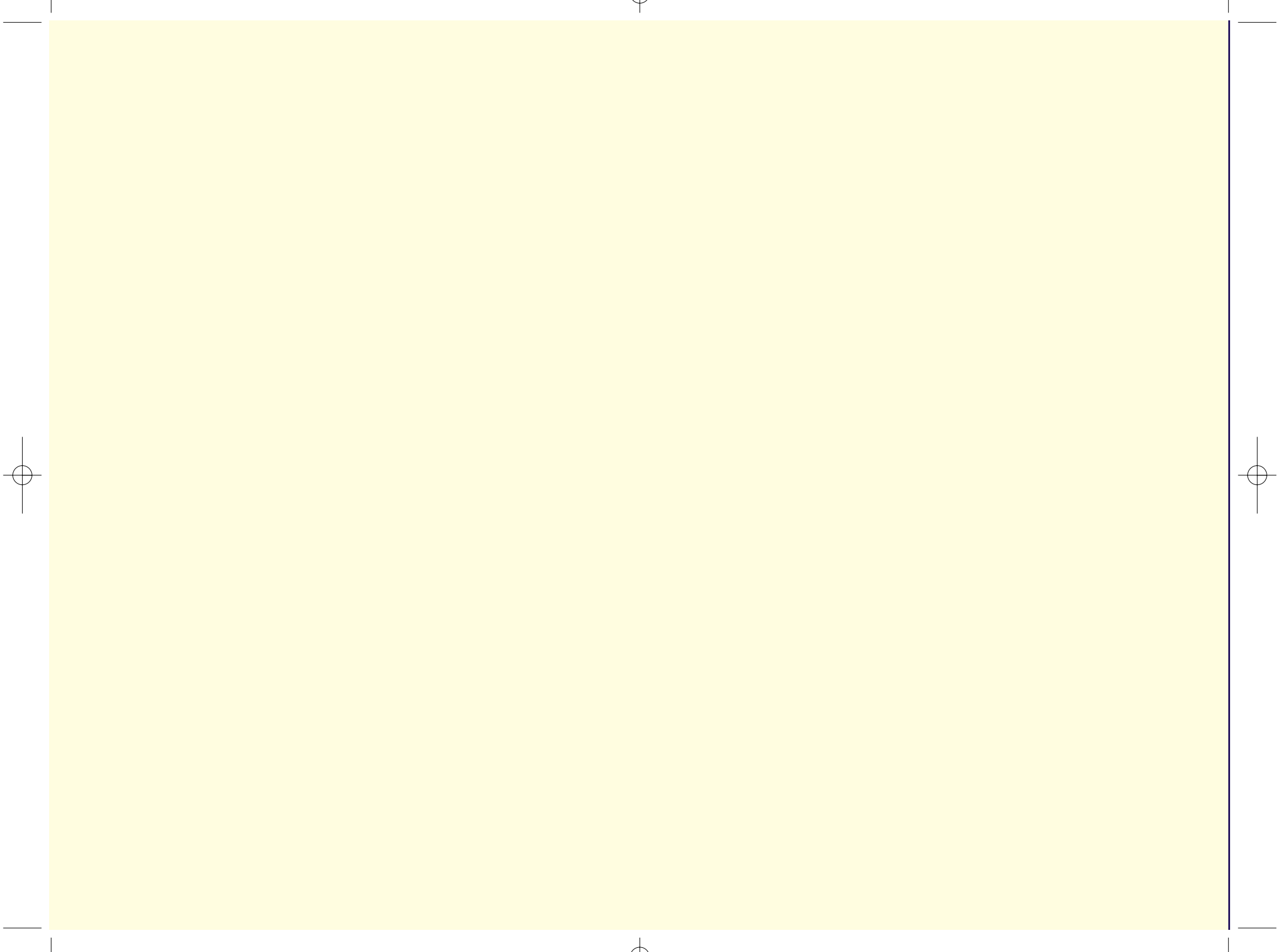




His Majesty King Hamad bin Isa Al Khalifa
King of the Kingdom of Bahrain





H.H. Shaikh Khalifa bin Salman Al Khalifa
The Prime Minister



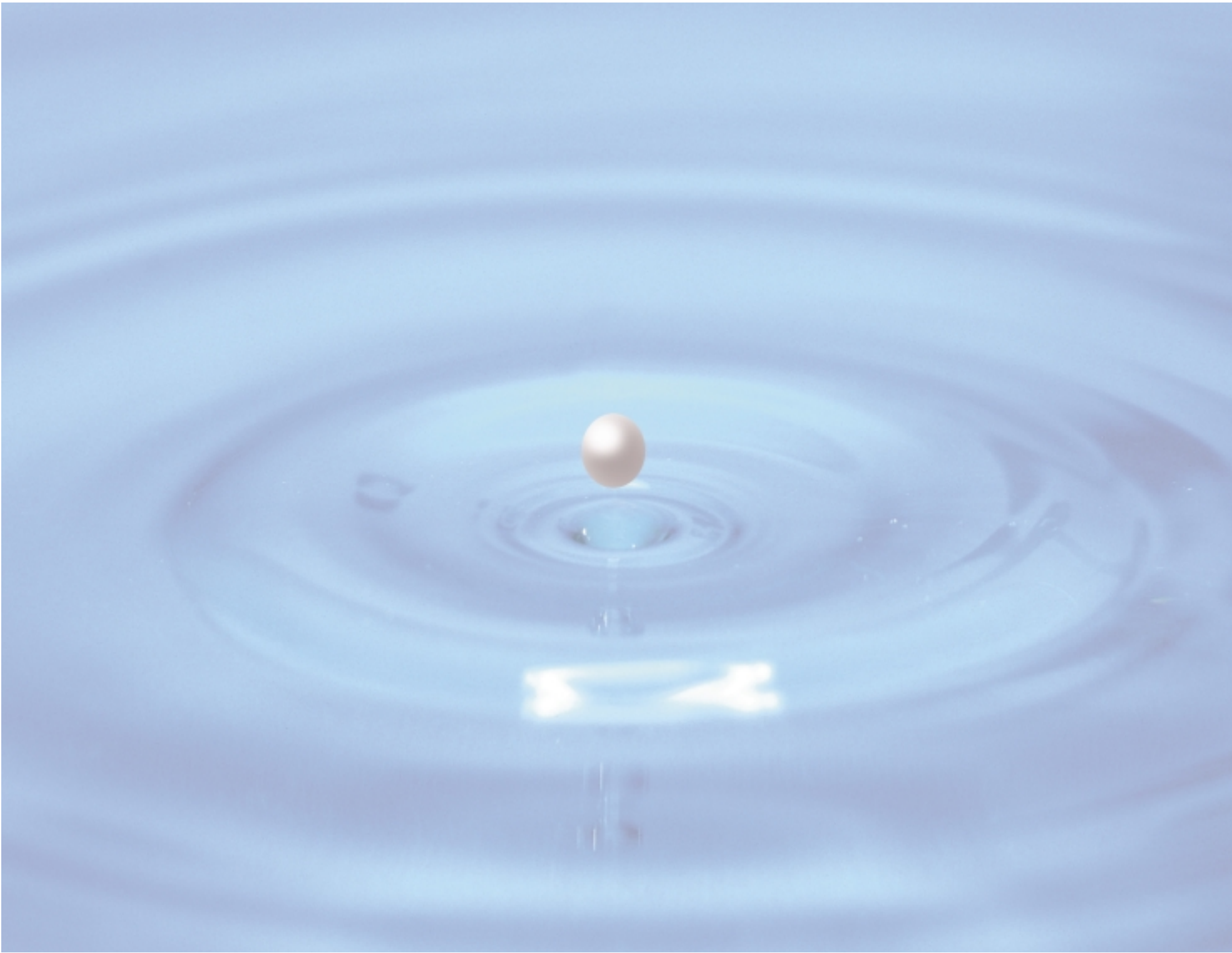


H.H. Shaikh Salman bin Hamad Al Khalifa
The Crown Prince and Commander-in-Chief of the
Bahrain Defence Force



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FORWARD

by

The Minister of Health and the Minister of Education

Bahrain National School Health Program

“ Health is inextricably linked to educational achievements, quality of life, and economic productivity. By acquiring health-related knowledge, values, skills, and practices, children can be empowered to pursue a healthy life and to work as agents of change for the health of their communities.”

Director General

World Health Organization

Premise: A Healthy and Active Lifestyle

Students in Bahrain schools are faced with many cultural, economic, health, educational and social challenges. The healthy attitudes, behaviors and skills students learn in a comprehensive school health program, complemented and supported by participation in a daily physical education program throughout their school years, will help them face these challenges.

Ministry of Health and Ministry of Education - Policy Direction

The MOH has issued a series of Policy Directives reflecting a more comprehensive, integrated, responsive and collaborative, partnership approach to population health delivered through a National Health Plan that incorporates a shift in

program emphasis from acute care interventions to community based programs of health promotion and prevention. **The Ministry of Education has embraced this policy direction and its applicability to challenges in Education and the urgent need for a National School Health Program.**

Health and Educational professionals have long understood that *“health is created and lived by people within the settings of their everyday life; where they learn, work, play and love. Health is created by caring for oneself and others, by being able to take decisions and have control over one’s life circumstances, and by ensuring that the society one lives in creates conditions that allow the attainment of health by all its’ members.”* (Ottawa Charter).

