



Prepared by

Dr. Basheer M. Al Qaseer
Dr. Haydar Al Atoum
Dr. Samar Batarseh
Dr. Naela M. Al Jawhari

Supervised by

Dr. Sa'ad H. Kharabsheh

Jordan
Global School-
based Student
Health Survey

GSHS Country Report

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Main Investigators:

- Dr. Basheer M.Al Qaseer**
- Dr. Haydar Al Atoum**
- Dr. Samar Batarseh**
- Dr. Naela M. Al Jawhari**

Research committee:

- Dr. Saa'd H. Kharabsheh Administrative Secretary General**
- Dr. Ali Asaad, Technical Secretary General MOH**
- Dr. Mohammad Bazbaz Al Hiari, Secretary General MOE**
- Dr. Basheer M.Al Qaseer: Diploma of Public Health M.D.**
- Dr. Haydar Al Atoum: community medicine**
- Dr. Samar Batarseh: G .P**
- Mr. Nayef Al-Omoush, Director of Public Education Directorate for Students Affair**

Executive Summary

Back ground

Since 2003, the GSHS has been used to periodically monitor the prevalence of important health risk behaviours and protective factors related to the leading causes of mortality and morbidity among students aged 13-15 years: dietary behaviours, hygiene, mental health, physical activity, protective factors, sexual behaviours that contribute to HIV infection, and other STI, tobacco use, and violence and unintentional injuries.

In Jordan no available data or previous studies about health risk behaviours and protective factors except very few studies about tobacco use among students and the GYTS. Jordan completed the first GSHS conducted by the MOH/ school health directorate in 2004 to provide accurate base line data on health risk behaviours and protective factors to help in developing priorities, establish programmes, and advocate for resources for school health and youth health programmes and policies; establish trends in the prevalence of health risk behaviours and protective factors for use in evaluation of school health and youth health promotion; allow countries, international agencies, and others to make comparisons across countries and within countries regarding the prevalence of health risk behaviours and protective factors, and establish surveillance systems for health risk behaviours and protective factors.

Methodology

A two-stage cluster sample design was employed to produce a representative sample of students in 8th through 10th grades. 26 schools were selected with probability proportional to school enrolment size. 78 classrooms were randomly selected intact from each school to participate. The sample of students eligible to participate was 2613 students. 2457 questionnaires were completed for the 2004 Jordan GSHS. The school response rate was 100%, the student response rate was 95%, and the overall response rate was 95%. Data collection occurred from 23rd to 24th May 2004. Students privacy was protected by allowing for anonymous and voluntary participation, The questionnaires, answer sheets, school level forms and class level forms were gathered and sent to CDC/Atlanta on 9/6/2004, for data entry, processing, and analysis and the envelopes were returned to Jordan as agreed on.

Results:

Results show that the sample was 2457 students, females constituted 50.3% of the sample.

Dietary behaviours: 13.9% of students were at risk of becoming overweight and 3.5% were overweight. 32.6% of students were trying to lose weight. 10.3% of students went hungry because there was not enough food in their home. 11.4% of students ate at a fast food restaurant, 27.8% of students usually drink carbonated soft drinks and 16.4% drink milk or eat milk products.

Hygiene: 17.0% of students did not clean or brush their teeth. 7.5% of students never or rarely washed their hands before eating. 5.6% of students never or rarely washed their hands after using the toilet or latrine. 7.6% of students never or rarely used soap when washing their hands. 54.4% of students do not have a source of clean water for drinking at school, 15.9% of students do not have a place to wash their hands before eating at school. 75.0% of students have not clean toilets or latrines at school.

Mental Health: 15.8% of students felt lonely most of the time. 18.0% of students felt so worried about something that they could not sleep at night. 15.1% of students seriously considered attempting suicide. 14.2% of students made a plan about they would attempt suicide. 4.9% of students have no close friends.

Physical Activity: 16.0% of students were physically active for a total of at least 60 minutes daily for 7 days. 82.8% of students participated in insufficient physical activity. 41.3% of students spent three or more

hours per day doing sitting activities. 77.3% of students usually took less than 30 minutes to get to and from school each day during the past 7 days.

Protective Factors: 36.3% of students missed classes or school without permission, 44.7% of students reported that most of the students in school were kind and helpful. 49.0% of students were been checked by their parents or guardians for their homework 42.7% of students reported their parents or guardians understood their problems and worries. 44.9% of students reported their parents or guardians really know what they were doing with their free time.

Sexual Behaviours that Contribute to HIV Infection, and Other STIs: 97.1% of students had ever heard of HIV/ AIDS. 70.6% of students had been taught in their classes about HIV or AIDS, 65.9% how to avoid HIV or AIDS, and 79.6% of students knew that people can protect themselves from HIV by not having sexual intercourse.

Tobacco Use:

During the past 30 days, 19.9% of students used any form of tobacco one or more times, 12.6% of students smoked cigarettes and 64.5% of the students who smoked on one or more of the past 30 days tried to stop smoking cigarettes during the past 12 months. 76.0% of students reported that people smoked in their presence during the past seven days. 51.7% of students had a parent or guardian who uses any form of tobacco.

Violence and Unintentional Injury: During the past 12 months, 46.6% of students were in a physical fight one or more times. 36.1% of students were seriously injured one or more times. Among students who were seriously injured, 11.6% were playing sports, 5.8% had been injured by a fall, 52.8% had been injured as a result of accident, and 25.7% experienced a broken bone or dislocated joint as their most serious injury. 46.4% of students were bullied on one or more days, 13.2% of them were bullied most often by being hit, kicked, pushed, shoved around, or locked indoors.

Recommendations:

1. Evaluate, modify the present educational programs, develop and design up to date programs, and developing guidelines and training for teaching staff, students, parents, and health providers that promote health of students and surrounding communities through improving their level of knowledge and awareness, attitudes, behaviors, gaining skills and healthy practices.
2. Reviewing and updating school curriculum regarding health issues and present it in a simple easy understood way.
3. Improving the learning and social environments through improving and building communication skills between students, teachers, and parents.
4. Improve coordination and cooperation with officials such as MOY, MOH, MOE, and MOD&SA to help students' participation in productive activities
5. Stress on the role of the social counsellors in building better social relations between students, teachers and parents.
6. Activation of councils of students' parents and improve communication skills and interaction between school staff and councils of students' parents.
- 7 Stressing the school legislations regarding school attendance for students, prevention of smoking, bullying and violence at schools.
8. GSHS is considered a base of surveillance system for health risk behaviours and protective factors at schools and need to be conducted periodically 2-3 years.

Part 1: Introduction

Background

In 2001, WHO, in collaboration with UNAIDS, UNESCO, and UNICEF, and with technical assistance from the US Centres for Disease Control and Prevention (CDC), initiated development of the Global School-based Student Health Survey (GSHS).

Since 2003, Ministries of Health and Education around the world have been using the GSHS to periodically monitor the prevalence of important health risk behaviours and protective factors among students.

To date, Jordan, Lebanon, Morocco, Oman, and Sharjah Emirate (one of United Arab Emirates, UAE) from EMRO countries have completed a GSHS. This report describes results from the first GSHS conducted in Jordan by the MOH/ school health directorate during the period from 16 October, 2003 – 24, May, 2004

Purpose

The purpose of the GSHS is to provide accurate data on health risk behaviours *and protective factors* among students to:

- Help countries develop priorities, establish programmes, and advocate for resources for school health and youth health programmes and policies;
- Establish trends in the prevalence of health risk behaviours *and protective factors* by country for use in evaluation of school health and youth health promotion; and
- Allow countries, international agencies, and others to make comparisons across countries and within countries regarding the prevalence of health risk behaviours *and protective factors*.
- Establish base line data on health risk behaviours and protective factors
- Establish surveillance systems for health risk behaviours and protective factors

About GSHS

The GSHS is a school-based survey conducted primarily among students aged 13-15 years. It measures risk behaviours and protective factors related to the leading causes of mortality and morbidity among youth and adults in *Jordan*:

- Alcohol and other drug use
- Dietary behaviours
- Hygiene
- Mental health
- Physical activity
- Protective factors
- Sexual behaviours that contribute to HIV infection, other STIs.
- Tobacco use
- Violence and unintentional injury

Jordan has a total area of 89000 square km. The average annual current income per capita is 1515.6 JD. The annual population growth rate is 2.6%. The estimated population was 5,350,000 for the year 2004. Most of population of Jordan are literate 91%; the total number of students from all educational sectors was more than one and a half million for the scholastic year 2003/2004, females constitute 49.3% and the percent of

schoolchildren enrolled in schools was 98.2% in schools of all educational sectors since basic education till the 10th grade is mandatory by law. (Department of statistics, 2004)

There is political commitment from Jordan government through MOH and MOE towards the health status of students to reach the Gemini Goal of Health for All and Education for All students. The national strategy of school health was developed in order to achieve objectives of school health. Comprehensive school health program include the eight components: medical & dental examination, vaccination according to EPI at schools, school environment, health education, mental and psychosocial health, food and nutrition, physical and recreational activities, programs for school staffs (principals, teachers and custodians) and programs for communities surrounding schools. School health services are implemented by physicians, dentists and paramedics of the health centre that cover a number of schools in an area and offered free of charge only to students in public schools at primary level of care and only poor students are covered by medical insurance according to school administration coverage letter that the student is poor for secondary and tertiary levels in addition to primary care levels.

Data about school visits, medical & dental examination and referral of students, vaccination, laboratory investigation, school environment and drinking water laboratory testing (routine, chlorine residue, and microbiological), health education, infectious and chronic diseases are gathered on monthly and annual bases but no data are collected regarding risk factors and behaviours of students. Even there are no available previous studies about the magnitude of problems related to such risk factors and behaviours except very few studies about tobacco use among students and the GYTS where overall 21% of students smoked cigarettes on one or more days during the past 30 days and male students (25%) were significantly more likely than female students (14.8%) to have smoked cigarettes. Overall 33% of students used any other form of tobacco and male students (36.5%) were significantly more likely than female students (27.7%) used any other form of tobacco. Overall 61.8% tried to stop smoking cigarettes. This study will be conducted to explore the magnitude of health risk behaviours and protective factors among students aged 13-15 years in order to provide baseline data for policy makers to help in setting priorities and planning programs that improve quality of life as students now and fathers tomorrow.

Methods

Sampling

The 2004 Jordan GSHS employed a two-stage cluster sample design to produce a representative sample of students in 8th through 10th grades. The first-stage sampling frame consisted of all schools containing any of 8th through 10th grades. Schools were selected with probability proportional to school enrolment size. 26 schools were selected to participate in the Jordan GSHS, 13 of them were male schools, and distributed as follow: 23 public schools, 2 private schools in Greater Amman, and 1 UNRWA school. Public schools are geographically distributed as follow: 11 in Greater Amman, other governorates: 4 in Irbid, 3 in Zarqa, and 1 in each of Ajlun, Aqaba, Jarash, Madaba, Karak.

The second stage of sampling consisted of randomly selecting intact classrooms (using a random start) from each school to participate. All classrooms in each selected school were included in the sampling frame. All students in the sampled classrooms were eligible to participate in the GSHS.

The sample of students was 2613 students from the sampled 78 classrooms.(Annex 2).

Weighting

A weighting factor was applied to each student record to adjust for non-response and for the varying probabilities of selection.

$$W = W1 * W2 * f1 * f2 * f3$$

were:

W1 = the inverse of the probability of selecting the school;

W2 = the inverse of the probability of selecting the classroom within the school;

f1 = a school- level non response adjustment factor calculated by school size category (small, medium, large). The factor was calculated in terms of school enrolment instead of numbers of schools.

f2 = a school- level non response adjustment factor calculated by class.

f3 = a post stratification adjustment factor calculated by grade.

Response rates

For the 2004 Jordan GSHS, 2457 questionnaires were completed in 26 schools. The school response rate was 100%, the student response rate was 95%, and the overall response rate was 95%. The data set was cleaned and edited for inconsistencies. Missing data were not statistically imputed. Software that takes into consideration the complex sample design was used to compute prevalence estimates and 95% confidence intervals. GSHS data are representative of all students attending 8th through 10th grades in Jordan.

Administering the survey

Survey Administration.

- Approval and permission to conduct the study were obtained from both MOH & MOE.(Annex1)
- The GSHS questionnaire was reviewed by Dr Hydar Atoum, Dr Samar Batarseh and Fairouze Al Abbadi.and the questions that suit the Jordanian society were selected and translated into Arabic language. 43 questions were used from the GSHS global core modules and 44 additional questions were added from the GSHS core expanded set of questions and three questions were developed by the country experts on topics of specific interest in Jordan.
- A total of 87 questions in 12 pages were selected for Jordan, three more questions of national concern were added relevant to addiction (Alcohol, addicting drug, smoking, sleeping pills, inhalants, and other substances), for the purpose of identifying the size of the problem of substance abuse among students.
- Print out & copying of the accredited and translated questionnaire was done and 3000 copies were prepared. (Annex3)

- Preparing special forms at school level for the selected sample of schools (School level form) and forms at class level (Class level form).
- Translating & printout of all the instructions relevant to field survey implementation activities: (Student instructions, School message, and Instructions for field workers).
- A pilot study was first conducted in focal groups in a number of schools out of the selected school sample.
- A one day workshop was held on for training field workers on how to implement survey activities in the field. Trainers illustrated practically the implementation activities. Copies of questionnaires & answer sheets, pencils, instructions, envelopes of different sizes were delivered to them.

Data collection occurred from 23rd to 24th May 2004. Survey procedures were designed to protect student privacy by allowing for anonymous and voluntary participation. Students completed the self-administered questionnaire during one classroom period and recorded their responses directly on a computer-scanable answer sheet. Approximately, seventeen Survey Administrators were specially trained to conduct the GSHS.

The answer sheets, questionnaires, school level forms and class level forms were gathered and put in the envelopes according to survey protocol and CDC instructions and sent via FedEx company to CDC/Atlanta on 9/6/2004, for data entry, processing, and analysis and the envelopes were returned to Jordan as agreed on in order to analyze questions number 88, 89 & 90 which were of special interest to Jordan.

GSHS Questionnaire

The Jordan GSHS questionnaire contained 87 questions addressing the following topics:

1. Respondents demography.
2. Dietary behaviours
3. Personal hygiene.
4. Mental health.
5. Physical activity.
6. Protective factors.
7. Tobacco use.
8. Violence and unintentional injury

Overview

Data results were tabulated for frequency descriptions and relevant variable description: demographic characteristics of participating students mainly age, sex, and grade, dietary behaviours, personal hygiene, mental health, physical activity, protective factors, sexual behaviours that contribute to HIV, AIDS, and other STIs, tobacco use, violence and unintentional injuries.

Demographics

Introduction:

26 schools were selected as the sample of schools and the sample of students was 2613 students from the sampled 78 classrooms of 8th, 9th, 10th grades.

The sample of schools was distributed according to educational sectors, according to geographical area, and according to gender of school as the follow:

Educational sector: 23 public schools, 2 private schools in Amman, and 1 UNRWA school

Geographical area for public schools: 11 in Greater Amman, other governorates: 4 in Irbid e, 3 in Zarqa, and 1 in each of Ajlun, Aqaba, Jarash, Madaba, Karak.

Gender of school: 13 of them were schools for males

Results

The demographic characteristics of the sample are described in table 1.

