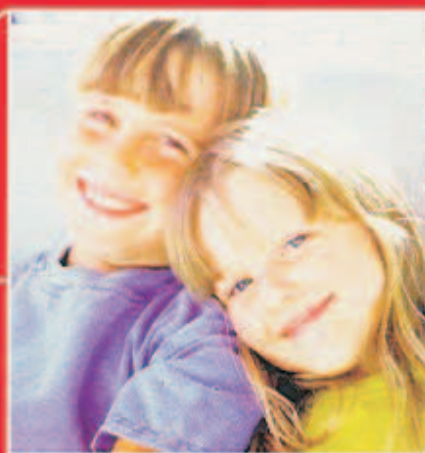


**HEALTH
BEHAVIOUR IN
SCHOOL-AGED
CHILDREN
SURVEY: *FEDERATION OF
BOSNIA AND HERZEGOVINA
YEAR 2002***



Public Health Institute of the Federation of Bosnia and Herzegovina

**HEALTH BEHAVIOUR IN SCHOOL-AGED CHILDREN SURVEY:
FEDERATION OF BOSNIA AND HERZEGOVINA
YEAR 2002**

Sarajevo-Mostar, 2002

Health Behaviour in School-Aged Children survey
Federation of Bosnia and Herzegovina 2002
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Survey has been conducted by the

Institute of Public Health of the Federation of Bosnia and Herzegovina

in collaboration with

Ministry of Health of Bosnia and Herzegovina

and

National Public Health Institute in Finland

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Foreword

School-aged children are particularly vulnerable to risk factors such as smoking, alcohol, use of drugs, inadequate nutrition, stress, etc. Exposure to those factors, responsible for later appearance of chronic non-communicable diseases, starts early in life. However, there is very little relevant information on lifestyle and health behavior in school-aged children and youth in Federation of Bosnia and Herzegovina, especially in our changed socio economic and cultural environment.

This survey collected data on health behavior, lifestyle and context in school-aged children that would enable us to better understand reasons for development of risky health behavior among school-aged children and youth. In that way, it will be possible to identify specific groups at risk in early stage and based on that to design and implement integrated preventive and control measures and evaluate their efficacy.

School present appropriate setting for survey sample design and that as well as implementation of existing WHO survey protocol should enable comparison of results with other countries and comparison of trends in prevalence of health behavior of youth.

Therefore ultimate goal of this survey is development of national information system on health behavior of school aged children. In the same time this survey, assisted by expert consultants from Finland, presents efficient way for building of local public health professional capacity for independent public health research. It also enables development and testing of methodology for establishment of school-aged children health behavior database in Federation of Bosnia and Herzegovina. Finally, Bosnia and Herzegovina will be able to join international information and surveillance system on health behavior of youth.

D i r e c t o r

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Contributors

This report is prepared in context of the World Bank supported project “Basic Health – Public Health and Disease Control”. The project included components on Capacity Building, Surveillance and Monitoring System and Development of Tobacco Control Strategy in the Federation of Bosnia and Herzegovina. The Project was coordinated by Steering committee including members from the Ministry of Health and the Federal Public Health Institute in Bosnia and Herzegovina. The project was managed by the Consortium led by Helsinki Consulting Group Ltd. The Consortium included also KTL (National Public health Institute in Finland), Pulmonary Association HELI in Finland and international Health Development Group Ltd in Denmark.

The third component of the Project consisted of two population-based surveys: Non-communicable Disease (NCD) Risk Factor Survey among Adult Population and Health Behaviour Survey among School Aged Children. This report presents the methodology and results of the Health Behaviour in School-aged Children (HBSC) Survey. The following institutes, consultants and project personnel contributed to the survey planning, implementation and reporting.

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Executive summary

A children's health behaviour survey was carried out among 11 and 13 years old pupils who were at 6th and 8th grade in the compulsory school system in the Federation of Bosnia and Herzegovina in autumn 2002. The aim of the survey was to provide information on health, health behaviour and factors that affect on children's health. The survey was based on the WHO Health Behaviour in School-aged Children (HBSC) protocol. It is planned to be used as a foundation for future health monitoring system in the Federation of Bosnia and Herzegovina and to influence the development of effective health education and health promotion policy, programmes and practice targeted at young people.

Respondents of the survey were children from 65 randomly selected 6th and 8th grade school classes. There were 1670 6th graders and 1680 8th graders and the participation rate was 96.5% for 6th graders and 96.2% for 8th graders. Data were collected with self-administered questionnaires during the school class according the instructions given by field workers. Questionnaire includes questions on health behaviour, family and school environment, and social relations.

Results of the survey show that a high proportion of children reported to be in good or even excellent health. Prevalence of smoking was much lower compared with many other European countries. However, there was clear increase in both smoking and alcohol consumption between 6th and 8th grades. The prevalence of smoking and alcohol consumption were lower among girls. However, for girls the proportion of physically inactive subjects increases considerably from sixth grade to eighth grade. This indicates that health promotion programs should be focused already on children in 6th grade or lower.

Further analyses of this survey data are valuable for targeted health promotion activities giving the possibility to define characteristics of children who have less than appropriate health-related behaviour. The experiences and results obtained from this survey support the future monitoring of health-related behaviour in school children and help in planning similar surveys to be performed at regular intervals. Further surveys can be used to examine how health promotion programs and other factors in society might affect to changes of well-being among school-aged children.

1. Background

Childhood and adolescence are a critical periods for promoting health and well-being, and preventing diseases in future. Many addictive-health related behaviours like smoking might start during this period. Some behaviours, or lack of them, like physical activity and tooth brushing have life long impact to children's health. Furthermore, children who are physical active during the childhood are more likely to continue that in adulthood. Therefore it is important to gather information on children's health and health related behaviours. In addition to health-related behaviour information it is important to know other factors such as family structure, relationship with friends and the school settings that may influence individual behaviour and well-being of children.

To get this kind of information we assessed survey based on the WHO Health Behaviour in School-aged Children protocol. This protocol was developed as part of a large international network currently coordinated by the Research Unit in Health and Behavioural Change at the University of Edinburgh. The aim of this network is to develop national information systems on health and lifestyles among young people. These studies have been carried out every four years since 1985/1986 in a growing number of European countries. Another aim of the network is to provide for the exchange of information and the sharing of experiences on theory, methodology, results and implication of findings between countries and teams.

The main objective of the survey has been to gain information on health behaviours, lifestyles and their context in school-aged children. The target groups of the survey have been two age groups, children aged 11 years old that are supposed to provide information on indicators at the time of onset of puberty and 13 years old that are supposed to provide information on indicators at a time when physical and emotional changes take place. The Health Behaviour in School-aged Children survey in the federation of Bosnia and Herzegovina was carried out in Autumn 2002.

Finally, one of the main aims of this survey has been to establish tools for health education and health promotion strategies for children and adolescence. Later, when concrete strategies and policies have been formulated and implemented, such tools are instrumental in the continued monitoring of the effects of such initiatives.

2. Methodology

Sampling

HBSC (Health Behaviour in School-aged Children) represents a methodological framework for school-based surveys where data are collected by means of self-administered questionnaires in class. The target populations in HBSC survey are 11, 13 and 15 years old children. However, in the schooling system of the Federation of Bosnia and Herzegovina the oldest age group was not examined because they are already in different secondary schools settings. This age group would have been difficult to reach and examine within the time framework available for the survey. Therefore, only the two youngest age groups, who should be on average 11.5 and 13.5 years of age, i.e. children at grades 6 and grade 8 in primary school, were examined.

The aim was to sample at least 1600 pupils from each grade. The average size of a school class is approximately 25 pupils. Children are clustered to school classes so a random sample of 65 classes at each grade level was made to achieve enough pupils to the sample. A clustered sample of pupils has been generated in two phases from the list that includes all school classes in the Federation of B&H. First, a systematic random sample of 65 schools was selected from the list of 7th grade classes from the preceding year. Once the schools of 8th grades were identified, the survey team randomly selected one of the 6th grade classes from same school, if there are more than one class in that school. A list of schools included in the sample is as an appendix 1.

Data collection methods

The fieldwork was done in selected schools during a two-week period in last week of October and first week of November 2002. Data collection was done according to HBSC protocol (1) by 6 trained fieldworkers (Appendix 2). The survey team had already informed the Federal Ministry of Education and Cantonal Ministries of Education, who recommended the participation to selected schools. The survey team subsequently informed the principals of schools who sent information of the forthcoming study to all parents of the pupils in the school classes concerned. Questionnaires were filled during the usual school lessons, after fieldworkers had given instructions for pupils. Fieldworkers were instructed to give only advises that would not affect the answers of pupils. After the lesson, fieldworkers collected the self-administered questionnaire and handled confidentiality matters relating to the questionnaires. The fieldworkers also enquired about absentees among the pupils and about the reasons for absence.

Questionnaire

The questionnaire follows the recommendations of the WHO Health Behaviour of School Children Survey (2). The questionnaire is identical for the 6th and 8th grades (Appendix 3).

Neither personal identification codes (ID numbers) nor the names of the pupils have been entered in the questionnaire. The questions from the HBSC survey in 2001/2002 have been available since July 2002. Questionnaires were pilot-tested in September 2002 before the survey. After that, the final selections of questions have been translated to Bosnian and Croatian versions of the questionnaire.

Training

Members of the Research Coordinating Team were trained on principles and general methodologies of school surveys. After this training of field workers was carried out by Finnish consultants together with the Survey Coordinating Team from the Federal Public Health Institute (FPHI) in BiH. Coordinating team chose six field workers to collect data in different parts of the BiH. They had one training seminar before data collection period in Sarajevo. During the training session consultant and coordinating team presented the aims and the content of HBSC survey. During the training especially important topics were confidentiality of information, How give similar instructions by different fieldworkers and how to answer to possible questions made by pupils in similar way to guarantee the quality of data collection.

Data Entry

All returned questionnaires and summary information on absent pupils were submitted to Federal Public Health Institute where the information was entered to a database using the Access program. According to fieldworkers lists there were 61 pupils absent from 6th grade classes and 67 pupils in 8th grades classes. According to the reports from the field workers, none of the present pupils refused to participate in the survey. There were 1670 6th graders and 1680 8th graders. Accordingly, the participation proportion was 96.5% and 96.2% for 6th graders and for 8th graders, respectively.

3. Basic data

This section describes the result of the sampling and response at interview, representing questions Q1 through Q4 in the survey questionnaire. Information of month and year of birth are lacking for some respondents and there some children that were older than others. Therefore age was not used for stratification. However, since data on school grade (sixth or eighth) are available, grade will be used throughout the analyses as a “surrogate” stratifying variable for age.