With this understanding it makes sense that one of the primary policy directives for the **Ministries of Health and Education** would be to strategically target programs for the children and adolescents of Bahrain. Health programs when delivered through pre-school and school environments that are themselves organized to be health promoting environments are an essential elements in a comprehensive National Health Plan.

The purpose of this Report is to define the policy direction, objectives and standards that will guide the development of a comprehensive National School Health Program for the Kingdom of Bahrain and provide the framework for collaborative, integrated development of services between government, communities, health professionals, private sector agencies, individuals and groups (eg.students, teachers, parents and families, support groups).

The Need for Change

The Challenge for Children and Adolescents

- School years are a time of life characterized by enormous growth and development. Students are at an important stage in progressive development of lifelong skills that will enable them to make good decisions about lifestyle, learning, relationships and self-sufficiency.
- The health and well-being of students is significantly influenced by the determinants of health, such as access to health services, personal health and coping skills, social supports, income, physical environment, and biological and genetic endowment.
- In collaboration with students and other stakeholders, there are many opportunities for the Ministry of Health to ensure that students and their families have the information, resources and services they require to foster healthy physical, intellectual, emotional and social development.

Children and Adolescents face important transitions during the student years:

1. As they develop and progress into the adolescent years, the care and support provided by their family and schools change to accommodate emerging expectations for increased responsibility and self-reliance.

2. Students have a great deal of work to do in the few short years before they reach adulthood when they are expected to be prepared to manage their own health and well-being, develop intimate relationships and participate in the workforce and community life.
- Students need supportive environments. Families, friends, schools, communities, service delivery systems, the media and internet, and their socio-economic status; all influence their health status, health habits and the utilization of health services.
 - School years are a time when Students take on more responsibility and become more independent in decision making. One of the important opportunities for students is to experiment with new behaviours, to understand choices and define oneself in relation to family, peers, community and future activities.
 - Stable and supportive relationships with family and friends help to test and refine life skills such as goal setting and expectations, making smart choices, developing social competence, solving problems, dealing with conflict and contributing to community life.
 - Children as students are an important resource of our society and communities. . They have an abundance of energy, spirit and ideas which often challenge the traditional norms. Their strengths, creativity, interests, capacities and abilities must be recognized, channeled and nurtured.
 - Students recognize and respond to real opportunities to contribute to the quality of life in their schools, communities and society. Their unique vision and culture can be a major contributor to positive social change. School years

are formative and provide a unique opportunity in time to shape the future through are children.

The Context of Bahrain

Bahrain is a nation whose foundations are deeply routed in family values, tribal and community culture and support, and a rich heritage of a high standard of societal health and educational pursuit. Globalization and mass communication have opened the childrens world to many new influences, standards, opportunities and values; their world no longer restricted to the environment of family and community. Life choices are sometimes overwhelming and confusing in this new world and the importance of establishing values and instilling knowledgeable decision skills during early formative years is essential. While most young people in Bahrain are doing well, some are at risk of less than optimal outcomes. Children and adolescents who are growing up in or influenced by adverse conditions, such as poverty, inadequate parental support and/or adverse social environments that encompass alcohol /drug use, unprotected sex and violence; need effective interventions that promote their capacity to “beat the odds.” As the number of factors that place a child at risk increase, they have a negative multiplier effect on the youth’s health and social outcomes. This potential for adverse outcomes necessitates comprehensive strategies to foster resilience. Vulnerable youth who are provided with a supportive and flexible environment can better access the resources they need to develop their abilities to face life challenges successfully.

The Ministry of Health: Our challenge and responsibility

The Ministry of health as the custodian and trustee of Bahrain’s population health has recognized the importance of the opportunity to work with our children and adolescents through their formative years at school; to shape and secure the future health and health environment of the nation. Ensuring that today’s youth grow up in an environment that fosters healthy physical, intellectual, emotional, social and spiritual development will enable them to become tomorrow’s capable parents, caregivers, workers and citizens.

- The Ministry of Health will place the importance of health education, prevention and promotion in early childhood and adolescent development, delivered through collaborative school health programs, high on the priority social and political policy agenda.
- The MOH will sustain and enhance these school programs by policy development and service changes in community based health services that support the transition from student to young adulthood and family provider incorporating the values, practices and beliefs that promote a healthy lifestyle and future.

Ministry of Health-Strategic Direction:

Several high level strategies have been identified for the Ministry of Health to more effectively meet the needs of our youth and their families. Focusing on these strategic directions will enable the government and communities to contribute to healthy development across a lifespan.