Results show that the sample was 2457 students, males constituted 50.3% of the sample, 39.2% of students were at age of ≤ 14 years, 35.1% were 15 years old, and 25.8% were 16 years old. Regarding the grades, results showed that 34.6% of students were in 8th grade, 33.7% were in 9th grade, and 30.7% were in 10th grade.

Table 1. Demographic characteristics of the sample for Jordan, 2004.

	Sex		Grade			Age in years		
	Males	Females	8 th	9 th	10 th	≤ 14	15	16
Jordan	50.3%	49.7%	34.6%	33.7%	30.7%	39.2%	35.1%	25.8%

Dietary Behaviours

Background

During adolescence, overweight is associated with hyperlipidaemia, raised blood pressure (hypertension), abnormal glucose tolerance, and adverse psychological and social consequences.

Overweight acquired during childhood or adolescence may persist into adulthood and increase risk later in life for coronary heart disease, diabetes, gallbladder disease, some types of cancer, and osteoarthritis of the weight-bearing joints. Nutritional deficiencies as a result of food insecurity (protein-energy malnutrition, iron, Vitamin A, and iodine deficiency) affect school participation and learning.¹

Fruits and vegetables are good sources of complex carbohydrates, vitamins, minerals, and other substances important for good health. Dietary patterns that include higher intakes of fruits and vegetables are associated with several health benefits, including a decreased risk for some types of cancer.²

Results

Table 2. Body Mass Index (BMI) and dietary behaviours, by sex, Jordan, 2004.

Question	Total % (CI)*	Sex	
		Male % (CI)	Female % (CI)
At risk for becoming overweight ¹	13.9 (12.3 – 15.4)	16.5 (15.8 – 17.2)	11.3 (8.5 – 14.0)
Overweight ²	3.5 (2.3 – 4.7)	4.3 (2.4 – 6.2)	2.8 (1.4 – 4.1)
Try to lose weight.	32.6 (28.6 – 36.6)	23.3 (19.0 – 27.6)	41.2 (36.2 – 46.2)
Went hungry most of the time or always because there was not enough food in their home during the past 30 days	10.3 (8.4 – 12.1)	11.4 (8.7 – 14.2)	9.3 (6.5 – 12.0)
Usually ate fruit, such as apples, bananas, citrus fruits, one or more times per day during the past 30 days	73.9 (70.4 – 77.4)	71.0 (66.4 – 75.6)	76.7 (71.6 – 81.9)
Usually ate vegetables, such as tomato, cucumber, spinach or eggplant, one or more times per day during the past 30 days	80.4 (77.8 – 82.9)	79.6 (76.0 – 83.2)	81.4 (78.2 – 84.7)
Ate five or more fruits and vegetables per day during the past 30 days	24.7 (21.3 – 28.0)	23.3 (19.9 – 26.8)	26.2 (20.6 – 31.8)
Ate at a fast food restaurant, such as McDonalds, Boston Fried Chicken, or Burger King on three or more days during the past seven days.	11.4 (9.8 – 13.0)	12.5 (10.7 – 14.4)	10.0 (8.2 – 11.9)
Usually drink carbonated soft drinks, such as Coke, Pepsi, Coca cola, 7-up or Fanta two or more times per day during past 30 days.	27.8 (25.9 – 29.7)	29.8 (27.5 – 32.0)	25.8 (22.7 – 28.9)
Drink milk or eat milk products such as yogurt, cheddar cheese, or cream cheese three or more times per day during the past 30 days	16.4 (14.1 -18.6)	18.8 (16.0 -21.6)	14.2 (10.7 -17.7)

*95% confidence interval.

¹Students who were at or above the 85th percentile, but below the 95th percentile for body mass index by age and sex based on reference data from Cole, Bellizzi, Flegal, and Dietz, BMJ, May 2000.

²Students who were at or above the 95th percentile for body mass index by age and sex based on reference data from Cole, Bellizzi, Flegal, and Dietz, BMJ, May 2000.

Prevalence of overweight

In Jordan, 13.9% of students were at risk for becoming overweight (i.e., at or above the 85th percentile, but below the 95th percentile for body mass index by age and sex) and 3.5% were overweight (i.e., at or above the 95th percentile for body mass index by age and sex). Male students (16.5%) are significantly more likely than female students (11.3%) to be at risk for becoming overweight.

Trying to lose weight

Overall, 32.6% of students were trying to lose weight. Female students (41.2%) are significantly more likely than male students (23.3%) to be trying to lose weight.

Prevalence of hunger

Overall, 10.3% of students went hungry most of the time or always because there was not enough food in their home during the past 30 days

Fruit and vegetable intake

Overall, 73.9% of students usually ate fruit, such as apples, bananas and citrus fruits, one or more times per day during the past 30 days. Overall, 80.4% of students usually ate vegetables, such as tomato, cucumber, spinach or eggplant, one or more times per day during the past 30 days. Overall, 24.7% of students usually ate fruits and vegetables five or more times per day during the past 30 days.

Fast food and soft drink consumption and milk & milk products intake

Overall, 11.4% of students ate at a fast food restaurant, such as McDonalds, Boston Fried Chicken, or Burger King on three or more days during the past seven days. 27.8% of students usually drink carbonated soft drinks, such as Coke, Pepsi, Coca cola, 7-up or Fanta two or more times per day during past 30 days. 16.4% of students drink milk or eat milk products such as yogurt, cheddar cheese, or cream cheese three or more times per day during the past 30 days

Background

Dental caries affect between 60-90% of children in developing countries and is the most prevalent oral disease among children in several Asian and Latin American countries. In Africa, the incidence of dental caries is expected to rise drastically in the near future due to increased sugar consumption and inadequate fluoride exposure.³ In addition to causing pain and discomfort, poor oral health can affect children's ability to communicate and learn. More than 50 million school hours are lost annually because of oral health problems.⁴ In both developed and developing countries, many children do not have access to water fluoridation or professional dental care. Daily tooth cleaning or brushing can help prevent some dental disease.⁵

Diarrhoeal diseases kill nearly 2 million children every year. Hygiene education and the promotion of hand-washing can reduce the number of diarrhoeal cases by 45%.⁶

About 400 million school-aged children are infected with worms worldwide. These parasites consume nutrients from children they infect, cause abdominal pain and malfunction, and can impair learning by slowing cognitive development.⁷

Results

Table3. Hygiene-related behaviours, by sex, Jordan, 2004.

Question	Total % (CI)*	Sex	
		Male % (CI)	Female % (CI)
Did not clean or brush their teeth during the past 30 days	17.0 (14.2 – 19.7)	23.5 (19.1 – 27.8)	11.1 (8.1 – 14.0)
Never or rarely washed their hands before eating during the past 30 days	7.5 (6.2 – 8.9)	8.1 (6.4 – 9.7)	6.9 (4.7 – 9.0)
Never or rarely washed their hands after using the toilet or latrine	5.6 (4.1 – 7.0)	7.0 (4.3 – 9.7)	4.2 (3.0 – 5.4)
Never or rarely used soap when washing their hands	7.6 (6.4 – 8.9)	9.4 (7.6 – 11.3)	6.0 (4.7 – 7.4)
Do not have a source of clean water for drinking at school.	54.4 (47.6 – 61.2)	52.6 (43.1 – 62.1)	56.5 (46.5 – 66.5)
Do not have a place to wash their hands before eating at school.	15.9 (12.2 – 19.5)	22.2 (16.4 – 28.0)	10.3 (7.0 – 13.6)
Whose toilets or latrines at school are not clean.	75.0 (69.2 – 80.8)	75.0 (68.1 – 81.8)	75.2 (65.9 – 84.5)

*95% confidence interval.

Personal Hygiene:

In Jordan, the percentage of students who did not clean or brush their teeth during the past 30 days was 17.0%. Male students (23.5%) are significantly more likely than female students (11.1%) to not clean or brush their teeth. Overall, 7.5% of students never or rarely washed their hands before eating during the past 30 days. Overall, 5.6% of students never or rarely washed their hands after using the toilet or latrine during the past 30 days. Overall, 7.6% of students never or rarely used soap when washing their hands during the past 30 days. Male students (9.4%) are significantly more likely than female students (6.0%) to never or rarely use soap when washing their hands.

In Jordan, 54.4% of students do not have a source of clean water for drinking at school. 15.9% of students do not have a place to wash their hands before eating at school. Overall, 75.0% of students have toilets or latrines which are not clean at school.

Mental Health

Background

World-wide, approximately 20% of children and adolescents suffer from a disabling mental illness.⁸ Anxiety disorders, depression and other mood disorders, and behavioural and cognitive disorders are among the most common mental health problems among adolescents. Half of all lifetime cases of mental disorders start by age 14.⁹

Every country and culture has children and adolescents struggling with mental health problems. Most of these young people suffer needlessly, unable to access appropriate resources for recognition, support, and treatment. Ignored, these young people are at high risk for abuse and neglect, suicide, alcohol and other drug use, school failure, violent and criminal activities, mental illness in adulthood, and health-jeopardizing impulsive behaviours. World-wide, about 4 million adolescents attempt suicide each year. Suicide is the third leading cause of death among adolescents.^{10, 11}

Results

Table 4. Mental health issues among students, by sex, Jordan, 2004 .

Question	Total % (CI)*	Sex	
		Male % (CI)	Female % (CI)
Most of the time or always felt lonely during the past 12 months	15.8 (13.9 – 17.7)	11.1 (8.2 – 14.1)	20.0 (17.9 – 22.2)
Most of the time or always felt so worried about something that they could not sleep at night during the past 12 months	18.0 (15.8 – 20.2)	11.9 (8.9 – 14.9)	23.4 (20.8 – 26.0)
Seriously considered attempting suicide during the past 12 months	15.1 (12.9 – 17.2)	13.2 (10.7 – 15.7)	16.7 (13.2 – 20.1)
Made a plan about how they would attempt suicide during the past 12 months	14.2 (12.0 – 16.5)	13.7 (10.1 – 17.3)	14.7 (12.3 – 17.1)
Have no close friends	4.9 (4.1 – 5.8)	4.3 (2.7 – 6.0)	5.6 (4.4 – 6.8)

*95% confidence interval.

Loneliness/depression

In Jordan, 15.8% of students most of the time or always felt lonely during the past 12 months. Male students (11.1%) are significantly less likely than female students (20.0%) to feel lonely most of the time or always. Overall, 18.0% of students most of the time or always felt so worried about something that they could not sleep at night during the past 12 months. Male students (11.9%) are significantly less likely than female students (23.4%) to most of the time or always feel so worried about something they can not sleep at night.

Suicidal behaviour

Overall, 15.1% of students seriously considered attempting suicide during the past 12 months. Overall, 14.2% of students made a plan about how they would attempt suicide during the past 12 months. Overall 4.9% of students have no close friends.

Physical Activity

Background

Participating in adequate physical activity throughout the life span and maintaining normal weight are the most effective ways of preventing many chronic diseases, including cardiovascular disease and diabetes.¹²

The prevalence of type 2 diabetes is increasing globally and now is occurring during adolescence and childhood.¹³ Participating in adequate physical activity also helps build and maintain healthy bones and muscles, control weight, reduce blood pressure, ensure a healthy blood profile, reduce fat, and promote psychological well-being.¹⁴

Roughly 60% of the world's population is estimated to not get enough physical activity. Patterns of physical activity acquired during childhood and adolescence are more likely to be maintained throughout the life span, thus sedentary behaviour adopted at a young age is likely to persist.¹⁵

Results

Table 5. Physical activity among students, by sex, Jordan, 2004.

Question	Total % (CI)*	Sex	
		Male % (CI)	Female % (CI)
Physically active all seven days for a total of at least 60 minutes per day during the past seven days	16.0 (13.2 – 18.7)	18.9 (14.4 – 23.3)	13.6 (10.4 – 16.8)
Physically active seven days for a total of at least 60 minutes per day during a typical or usual week	11.6 (9.7 – 13.6)	13.9 (10.7 – 17.0)	9.8 (7.4 – 12.2)
Participated in physical activity for a total of at least 60 minutes per day on five or fewer days on average	82.8 (80.2 – 85.4)	80.2 (75.6 – 84.8)	85.0 (82.4 – 87.7)
Spent three or more hours per day doing sitting activities during a typical or usual day	41.3 (38.0 – 44.6)	41.8 (36.5 – 47.2)	40.5 (36.9 – 44.2)
Did not walk or bicycle to and from school during the past seven days	46.1 (41.9 – 50.3)	45.5 (40.3 – 50.7)	46.7 (41.1 – 52.3)
Usually took less than 30 minutes to get to and from school each day during the past seven days	77.3 (73.1 – 81.6)	76.2 (71.4 – 81.0)	78.7 (72.4 – 85.1)
Went to physical education class on five or more days each week.	23.1 (18.8 – 27.3)	23.3 (17.1 – 29.4)	23.1 (17.2 – 28.9)

*95% confidence interval.

Physical activity

In Jordan, 16.0% of students were physically active all 7 days during the past 7 days for a total of at least 60 minutes per day. Overall, 11.6% of students were physically active 7 days during a typical or usual week for a total of at least 60 minutes per day. Overall, 82.8% of students participated in insufficient physical activity (i.e., participated in physical activity for a total of at least 60 minutes per day on five or fewer days on average).

Sedentary behaviour

Overall, 41.3% of students spent three or more hours per day doing sitting activities during a typical or usual day.

Walk or bicycle to and from school

Overall, 46.1% of students did not walk or bicycle to and from school during the past 7 days. Overall, 77.3% of students usually took less than 30 minutes to get to and from school each day during the past 7 days.

Physical education class

Overall, 23.1% of students went to physical education class on five or more days each week.

Protective Factors

Background

For most adolescents, school is the most important setting outside of the family. School attendance is related to the prevalence of several health risk behaviours including violence and sexual risk behaviours.¹⁶

Adolescents who have a positive relationship with teachers, and who have positive attitudes towards school are less likely to initiate sexual activity early, less likely to use substances, and less likely to experience depression. Adolescents who live in a social environment which provides meaningful relationships, encourages self-expression, and also provides structure and boundaries, are less likely to initiate sex at a young age, less likely to experience depression, and less likely to use substances.¹⁷

Being liked and accepted by peers is crucial to young people's health development, and those who are not socially integrated are far more likely to exhibit difficulties with their physical and emotional health. Isolation from peers in adolescence can lead to feelings of loneliness and psychological symptoms. Interaction with friends tends to improve social skills and strengthen the ability to cope with stressful events.¹⁸

Parental bonding and connection is associated with lower levels of depression and suicidal ideation, alcohol use, sexual risk behaviours, and violence.¹⁹

Results

Table 6. Protective factors among students, by sex, Jordan, 2004.

Question	Total % (CI)*	Sex	
		Male % (CI)	Female % (CI)
Missed classes or school without permission on one or more of the past 30 days	36.3 (33.6 – 39.1)	43.0 (37.9 – 48.1)	30.2 (27.6 – 32.8)
Most of the students in their school were kind and helpful most of the time or always during the past 30 days	44.7 (40.7 – 48.7)	39.1 (34.8 – 43.3)	49.9 (43.3 – 56.6)
Parents or guardians checked to see if their homework was done most of the time or always during the past 30 days	49.0 (45.8 – 52.2)	54.1 (50.4 – 57.8)	44.5 (40.1 – 48.9)
Parents or guardians understood their problems and worries most of the time or always during the past 30 days	42.7 (40.4 – 45.0)	43.0 (39.8 – 46.3)	43.0 (39.8 – 46.2)
Parents or guardians really knew what they were doing with their free time most of the time or always during the past 30 days	44.9 (42.2 – 47.6)	46.5 (42.1 – 50.9)	43.4 (40.2 – 46.6)

*95% confidence interval.