The original sample includes 3350 subjects. However, information on gender is missing for 28 subjects who have been excluded from all subsequent analyses. Accordingly, the final study sample includes 3322 subjects (1658 in sixth grade and 1664 in eighth grade, Table 3.1.). The exclusion of the 28 subjects is equally distributed for the two grade levels (χ^2 : 0.13, DF=1, P=0.714).

Table 3.1. Overview of sample: Excluded subjects

| Grade | Included | Excluded | Total | Excluded (%) |
|--------|----------|----------|-------|--------------|
| Sixth | 1658 | 13 | 1671 | 0.78% |
| Eighth | 1664 | 15 | 1679 | 0.89% |
| Total | 3322 | 28 | 3350 | 0.84% |

The distribution of the final study sample by grade and gender is shown in Table 3.2. Boys and girls are almost equally represented (49.8% are boys and 50.2% are girls). Similarly, the two levels of school grade are equally represented (49.9% belong to sixth grade and 50.1% belong to eighth grade). There is no interaction between gender and grade (χ^2 : 1.16, DF=1, P=0.282).

Table 3.2. The study sample by grade and gender

| Grade | Boys | Girls | Total | % |
|--------|-------|-------|-------|--------|
| Sixth | 841 | 817 | 1658 | 49.9% |
| Eighth | 813 | 851 | 1664 | 50.1% |
| Total | 1654 | 1668 | 3322 | |
| % | 49.8% | 50.2% | | 100.0% |

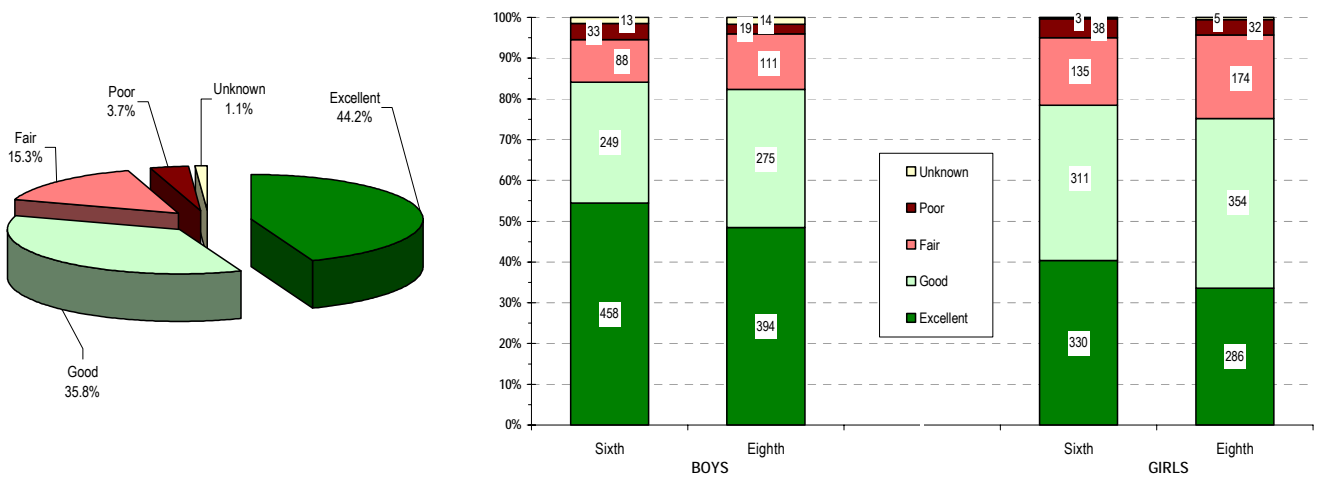
4. Self-perceived health

This section contains the analysis of question Q23 in the survey questionnaire.

Fig. 4.1 (left) summarizes the overall findings. Some 80% of the respondents report to be in excellent or good health. The proportion of subjects reporting to be in poor health is low (3.7%). The proportion of subjects with no information is low (1.1%).

Generally, boys feel to a higher extent than girls to be in excellent or good health (Fig. 4.1, right). Furthermore, grade eight children report their health to be slightly poorer than grade six children regardless of gender (Fig. 4.1, right). The interaction between gender and grade is statistically significant (see Appendix 4, Table A1 for further details).

Fig. 4.1. Self-perceived health. Plain distribution (left) and relative distribution by gender and grade (right)



5. Health-related behaviour

This section presents selected aspects concerning health-related behaviour. The analyses are based on questions Q30, Q31, Q37, Q43A, Q49 and Q51 in the survey questionnaire.

5.1. Smoking

Overall, 20.8% of the respondents report to have a **smoking history** (Fig. 5.1, left). The proportion is higher in boys (25.3%) than in girls (16.3%). For both genders there appears to be a remarkable increase in the proportion reporting a positive smoking history from sixth grade to eighth grade (Fig. 5.1, right). The interaction between smoking history and grade level is statistically highly significant, overall as well for boys and girls separately (see Appendix 4, Table A2 for further details).

Concerning current smoking habits, 90.6% of the respondents report not to smoke (Fig. 5.2, left), slightly lower for boys (87.7%) than for girls (93.5%). Only 1.7% (2.5% for boys and 1.0% for girls) report to be daily smokers (Fig. 5.2, right). Also for current smoking habits there is a substantial shift towards smoking from sixth grade to eighth grade (Fig. 5.2, right). The interaction between current smoking habits and grade level is statistically highly significant, overall as well as for boys and girls separately (See Appendix 4, Table A3 for further details).

Fig. 5.1. Smoking: Having ever smoked? Plain distribution (left) and relative distribution by gender and grade (right)

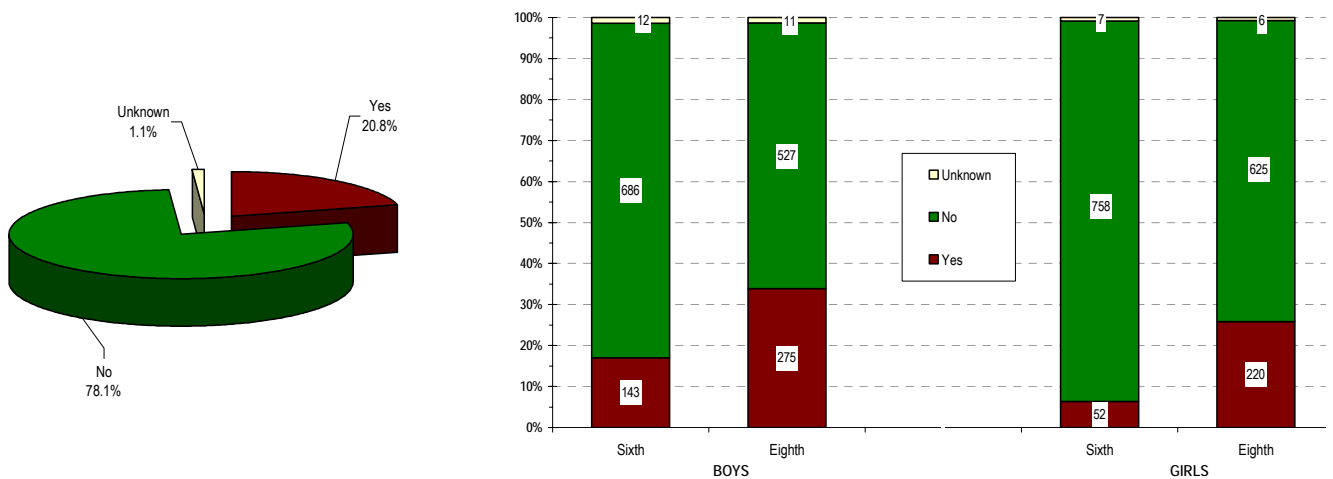
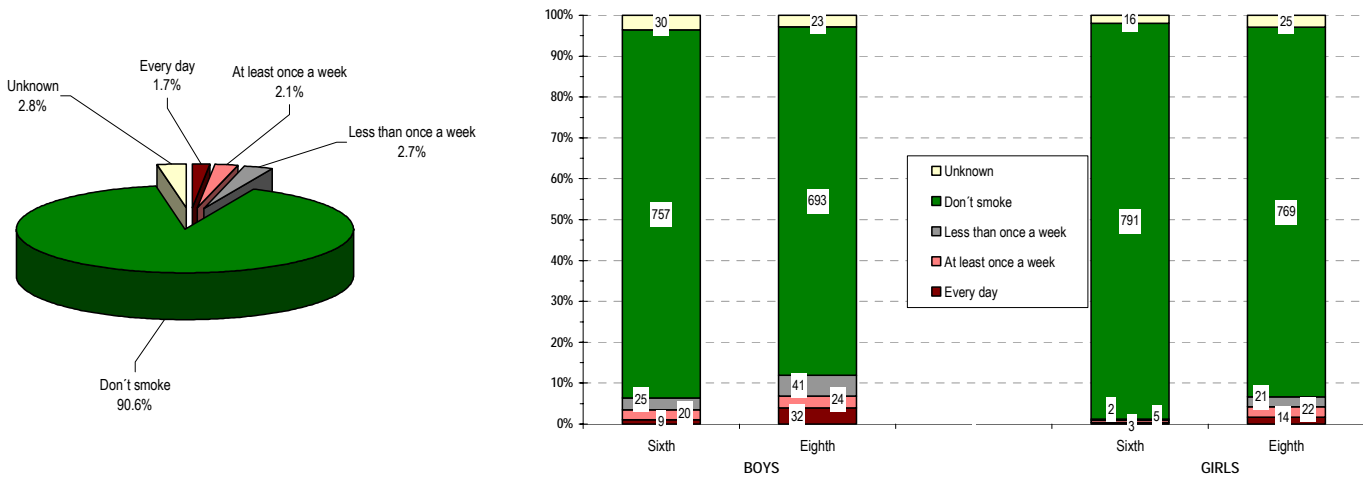


