physiological and physical transformations lead the individual to a psychic reorganization in order to integrate and better undergo the change. The individual has to adapt, assume his identity and evolve towards an adult genital sexuality

¹² Sillamy, *Dictionnaire de la psychologie* (Paris, France: Larousse 1989), 23.

¹³ Bloch H. and Al. *Dictionnaire Fondamental de la Psychologie*, (Paris, France: Larousse, 1997), 31.

¹⁴ Debese, M. *Psychologie de l'enfant : de la naissance à l'adolescence* (Paris, France: Edition Bourrelier, 1956), 99.

¹⁵ Alvin Stevens, *Le désir et la faim : les feuillets de courtil*, (Bruxelles, Belgique : Publication du champ freudien en Belgique en collaboration avec l'A.C.F de Lille 1998), 13.

The Psychological Reorganization

Adolescence is noticed at the psychological level by stimulation of infantile sexual trends, a longing for liberty or autonomy, and the development of intellectual abilities.

Stimulation of Infantile Sexual Trends

The appearance of the secondary sexual characteristics observed in this period (development of genital organs; hair, breast; the beginning of menses; erection with ejaculation; the possibility to have sexual intercourse, to procreate) is followed by the reaction of oedipal conflicts still inactive. After the oedipal period (situated approximately between 3 and 4 years), adolescence is the second moment of choice during which they observe an appearance of sensuality. The general maturity that their body undergoes and the sexual impulsions that follow, lead teenagers to the quest for fulfillment. The sexual urge begins. To this effect, Freud states: “with the beginning of puberty, appears the transformations that lead the infantile sexual life to its final and normal form”¹⁶. The physical structure of youth changes as soon as he or she reaches that maturity state. In this case, every part of the body is fully developed. This catches attention. Physical appearance is the key factor in consideration of partners for sex. That is why, Deutsch affirms: “corporal transformations ignite in the female teenager sexual curiosity”¹⁷.

Moreover, at the psychological level, the young girl is invaded by an autonomy desire which is manifested by the abandonment of old love objects and the quest for

¹⁶ Freud, cited by Marcelli and Braconnier, *Adolescence et psychologie* 7^e édition (Paris, France: Masson, 2008), 17.

¹⁷ H. Deutsch, *La psychologie des femmes : Enfance et Adolescence* (Paris, France: Quadrige, 1987), 12.

the new ones. Thus, she rejects parental authority especially that of her mother. To this one could state: “The young girl starts to criticize particularly her mother; she really gets to the external world, gives up the way she used to overestimate her parents and often makes great efforts to distinguish herself from her mother”¹⁸. In the same vein, Coslin reminds that: “teenage coquetry is linked to create awareness of sexuality, and other factors like desire of freedom and emancipation, and search of companion.”¹⁹

As the youth go through the turning of their youthful state, they face a lot of challenges and temptations. There is a burning desire in them, while they are exercising their need to find out who they are and what they believe in. They also engage in adult activities without thinking. In fact, the first young girl’s sexual intercourse is unexpected and is explained by the search for independence. For this reason Lehalle says: “most female teenagers take risks during their first sexual intercourse; this is so because, the first sexual experiences are not always premeditated by the young but come up unexpectedly”²⁰. Ever since, the perception of risk is veiled by sexual desire.

A longing for Freedom or Autonomy

Freedom is the state of being free. At the stage of adolescence development, the young people are invaded by an autonomy desire. They reject parental authority. They also want to experience adult feelings. There is a constant struggle, a battle between the child, who is driven by powerful, inborn sexual and aggressive urges, and the parents who seek to impose on the child their standards for proper behavior. In

¹⁸ Ibid. 12.

¹⁹ P. G.. Coslin, *Psychologie de l’adolescent* (Paris, France: Colin, coll. Cursus, 2002), 98.

²⁰ Lehall, *Psychologie des Enfants* (Paris, France: PUF, 1985), 96.

this regards, Marcelli and Braconnier state: “the adolescent is brought to win over his/her independence, to free himself from parental influence, and to liquidate oedipian situation.”²¹ None the less, Dasen could say:

Adolescence is the phase in which the individual must separate themselves from their family and become autonomous, rebel against adult norms and values, because the teenager’s body has acquired the adult proportions, they consider themselves as such and want to have the same right as adults: to decide to come and go, to take decisions; to have freedom of speech, civic and moral conduct or clothing freedom.²²

As regards Cloutier: “adolescence is always a fight for independence, an affirmation and opposition period to parents.”²³ Finally, Piaget concluded that: “Because of sexual impulsions that come up again in adolescence, the individual is animated by the need to abolish infantile links and to form new identifications that generates new values”²⁴. Teenagers want to be independent from their parents. This move is very hurting to both of them. They must explain to their parents that at this time of their life they are no longer a child and they want to be treated as an adult.

Development of Intellectual Abilities

Ability is a component of a competency to do a certain kind of work at a certain level. It is also defined as a quality of being able to do something, especially

²¹ Marcelli et Braconnier, *adolescence et psychologie*. 7^{ème} édition (Paris, France : Masson, 2008), 19-20.

²² Dasen. *Propos sur l’Enfant et l’Adolescent : Quels Enfants pour Quelles Cultures ?* (Paris, France, l’Harmattan, 1999), 12.

²³ Cloutier, R. *psychologie de l’adolescence* (Paris, France: Gaëtan Morin Editeur, 2^{ème} édition, 1996), 98.

²⁴ Piaget, J. and Inhelder, *De la logique de l’enfant à la logique de l’adolescent* (Paris, France: PUF, 1955), 100

the physical, mental power to accomplish something. The adolescence period is characterized by important cognitive changes. For this reason one could say:

Reaching at adolescence, the thought of the individual is no longer limited to his immediate environment; he is now likely to imagine the conditions of a problem and to express assumptions. He makes use of the concepts and hypothesis to reason. These intellectual abilities arouse in adolescent a zeal which gives him the possibility to compare himself to his parent and to adults in general, to rival with them. He would like everybody to realize his maturity giving him opportunity to express his opinions and personal desires.²⁵

Accession of the individual to intelligence allows him to integrate better the corporal, affective and relational identification. In this regards Piaget and Inhelder declared: “the teenager in the puberty age, accedes to a new form of intelligence: formal operating intelligence, which comes up between 12 and 13 years.”²⁶ In this case, memorized activity is not easily forgotten. It continues to reach out from the unconscious mind and affects our conscious feelings and behavior.

The Image of the Body

Body image refers to a person's feelings of the aesthetics and sexual attractiveness of their own body. The body image is the teenager's representation with regard to what happens to his or her body, the way he or she perceives it, the way he she experiences and feels the change of his or her body. That is why Chaby L. believes that: “Adolescence is the body moment”²⁷. During adolescence, boys and girls experience physical changes that mark the passage into adulthood. Many of these changes come because hormones, which have been dormant until now, are starting to

²⁵ Maguiabou Tchidjo Aline, « *Trouble de l'Image du Corps et Fléchissement Scolaire Grave chez l'Adolescent Victime de Viol* » (Mémoire en vue de l'obtention du Diplôme de Professeur de l'Enseignement Normal 2eme grade (DIPEN II), Université de Yaoundé, Cameroun: 2011), 27.

²⁶ Piaget, J. and Inhelder, *De la logique de l'enfant à la logique de l'adolescent* (Paris, France: Puf, 1955), 100.

²⁷ Chaby, L. *L'adolescent et son corps* (Paris, France : Flammarion, 1997), 52.

kick in, bringing with them physical and psychological growth as one could say: “Before adolescence, the child’s body is governed by serenity that shows organs inactivity. Abruptly to adolescence, the body makes noise.”²⁸ At this stage of life all attention are carried to the body. The body beauty becomes a real concern for adolescent. Then, Sillamy describes the adolescent in these terms: “The adolescent goes through a narcissistic period during which he will deal a lot with his body, will seek to embellish it or to beautify it, to decorate it, to underline the distinctive features of his virility or her feminism to assert oneself as individual.”²⁹ That is why, we can see a teenager spend much time before the mirror or in the bathroom exploring his body, judging it, dreaming and fantasizing. He is afraid of having a physical flaw, a malformation that makes him ugly. He or she uses his/her body to communicate with society, to express what he or she feels, what he or she desires, and what he or she is. Through clothing, hairdressing, fashion, the teenager expresses his or her sexual identity

Taken as a whole, puberty renews the body and the personality of the teenager. He or she feels great and claims his or her autonomy, he or she uses his or her autonomy, he or she uses his or her body as a seduction asset, and he/she thinks of being ready to have sexual intercourse and wants to experience it. He/she is covered with new intellectual abilities that he wants to show to everybody, especially to adults in his/her environment. However, wrong management of adolescence crisis with regards to sexuality can possibly influence all these aspirations and put him/her at greater risk.

²⁸ Marcelli et Braconnier, *adolescence et psychopathologie*. 7^e édition (Paris, France: Masson, 2008) ,128.

²⁹ Sillamy, N. *Dictionnaire encyclopédique de psychologie* .A .K (Paris, France: Bordas, 1980), 24.

How can young people wisely handle their sexuality in the context of adolescence so that to abstain from sexual immorality? This calls for sound foundations of sexual morals. The goal, after all, is to overcome all sexual temptations that abound in the polluted environment where the youths evolve.

Theoretical Basis for Sexual Norms

This section presents the theoretical basis of sexual morals. It falls into four parts. The first part is going to present biblical teachings towards sexual immorality; the second part concerns the point of view of the Seventh day Adventist Church; the third one draws our attention to Islamic point of view, and the last part will conclude with what other authors think about the subject.

Biblical Norms of Sexual Purity

The Bible is always considered to be able to provide answers to human concerns in matter of sexuality. A young man or girl who is familiar with the Holy Scriptures can wisely overcome all sexual temptations that abound in the polluted environment where he evolves.

Right from inception, God's intention about sex was not evil. In both the old and the New Testaments, the Bible speaks very clearly about human sexuality. In his book: *Les Jeunes et la Sexualité*, Luis Palau asserts: «The Bible is replete with serious and sane information and provides accurate information. From Genesis to Revelation, the topic of sexuality is treated under the inspiration of the holy spirit of God.»³⁰

When God finished his creation, the Bible says that “And God saw everything that He had made, and, behold, it was very good” (Gen 1: 31, KJV). “Therefore shall a man leave his father and his mother, and shall cleave under his wife: and they shall be

³⁰Luis Palau, *Les jeunes et la sexualité* (Marne-La vallée, France : Edition Farel, 1989), 15.

one flesh” (Gen 2: 24, KJV). “And Adam knew his wife again, and she bare a son, and called his name Seth” (Gene 4: 25, KJV). God never had negative view about sex, but about its perversion. He has set out a superior plan to guide our use of his gift of sexuality. Built upon a series of guiding principles, it presents in practical terms God’s ideal for his people who must live in a sin-stricken world. Consequently, some measures are meted out to culprits. In God’s plan, sexual intimacy is reserved for a man and woman within the bound of marriage covenant (Gen.2:24; Exod 20:14). Therefore, any sexual activity outside this boundary is immoral and prohibited, that is a sin. Such intimacy has detrimental effects on individual (Lev 18:6; Rom 1:24-27; 1 Cor 6:18), as well as on the marriage relationship (Prov 5:1-23). It is identified by scriptures as part of sinful life (Gal 5:19; Col 3:5).

To avoid fornication, Apostle Paul recommended: “Flee from sexual immorality. All other sins a man commits are outside his body, but he who sins sexually sins against his own body” (Rom 4: 24-27 NIV). In Israel it was a great sin and a crime to marry a non-virgin. A young girl however was expected to be a virgin at the time of marriage. Any girl who was not virgin at the time of her wedlock was punished by death (Deut 22:21 NIV). Any daughter of a priest who became a prostitute was burnt. And the daughter of any priest, if she profanes herself by playing the whore, she profanes her father: she shall be burnt with fire (lev 21:9 NIV).The same sanction is applied whenever someone defiles a virgin that is betrothed (Deut 22: 23, 24 NIV), in the case the woman did call for help but nobody comes to rescue her. She deserves no death; only the man who has committed the crime shall be put to death (verses 25, 26). If a man meets a virgin who is not engaged to somebody and dishonors her, he shall pay the bride price to the father and take her as his wife for life. He never divorces her (Exod 22:16, 17; Deut 22:28). This was a way of purging

premarital sex or fornication from among God's elected people.

In the Bible premarital sex or fornication includes all types of sexual immorality just as Apostle Paul says: "Flee from sexual immorality. All other sins a man commits are outside his body, but he who sins sexually sins against his own body. Do you know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honor God with your body (1 Cor 6: 18-20 NIV).

Importantly, fornication is a sin as the Scripture points it, is the transgression of the law of God (1 John 3:4). God frowns at engaging in sexual immorality. "It is God's will that you should be sanctified: that you should avoid sexual immorality." (1 Thess 4:3 NIV). "Flee from sexual immorality" (1 Cor 6:18-20). God forbids sex before marriage.

More importantly, marriage is a covenant between two partners. Generally, all covenants are sealed by shedding of blood. One may think that God wants that a boy who has sexual intercourse for the first time with a virgin sheds the blood by tearing the membrane that protects the entrance of vagina, and by so doing enters into covenant with that girl. That is why the holy Word says: "If a man meets a virgin who is not engaged to somebody and dishonors her, he shall pay the bride price to the father and take her as his wife for life. He never divorces her" (Exod. 22: 16, 17; Deut. 22: 28).

Finally, by way of partial conclusion concerning biblical teachings in matter of sexual purity, the researcher can claim that sex is permitted. God allows it in this sense. However, he forbids sex before marriage. In fact, sex before marriage or premarital sex or even fornication, is condemned many times by the holy Word. The Bible promotes faithfulness or fidelity before marriage. Sex before marriage is as

faulty as adultery and other forms of sexual immoralities, because they all involve sexual intercourse with somebody you are not married to.

God's word says that it is wrong to have sex with anyone other than your husband or wife. God says it is sin to have sex with boyfriends, girlfriends. Boys and girls should never have sex until they are married. God forbids sex before marriage, not to deprive man of pleasure, but to protect him from harmful consequences of irresponsible use of sexuality as someone said:

Imagine how the world would be better if God's model for sex were followed: limited sexually transmitted diseases reduced unmarried mothers, less unwanted pregnancies, less abortions etc. Abstinence is the only policy of God when it comes to sex before marriage. What's more, abstinence saves lives, protects babies, and gives appropriate value to sexual intercourse and most importantly is that it honors God."³¹

Seventh-day Adventist Point of View on Sexual Behaviors

Many organizations run active campaigns in favor of abstinence for teenagers and young adults, encouraging them to stay virgin until marriage in order to progress morally and spiritually throughout their lives as God recommends in His Word. It is this vision that is increasingly taken, developed and explained in the guidelines of the Seventh-day Adventists. In the book:

Déclarations Ethique et Faits de Société, it is stated: "Sexuality is a gift from God to mankind. God created sexuality and considered it good. Through our sexuality, we experience the love of God. Giving, serving others, sharing the love in intimacy with others, it is the biblical view of sexuality. Sexuality in the Bible avoids having sex without due reflection, which limits the risk ever greater to

³¹Got Questions Ministries, Que dit la Bible du sexe avant le mariage /du sexe pré-nuptial ? (2002-2014), accessed 3 October 2012, <http://www.godquestion.org/Francais/sexe-avant-mariage.html>.

contact a virus.”³²

In order to avoid emotional and spiritual wounds left by sexual activities that violate God’s plan, the Seventh-Day Adventist Church (SDA) emphasizes sexual moral conduct in all male-female relationship. The following citations help us to get her view on subject matters. She states:

The Church calls people to dedicate themselves before God to sexual abstinence outside the marriage covenant and sexual faithfulness to one’s spouse. Apart from the wholesome expression of sexual intimacy in marriage, faithfulness is the only safe and moral path for the Christian. In any other context, sexual activity is both harmful and immoral. This high standard represents God’s intention for the use of His gift, and believers are called upon to uphold this ideal, regardless of the prevailing standards in the culture around them.³³

All SDA believers should maintain the standards of sexual intimacies according God’s plan. In Seventh-day Adventist Church Manual, it is said: “Sexual intimacies between male and female outside of marriage or between members of the same sex are contrary to the divine plan and sanctioned in the Bible as sin. Those who are followers of Jesus will by his grace maintain moral purity within these biblical guidelines concerning sexual relationship.”³⁴ Believers “are chosen people, a royal priesthood, a holy nation, a people belonging to God, that you may declare the praises of him who called you out of darkness into His wonderful light” (1 Peter 2: 9 NIV). The Seventh-day Adventist Church accepts this idea of a peculiar people whose goal is to protect and strengthen marriage as one can say: “We must protect and strengthen marriage, supporting the

³² Eglise Adventiste du 7e Jour, *Déclarations Ethique et Faits de Société* (Dammarie-les-Lys Cedec, France, 2002), 39

³³ Ibid.