Missing classes

In Jordan, 36.3% of students missed classes or school without permission on one or more of the past 30 days. Male students (43.0%) are significantly more likely than female students (30.2%) to miss classes or school without permission.

Being kind and helpful

Overall, 44.7% of students reported that most of the students in their school were kind and helpful most of the time or always during the past 30 days.

Parents or guardians

Overall, 49.0% of students reported their parents or guardians checked to see if their homework was done most of the time or always during the past 30 days. Male students (54.1%) are significantly more likely than female students (44.5%) to report their parents or guardians check to see if their homework is done most of the time or always. Overall, 42.7% of students reported their parents or guardians understood their problems and worries most of the time or always during the past 30 days. Overall, 44.9% of students reported their parents or guardians really know what they were doing with their free time most of the time or always during the past 30 days.

Sexual Behaviours that Contribute to HIV Infection, and Other STI.

Background

AIDS has killed more than 25 million people since 1981. As of 2005, an estimated 40.3 million people were living with HIV. In that year alone, roughly 3.1 million people died of HIV and another 4.9 million people became infected with HIV.²⁰ Young people between the ages of 15 and 24 are the most threatened group, accounting for more than half of those newly infected with HIV. At the end of 2003, an estimated 10 million young people aged 15 to 24 were living with HIV. Studies show that adolescents who begin sexual activity early are likely to have sex with more partners and with partners who have been at risk of HIV exposure and are not likely to use condoms. In many countries, HIV infection and AIDS is reducing average life expectancy, threatening food security and nutrition, dissolving households, overloading the health care system, reducing economic growth and development, and reducing school enrolment and the availability of teachers.²¹

STIs are among the most common causes of illness in the world and have far-reaching health consequences. They facilitate the transmission of HIV and, if left untreated, can lead to cervical cancer, pelvic inflammatory diseases, and ectopic pregnancies.²² Worldwide, the highest reported rates of STIs are found among people between 15 and 24 years; up to 60% of the new infections and half of all people living with HIV globally are in this age group.²³

Results

Table 7. HIV-related knowledge, by sex, Jordan 2004.

Question	Total % (CI)*	Sex	
		Male % (CI)	Female % (CI)
Ever heard of HIV or the disease called AIDS	97.1 (96.1 – 98.0)	96.4 (94.9 – 97.9)	97.6 (96.4 – 98.9)
Taught in any of their classes about HIV or AIDS during this school year	70.6 (64.3 – 77.0)	64.7 (61.5 – 67.9)	76.0 (65.1 – 87.0)
Taught in any of their classes how to avoid HIV or AIDS during this school year	65.9 (59.5 – 72.3)	60.7 (57.1 – 64.3)	70.8 (59.6 – 82.1)
Know that people can protect themselves from HIV by not having sexual intercourse	79.6 (76.8 – 82.3)	77.9 (74.2 – 81.7)	81.0 (77.3 – 84.7)

*95% confidence interval

Awareness of HIV or AIDS

In Jordan, 97.1% of students had ever heard of HIV or the disease called AIDS. Overall, 70.6% of students had been taught in any of their classes about HIV or AIDS during this school year. Overall, 65.9% of students had been taught in any of their classes how to avoid HIV or AIDS during this school year. Overall, 79.6% of students knew that people can protect themselves from HIV by not having sexual intercourse.

Tobacco Use

Background

About 1.1 billion people worldwide smoke and the number of smokers continue to increase. Among these, about 84% live in developing and transitional economy countries. Currently 5 million people die each year from tobacco consumption, the second leading cause of death worldwide. If present consumption patterns continue, it is estimated that deaths from tobacco consumption will be 10 million people per year by 2020.²⁴ The overwhelming majority of smokers begin tobacco use before they reach adulthood. Among those young people who smoke, nearly one-quarter smoked their first cigarette before they reached the age of ten. Smokers have markedly increased risks of multiple cancers, particularly lung cancer, and are at far greater risk of heart disease, strokes, emphysema and many other fatal and non-fatal diseases. If they chew tobacco, they risk cancer of the lip, tongue and mouth. Children are at particular risk from adults' smoking. Adverse health effects include pneumonia and bronchitis, coughing and wheezing, worsening of asthma, middle ear disease, and possibly neuro-behavioural impairment and cardiovascular disease in adulthood. Many studies show that parental smoking is associated with higher youth smoking.²⁵

Results

Table 8. Tobacco use among students, by sex, Jordan, 2004.

Question	Total % (CI)*	Sex	
		Male % (CI)	Female % (CI)
Smoked cigarettes on one or more days during the past 30 days	12.6 (10.1 – 15.1)	19.2 (14.9 – 23.5)	6.6 (3.8 – 9.4)
Used any other form of tobacco, such as argela or pipe, on one or more days during the past 30 days	15.0 (12.8 – 17.2)	20.7 (17.3 – 24.1)	9.6 (7.7 – 11.4)
Used any form of tobacco during the past 30 days	19.9 (17.7 – 22.1)	28.4 (25.5 – 31.3)	12.2 (9.9 – 14.5)
Among students who smoked cigarettes during the past 12 months, those who tried to stop smoking cigarettes	64.5 (57.7 – 71.3)	65.7 (57.4 – 74.0)	**
People smoked in their presence on one or more days during the past seven days	76.0 (74.7 – 77.3)	77.2 (74.6 – 79.7)	74.8 (73.4 – 76.1)
Have a parent or guardian who uses any form of tobacco	51.7 (49.1 – 54.4)	53.5 (49.6 – 57.4)	50.0 (46.3 – 53.7)

*95% confidence interval.

**fewer than 100 students

Prevalence of tobacco use

In Jordan 12.6% of students smoked cigarettes on one or more days during the past 30 days. Male students (19.2%) are significantly more likely than female students (6.6%) to have smoked cigarettes on one or more days. Overall, 15.0% of students used any other form of tobacco on one or more days during the past 30 days. Male students (20.7%) are significantly more likely than female students (9.6%) to use any other form of tobacco on one or more days. Overall, 19.9% of students used any form of tobacco during the past 30 days. Male students (28.4%) were significantly more likely to use any form of tobacco than female students (12.2%). Among students who smoked cigarettes during the past 12 months, 64.5% tried to stop smoking cigarettes.

Parents or guardian tobacco use

Overall, 76.0% of students reported that people smoked in their presence on one or more days during the past seven days. Overall, 51.7% of students had a parent or guardian who uses any form of tobacco.

Violence and Unintentional Injury

Background

Unintentional injuries are a major cause of death and disability among young children.²⁶

Each year, about 875,000 children under the age of 18 die from injuries and 10 to 30 million have their lives affected by injury. Injury is highly associated with age and gender. Males aged 10-14 have 60% higher injury death rates than females. Teenagers aged 15-19 have higher rates than those aged 10-14 years (64 compared to 29 per 100,000).

Estimated global homicide death rate for males aged 15-17 is 9 per 100,000²⁷. For every youth homicide, approximately 20 to 40 victims of non-fatal youth violence receive hospital treatment.²⁸

Many unintentional injuries lead to permanent disability and brain damage, depression, substance abuse, suicide attempts, and the adoption of health risk behaviours.

Victims of bullying have increased stress and a reduced ability to concentrate and are at increased risk for substance abuse, aggressive behaviour, and suicide attempts.²⁹

Results

Table 9. Violence and unintentional injury among students, by sex, Jordan,, 2004.

Question	Total % (CI)*	Sex	
		Male % (CI)	Female % (CI)
Were in a physical fight one or more times during the past 12 months	46.6 (41.6 – 51.6)	65.9 (62.8 – 69.0)	28.6 (23.0 – 34.3)
Were seriously injured one or more times during the past 12 months	36.1 (33.1 – 39.2)	43.1 (40.4 – 45.9)	30.2 (26.1 – 34.4)
Among students who were seriously injured during the past 12 months, those whose most serious injury happened to them while they were playing or training for a sport	11.6 (8.9 – 14.3)	13.2 (9.2 – 17.3)	8.8 (5.2 – 12.4)
Among students who were seriously injured during the past 12 months, those whose most serious injury was the result of a fall	5.8 (3.0 – 8.6)	6.4 (2.6 – 10.3)	5.2 (0.7- 9.7)
Among students who were seriously injured during the past 12 months, those who most serious injury was the result of them hurting themselves by accident	52.8 (47.4 – 58.3)	50.9 (45.0 – 56.9)	55.6 (45.8 – 65.4)
Among students who were seriously injured during the past 12 months, those who had a broken bone or dislocated joint as their most serious injury	25.7 (20.7 – 30.8)	30.3 (22.3 – 38.3)	20.6 (15.2 – 26.0)
Were bullied on one or more days during the past 30 days	46.4 (43.6 – 49.3)	49.8 (46.7 – 53.0)	42.9 (37.4 – 48.3)
Among students who were bullied during the past 30 days, those who were bullied most often by being hit, kicked, pushed, shoved around, or locked indoors	13.2 (10.0 – 16.3)	19.5 (16.2 – 22.8)	6.6 (1.7 – 11.6)

*95% confidence interval.

Serious Injury

In Jordan 46.6% of students were in a physical fight one or more times during the past 12 months. Male students (65.9%) are significantly more likely than female students (28.6%) to have been in a physical fight. Overall, 36.1% of students were seriously injured one or more times during the past 12 months. Male students (43.1%) are significantly more likely than female students (30.2%) to have been seriously injured. Among students who were seriously injured during the past 12 months, 11.6% were playing or training for a sport when their most serious injury happened to them, 5.8% had their most serious injury caused by a fall, 52.8% had their most serious injury occur as a result of hurting themselves by accident, and 25.7% experienced a broken bone or dislocated joint as their most serious injury.

Bullying

Overall, 46.4% of students were bullied on one or more days during the past 30 days. Among students who were bullied during the past 30 days, 13.2% were bullied most often by being hit, kicked, pushed, shoved around, or locked indoors. Male students (19.5%) are significantly more likely than female students (6.6%) to be bullied most often by being hit, kicked, pushed, shoved around, or locked indoors.

Part 3: Conclusions and Recommendations

Overview

The most important GSHS results for Jordan that should be considered were: 13.9% of students were at risk of becoming overweight, 32.6% of students tried to lose weight, 10.3% of students went hungry to school, 80.4% of students ate vegetables, 73.9% ate fruits, 11.4% of students ate at a fast food restaurant, 27.8% of students drink carbonated soft drinks and 16.4% drink milk or eat milk products.

54.4% of students do not have a source of clean water for drinking at school, 75.0% of students have unclean toilets or latrines at school. 15.8% of students felt lonely most of the time. 15.1% of students seriously considered attempting suicide. 42.7% of students' parents or guardians understood their problems and worries.

97.1% of students had ever heard of HIV/ AIDS, 70.6% of students had been taught in their classes about HIV or AIDS, 65.9% how to avoid HIV or AIDS. There is need for intervention to raise the level of knowledge about prevention of disease.

19.9% of students used any form of tobacco, 51.7% of students had a parent or guardian who uses any form of tobacco in front of them. About 46.6% of students were in a physical fight, 36.1% of students were seriously injured, and 46.4% of students were bullied.

The following table(table 10) summarizes GSHS results in some countries mentioned in the table for comparative purposes using the total percentages and the confidence intervals:

For dietary behavior, Jordan (10.3%) was found significantly more likely than Lebanon (2.7%), China (2.4%), and Venezuela (3.7%) to have students who went hungry to school because food was not enough at home. Jordan (3.5%) was significantly more likely than Uganda (0.3%) to have students who are overweight but less likely than Sharjah (9.8%). Jordan (13.9%) was significantly more likely than Uganda (5.2%) but less likely than Sharjah (18.3%) to have students who are at risk for overweight.

For hygiene and Personal hygiene, Jordan (7.5%) was significantly more likely than Lebanon (4.4%) and China (3%) to have students who never or rarely washed their hands before eating. Jordan (5.6%) was significantly more likely than Lebanon (2.3%) and Venezuela (3%) to have students who never or rarely washed their hands after using the toilet.

For mental health, Jordan (15.8%) was significantly more likely than Lebanon (12%), China (6.9%) Uganda (10.6%) and Venezuela (7.1%) to have students who felt lonely most of the time or always during the past 12 months. Jordan (15.1%) was significantly more likely than Venezuela (10.6%) to have students who seriously considered attempting suicide during the past 12 months. Jordan (4.9%) was significantly more likely than Lebanon (3.2 %) but less likely than China (7.2%) and Uganda (10.6%) to have students who have no close friends.

Physical activity: it was noticed that there was a trend for sitting activities more than physical activities among students of all mentioned countries in the table. Jordan (16%) was significantly more likely than Venezuela (9.4%) but less likely than Oman (23.1%) to have students who were physically active all seven days for a total of at least 60 minutes per day during the past seven days. Jordan (41.3%) was significantly more likely than China (22%) and Uganda (27.5%) and Venezuela (29.7%) to have students who spent three or more hours per day doing sitting activities during a typical or usual day.

For tobacco use, it was noticed that Jordan had the highest percentage in tobacco use indicating that the higher the percent of students who had people smoking in their presence, the higher the percent of students

who used tobacco and there may be no respect to the regulations for tobacco use. Jordan (12.6%) was significantly more likely than Uganda (4.3%) to have students who smoked Cigarettes on one or more days during the past 30 days. Jordan (15%) was significantly more likely than China (1.9%) and Uganda (5.5%) to have students who used any other form of tobacco on one or more days during the past 30 day.

Jordan (76%) was significantly more likely than China (61.5%) and Uganda (43.1%) to have students who reported people smoked in their presence on one or more days during the past seven days.

For unintentional injuries and violence, Jordan (46.6%) was significantly more likely than China (15.8%), Uganda (35.5%) and Venezuela (28.2%) to have students who were in a physical fight one or more times during the past 12 months. Jordan (36.1%) was significantly more likely than Oman (26.6%), Sharjah (21.5%), China (16.4%), and Venezuela (6%) but less likely than Uganda (63.4%) to have students who were seriously injured one or more times during the past 12 months. Jordan (46.6%) was significantly more likely than Lebanon (33.9 %), Oman (36%), China (20.2%), and Venezuela (36.1%) to have students who were bullied on one or more days during the past 30 days

For protective factors: Jordan (36.3%) was significantly more likely than Lebanon (14.9 %), Venezuela (14.9%), and China (4.6%) to have students who missed classes or school without permission on one or more of the past 30 days.

China had the least figures for the total percentage and confidence interval which is surprising for its population size.

Table 10: comparison between students' response of each item across the mentioned countries who completed GSHS. (Source: CDC Fact sheets for GSHS).