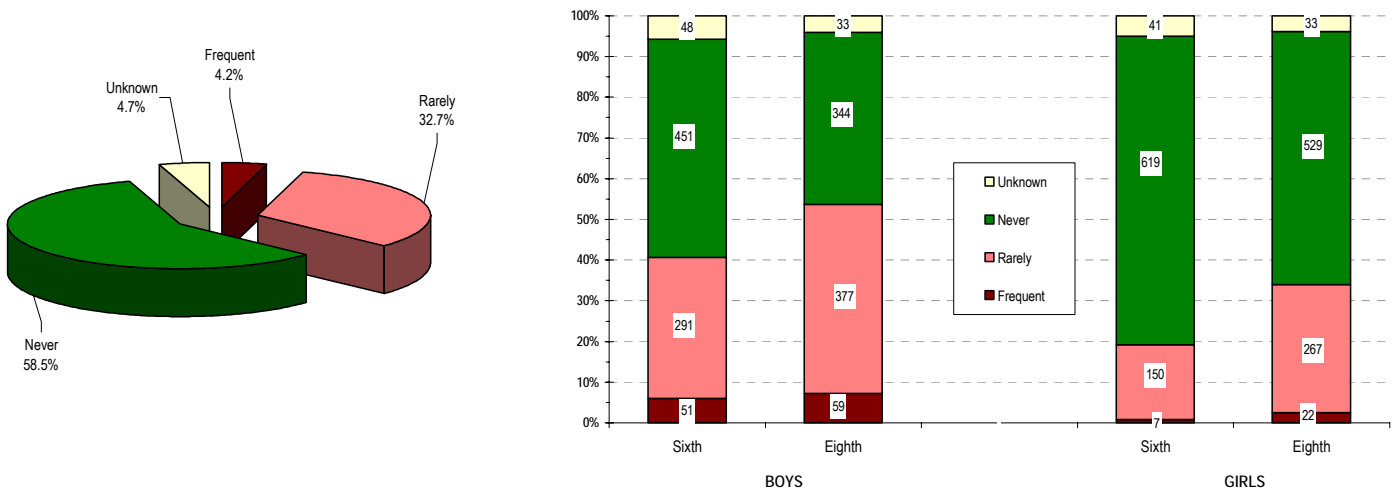
Fig. 5.2. Current smoking habits. Plain distribution (left) and relative distribution by gender and grade (right)



5.2. Alcohol consumption

Current drinking habits are illustrated in Fig. 5.3. Overall, 4.2% of the respondents report to be frequent drinkers (here defined as drinking beer *and/or* wine *and/or* spirits/liquor at least every week), Fig. 5.3, left. The proportion is higher for boys (6.7%) than for girls (1.7%). For boys and girls grouped together, 58.5% report never to consume alcohol (48.1% for boys and 68.8% for girls).

Fig. 5.3. Alcohol consumption habits. Plain distribution (left) and relative distribution by gender and grade (right)



For both boys and girls there is a considerable increase in reporting drinking from sixth grade to eighth grade, particularly in the category “rarely” (Fig. 5.3, right). The interaction between alcohol consumption habits and grade level is statistically highly significant, overall as well as for boys and girls separately (see Appendix 4, Table A4 for further details).

5.3. Clustering of smoking habits and alcohol consumption

The respondents have been grouped according to current smoking habits *and* current alcohol consumption habits, as shown in Table 5.1. The association between the two sets of indicators, assessed after exclusion of subjects with unknown status, is statistically highly significant (χ^2 : 372.42, DF=4, P<0.001). Nevertheless, only very few subjects (1.1%) report to be both frequent smokers *and* frequent alcohol consumers, and as many as 56.9% (1861/3322) report to neither smoke nor drink alcohol.

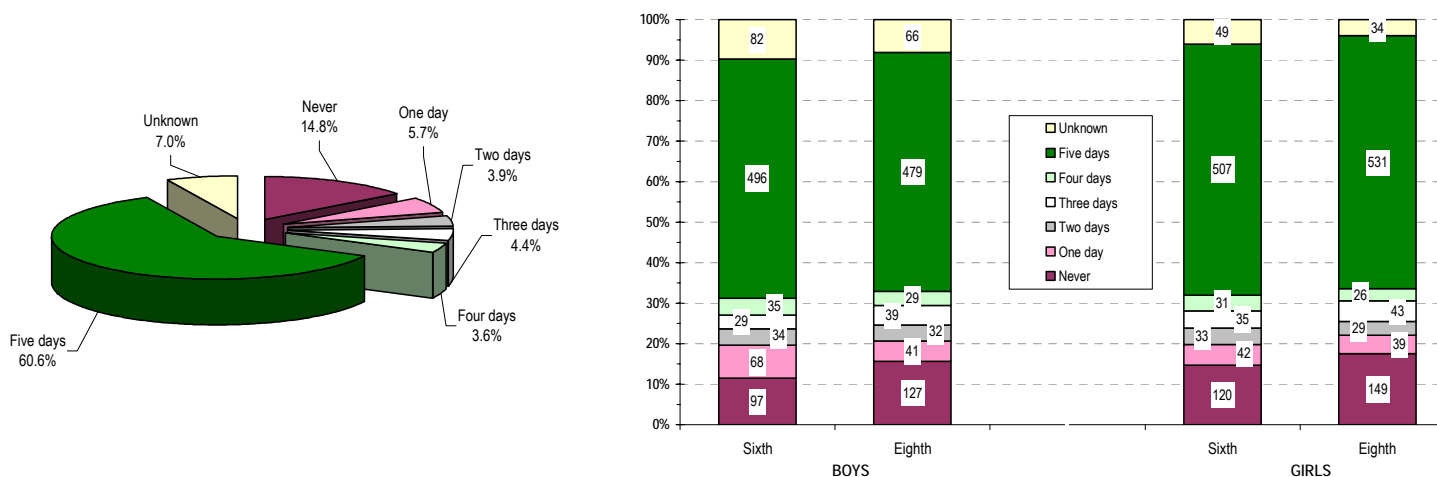
Table 5.1. Alcohol consumption habits versus smoking habits

| Alcohol habits | Smoking habits | | | | Total | % |
|----------------|----------------|--------|-------------|---------|-------|--------|
| | Frequen | Rarely | Don't smoke | Unknown | | |
| Frequen | 38 | 20 | 79 | 2 | 139 | 4.2% |
| Rarely | 68 | 44 | 946 | 27 | 1085 | 32.7% |
| Never | 19 | 20 | 1861 | 43 | 1943 | 58.5% |
| Unknown | 4 | 5 | 124 | 22 | 155 | 4.7% |
| Total | 129 | 89 | 3010 | 94 | 3322 | 100.0% |
| % | 3.9% | 2.7% | 90.6% | 2.8% | | 100.0% |

5.4. Breakfast habits

Reported breakfast habits for WEEK days during a week are illustrated in Fig. 5.4. Overall, 60.6% report to have breakfast all five week days (Fig. 5.4, left), quite similar for boys (58.9%) as for girls (62.2%). Quite many (overall: 14.8%, boys: 13.5% and girls: 16.1%) report never to have breakfast. For both genders there is a difference in breakfast habits from sixth grade to eighth grade (Fig. 5.4, right). However, the shift represents unsystematic changes and the pattern is difficult to interpret; the statistical significance may reflect the large sample size rather than clinically relevant differences (see Appendix 4, Table A5 for further details).

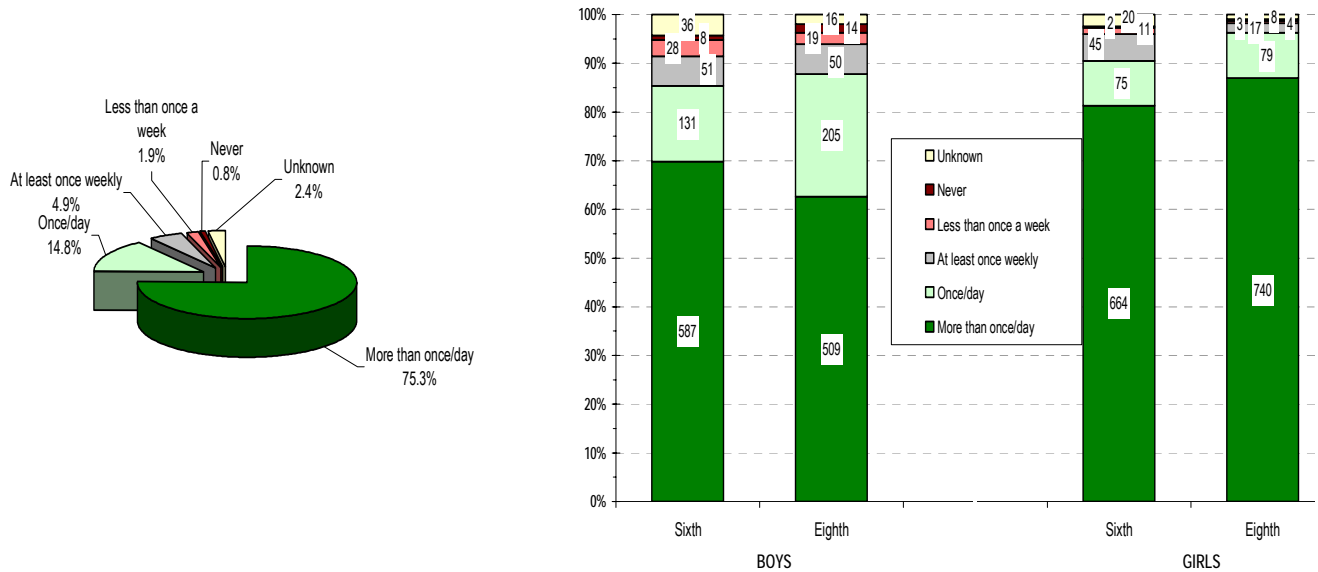
Fig. 5.4. Breakfast habits for the WEEK days in a week. Plain distribution (left) and relative distribution by gender and grade (right)



5.5. Tooth brushing habits

Tooth brushing habits indicate general hygiene standards and are illustrated in Fig. 5.5. Overall, 90.1% of the respondents report to brush the teeth at least once a day (Fig. 5.5, left), quite similarly for boys (86.6% as for girls (93.4%). There is a statistically significant difference in tooth brushing habits between sixth grade and eighth grade, overall as well as for boys and girls separately (Fig. 5.5, right, with further details in Appendix 4, Table A6). However, the shift represents unsystematic changes and the pattern is difficult to interpret; the statistical significance may reflect the large sample size rather than clinically relevant differences.