1. Improve the Availability, Accessibility and Acceptability of Health Services to be more responsive and supportive to achievement of students personal development.

- All students must have access to a wide range of confidential, youth-friendly health services which are accessible in both urban and rural community settings. Specific programs and services can be created (e.g. outreach programs for vulnerable youth, peer mentoring programs, parent support groups), expanded (e.g. provide specific benefits not currently offered by our health system) or revised (e.g. remove regulation, rules, and practices that create artificial or unintended barriers to access).
- Services can be provided in locations and ways that are more accessible and friendly to students (e.g. outreach programs, in schools, in malls, through the Internet). Finally, improving services in key health issue areas and providing user friendly information (e.g. mental health, health promotion, tobacco and substance use, family violence, sexual health, injuries) can also contribute to health and well-being.

Policy Direction: Improve the availability and accessibility of services to students in key health issue areas, in student-friendly environments and locations that support confidentiality, sensitivity, and awareness of health practices and health services.

2. Provide Supportive Environments for Students

The social and physical environments, as well as the education system, are important determinants of a student's health. Families, peers, schools, communities, media and communications, and the natural and built environments significantly influence health and the personal health practices of youth. These environments involve multiple sectors such as education, social services, housing and environment.

Policy Direction: The Ministry of Health sector must enhance services and supports to Students and families that promote healthy development within the family and work more closely with other sectors to develop joint strategies that support healthy environments for youth within the home, school and community.

3. Student Involvement

The importance of working directly with Students to improve their health is a key priority.

- Students have clearly articulated their desire to influence policies and services which are developed to support the safe and successful transition through to adulthood. Experts have outlined the benefits to both youth and society when opportunities are provided for students to contribute to policy and program development and service delivery.
- Policymakers and experts need to continuously consult with students to determine their responsiveness and acceptance to the directions and strategies.

Policy Direction: The Ministry of Health will establish mechanisms through which students can actively participate in identifying health issues that are important to them, in establishing priorities and developing strategies that will effectively meet their needs.

4. Ministry of Health - Inter-sector Collaboration

Many of the determinants of health lie outside the direct mandate of the Ministry of Health.

- It is important that the MOH initiate discussion with other sectors, such as education, social services, economic development, recreation, justice and housing.
- To increase the understanding of how policies and programs of specific sectors affect child and adolescent health and to assist youth by making healthy choices the easy choices, it is necessary to establish a clear role for health in these areas and to develop comprehensive strategies.

Policy Direction: The Ministry of Health will identify opportunities to work more closely with other sectors, particularly Education and Social Services, and collaborate in developing joint strategies that support the healthy development of Bahrain youth.

5. Knowledge Base Improvement - Children and Adolescent Health

To support healthy development, it is essential to have reliable, timely data on all the determinants of health.

- Existing information must be comparable, linked regionally and made available on a National basis.
- Research, program evaluation and monitoring are necessary to increase understanding of the conditions that support youth to choose healthy appropriate risk behaviour over adverse risk behaviour that have a greater chance of having lifelong negative health consequences.
- It is necessary to learn which models are the most effective and which approaches work best in specific situations.

Policy Direction: The Ministry of Health, in collaboration with other sectors, will undertake research on children and adolescent health which collects data across all health determinants, improves knowledge about interventions that promote healthy development, and provides practical information to practitioners, policymakers and individuals.

The Importance of a Sustained Policy Direction

The education, health and social services sectors are the primary points of public contact for children and their families. There are valuable opportunities for the health sector to take action to more effectively meet the needs of youth and their families and to work across health disciplines and with other sectors and jurisdictions to improve the health and well-being of all children. The outcomes have both short and long term benefits but success lies in the ability of government to sustain the efforts across a lifespans and generations.

- While the health of youth is a key element in the social and economic fabric of society, the developmental needs and proactive action are often absent from public policies, surfacing most frequently after the fact when young people are in trouble.
- The costs to individuals, families, communities and governments are substantial when youth fail to make a healthy transition from childhood through to adulthood.
- The investment in youth development enables government to sustain and build on early childhood development programs and to contribute to an overall strategy that supports healthy development across the lifespan.
- There are windows of opportunity for shaping future population health development and overcome disadvantages. School health programs are one of these opportunities and should neither be lost nor left to chance.

Ministry of Health - Population Health Approach

A population health approach is important in identifying the key determinants of a health for children and adolescents.

- The population health approach recognizes that many factors, in addition to the health system itself, exert a strong influence on health. These factors, known as determinants of health, include income and social status, social sup-

port networks, education, living and working conditions, physical environments, biology and genetic endowment, personal health practices and coping skills, healthy child development, health services, gender and culture.