Item /	Jordan Total% (CI)	Lebanon Total% (CI)	Oman Total% (CI)	Sharjah UAE Total% (CI)	China Beijing Total% (CI)	Uganda Total%(CI)	Venezuela Lara state Total% (CI)
Dietary behaviors							
Students who went hungry most of the time because food was not enough at home	10.3 (8.4–12.2)	2.7 (2.2– 3.2)	7.5 (6.3–8.7)	12.1 (10–14.2)	2.4 (1.8–3.0)	8.5 (6.3–10.7)	3.7 (2.2–5.2)
students who are overweight	3.5 (2.3–4.7)	2.7 (1.9–3.5)		9.8 (7.3–12.3)	4.3 (2.7–5.9)	0.3 (0.1–0.5)	
Students who are at risk for overweight	13.9 (12.3–15.5)	15.7 (14.3–17.1)		18.3 (16.5–20.1)	10.7 (9–12.4)	5.2 (3–7.4)	
Hygiene							
Students who never or rarely washed their hands before eating	7.5 (6.2–8.8)	4.4 (3.6–5.2)	6.2 (4.8–7.6)	5.6 (3.7–7.5)	3 (1.9–4.1)	6.2 (4.7–7.7)	7.1 (5.4–8.8)
Students who never or rarely washed their hands after using toilet / latrines	5.6 (4.2–7)	2.3 (1.7–2.9)	7.7 (6.1–9.3)	4.6 (2.9–6.3)	3.2 (2.2–4.2)	8.1 (5.9–10.3)	3 (2.1–3.9)
Mental health							
Students who felt lonely most of the time or always during the past 12 months	15.8 (13.9–17.7)	12 (10.4–13.6)		17.6 (14.9–20.3)	6.9 (5–8.8)	10.6 (9.2–12)	7.1 (5.5–8.7)
Students who seriously considered attempting suicide during the past 12 months	15.1 (12.9–17.3)	15.8 (14.4–17.2)		13.8 (11.8–15.8)	14.3 (11.5–17.1)	18.8 (16–21.6)	10.6 (8.4–12.8)
Students who have no close friends	4.9 (4–5.8)	3.2 (2.6–3.8)		6.3 (4.9–7.7)	7.2 (6.4–8)	10.6 (8.7–12.5)	7.6 (5.7–9.5)
Physical activity							
Students who were physically active all seven days for a total of at least 60 minutes per day during the past 7 days	16 (13.3–18.7)		23.1 (19.3–26.9)	15 (12–18)	21 (18.2–23.8)	15.3 (13–17.6)	9.4 (6.6–12.2)
Students who spent three or more hours per day doing sitting activities during a typical or usual day	41.3 (38–44.6)		34.1 (30.8–47.4)	39.9 (35.8–44)	22 (19.4–24.6)	27.5 (24.2–30.8)	29.7 (25.7–33.7)
Tobacco use							
students who smoked cigarettes on one or more days during the past 30 days	12.6 (10.1–15.1)			9.6 (7.3–11.9)	8.7 (6.9–10.5)	4.3 (3–5.6)	
Students who used any other form of tobacco on one or more days during the past 30 days	15 (12.8–17.2)			11.6 (8.2–15)	1.9 (1.3–2.5)	5.5 (4.1–6.9)	
Students who reported people smoked in their presence on one or more days during the past seven days	76 (74.7–77.3)				61.5 (56.8–66.2)	43.1 (37.2–49)	
unintentional injuries and Violence							
Students who were in a physical fight one or more times during the past 12 months	46.6 (41.6–51.6)	45.9 (43.6–48.2)	41.6 (38.2–45)	46 (37.1–54.9)	15.8 (13.5–18.1)	35.5 (32–39)	28.2 (21–35.4)
Students who were seriously injured one or more times during the past 12 months	36.1 (33–39.2)	31.1 (29.1–33.1)	26.6 (22.5–30.7)	21.5 (17.6–25.4)	16.4 (14.3–18.5)	63.4 (58.6–68.2)	6 (4–8)
students who were bullied on one or more days during the past 30 days	46.4 (43.5–49.3)	33.9 (31.7–36.1)	36 (32.5–39.5)		20.2 (16.9–23.5)	45.5 (41.6–49.4)	36.1 (33–39.2)
Protective factors							
students who missed classes or school without permission on one or more of the past 30 days	36.3 (33.5–39.1)	14.9 (13.4–16.4)	31.5 (28–35)	36.1 (31.7–40.5)	4.6 (3.4–5.8)	34.8 (31–38.6)	14.9 (12.8–17)

Results indicate there is need to revise the existing policies of school health and youth health, adopt and modify the present preventive programs that encourage better learning, social and physical environments for promotion of students' health and of school surrounding communities and for better healthy life style. The program of health promoting schools is to be started on the new scholastic year 2006/2007 after developing the national criteria, standards and guidelines for health promoting schools, developing and modifying the legislations of school canteens and school nutrition programs. Investment in school vacations and students free time through integrating students in productive activities as voluntary or paid jobs. Capacity building of school health providers (medical, teaching, and social counsellors). Activation of legislations that prevent smoking at school whether teaching staff, visitors, custodians ...etc. Cooperation with students' parents counsels for guidance and building self esteem of students, and to counteract the effects of peers through peer to peer education programs.

Reviewing and integrating school curriculum and extra curriculum about adverse effects of tobacco use, sexual behaviors, nutrition and dietary habits.

There is need for political commitment from policy and decision makers to repeat GSHS periodically every 2-3 years to watch for the trends of students' behaviours and practices and for evaluation purposes of our implemented school health program.

Conclusions :

Dietary behaviour: boys were not aware about the problem of overweight or the risk of becoming overweight and they didn't try to lose weight as females did. The prevalence of hunger among students reflects the low socio economic status of their families. 70% - 80% of students ate fruits and vegetables which is a protective factor. There is tendency to eat at a fast restaurant three or more days a week, and drink carbonated soft drinks which inhibit calcium absorption and at the same time the percent of students who take milk or milk products is low.

Hygiene: Results also indicate that female students were taking care about themselves better than males and despite there are good healthy practices regarding personal hygiene such as brushing or cleaning teeth, washing hands before eating and after using the toilet or latrines, and using soap when washing their hands, still there is need to focus on personal hygiene due to its important role in controlling health related problems such as parasitic and faeco-oral infections. Also results showed that there is school environmental problem regarding availability and drinking water quality, plumbing, and sanitation.

Mental health: students feel loneliness, depressed and have suicidal thoughts which are more among females and there is need to stress on and activate the role of psychosocial counsellor in schools and importance of gender indiscrimination at home, school and every where.

Physical activity: most of students of both sexes were physically inactive and dealing sedentary life and practicing sitting activities such as computer games since computers are available now at home and at school. There is need to activate and increase physical activity sessions in schools and not to be prevailed on by other sessions

Protective factors: Although students knew that attending classes is mandatory by law unless there is reasonable cause, the students missed the classes without permission or showing respect to the education legislations; and although school is considered a setting for building good social relations between students themselves and between students and their teachers, still less than 50% of students thought that most of students were kind and helpful. Results indicated that the learning environment and social environment at school were not healthy, and there is lack of communication and interaction between councils of students' parents and schools on one side, and students and their parents on the other side.

Sexual behaviours that contribute to HIV/ AIDS and other STIs: Most of students of both sexes ever heard about HIV or AIDS but never the less they need to know more about its causative organism, occupation

period, its transmission, consequences, how to avoid it and protect themselves by not having sexual intercourse outside the bond of marriage and the importance to compile to chastity and religious roles.

Tobacco use: smoking cigarettes and tobacco use is prevalent among students and it is more prevalent among males than females. There is great need to control and fight this phenomenon at the level of students, teachers, families and communities for the negative consequences of its use on health and its burden on economy.

Violence and unintentional injury: violence, unintentional injuries, and bullying are prevalent among students and are more prevalent among males than females. There is great need to control and fight this phenomenon at the level of students, teachers, families and communities for the negative consequences on health and its burden as disabling risk factor.

Recommendations

Dietary behaviour: There is need to expand school nutrition program in basic schools beyond the targeted grades up to 10th grade gradually. Design educational program to raise the knowledge of students about food, nutrition and food safety, balanced diet, importance of eating available food at home, and taking milk and milk products. There is need to overview school canteens situation and develop school canteen policy, setting strategy, criteria and standards, safety measures, what food to be soldetc.

Hygiene: Review the present health education programs for updating purposes, and develop guidelines about personal hygiene to raise level of knowledge of students, teachers, and custodians, improve their healthy practices, and protect themselves and the others from relevant health problems such as parasitic and faeco-oral infection. Expanding available oral and dental hygiene programs for students to improve their practices and skills and collaborate with NGOs. Designing and Conduct skill based training workshops for students, custodians and teachers on keeping clean facilities and maintenance of simple works at school for building their capabilities. Importance of participating students in cleaning campaigns at school to gain the needed skills and practices. Implement periodical school environment supervisory, monitory, and follow up visits for schools. Conduct survey about quality of water supply, plumping, sewage disposal and sanitation at schools.

Mental health: Designing programs for students to participate in productive activities on school vacations. Invest students' hobbies in recreational programs, voluntary work, or vocational training establishment, and encourage students participating in social development programs to cover public works (voluntary or paid up jobs). Activate the role of the social counsellors at schools regarding helping solve psychosocial problems of students.

Physical activity: reviewing the present programs of physical activities for students in collaboration with Ministry of Youth on national days, races, marathons...etc. Initiating some sort of incentives to encourage students to take part in physical activity classes at school such as some additional points or marks to their average score at school to facilitate entrance to higher education.

Protective factors: Improving the learning and social environment through improving and building communication skills between students, teachers, and parents. Stressing the school legislations regarding school attendance for students, enquiry about causes of missing the classes through calling the father/mother or guardian to come to school,...etc. Stress on the role of the social counsellors in building better social relations between students, teachers and parents. Activation of councils of students' parents and improve communication skills and interaction between school staff and councils of students' parents.

Sexual behaviours that contribute to HIV/ AIDS and other STIs: Designing educational programs about HIV or AIDS, Peer to Peer education programs, reviewing and updating available data about HIV or AIDS in school curriculum in order to present it in simple, clear, easily understood way and addressed to the different ages and educational levels in order to build the needed skills and healthy practices. Developing educational guidelines about HIV or AIDS for teachers. Training of teachers and students about HIV or AIDS, about its causative organism, occupational period, mode of transmission, consequences, how to avoid

it and protect themselves by not having sexual intercourse outside the bond of marriage and the importance to compile to chastity and religious roles.

Tobacco use: Updating and activating legislations and roles that prevent smoking of teaching staff at school and those prevent smoking in prohibited areas, and prevent marketing advertisements and forbidding selling all kinds of tobacco for persons less than 18 years old and youths. There is need to design educational and training programs to provide students with knowledge and skills about tobacco constituents, poisonous effects, and health adverse effects of tobacco use and how to say no for smoking. There is need to stress the importance of counselling and guidance of students, to build self esteem of students, and to counteract the effect of peers through peer to peer programs.

Reviewing and integrating school curriculum and extra curriculum about adverse effects of tobacco use on health.

Violence and unintentional injury: Establishing injuries surveillance system at school. Improve reporting system and enquiry about violence and unintentional injuries. Emphasize the role of social counsellor in coordination and cooperation with teaching staff, students, and families to control and minimize bullying and violent acts. Updating and activating legislations and roles that prevent violence and bullying at school. There is need to raise public awareness of community via mass media on how students behave in public places to avoid all kinds of abuse at any age. Education and training of health care providers on how to detect signs of violence and reporting. Training programs for teachers on recording injuries in surveillance records: time, place, how it happened and by what, severity, if given first aid, reporting and referring to health facility.

Annex 2
List of names of sample of schools for GSHS in Jordan

المحافظة	المدرسة	القطاع	الهاتف	العنوان
عمان	نسبية بنت كعب الأساسية 1/	حكومي	4397492	حي نزال
عمان	القادسية الأساسية	حكومي	5052430	طارق
عمان	بدر الثانوية	حكومي	4787570	جبل الجوفة
عمان	أم حكيم الثانوية	حكومي	4914083	الهاشمي الشمالي
عمان	الكمالية	حكومي	5331941	صويلح
عمان	الفصلية الثانوية	حكومي	4027871	الموqr /سحاب
عمان	الصفوة	خاص	5859833	الدوار السابع
الزرقاء	رابعة الأساسية 1/	حكومي	3920219	الزرقاء
الزرقاء	الرصفة الرابعة	وكالة الغوث	3740081	الجبل الشمالي/الرصفة
إربد	صفية الثانوية الشاملة	حكومي	7274517	إربد/شارع فلسطين
إربد	حرثا الثانوية	حكومي	5730304	حرثا
إربد	حوارة الثانوية	حكومي	7070012	حوارة
عجلون	صخرة الثانوية	حكومي	5859833	صخرة

المحافظة	المدرسة	القطاع	الهاتف	العنوان
عمان	خالد بن الوليد	حكومي	4778923	جبل التاج
عمان	إبن طفيل الأساسية	حكومي	5230371	أبو نصير
عمان	أبو عبيدة الأساسية	حكومي	5056766	الهاشمي الشمالي
عمان	العمرية	خاصة	5696141	تلاع العلي
عمان	النصر الثانوية المهنية	خاص	4905336	جبل النصر
عمان	البراء بن مالك	حكومي	5711900	أم السماق الجنوبي
الزرقاء	المهاب الأساسية الأولى	خاص	3983152	حي شبيب
الزرقاء	المهلب الثانية	حكومي	3983152	البلد
إربد	معاذ بن جبل الأساسية	حكومي	7283086	البارحة
جرش	برما الثانوية	حكومي	6370004	برما
مأدبا	حنينة الأساسية	حكومي	3241172	حنينة
الكرك	الملك عبد الله	حكومي	2353885	الكرك
العقبة	الراشدية الثانوية	حكومي	2042010	العقبة

Annex 3
GSHS Questionnaire

استبيان المسح الصحي العالمي للطلبة بالاعتماد على المدارس/الاردن

(5). كم يبلغ وزنك بدون ارتداء حذائك؟ إكتب وزنك في المستطيل المظلل في أعلى الجدول، ثم إملا الأشكال البيضاوية تحت كل رقم. مثال

الوزن (كجم)			الوزن (كجم)		
			0	5	2
⊙	⊙	⊙	●	⊙	⊙
①	①	①	①	①	①
②	②	②	②	②	●

معلومات شخصية

(1). كم عمرك؟

- A. 11 سنة أو أقل
B. 12 سنة
C. 13 سنة
D. 14 سنة
E. 15 سنة
F. 16 سنة أو أكثر

(2). الجنس؟

	③	③
	④	④
	⑤	⑤
	⑥	⑥
	⑦	⑦
	⑧	⑧
	⑨	⑨
⑨	لا أعرف I don't know	

	③	③
	④	④
	●	⑤
	⑥	⑥
	⑦	⑦
	⑧	⑧
	⑨	⑨
⑨	لا أعرف I don't know	

(6). كيف تصف وزنك؟

- A. أقل كثيرا من الوزن المناسب
- B. أقل قليلا من الوزن المناسب
- C. مقارب للوزن المناسب
- D. أكثر قليلا من الوزن المناسب
- E. أكثر كثيرا من الوزن المناسب

(7). ما الذي تحاول أن تفعله بشأن وزنك؟

- A. لا أحاول أن افعل اي شيء بشأن وزني
- B. أحاول فقد الوزن
- C. أحاول زيادة وزني
- D. أحاول الاحتفاظ بنفس الوزن

- A. ذكر
- B. انثى
- (3). الصف:-
- A. السابع
- B. الثامن
- C. التاسع
- D. العاشر
- E. الحادي عشر

الاسئلة السبعة التالية تسأل عن طولك ووزنك.