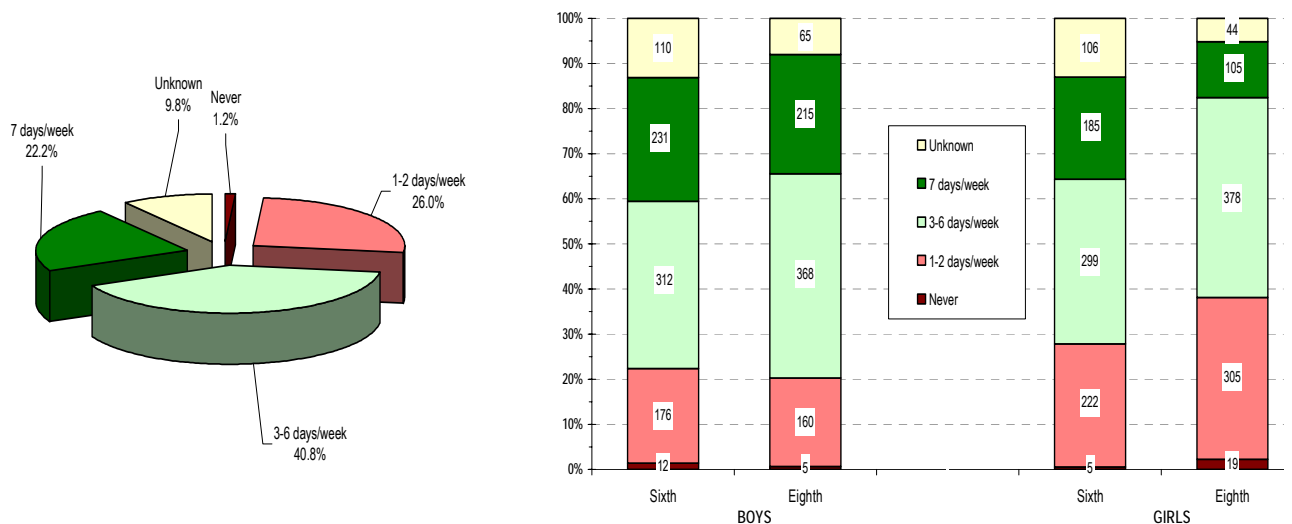
Fig. 5.5. Tooth brushing habits. Plain distribution (left) and relative distribution by gender and grade (right)



5.6. Physical activity

Reported physical activity during an usual week is illustrated in Fig. 5.6. Overall, the proportion of physically inactive subjects (defined as never being physically active or only being active 2 days or less per week) is 27.2% (Fig. 5.6, left). The proportion is lower for boys (21.3%) than for girls (33.0%). Furthermore, for boys there are only minor changes from sixth grade to eighth grade (with border-line statistical significance only). In contrast, for girls there is a considerable and statistically highly significant shift towards lesser physical activity from sixth grade to eighth grade (see Fig. 5.6, right, and Appendix 4, Table A7 for further details).

Fig. 5.6. Physical activity. Plain distribution (left) and relative distribution by gender and grade (right)



Summary conclusions

This survey was carried out in the Federation of Bosnia and Herzegovina during the autumn 2002. The main aim was to examine health-related behaviour and factors related to health-related behaviour among 11 and 13 years old school children. The survey sample included 1670 6th grade and 1680 8th grade pupils. The survey was done by means of a self-administered questionnaire filled during a school lesson. More than 96% of the pupils participated, all non-respondents representing pupils not attending class at the time of survey. There was equal representation of boys versus girls, and sixth grade versus eighth graders.

Similar questions have been in use in 36 other countries. This gives an excellent opportunity to compare results between different cultures but it also means that some questions may be more suitable for certain countries than for other. Despite the fact that children intend to answer honestly, some questions might be difficult to understand or understood differently by children from different age group. Therefore, this preliminary report is focused on a few main aspects related to health behaviours that are easily understood by children.

A high proportion of children reported to be in good or even excellent health. However, it is noteworthy that the self-perceived health seems to be deteriorating somewhat from sixth grade to eighth grade, particularly in girls. In further analysis we examine do other self-reported well-being questions show similar trend.

The questionnaire included a few questions about food habits. We haven chosen the *frequency of having breakfast* during weekdays (excluding week-ends) to represent an indicator of food habits. Although a high proportion has reported to have breakfast quite regularly, yet some 15% report that they never have breakfast. Furthermore, we do not know the content of the breakfast. Most of the children brush their teeth, and 75% report to do so more than once a day.

The prevalence of weekly smokers and the proportion of pupils who have tried cigarette smoking are smaller than seen in many other HBSC countries in the 1997/98 -survey. Unfortunately, the 2001/02 results were not available at the time of writing this report. However, the prevalence increased about 20% between 6th and 8th grade. This indicates that prevention programs against smoking should focus on children in 6th grade or lower.

For drinking alcohol, the same pattern as for smoking emerges, however with a larger proportion of subjects consuming alcohol at some frequency. Also for drinking a considerable increase from sixth to eighth grade is seen – with corresponding implications from a public health intervention perspective. Future challenges may be to prevent an increase of smoking when the economic situation becomes better and children might have more money to spend on smoking.

Generally, the school children seem to be physically active to a large extent. Only a small proportion has exercise less than 3 times during a typical week. However, it is a matter of concern that, for girls the proportion of physically inactive subjects increases considerably from sixth grade to eighth grade

Perspectives:

- This data set provides unique opportunities for further explorative analyses to search for attributes of subjects with less than appropriate health-related behaviour. By means of the identification of such attributes it may be possible to target prevention programmes to specific segments of the population of school children
- The experiences and results obtained from this survey provide the platform for the establishment of routine monitoring of health-related behaviour in school children, by performing future similar surveys at regular intervals
- The data set is extremely valuable as a resource for training public health professionals in analysis and reporting of survey data – thereby improving the standards for planning, implementation, analysis and reporting of future surveys
- The current survey includes 11-14 years old children and the risk factor survey includes subjects aged 25 to 64 years. An important issue for future surveys is to design how to gather information from the population segment in the age class between, that is those subjects older than 13 but younger than 25 years?

References

- 1 Research protocol for Health Behaviour in School-aged Children survey. The Federation of Bosnia and Herzegovina, year 2002. The Federal Public Health Institute, 2002.
- 2 Currie C, Samdal O, Boyce W and Smith B (eds). Health Behaviour in School-Aged Children: A World Health Organization Cross-National Study. Research Protocol for the 2001/02 Survey. University of Edinburgh, Scotland.

APPENDIX 1:

List of schools in sample

| No | Code | School | Adress |
|-----------|-------------|----------------------------|---------------------------|
| 1 | 6 | Brekovica | Bihać |
| 2 | 13 | Prekounje | Safvet-bega Bašagića 26 |
| 3 | 22 | Prva os. škola | Trg Avde Ćuka bb |
| 4 | 32 | 12 septembar | Generala Izeta Nanića 35 |
| 5 | 37 | Pećigrad | Pećigrad bb |
| 6 | 44 | 27 Maj | Velagići |
| 7 | 51 | Fajtovci | Fajtovci bb |
| 8 | 58 | Suad Tabaković Zvrkić | Todorovo |
| 9 | 64 | Vladimira Nazora | Nova ulica |
| 10 | 71 | Banovići | ORB 4 |
| 11 | 83 | Brijesnica | PO Brijesnica Mala |
| 12 | 92 | Donja Orahovica | Donja Orahovica |
| 13 | 98 | M.beg Kapetanović-Ljubušak | Srnice Donje |
| 14 | 105 | Vukadije | Vukadije Gornje |
| 15 | 110 | Kladanj | Kladanjskih brigada |
| 16 | 117 | Turija | Turija bb |
| 17 | 123 | Sapna | 206 Viteške bb |
| 18 | 131 | Podorašje | Podorašje 57 |
| 19 | 135 | Pazar | Pazar 1 |
| 20 | 136 | Bukinje | V. Milovanovića 46 |
| 21 | 144 | Husino | PO Ljubače |
| 22 | 145 | Tušanj | 4. Jula 29 |
| 23 | 150 | Novi Grad | Ivana Ribara 17 |
| 24 | 157 | KŠC Sveti Franjo | Klosterska 10 |
| 25 | 162 | Višća | D.Višća 16 Muslimanske |
| 26 | 167 | Safvet-beg Bašagić | Branilaca grada bb |
| 27 | 174 | Rešad Kadić | Brnjić |
| 28 | 182 | S. Omerović-Car | Aleja Ljiljana 46 |
| 29 | 188 | Rešad Kadić | PO Džemilic Planje |
| 30 | 195 | Abdulvehab Ilhamija | Kalošević bb |
| 31 | 202 | Mula M. Bašeskija | Donje Moštre |
| 32 | 208 | Gostović | Gostović |
| 33 | 214 | Hasan Kikić | Tetovo Tetovska 391 |
| 34 | 219 | Meša Selimović | Talića brdo 14 |
| 35 | 224 | Skender Kulenović | Zenica |
| 36 | 232 | Ćamil Sijarić | Nemila Doglodska |
| 37 | 235 | Alija Nametak | Begov Han A. Bešlagića 90 |
| 38 | 245 | Mehmedalija M.Dizdar | PO Sadba |
| 39 | 254 | Gračanica | PO Hum |
| 40 | 262 | Oborci | Oborci bb |
| 41 | 271 | Pajić Polje | Pajić Polje bb |
| 42 | 278 | Braća Jezerčić | Divičani bb |
| 43 | 289 | Josip Gadžić- Ćupo | Stojkovići bb |
| 44 | 297 | Kalibunar | V. Karasa bb |
| 45 | 304 | Nova Bila | Nova Bila bb |
| 46 | 313 | Vladimira Pavlovića | R. Boškovića 8 |
| 47 | 319 | Suljo Čilić | Bokulja 28 |
| 48 | 329 | Prva os. Škola | 3. Marta 2 |
| 49 | 341 | S. Strahimir Kranjčević | PO Cim |
| 50 | 348 | Drežnica | D. Drežnica bb |

| No | Code | School | Adress |
|-----------|-------------|---------------------|-----------------------|
| 51 | 357 | Kardinala Štepinca | S. Radića bb |
| 52 | 368 | Ruđera Boškovića | S. Kranjčevića bb |
| 53 | 376 | Ivana Mažuranića | Posušje |
| 54 | 382 | Biogranci | Biogranci |
| 55 | 387 | Hasan Kamija | Cicin han 93 |
| 56 | 394 | Hasan Kikić | Gorica 27 |
| 57 | 399 | Druga os. Škola | Školska 1 |
| 58 | 408 | Podlugovi | Podlugovi Željeznička |
| 59 | 413 | Behaudin Selmanović | Viteška 4 |
| 60 | 418 | Fatima Gunić | N. Smailagića 18 |
| 61 | 423 | Risala | K. Kapetanovića 43 |
| 62 | 428 | Malta | Marka Marulića 27 |
| 63 | 437 | Edhem Mulabdić | Konak 1 |
| 64 | 445 | Fra Franjo Glavinić | S. Radića bb |
| 65 | 456 | Ivana Mažuranića | S. Radića bb |

APPENDIX 2:
List of field workers

FIELD WORKERS

Health Behavior in School-Aged Children Study Federation of Bosnia and Herzegovina 2002

1. Jasmina Čavkić, Bihać
2. Nesiba Mahmutović, Tuzla
3. Admir Glušak, Zenica
4. Lazar Đurđević, Travnik
5. Slavica Mikulić, Mostar
6. Subhija Bezdrob, Sarajevo

APPENDIX 3:
Survey questionnaire

INSTRUCTIONS FOR PUPILS AND TEACHERS

Dear Pupil,

Thank you for helping us with this Survey. By answering these questions you will help us to find out more about the way in which young people live. The same questions are being used in 28 countries.