³⁴ Seventh-day Adventist Church Manual, Revised 2000, 16th Edition (Hagerstown, Maryland, Review and Herald Publishing Association, 2000), 211.

ideal of abstinence from sex before marriage.”³⁵ In this field of activity teachers are also concerned. It is declared: “Teachers must deliberately transmit Christian values to the next generation, recognizing that the individual values in the domain of sexuality should be developed at youthful age. The priority is to provide accurate information, a forum for the free discussion, and focus on the moral dimension of decisions about sexuality.”³⁶

In the same vein, Ellen Gould White, through whom God gave counsels related to health, education, and family draws the attention of the world to values advocated by the Holy Scriptures. Her appeal to young and adults is to live according to God’s ideal for sexuality. She recognizes that God is the initiator of marriage and she says:

Marriage is honorable”; it was one of the first gifts of God to man, and it is one of the two institutions that, after the fall, Adam brought with him beyond the gates of Paradise. When the divine principles are recognized and obeyed in this relation, marriage is a blessing; it guards the purity and happiness of the race, it provides for man’s social needs, it elevates the physical, the intellectual, and the moral nature.³⁷

She used the result of immoral condition of Israelites in the wilderness to warn against all kinds of fornication saying: “It was the prevalence of this very sin, fornication, among ancient Israel, which brought upon them the signal manifestation of God’s displeasure. His judgment then followed close upon their heinous sin; thousands fell, and their polluted bodies were left in the wilderness... With many of them God was not well pleased”³⁸.

³⁵ Eglise Adventiste du 7e Jour, *Déclarations Ethique et Faits de Société* (Dammarié-les-Lys Cedec, France, 2002), 42.

³⁶ *Ibid.*, 43.

³⁷ Ellen G. White, *Patriarchs and Prophets* (Mountain View, CA: Pacific Press Publishing Association 1948), 46.

³⁸ Ellen. G. White, *Testimonies to the Church*, vol.2 (Mountain View, CA: Pacific Press Publishing Association 1948), 451.

According to her, sexual problems affect nearly everybody. Young people should be reserved and modest. She appeals the Church to remain committed to make the most of every opportunity to reinforce the wisdom of God's design for human sexuality and to call men and women to the highest standard of moral conduct.

Islamic Point View on Sexual Conduct

Human sexuality is widely discussed topic that becomes the center of conversation in one form or another in all religious milieus. Most people could not say that a day goes by in which they do not encounter some aspects of sexuality. Things have changed even in Muslim milieu. That is why Abdessamad Dialmy declared: « The sexual field witnesses a rapid evolution characterized by advent of advanced sexual practices, that were not even thought of forty years ago, such as early: premarital sexuality, male prostitution, multi sexual partnership.»³⁹. *Yet*, In the koranic text Allah Almighty says, "... Come not near unto adultery. It is an abomination and an evil way" (Al-Isra 17': 32). And, an Imam, adds that: "If a young man entertains sexual intercourse before marriage, it is considered as « haram »⁴⁰, that is sin. From above declarations, it is clear that sexual premarital activity is prohibited in Islam. It is considered as grave sins. If an unmarried man and an unmarried woman are found guilty of fornication in an Islamic court, they must be punished. In the Koranic text it is said: "The woman and the man who fornicate scourge each of them a hundred whips; and in the matter of God s religion, let no tenderness for them seize you if you believe in God and the Last Day; and let a party of the believers witness their

³⁹ Abdessamad Dialmy, *Jeunesse, Sida et Islam au Maroc: Les Comportements Sexuels* (Casablanca , Maroc : Betnani Editions Edidif, 2000), 13.

⁴⁰ An Imam cited by Abdessamad Dialmy, *Jeunesse, Sida et Islam au Maroc: Les Comportements Sexuels* (Casablanca , Maroc : Betnani Editions Edidif, 2000), 205.

punishment” (Al-Isra 24:2). To show that fornication is horrible sin before God, the prophet Mohammed related a dream in which he saw a number of sinners were being punished. He said:

... We proceeded until we came across a hole in the ground that resembled a baking pit, narrow at the top and wide at the bottom. Babbling and voices were issuing from it. We looked in and saw naked men and women. Underneath the pit was a raging fire; whenever it flared up, the men and women screamed and rose with it until they almost fell out of the pit. As it subsided, they returned (to the bottom). I said: ‘Who are these?’ They said: ‘...The naked men and women who were in the pit, they are men and women who indulge in Zina...’⁴¹

According to him, people who commit “zina”, that is fornication, will be punished in the hell. In addition, the researcher has met certain Imams namely, Ousmaila Adamou (in Ngousso quarter Mosque), and Moussa Yaya (in Tsinga quarter Mosque) in Yaounde city to discuss with them. What follows, constitutes the analysis of their interviews (using an interview guide, see Appendix C). The interviews took place on the 09 February 2013 and on the 20 February 2013.

According to Imam Ousmaila Adamou: “In Islam, sexuality is part of human nature, and there is no taboo linked to it in the context of marriage. The sexual instinct should be oriented. Islam provides the limits to be observed about sexuality.”⁴² He continues saying: “In Islam, human sexuality is seen as a sacred act whose aims is procreation and the perpetuation of the human species. The pleasure is not in the center of sexuality.”⁴³

As regards Imam Moussa Yaya: "The ideal frame of sex is marriage which is

⁴¹ Simon Bar Kokhba (P.B.U.H.), Punishment in Islam for Having Sex before Marriage? (2008): accessed 3 May 2014. <https://answers.yahoo.com/question/index?qid=20080925100358AAjTg3o>, 03 Mai 2014.

⁴² Ousmaila Adamou, Imam of Ngousso quarter Mosque, interview by the author, Yaoundé, 09 February 2013.

⁴³ Ibid.

blessed by God, all sex outside of the context of marriage is forbidden. Even intimate relationships between fiancées are prohibited. The engagement is a statement promising to marry a woman, when marriage is a complete relationship based on a solid contract and a solemn commitment that implies conditions, rights and specific consequences.”⁴⁴

It should be noted that even sexual relations in marriage are codified. Sodomy is strictly prohibited because it has some resemblance to pederasty. It is in this context Moussa Yaya cited the Prophet Mohammed and said: "Do not enter the women in their anus. Islam imposes faithful Muslims way of sexual behavior that they must manifest in daily live to merit the salvation of God. For young singles, abstinence until marriage; for married people, no sodomy.”⁴⁵

Islam has allowed marriage as soon as a person becomes physically mature, and it also strongly recommends that at least during the early years of marriage to adopt a simple life-style so that the lack or paucity of financial resources does not obstruct a happy life. But if a person decides, for whatever reason, not to marry soon after he or she becomes physically mature, then the only way is to adopt temporary abstinence. After strongly recommending the marriage of single people, the Qur'an says, "And those who cannot marry should practice restrain (or abstinence) till Allah enriches them out of His bounty."(24:33)

⁴⁴Moussa Yaya, Imam of Tsinga quarter Mosque, interview by the author, Yaounde 20 February 2013.

⁴⁵Ibid.

Other Authors

Today, human sexuality is a widely discussed topic that often becomes the center of conversation in one form or another. That is why, Sandra L. Caron said: “We are confronted with issues pertaining to birth control, abortion, AIDS, gay/lesbian rights, and so on in our homes, schools, places of employment and even within our thought.”⁴⁶

This condition affects decision making and attitude of young people more and more. The age of first intercourse is drastically decreased. In Cameroon for instance, it is widely known that the age of consent for sex is 16. According to our sampling of this study, 14 students had their first sexual intercourse between the ages of 8-12 (see table 23). That is why, Simon Djobdi declares: “The age of first intercourse has decreased by 5 years. The model of the girl who comes virgin to marriage disappears. Many girls are those who are separated from their underwear.”⁴⁷

Many adolescents today are addicted to sex. We see this through mass media. Daily business advertisement is sometimes mixed with sexual appeal. In this regards, Ian Stuart says: “Our generation has turned self-control of virginity into a symbol of ridicule. Being virgin nowadays is not seen as a badge of honor, but a mark of being

⁴⁶Sandra L. Caron, *Sex Around the World: Cross-Cultural Perspective on Human Sexuality* (Boston: Pearson Custom Publishing, 2003), 34.

⁴⁷Simon Djobdi. *Sexualité en Milieu Scolaire, Conseil des Eglises Protestantes du Cameroun (Bafoussam, Cameroun). Rapport du Séminaire de Renforcement des Capacités des Aumôniers et des Professeurs d'Enseignement Religieux et d'Ethique des Etablissements Secondaires de l'organisation de l'Enseignement Privé Protestant, 12- 14 Février 2010.*

undesirable.”⁴⁸

From all foregoing statements, it is established that the majority appreciate this sexual relationship. In his book: *Un Monde en Flammes*, Billy Graham reveals that this sexual immorality is now called “A new morality which is none other than sexual immorality.”⁴⁹ Despite the fact that the majority appreciate this style of life, many voices speak in favor of chastity or sexual abstinence until marriage in order to avoid the heavy risks and consequences of this style of life that offends God. In his book: *Jouir de la Vie Sexuelle*, Zacharias Tanee Fomum declares that “fornication is not only a sin against God, but it also carries large and extended consequences.”⁵⁰ Praise George declares: “Sex outside marriage, premarital or extramarital sex can totally ruin your destiny if you don’t learn how to deal with your emotions and your sex drive.”⁵¹ Presently one of the most troubling aspects of the situation is the attitude of some parents, educators and pastors who do not raise a disapproving finger when most young men and women yield to their desires and natural biological experiments. They do not say, “Stop, you are doing what is evil!”⁵²

⁴⁸ Ian Stuart Gregory, *No Sex Please we’re Single*, (Lagos: The Book Company Limited, 2002), 113.

⁴⁹ Billy Graham. Billy Graham, *Un Monde en Flammes* (Vevey, Suisse : Editions des Groupes Missionnaires, 1967) ,39. Vevey,

⁵⁰ Zacharias Tanee Fomum, *Jouir de la sexuelle* (Yaoundé, Cameroun: Christian Publishing House, 1988), 21.

⁵¹ Praise George, *31 Lies about Sex: Learn to Master your Emotions, Control your Passion, and overcome your Sexual Struggles* (Lagos: Success World Limited, 2003), 4.

To deplore this irresponsible attitude of parents and coaches of the young, Billy Graham observed: “Many pastors and college chaplains accept openly now sexual relations before marriage. Our age is an age of moral relativism.”⁵³ The warning of the Bible is clear. In Hebrews 13: 4 we read: “God will judge the adulterer and all the sexually immoral”. In the following lines, we will deal with the consequences of sexual misconduct and its possible causes. Firstly, we start with the consequences of sexual immorality.

Consequences of Sexual Immorality

The Bible declares: “Do not be deceived: God cannot be mocked. A man reaps what he sows. The one who sows to please his sinful nature, from that nature will reap destruction; the one who sows to please the Spirit, from the Spirit will reap eternal life” (Gal 6: 7-8 NIV). Sex outside marriage is sin. The wages of sin is death. Can we be confronted by the fire of the world and not be burned? Gary R. Collings states: “Sex outside marriage is sin, and all sin that is not forgiven will be punished in time of future judgment.”⁵⁴ The different consequences of sex outside the fixed limits by God are as follows:

⁵² Billy Graham, *Un Monde en flammes* (Vevey, Suisse : Editions des Groupes Missionnaires, 1967) ,39.

⁵³ Billy Graham. Billy Graham, *Un Monde en Flammes* (Vevey : Suisse, Editions des Groupes Missionnaires, 1967), 47.

⁵⁴ Collings, Gary R., *Christian Counseling* (Dallas: USA, World Publishing, 1998), 254.

Feelings of Guilt and Disappointment

The Chambers Dictionary declares: “Generally speaking, it is believed that those who involve themselves in premarital activities experience extreme depression

in the aftermath of the exploitation of sex, feelings of guilt, bitterness, anger and despair.”⁵⁵

The same source adds: “The state of having done wrong, sin, sinfulness or consciousness of it; the painful or uncomfortable emotion.”⁵⁶ Mercer Dictionary of the Bible states: “The stigma of the act which is described as feeling of low self-esteem, poor self-image, guilt, shame, anxiety and lack of trust linger, because it is acknowledgement of that responsibility.”⁵⁷

In the Scriptures it is observed that Isaiah the prophet found himself guilty, that made him to scream: “woe is me?” (Isaiah 6: 5). David on the other hand confessed his guilt, seeking the forgiveness of God. Even the atheist and incredulous know in their inner self they did something wrong. There is in the soul a law written by God, which tells us that this behavior is harmful. So having sex outside the boundary of marriage yields the feeling of guilty and Disappointment

Contracting Sexually Transmitted Infections (STIs)

Luis Palau says: “If a person starts taking his sex life lightly, he runs the risk of acquiring and transmitting sexually transmitted diseases.”⁵⁸ According to World Health Organization (WHO) estimations in 2005: “one records each year in the world 448 million new cases of curable STIs (syphilis, gonorrhea, Chlamydia and trichomoniasis) in adults aged 15 to 49 years. Not included in these figures, are HIV

⁵⁵ Chambers English Dictionary (1998), s.v. “Guilt”.

⁵⁶ The complete life Encyclopedia (), s.v. “Abortion”.

⁵⁷ Mercer Dictionary of the Bible (), s.v. “Guilt”.

⁵⁸ Luis Palau, *Les jeunes et la sexualité* (Marne-La-Vallée CEDEX 2 : France, EDITIONS Farel, 1989), 58.

infection, and other STIs which continue to affect negatively the lives of individuals and communities around the world. In developing countries, STIs and their complications are among the top five reasons for consultation...⁵⁹ Rosen and Al. said: "Almost 20 million Americans now suffer from recurrent genital herpes for which no available medication has been discovered."⁶⁰ The prevalence of sexually transmitted diseases is alarming and if nothing is done, AIDS will have most numerous victims among young people. Bloma and Levitan state: "youths, have higher risks than all other age groups of syphilis, gonorrhoea and pelvic inflammatory diseases."⁶¹ A report of the committee for the fight against AIDS reports: "In Cameroon, of 10 young people aged 15 to 24 years, 7 adolescent girls are infected. Someone who indulges in sex stands the risk of contracting sexual diseases mostly AIDS which is still ravaging the society, especially the youths of today"⁶²..

Unwanted Pregnancy

In Cameroon, most women have their first child before age 18. First sexual contact can be as early as 8-12 according to table 23 of our study in both boys and girls. The adolescent girls are particularly concerned. Many of them fall victims of unwanted pregnancy at the first sexual intercourse. Young girls who become pregnant

⁵⁹ Commission Nationale d'Experts, Pourquoi Nous sommes Inquiets: Les Faits: Les Maladies Transmissibles par les Comportements Risqués- Infections Transmissibles Sexuellement, (2007), accessed 2 February 2013. <http://www.who.int/mediacentre/factsheets/fs110/fr/index.html>.

⁶⁰Rosen, Efrem and Weinstein, Estelle, *Sexuality Counseling* (Pacific Grove, California: Brooks/Cole,1988), 274.

⁶¹ Richard Bloma and Jean Levitan, *Healthy Sexuality* (Belmont, CA: Thomson Wadsworth, 2006), 160.

⁶² Comité national de lutte Contre (C.N.L.S.) le SIDA, Rapport annuel des activités de lutte contre le VIH, le SIDA et les ISTs au Yaoundé, Cameroun : Mars 2011, 20.

are expelled from school and are abandoned by their partners.

Mbassa Menick D. says: « The adolescents who abort are five times more likely to seek help later for psychological and emotional problems compared to those who carry an unwanted pregnancy to term. »⁶³ According to the Web site consulted on October 27, 2012, “Adolescent mothers frequently have to face the following consequences: social isolation, lifestyle deficient, undereducated, bad treatment, stress and depression. Young mothers are more likely to drop out of school or attain a lower level of education and, therefore, to limit professionally or miss opportunities of employment.”⁶⁴ All this shows that unwanted pregnancy impacts negatively

Dropouts

Apart from the pain of guilt, venereal diseases, and unwanted pregnancies related to premarital sex among young people, there is the serious impact that leads to school dropout. One can indeed notice among the students different features of school dropouts such as: damage in school performance (they have low grades in the subjects in which they excelled before, they show a lack of interest in schooling, escape from school work and a moderate absenteeism).

Marcelli and Braconnier declare that: "school breakdown is present in the progress of any teenager. It is justified by the disturbances of adolescence such as: corporal transformations, menses appearance, and unexpected arrival of first

⁶³ Mbassa Menick, D, *Les Abus sexuels en Milieu Scolaire au Cameroun, Résultats d'une Recherche-Action à Yaoundé*, (Yaoundé, Cameroun: SOPECAM, 2002), 62.

⁶⁴ Santé et Services Sociaux Québec, Fédération du Québec pour le planning de naissances. « Grossesse à l'Adolescence », *Planning Familial* (Hiver 2005) accessed 27 October 2012. www.sosgrossesseestrie.qc.ca .

intercourse conflicts"⁶⁵. It is evident that any casual sexual relationship one involves himself or herself in, there is an implication or consequence attached, whether now or in the nearest future. It would be recommended to humble himself or herself and be patient, for it is said: "a patient dog eats the fattest bones"

Causes of Premarital Sexual Activities among Young People

Premarital sex among youth is always motivated by multiple and diverse reasons which vary from one youth to another and from one cultural milieu to another. The section is organized as follows: (1) Premarital sex motivated by the biological mechanism, (2) premarital sex motivated by the society, (3) premarital sex motivated by interest, and premarital sex motivated by other reasons.

Premarital Sex Motivated by the Biological Mechanism

Sexual activity among young people is often the result of a biological and natural mechanism. Freud, one of the authors of this approach posits that "Various types of sexual behavior are motivated by a strong sexual desire."⁶⁶ To him, the motivation could be justified by a biological urge which the individual seeks to satisfy at all cost. Sexual activity is determined by a biological, natural and hormonal mechanism.

Premarital Sex Motivated by the Society

Sexual activity is an integral part and parcel of the society so cannot be "dissocialized." In the traditional society, the development of youths is done within the

⁶⁵ Marcelli et Braconnier, *adolescence et psychopathologie*, 7^e édition (Paris, France: Masson, 2008) ,128.