- A framework based on the determinants of health examines the way in which these factors interact to influence the health of individuals, families, communities and society.
- There is a demonstrated link between income level, education and health status. The rich are healthier than the middle class, who are in turn healthier than the poor. As adults, the well educated are healthier than the less educated, and the employed are healthier than the unemployed.
- Gender is a fundamental influence on health and interacts with all other determinants. Adolescent girls are more vulnerable than adolescent boys to the early onset of smoking. Adolescent boys are more prone than adolescent girls to injury and behavioural problems.
- The interaction among these determinants in the population health context influences health outcomes for individuals, families, communities and society.

Framework for Determinants of Health

Determinants of health are particularly influential for healthy child development, including the health system; social support networks; the education system; personal health practices and coping skills; the socio-economic environment; the physical environment; and biology and genetic endowment. Other factors, such as gender and culture, are powerful determinants which operate across all environments. The attached model developed by Dr. Fraser Mustard, Canada, provides a framework to better understand the evidence base and interplay of the determinants that support the sustainability of health throughout the lifespan.

Ministry of Health Collaboration

In Bahrain there has been a renewed emphasis on finding ways to link the various sectors that have an influence on the development of children and adolescents. This inter-sector collaboration is essential because:

- Inter-sector action makes possible the joining of forces, knowledge and the means to understand and solve complex issues whose solutions lie outside the capacity and responsibility of a single sector.
- There are many opportunities to engage health, education, social services, recreation, housing, culture and justice sectors in joint strategies to achieve shared goals.
- Among the significant potential benefits of collaboration is the enhanced capacity to tackle and resolve complex health and social problems which have proven impossible for individual sectors.
- “Children deserve love and respect for who they are”. They are central to Bahrain’s investment in its future and must be acknowledged and involved in shaping change and development of the populations health.
- The social services sector is an important partner, particularly in its role to support youth who are experiencing difficulties in family life.
- Each sector has a unique responsibility for initiating discussion, offering its perspective, communicating with its constituents and providing leadership to engage others in collaborative efforts to better meet the needs of children.
- Most youth spend a significant portion of their time in the school environment, the Ministry of Education has a particularly important role to play in the healthy development of children and is a key partner in developing strategies for youth and their families.
- Focusing on the determinants of health, **the Ministry of health is well positioned to act as a catalyst** in the identification of policy, planning, service delivery and research needs related to child and adolescent health and development.

The Importance of the School Environment

School years are an important period for formative development. Students begin to define themselves in relation to their community, culture and ability to influence the future. They are developing social and civic skills. They are acquiring the capacity to communicate their ideas and feelings effectively. They are refining their ability to resolve conflicts. They are working to make meaningful contributions and shape how their community or school functions, focusing on local social issues or those broad societal issues that will affect their future. They have a passion and an emerging sense of personal power that needs to find a voice.

- Students spend a significant portion of their time in school as they strive to acquire an education, developing the academic skills and personal habits that are important to lifelong learning and workforce participation.
- Students are busy seeking their own identity and are exploring questions like “Who am I?”, “How can I change the things I don’t agree with?” and “What would I like to be?” In their quest to establish their own identity, Students begin to experiment with new behaviours.
- They are developing personal values and the ability to make healthy choices with respect to sexuality, the use of alcohol, tobacco and other drugs, eating habits, physical activity, and relationships. Parents, teachers and the media/communications influence how youth view taking risks and developing lifestyle habits.
- Gender and culture are particularly important to the formation of students identity. With the progression to adolescence comes an increased and intense need to belong. Peer norms, beliefs and behaviours have a powerful influence on choices and development.
- While all Students are vulnerable and face a degree of risk, some are at greater risk of poor health outcomes because of the cumulative impact of these multiple risk factors.

- While there are factors in a youth's environment and background that increase the risk of an adolescent running into difficulty (e.g. poverty, family violence), there are also factors that protect and support the young person to overcome these odds (e.g. effective parenting, positive peer relations).
- The health sector can make a significant contribution to the health and well-being of Students by enhancing the conditions that foster healthy human development and promote resilience, enabling more vulnerable Students to become healthy, successful adults.

Criteria for Success - How Do We Know if Students Are Doing Well?

Students who are well prepared to enter adult life have the knowledge and skills to achieve the following:

- **Manage Their Personal Health and Well-Being**

The decisions that individuals make have a significant influence on their lifelong health outcomes. Youth who are well prepared to make healthy choices related to nutrition, exercise, tobacco, alcohol and drug use, and sexuality will have enhanced physical and mental health. Youth who have developed effective coping skills will be able to adapt to life's challenges in a positive way.