Your answers will be looked at by the Survey study team and by no one else. They will not be seen by your parents or teachers. There is no need to write your name on the questionnaire. After you have filled it in, you can put it in the envelope provided and seal it.

Take your time to read each question carefully in turn and answer it as best you can. Please write down your own answers. Remember that we are only interested in your opinion. This is not a test.

Health Behavior in School-Aged Children

Are you a boy or a girl?

- 1 Boy
- 2 Girl

What class are you in?

- 1 Sixth grade
- 2 Eight grade

What month were you born ? _____

What year were you born ? _____

5. Now we'd like to ask you about who you live with.

Not everyone lives with both their parents. Sometimes people live with just one parent, sometimes they have two homes or families. Please fill in the column A for your main or your only home.



Please tick all the people who live here.

Adults:

- 1 Mother
- 2 Father
- 3 Stepmother (or father's girlfriend)
- 4 Stepfather (or mother's boyfriend)
- 5 Grandmothers
- 6 Grandfathers
- 7 I live in a foster house or children's home
- 8 Someone or somewhere else: (please write it down)

Children:

Please say how many brothers and sisters live here (including half, step or foster brothers and sisters). Please write in the number or write 0 (zero) if there are none.

How many brothers? _____

How many sisters? _____

5a. Do you stay here.....

- 1 All the time
- 2 Most of the time
- 3 Half the time

6. Answer this question only if you spend time in a second home or other parent (not including holiday or summer houses).



Please tick all the people who live here.

Adults:

- 1 Mother
 - 2 Father
 - 3 Stepmother (or father's girlfriend)
 - 4 Stepfather (or mother's boyfriend)
 - 5 Grandmothers
 - 6 Grandfathers
 - 7 I live in a foster house or children's home
 - 8 Someone or somewhere else: (please write it down)
- _____

Children:

Please say how many brothers and sisters live here (including half, step or foster brothers and sisters). Please write in the number or write 0 (zero) if there are none.

How many brothers? _____
How many sisters? _____

6a. Do you stay here....

- 1 Half the time
- 2 Regularly but less than half the time
- 3 At weekends
- 4 Sometimes
- 5 Hardly ever

7. How easy is it for you to talk to the following persons about things that really bother you? Please tick one box for each line and if you do not have or do not see some of stated persons tick the box in column 5.

| | 1) Very easy | 2) Easy | 3) Difficult | 4) Very difficult | 5) Don't have or see this person |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 1. Father | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Stepfather (or mother's boyfriend) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Mother | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Stepmother (or father's girlfriend) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Elder brother(s) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Elder sister(s) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Best friend | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Friends of the same sex | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Friends of the opposite sex | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

8. Does your father have a job?

- 1 Yes
 2 No
 3 Don't know
 4 Don't have or don't see father

If yes, please say in what place he works.
 (for example: hospital, bank, restaurant)

Please write down exactly what job he does there? (for example: teacher, bus driver)

8a. Answer this question only if your father does not have a job.

Why does your father not have a job?

(Please tick the box that best describes the situation)

- 1 He is sick, or retired, or a student
 2 He is looking for a job
 3 He takes care of others, or is full-time in the home.
 4 I don't know

9. Does your mother have a job?

- 1 Yes
 2 No
 3 Don't know
 4 Don't have or don't see mother

If yes, please say in what place she works.
(for example: hospital, bank, restaurant)

Please write down what job she does there (for example: teacher, bus driver)

9a. Answer this question only if your mother does not have a job.

Why your mother does not have a job?

(Please tick the box that best describes the situation)

- 1 She is sick, or retired, or a student
- 2 She is looking for a job
- 3 She takes care of others, or is full-time in the home.
- 4 I don't know

10. In your opinion, what does your class teacher(s) think about your school performance compared to your classmates?

- 1 Very good
- 2 Good
- 3 Average
- 4 Below average

11. How do you feel about school at present?

- 1 I like it a lot
- 2 I like it a bit
- 3 I don't like it very much
- 4 I don't like it at all

12. Here are some statements about the students in your class(es). Please show how much you agree or disagree with each one. *Please tick box for each line.*

| | 1) <i>Strongly agree</i> | 2) <i>Agree</i> | 3) <i>Neither agree nor disagree</i> | 4) <i>Disagree</i> | 5) <i>Strongly disagree</i> |
|---|-----------------------------|--------------------------|---|--------------------------|--------------------------------|
| 1. <i>The students in my class (es) enjoy being together</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. <i>Most of the students in my class(es) are kind and helpful</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. <i>Other students accept me as I am</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

13. How pressured do you feel by the schoolwork you have to do?

- 1 Not at all
- 2 A little
- 3 Some
- 4 A lot

14. At present, how many close male and female friends do you have? (Please tick one box each column)

a. Males

- 1 None
- 2 One
- 3 Two
- 4 Three or more

b. Females

- 1 None
- 2 One
- 3 Two
- 4 Three or more

15. How many days a week do you usually spend time with friends right after school?

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 0 days | 1 | 2 | 3 | 4 | 5 |

16. How many evenings per week do you usually spend out with your friends?

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 0 nights | 1 | 2 | 3 | 4 | 5 |

17. How often do you talk to your friend(s) on the phone or send them text or email messages?

- 1 Rarely or never
- 2 1 or 2 days a week
- 3 3 or 4 days a week
- 4 5 or 6 days a week
- 5 Every day

Here are some questions about bullying. We say a student is BEING BULLIED when another student, or a group of students, say or do nasty and unpleasant things to him or her. It is also bullying when a student is teased repeatedly in a way he or she does not like or when they are deliberately left out of things. But it is NOT BULLYING when two students of about the same strength or power argue or fight. It is also not bullying when the teasing is done in a friendly and playful way.

18. How often have you been bullied at school in the past couple of months?

- 1 I haven't been bullied at school in the past couple of months
- 2 It has only happened once or twice
- 3 2 or 3 times a month
- 4 About once a week
- 5 Several times a week

19. How often have you taken part in bullying another student(s) at school in the past couple of months?

- 1 I haven't bullied another student(s) at school in the past couple of months
- 2 It has only happened once or twice
- 3 2 or 3 times a month
- 4 About once a week
- 5 Several times a week

Many young people get hurt or injured from activities such as playing sports or fighting with others at different places as the street or home. Injuries can include being poisoned or burned. Injuries do not include illnesses such as Measles or Flu. The following questions are about injuries you may have had during the past 12 months.

20. During the past 12 months, how many times were you injured and had to be treated by a doctor or nurse?

- 1 I was not injured in the past 12 months
- 2 1 time
- 3 2 times
- 4 3 times
- 5 4 times or more

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

- 1 I have not been in a physical fight
- 2 1 time
- 3 2 times
- 4 3 times
- 5 4 times or more

22. In the last 6 months: how often have you had the following...? (Please tick one box for each line.)

| | 1) About every day | 2) More than once a week | 3) About every week | 4) About every month | 5) Rarely or never |
|--|--------------------------|--------------------------------|---------------------------|----------------------------|--------------------------|
| 1) Headache | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2) Stomach-ache | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3) Back ache | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4) Feeling low | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5) Being angry, irritability or bad temper | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6) Feeling nervous | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7) Difficulties in getting to sleep | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8) Feeling dizzy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

23. Would you say your health is ...?

- 1 Excellent
- 2 Good
- 3 Fair
- 4 Poor

24. At present are you on a diet or doing something else to lose weight?

- 1 No, my weight is fine.
- 2 No, but I should lose some weight.
- 3 No, because I need to put on weight.
- 4 Yes.

25. Do you think your body is?

- 1 Much too thin
- 2 A bit too thin
- 3 About the right size
- 4 A bit too fat
- 5 Much too fat

26. How much do you weight without clothes?.....

27. How tall are you without shoes?.....

28. Have you begun to menstruate (have periods)?

- 1 No, I have not yet begun to menstruate
- 2 Yes, I began at the age of

29.

Here is a picture of a ladder

| | | | |
|---|---|----|---------------------|
| | ▢ | 10 | |
| The top of the ladder '10' is the best possible life for you and the bottom '0' is the worst possible life for you. | ▢ | 9 | Best possible life |
| | ▢ | 8 | |
| In general, where on the ladder do you feel you stand at the moment? | ▢ | 7 | |
| Tick the box next to the number that best describes where you stand. | ▢ | 6 | |
| | ▢ | 5 | |
| | ▢ | 4 | |
| | ▢ | 3 | |
| | ▢ | 2 | |
| | ▢ | 1 | |
| | ▢ | 0 | Worst possible life |

Have you ever smoked tobacco? (At least one cigarette, cigar or pipe)

- 1 Yes
- 2 No

How often do you smoke tobacco at present?

- 1 Every day
- 2 At least once a week but not every day
- 3 Less than once a week
- 4 I do not smoke

32. How many cigarettes do you usually smoke a week?
If you smoke less than weekly or if you don't smoke, please write 0

..... cigarettes a week.

33. How many of your friends smoke tobacco?

- 1 All or almost all
- 2 More than half
- 3 Half
- 4 Less than half
- 5 Almost none
- 6 None

34. Please fill in column A for main or your only home. Fill in column B if you have a second home, but do not include holiday or summer houses.

A.



Are you allowed to smoke at home?

- 1) Yes, always
- 2) Yes, sometimes
- 3) No, never

B. Fill in column B if you have a second home, but do not include holiday or summer houses.

B.



Are you allowed to smoke at home?

- 1) Yes, always
- 2) Yes, sometimes
- 3) No, never

35. Do any of the following people smoke? Tick one box for each person

| | 1) Smokes daily | 2) Smokes sometimes | 3) Does not smoke | 4) Don't know | 5) Don't have or see this person |
|--|--------------------------|---------------------------|--------------------------|--------------------------|---|
| 1. Mother | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Father | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Other family members (brother, sister) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Best friend | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

36. When you smoke how often are you in the following situations?

| | 1) Never | 2) Seldom | 3) Sometimes | 4) Often |
|---------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 0) I do not smoke | <input type="checkbox"/> | | | |
| 1) Alone | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2) With friends | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3) With your father | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4) With your mother | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

At present, how often do you drink anything alcoholic, such as beer, wine or spirits like... (Add appropriate examples)? Try to include even those times when you only drink a small amount.