⁶⁶Freud, cited by par Rwenge M, *Statut de la femme, Comportements sexuels et Sida en Afrique subsaharienne : le cas du Cameroun*, communication présentée au

family setting and they are followed up by elders or parents who ensure their education. Hence, social control is strict and restrained. In his Thesis: *Etude sur la Sexualité des Adolescents: Le cas des pères précoces*, Camara affirms: « From puberty, the adolescent was integrated in a network of relations with members of community who exercised an amount of pressure on him. In that light, there was a regulation which checked the sex life of adolescents of both sexes and advice was given to them as regard to the proper management of their sexuality.»⁶⁷

Conversely, in modern societies, the education of the youth is done through various fora, namely, at family level and at school level. The school is the arena where the child acquires values on freedom, the right of the child, the right of education, and the right of democracy from which they eventually question parental authorities, especially as parents are less watchful over their children. These young adolescents seize this opportunity to shape their new sexual behavior and satisfy individual and personal needs. The shift from the virginity exigency required from the young girl in certain societies before marriage is proof that traditional morality as regards sex has been abandoned.

Premarital Sex Motivated by Interest

The theory of rational strategy postulates that sexual activity is a planned act motivated by economic (either material or financial) or social (mainly need of marriage) interest. Two categories of youths are distinguished regarding the drive for premarital sex.

The first category concerns youths who engage in sexual activity motivated by

séminaire sur *les aspects socio-économiques sanitaires et démographiques du VIH/SIDA en Afrique* organisé par l'UEPA Abidjan 1995,26-28.

the desire to receive gift, clothes or money. In that case, sexual intercourse is based on survival reasons to guard against material and financial difficulties. One of the

⁶⁷ Camara Awa Diakité, *Etude sur la sexualité des adolescents : le cas des pères précoces*, mémoire de DEA, Université Cheikh Anta Diop de Dakar.

proponents of this theory is Calves who affirms that: “This is a category of girls who being unable to satisfy financial needs are obliged to commercialize sex to well-to-do men.”⁶⁸ Girls are however not to be blamed for this kind of sexual relationships. Boys too are more or less involved in mercantile sex with older women.

The second category comprises youths who engage in sex for marital reasons. These are mostly girls whose sexual activities can be justified by concerns about marriage. Fertility; the latter could likely lead to marriage as proof of love or non-barrenness. In Cameroon, for example, the girl accepts premarital sex as proof of love to earn the confidence of the young man. In this case, sexual activity is seen as a sort of test of love.

There is a third category. These are youths who engage in premarital sexual activity to satisfy their curiosity. 27, 6% of respondents in our study have had premarital sex for curiosity reasons (See Table 28). Many girls practice sex to lose their virginity, considered as sign of innocence and immaturity by friends who must pressurize them. In this case, the virgins are seen as naïve and retarded per excellence. In this regard, Savage reports: “girls report being teased by girlfriends who see them as naive, ignorant, not modern, ugly or undeveloped because of their virginity.”⁶⁹

In addition, we have also found that sexual intercourse among young people is concluded only for prestige. In this case, young men engage in premarital sexual activities to confirm their performance and their position within the peer group (See

⁶⁸Calvez M., Maillochon F., Mogoutou A., Warszawski J. *L'entrée dans la sexualité, le comportement des jeunes dans le contexte du Sida*, Paris : France, Editions La découverte, 1997), 431.

⁶⁹Savage, cited by Rwenge A. *Comportements sexuels à risque parmi les jeunes de Bamenda au Cameroun*, article financé par le Programme des petites

Table 28). The decision to have premarital sex activity among youths could have other reasons such as mass media, lack of education sexual and moral harassment.

Other Reasons of Premarital Sexual Activity

The other reasons which cause sexual misconduct among young people in school settings are: (1) Mass Media, (2) lack of education, and sexual harassment through grades.

Mass Media

Going by the trends in our society as concerns mass-medias, youths have been indiscriminately exposed to lots of immorality through the electronic and other entertainment media. Today, it is practically impossible to read a magazine, to listen to music, to watch television program without receiving some messages related to sex. In fact, the advent of media mass communication has influenced the attitudes and beliefs of young people on sexuality. In the complete life Encyclopedia it is written: “The entertainment media of the present age have become so powerful and aggressive that it is actually shaping most of the youths’ lives even our culture.”⁷⁰ Kathleen Kuntaraf said:

Children watch television more now than in the years past. The typical American home has the television going for an average of 7 hours and 13 minutes per day. Only about one third of Americans talk to their children about sex, but television does it constantly with sexual images and suggestions, at least 14,000 instances per day. By the age of 18 years, youth, have watched the TV for more hours (22,000) than they have been in school (12,000). The television is therefore the primary sex educator for youths.⁷¹

subventions de l'Union pour les études démographiques africaines, numéro spécial. 2000.

⁷⁰ The complete Life Encyclopedia: S.V. Television, p. 564.

⁷¹ Kathleen Kuntaraf, “*Prevention, Resilience, and Self-worth*”, a lecture, AUA Babcock Extension Campus, summer 2012.

Another aspect of Media which corrupts a lot of youths today is Internet. Dr. Archibald Hart, clinical psychologist, writes: "Cybersex is probably the greatest temptation of sinning for a long time. I also believe that cybersex has a greater power of addiction and compulsion."⁷²

One of the aspects of sex that is most popular on the internet is pornography. What is pornography? Pornography can come in the form of sexual pictures, writing, and photos. Wikipedia Dictionary says: "Etymologically, the word pornography comes from the Greek words πόρνη (pornē) "prostitute" and πορνεία (porneia) "prostitution", and γράφειν (graphein) "to write or to record", derived meaning " thus meaning "a written description or illustration of prostitutes or prostitution."⁷³ According to Chambers English Dictionary, pornography is defined as a books, magazines, etc... dealing with or depicting sexual action more or less explicit way, intended to arouse sexual excitement, description or portrayal of prostitutes and prostitution." Exposing the young people to the viewing of pornography is risking their lives and ruining their future. The thing called pornography, caused great waves and made high impact in the business arena.

Lack of Education

Human beings reach certain age brackets in life to be able to reason maturely. History has made it clear that the world has been engulfed with premarital activities in television, over the radio, magazines, newspapers, Internet and other sources. They echo and expose the youth to danger. This needs to be curbed.

⁷²Centre de Ressources Bibliques Croixsens.net, « Cybersexe » accessed 11 February 2013, <http://www.croixsens.net/sexe/cybersexe.php>..

⁷³Wiki pedia The Free Enciclopedia, "Pornography", (May 2014): accessed 5 May 2014, <http://en.wikipedia.org/wiki/Pornography> 05 Monday 2014.

Sex education for young people plays a vital role in global efforts to restrain the sex problems. Acquiring good knowledge (education) and skills encourages young people to avoid or reduce risky sexual behaviors. In our world today confronted with the STI, HIV/ AIDS this challenge is for us an extraordinary opportunity to break the path of the pandemic. Gabriel Akoa Mbarga says: “A good and appreciable responsible sex education would be a real remedy to the moral crisis.”⁷⁴ Unfortunately, nowadays, very few young people receive sufficient education in the field of sexuality. This lack of education exposes young people to negative outcomes of sexuality such as unwanted pregnancy,

Sexual Harassment through Grades

Sexual harassment through grades is a practice whereby teachers use as a means of pressure on students to obtain sexual favor. In his thesis entitled: *Corruption en Milieu Scolaire au Cameroun: Péril pour la Nation*, Abaka declared: “The sexual right, a practice cited at the level of young girls is manifested by the maintenance of voluntary or involuntary sexual intercourse between teachers and students or members of the administration in order to obtain good grades, favors and facilities, hence the term "sexually transmitted grades.”⁷⁵ Yet, having intimate relations with his or her student tarnishes the image of the teacher who is supposed to be both teacher and parent. He will have no authority over his students and especially student or students with whom he has intimate relationships.

⁷⁴ Gabriel A. Mbarga, *Pour l'Éducation aux Vertus et Valeurs Morales*, (Sur les Presses de la SOPECAM : Yaoundé, Cameroun: 2010), 9.

⁷⁵ Abaka, *Corruption en Milieu Scolaire au Cameroun: Péril pour la Nation*, History Département, Mémoire de fin de Formation en vue de l'obtention du Diplôme de Professeur des Enseignements Secondaires Deuxième Grade (DIPES II), 2010-2011. 53, 54.

Summary

Sexuality has a lot to do with culture, education, family units and economic factors. In this section, the researcher has analyzed the different factors which favor the sexual misconduct among youth. These factors could be biological, socio-cultural, economic etc... One good thing is that education can overrule all these factors, as André Emmanuel Baana says, in his thesis: *Sexual Behavior of Youth in East Cameroon Mission of Seventh-day Adventists*: “ A good education overcomes evil environment and genetic character.”⁷⁶It would be recommended to humble himself or herself and be wise and patient in the context of adolescence.

⁷⁶ André Emmanuel Baana, “Sexual Behavior of Youth in East Cameroon Mission of Seventh-day Adventists”(MA, thesis, Adventist University of Africa, Extension centre, Babcock University, Nigeria, 2009), 30.

CHAPTER 3

DESCRIPTION OF THE LOCAL SETTINGS

To address the issue of youth sexuality in Cameroon schools, the researcher has chosen as a field of study four institutions in Yaounde and its surroundings namely: the Government High School Mballa II (GHSM), the Charles Atangana Technical High School (CATHS), the Ezezang-Mendoum High School (EMHS), and Yaounde Adventist High School (YAHS). Before describing the schools themselves, the researcher would like first to present in few words the Republic of Cameroon in general and Yaounde in particular.

Presentation of Cameroon

Geographically, Cameroon is a country located in Central and West Africa region. According to Wikipedia, the free Encyclopedia, the Republic of Cameroon is “bordered by Nigeria to the west; Chad to the northeast; the Central African Republic to the east; and Equatorial Guinea, Gabon, and Republic of Congo, to the south”¹. Because of its geological and cultural diversity, the Country is described as "Africa in miniature”

Though, Cameroonians live in poverty as subsistence farmers, the socio-political situation in Cameroon is relatively stable. Because of that one can say: “This has permitted the development of agriculture, roads, railways, and large petroleum and

¹Wikipedia The Free Encyclopedia, “Geography of Cameroon”, (August 2004): accessed 8 May 2014,http://en.wikipedia.org/wiki/Geography_of_Cameroon Accessed 08 May 2014.

timber industries”².

At the administrative level, the Republic of Cameroon is divided into 10 regions. Since November 12- 2008, officially the administration of Cameroon moved from provinces to regions by a presidential decree. According to Wikipedia, “Each region is headed by a presidentially appointed governor, each under the administration of an elected Regional Council”³. The councils have control of cultural, economic, educational, health-related, social, and sport-related issues in the regions. Under the regions we have the divisions which are divided into sub-divisions.

At the economic level, the Republic of Cameroon is one of the most flourishing countries in Africa because of its oil reserves and favorable agricultural conditions. Its principal export products are as follows: petroleum, cocoa, coffee, and cotton.

According to CIA world Fact Book, Cameroon presents the following statistics: “GDP growth, 4,6%(2014); GDP per capita, \$2,400 (2014)”⁴. Not only Cameroon has a decade of strong economic performance in sub-Saharan, but also, it is the dominant economic of the Bank of Central African States. According to the forgoing source, Cameroon also, “is aiming to become an emerging country by 2035.”⁵

At the demographic level, one can say that: “the population of Cameroon was 20,030,362 in 2011. The life expectancy is 53.69 years, and fertility rate was 5.0 in

²Wikipedia The Free Encyclopedia, “Cameroon”, (April 2007): accessed 8 May 2014, <http://en.wikipedia.org/wiki/Cameroon>.

³ Wikipedia The Free Encyclopedia, “Administrative Divisions of Cameroon”, (April 2007): accessed 8 May 2014, http://en.wikipedia.org/wiki/Cameroon#Administrative_divisions.

⁴Wikipedia The Free Encyclopedia, “Economy of Cameroon”
CIA World Fact book, (April 2007): accessed 9 May 2014,
http://en.wikipedia.org/wiki/Economy_of_Cameroon.

⁵Ibid.

2004 and 3.129 in 2013.”⁶

Religion in Cameroon. Concerning the religion in Cameroon, Wikipedia presents the following report: “70% of the population is Christian. 40% Catholic, 30% Protestant, 18% is Muslim, 6% Irreligion (None), 3% Folk (African Traditional Religion), and 3% Other (Freedom of religion) is also practiced”⁷. This is a fair representation of the entire population which is composed of these major people groups. The predominant faith is Christianity. There are many missionary groups operating in the country, including Catholic, Lutherans, Baptists, Adventists, , Grace Brethren and, Jehovah’s Witnesses etc While these missionaries are predominantly from the United States, France, Italy, and Spain, many are also from Nigeria.

Sexual activity. As to sexual activity in Cameroon, it is widely known that one can say that the age of consent for sex is 16 for heterosexuals. It is illegal for same sex relations, that is for homosexuals. Abortion is legal when it is to save the women’s life or preserve physical and mental life

Presentation of Yaounde

Yaounde is the second largest city in the country after the port city of Douala. It is also the capital of Cameroon, with a population of approximately 2.5 million.

Its Climate: Speaking of climate, Wikipedia says: “Yaounde features a tropical wet and dry climate with constant temperatures throughout the year. There is a noticeable decrease in precipitation within the wet season, seen during the months of July and August, almost giving the city the appearance of having two separate rainy

⁶Wikipedia The Free Encyclopedia, “Demographics” (2007): accessed 5 May 2014, http://en.wikipedia.org/wiki/Population_of_Cameroon.

⁷Wikipedia The Free Encyclopedia “Religion” (2007): accessed, 8May 2014, http://en.wikipedia.org/wiki/Religion_in_Cameroon.

seasons”⁸.

At the educational level, Yaounde is the city where one can discover the coexistence of French sub-educational system schools, and the English sub-educational system schools. Apart from the nation’s professional schools, there are many international ones located in Yaounde, namely: The American school of Yaounde (ASOY), the Turkish school (Amity College/School), Rain Forest International Schools (RFIS). Yaounde is also the site of several universities: the University of Yaounde I, the University of Yaounde II (on a campus outside of town), the Protestant University of Central Africa (UPAC) and the Catholic University of Central Africa (UCAC).

Presentation of the Selected Schools

Government High School Mballa II (GHSM)

GHS Mballa II is one of the largest schools in Yaounde because of the high number of students that it has enrolled. The approximately 4000 students who attend this school come from all parts of the city.

Charles Atangana Technical High School (CATHS)

The CATHS is a school for technical education and workforce exceeding 2,500 students and is located in the government resident area (GRA).

⁸Wikipedia The Free Encyclopedia “Yaoundé” (March 2012): accessed, 9 May 2014, <http://en.wikipedia.org/wiki/Yaound%C3%A9#Climate>.

Ezezang-Mendoum High School (EMHS)

The EMHS is one of the selected institutions with an enrollment exceeding 700 students. Its geographical location is a suburban neighborhood, quite distant from other sites, as it is more than 20 km from other side.

Yaounde Adventist High School (YAHS).

YAHS has a population of more than 3300 students, is distinguished by its status as a confessional private school. The selection criterion of these schools is based on the geographical facts that the students cut across the social structure of the city of Yaounde.

Population of the Study

Sampling

The sampling number was 181 respondents. And all questionnaires were collected back. The questionnaires were distributed to all the students selected from the four school institutions of Yaounde. The opinion from the questionnaires analyses the common view of the students in Yaounde school settings about sexual matters.

Instrument for Data Collection

The questionnaires were designed, distributed, and collected personally by the researcher. The area of interview concerned: Islamic scholars, Christian educators, and secular scholars on the issue. Various relevant persons were interviewed in different times, imams, and Christian educators. 29 March 2013 was the last day of data collection. Researcher could codify each question and this method eased the

exploitation of inputs received during the survey. Concerning the analysis, tables are to be drawn.

Data Analysis

Demographic Information

Table 1 shows the selected schools that were used in this study. In all schools selected, respondents returned their questionnaires, but not all of them have answered all the questions.

Table 1. Selected Schools

Institution Selected	Questionnaires	Respondents	(%)
Government High School Mballa II	45	45	100 %
Charles Atangana Technical High School	45	45	100 %
Ezezang-Mendoum High School	45	45	100 %
Yaounde Seventh-Day Adventist Secondary School	46	46	100 %
Total	181	181	100 %

Table 2 presents the gender of respondents. Table 2 shows that that 100 male students formed a percentage of 55.2%, whereby 81 female students represented 44, 2% of respondents.

Table 2. Gender of Respondents

Gender	Respondents	Percentage (%)
Male	100	55.2%
Female	81	44.8%
Total	181	100.0%

Table 3 gives the age of the respondents. Table 3 shows that 67 students were drawn from 14-17 age category representing 37%, then 18- 21 age category numbered 109 students, representing 60%, and finally from 22 years and above, there were five students with a percentage of 2.8.

Table 3. Age of Respondents

Age	Respondents	Percentage
14-17 years	67	37,0%
18-21 years	109	60,2%
22 years and above	5	2,8%
Total	181	100,0%

Table 4 presents the religions of respondents. Table 4 shows that the majority of students of our sampling are Catholics (53%). They are followed by Protestants who represent 27.1%. African Traditional religion (7.7%), Adventists 6.6%, Muslims 5.5%. Table 4 reveals clearly that the Cameroonian population is predominantly Christianized. The small percentage reflected by Adventist students is due to the fact that even in this school out of 100 students only 3% are Adventist Christians.

