



National Institute for Public Health  
and the Environment  
*Ministry of Health, Welfare and Sport*

# Schools4Health

RIVM, the Dutch National Institute for Public Health and the Environment



# Lifeskills

Dutch: “Levensvaardigheden”



# Levensvaardigheden

## Leerlingenboek



Lesprogramma  
vmbo, havo en vwo

## Lifeskills

Lifeskills focuses on five social and emotional core competences

1. self-awareness
2. self-management
3. social awareness
4. relational skills
5. making responsible choices



School & at home  
Students



School  
Teachers

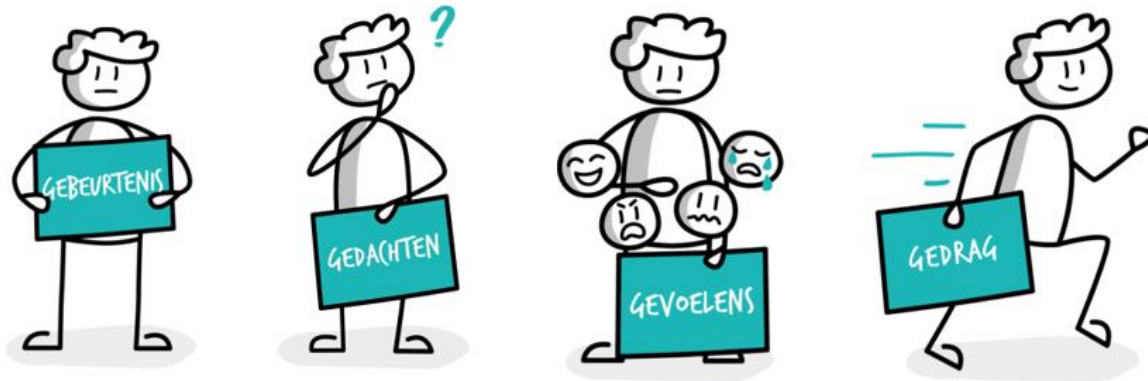


At home  
Parents &  
carers

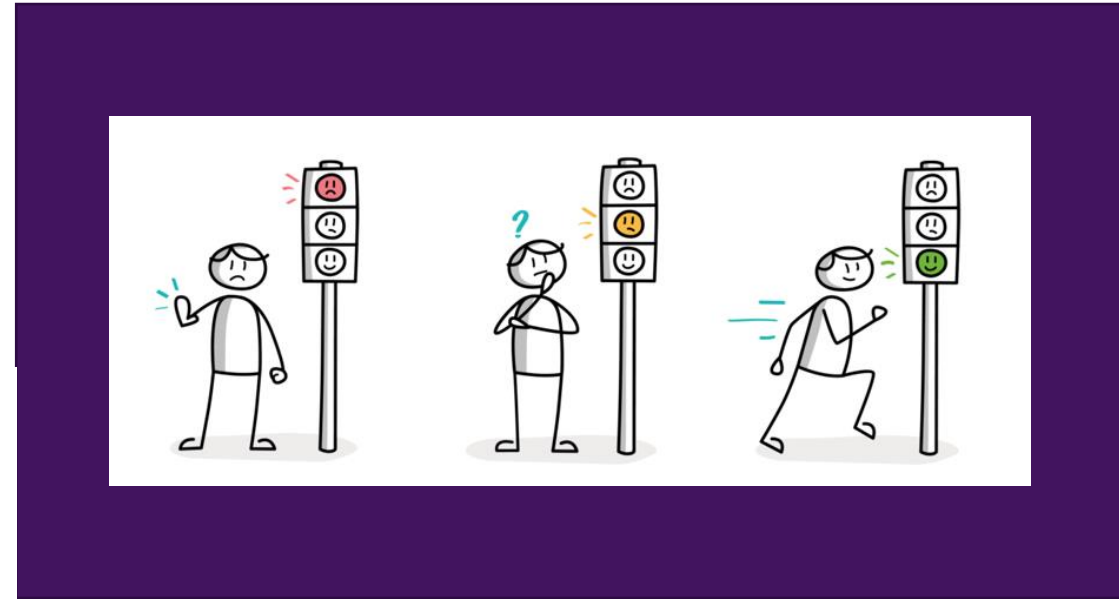
- > Teachers are trained to give 4 basic lessons (yearly) and various lessons specifically tailored to the needs of the school
- > Students learn from and with each other through
  - Roll playing
  - Modeling
  - Discussions
- > Primary School
  - Parents are also involved
- > Secondary education



# Based on G4 model (Ellis 1996)



**Event & thoughts = feelings & behaviour**





# Results and successes so far

Our strength lies in the continuity we have developed and the participatory research

- > The program has been developed, researched and adapted by and with the target groups (since 1996)
- > Flexible character of the intervention.
- > Research shows that the more vulnerable children benefit the most.
- > Implementation strategy:
  - Training of teacher
  - Online world with all the guidelines, exercises and more
  - Supervision
  - Observation
  - Evaluation forms
  - Contact per mail or phone
- > Continuous learning path.
- > In secondary school:
  - Both effect and process evaluation
  - Positive effects on several social and emotional skills (Van de Sande 2022, Gravesteijn 2004)
  - 80% of the student report that they have learned something; teachers have good experiences with Lifeskills and truly believe it is of added value for the students development.
- > In primary school:
  - Process evaluation shows that students, teachers and parents indicate that the learning effects are of value.
  - Lifeskills contributes to several social and demotional skills, particularly in situations where students find it hard to say 'no'.



# Possibility for adaption/transferability

- > The program has been developed, researched and adapted by and with the target groups using the six phases of participative action research.
- > Specific theme lessons can be used based on the needs and development of the students in the class.
- > General preconditions: support, motivated school leader, willingness, budget and time.
- > General guideline for implementation based on the Healthy School programme in the Netherlands; a whole school approach with the focus on:
  - Social and physical environment
  - Education
  - Policies
  - Health services