Develop Intimate Relationships and Family Life - o Positive relationships with peers, family members and other adults prepare youth for intimacy and family life. Young people who have positive self-esteem, good decision-making skills, autonomy and a sense of emotional commitment are more likely to be successful in their intimate relationships.

- **Participate in the Workforce**

Youth who have achieved their educational potential and have acquired the necessary skills, experience and work habits are better able to participate effectively in the workforce. Given the dynamic global economy, youth must be prepared to commit to lifelong learning, develop entrepreneurial skills and continually adapt to the opportunities and expectations of the workforce. Continuous learning is the new reality.

- **Participate in Community Life**

Participation in social networks can act as a buffer to health problems and creates a sense of well-being. Involvement in leadership and community service activities provides youth with the opportunity to develop the skills and attitudes needed to effectively contribute to their community. Such involvement can lead to healthier individuals and communities.

Bahrain National School Health Program

To provide the leadership and direction to this important policy directive the Ministry of Health has established a Council whose mandate and terms of reference are to oversee the design, organization, establishment, implementation and evaluation of a comprehensive National School Health program.

The Value of a Comprehensive Approach

To respond effectively to the needs of children and adolescents based upon the population health model and the determinates of health framework requires a systematic and comprehensive approach to program and service development. Comprehensive School Health (CSH) is an approach to school-based health promotion involving a broad spectrum of programs, activities, and services which take place in schools and their surrounding communities. Such actions are designed not only to affect the health of individual students but also change the environment in which they live and learn.

Research shows that:

- A comprehensive approach to school health has significant benefits, especially with risk behaviours such as:
 - Poor nutrition
 - Physical inactivity
 - Smoking

- Unprotected sexual activity
- Alcohol and drug use
- Prevention of health problems through CSH programs is cost-effective relative to the eventual treatment if problems manifest themselves.
- There is a natural relationship between health and learning. Healthy students learn better because they:
 - Get their basic needs met;
 - Attend school more regularly;
 - Feel better about themselves; and
 - Get along better with their peers, teachers and parents.
- Successful learners are healthier because they:
 - Develop the foundations for healthy physical, social and emotional development;
 - Acquire the knowledge and skills necessary to make healthy lifestyle choices; and
 - Develop the resiliency needed to face life's challenges.
- Schools are an important influence in the lives of children, and as such, can play a significant role in promoting the knowledge, skills, attitudes and behaviours that foster healthy living.
- Promoting health in schools is an effective way to promote health, as lifestyle patterns developed in childhood are likely to persist into adulthood.

Bahrain Comprehensive School Health (BCSH) - Program Scope:

Bahrain's Comprehensive School Health initiative requires a model which incorporates a broad spectrum of activities and services that take place in the school and surrounding communities. The BCSH model will enable children and youth to:

- Improve their opportunity for an enhanced health status,
- develop to their fullest potential
- establish productive and satisfying relationships in their present and future lives.

The attainment of comprehensive goals demands that an integrated approach be used which incorporates specific strategies and elements within three categories:

1. instruction / curriculum,
2. support programs and social services,
3. and healthy physical environments.

A common understanding of the comprehensive school health framework among health professionals, educators, teacher educators, social workers, community support groups, students and families is necessary to achieve health for all.

The Vision

Bahrain's vision for the School Health program outcome stated simply is:

“All children and youth living healthy, active lives”

The School Health Program will:

- provide instruction to develop the knowledge, skills, attitudes and behaviors related to healthy living;
- support the provision of support services for students and their families;
- create a healthy social and physical environment within the school;
- integrate the concepts of personal health management, health promotion and education;

- incorporate strategies which are comprehensive, interdisciplinary and outcomes based;
- be taught by teachers who are competent and qualified in health education and promotion;
- provide sufficient instruction time to elicit behavior change.

The Mission

Health and Education professionals will work as partners to jointly promote, support and deliver BCSH in collaboration with the total community (school, home, larger community).

The Mandate

An “ Interdisciplinary Authority” will be established that represents and serves health professionals and educators who design and implement health education programs and leadership opportunities in the schools. Although educators will work very closely with the various government and community agencies [such as community health professionals and centers, national associations, government departments], they will have joint but lead responsibility for the educational interpretation, implementation and evaluation of the BCSH program.

The School Health Program: Essential Elements

- **Curriculum**

The curriculum would be designed to help teachers enhance, maintain and reinforce the knowledge, skills, attitudes and behaviors that would enable students to increase control over and improve their well-being. The curriculum would emphasize the many areas identified below.