Table 4. Religions of Respondents

Religion	Respondents	Percentage (%)
Catholic	96	53,0%
Protestant (EPC, EEC, etc...)	49	27,1%
Others(African Traditional Religion)	14	7,7%
Adventist	12	6,6%
Muslim	10	7,7%
Total	181	100,0%

Table 5 shows the place of residence of respondents. Table 5 shows that out of the 181 respondents, 95 students live with their parents and represent a percentage of

52.5. On one hand 41 students live with their grandparents. This represents a percentage of 22.5. On the other hand, 28 students responded that they live with tutors giving a percentage of 15.45. Finally, 17 students declared that they live on their own. This group represents a percentage of 9.50%.

Table 5. Place of Residence of Respondents

With whom do you live?	Respondents	Percentages
Parents	95	52,50%
Grandparents	41	22,65%
Relatives or Tutor	28	15,45%
Alone	17	9,50%
Total	181	100%

Assessment of Sexual Knowledge of Young People

Table 6 presents how the Respondents think about the definition of sexuality. Table 6 shows that out of 181 respondents, 112 students think that sexuality is having sexual intercourse giving a percentage of 61.9%. 51 students think that it is all physical and biological characteristics that differentiate a man from a woman giving a percentage of 28%. 13 students think that it is the fact that a girl and a boy live together giving a percentage of 7.2%. And 5 students think that it is the fertilization of the ovum by the sperm giving a percentage of 2.8%.

Table 6. Definition of Sexuality

What is sexuality?	Respondents	Percentage
It is to have sexual intercourse	112	61,9%
All physical and biological characteristics that differentiate a man from a woman	51	28,2%
It is to live with a boy / girl	13	7,2%

This is the fertilization of the ovum by the sperm	5	2,8%
Total	181	100,0%

Table 7 shows the respondents who have had sex before the day of the survey. Table 7 shows out of 181 respondents, 134 students had already sexual intercourse, giving 74%. 47 students had never had sexual intercourse giving 26%. When you put the respondents together you obtain the results: out of 181 respondents 134 said yes, while 47 said no. Based on this table, 2 Adventists (of the 12) said “yes,” while 10 of them said “no.”

Table 7. Respondents Who Have Had Sex before the Day of the Survey

Have you had sex before this day?	Yes	Percentage (%)	No	Percentage (%)
Catholic	77	57.5%	19	14.17%
Protestant	41	30.6%	8	6%
Others	8	6%	6	4.5%
Adventist	2	1.5%	10	7.5%
Muslim	6	4.5%	4	3%
Total	134	100%	47	100%

Table 8 presents the feeling perceived by respondents after having sex. Table 8 shows that out of 134 respondents, 54 students felt guilty after sexual intercourse giving a percentage of 39.7% , 45 students felt satisfied giving a percentage of 34.6%, meanwhile 35 students were indifferent giving a percentage of 25.7%. **N.B:** The 134 students are those who have already had sexual intercourse (cf. Table 7).

Table 8. Feeling Perceived by Respondents after Having Sex

If yes, how do you feel	Respondents	Percentage (%)
Guilty	54	39.7%
Fine	45	34.6%
Indifferent	35	25.7%

Total	134	100.0%
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Table 9 presents the source of sex education received by the respondents. Table 9 presents the different sources of sexual education of the respondents: Parents 35.4%, teachers 23.8%, comrades 26.0%, church 8.8%, school 2.2% and media 3.9%.

Table 9. Source of Sex Education Received by the Rrespondents

What is the source of your sexual education?	Respondents	Percentages
Parents	64	35,4%
Comrades	47	26,0%
Teachers	43	23,8%
Church	16	8,8%
Media (magazines, television, internet...)	7	3,9%
School	4	2,2%
Total	181	100,0%

Table 10 demonstrates the approach of sex education. Table 10 shows that out of 181 respondents, 60 students think that educative talks constitute the most adequate manner used for sexual education giving a percentage of 33.1%, simple information 25.4%, frightening approach 17.1%, lessons taught in classrooms 14.4% and dialogue with parents 9.9%.

Table 10. The Approach of Sex Education Received by the Respondents

What is the approach of sex education?	Respondents	Percentage (%)
Educative Talk	60	33,1
Simple information National program	46	25,4
Frightening Approach	31	17,1
Lessons taught in Classrooms	26	14,4
Dialogue with Parents	18	9,9
Total	181	100,0

Table 11 shows the Knowledge of respondents Related to STIs Table 11 shows that out of 181 respondents, 134 students have heard of sexually transmitted infections giving a percentage of 74, meanwhile 47 students say they have never heard of it

giving a percentage of 26. Those who had not had sex said they have heard of STIs because, sexual issues are taboos in their family discussion.

Table 11. Knowledge of Respondents Related to STIs

Have you ever heard of STIs?	Respondents	Percentages
Yes	134	74.0%
No	47	26.0%
Total	181	100.0%

Table 12 presents the information received by respondents about HIV/AIDS. Table 12 shows that out of 181 respondents, 177 students have heard of HIV/ AIDS giving a percentage of 97, 8, 4 students say they have never heard of it giving a percentage of 2. 2.

Table 12. Information Received by Respondents about HIV/AIDS

Have you ever heard of HIV and AIDS?	Respondents	Percentage
Yes	177	97.8
No	4	2.2
Total	181	100.0

Table 13 presents the means by which respondents receive Information about HIV/AIDS. Table 13 shows different sources of sex education according the respondents. They are as follows: Posters 33. 9%; teachers 29.4%; Friends 13.4%; other sources 10.7% Health workers 7. 9% and parents 4.5%.

Table 13. Means by which Respondents Receive Information about HIV/AIDS.

If yes, who told you?	Respondents	Percentages (%)
Posters	61	33.9%
Teachers	53	29.4%
Friends	25	13.6%
Other sources	20	10.7%
Health workers	14	7.9%
Parents	8	4.5%
Total	181	100.0%

Table 14 presents the quality of information received by the respondents. Table 14 reveals that out of 181 respondents, 129 of them responded that the information received from parents at home and health workers in schools, was insufficient, making a percentage of 71.8, whereby 52 students believe that they are sufficiently informed from posters, teachers, friends and other sources, with a percentage of 28.2.

Table 14. Quality of Information Received by the Respondents

Do you think that the information received is:	Respondents	Percentages (%)
Insufficient	129	71,8%
Sufficient	52	28,2%
Total	181	100,0%

Table 15 shows the knowledge of the ways by which one can contract HIV/ AIDS. According to this table 15, 94% of the respondents know the ways of contraction of HIV/ AIDS, and 6% are ignorant.

Table 15. Knowledge of the Ways by which One Can Contract HIV/ AIDS.

Do you know the means of contracting HIV/ AIDS?	Respondents	Percentages (%)
Yes	170	94,0%
No	11	6,0%
Total	181	100,0%

Table 16 presents the existence of an awareness program against HIV/AIDS. From table 16 out of 181 respondents, 104 students declared that a sensitization program against HIV and AIDS does not exist in their schools giving a percentage of 57,6%, meanwhile 77 students say yes, giving a percentage of 42,4. Going by this data, there appears a contradiction. So the researcher decided to know more about, and he decided to consult the administrators of the various institutions to know where lies the truth.

Table 16. The Existence of an Awareness Programme Against HIV/AIDS

Is there an awareness program against HIV / AIDS in your school?	Respondents	Percentage (%)
No	104	57,5%
Yes	77	42,5%
Total	181	100,0%

Table 17 shows the knowledge of the existence of the treatment against HIV/AIDS. This table shows that out of 181 respondents 137 students were aware of this treatment, giving a percentage of 75.7%.

Table 17. Existence of the Treatment against HIV/AIDS

Is there treatment against HIV/AIDS?	Respondents	Percentage (%)
No	137	75,7%
Yes	44	24,3%
Total	181	100,0%

Table 18 shows the existence of a vaccine against HIV/AIDS. Table 18 shows that the majority of respondents say that there exist no vaccine against HIV/AIDS giving a percentage of 88.1%, meanwhile, the minority think that there exist a vaccine against HIV/AIDS giving a percentage of 11.9.

Table 18. The Existence of a Vaccine against HIV/AIDS

Is there vaccine against HIV/AIDS?	Respondents	Percentage (%)
No	156	88,1%
Yes	25	11,9%
Total	177	100,0%

Assessment of Sexual Attitudes with Regard to HIV/AIDS

Table 19 presents the percentages of the voluntary HIV/AIDS screening test among the students. This table shows that out of 181 respondents, 115 students declared not to have ever done HIV/AIDS screening test, whereby 66 of them have made their HIV/AIDS test giving a percentage of 36.5.

Table 19. Voluntary HIV/AIDS Screening Test of Respondents

Have you ever had a voluntary test of HIV/AIDS?	Respondents	Percentage (%)
No	115	63,5%
Yes	66	36,5%
Total	181	100,0%

Table 20 shows the number of respondents who use of condom and those who do not use it during sexual intercourse. Table 20 shows that out of 181 respondents, 98 students do not use condom during sexual intercourse, giving 54 boys and 44 girls, 82 of them students use condom during sexual intercourse giving 46 boys and 37 girls.

Table 20. Use of Condom during Sexual Intercourse.

Do you use condom during sexual intercourse?		Respondents		
		Yes	No	
Sex	Male	46	54	100
	Female	37	44	81
Total		82	98	181

Table 21 shows the reason of avoiding the use of condom. Table 21 shows that only 98 students answered this question.

Table 21. The Reason of avoiding the Use of Condom

If not, why?				
Respondents	I don't feel sexual pleasure	I don't know how to use it	It is expensive	I don't know where to get it
Male	0	0	98	0
Female	0	0	0	0
Total	0	0	98	0

Table 22 presents the attitudes of respondents in case of contamination of HIV/AIDS: 24 students will like to keep it secret giving a percentage of 13.4%, 42 students will like to inform all their partners giving a percentage of 22.6, 110 students will like to avoid contaminating others giving a percentage of 60.3, finally, 5 of them will like to spread it to others in case of contamination, giving a percentage of 2.7.

Table 22. The Attitude of Respondents in Case of HIV/AIDS Contamination

What is your attitude in case of contamination?	Respondents	Percentage (%)
Keep a secret	24	13.4
Inform all my partners	42	22.6
Avoid contaminating others	110	60.3
Contaminate others	5	2.7
Total	181	100.0

Assessment of Sexual Behaviors

Table 23 presents when the respondent first had sexual intercourse. From Tables 23 to 30, only 134 respondents replied. The 47 respondents remaining could not provide any answer because they have never had sex. Table 23 shows a picture that reads thus: 97 students had their first sexual intercourse between the ages of 13-17

years; 18 students, between the ages of 18-21; 14 students, between the ages of 8-12 years and finally, 2 students had their first experience at 22 years or older.

Table 23. The Age of the First Sexual Intercourse

At what age did you have your sexual intercourse for the first time?	Respondents	Percentage (%)
4-8 years	3	2,2%
8-12 years	14	10,4%
13-17 years	97	72,4%
18-21 years	18	13,4%
22 years and more	2	1,5%
Total	134	100,0%

Table 24 shows the first sexual partner of respondents. Table 24 shows that 74 students had their first sexual intercourse with their classmates, giving a percentage of 55.2%, 40 students with their boyfriends/girlfriends, giving a percentage of 29.9%. 9 students with their fiancées, giving a percentage of 6.7% , 8 students with other people giving a percentage of 6.7%, and 3 students with their teachers giving a percentage of 2.2%.

Table 24. The first Sexual Partner of Respondents

Who was your first sexual intercourse?	Respondents	Percentage
Classmate	74	55,2%
Boyfriend/Girlfriend	40	29,9%
Fiancee	9	6,7%
Others	8	6,0%
Teacher	3	2,2%
Total	134	100,0%

Table 25 presents the way by which the first sexual intercourse occurred. This table 25 shows us that out of 134 sexual intercourses involved by students, 128 were

negotiated giving a percentage of 95.5, whereas 6 were forced, giving a percentage of 4.5.

Table 25. The Way of the first Sexual Intercourse

How did it occur?	Respondents	Percentage (%)
Negotiated	128	95,5%
Forced	6	4,5%
Total	134	100,0%

Table 26 presents the circumstances surrounding the first sexual intercourse. Table 26 shows that the circumstances under which secondary schools students of Yaounde had their first sexual intercourse are put in a descending order as follows: Celebrations (feasts), 50 students, giving a percentage of 37.3; holiday, 47 students, giving a percentage of 35.1; visits, 28 students, giving a percentage of 20.89; study group, 5 students, giving a percentage of 3.73, and appointment/rendezvous, 4 students, giving a percentage of 2.98. The researcher observed that festival gathering, holidays and group study are favorable opportunities for young people to be engaged in sexual intercourse.

Table 26. The Circumstances Surrounding the first Sexual Intercourse

Under which circumstances did you have sex for the first time?	Respondents	Percentage
Celebrations/feasts	50	37.31%
During holidays	47	35.1%
Visits after class	28	20.89%
Study Group	5	3.73%
Appointment/ Rendez-vous	4	2.98%
Others	0	0%
Total	134	100%

Table 27 shows the consequences of the first sexual intercourse. Table 27 shows that 72 students had enjoyed their sexual intercourse, 21 female students had

wounds as consequences giving a percentage of 53.7%, 21 female students became pregnant of 15.7%, 17 students had disappointment giving a percentage of 12.7, 11 female were pregnant giving a percentage of 8.2. A total of 8 students had STIs giving a percentage of 6% . And 5 students were indifferent giving a percentage of 3.7.

Table 27. Consequences of the first Sexual Intercourse Occurred by Respondents.

What were the consequences of your first sexual intercourse?	Respondents	Percentage (%)
Enjoyment	72	53.7%
Wounds	21	15.7%
Disappointment	17	12.7%
Pregnancy	11	8.2%
STIs	8	6.0%
None	5	3.7%
Total	134	100.0%

Table 28 presents the reasons why respondents have had premarital sex. This table shows that 40 students had their first sexual intercourse for pleasure giving a percentage of 29.9; 37 of them had their own out of curiosity, giving a percentage of 27.6%; 32 students for proof of love giving 23.9%.; 9 students for self esteem giving a 6.7%; 6 students to have the best consideration in class giving a percentage of 4.5%; 5 students for material reason (need of money) giving a percentage of 3.7 and 5 students for other reasons giving a percentage of 3.7.

Table 28. The Reasons of Having Premarital Sex

Why did you have premarital sex?	Respondents	Percentage (%)
Have sexual pleasure	40	29.9%
Curiosity	37	27.6%
Proof of love	32	23.9%
Need for self esteem	9	6.7
Have the best Love for class	6	4.5%
Money in order to provide the needs	5	3.7
Other	5	3.7
Total	134	100,0

Table 29 shows the number of sexual intercourses of respondents. This table shows that 83 students had sexual intercourse more than 9 times in their life out of 134 giving a percentage of 61.9, and 30 students between 5 to 8 times giving a percentage of 22.4%. 18 of them had their own between one to four times giving a percentage of 13.4.

Table 29. Number of Sexual Intercourses of Respondents

How many sexual intercourses have you had?	Respondents	Percentage (%)
Zero	2	1.5
1 - 4	18	13.4
5 - 8	30	22.4
9 and above	83	61.9
Total	134	100.0

Table 30 shows the number of unprotected sexual intercourse by the respondents. This table shows that 82 students had unprotected sexual intercourse more than 9 times in 2010 giving a 61.2%. 28 students between 5 to 8 times giving a percentage of 20.9 between 5 and 8 times; 18 students between 1 to 4 times giving 13.4%, while 6 students had never had an unprotected sexual intercourse giving 4.5%.

Table 30. Number of Unprotected Sexual Intercourse by the Respondents

How many unprotected sexual intercourse have you had in your life?	Respondents	Percentage (%)
Zero	6	4.5
1 - 4	18	13.4
5 - 8	28	20.9
9 and more	82	61.2
Total	134	100.0

Table 31 presents what the respondents think about premarital sexual Intercourse. N.B: In Table 31, the questionnaire is addressed to all 181 respondents so that to give their personal impression about premarital sex. According to table 31. 61 students think that premarital sexual activities among young people are tolerable or acceptable, giving a percentage of 34. On one hand, 57 students (31.5%) believe that premarital sexual intercourse is unacceptable. On other hand, 29 students found premarital sex natural giving a percentage of 16. Another 22 students thought that premarital sex is normal giving a percentage of 12.2, and finally 11 students did not answer, giving a percentage of 6.1. Interestingly enough, out of 46 students from the Seventh-day Adventist school, 43 declared that extramarital sexual intercourse was unacceptable.

Table 31. Opinion of Respondents about Premarital Sex

What do you think about premarital sex?	Respondents	Percentage
Acceptable	61	34.2%
unacceptable	57	31,5%
Natural	29	16,0%
Normal	22	12,2%
No response	11	6,1%
Total	181	100,0%

Summary

The overall impression that emerges out of our analysis is that respondents' knowledge related to sexuality is fairly good. Indeed, respondents are familiar with the risks they face when they do not protect themselves with condoms during sexual intercourse. This is tested with a sample of 170/181 who claim to know the ways of transmission of HIV/AIDS. 134/181 respondents have a knowledge related to STIs. 177/181 of them have heard about HIV/AIDS. However, even if knowledge is

adequate as we have already said, the survey reveals that the respondents do not adopt appropriate attitudes and behaviors to the prevention of risks they face. According to this analysis, the attitudes of respondents are not positive. Out of 177 respondents, 115 declare not to have ever done HIV/AIDS screening test. 96/177 do not use condom during sexual intercourse. And 2.8% of the respondents agreed to spread HIV/AIDS in case of contamination to others.