(4). كم يبلغ طولك بدون ارتداء حذائك؟ إكتب طولك في المستطيل المظلل في أعلى الجدول، ثم إملا الأشكال البيضاوية تحت كل رقم.. مثال

الطول (سم)		
①	①	①
①	①	①
②	②	②
	③	③
	④	④
	⑤	⑤
	⑥	⑥
	⑦	⑦
	⑧	⑧
	⑨	⑨
⑨	لا أعرف I don't know	

الطول (سم)		
1	5	3
①	①	①
●	①	①
②	②	②
	③	●
	④	④
	⑤	⑤
	⑥	⑥
	⑦	⑦
	⑧	⑧
	⑨	⑨
⑨	لا أعرف I don't know	

(9). خلال هذه السنة الدراسية، هل تعلمت في أي من الدروس اي أساليب صحية لزيادة الوزن؟

A. نعم

B. لا

C. لا أعلم

(10). خلال هذه السنة الدراسية، هل تعلمت في أي من الدروس اي أساليب صحية لتقليل الوزن؟

A. نعم

B. لا

C. لا أعلم

* الاسئلة الثلاثة التالية تسأل عن الوجبات الغذائية التي تتناولها.

(8). خلال الثلاثين يوما الماضية، هل مارست تمارين رياضية لتقليل الوزن أو لتجنب زيادة الوزن؟

A. نعم

B. لا

الأسئلة الخمسة التالية تسأل عن الغذاء الذي تتناوله.

(14). خلال الثلاثين يوما الماضية، كم عدد مرات تناولك للفواكه يوميا، مثل التفاح والموز والبرتقال...الخ؟

- A. لم أتناول الفواكه خلال الثلاثين يوما الماضية
- B. أقل من مرة واحدة في اليوم
- C. مرة واحدة في اليوم
- D. مرتين في اليوم
- E. 3 مرات في اليوم
- F. 4 مرات في اليوم
- G. 5 مرات في اليوم أو أكثر

(15). خلال الثلاثين يوما الماضية، كم عدد مرات تناولك للخضروات يوميا، مثل السبانخ والباذنجان والطماطم والخيار...الخ؟

- A. لم أتناول الخضروات خلال الثلاثين يوما الماضية
- B. أقل من مرة واحدة في اليوم
- C. مرة واحدة في اليوم
- D. مرتين في اليوم
- E. 3 مرات في اليوم
- F. 4 مرات في اليوم
- G. 5 مرات في اليوم أو أكثر

(16). خلال الثلاثين يوما الماضية، كم عدد مرات تناولك يوميا للحليب او منتجات الألبان مثل الزبادي أو الجبن الشيدر أو الجبن

(11). خلال الثلاثين يوما الماضية، ما هو معدل شعورك بالجوع لعدم وجود طعام كافٍ في منزلك؟

- A. أبدا ولا مرة
- B. نادرا
- C. أحيانا
- D. في معظم الاحيان
- E. دائما

(12). خلال الثلاثين يوما الماضية، كم عدد مرات تناولك للإفطار؟

- A. لم أتناوله أبدا
- B. نادرا
- C. أحيانا
- D. في معظم الاحيان
- E. دائما

(13). ما هو السبب الرئيسي في عدم تناولك الإفطار؟

- A. أنا اتناول الإفطار دائما
- B. ليس لدي وقت لتناول الإفطار
- C. لا أستطيع الأكل في الصباح الباكر
- D. لا يوجد طعام في منزلنا دائما
- E. سبب آخر

(17). خلال الثلاثين يوما الماضية، كم عدد مرات تناولك يوميا للمشروبات الغازية مثل بيبسي أو كوكا كولا أو فانتا أو سفن أب في اليوم؟

- A. لم اتناول المشروبات الغازية مثل بيبسي أو كوكا كولا أو فانتا أو سفن أب خلال الثلاثين يوما الماضية
- B. أقل من مرة واحدة في اليوم
- C. مرة واحدة في اليوم
- D. مرتين في اليوم
- E. 3 مرات في اليوم
- F. 4 مرات في اليوم
- G. 5 مرات في اليوم أو أكثر

(18). خلال السبعة أيام الماضية، كم عدد الايام التي تناولت فيها طعامك في مطعم وجبات سريعة مثل ماكдонаلد أو بوسطن فرايد تشيكن أو كنتاكي فرايد تشيكن أو جوليباي أو برغر كنج... الخ؟

- A. ولا يوم
- B. يوم واحد
- C. يومان
- D. 3 أيام
- E. 4 أيام
- F. 5 أيام
- G. 6 أيام
- H. 7 أيام

السؤالان التاليان يسألان عن ماذا تعلمت.

(19). خلال هذه السنة الدراسية، هل تعلمت في أي من الدروس فوائد الإكثار من تناول الفواكه والخضروات؟

- A. نعم
- B. لا
- C. لا أعلم

(20). خلال هذه السنة الدراسية، هل تعلمت في أي من الدروس عن فوائد الإكثار من شرب الحليب؟

- A. نعم

بالقشدة؟

- A. لم أتناول اللبن أو منتجات الالبان خلال الثلاثين يوما الماضية
- B. أقل من مرة واحدة في اليوم
- C. مرة واحدة في اليوم
- D. مرتين في اليوم
- E. 3 مرات في اليوم
- F. 4 مرات في اليوم
- G. 5 مرات في اليوم أو أكثر

*الاسئلة التسعة التالية تسألك عن تنظيف أسنانك وغسل يديك:-

(21). خلال الثلاثين يوما الماضية، كم عدد مرات تنظيف أسنانك بالفرشاة والمعجون في اليوم؟

- A. لم أنظف أسناني أو اغسلها بالفرشاة خلال الثلاثين يوما الماضية
- B. مرة واحدة في اليوم
- C. مرتين في اليوم
- D. 3 مرات في اليوم
- E. 4 مرات في اليوم أو أكثر

(22). خلال الثلاثين يوما الماضية، ما هو معدل غسل يديك قبل الأكل؟

- A. لم أغسلها ابدا
- B. نادرا
- C. أحيانا
- D. في معظم الاحيان
- E. دائما

(23). خلال الثلاثين يوما الماضية، كيف تقوم في المعتاد بغسل يديك قبل تناول الطعام؟

- A. لم أقم بغسل يدي قبل تناول الطعام خلال الثلاثين يوما الماضية
- B. في وعاء من الماء يستعمل من قبل آخرين أيضا.
- C. في وعاء من الماء يستعمل من قبلي فقط.
- D. باستخدام الماء الجاري
- E. طريقة أخرى

(24). هل هناك مكان مخصص في المدرسة لغسل يديك قبل الأكل؟

- A. نعم
- B. لا
- C. لا أعلم

(25). خلال الثلاثين يوما الماضية ما هو معدل غسل يديك قبل الأكل في المدرسة؟

- A. ابدا ولا مرة
- B. نادرا
- C. أحيانا
- D. في معظم الاحيان
- E. دائما

(32). هل تحضر ماءً من المنزل لتشربه أثناء وجودك في المدرسة؟

- A. نعم
- B. لا
- C. لا أعلم

السؤال التالي يسأل عن الإصابة بالديدان.

(33). خلال هذه السنة الدراسية، هل تعلمت كيف تتجنب عدوى

الاصابة بالديدان؟

A. نعم

B. لا

C. لا أعلم

الاسئلة السبعة التالية تسأل عن الاعتداءات الجسدية.

والاعتداء الجسدي يحدث عندما يقوم شخص أو أكثر بالهجوم على

شخص معين، أو باستخدام سلاح (عصا، سكين، مسدس) ولا يعتبر

هجوم جسدي عندما يتشاجر طالبان أو أكثر ويكونون بنفس القوة.

(34). خلال الاثني عشر شهراً الماضية، كم عدد المرات التي

هوجمت فيها جسدياً ؟

A. ولا مرة

B. مرة واحدة

C. 2 - 3 مرات

D. 4 - 5 مرات

E. 6 - 7 مرات

F. 8 - 9 مرات

G. 10 - 11 مرة

H. 12 مرة أو أكثر

(35). خلال الاثني عشر شهراً الماضية، كم عدد المرات التي

هوجمت فيها جسدياً من قبل المعلم؟

A. ولا مرة

B. مرة واحدة

C. 2 - 3 مرات

D. 4 - 5 مرات

E. 6 - 7 مرات

F. 8 - 9 مرات

G. 10 - 11 مرة

H. 12 مرة أو أكثر

(39). خلال الاثني عشر شهراً الماضية، كم عدد المرات التي

تشاجرت فيها جسدياً؟

A. ولا مرة

B. مرة واحدة

C. 2 - 3 مرات

D. 4 - 5 مرات

E. 6 - 7 مرات

F. 8 - 9 مرات

G. 10 - 11 مرة

H. 12 مرة أو أكثر

(40). خلال الاثني عشر شهراً الماضية، كم عدد المرات التي

تشاجرت فيها جسدياً داخل المدرسة؟

B. لا

C. لا أعرف

(26). خلال الثلاثين يوماً الماضية، ما هو معدل غسل يديك بعد

استعمال المرحاض أو دورة المياه؟

A. لم أغسلها أبداً

B. نادراً

C. أحياناً

D. في معظم الأحيان

E. دائماً

(27). هل المرحاض ودورة المياه نظيفة في المدرسة؟

A. نعم

B. لا

(28). خلال الثلاثين يوماً الماضية، ما هو معدل استخدامك للصابون

عند غسل يديك؟

A. لم استعمله أبداً

B. نادراً

C. أحياناً

D. في معظم الأحيان

E. دائماً

(29). خلال هذه السنة الدراسية، هل تعلمت في أي من الدروس

أهمية غسل اليدين؟

A. نعم

B. لا

C. لا أعلم

الاسئلة الثلاثة التالية تسأل عن مياه نظيفة للشرب.

(30). هل يوجد مصدر مائي نظيف للشرب في المدرسة؟

A. نعم

B. لا

(31). ما هو معدل شربك من مصدر المياه بالمدرسة؟

A. لا يوجد مصدر للمياه بالمدرسة

B. لم أستعمله أبداً

C. نادراً

D. أحياناً

E. في معظم الأحيان

F. دائماً

(36). خلال الاثني عشر شهراً الماضية، كم عدد مرات الايذاء

اللفظي من قبل المعلم؟

A. ولا مرة

B. مرة واحدة

C. 2 - 3 مرات

D. 4 - 5 مرات

E. 6 - 7 مرات

F. 8 - 9 مرات

G. 10 - 11 مرة

H. 12 مرة أو أكثر

(37). خلال الاثني عشر شهراً الماضية، كم عدد المرات التي

هوجمت بها جسدياً من قبل أحد أفراد أسرتك الكبار؟

- A. ولا مرة
B. مرة واحدة
C. 2 - 3 مرات
D. 4 - 5 مرات
E. 6 - 7 مرات
F. 8 - 9 مرات
G. 10 - 11 مرة
H. 12 مرة أو أكثر

- A. ولا مرة
B. مرة واحدة
C. 2 - 3مرات
D. 4 - 5مرات
E. 6 - 7مرات
F. 8 - 9مرات
G. 10 - 11 مرة
H. 12 مرة أو أكثر

(38). خلال الاثني عشر شهرا الماضية، هل قام أحد أصدقائك أو صديقك بضربك أو إيذائك عن عمد؟

- A. لا يوجد لدي أصدقاء أو صديقات خلال الاثني عشر شهراً الماضية
B. نعم
C. لا

* الاسئلة الثلاثة التالية تسأل عن المشاجرات الجسدية، والمشاجرة الجسدية تقع عندما يتقاتل طالبان أو أكثر يكونون بنفس القوة

الاسئلة الخمسة التالية تسأل عن أخطر اصابة حدثت لك خلال الاثني عشر شهرا الماضية. وتعتبر الاصابة خطيرة عندما تعطلك يوماً كاملاً على الأقل عن انشطتك المعتادة (مثل العمل أو الرياضة أو المدرسة) أو عندما تحتاج الى علاج بواسطة طبيب.

(42). خلال الاثني عشر شهرا الماضية، كم عدد المرات التي أصبت بها باصابة خطيرة؟

- A. ولا مرة
B. مرة واحدة
C. 2 - 3مرات
D. 4 - 5مرات
E. 6 - 7مرات
F. 8 - 9مرات
G. 10 - 11 مرة
H. 12 مرة أو أكثر

(43). خلال الاثني عشر شهرا الماضية، ماذا كنت تفعل عندما حدثت لك أخطر اصابة؟

- A. لم تحدث لي اصابة خطيرة خلال الاثني عشر شهراً الماضية
B. كنت ألعب أو أتدرب للعب رياضة
C. كنت أمشي أو أركض، ولكن ليس خلال التدريب أو الرياضة.
D. اركب دراجة أو سكوتر أو لوحة بعجلات أو حيواناً
E. أركب أو أقود سيارة أو مركبة أخرى ذات محرك
F. أقوم بعمل مقابل أجر أو بدون أجر، بما في ذلك العمل المنزلي أو العمل في حديقة المنزل أو المطبخ
G. لم أكن أعمل شيئاً
H. غير ذلك

* السؤال التالي يسألك عن ماذا تعلمت.

