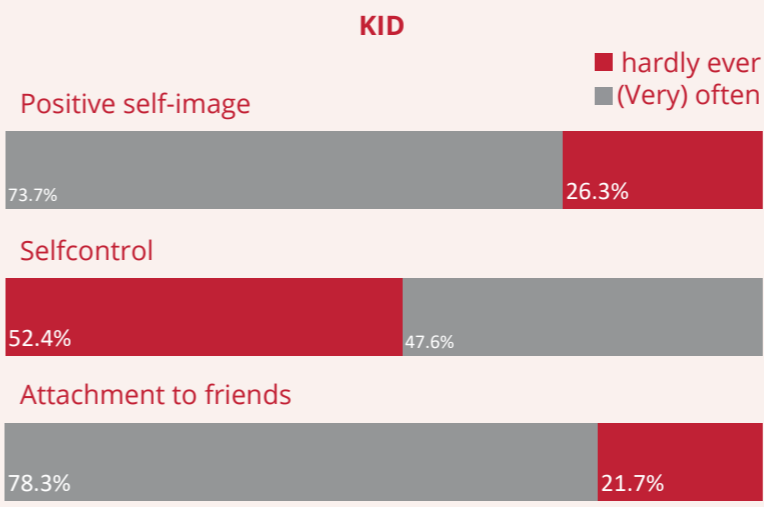
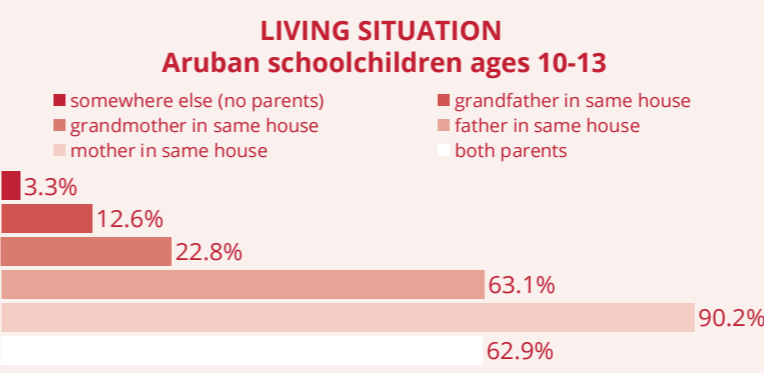
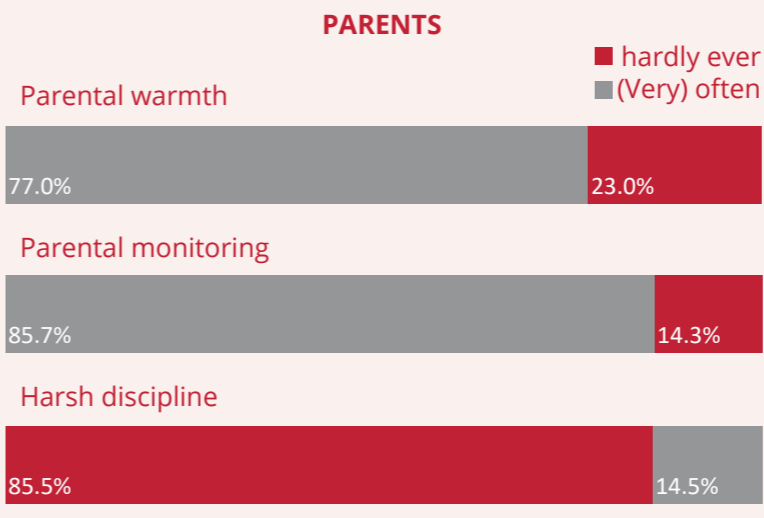
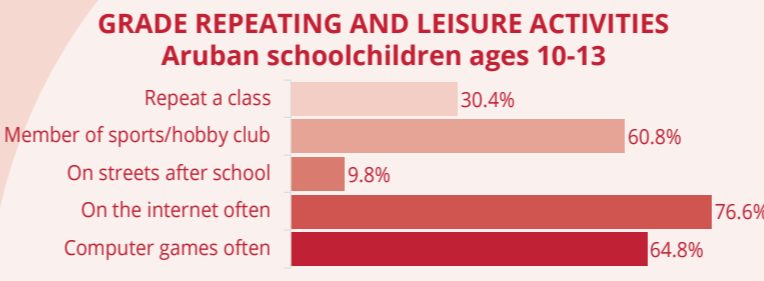