Concerning the behaviors of the respondents, the researcher noticed that 97/134 had their first sexual intercourse between the ages of 13 and 17 years. It is quite soon. For, in his book titled: *Bilan des Enquêtes CAP menées en Afrique: Forces et Faiblesses*, M. Caraél declared: “When the first intercourse occurs at a young age, the period of active sex life is very long thus increasing the probability of having a large number of sexual partners”⁹. 83/134 had sexual intercourse more than 9 times at the time of survey. And 82/134 had unprotected sexual intercourse more than 9 times in 2010. All this shows that young people in Yaounde school settings adopt risky behaviors towards sexuality.

Sex education should be taught to all adolescents in school settings. They need to be brought at the level of being able to develop skills in decision-making so as to reduce the risks of negative outcomes from sexual behaviors: This is the purpose of the next chapter of our research.

⁹M. Caraél. *Bilan des enquêtes CAP menées en Afrique : Forces et Faiblesses*, 1995, Op.cit .p. 47

CHAPTER 4

PROGRAM DEVELOPMENT, IMPLEMENTATION AND EVALUATION

The concern in this chapter is about the development of the program itself, as a way of curbing sexual abuse as found in the data gathered and analyzed in the previous chapter. It includes:

1. The need of sex education,
2. The design of a program,
3. The implementation of the designed program and
4. The evaluation of the designed program.

The Need for Sex Education

The issue of sexuality among young people has become a preoccupation for many parents and teachers alike. The sex education, especially in secondary schools of Cameroon is needed. Unlike other places, our country hasn't really got a viable program to efficiently accompany adolescents. In his book: *Christian Counseling: A Comprehensive Guide*, Gary R. Colings, recommends:” We must give young people the right information for them to make correct and enlightened decisions about their sexual behaviors.”¹

¹Gary R. Colings, *Christian Counseling: A Comprehensive Guide*, Revise edition (London: UK, World Publishing, 1988), 256

It is widely accepted that young people have a right to sex education, which is the process of acquiring information and forming attitudes and beliefs about sex, relationships and intimacy. This is because it is a means by which they are helped to protect themselves against abuse, exploitation, unintended pregnancies, sexually transmitted infections and HIV/AIDS.

Aims of Sex Education

Sex education aims:

1. To reduce the risk of negative outcomes from sexual behaviors,
2. To contribute to young people's positive experience of their sexuality by enhancing the quality of their relationships and their ability to make informed decisions over their lifetime and
3. To develop young people's skills so that they make informed choices about their sexual behaviors.

To achieve this objective, that is to help equip young people with the skills to be able to reduce the risk of negative outcomes from sexual behaviors. The researcher has met resource persons to discuss the sex education of adolescents (see Appendix C).

Program Preparation

The preparation of the program started with some goals that were set. The following stages were achieved:

1. Permission was requested and granted from the four selected school settings administrations;
2. Permission was also obtained from those who were to be interviewed;
3. Strategies of attendance at meetings were studied, and

4. A survey was conducted.

Objectives of the Program

The objectives of this program are to help young people to protect themselves against negative outcomes of sexual activity. This can be achieved by means of counseling, and registration of students to act as peers educators, and to improve current ways to deal with sexual issues by involving each school setting in implementation of this program, forming positive attitudes and beliefs of young people about sex, sexual identity, relationships and intimacy. The aim is to find out the views of young people and to equip them with the skills to be able to differentiate between accurate and inaccurate information on sex and sexuality in order to be safe and patient to enjoy their sexuality at the appropriate time.

Step one: Meet with leaders of each institution:

Goal for the meeting: To involve school officers and teachers in charge of teaching to fully participate, and challenge them to be part of the program implementation in their various institutions.

Objectives: Four main objectives have been selected. The first one is to make institution leaders and teachers to change the perception of students toward sexuality. The second one is to motivate institution leaders and teachers to encourage students to make moral commitment part of their daily life. The third one is to mobilize discipline masters, deans of studies, and teachers for progressive and permanent back up of the program. And the fourth one is to prepare the teaching staff for efficient counseling and leadership towards the student body of their schools.

Step two: Preparation of the Meeting. In accordance with the selected school's administration, the researcher endeavors to determine the date and time of the session, the venue, the topic, and the number of attendees.

Step three: Proceeding of the meeting. The researcher reviewed the important points before opening the floor for discussion. He made punctuality a matter of principle in order not to waste the allotted time given to him in the school premises. In the proceedings, students are divided in groups after the general presentation of the researcher or the invited specialist. These groupings will enable them to formulate cogent questions, well-articulated to the presenter. Answer will be provided as propositions to be accepted or to be discarded, the aim of being to create awareness of the consequences that surround this issue of sexuality in school milieu.

Step Four: This step consists of a series of questionnaires addressed to the different respondents, that is, the school leaders, the students, and interviews will be carried out toward experts and resource persons in this field. Religious leaders will also be involved in enlightening the subject by their pieces of advice. Furthermore projection of DVD will be used to have international over view of the question.

Program Design

Different lectures and talks on curbing premarital sexual activities and developing sex education among youths were prepared. A study adapted from the one presented by Karen and Ron Flowers²Topic1 Adolescent; Topic2 Knowledge of the Reproductive Organs; Topic3: Fight Against Sexually Transmitted Diseases (STD); Topic 4 HIV/AIDS Preventive Education; Topic 5 Fight Against Abortions; Topic 6 Knowing the Troubles of Sexuality; Topic 7 Sexuality Ordained By God; Topic 8 Friendship

² Karen and Ron Flowers, Conférence General des Adventistes du 7^e Jour 12501 Old Columbia Pike Silver Spring, USA Deuxième édition, 2004.

Program Implementation

Youth period is a fiber in which an individual makes a gradual transition from childhood to adulthood. It is a period of, perhaps, being independent of family members, and establishing oneself among peer groups. They are at this point exposed to many things concerning their self-components. They become aware of what is called sex. They also feel of wanting to be touched, loved and cared for by some of the opposite sex. They believe they are mature and can take meaningful decisions on their own. The researcher made time for giving information through awareness programs. Thanks to collaborations of different school leaders, he conducted sensitization seminars in these institutions. He provided material (studies) to cover so as to increase young people's levels of knowledge about sex and sexuality. He trained teachers and led them to be trainers. He involved peer-educators (young people themselves) as a means of ensuring the relevance and accessibility of provision to achieve positive behavioral change among students. According to what has been planned, the program has been implemented in Yaounde Adventist secondary school from February 6th to February 10th 2011. The same program took place in Ezezang-Mendoum high school from April 4th to April 7th 2011. The period from December 12th to December 15th 2011 was dedicated to Charles Atangana Technical high school. And the period from February 6th to February 9th 2012 was devoted to Government high school Mballa II. These moments of activities were called: "Responsible sexuality: be a different adolescent in your generation."

Day by Day Activities

From Table 32 to Table 35 we have all the activities of the program implementation. Table 32 presents day by day activities that occurred in Yaounde Adventist High School from February 6th to February 10th 2011. Table 33 shows day by day activities occurred in Ezezang-Mendoum High School from April 4th to April 7th 2011.

Table 32. Day by Day Activities in Yaounde Adventist High School (YAHS)

Date/Time	Activities	Attendance (YAHS)	Persons responsible
Day one: 1pm to 2:30pm	Opening prayer	<p style="text-align: center;">Denomination</p> <p style="text-align: right;">TOTAL 210</p>	Discipline Masters Appointed secretary Ushers Presenter of the program
	Presentation of the first topic		
	Questions and answer session		
	Presentation of the second topic		
	Open forum: What is sexuality? Prayer session and closing		
Day two: 1pm to 2:30pm	Opening prayer	<p style="text-align: center;">Denomination</p> <p style="text-align: right;">TOTAL 212</p>	
	Presentation of the third topic		
	Groups' workshop: go through the material on topic three and report the group understanding.		
	Presentation of the fourth topic		
	Questions and answer session.		

(Table continues)

Table 32 (continued) . Day by Day Activities in Yaounde Adventist High School (YAHS)

Date/Time	Activities	Attendance (YAHS)	Persons responsible
Day three 1pm to 2:30pm	Opening prayer	<p>Denomination</p> <p>■ Denomination</p> <p>TOTAL 214</p> <p>O. = Others M. = Muslims A. = Adventists</p>	Discipline Masters Appointed secretary Ushers The researcher Presenter of the program
	Presentation of the fifth topic five		
	Questions and answer session		
	Presentation of the sixth topic		
	Questions and answers session		
	Prayer session and closing		
Day four 1pm to 2:30pm	Opening prayer	<p>Denomination</p> <p>■ Denomination</p> <p>TOTAL</p> <p>O. = Others M. = Muslims A. = Adventists</p>	Discipline Masters Appointed secretary Ushers The researcher Presenter of the program
	Presentation of the seventh topic		
	Training of support groups		
	Prayer session		
	Testimonies		
	Gave certificates		
Blessings			

Table 33. Day by Day Activities in Ezezang-Mendoum High School(EMHS)

Date/Time	Activities	Attendance(EMHS)	Persons Responsible
Day one: 8:30pm to 10:30pm	Opening prayer	<p>Denomination</p> <p>■ Denomination</p> <p>TOTAL</p> <p>O. = Others M. = Muslims A. = Adventists</p>	Discipline Masters Appointed secretary Ushers The researcher Presenter of the program
	Presentation of the first topic		
	Questions and answer session		
	Presentation of the second topic		
	Opening forum: What is sexuality?		
	Prayer session and closing		

(Table continues)

Table 33 (continued). Day by Day Activities in Ezezang-Mendoum High School(EMHS)

Date/Time	Activities	Attendance(EMHS)	Persons Responsible
Day two: 8:30pm to 10:30 pm	Opening prayer Presentation of the third topic Groups' workshop: go through the material on topic three and report the group understanding. Presentation of the fourth topic Questions and answer Prayer session.	<p>O. = Others M. = Muslims A. = Adventists</p>	
Day three 8:30pm to 10:30pm	Opening prayer Presentation of the fifth topic Questions and answer session Presentation of the sixth topic Questions and answer session Prayer session and closing	<p>O. = Others M. = Muslims A. = Adventists</p>	Discipline Masters Appointed secretary Ushers The researcher Presenter of the program
Day four 8:30pm to 10:30pm	Opening prayer Presentation of the seventh topic Training of support groups Prayer session Testimonies Gave certificates Blessings	<p>O. = Others M. = Muslims A. = Adventists</p>	

Table 34 presents day by day activities occurred in Charles Atangana Technical High School from December 12th to December 15th 2011. Table 35 shows day by day activities in Government Mballa II High School from February 6th to February 9th 2012.

Table 34. Day by Day Activities in Charles Atangana Technical High School(CATHS)

Date/Time	Activities	Attendance(CATHS)	Persons responsible
Day one: 1pm to 2:30pm	Opening prayer	<p>Denomination</p> <p>■ Denomination</p> <p>TOTAL</p> <p>112</p> <p>O. = Others M. = Muslims A. = Adventists</p>	Discipline Masters Appointed secretary Ushers The researcher Presenter of the program
	Presentation of the first topic		
	Questions and answer session		
	Presentation of the second topic		
	Open forum: What is sexuality?		
	Prayer session and closing		
Day two: 1pm to 2:30pm	Opening prayer	<p>Denomination</p> <p>■ Denomination</p> <p>TOTAL</p> <p>O. = Others M. = Muslims A. = Adventists</p>	Discipline Masters Appointed secretary Ushers The researcher Presenter of the program
	Presentation of the third topic		
	Groups' workshop: go through the material on topic three and report the group understanding.		
	Presentation of the fourth topic		
	Questions and answer session.		

(Table continues)

Table 34 (continued). Day by Day Activities in Charles Atangana Technical High School(CATHS)

Date/Time	Activities	Attendance(CATHS)	Persons responsible
Day three 1pm to 2:30pm	Opening prayer	<p>Denomination</p> <p>■ Denomination</p> <p>O. 3</p> <p>M. 11</p> <p>A. 3</p> <p>P. 36</p> <p>C. 60</p> <p>TOTAL 113</p> <p>O. = Others M. = Muslims A. = Adventists</p>	Discipline Masters Appointed secretary Ushers The researcher Presenter of the program
	Presentation of the fifth topic		
	Questions and answer session		
	Presentation of the sixth topic		
	Questions and answers session		
	Prayer session and closing		
Day four 1pm to 3pm	Opening prayer	<p>Denomination</p> <p>■ Denomination</p> <p>O. 3</p> <p>M. 11</p> <p>A. 3</p> <p>P. 36</p> <p>C. 60</p> <p>TOTAL 113</p> <p>O. = Others M. = Muslims A. = Adventists</p>	Discipline Masters Appointed secretary Ushers The researcher Presenter of the program
	Presentation of the seventh topic		
	Training of support groups		
	Prayer session		
	Testimonies		
	Gave certificates		
	Blessing		

Table 35. Day by Day Activities in Government Mballa II High School(GMHS)

Date/Time	Activities	Attendance(GMHS)	Persons responsible
Day one: 1pm to 2:30pm	Opening prayer	<p>Denomination</p> <p>■ Denomination</p> <p>O. = 5 M. = 15 A. = 3 P. = 33 C. = 66</p> <p>O. = Others M. = Muslims A. = Adventists</p>	Discipline Masters Appointed secretary Ushers The researcher Presenter of the program
	Presentation of the first topic		
	Questions and answer session		
	Presentation of the second topic		
	Open forum: What is sexuality?		
	Prayer session and closing		
Day two: 1pm to 2:30pm	Opening prayer	<p>Denomination</p> <p>■ Denomination</p> <p>O. = 3 M. = 15 A. = 3 P. = 39 C. = 70</p> <p>TOTAL</p> <p>O. = Others M. = Muslims A. = Adventists P. = Protestants C. = Catholics</p>	Discipline Masters Appointed secretary Ushers The researcher Presenter of the program
	Presentation of the third topic		
	Groups' workshop: go through the material on topic three and report the group understanding.		
	Presentation of the fourth topic		
	Questions and answer session.		
	Prayer session		

Day	Time	Activities	Denomination	Discipline
three	1pm to 2:30pm	Opening prayer		Masters
		Presentation of the fifth topic		Appointed secretary
		Questions and answer session		Ushers
		Presentation of the sixth topic		The researcher
		Questions and answer session		Presenter of the program
		Prayer session and closing		

Denomination		TOTAL
O.	5	
M.	15	
A.	3	
P.	33	
C.	66	

O. = Others M. = Muslims A. = Adventists

(Table continues)

Table 35 (continued). Day by Day Activities in Government Mballa II High School(GMHS)

Day	Time	Activities	Denomination	Discipline
four	1pm to 3pm	Opening prayer		Masters
		Presentation of the seventh topic		Appointed secretary
		Training of support groups		Ushers
		Prayer session		The researcher
		Testimonies		Presenter of the program
		Gave certificates		
		Blessings		

Denomination		TOTAL
O.	5	
M.	16	
A.	3	
P.	33	
C.	72	

O. = Others M. = Muslims A. = Adventists

Table 35 shows data based on denomination groupings, it appears clearly that in each selected school, catholic students have more inappropriate behavior. They are followed by protestant students. 134 respondents said yes of having had sexual intercourse before the day of initial survey in their life. Obviously, it is puzzling that in a Christian institution, where morality and ethics is the governing rule, pre-marital sex is heard of among the youth. According to table 7, out of 12 Adventists, 10 respondents said no of having had sexual intercourse. This shows that, Adventist

students had an appropriate sexual behavior compared with the other denominations.

There is a difference between students in the Adventist school and those from another school that transpired not only in the statistics, but also during the program implementation. Something special in the Adventist school that appeared during the program implementation could be: discipline among students, their assiduity, and their reaction of modesty. Seeing that the society is engulfed with activities of sexual intercourse, Adventist school, being a Christian institution has an obligation to make a difference and stampede the ugly activity.

Strategic Activities

There have been some working sessions and discussions under the supervision of the researcher with officials leaders (discipline masters and deans of studies), peer-educators, chaplains (in some institutions), and teachers. The following activities were conducted every day:

1. Grouping the students in small units,
2. Drawing up a list of those who have specific problems,
3. Suggesting Scriptures texts for exhortation and counseling,
4. Having sessions of prayer with them. All the time aimed to enhance young people's knowledge, attitudes and behavior through: using a variety of approaches to teaching and learning that involved and engaged young people and helped them to personalize information. These strategic activities are summarized in the Table 36.

Compared with other school settings, Adventist school has something different that transpires in the statistics. The research noted that the number of those who attended the program of strategic activity is higher in Adventist school than other school settings. That means Adventist education is worth something.

Table 36 reports the program of counseling and prayer session with students who request helps.

Table 36. Programme of Counseling and Prayer Session with Students

Strategic activity	Institution	Attendance	Officials
Prayer session and counseling	YAHS	Day one = 8	The presenter of the program
		Day two = 10	
		Day three = 9	
		Day four = 12	
Prayer session and counseling	EMHS	Day one = 6	The presenter of the program
		Day two = 8	
		Day three = 8	
		Day four = 7	
Prayer session and counseling	CATHS	Day one = 7	The presenter of the program
		Day two = 8	
		Day three = 8	
		Day four = 7	
Prayer session and counseling	GHSM II	Day one = 8	The presenter of the program
		Day two = 7	
		Day three = 7	
		Day four = 8	

Program Evaluation

In the course of this program we have got some reactions as feedback from students, teachers and leaders. These impressions were verbal and written as well. Verbal feedbacks were collected during investigation after collecting back the questionnaire. Nearly all public reactions were: « These facts are current events ». One student from Yaounde Adventist Secondary school recognized that this program has impacted his life. He declared: “This program has helped me understand the changes

happening in me. I better understand my problems and I'm getting ready to really love. Before, I considered girls as a hobby. I regret what I did; it was because I was ignorant”

Another one from Ezezang-Mendoum high school said: “Since the program began, the girls have changed a lot. They mistrust us. Things became every difficult for us boys. Finally we have to be serious if we want to earn their friendship. Before the girls were too naïve as they all believed in what they were told”. Verbal responses were also collected after the program from leaders and are summarized as follows: Leaders manifested their interest through their assiduity and punctuality during the progress of the program. One high school principal recommended that the finding should be available in all Cameroonian schools and institutions. Teachers on their side acknowledged that the program has been very fruitful for their professional life. One of them, recognizing his role as learner said:

Now I see my role as a teacher in a new way. After this program, many students came and submitted to me a lot of questions about sexuality, as well as emotional problems, problems on their own sex life, and problems in their relationships with their parents. I am upset about the distress of young people, my own family life has changed, and I consider my involvement in teaching not only as a profession but as a vocation, a calling to guide the youth.