(47). خلال هذه السنة الدراسية، هل تعلمت في أي من الدروس مهارات الاسعاف الاولى في حال أصبت أنت أو شخص آخر؟

(41). خلال هذه السنة الدراسية، هل تعلمت في أي من الدروس كيف تتجنب المشاجرة الجسدية والعنف؟

- A. نعم
B. لا
C. لا أعرف

(44). خلال الاثني عشر شهرا الماضية، ماذا كان السبب الرئيسي الذي تسبب في أخطر اصابة حدثت لك؟

- A. لم تحدث لي اصابة خطيرة خلال الاثني عشر شهراً الماضية
B. كنت في سيارة صدمتها سيارة أخرى في حادث
C. سقطت
D. سقط علي شيء أو اصطدم بي شيء
E. كنت أتعارك مع أحد الاشخاص
F. هجم علي شخص ما
G. حدث حريق في مكان كنت فيه أو كنت قريب جداً من لهب أو شيء ساخن
H. سبب آخر غير ما ذكر

(45). خلال الاثني عشر شهرا الماضية، كيف وقعت أخطر اصابة حدثت لك؟

- A. لم تحدث لي اصابة خطيرة خلال الاثني عشر شهراً الماضية
B. أصبت نفسي عن غير قصد
C. أصابني شخص آخر عن غير قصد
D. أصبت نفسي عمداً
E. أصابني شخص آخر عمداً

(46). خلال الاثني عشر شهرا الماضية، ماذا كانت أخطر إصابة حدثت لك؟

- A. لم تحدث لي اصابة خطيرة خلال الاثني عشر شهراً الماضية
B. أصبت بكسر في إحدى العظام أو بخلع في أحد المفاصل
C. أصبت بجرح أو قطع أو جرح طعني
D. أصبت بارتجاج أو إصابة أخرى في الرأس والعنق أو أغمي علي أو لم أستطع التنفس
E. أصبت بطلق ناري
F. أصبت بحروق شديدة
G. فقدت قدماً أو ساقاً أو ذراعاً أو جزءاً منها
H. حدث لي شيء آخر

* الاسئلة الخمسة التالية تسأل عن الامان الشخصي؟

(50). خلال الثلاثين يوماً الماضية، كم عدد الايام التي لم تذهب فيها

الى المدرسة لشعورك بعدم أمان الطريق للمدرسة؟

A. ولا يوم

B. يوم واحد

C. 2-3 أيام

D. 4-5 أيام

E. 6 أيام أو أكثر

(51). خلال الثلاثين يوما الماضية، كم عدد الايام التي لم تذهب فيها للمدرسة لعدم شعورك بالامان داخل المدرسة؟

A. ولا يوم

B. يوم واحد

C. 2-3 أيام

D. 4-5 أيام

E. 6 أيام أو أكثر

(52). خلال الثلاثين يوما الماضية، كم عدد المرات التي قام بها شخص ما بسرقة أو تحطيم ممتلكاتك عمدا، مثل ملابسك أو كتبك، داخل المدرسة؟

A. ولا مرة

B. مرة واحدة

C. 2 - 3 مرات

D. 4 - 5 مرات

E. 6 - 7 مرات

F. 8 - 9 مرات

G. 10 - 11 مرة

H. 12 مرة أو أكثر

(53). خلال الثلاثين يوما الماضية، ما معدل استخدامك لحزام الأمان عند ركوبك السيارة؟

A. لم أركب سيارة خلال الثلاثين يوما الماضية

B. أبدا ولا مرة

C. نادرا

D. احيانا

E. في معظم الاحيان

F. دائما

(58). خلال الاثني عشر شهرا الماضية، هل شعرت بالحزن أو اليأس تقريبا يوميا ولمدة اسبوعين متواصلين، حتى انك لم تعد تمارس نشاطاتك الاعتيادية؟

A. ابدا ولا مرة

B. نادرا

C. احيانا

D. في معظم الاحيان

E. دائما

(59). خلال الاثني عشر شهرا الماضية، هل حاولت جديا الانتحار؟

A. نعم

B. لا

(60). خلال الاثني عشر شهرا الماضية، هل اعددت خطة لمحاولة انتحار؟

A. نعم

A. نعم

B. لا

C. لا أعرف

* السؤالان التاليان يسألان عن الاساءة، والاساءة تحدث عندما يقوم طالب أو مجموعة من الطلاب بقول أو بعمل سيئ لطالب آخر. ولا تعتبر اساءة عندما يقوم طالبان بنفس القوة بالمجادلة أو المشاجرة، أو عندما تتم الاساءة بطريقة المزح أو الصداقة.

(48). خلال الثلاثين يوما الماضية، كم عدد الايام التي تعرضت فيها للاساءة؟

A. ولا يوم

B. 1-2 يوم

C. 3-5 أيام

D. 6-9 أيام

E. 10-19 يوم

F. 20-29 يوم

G. الثلاثين يوما كاملة

(49). خلال الثلاثين يوما الماضية، كيف كانت الطريقة التي تعرضت فيها للاساءة عادة؟

A. لم أتعرض للاساءة خلال الثلاثين يوما الماضية

B. تعرضت للضرب -الدفع- للحبس.

C. تعرضت للسخرية بسبب عرقي أو لوني

D. تعرضت للسخرية بسبب ديني

E. تعرضت للسخرية بتعليقات جنسية

F. تم استثنائي من الانشطة عمدا وتم اهمالي كليا

G. تعرضت للسخرية بسبب شكل جسمي او وجهي

H. تعرضت للاساءة بطرق أخرى.

(54). خلال هذه السنة الدراسية، هل تعلمت في أي من الدروس كيفية تجنب حوادث السيارات؟

A. نعم

B. لا

C. لا أعرف

* الاسئلة التسعة التالية تسأل عن مشاعرك وصداقاتك وماذا تعلمت في المدرسة.

(55). خلال الاثني عشر شهرا الماضية، كم عدد المرات التي شعرت بها بالوحدة؟

A. ابدا ولا مرة

B. نادرا

C. احيانا

D. في معظم الاحيان

E. دائما

(56). خلال الاثني عشر شهرا الماضية، كم عدد المرات التي شعرت بها بالقلق لدرجة انك لم تستطع النوم في الليل؟

A. ابدا ولا مرة

B. نادرا

C. احيانا

D. في معظم الاحيان

E. دائما

(57). خلال الاثني عشر شهرا الماضية، كم عدد المرات التي شعرت بها بالقلق لدرجة انك لم تستطع الاكل ولم يكن لك شهية للاكل؟

- A. ابدأ ولا مرة
B. نادراً
C. أحياناً
D. في معظم الأحيان
E. دائماً

B. لا

(61). كم عدد اصدقائك المقربين جداً؟

- A. صفر
B. 1
C. 2
D. 3 أو أكثر

(62). خلال السنة الدراسية الحالية، هل تعلمت في أي من الدروس كيف تسيطر على غضبك؟

- A. نعم
B. لا
C. لا أعرف

(63). خلال السنة الدراسية الحالية، هل تعلمت في أي من الدروس كيف تتعامل بطريقة صحية مع حالات الضغط النفسي؟

- A. نعم
B. لا
C. لا أعرف

(68). خلال الأيام السبعة الماضية، كم عدد الأيام التي كان فيها أشخاص يدخنون أثناء وجودك؟

- A. ولا يوم
B. 1-2 يوم
C. 3-4 أيام
D. 5-6 أيام
E. السبعة أيام كلها

(69). من يدخل من عائلتك (والديك ، ولي أمرك)؟

- A. لا يوجد
B. أبي أو ولي أمري
C. أمي أو ولية أمري
D. كل من أبي وأمي
E. لا أعلم

الأسئلة الأربعة التالية تسألك عن مرض نقص المناعة المكتسب (أو الإيدز)

(70). هل سمعت عن فيروس نقص المناعة المكتسب أو مرض الإيدز؟

- A. نعم
B. لا

(71). خلال هذه السنة الدراسية، هل تعلمت شيئاً في أي من الدروس عن فيروس نقص المناعة المكتسب أو مرض الإيدز؟

- A. نعم
B. لا
C. لا أعلم

(72). خلال هذه السنة الدراسية، هل تعلمت في أي من الدروس كيف تتجنب الإصابة بفيروس نقص المناعة المكتسب أو الإيدز؟

- A. نعم
B. لا
C. لا أعلم

(73). هل يمكن للناس حماية أنفسهم من مرض الإيدز بتجنب الاتصال الجنسي؟

- A. نعم
B. لا
C. لا أعلم

الأسئلة الستة التالية تسألك عن السجائر واستخدام التبغ.

(64). كم كان عمرك عندما جربت تدخين السجائر لأول مرة؟

- A. لم أدخل سيجارة أبداً
B. 7 سنين أو أقل
C. 8-9 سنين
D. 10-11 سنة
E. 12-13 سنة
F. 14-15 سنة
G. 16 سنة أو أكثر

(65). خلال الثلاثين يوماً الماضية، كم عدد الأيام التي دخنت فيها سجائر؟

- A. ولا يوم
B. 1-2 يوم
C. 3-5 أيام
D. 6-9 أيام
E. 10-19 يوم
F. 20-29 يوم
G. الثلاثين يوماً كلها

(66). خلال الاثني عشر شهراً الماضية، كم عدد الأيام التي استخدمت فيها أي نوع آخر من التبغ، مثل النارجيلة (الشيشة) أو الغليون (البابب)؟

- A. ولا يوم
B. 1-2 يوم
C. 3-5 أيام
D. 6-9 أيام
E. 10-19 يوم
F. 20-29 يوم
G. الثلاثين يوماً كلها

(67). خلال الاثني عشر شهراً الماضية، هل حاولت أن تتوقف عن تدخين السجائر؟

- A. أنا لم أدخل السجائر أبداً
B. أنا لم أدخل السجائر خلال الإثني عشر شهراً الماضية
C. نعم
D. لا

*الأسئلة الستة التالية تسأل عن النشاط البدني

النشاط البدني:- هو أي نشاط يزيد من عدد دقات قلبك، ويجعلك لا تستطيع التنفس، ويمكن ممارسة النشاط البدني من خلال الرياضة، اللعب مع الاصدقاء أو المشي للمدرسة.

ومن الأمثلة على النشاط البدني: الركض ، المشي السريع، القفز، الرقص، لعب كرة القدم، السباحة، نط الحبل والكراتيه.

***قم بالاجابة حسب النشاط البدني الذي تقوم به يوميا. باستثناء**

حصص الرياضة او الجيمباز في المدرسة.

(74). خلال السبعة أيام الماضية، كم عدد الايام التي مارست فيها النشاط البدني بما يعادل مجموع 60 دقيقة في اليوم؟

- A. ولا يوم
- B. يوم واحد
- C. يومين
- D. 3 أيام
- E. 4 أيام
- F. 5 أيام
- G. 6 أيام
- H. 7 أيام

(75). خلال اسبوعك المعتاد، كم عدد الايام التي تمارس فيها النشاط البدني لمدة لا تقل عن 60 دقيقة في اليوم؟

- A. ولا يوم
- B. يوم واحد
- C. يومين
- D. 3 أيام
- E. 4 أيام
- F. 5 أيام
- G. 6 أيام
- H. 7 أيام

***السؤال التالي يسأل عن الوقت الذي تمضيه جالسا خلال تواجدك**

خارج المدرسة او خلال اداك لواجباتك الدراسية المنزلية؟

(80). ما المدة التي تقضيها خلال يومك العادي، جالسا ترأقب التلفزيون، تلعب أمام الكمبيوتر، تتحدث مع اصدقائك او تقوم بأي نشاط آخر وانت جالس، مثل اللعب بالاتاري، بلاي سناشن، لعب الشدة، لعب الشطرنج او قراءة القصص؟

- A. أقل من ساعة يوميا
- B. 1 – 2 ساعة يوميا
- C. 3 – 4 ساعات يوميا
- D. 5 – 6 ساعات يوميا
- E. 7 – 8 ساعات يوميا
- F. أكثر من 8 ساعات يوميا

***السؤالان التاليان يسألان عن ذهابك للمدرسة وعودتك منها.**

(81). خلال السبعة أيام الماضية، كم عدد الايام التي مشيت فيها أو ركبت بسكليت من والى المدرسة؟

- A. ولا يوم
- B. يوم واحد
- C. يومين
- D. 3 أيام
- E. 4 أيام
- F. 5 أيام
- G. 6 أيام

(76).

خلال السبعة أيام الماضية، كم عدد الايام التي مارست فيها

التمارين لتقوية عضلاتك، مثل تمارين الدفع (Push-ups) او رفع

الاثقال؟

- A. ولا يوم
- B. يوم واحد
- C. يومين
- D. 3 أيام
- E. 4 أيام
- F. 5 أيام
- G. 6 أيام
- H. 7 أيام

(77).

خلال السنة الدراسية الحالية، كم عدد الايام التي ذهبت فيها

لحصص النشاط البدني الاسبوعي (الرياضة)؟

- A. ولا يوم
- B. يوم واحد
- C. يومين
- D. 3 أيام
- E. 4 أيام
- F. 5 أيام او اكثر

(78).

خلال السنة الدراسية الحالية، هل تعلمت في أي من الدروس

أهمية النشاط البدني؟

- A. نعم
- B. لا
- C. لا أعلم

(79).

خلال السنة الدراسية الحالية، هل تعلمت في أي من الدروس

عن فرص ممارسة النشاط البدني في مجتمعك المحلي (مكان

سكنك)؟

- A. نعم
- B. لا
- C. لا أعلم

***الاسئلة الخمسة التالية تسأل عن تجاربك في المدرسة وفي**

المنزل.

(83).

خلال الثلاثين يوما الماضية، كم عدد الأيام التي تغيبت فيها

عن الصفوف او عن المدرسة بدون إذن؟

- A. ولا يوم
- B. 1-2 يوم
- C. 3-5 أيام
- D. 6-9 أيام
- E. 10 أيام أو اكثر

(84).

خلال الثلاثين يوما الماضية، كم عدد المرات التي كان فيها

طلاب مدرستك لطفاء ومتعاونين؟

- A. أبدا ولا مرة
- B. نادرا

H. 7 أيام
(82). خلال السبعة أيام الماضية، كم المدة التي تستغرقها في ذهابك للمدرسة وعودتك منها ؟ (حاصل جمع مدة الذهاب ومدة العودة).

A. أقل من (10) دقائق يوميا

B. 10 – 19 دقيقة يوميا

C. 20 – 29 دقيقة يوميا

D. 30 – 39 دقيقة يوميا

E. 40 – 49 دقيقة يوميا

F. 50 – 59 دقيقة يوميا

G. 60 دقيقة أو أكثر يوميا

(87). خلال الثلاثين يوما الماضية، كم عدد المرات التي كان يعرف فيها والديك او ولي امرك ماذا تفعل حقيقة في اوقات فراغك؟

A. أبدا ولا مرة

B. نادرا

C. احيانا

D. في معظم الاحيان

E. دائما

(88). خلال سنوات حياتك ، هل حاولت ولو لمرة استخدام أي من المواد التالية:- (يمكن الإشارة لأكثر من واحدة).

A. الدخان (على الاقل سيجارة واحدة كاملة).

B. الكحول (على الاقل كأس واحد كامل).

C. مخدرات

D. حبوب منومة (لم توصف من قبل طبيب).

E. شم أبخرة مواد متطايرة

F. مواد اخرى

G. لم اجرّب أي من المواد اعلاه.

(89). خلال الشهر الماضي (الثلاثين يوم الاخيرة) هل حاولت ولو لمرة استخدام أي من المواد التالية:-

A. الدخان (على الاقل سيجارة واحدة كاملة).

B. الكحول (على الاقل كأس واحد كامل).

C. مخدرات

D. حبوب منومة (لم توصف من قبل طبيب).

E. شم أبخرة مواد متطايرة

F. مواد اخرى

G. لم اجرّب أي من المواد اعلاه.

C. احيانا

D. في معظم الاحيان

E. دائما

(85). خلال الثلاثين يوما الماضية، كم عدد المرات التي قام بها والديك او ولي امرك بالتأكد من انك قمت باداء واجباتك المدرسية المنزلية؟

A. أبدا ولا مرة

B. نادرا

C. احيانا

D. في معظم الاحيان

E. دائما

(86). خلال الثلاثين يوما الماضية، كم عدد المرات التي استجاب فيها والديك او ولي امرك لمشاكلك وللامور التي تسبب لك القلق؟

A. أبدا ولا مرة

B. نادرا

C. احيانا

D. في معظم الاحيان

E. دائما

(90). خلال السنة الماضية، هل حاولت ولو لمرة واحدة استخدام أي من المواد التالية:-

A. الدخان (على الاقل سيجارة واحدة كاملة).

B. الكحول (على الاقل كأس واحد كامل).

C. مخدرات

D. حبوب منومة (لم توصف من قبل طبيب).

E. شم أبخرة مواد متطايرة

F. مواد اخرى

G. لم اجرّب أي من المواد اعلاه.

ANNEX 3
ENGLISH COPY OF GSHS

2004 JORDAN GLOBAL SCHOOL-BASED STUDENT HEALTH SURVEY

This survey is about your health and the things you do that may affect your health. Students like you all over your country are doing this survey. Students in many other countries around the world also are doing this survey. The information you give will be used to develop better health programs for young people like yourself.