Please tick one box for each line.

| | 1) Every day | 2) Every week | 3) Every month | 4) Rarely | 5) Never |
|--------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Beer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Wine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Spirits/liqueur | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Have you ever had so much alcohol that you were really drunk?

- 1 No, never
- 2 Yes, once
- 3 Yes, 2-3 times
- 4 Yes, 4-10 times
- 5 Yes, more than 10 times

39. During the last 30 days, how many times did you have five or more drinks on the same occasion?

- 1 4 or more times
- 2 3 times
- 3 Twice
- 4 Once
- 5 I have not had 5 or more drinks on the same occasion in this past month
- 6 I have never had 5 or more drinks on the same occasion

40. At what age did you first do the following things?
If there is something you have not done, choose the "never" category.

| | | |
|--|--------------------------------|--|
| Drink alcohol (more than a small amount) | <input type="checkbox"/> Never | I was _____ yeras old Write in the box how old you were |
| 2. Get drunk | <input type="checkbox"/> Never | I was _____ yeras old Write in the box how old you were |
| 3. Smoke a cigarette (more than a puff) | <input type="checkbox"/> Never | I was _____ years old Write in the box how old you were |
| 4. Drink beer (at least one beer glass, can or bottle) | <input type="checkbox"/> Never | I was _____ years old Write in the box how old you were |
| 5. Drink wine (at least one wine glass) | <input type="checkbox"/> Never | I was _____ years old Write in the box how old you were |
| 6. Drink spirits (at least one small glass) | <input type="checkbox"/> Never | I was _____ years old Write in the box how old you were |

41. When you drink alcohol, how often are you in the following situations?

| | 1) Never | 2) Seldom | 3) Sometimes | 4) Often |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1) I never drink alcohol | <input type="checkbox"/> | | | |
| 2) Alone | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3) With friends | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4) With your father | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5) With your mother | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

42. Please fill in column A for your main or your only home.

A.



Are you allowed to drink alcohol at home?

Yes, always

Yes, sometimes

3) No, never

B. Fill in column B if you have a second home, but do not include holiday or summer houses

B.



Are you allowed to drink alcohol at home?

1) Yes, always

2) Yes, sometimes

No, never

43. How often do you usually have breakfast (more than a glass of milk or fruit juice)?

Please tick one box for weekdays and one box for weekend.

a. Weekdays

- 1 I never have breakfast during weekdays
- 2 One day
- 3 Two days
- 4 Three days
- 5 Four days
- 6 Five days

b. Weekends

- 1 I never have breakfast during the weekend
- 2 I usually have breakfast on only one day of the weekend (Saturday OR Sunday)
- 3 I usually have breakfast on both weekend days (Saturday AND Sunday)

44. How many times a day do you usually have a snack?

(Please tick one box for weekdays and one box for weekend)

a. Weekdays

- 1 Rarely or never
- 2 Once a day
- 3 Twice a day
- 4 Three times a day
- 5 Four times a day
- 6 Five times a day
- 7 Six or more times a day

b. Weekends

- 1 Rarely or never
- 2 Once a day
- 3 Twice a day
- 4 Three times a day
- 5 Four times a day
- 6 Five times a day
- 7 Six or more times a day

45. How often do you usually have lunch (midday meal) (more than a drink or a snack)? Please tick one box for weekdays and one box for weekend.

a. Weekdays

- 1 I never have lunch during weekdays
- 2 One day
- 3 Two days
- 4 Three days
- 5 Four days
- 6 Five days

b. Weekends

- 1 I never have lunch during the weekend
- 2 I usually have lunch on only one day of the weekend (Saturday OR Sunday)
- 3 I usually have lunch on both weekend days (Saturday AND Sunday)

46. How often do you usually have supper (evening meal) (more than a drink or a snack)?

Please tick one box for weekdays and one box for weekend.

a. Weekdays

- 1 I never have supper during weekdays
- 2 One day
- 3 Two days
- 4 Three days
- 5 Four days
- 6 Five days

b. Weekends

- 1 I never have supper during the weekend
- 2 I usually have supper on only one day of the weekend (Saturday OR Sunday)
- 3 I usually have supper on both weekend days (Saturday AND Sunday)

How many times a week do you usually eat or drink....?

Please tick one box for each line.

| | 1) Never | 2) Less than once a week | 3) Once a week | 4) 2-4 days a week | 5) 5-6 days a week | 6) Once a day, every day | 7) Every day, more than once |
|---|--------------------------|-----------------------------------|--------------------------|-----------------------------|--------------------------|--------------------------------|---------------------------------------|
| 1. Fruit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Vegetables | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Sweets (candy or chocolate) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Coke or other soft drinks that contain sugar | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Any alcoholic drink | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Diet coke or diet soft drinks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Low fat/ semi skimmed milk | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Whole fat milk | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Cheese | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Other milk products (like yoghurt, chocolate milk, pudding) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Cereals (like cornflakes, musli, choco pops...) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. White bread | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Brown bread | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Crisps | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Chips | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

48. Some young people go to school or to bed hungry because there is not enough food at home.
How often does this happen to you?

- 1 Always
- 2 Often
- 3 Sometimes
- 4 Never

How often do you brush your teeth?

- 1 More than once a day
- 2 Once a day
- 3 At least once a week but not daily
- 4 Less than once a week
- 5 Never

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, school activities, playing with friends, or walking to school.

Some examples of physical activity are running, brisk walking, rollerblading, biking, dancing, skateboarding, swimming, soccer, basketball, football and surfing.

For these next two questions, add up all the time you spend in physical activity each day.

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

- 0 days 1 2 3 4 5 6 7 days

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

- 0 days 1 2 3 4 5 6 7 days

52. OUTSIDE SCHOOL HOURS: How OFTEN do you usually exercise in your free time so much that you get out of breath or sweat?

- 1 Every day
2 4 to 6 times a week
3 2 to 3 times a week
4 Once a week
5 Once a month
6 Less than once a month
7 Never

53. OUTSIDE SCHOOL HOURS: How many HOURS a week do you usually exercise in your free time so much that you get out of breath or sweat?

- 1 None
2 About half an hour
3 About 1 hour
4 About 2 to 3 hours
5 About 4 to 6 hours
6 7 hours or more

54. About how many hours a day do you usually watch television (including videos) in your free time?

Please tick one box for weekdays and one box for weekend.

a. Weekdays

- 1 None at all
- 2 About half an hour a day
- 3 About 1 hour a day
- 4 About 2 hours a day
- 5 About 3 hours a day
- 6 About 4 hours a day
- 7 About 5 hours a day
- 8 About 6 hours a day
- 9 About 7 or more hours a day

b. Weekends

- 1 None at all
- 2 About half an hour a day
- 3 About 1 hour a day
- 4 About 2 hours a day
- 5 About 3 hours a day
- 6 About 4 hours a day
- 7 About 5 hours a day
- 8 About 6 hours a day
- 9 About 7 or more hours a day

55. About how many hours a day do you usually spend doing school homework out of school hours?

Please tick one box for weekdays and one box for weekend.

a. Weekdays

- 1 None at all
- 2 About half an hour a day
- 3 About 1 hour a day
- 4 About 2 hours a day
- 5 About 3 hours a day
- 6 About 4 hours a day
- 7 About 5 hours a day
- 8 About 6 hours a day
- 9 About 7 or more hours a day

b. Weekends

- 1 None at all
- 2 About half an hour a day
- 3 About 1 hour a day
- 4 About 2 hours a day
- 5 About 3 hours a day
- 6 About 4 hours a day
- 7 About 5 hours a day
- 8 About 6 hours a day
- 9 About 7 or more hours a day

About how many hours a day do you usually use a computer (for playing games, e mailing, chatting or surfing the internet) in your free time?

Please tick one box for weekdays and one box for weekend.

a. Weekdays

- 1 None at all
- 2 About half an hour a day
- 3 About 1 hour a day
- 4 About 2 hours a day
- 5 About 3 hours a day
- 6 About 4 hours a day
- 7 About 5 hours a day
- 8 About 6 hours a day
- 9 About 7 or more hours a day

b. Weekends

- 1 None at all
- 2 About half an hour a day
- 3 About 1 hour a day
- 4 About 2 hours a day
- 5 About 3 hours a day
- 6 About 4 hours a day
- 7 About 5 hours a day
- 8 About 6 hours a day
- 9 About 7 or more hours a day

57. Does your family own a car, van or truck?

- 1 No
- 2 Yes, one
- 3 Yes, two or more

58. Do you have your own bedroom for yourself?

- 1 Yes
- 2 No

59. During the past 12 months, how many times did you travel away on holiday (vacation) with your family?

- 1 Not at all
- 2 Once
- 3 Twice
- 4 More than twice

60. How many computers does your family own?

- 1 None
- 2 One
- 3 Two
- 4 More than two

61. How well off (in a sense of money and property) do you think your family is?

- 1 Very well off
- 2 Quite well off
- 3 Average
- 4 Not very well off
- 5 Not at all well off

TO BE FILLED IN BY THE SURVEY TEAM MEMBER

Date of survey: I _ I _ / I _ I _ / I _ I _

Municipality I _ I _ I _ I _ I _
official no. as registered in Federal Institute for Statistics

I _ I urban I _ I rural

School code: I _ I _ I (number of school from list of schools 01 -65)

Class code: I _ I _ / I _ I _
(no.of school from list of all schools and no.of class 6 or 8)

Questionnaire code: I _ I _ / I _ I _ / I _ I _
(no.of school from list of all schools and no.of class 6 or 8 and school numeration (1,2,3 or a,b,c) and no. of pupil from 1 -25)

Fieldworker code: I _ I (no. 1-6)

INSTRUCTIONS FOR TEACHERS/PROFESSIONALS CARRYING OUT THE SURVEY IN THE CLASSROOM

BACKGROUND INFORMATION

This survey focuses on health behaviours and factors related to the health of the pupils. The survey is part of a larger WHO collaborative study which has been conducted in 29 countries during school year 1997 - 1998.

According to recommendations of Ministry of Health of F BiH, Ministry of Education of F BiH Institute of Public Health of F BiH and WHO Regional Office, in this school year, survey will be conducted in our country as well.

The questionnaire has been developed through testing several pilot versions in schools. The time taken for mixed ability groups in grade levels corresponding to ages 11 -14 to fill in the questionnaire is about 45 minutes.

It is vital that the children are not rushed, as this will affect the validity of their answers. Ideally, the questionnaire should be conducted in class-size groups. Scientific evidence has shown that this form of administration is the best way to elicit the most honest answers from pupils. The subject of the questionnaire is such that the children may well wish to discuss their answers. This would obviously compromise the results, therefore the children should not be allowed to talk and, if possible, not be able to see each other's answers. Administering the questionnaire in laboratories or other 'unusual' rooms should also be avoided.