Their decision was that they are going to use the program for the benefit of the local institution.

Another reaction that struck the researcher is the encouraging enthusiasm with which students have welcomed our contributions. In Yaounde Adventist Secondary School for example when it was scheduled to meet only students of form four, when the program started the room was full to the brinks with other students. It was with great difficulty that discipline masters had evacuated the room. The same enthusiasm was observed in the other institutions of our study. We went way beyond the time scheduled and were forced to stop the questions in order to close the meeting. This

attitude reflects the need which students feel to benefit from fair and honest information about sexuality. This is true especially as we were touched by the simplicity of their questions and their answers. The debate that was proposed to them has been seized by many of them as an opportunity to verify the accuracy of their knowledge.

Reflections of modesty. If the thirst for information that young people show about sex is real; however, we were positively surprised by their reactions of modesty. This seems to express a certain moral health which one did not expect from them because of their challenging behavior. This attitude of reserve makes us believe that youth implicitly capture the holiness of sexuality through the cultural environment in which they operate does not favor such a conception (television, film, reading, and street). It is up to the educators to use pedagogy to enhance the nobleness of human sexuality.

The entire results obtained from the program implementation and strategic activities are summarized in the table 37 below. This table 37 presents the overall results based on the impressions of the participants immediately after the program. This assessment was made in each school selected. The purpose of this evaluation was to see if the lessons taught have impacted the behaviors of participants. The instrument that the researcher used for this evaluation was the attendance of participants in each school selected. He also used a preliminary questionnaire of first evaluation. (see appendix E)

The first overall picture of the result gave what follows:

1. Five hundred and ten participants attended the whole program.
2. 239 of them, giving a percentage of 47 decided to give yuseful advice to youth about sex in order to abandon their evil way of life;
3. 510 decided to avoid spreading HIV virus in case of contamination (100%);

4. 275 decided to abstain from premarital sex (54%); 128 requested for help (25%);
5. 380 understood that premarital sex is a sin before God and unacceptable (75%);
6. 310 have had clear definition of sexuality (61%);
7. 412 have had clear idea of HIV/AIDS;
8. And 258 retained that abstinence is the best means to fighting against HIV/AIDS.

Table 37 presents the results of program implementation and strategic activities. Table 37 shows that five hundred and ten (510) persons attended the whole program. Among them thirty-eight leaders and teachers plus four hundred and seventy-two students. The questionnaire of final evaluation was randomly filled by hundred participants per school setting.

Table 37. Results of Programme Impementation and Strategic Activities

Results	Number	EMHS	CATHS	GHSM II	YAHS
Persons who attended the whole program	510(100%)	84 (17%)	104 (21%)	114 (23%)	208 (41%)
Students who decided to give useful advice to youth about sex	239(47%)	35 (7%)	55 (11%)	65(13%)	84 (17%)
students that requested for help	128(25%)	29 (6%)	30(6%)	30(6%)	39 (8%)
students who decided to abstain from premarital sex	275(54%)	54(11%)	65(13%)	75(15%)	81(16%)
students that decided to avoid spreading HIV virus in case of contamination	510(100%)	84(17%)	104(21%)	114(23%)	208 (41%)
students who thought that premarital sex is unacceptable	380(75%)	51(10%)	75 (15%)	102(20%)	152 (30%)
students who have clear definition of sexuality	310(61%)	47(9%)	62 (12%)	64(13%)	137 (27%)
students who have clear idea of HIV / AIDS	412(81%)	52(10%)	100 (20%)	102(20%)	158 (31%)
students who believe that abstinence is the best means to fighting against HIV / AIDS	258(51%)	47(9%)	50 (10%)	70 (14%)	91 (18%)

The program took place in Yaounde Adventist secondary school on February 10th 2011. The same program took place in Ezezang-Mendoum high school on April 7th 2011. The day December 15th 2011 was dedicated to Charles Atangana Technical high school. And the 9th February 2012 was devoted to Government high school Mballa II.

The evaluation in the four selected school settings gave the following results:

1. School-based sex education can be an important and effective way of enhancing young people's knowledge, attitudes and behavior 100%.
2. The program addresses positively the issue of sexual activity 94%.
3. I have gained something by attending the program 100%.
4. I recommend that the program be repeated 100 %.
5. I have attended similar program before 20%.
6. I was counseled regarding my sexual behavior during this seminar 68%.
7. I will do the voluntary HIV/AIDS screening test 38 %.
8. My sexual behavior has been changed since I started to attend this program 80%.
9. The objectives of this program have been achieved 92%.
10. I will be part of the support group or peer-educators 21%.
11. I will give useful advice to youth about sex 80%.
12. I will always attend awareness program against HIV/AIDS 90%. I will never have unprotected sexual intercourse 58%.
13. I will wait until marriage before having sex 60%.
14. I will never have sexual intercourse with my teacher 58%.

Between 2011 and 2012, the awareness of female students on sexual matters has reduced drastically the inordinate sexual behavior that was rampant in school

milieus before the running of the seminars. Male students were complaining that their female counter parts are no more naïve, but rather wise and responsible.

Summary

There is a sexual drive present in every individual. From what has been done so far, one may conclude that, information is power. Many students were ignorant of many aspects of their sexual life. It is noteworthy to mention that this endeavor was an eye opener to the researcher himself and even to the administrators of the schools and their staff. The feedbacks that are coming from these schools speak volumes. The exercise was worthy to be repeated in the near future.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Curbing sexual immorality and developing sex education among youths in Yaounde school settings, has been the main concern of this study. This chapter takes into account the summation of the entire project work and its different sections. It includes the summary, the conclusion, and the recommendations.

Summary

The purpose of this project is to design, implement and evaluate a strategy of curbing sexual immorality and developing school-based sex education program in Yaounde school settings, as a means by which the youths will be helped to protect themselves against abuse, exploitation, unintended pregnancies, sexually transmitted diseases and HIV/AIDS.

Chapter 1 introduces the project work, tries to help the reader feel comfortable and have an overview of this project through summary of each part.

Chapter 2 presents a general view of what premarital sex is, what causes it. A review of literature provides support and evidences of sexual conduct from different sources used in writing this project. Biblical teachings, Seventh- day Adventist church perception about the subject matters, and other writers' view on sexuality are exposed. It also pays a particular attention to the adolescents and their bodies during the puberty transformations.

In Chapter 3 the researcher focuses in presenting the four selected school institutions, checking local documents and in meeting different people to have information needed according to the subject. Students were met and other leaders from different levels of school leadership. The interpretation of this information led a search for school-based sex education program to reduce this noticeable problem among youths.

Chapter 4 deals with the program development itself. It is the apex of the entire project where we find a designed program for accurate information as regards the sexuality, followed by its implementation and its evaluation. A total of eight lessons that have been tested are found in the appendixes with other elements used to complete the project.

Conclusion

This project has permitted to establish that there is a standard as a matter of principle in sexual conduct. The findings in this research allowed understanding that God does not condemn sex, but its perversion. Man and woman are sexual beings by creation. Inasmuch as sex is a gift from God, sexual boundaries have a positive purpose in our lives. Sexual intimacy is biblically and exclusively limited to two people to come together in marriage, giving each other the gift of their virginity for life. Sex before marriage is not only sin before God, but can have the potential to cause emotional, interpersonal, spiritual and physical effects in individual lives. The researcher invites school leaders, teachers and parents to take in consideration the sexual issues among young people in school settings and as well in homes. It is true that no one can pretend to stop sexual immorality among youths, but to reduce its prevalence if a serious and hard work is done. The involvement of teachers, peers educators in teaching the methods of sex education that have been implemented, will

give them possibilities to diminish negative outcomes of their sexual behaviors.

The results of implementation have demonstrated that the program has provided large rooms for trust. School administrators, teachers, peers educators have been charged to pursue this godly endeavor the honest and practical teaching of principles of morality.

Though the program cannot systematically eradicate sexual immorality among young people milieu, it can at least be a means by which they will be helped to reduce their risky sexual behaviors. Finally, the program offers to school leaders, students as well as to parents how to deal synergetically with sexual issues in the community.

Recommendations

There is a popular dictum that says that “young people are leaders of tomorrow”. This research has dealt with one of the very delicate aspects of human being’s life, that is how to prepare children and youth into adulthood, particularly, how to handle their sexuality and interpersonal relationships for a better adulthood. From what was observed during the survey, the implementation, and evaluation of the program, and owing to the fact that the morality of the society is really going down (falling standards), and to uphold the security and good reputation of human kind, the researcher recommends that:

1. Strategy of curbing sexual immorality and developing sex education among youths that he has prepared may become a case study that can be used in any school setting in Yaounde as well as anywhere in Cameroon and Africa at large.
2. At the level of the ministry in charge of secondary education, it would be advisable to insert sexual education in the syllabuses of our secondary schools.

In addition to this insertion, the ministry can print leaflets posters and audio-visual kits on sexual education.

3. Principals of government high schools and private confessional institutions should organize sensitizing activities towards preventing STIs/AIDS throughout the school year. These school officials should also encourage students carry out voluntary and confidential screening tests. They also should train teachers on how they can handle ethically sexual problems in the context of Yaounde.
4. Provocative dressing and sexual harassment as between student to student, student to lecturer, and lecturer to lecturer should be addressed.
5. Each school/institution should form a support group or peer-educators to achieve positive behavioral change among students, with an aim to reduce the rates of first intercourse before marriage, and to strengthen all those who have responded to adopt pure sexual behavior to cope with sexual temptations.
6. It is necessary for parents to better understand the role/importance of sex education. They should also be attentive when their child reaches puberty period so as to avoid all sorts of frustration that may block all communication.
7. Students should note that attendance in places of fun (nightclubs, bars, hotels...) represents tempting attraction to them; they must know how to say “NO” to early sexual intercourse, and have for sole motivation the accomplishment of their studies. They should also recognize that HIV/AIDS exists. They should finally recognize that HIV/AIDS has no total cure for the moment, but it’s devastating effects can be halted by use of the tritherapy treatment that is available in government health facilities.

8. Recommendation is also made for further projects on how to pay more attention to the needs of specific groups of young people like young parents, young lesbian, gay, and bisexual people, as well as those who may be out of touch with services and schools and socially vulnerable, like young refugees and asylum-seekers, young people in need of care, young people in prisons, and also those living on the streets. Definitely his suggests that the implementation of a program to educate about sex in secondary schools is one of the solutions to change negative attitudes and risky sexual behavior among young people.

Finally, we do not pretend to have provided a strategy that will give all the solutions to the issue of curbing premarital sex among young people in Yaounde school settings. Subsequent and complementary studies are welcome to broaden our perspectives on this wide subject, called sexuality.

APPENDIX A

PERMISSION LETTERS

(A) 1 Authorization for Data Collection

Objet: autorisation de collecte des données

Monsieur le Proviseur,

J'ai l'honneur de venir très respectueusement auprès de votre haute personnalité solliciter une autorisation de collecte de données au sein de votre établissement.

En effet dans le cadre de l'élaboration du mémoire de fin d'étude en vue de l'obtention du diplôme de Master of Arts in Leadership dont le thème est : Connaissances, attitudes et comportements sexuels des élèves des écoles secondaires de Yaoundé, je sollicite mener cette étude dans votre établissement.

Ci-joint a cette demande Le questionnaire relatif au thème susmentionné.

Dans l'attente d'une suite favorable, veuillez agréer Monsieur le principal, l'assurance de mon profond respect.

BEDERE DALDAVA), étudiant à AUA
(Adventist University of Africa),
Campus BABCOCK University, Nigeria

(A) 2 Autorisation of Interviews

Monsieur,

Dans le cadre de la rédaction du mémoire de fin d'étude en vue de l'obtention du diplôme de Master of Arts in Leadership, nous (BEDERE DALDAVA), étudiant à AUA (Adventist University of Africa), Campus BABCOCK University, Nigeria, avons l'honneur de soumettre à votre attention une enquête concernant le thème : connaissance, attitudes et comportements sexuels des élèves dans les écoles secondaires de Yaoundé. Ce travail étant purement académique, nous vous prions de bien vouloir répondre à ces questions en toute sincérité, tout en vous rassurant que tout se déroulera dans l'anonymat et le strict respect de la confidentialité. Ci-joint à cette demande le questionnaire relatif au thème susmentionné.

Dans l'attente d'une suite favorable, veuillez agréer cher frère, l'assurance de mon profond respect.

BEDERE DALDAVA), étudiant à AUA
(Adventist University of Africa),
Campus BABCOCK University, Nigeria

APPENDIX B

QUESTIONNAIRES FOR STUDENTS

To the attention of respondents

Dear students,

As part of the preparation of the project for a Master of Arts degree in Leadership, the researcher (BEDERE DALDAVA), a student at AUA (Adventist University of Africa), BABCOCK University Campus, Nigeria, has the pleasure to bring to your attention an investigation about the sexual behavior of students in secondary schools in Yaounde. This work is purely academic, we kindly ask you to answer these questions honestly, while reassuring you that everything will be kept in strict confidentiality.

Instructions:

Please respond either by placing a cross in the box that corresponds to your answer, or by writing in the space provided for this purpose.

IDENTIFICATION OF STUDENTS

1. What is your gender?
 Male; Female
2. To which range of age do you belong to?
 10 – 13 years; 14 – 17 years;
 18 – 21 years; 22 years and more

3. What is your religion?
- Catholic Seventh Day Adventist
- Protestant (EPC, EEC, etc.) Muslim Others
4. With whom do you live?
- Parents Relatives or Tutor
- Grandparents Alone

KNOWLEDGE RELATED TO SEXUALITY

- 5- What is sexuality?
- All physical and biological characteristics that differentiate a man from a woman
- It is to have sexual intercourse
- It is living with a boy / girl
- This is the fertilization of the ovum by the sperm
- 6- Have you had sex before this day?
- Yes No
- 7- If yes, how do you feel?
- Guilty. Fine Indifferent
- 8- Is premarital sex good?
- Yes No
- 9- What useful advice would you give to the youth about sex?
- Abstain until marriage AIDS is real
- Marry on time Putting God first
- Have sex before marriage It is immoral
- Do not succumb to peer pressure (classmates)
- 10- What is the source of your sexual education?
- Parents Classmates or friends School
- Teachers Church Media (magazines, television, internet...)
- 11- What is the approach to sex education in your school?
- Educative Talk Dialogue Strictness

- Simple information National Program Lessons taught in class

KNOWLEDGE OF TERMS RELATED TO HIV / AIDS

12- Have you ever heard of STIs?

- Yes No

13- What is an STI?

- It is an infection that is spread by drinking dirty water
 It is an infection that is transmitted when a girl sleeps with a boy
 It is an infection that is spread through unprotected sex
 It is an infection that is transmitted during childbirth

14- What are the signs or manifestations of STIs?

- Abdominal Pain Vaginal discharge Pain when urinating
 Difficulties getting pregnant Blood in the urine No symptoms
 No known symptom

KNOWLEDGE RELATED TO THE EXISTENCE OF HIV/AIDS

15- Have you ever heard of HIV / AIDS?

- Yes No

16- If yes, who told you?

- Posters Teachers Health workers Friends
 Radio Parents All these sources

17- Do you think that the information received is?

- Sufficient Insufficient

18- Do you know the ways of contracting HIV/AIDS?

- Yes No

19- If yes, which ones?

- Sex with an infected person Blood transfusion with contaminated blood
 Use of contaminated sharp objects By the bite of mosquitoes
 From a contaminated AIDS from mother to a newborn
 Share a bed, toilet and glass of an infected person Others

20- Is there any awareness program against HIV/AIDS in your school?

- Yes No

21- Have you ever attended awareness program against HIV / AIDS?

Yes No

22- If so, how often?

1 time 3 times
 2 times 4 times and more

23- a) Is there a treatment against AIDS?

Yes No

b) Is there a vaccine against HIV / AIDS?

Yes No

C/ ADOPTED ATTITUDES RELATED TO HIV / AIDS

24- Have you ever had a voluntary screening test of HIV/AIDS?

Yes No

25- If not why?

- Risk of discrimination, marginalization and stigmatization
- Depression to rapid death once HIV positive
- Lack of screening center
- No interest

26- Do you use a condom during sexual intercourse?

Yes No

27- If not, why?

- I do not feel sexual pleasure It is expensive
- I do not know how to use it I do not know where to get it

28- What is your opinion on AIDS?

- Story to fill pockets Story to discourage lovers
- Disease of unfaithful people

29- What is your attitude in case of contamination?

- Secrecy Avoid contaminating others
- Inform all my partners Contaminate others

30- Have you ever had sex without a condom?

Yes No

31- If so, why?

- She/he refused condom use
- He / She surprised me and I missed where to buy
- The condom is expensive

BEHAVIOR OR PRACTICES

32- At what age did you have your sex for the first time?