DO NOT write your name on this survey or the answer sheet. The answers you give will be kept private. No one will know how you answer. Answer the questions based on what you really know or do. There are no right or wrong answers.

Completing the survey is voluntary. Your grade or mark in this class will not be affected whether or not you answer the questions. If you do not want to answer a question, just leave it blank.

Make sure to read every question. Fill in the circles on your answer sheet that match your answer. Use only the pencil you are given. When you are done, do what the person who is giving you the survey says to do.

Here is an example of how to fill in the circles:

Fill in the circles like this

Not like 

or



Survey

1. Do fish live in water?

A. Yes

B. No

Answer sheet

1. A B C  (E) (F) (G) (H)   

Thank you very much for your help.

1. How old are you?
 - A. 11 years old or younger
 - B. 12 years old
 - C. 13 years old
 - D. 14 years old
 - E. 15 years old
 - F. 16 years old or older
2. What is your sex?
 - A. Male
 - B. Female
3. In what class are you?
 - A. 7th
 - B. 8th
 - C. 9th
 - D. 10th
 - E. 11th

The next 7 questions ask about your height and weight.

























4. How tall are you without your shoes on? ON THE ANSWER SHEET, WRITE YOUR HEIGHT IN THE SHADED BOXES AT THE TOP OF THE GRID. THEN FILL IN THE OVAL BELOW EACH NUMBER.

Example

Height (cm)		
1	5	3
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input checked="" type="radio"/>
	<input type="radio"/>	<input type="radio"/>
	<input checked="" type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	I do not know	

5. How much do you weigh without your shoes on? ON THE ANSWER SHEET, WRITE YOUR WEIGHT IN THE SHADED BOXES AT THE TOP OF THE GRID. THEN FILL IN THE OVAL BELOW EACH NUMBER.

Example

Weight (kg)		
0	5	2
		
		
		
		
		
		
		
		
		
		
	I do not know	

6. How do you describe your weight?

- A. Very underweight
- B. Slightly underweight
- C. About the right weight
- D. Slightly overweight
- E. Very overweight

7. Which of the following are you trying to do about your weight?

- A. I am **not trying to do anything** about my weight
- B. **Lose** weight
- C. **Gain** weight
- D. **Stay** the same weight

8. During the past 30 days, did you **exercise** to lose weight or to keep from gaining weight?

- A. Yes
- B. No

9. During this school year, were you taught in any of your classes healthy ways to **gain** weight?

- A. Yes
- B. No
- C. I do not know

10. During this school year, were you taught in any of your classes healthy ways to **lose** weight?

- A. Yes
- B. No

- C. I do not know

The next 3 questions ask about meals you might have eaten.

11. During the past 30 days, how often did you go hungry because there was not enough food in your home?

- A. Never
- B. Rarely
- C. Sometimes
- D. Most of the time
- E. Always

12. During the past 30 days, how often did you eat breakfast?

- A. Never
- B. Rarely
- C. Sometimes
- D. Most of the time
- E. Always

13. What is the **main** reason you do not eat breakfast?

- A. I always eat breakfast
- B. I do not have time for breakfast
- C. I cannot eat early in the morning
- D. There is not always food in my home
- E. Some other reason

The next 5 questions ask about foods you might eat.

14. During the past 30 days, how many times per day did you **usually** eat fruit, such as apples, bananas, or citrus fruits?

- A. I did not eat fruit during the past 30 days
- B. Less than one time per day
- C. 1 time per day
- D. 2 times per day
- E. 3 times per day
- F. 4 times per day
- G. 5 or more times per day

15. During the past 30 days, how many times per day did you **usually** eat vegetables, such as tomato, cucumber, spinach, or eggplant?

- A. I did not eat vegetables during the past 30 days
- B. Less than one time per day
- C. 1 time per day
- D. 2 times per day
- E. 3 times per day
- F. 4 times per day
- G. 5 or more times per day

16. During the past 30 days, how many times per day did you **usually** drink milk or eat milk products, such as yogurt, cheddar cheese, or cream cheese?

- A. I did not drink milk or eat milk products during the past 30 days
- B. Less than one time per day
- C. 1 time per day
- D. 2 times per day
- E. 3 times per day
- F. 4 times per day
- G. 5 or more times per day

17. During the past 30 days, how many times per day did you **usually** drink carbonated soft drinks, such as Coke, Pepsi, Coca Cola, 7- Up, or Fanta?

- A. I did not drink carbonated soft drinks during the past 30 days
- B. Less than 1 time per day
- C. 1 time per day
- D. 2 times per day
- E. 3 times per day
- F. 4 times per day
- G. 5 or more times per day

18. During the past 7 days, on how many days did you eat at a fast food restaurant, such as McDonalds, Boston Fried Chicken, or Burger King?

- A. 0 days
- B. 1 day
- C. 2 days
- D. 3 days
- E. 4 days
- F. 5 days
- G. 6 days
- H. 7 days

The next 2 questions ask about what you have learned.

19. During this school year, were you taught in any of your classes the benefits of eating more fruits and vegetables?

- A. Yes
- B. No
- C. I do not know

20. During this school year, were you taught in any of your classes the benefits of drinking more milk?

- A. Yes
- B. No
- C. I do not know

The next 9 questions ask about cleaning your teeth and washing your hands.

21. During the past 30 days, how many times per day did you **usually** clean or brush your teeth?

- A. I did not clean or brush my teeth during the past 30 days
- B. 1 time per day
- C. 2 times per day
- D. 3 times per day
- E. 4 or more times per day

22. During the past 30 days, how often did you wash your hands before eating?

- A. Never
- B. Rarely
- C. Sometimes
- D. Most of the time
- E. Always

23. During the past 30 days, how did you **usually** wash your hands before eating?

- A. I did not wash my hands before eating during the past 30 days
- B. In a dish of water used by others
- C. In a dish of water used only by me
- D. Under running water
- E. Some other way

24. Is there a place for you to wash your hands before eating at school?

- A. Yes
- B. No

25. During the past 30 days, how often did you wash your hands before eating at school?

- A. Never
- B. Rarely
- C. Sometimes

D. Most of the time

E. Always

26. During the past 30 days, how often did you wash your hands after using the toilet or latrine?

A. Never

B. Rarely

C. Sometimes

D. Most of the time

E. Always

27. Are the toilets or latrines clean at school?

A. Yes

B. No

28. During the past 30 days, how often did you use soap when washing your hands?

A. Never

B. Rarely

C. Sometimes

D. Most of the time

E. Always

29. During this school year, were you taught in any of your classes the importance of hand washing?

A. Yes

B. No

C. I do not know

The next 3 questions ask about clean drinking water.

30. Is there a source of clean water for drinking at school?

A. Yes

B. No

31. How often do you drink water from the water source at school?

A. There is not a water source at school

B. Never

C. Rarely

D. Sometimes

E. Most of the time

F. Always

32. Do you bring water from home to drink while you are at school?

A. Yes

B. No

The next question asks about worm infections.

33. During this school year, were you taught how to avoid worm infections?

- A. Yes
- B. No
- C. I do not know

The next 5 questions ask about physical attacks. A physical attack occurs when one or more people hit or strike someone, or when one or more people hurt another person with a weapon (such as a stick, knife, or gun). It is not a physical attack when two students of about the same strength or power choose to fight each other.

34. During the past 12 months, how many times were you physically attacked?

- A. 0 times
- B. 1 time
- C. 2 or 3 times
- D. 4 or 5 times
- E. 6 or 7 times
- F. 8 or 9 times
- G. 10 or 11 times
- H. 12 or more times

35. During the past 12 months, how many times were you physically attacked by a teacher?

- A. 0 times
- B. 1 time
- C. 2 or 3 times
- D. 4 or 5 times
- E. 6 or 7 times
- F. 8 or 9 times
- G. 10 or 11 times
- H. 12 or more times

36. During the past 12 months, how many times were you verbally abused by a teacher?

- A. 0 times
- B. 1 time
- C. 2 or 3 times
- D. 4 or 5 times
- E. 6 or 7 times
- F. 8 or 9 times
- G. 10 or 11 times
- H. 12 or more times

37. During the past 12 months, how many times were you physically attacked by an adult family member?

- A. 0 times
- B. 1 time
- C. 2 or 3 times
- D. 4 or 5 times

- E. 6 or 7 times
- F. 8 or 9 times
- G. 10 or 11 times
- H. 12 or more times

38. During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?

- A. I have not had a boyfriend or girlfriend during the past 12 months
- B. Yes
- C. No

The next 3 questions ask about physical fights. A physical fight occurs when two or more students of about the same strength or power choose to fight each other.

39. During the past 12 months, how many times were you in a physical fight?

- A. 0 times
- B. 1 time
- C. 2 or 3 times
- D. 4 or 5 times
- E. 6 or 7 times
- F. 8 or 9 times
- G. 10 or 11 times
- H. 12 or more times

40. During the past 12 months, how many times were you in a physical fight **on school property**?

- A. 0 times
- B. 1 time
- C. 2 or 3 times
- D. 4 or 5 times
- E. 6 or 7 times
- F. 8 or 9 times
- G. 10 or 11 times
- H. 12 or more times

41. During this school year, were you taught in any of your classes how to avoid physical fights and violence?

- A. Yes
- B. No
- C. I do not know

The next 5 questions ask about the most serious injury that happened to you during the past 12 months. An injury is serious when it makes you miss at least one full day of usual activities (such as school, sports, or a job) or requires treatment by a doctor or nurse.

42. During the past 12 months, how many times were you seriously injured?

- A. 0 times
- B. 1 time
- C. 2 or 3 times
- D. 4 or 5 times
- E. 6 or 7 times
- F. 8 or 9 times
- G. 10 or 11 times
- H. 12 or more times

43. During the past 12 months, **what were you doing** when the most serious injury happened to you?

- A. I was not seriously injured during the past 12 months
- B. Playing or training for a sport
- C. Walking or running, but not as part of playing or training for a sport
- D. Riding a bicycle, scooter, skate, or animals
- E. Riding or driving in a car or other motor vehicle
- F. Doing any paid or unpaid work, including housework, yard work, or cooking
- G. Nothing
- H. Something else

44. During the past 12 months, **what was the major cause** of the most serious injury that happened to you?

- A. I was not seriously injured during the past 12 months
- B. I was in a motor vehicle accident or hit by a motor vehicle
- C. I fell
- D. Something fell on me or hit me
- E. I was fighting with someone
- F. I was attacked, assaulted, or abused by someone
- G. I was in a fire or too near a flame or something hot
- H. Something else caused my injury

45. During the past 12 months, **how** did the most serious injury happen to you?

- A. I was not seriously injured during the past 12 months
- B. I hurt myself by accident
- C. Someone else hurt me by accident
- D. I hurt myself on purpose
- E. Someone else hurt me on purpose

46. During the past 12 months, **what was** the most serious injury that happened to you?

- A. I was not seriously injured during the past 12 months
- B. I had a broken bone or a dislocated joint
- C. I had a cut, puncture, or stab wound
- D. I had a concussion or other head or neck injury, was knocked out, or could not breathe
- E. I had a gunshot wound
- F. I had a bad burn
- G. I lost all or part of a foot, leg, hand, or arm
- H. Something else happened to me

The next question asks about what you have learned.

47. During this school year, were you taught in any of your classes first aid skills in case of an injury to yourself or someone else?

- A. Yes
- B. No
- C. I do not know

The next 2 questions ask about bullying. Bullying occurs when a student or group of students say or do bad and unpleasant things to another student. It is also bullying when a student is teased a lot in an unpleasant way or when a student is left out of things on purpose. It is not bullying when two students of about the same strength or power argue or fight or when teasing is done in a friendly and fun way.

48. During the past 30 days, on how many days were you bullied?

- A. 0 days
- B. 1 or 2 days
- C. 3 to 5 days
- D. 6 to 9 days
- E. 10 to 19 days
- F. 20 to 29 days
- G. All 30 days

49. During the past 30 days, how were you bullied **most often**?

- A. I was not bullied during the past 30 days
- B. I was hit, kicked, pushed, shoved around, or locked indoors
- C. I was made fun of because of my race or color
- D. I was made fun of because of my religion
- E. I was made fun of with sexual jokes, comments, or gestures
- F. I was left out of activities on purpose or completely ignored
- G. I was made fun of because of how my body or face looks
- H. I was bullied in some other way

The next 5 questions ask about personal safety.

50. During the past 30 days, on how many days did you not go to school because you felt you would be unsafe on your way to or from school?

- A. 0 days
- B. 1 day
- C. 2 or 3 days
- D. 4 or 5 day
- E. 6 or more days

51. During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school?

- A. 0 days
- B. 1 day
- C. 2 or 3 days
- D. 4 or 5 days
- E. 6 or more days

52. During the past 30 days, how many times has someone stolen or deliberately damaged your property, such as your car, clothing, or books **on school property**?

- A. 0 times
- B. 1 time
- C. 2 or 3 times
- D. 4 or 5 times
- E. 6 or 7 times
- F. 8 or 9 times
- G. 10 or 11 times
- H. 12 or more times

53. During the past 30 days, how often did you use a seat belt when **riding** in a car or other motor vehicle driven by someone else?

- A. I did not ride in a motor vehicle driven by someone else
- B. Never
- C. Rarely
- D. Sometimes
- E. Most of the time
- F. Always

54. During this school year, were you taught in any of your classes how to avoid or prevent motor vehicle accidents?

- A. Yes
- B. No
- C. I do not know

The next 9 questions ask about your feelings and friendships and what you have learned in school.

55. During the past 12 months, how often have you felt lonely?

- A. Never
- B. Rarely
- C. Sometimes
- D. Most of the time
- E. Always

56. During the past 12 months, how often have you been so worried about something that you could not sleep at night?

- A. Never
- B. Rarely
- C. Sometimes
- D. Most of the time
- E. Always

57. During the past 12 months, how often have you been so worried about something that you could not eat or did not have an appetite?

- A. Never
- B. Rarely
- C. Sometimes
- D. Most of the time
- E. Always

58. During the past 12 months, did you ever feel so sad or hopeless almost every day for **two weeks or more in a row** that you stopped doing your usual activities?

- A. Yes
- B. No

59. During the past 12 months, did you ever **seriously** consider attempting suicide?

- A. Yes
- B. No

60. During the past 12 months, did you make a plan about how you would attempt suicide?

- A. Yes
- B. No

61. How many close friends do you have?

- A. 0
- B. 1
- C. 2
- D. 3 or more

62. During this school year, were you taught in any of your classes how to manage anger?

- A. Yes
- B. No
- C. I do not know

63. During this school year, were you taught in any of your classes how to handle stress in healthy ways?

- A. Yes
- B. No
- C. I do not know

The next 6 questions ask about cigarette and other tobacco use.