- **Support Services for Students**

The services offered to students reinforce the preventive aspects of the curriculum and provide support and intervention to those at risk or in crisis. Services may include: assessment, screening programs, early problem identification, child protection, referrals, guidance counseling, support for special needs students, rehabilitation, programs for post-treatment, peer support and staff wellness programs.

- **Healthy School Environments**

A healthy school environment is achieved by adapting the social or physical surroundings in ways that will preserve and enhance the health and well-being of staff and students. It is an environment free from discrimination, harassment and intimidation in which individual differences are respected and accommodated. Other considerations could be: safety procedures and regulations, sanitation and hygiene standards, healthy food services, school nutrition policies, environmental health standards, smoke-free school policies, safe school playgrounds and programs, conflict resolution, etc.

School Health: Areas of Concentration

There are many areas of concentration in the School Health model. Each area will be dealt with in a comprehensive manner always modeling the BCSH approach. Focused instruction coupled with appropriate student support services and an emphasis on building healthy school environments will support each area. The following list of suggested areas should not be addressed or dealt with in isolation of each other, but rather in a manner that integrates the approach, experiences and teachings of each area.

- Growth and Development e.g. dental health, body structure and function
- Nutrition, Eating Disorders, Weight Control, e.g. anorexia, bulimia
- Mental and Social Health, e.g. stress, suicide, violence
- Personal Safety and Injury Prevention, e.g. safe practice (fire, sport, traffic, safety in the workplace and home)
- Substance Use and Abuse, e.g. tobacco, alcohol and other drugs
- Environmental and Community Health, e.g. consumer health, health services

Target Groups

The target groups that the School Health initiative will concentrate on are:

- * 1st level - the teachers, consultants at the school boards and ministerial levels;
- * 2nd level - students and parents.

In keeping with the mission of the organization to achieve BCSH, professionals will work with key intermediaries that influence the student in the school system through curriculum instruction (e.g. classroom teachers) support services (e.g. guidance counselors) and physical environments (e.g. principals and parent councils).

Key Strategies:

At the Ministry of health level the School Health initiative will have six strategic areas of emphasis:

1. Awareness and advocacy
2. Partnerships
3. Resource development and promotion
4. Teacher education (pre-service and in-service)
5. Research and Evaluation
6. Management, Planning and Support

At the School Program level there are eight key program elements as defined in the WHO model:

1. Health Services
2. Health Education
3. Healthy School environment
4. Health Promotion
5. Nutrition and Food Safety
6. Physical Education and Recreation
7. Mental Health and Social Service support
8. Community Programs and Projects

It is the intent that specific activities and priorities will be developed for each strategic focus based upon a master development strategy for school health that takes into account existing programs and resources and establishes priorities for new program development and restructuring. An Action Plan is outlined in the final section of this Report.

Quality in School Health

The following components are essential to ensure quality in school health programs and should be considered interdependent.

1. School Curriculum - A quality school health curriculum is designed to help teachers enhance, maintain and reinforce the knowledge, skills, attitudes and behaviours that enable students to increase control over and improve their health and well-being. The eight programs strands of health listed above will be fully integrated across the school health curriculum:

Common Strands

Critical is a focus on the transmission of generic living skills, such as refusal skills, problem-solving, decision-making, media analysis, coping strategies, conflict resolution, and behavioural contracting. These skills are essential in dealing with all strand areas and promote the adoption of health-enhancing behaviour and attitudes that support students' self-esteem, self-knowledge and interpersonal relationships.

2. School Environment - A healthy school environment is achieved by adapting the social and physical surroundings in ways that will preserve and enhance the health and well-being of students and staff. It respects and accommodates individual differences and is free from discrimination, harassment and physical hazards, such as poor air quality, unsafe school playgrounds and unsanitary conditions. Quality school health programs and policies work together to protect students and staff from harm and create a positive climate in which to learn and work.

3. School and Community Support Services - The services offered to students reinforce the preventative aspects of the curriculum and provide support and intervention to those students at risk or in crisis. Services may include: assessment, screening programs, early problem identification, child protection, referrals, guidance counseling, support for special needs students, rehabilitation, programs for post-treatment and peer support. Services promoting staff health and wellness are also important. Services may be offered at school or accessed within the broader school community and will involve a variety of professionals in education, public health, social services and recreation working together in a coordinated and collaborative manner.

Ministry of Health - Action Plan: Taking the Initiative

The Ministry of Health is taking action to encourage and support the development of health promoting schools across Bahrain. The NSHP initiative has identified three areas of policy emphasis:

1. Advocacy and Awareness
2. Resource Development and Promotion
3. Teacher Education (pre-service and in-service)

The NSHP Council will implement strategies to:

- Advocate for a comprehensive approach to school health;
- Identify and provide quality curriculum support resources;
- Recognize exemplary programs and practices;
- Promote teacher training in health;
- Support quality research related to school health; and
- Facilitate schools and communities working together on important health issues.