- 4 - 8 years 8 - 12 years 13 - 17 years
 18 - 21 years 22 and more

33- With whom did you have your first sexual intercourse?

- Classmate Boyfriend/Girlfriend Spouse
 Teacher Fiancée Others

34- How did it occur?

- Negotiated Forced

35- Under what circumstances did you have sex for the first time?

- Study Group Celebrations
 Visit after class Appointment/Rendez - vous
 During holidays others

36- What were the consequences of your first sex?

- Injury STI Nothing
 Pregnancy Disappointment Pleasure

37- For which reason did you have premarital sex?

- Curiosity Have sexual pleasure Money in order to provide for needs
 Have the best consideration in class A proof for love Marks
 Need of self esteem others

38- How many sexual intercourses have you had since 2010?

- Zero 5 - 8
 1 - 4 9 and more

39- How many unprotected sexual intercourses have you had in your life?

- Zero 1 - 4 5 - 8 9 and more

40- What do you think of premarital sex?

- Acceptable Tolerable Normal
 Unacceptable Natural No response

APPENDIX C

INTERVIEWS

(C) 1 Interview for Imams

- (1) According to Islam what age is accepted for sexual intercourse? (2) When does a married man take a second wife? (3) Is the use of condom a custom in Muslim circles? (4) What happens to a young woman who is repudiated by her young husband?

(C) 2 Interview for school leaders

- (1) What is the cause of sexual immorality in your institution? (2) Is there any awareness program against HIV/AIDS in your school? (3) What solution will you suggest in order to change the condition of your institution? (4) What type of the program do you develop to address this issue, and how many times do you have that program per year in your institution?

(C) 3 Interview for youth leaders

- (1) It is said that today's youth live a disorderly and premature sex life. Your comments on this report! (2) What might justify such a situation? (3) In your opinion, what does society offer to the youth that render their sexuality disordered and premature? (4) One of the reasons to justify present state of affairs with regard to the sex of the youth might be the absence of sex education. What is the sex education? (5) Who are the stakeholders in the sex education of adolescents? (6) Is it important to educate young boy or girl about sex? (7) What are the risks for our society caused by the absence of sex education? (8) What should society do with regard to the sex

education of youths towards education of young people? (9) Can civic and moral values change the present situation?

(C) 4 Interview for Christian leaders

(1) According to a study, more than 90% of adolescents in Africa have religious denomination with about 70% believing that religion is very important. However, it is observed that the behavior of the youth runs contrary to religious precepts as regards sexuality. It is a failure at the religious level! Therefore, have religious and moral persons failed to measure up to the mission assigned to them? (2) How and in what framework, religious leaders address this issue to their followers, especially young people? (3) In your denomination (the Seventh-day Adventist Church for example), what is said to the youth about their sex life? (4) Should the Church accept the use of condoms by the youth in the context of the fight against HIV-AIDS?

APPENDIX D
PROGRAM TEACHINGS

TOPIC 1: PUBERTY/ADOLESCENCE

A study adapted from the one presented by <http://www.avert.org/puberty-and-sexual-organs.htm>¹

General objective: To bring adolescent youth to understand the mechanisms of physical and physiological changes that intervene during the adolescence.

Specific objective: At the end of this topic, the participant should be able to: Define the terms adolescent and puberty, describe the stages of life cycle, and describe puberty changes in boys and girls, and identify external factors that influence sexual behavior of the adolescent.

A. Puberty Periods of Girls

1. What is puberty?

According to Oxford Advanced Learned Dictionary, puberty is the period of a person's life during which his or her sexual organs develop and he/she becomes capable of having children.

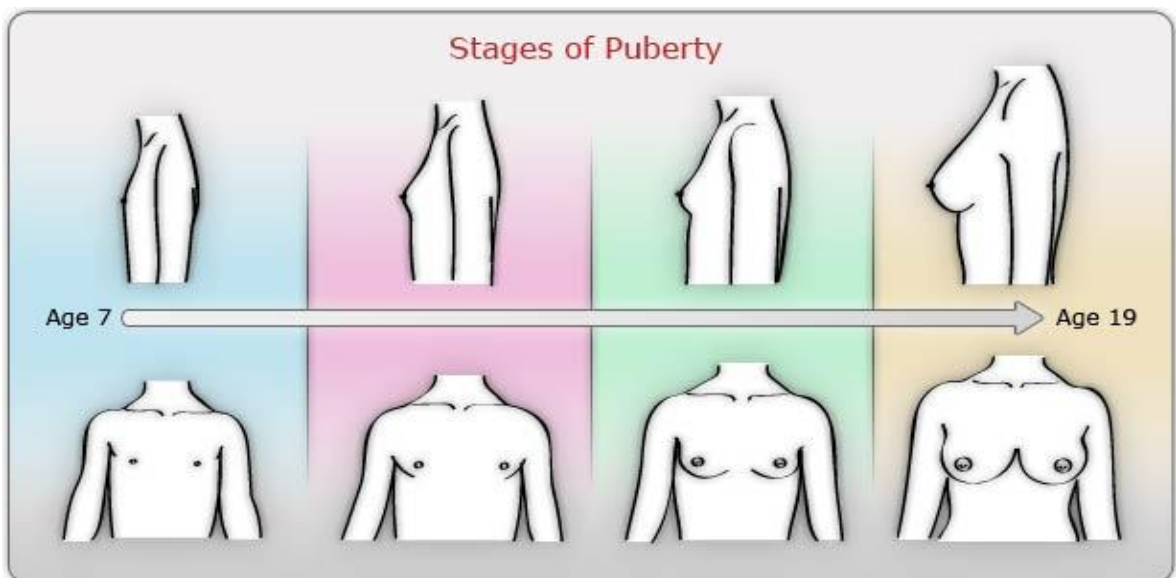
Puberty starts when extra amounts of chemicals called hormones are produced

¹<http://www.avert.org/puberty-and-sexual-organs.htm>, 18 January 2013.

in the body. These hormones guide the changes that take place in the body. As well as causing physical changes, these hormones also cause emotional changes.

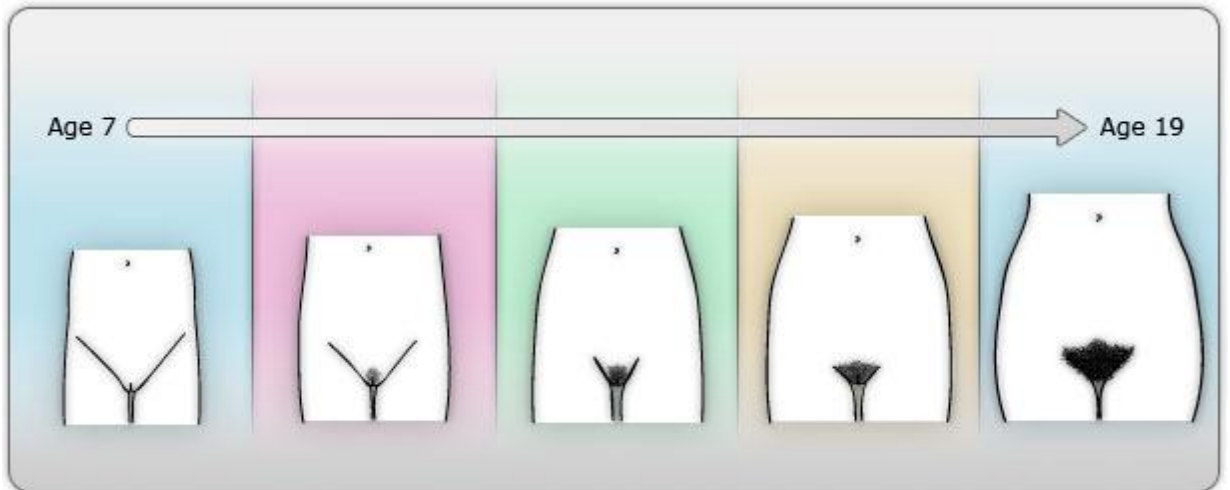
2. What are the physical changes that take place in girls during puberty?

As a girl progresses through the stages of puberty, she will grow taller and her body shape will change. Her chest will appear less flat as her breasts begin to swell. The first sign that a girl's breasts are developing is when small bumps (sometimes called "breast buds") become noticeable on her chest. Some girls find that their breasts or nipples start to tingle. These feelings stop when the breasts stop growing. Breasts grow into a variety of shapes and sizes, and many girls' breasts remain small throughout their adult lives. It is also normal for one breast to grow faster than the other. Usually breasts become more even as they reach full development.



However, most girls' breasts will always be slightly uneven in shape and size. This diagram is only a representation. All girls' bodies look different and breasts come in many different shapes and sizes. A girl's hips will get wider and rounder. Hair, often called pubic hair, will start to grow between her legs. At first this hair will be fine and

straight. As a girl progresses through the stages of puberty, her pubic hair will grow thicker and become curlier.



This diagram is only a representation. All girls' bodies look different.

A girl will also grow hair under her arms and on her legs. As she gets older, this hair will grow darker and thicker. She will also start to have menses.

3. What are menses?

According to the dictionary menses are the flow of blood each month from a woman's body.

Most girls will have their first menses between the ages of 11 and 14. But some girls will start as early as 8, whilst others may be as late as 17. Some girls get a white stain in their underwear before they have their first menses, and this means that they may start getting menses soon. But it is difficult to know when a girl's first menses period will happen because everyone is different.

When a girl has her menses she may notice changes in her body and mood. PMS (Pre-Menstrual Syndrome) is a term sometimes used to describe the physical and emotional symptoms a girl might experience just before and during her menses. For example, her breasts may feel sore, or become larger, or she may get spots (pimples)

on her face. She may feel tired and find it hard to concentrate, get food cravings, or feel very emotional. But no one can tell if a girl has her menses just by looking at her.

4. Do menses hurt?

Some girls feel uncomfortable or have cramp-like pains when they have periods. These pains are often not very severe and do not last very long, however some girls experience quite intense pains which can stop them from doing things that they normally would. If a girl is finding it difficult to deal with menses pains, she should talk to an adult as there are a number of things that can be done to help. If the pains are very acute, it might be necessary to see to a doctor.

There are lots of ways that girls deal with menses pains. Taking a warm bath or holding hot water bottle to her stomach can be comforting.

5. What can a girl do if...

Her menses start and she doesn't have a sanitary tampon? Having menses start unexpectedly is something that lots of girls worry about. But there is no need to panic. Don't be embarrassed about asking someone you feel comfortable with for help. Remember that many women will have experienced the same problem and will be happy to help. You can also use something soft like tissues, or toilet paper to soak up the blood until you get a sanitary towel or tampon.

Her menses start when she is at school? If it happens at school one should ask to a friend or a teacher or other adult if they can help. Some girls use to carry a spare sanitary pad or tampon in their bag so that they are prepared for any eventuality. But it quite often happens that a girl's menses start unexpectedly, so many schools have spare sanitary towels in the office that they can give out.

Her menses do not start when she expects them to? The interval between menses is usually about 28 days (around one month). However, when a girl first starts having menses they may not be "regular", she might skip a month or have two menses very

close together. After that irregularity came most girls settle into a regular cycle and can predict when their menses will start each month. If your menses do not start when you expect them and if you have had sexual intercourse, you could be pregnant. You must talk to an adult or see a doctor as soon as possible. It is important to do this even if you have used contraception, as no form of contraceptive kits can be guaranteed to be 100 percent effective.

If you have not had sexual intercourse and your menses do not come when you expect them to, there is probably no need to worry. There are many things that cause changes to your menses, for example feeling uneasy, changing your diet, doing excessive amounts of exercise or feeling stressed. Sometimes, the worry caused by late menses can delay them even further. If you do not get your menses for several months, speaking to a doctor could help to identify what is causing the problem.

She has mood swings? Girls and boys may experience sudden changes in feelings during puberty. Feelings can swing backwards and forwards and you may feel like laughing at one moment and crying at the next. Sudden mood changes are partly caused by the increasing amount of hormones in the body. Talking to a friend or someone you trust can help to relieve your feelings. Mood changes are only temporary, and will settle down with time.

Someone says she stinks? As boys' and girls' bodies develop during puberty so too do their sweat glands. These glands are to help control the body's temperature and result in more sweat being produced. The best way to reduce the risk of repulsive of smelling is to wash and change your clothes regularly and perhaps use anti-per spirant deodorant under your armpits. Most girls do not need to use a vaginal deodorant, for this may cause irritation.

She gets spots (pimples)? Almost everybody has spots at some time during their life, and most young people get spots around puberty. Washing your face more often with antiseptic soap and warm water may help, but be careful not to scrub your face as this can irritate the skin. It is especially important to wash your face thoroughly if you have been using make-up or sunscreen. Oils from your hair can also cause spots, so keeping your hair clean and out of your face can help.

Some people find that eating less fatty foods (such as chips and chocolate) and drinking lots of water can help. However, spots during puberty are usually caused by hormones, and are not something that you can control.

It is important to try not to pick at, or squeeze the spots as this can cause them to become infected.

If you get very bad spots it might be acne. Acne is a common skin condition that mostly occurs on the face, arms, back and chest. If you think that you might have acne, you could speak to a doctor as they will be able to give you advice. There are also various special creams and pills that your doctor may prescribe to help you with the problem.

She is unhappy about the way she looks? “Height and weight are two things that can particularly worry young people. But try and think about things you like about yourself and the way you look.” The physical changes that occur during puberty can cause considerable worry for young people. Some people become worried because they are growing or changing faster or slower than their friends. Remember that your body is changing and will keep changing.

She starts changing before her friends? There is no set time when puberty starts, and this means that often girls will find they start to change at a different time from other age mate girls. This is very normal, but can cause a girl to feel embarrassed or

'different' from her friends. Remember that it won't be long before others start to go through the same changes.

Some girls begin puberty as early as age 7. In some cases a girl may begin to show signs of puberty at a younger age, this is known as 'precocious puberty'. If a girl starts to show signs of puberty much earlier than age 7, it is a good idea to speak to a doctor to make sure there are no underlying health problems. If you are worried, why not talk to a friend, a doctor, or someone?

All her friends have started changing but she hasn't? In the same way that girls who are 'early developers' can feel embarrassed or 'different', not beginning puberty until much later than others can also cause a girl to worry. Try to remember that everyone goes through puberty at his/her own pace. Starting later than your friends does not mean that your body will always be less mature; it won't be long before you start to go through the same changes that they went.

Some girls don't start puberty until age 13. If a girl is worried that she has not begun to see any changes by this age, she should speak to an adult with whom she feels comfortable talking to.

If a girl is much older than 13 and has not begun puberty, it is a good idea to speak to a doctor to make sure there are no underlying health problems. But remember that starting puberty does not mean that a girl will be experiencing all the signs of puberty by this age. For example, many girls do not start having their period until as late as age 16.

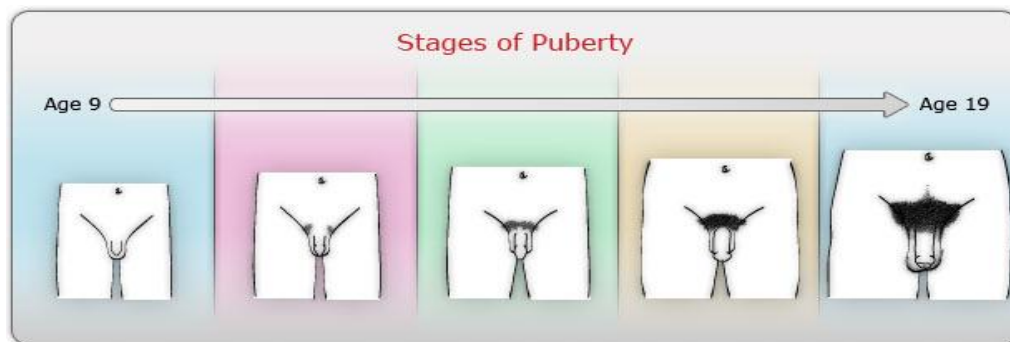
She is being bullied? Bullying comes in many different forms. It is bullying if somebody hurts you physically, calls you names, threatens you, steals or damages your belongings, excludes you, or spreads rumors about you. It is not something that just happens at school, it can happen anywhere: at home, over the phone, through text

messages, and online. Bullying is a very serious issue and if a girl is being bullied for any reason, she should speak to an adult.

B/ Puberty period of boy

1. What are the physical changes that take place in boys?

A boy's voice gets deeper, his muscles develop and his chest gets broader. Hair starts to grow on his face, legs, chest, and on his armpits. In due course he will need to start shaving. During this time his penis and testicles will also grow bigger and longer. Sometimes one testicle grows faster than the other, and it is natural for one to hang lower than the other. Hair, called pubic hair, will also start growing at the base of his penis. As a boy gets older, his hair will grow thicker and courser.



This diagram is only a representation. All boys' bodies look different and penises come in many different shapes and sizes. As a boy progresses through the stages of puberty, he will also start to have erections and he may have wet dreams.

2. What is an erection?

An erection is when a boy's penis hardens and lengthens. Erections can happen at any time, including when a boy is asleep. This usually happens when a boy has romantic or sexual thoughts, or as a result of physical stimulation, or when pressed up by urine. However, during puberty a boy will start to get erections more often, sometimes without any stimulation at all.

3. What is a wet dream?

“Wet dreams are not something to be embarrassed about; they are natural and happen to lots of people.” A wet dream happens when a boy becomes sexually aroused while he is asleep and ejaculates (semen - the sticky liquid that sperm is part of - is released from his body through his penis). Sometimes boys can remember having had a sexual dream. But often they just notice a wet patch on their nightclothes or on the sheets when they wake up.