If the pupils have difficulty in reading questionnaire, please assist them when appropriate. Under such circumstances you would no doubt be aware of the potential risk of biasing their answers. Most pupils will need no help at all in completing the questionnaire. However, it may be necessary to stress that every pupil must answer each question as best as he/she can.

In order to obtain reliable results, it is vitally important not to influence the pupil's responses to the survey questions. We have therefore designed a common procedure that was used by all participants in the survey and we hope that you will follow this procedure as closely as possible:

1. At the beginning of the class, the following text should be read out to the pupils after questionnaires have been handed out but before anyone has started to fill them in:

"Our school is taking part in a study about health and lifestyles which was carried out in many other countries simultaneously. In this lesson you will be asked to complete a questionnaire. The questions are concerned with things like nutrition, exercise, smoking etc. There is no need to write your name on the questionnaire. No one at the school will see your answers, including me. Therefore I am not expected to help you too much with filling in the questionnaire, only when you ask me. After you have filled it in, put the questionnaire in the envelope provided and seal it. I will put all of them in a large envelope and mail it to the Survey study team.

Answer the questions as honestly as you can but don't spend too much time on each question. All questions must be read carefully and there are clear instructions with each question. You should not talk to each other until everyone has finished. Also you must not try to look at other people answers. It is your own opinion that is of interest, and not that of anyone else. Although there will be no talking, the questionnaire is not a test and there are no right or wrong answers. You can start now."

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2. If some pupils do not want to participate, provide something else for them to do.
3. Help the pupils only when they ask for help and if several pupils ask about the same thing, the blackboard can be used to explain. This may happen more often with 11 year olds.
4. When the first pupils have finished they should be asked to work on something specific in order prevent them from disturbing those who are still filling the questionnaire.
5. When all pupils have finished and sealed their questionnaires in the unmarked envelopes provided, ask one of the pupils to collect the envelopes.

Please complete this form and send it with the questionnaires:

| |
|--|
| Date of survey:..... |
| Name and adress of the school:..... |
| Name of class supervisor:..... |
| Class examined:..... |
| Type of class (eg. composite class)..... |
| Number of pupils present :..... |
| Number of pupils absent and reasons if known:..... |
| |
| Number of pupil refusals:..... |
| Number of parental refusals:..... |
| Number of questionnaires returned:..... |

Thank you for your assistance.

APPENDIX 4:
Documentary tables

Health behaviour in scholl-aged children survey: Federation of Bosnia and Herzegovina

Table A1. Self-perceived health

| Perceived health | BOYS + GIRLS: GRADE | | | | Total | % | Statistics (excl. unknowns): χ^2 : 22.79 DF: 3 P: <0.001 |
|------------------|---------------------|---------------|-------------|---------------|-------------|---------------|---|
| | Sixth | % | Eighth | % | | | |
| Excellent | 788 | 47.5% | 680 | 40.9% | 1468 | 44.2% | |
| Good | 560 | 33.8% | 629 | 37.8% | 1189 | 35.8% | |
| Fair | 223 | 13.4% | 285 | 17.1% | 508 | 15.3% | |
| Poor | 71 | 4.3% | 51 | 3.1% | 122 | 3.7% | |
| Unknown | 16 | 1.0% | 19 | 1.1% | 35 | 1.1% | |
| Total | 1658 | 100.0% | 1664 | 100.0% | 3322 | 100.0% | |

| Perceived health | BOYS: GRADE | | | | Total | % | Statistics (excl. unknowns): χ^2 : 12.01 DF: 3 P: 0.007 |
|------------------|-------------|---------------|------------|---------------|-------------|---------------|--|
| | Sixth | % | Eighth | % | | | |
| Excellent | 458 | 54.5% | 394 | 48.5% | 852 | 51.5% | |
| Good | 249 | 29.6% | 275 | 33.8% | 524 | 31.7% | |
| Fair | 88 | 10.5% | 111 | 13.7% | 199 | 12.0% | |
| Poor | 33 | 3.9% | 19 | 2.3% | 52 | 3.1% | |
| Unknown | 13 | 1.5% | 14 | 1.7% | 27 | 1.6% | |
| Total | 841 | 100.0% | 813 | 100.0% | 1654 | 100.0% | |

| Perceived health | GIRLS: GRADE | | | | Total | % | Statistics (excl. unknowns): χ^2 : 10.75 DF: 3 P: 0.013 |
|------------------|--------------|---------------|------------|---------------|-------------|---------------|--|
| | Sixth | % | Eighth | % | | | |
| Excellent | 330 | 40.4% | 286 | 33.6% | 616 | 36.9% | |
| Good | 311 | 38.1% | 354 | 41.6% | 665 | 39.9% | |
| Fair | 135 | 16.5% | 174 | 20.4% | 309 | 18.5% | |
| Poor | 38 | 4.7% | 32 | 3.8% | 70 | 4.2% | |
| Unknown | 3 | 0.4% | 5 | 0.6% | 8 | 0.5% | |
| Total | 817 | 100.0% | 851 | 100.0% | 1668 | 100.0% | |

Table A2. Smoking: Having ever smoked?

| Ever smoked? | BOYS + GIRLS: GRADE | | | | Total | % | Statistics (excl. unknowns): χ^2 : 163.26 DF: 1 P: <0.001 |
|--------------|---------------------|---------------|-------------|---------------|-------------|---------------|--|
| | Sixth | % | Eighth | % | | | |
| Yes | 195 | 11.8% | 495 | 29.7% | 690 | 20.8% | |
| No | 1444 | 87.1% | 1152 | 69.2% | 2596 | 78.1% | |
| Unknown | 19 | 1.1% | 17 | 1.0% | 36 | 1.1% | |
| Total | 1658 | 100.0% | 1664 | 100.0% | 3322 | 100.0% | |

| Ever smoked? | BOYS: GRADE | | | | Total | % | Statistics (excl. unknowns): χ^2 : 62.10 DF: 1 P: <0.001 |
|--------------|-------------|---------------|------------|---------------|-------------|---------------|---|
| | Sixth | % | Eighth | % | | | |
| Yes | 143 | 17.0% | 275 | 33.8% | 418 | 25.3% | |
| No | 686 | 81.6% | 527 | 64.8% | 1213 | 73.3% | |
| Unknown | 12 | 1.4% | 11 | 1.4% | 23 | 1.4% | |
| Total | 841 | 100.0% | 813 | 100.0% | 1654 | 100.0% | |

| Ever smoked? | GIRLS: GRADE | | | | Total | % | Statistics (excl. unknowns): χ^2 : 115.87 DF: 1 P: <0.001 |
|--------------|--------------|---------------|------------|---------------|-------------|---------------|--|
| | Sixth | % | Eighth | % | | | |
| Yes | 52 | 6.4% | 220 | 25.9% | 272 | 16.3% | |
| No | 758 | 92.8% | 625 | 73.4% | 1383 | 82.9% | |
| Unknown | 7 | 0.9% | 6 | 0.7% | 13 | 0.8% | |
| Total | 817 | 100.0% | 851 | 100.0% | 1668 | 100.0% | |

Table A3. Smoking: Current smoking habits

| Smoking status | BOYS + GIRLS: GRADE | | | | Total | % | Statistics (excl. unknowns): χ^2 : 42.36 DF: 3 P: <0.001 |
|-----------------------|---------------------|---------------|-------------|---------------|-------------|---------------|---|
| | Sixth | % | Eighth | % | | | |
| Every day | 12 | 0.7% | 46 | 2.8% | 58 | 1.7% | |
| At least once a week | 25 | 1.5% | 46 | 2.8% | 71 | 2.1% | |
| Less than once a week | 27 | 1.6% | 62 | 3.7% | 89 | 2.7% | |
| Don't smoke | 1548 | 93.4% | 1462 | 87.9% | 3010 | 90.6% | |
| Unknown | 46 | 2.8% | 48 | 2.9% | 94 | 2.8% | |
| Total | 1658 | 100.0% | 1664 | 100.0% | 3322 | 100.0% | |

| Smoking status | BOYS: GRADE | | | | Total | % | Statistics (excl. unknowns): χ^2 : 19.70 DF: 3 P: <0.001 |
|-----------------------|-------------|---------------|------------|---------------|-------------|---------------|---|
| | Sixth | % | Eighth | % | | | |
| Every day | 9 | 1.1% | 32 | 3.9% | 41 | 2.5% | |
| At least once a week | 20 | 2.4% | 24 | 3.0% | 44 | 2.7% | |
| Less than once a week | 25 | 3.0% | 41 | 5.0% | 66 | 4.0% | |
| Don't smoke | 757 | 90.0% | 693 | 85.2% | 1450 | 87.7% | |
| Unknown | 30 | 3.6% | 23 | 2.8% | 53 | 3.2% | |
| Total | 841 | 100.0% | 813 | 100.0% | 1654 | 100.0% | |

| Smoking status | GIRLS: GRADE | | | | Total | % | Statistics (excl. unknowns): χ^2 : 33.45 DF: 3 P: <0.001 |
|-----------------------|--------------|---------------|------------|---------------|-------------|---------------|---|
| | Sixth | % | Eighth | % | | | |
| Every day | 3 | 0.4% | 14 | 1.6% | 17 | 1.0% | |
| At least once a week | 5 | 0.6% | 22 | 2.6% | 27 | 1.6% | |
| Less than once a week | 2 | 0.2% | 21 | 2.5% | 23 | 1.4% | |
| Don't smoke | 791 | 96.8% | 769 | 90.4% | 1560 | 93.5% | |
| Unknown | 16 | 2.0% | 25 | 2.9% | 41 | 2.5% | |
| Total | 817 | 100.0% | 851 | 100.0% | 1668 | 100.0% | |