64. How old were you when you first tried a cigarette?

- A. I have never smoked cigarettes
- B. 7 years old or younger
- C. 8 or 9 years old
- D. 10 or 11 years old
- E. 12 or 13 years old
- F. 14 or 15 years old
- G. 16 years old or older

65. During the past 30 days, on how many days did you smoke cigarettes?

- A. 0 days
- B. 1 or 2 days
- C. 3 to 5 days
- D. 6 to 9 days
- E. 10 to 19 days
- F. 20 to 29 days
- G. All 30 days

66. During the past 30 days, on how many days did you use any other form of tobacco, such as Argela or pipe?

- A. 0 days
- B. 1 or 2 days
- C. 3 to 5 days
- D. 6 to 9 days
- E. 10 to 19 days
- F. 20 to 29 days
- G. All 30 days

67. During the past 12 months, have you ever tried to stop smoking cigarettes?

- A. I have never smoked cigarettes
- B. I did not smoke cigarettes during the past 12 months
- C. Yes
- D. No

68. During the past 7 days, on how many days have people smoked in your presence?

- A. 0 days
- B. 1 or 2 days
- C. 3 to 4 days
- D. 5 to 6 days
- E. All 7 days

69. Which of your parents or guardians use any form of tobacco?

- A. Neither
- B. My father or male guardian
- C. My mother or female guardian
- D. Both
- E. I do not know

The next 4 questions ask about HIV or the disease called AIDS.

70. Have you ever heard of HIV or the disease called AIDS?

- A. Yes
- B. No

71. During this school year, were you taught in any of your classes about HIV or AIDS?

- A. Yes

- B. No
- C. I do not know

72. During this school year, were you taught in any of your classes how to avoid HIV or AIDS?

- A. Yes
- B. No
- C. I do not know

73. Can people protect themselves from HIV by not having sexual intercourse?

- A. Yes
- B. No
- C. I do not know

The next 6 questions ask about physical activity. Physical activity is any activity that increases your heart rate and makes you get out of breath some of the time. Physical activity can be done in sports, playing with friends, or walking to school. Some examples of physical activity are running, fast walking, biking, dancing, football, swimming, jumping rope, aerobics, and carateh.

ADD UP ALL THE TIME YOU SPEND IN PHYSICAL ACTIVITY EACH DAY. DO **NOT** INCLUDE YOUR PHYSICAL EDUCATION OR GYM CLASS.

74. During the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day?

- A. 0 days
- B. 1 day
- C. 2 days
- D. 3 days
- E. 4 days
- F. 5 days
- G. 6 days
- H. 7 days

75. During a **typical or usual** week, on how many days are you physically active for a total of at least 60 minutes per day?

- A. 0 days
- B. 1 day
- C. 2 days
- D. 3 days
- E. 4 days
- F. 5 days
- G. 6 days
- H. 7 days

76. During the past 7 days, on how many days did you do exercises to strengthen or tone your muscles, such as push-ups, sit-ups, or weight lifting?

- A. 0 days
- B. 1 day
- C. 2 days
- D. 3 days
- E. 4 days
- F. 5 days
- G. 6 days
- H. 7 days

77. During this school year, on how many days did you go to physical education class each week?

- A. 0 days
- B. 1 day
- C. 2 days
- D. 3 days
- E. 4 days
- F. 5 or more days

78. During this school year, were you taught in any of your classes the benefits of physical activity?

- A. Yes
- B. No
- C. I do not know

79. During this school year, were taught in any of your classes about opportunities for physical activity in your community?

- A. Yes
- B. No
- C. I do not know

The next question asks about the time you spend mostly sitting when you are not in school or doing homework.

80. How much time do you spend during a **typical or usual** day sitting and watching television, playing computer games, talking with friends, or doing other sitting activities, such as Atari, Play Station, playing cards, playing chess, or reading stories?

- A. Less than 1 hour per day
- B. 1 to 2 hours per day
- C. 3 to 4 hours per day
- D. 5 to 6 hours per day
- E. 7 to 8 hours per day
- F. More than 8 hours per day
- G.

The next 2 questions ask about going to and coming home from school.

81. During the past 7 days, on how many days did you walk or ride a bicycle to and from school?

- A. 0 days
- B. 1 day
- C. 2 days
- D. 3 days
- E. 4 days
- F. 5 days
- G. 6 days
- H. 7 days

82. During the past 7 days, how long did it **usually** take for you to get to and from school each day? **ADD UP THE TIME YOU SPEND GOING TO AND COMING HOME FROM SCHOOL.**

- A. Less than 10 minutes per day
- B. 10 to 19 minutes per day
- C. 20 to 29 minutes per day
- D. 30 to 39 minutes per day
- E. 40 to 49 minutes per day
- F. 50 to 59 minutes per day
- G. 60 or more minutes per day

The next 5 questions ask about your experiences at school and at home.

83. During the past 30 days, on how many days did you miss classes or school without permission?

- A. 0 days
- B. 1 or 2 days
- C. 3 to 5 days
- D. 6 to 9 days
- E. 10 or more days

84. During the past 30 days, how often were most of the students in your school kind and helpful?

- A. Never
- B. Rarely
- C. Sometimes
- D. Most of the time
- E. Always

85. During the past 30 days, how often did your parents or guardians check to see if your homework was done?

- A. Never
- B. Rarely
- C. Sometimes
- D. Most of the time
- E. Always

86. During the past 30 days, how often did your parents or guardians understand your problems and worries?

- A. Never
- B. Rarely
- C. Sometimes
- D. Most of the time
- E. Always

87. During the past 30 days, how often did your parents or guardians **really** know what you were doing with your free time?

- A. Never
- B. Rarely
- C. Sometimes
- D. Most of the time
- E. Always

88. In your life, have you EVER tried any of the following substances (mark all that apply)

- A. Tobacco (at least one complete cigarette)
- B. Alcohol (at least one complete drink)
- C. Addiction drugs (Mukhadarate) (this is the familiar name of these substances in Jordan).
- D. Sleeping pills (not prescribed by a doctor)
- E. Inhalants (the fumes of any household products you deliberately breathe in to make you feel different)
- F. Other substances
- G. I have never used any of these substances

89. In the PAST MONTH (30 DAYS) have you tried any of the following substances (mark all that apply)

- A. Tobacco (at least one complete cigarette)

- B. Alcohol (at least one complete drink)
- C. Addication drugs (Mukhadarate) (this is the familiar name of these substances in Jordan).
- D. Sleeping pills (not prescribed by a doctor)
- E. Inhalants (the fumes of any household products you deliberately breathe in to make you feel different)
- F. Other substances
- G. I have never used any of these substances

90. In PAST YEAR (12 MONTHS) have you tried any of the following substances (mark all that apply)

- A. Tobacco (at least one complete cigarette)
- B. Alcohol (at least one complete drink)
- C. Addication drugs (Mukhadarate) (this is the familiar name of these substances in Jordan).
- D. Sleeping pills (not prescribed by a doctor)
- E. Inhalants (the fumes of any household products you deliberately breathe in to make you feel different)
- F. Other substances
- G. I have never used any of these substances

Annex 4

ملخص باللغة العربية

منذ عام 2003 بدأ استخدام المسح الصحي العالمي بالاعتماد على الطلبة دورياً لمراقبة مدى انتشار السلوكات التي تهدد صحة الطلاب وعوامل الوقاية والتي لها علاقة بأسباب الأمراض والوفاة بين فئة الشباب واليافعين. العمر ما بين 13 - 15 سنة. ك السلوكات التغذوية، النظافة العامة، الصحة النفسية، النشاط البدني، عوامل الوقاية، السلوكات الجنسية المؤدية للإصابة بمرض الإيدز والأمراض الجنسية الأخرى، تعاطي التبغ بأشكاله، العنف والإصابات غير المتعمدة. وفي الأردن لا تتوفر أية بيانات عن هذه السلوكات سوى دراسات قليلة جداً ودراسة المسح العالمي لانتشار تعاطي التبغ بين الشباب لعمر ما بين 13 - 15 سنة عام 2003.

الغرض من المسح الصحي العالمي بالاعتماد على الطلبة : توفير قاعدة بيانات صحيحة عن انتشار السلوكات التي تهدد صحة الطلاب وعوامل الوقاية لمساعدة الدول من تحديد أولوياتها و تأسيس برامج، وتقديم المشورة لتوجيه الموارد نحو الصحة المدرسية وبرامج صحة الشباب والسياسات. تأسيس معرفة الاتجاهات لانتشار هذه السلوكات لكل دولة من الدول لاستخدامها في تقييم تعزيز الصحة المدرسية وصحة الشباب، السماح للدول والمنظمات الدولية وغيرهم بمقارنة مدى انتشارها بين دول العالم ودول الإقليم، وإنشاء نظام لرصد ها.

منهجية البحث: دراسة وصفية مقطعية باستعمال تصميم ثنائي عنقودي لعينة ممثلة للطلاب في الفصول الدراسية الثامن والتاسع والعاشر وتم اختيار 26 مدرسة حسب التمثيل النسبي لأعداد الطلاب واختيار 78 صفًا عينة عشوائية بسيطة وكان حجم عينة الطلاب الذين تنطبق عليهم الشروط للمشاركة 2613 طالباً وطالبة وبلغ عدد الاستبيانات التي عُبثت 2457 مع مراعاة خصوصية الطلاب بحرية المشاركة وعدم كتابة أسمائهم. بلغت نسبة الاستجابة الكلية للمدارس والطلاب 95%. تم جمع المعلومات خلال يومي 23 و 24 أيار 2003 وإرسال مغلفات الاستبيانات وأوراق الإجابة ونماذج المدارس والصفوف إلى مركز رقابة الأمراض / أتلانتا بتاريخ 2004/6/9 لإدخال البيانات وتحليلها وإعادتها بعد ذلك إلى الأردن كما اتفق عليه.

النتائج: تضم العينة 2457 طالباً وتشكل الإناث 50.3 % منها.

السلوكات التغذوية: 13.9% من الطلبة لديهم استعداد لزيادة الوزن، 32.6% يحاولون أنقاص وزنهم، 10.3% يذهبون للمدرسة جوعى بسبب عدم توفر غذاء في بيوتهم، 11.4% يأكلون في مطاعم الوجبات السريعة، 27.8% يتناولون المشروبات الغازية، و 16.4% يتناولون الحليب ومشتقاته.

النظافة العامة والشخصية: 17% لم ينظفوا أو يفرشوا أسنانهم، 7.5% لا يغسلون أيديهم قبل الطعام، 5.6% لا يغسلون أيديهم بعد الخروج من الحمام، 7.6% لا يستعملون الصابون لغسل أيديهم. 54.4% ليس لديهم مصدر مياه نظيفة للشرب في المدرسة و 75.0% من الطلبة لديهم حمامات ومراحيض غير نظيفة في المدرسة.

الصحة العقلية: 15.8% من الطلبة يشعرون بالوحدة أغلب الوقت، 18% يشعرون بالقلق إزاء بعض الأمور مما يمنعهم من النوم في الليل. 15.1% يفكرون جدياً بالانتحار، 14.2% يضع الخطط لذلك و 4.9% ليس لديهم أصدقاء مقربين.

النشاط البدني: 16% من الطلبة نشطين بدنيا مدة 60 دقيقة يومياً لمدة سبعة أيام 82.8% يشاركون بشكل غير كاف في الأنشطة الرياضية، 41.3% يمارسون أنشطة مثل استخدام الكمبيوتر وهم جلوس مدة 3 ساعات فأكثر يومياً، و 77.3% منهم يستغرقهم الذهاب من وإلى المدرسة مدة أقل من 30 دقيقة كل يوم خلال الأسبوع.

عوامل الوقاية: 36.3% من الطلبة تغيبوا عن الحصص أو المدرسة بدون عذر، 44.7% أفادوا بأن غالبية طلاب المدرسة لطفاء ومتعاونون، 49% من الطلبة يقوم والديهم أو أولياء أمورهم بالتحقق من أداء واجباتهم المدرسية، 42.7% من الطلبة يتفهم والديهم أو أولياء أمورهم مشاكلهم وما يقلقهم، 44.9% من الطلبة يعرف والديهم أو أولياء أمورهم ماذا يفعل أبناءهم بوقت فراغهم.

السلوك الجنسي الذي يؤدي للإصابة بفيروس HIV المسبب لمرض الإيدز والأمراض المنقولة جنسياً: 97.1% من الطلبة سمعوا بمرض الإيدز، 70.6% تم تعليمهم في الحصص حول الإصابة بفيروس HIV المسبب لمرض الإيدز، 65.9% حول تجنب الإصابة بالمرض، 79.6% يعرفون بأنه يمكن للناس حماية أنفسهم عن طريق تجنب الاتصال الجنسي خارج إطار الرابطة الزوجية.

تعاطي التبغ: 19.9% من الطلبة يتعاطون التبغ بكافة أشكاله لمرة أو أكثر خلال الثلاثين يوماً الماضية، 12.6% من الطلبة دخن السجائر وحاول 64.5% منهم التوقف عن التدخين. 76% من الطلبة أفادوا بأن أناساً قاموا بالتدخين أمامهم خلال السبعة أيام الأخيرة و 51.7% من الطلبة لديهم أحد الوالدين أوولي أمر يتعاطي التبغ بأشكاله.

العنف والإصابات غير المتعمدة: كان هناك 46.6% من الطلبة في مشاجرة بدنية لمرة أو أكثر خلال الاثني عشر شهرا الماضية، 36.1% من الطلبة كانت إصابتهم خطيرة، 11.6% من هؤلاء أصيبوا أثناء اللعب، 5.8% بسبب الوقوع، 52.8% بسبب حادث. 25.7% عانوا من كسر في العظم أو خلع في المفصل كأسوأ إصابة. 46.4% من الطلبة مورس عليهم استعراض القوى لمدة يوم أو أكثر و 13.2% منهم بالضرب والركل والدفع والالتفاف حوله أو إغلاق الباب عليه بالمفتاح.

التوصيات:

1. تقييم وتعديل البرامج التثقيفية الحالية وتصميم واستحداث برامج تثقيفية جديدة، واستحداث أدلة تثقيفية وتدريبية لهيئة التدريس والمرشدين الاجتماعيين، الطلاب، الآباء وأولياء أمور الطلبة ومقدمي الخدمات الصحية التي من شأنها أن تعزز صحة الطلاب والمجتمعات المحيطة بالمدارس من خلال تحسين مستوى المعرفة والوعي، المواقف، السلوكات، إكساب المهارات والممارسات الصحية.
2. مراجعة وتحديث المناهج المدرسية فيما يتعلق بالمواضيع الصحية وتقديمها بطريقة بسيطة وسهلة الفهم.
3. تحسين بيئة التعلم والبيئة الاجتماعية في المدرسة من خلال تحسين وبناء مهارات الاتصال بين الطلبة، المعلمين والآباء.
4. تحسين التعاون والتنسيق مع المسؤولين في وزارات الشباب، الصحة، التربية والتعليم، والتنمية والشؤون الاجتماعية لمساعدة الطلاب للمشاركة بالأنشطة الإنتاجية.
5. التأكيد على أهمية دور المرشدين الاجتماعيين في بناء علاقات اجتماعية أفضل بين الطلبة والمعلمين والآباء.
6. تفعيل مجالس الآباء وتحسين مهارات الاتصال والعلاقات ما بين هيئة التدريس ومجالس آباء الطلبة.
7. التأكيد على أهمية الأنظمة المدرسية فيما يتعلق بالدوام المدرسي ومنع التدخين والعنف، واستعراض القوة في المدارس.
8. يعتبر المسح الصحي العالمي بالاعتماد على الطلبة أساس لوضع نظام رصد السلوكات التي تهدد الصحة وعوامل الوقاية في المدارس مع التأكيد على إعادة تنفيذه دورياً كل سنتين أو ثلاث سنوات.

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