Aligning with the structure and content of the World Health Organization approach to School Health programs the MOH has developed a framework for planning and development of a National School Health Program that builds upon current programs and resources; realigning or restructuring where necessary to adjust the current focus towards a collaborative partnership model that is community based and Government supported.

The framework supports a five step development process leading to establishment, implementation and evaluation.

The five development steps are:

1. Project Establishment and Initiation

A formation order establishing a Council and providing for its Chairman, Membership, mandate, terms of ref-

erence and time frame will be issued from the Minister's office. The Council will immediately convene and within two weeks table a plan and process for conducting its work for approval of the Ministry.

The Work Plan will include identification of resource requirements, space, costs, task processes, priorities and assignments and a milestone driven timeline for completing the work. It will provide for regular updates and reports to the Undersecretary's Office.

The final product of the Council work will be a White Paper for establishment of a National School Health Program for Bahrain.

2. Situation Analysis - Team1

Utilizing the School Health Program framework and focusing on the sections identified under the headings Inputs and Process the Council will form a team of specialists and Council members to conduct a survey and assessment of policies, programs, services, resources etc., and identify and document strengths, weaknesses and capabilities of the current system.

The Team as part of their analysis, documentation and report will map and flow chart existing organization, resources, services and processes with a view to identifying deficiencies in the current system authority, responsibility and accountability structure.

An important element in the situation analysis is an assessment of the environment and culture that form the context for current thinking on program content and delivery and any jurisdictional issues or attitudes that might effect change. The Team will be cognizant of these factors in conducting their analysis and will present their assessment as objectively as possible in the report.

Team 1 will complete their work by presenting a fully documented Situation Analysis report to the Council for discussion and final acceptance. The Report must address in detail all sections of the framework and / or identify voids in the system. The Team may recommend adjustments to the framework where it is found deficient or requires clarity.

3. A Vision for a School Health Program - Team 2

Simultaneous with Step1 and utilizing the Framework or expanding it where necessary, Team 2 will detail by section a new comprehensive model for the School Health Program. In preparing this model the Team will ignore any perceived barriers, constraints, jurisdictions, or known deficiencies and will concentrate on a vision of the ideal so as not to preclude prematurely any options or opportunities.

Team 2 will pay careful attention to detailing the expected environmental and cultural factors that are to be an inherent part of the new Vision and will note unique aspects of life style in Bahrain that will be key determinants of a successful program.

A final report detailing the model inclusive of flow charting, program, service and resource mapping and a sequenced priority driven timeline will be presented to the Council for review, discussion and acceptance. The documentation should be inclusive and referenced so that it can be incorporated as archival and educational material.

4. Gap Analysis and Change Management Strategy - Council Special Task Force

(a) Gap Analysis

Utilizing the Framework, Situation Analysis and Vision Report a Special Task Force of Council members and specialists will be assigned by the Council to identify the extent and nature of difference [the Gap] between the Vision (Step3) and the results of the Situation Analysis (Step2). The analysis of this difference will be synthesized into alternate strategies for moving forward and closing the gap. Based upon a recommended alternate that maximizes the potential to achieve the Program Vision; selected strategies will be broken down into priority tasks as part of a recommended Program Development Plan.

(b) Change Management Strategy

A key element in moving forward is the determination of an effective change management strategy.

Understanding differences in perception, attitudes, perhaps even philosophy is an important part of fashioning the most environmentally and culturally sensitive approach to change while not sacrificing efficiency and effectiveness. The Task Force will take special note of these elements to set an achievable pace and process for change and to ensure concepts and plans have maximum top-down, bottom-up participation across a broad interdisciplinary scope of service..

Step 4 will conclude with presentation to and acceptance by the Council of a recommended policy plan, organization, development strategy, and change management approach for the National School Health Program.

5. White Paper: Production, Presentation and Acceptance

The final task of the Council is the preparation and presentation of a policy report or White Paper to the Minister of Health through the office of the Undersecretary. The paper is to be presented in two parts:

1. An Executive Summary formatted as a briefing document sufficient in detail for Cabinet review and discussion.
2. A White Paper inclusive of the Executive Summary, with full details by section addressing each element of the Program Framework. It must be appropriately referenced, with appendices to provide all relevant back up explanation and justification to the document. The Report will be submitted in hard copy and electronically so that it is ready for archiving and use as a library document and educational reference.

Based upon the final acceptance of the White Paper recommendations and incorporating required revisions the MOH will authorize an Establishment and Implementation Plan for the National School Health Program and a reporting structure and evaluation protocol for monitoring