If a boy has a wet dream, he should always wash when he wakes up. This is because he may develop an infection around his penis and testicles if the area is not kept clean. It is a good idea for a boy to wash his testicles and penis, particularly behind his foreskin (if he is not circumcised), every day.

4. What does it mean for a boy to experience a broken voice?

This is just a way of saying that a boy's voice will get deeper. Sometimes it can happen very quickly, perhaps even overnight. But often boys go through a period where they have trouble controlling their voice, and it goes up and down in pitch as he talks. This can be embarrassing, but it usually doesn't last very long and all boys' voices will eventually settle down and sound deeper.

5. What can a boy do if...

He gets spots (pimples)? The same advice that is given to a girl in point 6 is applicable to boys also (cf # 6, p. 105).

He has mood swings? The same advice that is given to a girl in point 6 is applicable to boys also (cf # 6, p. 105).

He gets an erection when he doesn't want to? Spontaneous erections are very common during puberty, and there's not much a boy can do to stop them happening.

However, there are ways of dealing with an unexpected erection and making it less noticeable. You can sit down or cover it with something (for example a folder, bag, or by tying a sweatshirt round your waist). You can also choose to wear clothes that make an erection less obvious, for example jeans and tighter styles of underwear. Try to concentrate on something else until it goes away. You may be embarrassed, but remember that it happens to everyone.

Someone says he smells? The same advice that is given to a girl in point 6 is applicable to boys also (cf # 6, p. 105).

He is unhappy about the way he looks? The same advice that is given to a girl in point 6 is applicable to boys also (cf # 6, p. 105).

He starts changing earlier than his friends? The same advice that is given to a girl in point 6 is applicable to boys also (cf # 6, p. 105).

. All his friends have started changing but he hasn't? In the same way that boys who are 'early developers' can feel embarrassed or 'different', not beginning puberty until much later than others can also cause a boy to worry (The same advice that is given to a girl in point 6 is applicable to boys also (cf # 6, p. 105).

Some boys don't start puberty until age 15. If a boy is worried that he has not begun to see any changes by this age, he should speak to an adult who he feels comfortable talking to.

If a boy is much older than 15 and has not begun puberty (known as 'delayed puberty'), it is a good idea to speak to a doctor to make sure there are no underlying health problems.

He is being bullied? The same advice that is given to a girl in point 6 is applicable to boys also (cf # 6, p. 105).

Methodology: The methodology consists of activities such as: educative talks, brainstorming, group discussions, billboards, exposes, video-debates. Charts, image boxes, films, bold markers, conference paper, video cassettes, television screen, and brochures are needed.

EVALUATION: It consists of pushing participants to define in their own words the term “adolescent” and to name at least two external factors influencing the sexual behavior of the adolescent.

MESSAGES: The message is summed as follow: Adolescent and puberty changes are normal, accept your body and love it”, ejaculation in boys and the appearance of menses in girls is a sign of maturity, avoid sexual intercourse”. My future first, sex can wait”.

Topic 2: KNOWING/KNOWLEDGE OF THE REPRODUCTIVE ORGANS

General objective: It consists of bringing the adolescent to know the reproductive organs and their functions.

Specific objective: At the end of this theme, the participant should be able to name the main parts of reproduction organs in boys and girls and explain summarily the functions of each of these organs.

1. The organs of reproduction of boys and their functions

A/ External parts

We can distinguish two: the penis and the scrotum. The penis or rod is the organ of copulation. Its size varies from one man to another. The scrotum or purse: is the pocket under the penis that lodges and protects the testicles that it keeps at the normal temperature for the forming of the spermatozoa

B/ Internal parts

Testicles: these are reproductive glands in a man. They are two in number;

Urethra: is the canal that flows from the bladder to the extremity of the penis. It serves to transport urine and sperm to the exterior of the male organ. Deferent canal is a drive of two tubes that assure the transportation of spermatozoa from testicles to the urethra. **The epididymis:** This is where the sperm is manufactured. **The prostate:** Is a small organ in men near the bladder that produces a liquid in which spermatozoa are carried.

Gall bladder seminal: these are two reservoirs that secrete a fresh liquid constituting of sperm that serves to give a proper mobility to spermatozoa. The bladder: is a type of pocket situated above the prostate near to the gall bladder seminal. It is the collecting and storage place of urine. (It does not intervene in the reproductive procedure).

2. Reproductive organs in girls and their functions

A/ External parts

The pubis: is one of the two bones that form the side of the pelvis. The vulva is the outer opening of the female sex organ. **The clitoris:** it is a small erect organ situated at the upper **part of the vulva:** It is the organ of stimulation or the most sensible pleasure of female sexual organs. **The urinary path:** it is a small orifice situated lightly below the clitoris. It serves to eliminate urine. **Vaginal orifice:** it is an opening that stands as the opening door or entry of the vagina. It is the path of exit of menses, secretions and the baby during birth.

B/ Internal parts

The vagina: is a drive having a tube like shape that extends from the uterus collar to the **vulva:** is the organ of copulation in a woman. It serves as passage or path of menses and babies during birth. **The uterus:** is a hollow muscular having the shape of a reversed and flattened pear situated above the bladder: is the foetus chamber, place where the nest is made and the development of the egg till birth: It is also the source of

production of menses. **The uterus collar:** is the entry door of the uterus. It is a type of cover that permits to maintain the developing egg in the interior of the uterus.

The ovaries: They have as main function the laying, the storage and fertilisation of ovules on one part and the production of female sexual hormones on the other part.

The ward: It is an ending in the form of a palm situated at the extremes of horn. It captures the ovules after ovulation.

METHODOLOGY (The same advice that is given in topic 1 is applicable to also topic two 2 (cf # 2, p. 109).

EVALUATION The same advice that is given in topic 1 is applicable to also topic two 2 (cf # 2, p. 109).

MESSAGES: The message is “a good knowledge of your body to better preserves your health!”

Topic 3: FIGHT AGAINST SEXUALLY TRANSMISSIBLE DISEASES (DTD)

General objective: It consists to bring adolescents/youths to avoid STDs

Specific objective: At the end of this theme, the participant should be able to define what Sexually Transmissible Diseases (STDs) is, identify the most frequent STDs, show the relationship between STDs and HIV, **and** bring the adolescent to care in a better way himself in case of STDs.

1. Definition: A sexually transmissible disease is an infection whose transmission is done from a carrier of the germ to a healthy person by intimate corporal contact or during unprotected sexual intercourse.

2. The most common or frequent STDs: causal agent, manifestations and symptoms, consequences and means of prevention.

3. Relationship between STDs an HIV

There exist a relationship between STDs and HIV thus Sexually Transmissible

Diseases provoke on the genital organs of an individual small lesion that can constitute or made up opening doors for HIV. Also an HIV infected person who is more contaminated by a sexually transmissible disease finds his organism weakened and has a high risk to have AIDS.

4. Ways to prevent or avoid HIV: All STDs are contagious and can be avoided by: Abstinence (that is staying away from sexual intercourse), correct usage of masculine of feminine condoms during any sexual intercourse (if one is sexually active), proper hygiene of genital organs after any intercourse (usage of antibiotic for internal cleaning), abandoning of certain sexual practices such as: sodomy masculine mouth-sex contact, or feminine mouth-sex contact.

5. What to do if one has STD or if one feels one of the signs? If one has a STD or feels a sign, he should avoid being shy for these are illnesses like others, avoid taking drugs not prescribed by a physician or doctor for it can turn the germ resistant to any other drug and complicates the healing.

Go to a health centre where a specialist or doctor will determine the nature of the infection and treats you correctly, Follow the treatment prescribe till the end, Inform sexual partner(s) in order that they should treat themselves, and abstain from any relationship or intercourse till you are completely healed as testified by doctor or specialist.

Remarks: Some STDs such as AIDS are incurable. It is possible to treat the symptoms but the illness cannot be cured.

METHODOLOGY The same advice that is given in topic 1 is applicable to also topic two 2 (cf # 2, p. 109).

Activities: The same advice that is given in topic 1 is applicable to also topic two 2 (cf # 2, p. 109).

EVALUATION: State/name the manifestations and symptoms of two sexually transmissible diseases. State two efficient means to avoid sexually transmissible diseases.

MESSAGE: “Sexually transmissible diseases can damage the health of reproduction of the adolescent if they are neither detected on time nor correctly cured”.

Topic 4: HIV/AIDS PREVENTIVE EDUCATION

General objective: To bring adolescents/youths to be efficiently conscious towards the pandemic of HIV/AIDS.

Specific objective: At the end of this theme, the participant should be able to, definite the term HIV/AIDS, HIV positive; to describe the means of prevention of HIV/AIDS, to state the manifestations of AIDS, to give at least three main or basic reasons for a voluntary HIV screening, explain the different types of caring about HIV/AIDS and to explain the woman’s vulnerability to HIV/AIDS.

1. Definition of terms

HIV: Human Immunodeficiency Virus: This is the virus responsible for AIDS.

AIDS: Acquired Immunodeficiency Syndrome: It is the whole signs and symptoms that come at the moment of HIV infection. HIV destroys the defense and protection system of the organism. The main defenders of the organism when destroyed and weakened, opportunistic illnesses appear and grow rapidly.

HIV Conversion: Whenever HIV penetrates into the organism, antibodies (chemical substances produced by white cells indicating the presence of a germ) of HIV ordinary put two to three months to appear in the blood. This gap of time is called the period of HIV conversion, this means if one proceeds to make a test of his blood during this period, the test will give a negative result even though the subject has contracted HIV and can contaminate others.

HIV positive: An individual is said to be HIV positive, when the test of his screening reveals that the virus of AIDS is present. This person can be healthy because he can be for many months or years with being sick of AIDS. But he can contaminate other people especially by means of unprotected sexual intercourse.

2. Ways of transmission: HIV is exclusively transmitted in six ways: (1) sexual intercourse, (2) by blood transmission, (3) by contact with infected blood, (4) from mother to child during pregnancy, (5) during delivery or birth and (6) during breast feeding.

3. Voluntary screening advantage: When you go to through a voluntary screening test you enjoy the following advantages: (1) know your HIV status. (2) If it is negative, you continue to live the same style of life you had before the test. (3) But if you are positive you will now adopt a new way of life that consists of taking tritherapy treatment, attending programs where HIV/AIDS infected persons are counselled and advised to go about their daily living.

EVALUATION

State/name the manifestations and symptoms of two sexually transmissible diseases. State two efficient means to avoid sexually transmissible diseases.

Topic 5: FIGHT AGAINST ABORTIONS

General objective: To contribute to the reduction of the number of abortions caused by the adolescents.

Specific objective: At the end of this the participant should be able to: define the term abortion, describe the types of abortions, identify the causes of abortions, identify the consequences of abortions, and know how to behave in case of abortion.

1. Definition of term

Abortion: It is the interruption of a pregnancy. Two types of abortions can be distinguished: spontaneous abortions those are involuntary, and abortions caused or carried out by the carrier.

EVALUATION: What are the causes of abortions in adolescents? What are the consequences of abortions?

MESSAGE: “Adolescent, abortion can compromise your future” “Pregnant adolescent protect the life in you”.

Topic 6: KNOWING THE TROUBLES OF SEXUALITY

General objective: To bring adolescents/youths to understand a certain number of troubles of sexuality particularly those frequent during adolescence.

Specific objective: At the end of this theme, the participant should be able to: Define the term sexual dysfunctioning, sexual variation; to explain the main sexual dysfunctioning in man and woman and to state the main sexual variations.

1. Definition of term:

Sexual dysfunction: Sexual dysfunction is the fact of the sexual organs not working normally. In the side of men, a series of sexual dysfunctioning can be cited: primary weakness, early ejaculation, late ejaculation. In the side of women we have frigidity, vaginismus.

2. The main sexual perversions:

The main sexual variations are as follow:

* **Homosexuality:** Homosexuality is defined as a preferential desire to have sexual intercourse with individuals of the same sex. Such a sexual attraction by individual of the same sex can constitute a particular case at the beginning of the adolescence, thus it permits by its continuation to develop a hetero sexual or bisexual orientation.

* **Bisexuality:** (1) Bisexuality is the fact of being sexually attracted to both men and women; (2) biologically is having both male and female sexual organs.

***Tran sexuality:** Is the fact that a person who feels emotionally that he or she wants to live, dress etc., as a member of the opposite sex, especially one who has a medical operation to change his or her sexual organ.

* **Gerontophilie:** Is the sexual attraction that young people have towards old the very ones.

* **Zoophilia:** Is a sexual perversion that consists of an attraction to have sexual intercourse with animals.

Note: Generally certain prohibited sexual practices can bring about physical or moral trauma and even social or family expulsion.

EVALUATION: Define sexual dysfunctioning and sexual variations, explain at least two sexual dysfunctioning in a man and in a woman, give two consequences of sexual variation in your community.

MESSAGE: “In a girl as well as in a boy, sexual disruptions can have multiple causes (reason). Don’t be discouraged. These disruptions can be treated”.

Topic 7: SEXUALITY ORDAINED BY GOD

2. Sexuality ordained by God

The first story of the Bible (Gen 1). Tells us that man and woman were created in God’s image. Unlike the evolutionary theory, man did not evolve from animal status to that of a human being created with the mission of procreating to fill the earth with human beings, through heterosexual intercourse.

3. Sexuality injured by sin

Sexuality as ordained is good. In the beginning sexuality was reserved exclusively within a definite setting that is marriage. Today, because of sin intrusion,

this secret ordinance has been perverted by all kind of sexual deviation that are prevailing in societies.

4. God's project remains

Although sexuality has suffered a lot of perversion, God's project remains to offer human families a better use of sexuality in a marriage setting to those who are willing to experience God's blessings in human relationships, there still remains a way out for a blessed sexual life according to God's plan.

.6. The dignity of marriage.

God demands faithfulness and respect in marriage. "And did not he make one? Yet had he the residue of the spirit. And where for one? That he might seek a godly seed. Therefore take heed to your spirit, and let none deal treacherously against the wife of his youth" (Mal 2:15 KJV). In the same vein God is warning his people: Marriage *is* honorable in all, and the bed undefiled: but whoremongers and adulterers God will judge. Wives, submit yourselves unto your own husbands, as unto the Lord For the husband is the head of the wife, even as Christ is the head of the church: and he is the savior of the body. Therefore as the church is subject unto Christ, so let the wives be to their own husbands in everything. Husbands, love your wives, even as Christ also loved the church, and gave himself for it; (Eph 5: 22-25 KJV) Eph. 5: 21-33, I Cor. 7:1.

7. The respect of the body

The bible contains the most Positive extraordinary conception on the fleshy and sexual condition of man. But the scripture does not keep a deep realism: sexual is not idealized or idolized; it is for the love of god. Above all it weakness is well-known. From there the moral demands are supposed to always be in the most positive sense of

love and blossoming. A responsible behavior. You have started having difficulties because of your physical growth. You have the possibility to choose good friends or bad friends.

You know the sexual behavior of friends. And you equally know how it supposes to be. You can make of choice of your studies, friends

Topic 8: LESSON FOR A SUCCESS MARRIAGE

Before getting married it's good to begin by friendship. If you did not succeed to become friends, marriage cannot be possible. Friendship is the first stage of love.

You want to be admired and respected; you want that people should have confidence in you. Your friends have the same desires/wishes like you. None of you is similar to others. When you realize that your friends are different from you, you can mock at them, despise them, but you can also consider them. There is also two ways to look at people, look at one hand their shortcomings, and look at the other hand their qualities.

To love is to admire, to choose freely, to give and receive, to trust, to make other happy, to share, to make grow the other, to forgive, taking to advice and accepting reproaches, accept the other as he/she is, to act together, and to transform the world.

APPENDIX E: QUESTIONNAIRE FOR FIST EVALUATION:

- Persons who attended the whole program.
- Students who decided to give useful advice to youth about sex.
- Students who decided to abstain from premarital sex.
- Students that decided to avoid spreading HIV virus in case of contamination.
- Students who thought that premarital sex is unacceptable.
- Students who have clear definition of sexuality.
- Students who have clear idea of HIV / AIDS.
- Students who believe that abstinence is the best means to fighting against HIV / AIDS.

APPENDIX F

QUESTIONNAIRE FOR FINAL EVALUATION

TRUE (T)OR FALSE (F)

- School-based sex education can be an important and effective way of enhancing young people's knowledge, attitudes and behavior T F
- The program addresses positively the issue of sexual activity T F
- I have gained something by attending the program T F
- I recommend that the program be repeated T F
- I have attended similar program before T F
- I was counseled regarding my sexual behavior during this seminar T F
- I will do the voluntary HIV and AIDS detection test T F
- My sexual behavior has been changed since I started to attend this program T F
- The objectives of this program have been achieved T F
- I will be part of the support group or peer-educators T F
- I will give useful advice to youth about sex. T F
- I will always attend awareness program against HIV/AIDS T F
- I will never have unprotected sexual intercourse. T F
- I will wait until marriage before having sex. T F
- I will never have sexual intercourse with my teacher. T F

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1996 to 1997: Home Study International, Campus: Séminaire Adventiste de Nanga-Eboko, sanctioned by High School Equivalency Diploma.

1999 to 2002: Université Adventiste Cosandai (UAC) Cameroon. Bachelor of Arts in Theology.

1993: Teacher at Adventist Primary School of Dogba – Cameroon, North Conference.

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2002 to 2005: Assistant Pastor: Yaounde Adventist Secondary School Church.

2005 to 2008: Local church pastor of Mvog-Ada, at Yaounde.

2009 to 2013: Local church pastor of Yaounde Adventist Secondary School Church.

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Hobbies

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