Table A4. Alcohol consumption: Current drinking habits

| Alcohol habits | BOYS + GIRLS: GRADE | | | | Total | % | Statistics (excl. unknowns): χ^2 : 61.50 DF: 2 P: <0.001 |
|----------------|---------------------|---------------|-------------|---------------|-------------|---------------|---|
| | Sixth | % | Eighth | % | | | |
| Frequent | 58 | 3.5% | 81 | 4.9% | 139 | 4.2% | |
| Rarely | 441 | 26.6% | 644 | 38.7% | 1085 | 32.7% | |
| Never | 1070 | 64.5% | 873 | 52.5% | 1943 | 58.5% | |
| Unknown | 89 | 5.4% | 66 | 4.0% | 155 | 4.7% | |
| Total | 1658 | 100.0% | 1664 | 100.0% | 3322 | 100.0% | |

| Alcohol habits | BOYS: GRADE | | | | Total | % | Statistics (excl. unknowns): χ^2 : 25.95 DF: 2 P: <0.001 |
|----------------|-------------|---------------|------------|---------------|-------------|---------------|---|
| | Sixth | % | Eighth | % | | | |
| Frequent | 51 | 6.1% | 59 | 7.3% | 110 | 6.7% | |
| Rarely | 291 | 34.6% | 377 | 46.4% | 668 | 40.4% | |
| Never | 451 | 53.6% | 344 | 42.3% | 795 | 48.1% | |
| Unknown | 48 | 5.7% | 33 | 4.1% | 81 | 4.9% | |
| Total | 841 | 100.0% | 813 | 100.0% | 1654 | 100.0% | |

| Alcohol habits | GIRLS: GRADE | | | | Total | % | Statistics (excl. unknowns): χ^2 : 46.57 DF: 2 P: <0.001 |
|----------------|--------------|---------------|------------|---------------|-------------|---------------|---|
| | Sixth | % | Eighth | % | | | |
| Frequent | 7 | 0.9% | 22 | 2.6% | 29 | 1.7% | |
| Rarely | 150 | 18.4% | 267 | 31.4% | 417 | 25.0% | |
| Never | 619 | 75.8% | 529 | 62.2% | 1148 | 68.8% | |
| Unknown | 41 | 5.0% | 33 | 3.9% | 74 | 4.4% | |
| Total | 817 | 100.0% | 851 | 100.0% | 1668 | 100.0% | |

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Table A5. Breakfast habits on WEEK days

| Frequency (no. days) | BOYS + GIRLS: GRADE | | | | Total | | Statistics (excl. unknowns): χ^2 : 14.88 DF: 5 P: 0.011 |
|----------------------|---------------------|---------------|-------------|---------------|-------------|---------------|--|
| | Sixth | % | Eighth | % | | % | |
| Never | 217 | 13.1% | 276 | 16.6% | 493 | 14.8% | |
| One day | 110 | 6.6% | 80 | 4.8% | 190 | 5.7% | |
| Two days | 67 | 4.0% | 61 | 3.7% | 128 | 3.9% | |
| Three days | 64 | 3.9% | 82 | 4.9% | 146 | 4.4% | |
| Four days | 66 | 4.0% | 55 | 3.3% | 121 | 3.6% | |
| Five days | 1003 | 60.5% | 1010 | 60.7% | 2013 | 60.6% | |
| Unknown | 131 | 7.9% | 100 | 6.0% | 231 | 7.0% | |
| Total | 1658 | 100.0% | 1664 | 100.0% | 3322 | 100.0% | |

| Frequency (no. days) | BOYS: GRADE | | | | Total | | Statistics (excl. unknowns): χ^2 : 13.00 DF: 5 P: 0.023 |
|----------------------|-------------|---------------|------------|---------------|-------------|---------------|--|
| | Sixth | % | Eighth | % | | % | |
| Never | 97 | 11.5% | 127 | 15.6% | 224 | 13.5% | |
| One day | 68 | 8.1% | 41 | 5.0% | 109 | 6.6% | |
| Two days | 34 | 4.0% | 32 | 3.9% | 66 | 4.0% | |
| Three days | 29 | 3.4% | 39 | 4.8% | 68 | 4.1% | |
| Four days | 35 | 4.2% | 29 | 3.6% | 64 | 3.9% | |
| Five days | 496 | 59.0% | 479 | 58.9% | 975 | 58.9% | |
| Unknown | 82 | 9.8% | 66 | 8.1% | 148 | 8.9% | |
| Total | 841 | 100.0% | 813 | 100.0% | 1654 | 100.0% | |

| Frequency (no. days) | GIRLS: GRADE | | | | Total | | Statistics (excl. unknowns): χ^2 : 3.80 DF: 5 P: 0.579 |
|----------------------|--------------|---------------|------------|---------------|-------------|---------------|---|
| | Sixth | % | Eighth | % | | % | |
| Never | 120 | 14.7% | 149 | 17.5% | 269 | 16.1% | |
| One day | 42 | 5.1% | 39 | 4.6% | 81 | 4.9% | |
| Two days | 33 | 4.0% | 29 | 3.4% | 62 | 3.7% | |
| Three days | 35 | 4.3% | 43 | 5.1% | 78 | 4.7% | |
| Four days | 31 | 3.8% | 26 | 3.1% | 57 | 3.4% | |
| Five days | 507 | 62.1% | 531 | 62.4% | 1038 | 62.2% | |
| Unknown | 49 | 6.0% | 34 | 4.0% | 83 | 5.0% | |
| Total | 817 | 100.0% | 851 | 100.0% | 1668 | 100.0% | |

Table A6. Tooth brushing habits

| Frequency | BOYS + GIRLS: GRADE | | | | Total | | Statistics (excl. unknowns): χ^2 : 23.08 DF: 4 P: <0.001 |
|-----------------------|---------------------|---------------|-------------|---------------|-------------|---------------|---|
| | Sixth | % | Eighth | % | | % | |
| More than once/day | 1251 | 75.5% | 1249 | 75.1% | 2500 | 75.3% | |
| Once/day | 206 | 12.4% | 284 | 17.1% | 490 | 14.8% | |
| At least once weekly | 96 | 5.8% | 67 | 4.0% | 163 | 4.9% | |
| Less than once a week | 39 | 2.4% | 23 | 1.4% | 62 | 1.9% | |
| Never | 10 | 0.6% | 17 | 1.0% | 27 | 0.8% | |
| Unknown | 56 | 3.4% | 24 | 1.4% | 80 | 2.4% | |
| Total | 1658 | 100.0% | 1664 | 100.0% | 3322 | 100.0% | |

| Frequency | BOYS: GRADE | | | | Total | | Statistics (excl. unknowns): χ^2 : 25.18 DF: 4 P: <0.001 |
|-----------------------|-------------|---------------|------------|---------------|-------------|---------------|---|
| | Sixth | % | Eighth | % | | % | |
| More than once/day | 587 | 69.8% | 509 | 62.6% | 1096 | 66.3% | |
| Once/day | 131 | 15.6% | 205 | 25.2% | 336 | 20.3% | |
| At least once weekly | 51 | 6.1% | 50 | 6.2% | 101 | 6.1% | |
| Less than once a week | 28 | 3.3% | 19 | 2.3% | 47 | 2.8% | |
| Never | 8 | 1.0% | 14 | 1.7% | 22 | 1.3% | |
| Unknown | 36 | 4.3% | 16 | 2.0% | 52 | 3.1% | |
| Total | 841 | 100.0% | 813 | 100.0% | 1654 | 100.0% | |

| Frequency | GIRLS: GRADE | | | | Total | | Statistics (excl. unknowns): χ^2 : 19.05 DF: 4 P: <0.001 |
|-----------------------|--------------|---------------|------------|---------------|-------------|---------------|---|
| | Sixth | % | Eighth | % | | % | |
| More than once/day | 664 | 81.3% | 740 | 87.0% | 1404 | 84.2% | |
| Once/day | 75 | 9.2% | 79 | 9.3% | 154 | 9.2% | |
| At least once weekly | 45 | 5.5% | 17 | 2.0% | 62 | 3.7% | |
| Less than once a week | 11 | 1.3% | 4 | 0.5% | 15 | 0.9% | |
| Never | 2 | 0.2% | 3 | 0.4% | 5 | 0.3% | |
| Unknown | 20 | 2.4% | 8 | 0.9% | 28 | 1.7% | |
| Total | 817 | 100.0% | 851 | 100.0% | 1668 | 100.0% | |

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Table A7. Physical activity (frequency during a usual week)

| Activity frequency | BOYS + GIRLS: GRADE | | | | Total | | Statistics (excl. unknowns): χ^2 : 28.13 DF: 3 P: <0.001 |
|--------------------|---------------------|---------------|-------------|---------------|-------------|---------------|---|
| | Sixth | % | Eighth | % | | | |
| Never | 17 | 1.0% | 24 | 1.4% | 41 | 1.2% | |
| 1-2 days/week | 398 | 24.0% | 465 | 27.9% | 863 | 26.0% | |
| 3-6 days/week | 611 | 36.9% | 746 | 44.8% | 1357 | 40.8% | |
| 7 days/week | 416 | 25.1% | 320 | 19.2% | 736 | 22.2% | |
| Unknown | 216 | 13.0% | 109 | 6.6% | 325 | 9.8% | |
| Total | 1658 | 100.0% | 1664 | 100.0% | 3322 | 100.0% | |

| Activity frequency | BOYS: GRADE | | | | Total | | Statistics (excl. unknowns): χ^2 : 8.64 DF: 3 P: 0.035 |
|--------------------|-------------|---------------|------------|---------------|-------------|---------------|---|
| | Sixth | % | Eighth | % | | | |
| Never | 12 | 1.4% | 5 | 0.6% | 17 | 1.0% | |
| 1-2 days/week | 176 | 20.9% | 160 | 19.7% | 336 | 20.3% | |
| 3-6 days/week | 312 | 37.1% | 368 | 45.3% | 680 | 41.1% | |
| 7 days/week | 231 | 27.5% | 215 | 26.4% | 446 | 27.0% | |
| Unknown | 110 | 13.1% | 65 | 8.0% | 175 | 10.6% | |
| Total | 841 | 100.0% | 813 | 100.0% | 1654 | 100.0% | |

| Activity frequency | GIRLS: GRADE | | | | Total | | Statistics (excl. unknowns): χ^2 : 46.64 DF: 3 P: <0.001 |
|--------------------|--------------|---------------|------------|---------------|-------------|---------------|---|
| | Sixth | % | Eighth | % | | | |
| Never | 5 | 0.6% | 19 | 2.2% | 24 | 1.4% | |
| 1-2 days/week | 222 | 27.2% | 305 | 35.8% | 527 | 31.6% | |
| 3-6 days/week | 299 | 36.6% | 378 | 44.4% | 677 | 40.6% | |
| 7 days/week | 185 | 22.6% | 105 | 12.3% | 290 | 17.4% | |
| Unknown | 106 | 13.0% | 44 | 5.2% | 150 | 9.0% | |
| Total | 817 | 100.0% | 851 | 100.0% | 1668 | 100.0% | |

APPENDIX 5:

Abbreviations

Abbreviations

| | |
|------|---|
| WHO | World Health Organisation |
| KTL | National Public Health Institute in Finland |
| HBSC | Health Behaviour of School Children |
| PMU | Program Management Unit |
| FPHI | Federal Public Health Institute |
| PHI | Public Health Institute |