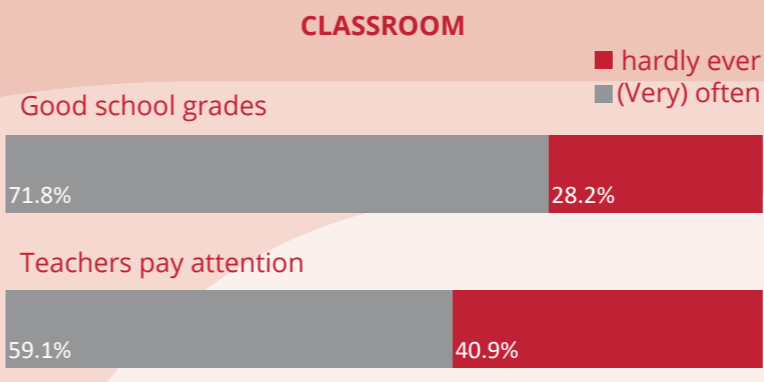
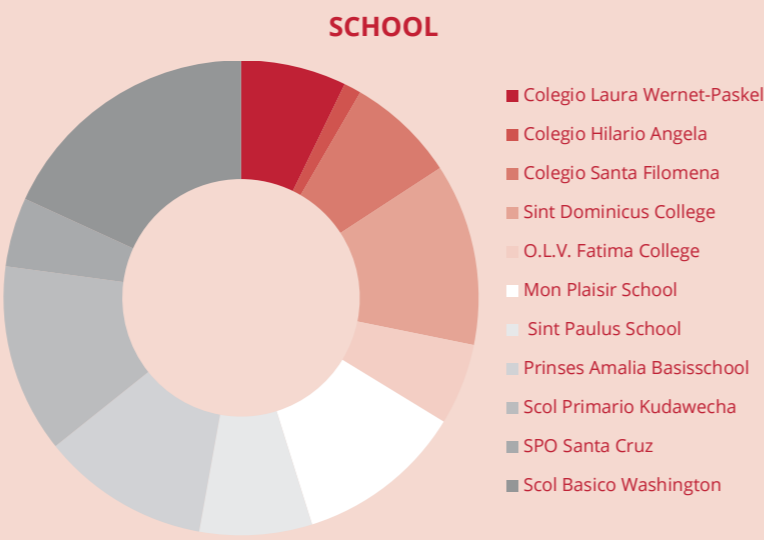
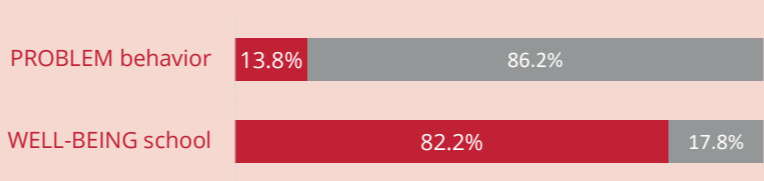
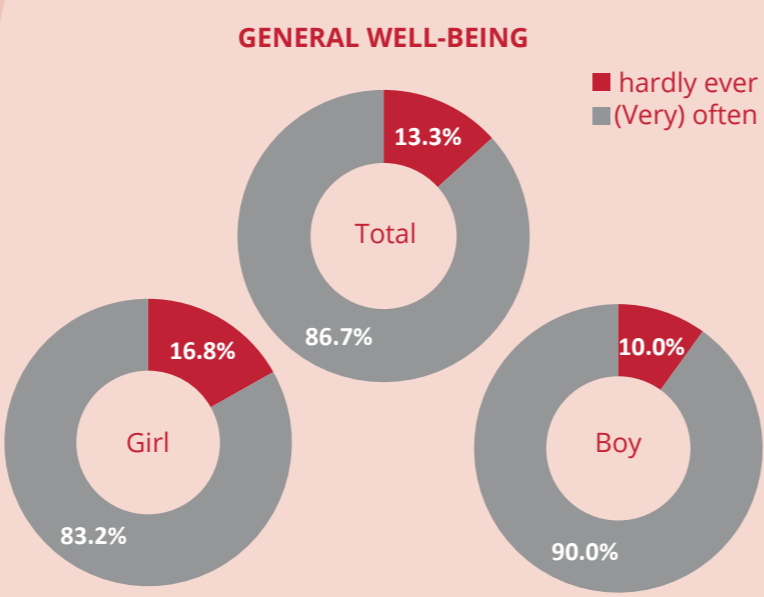
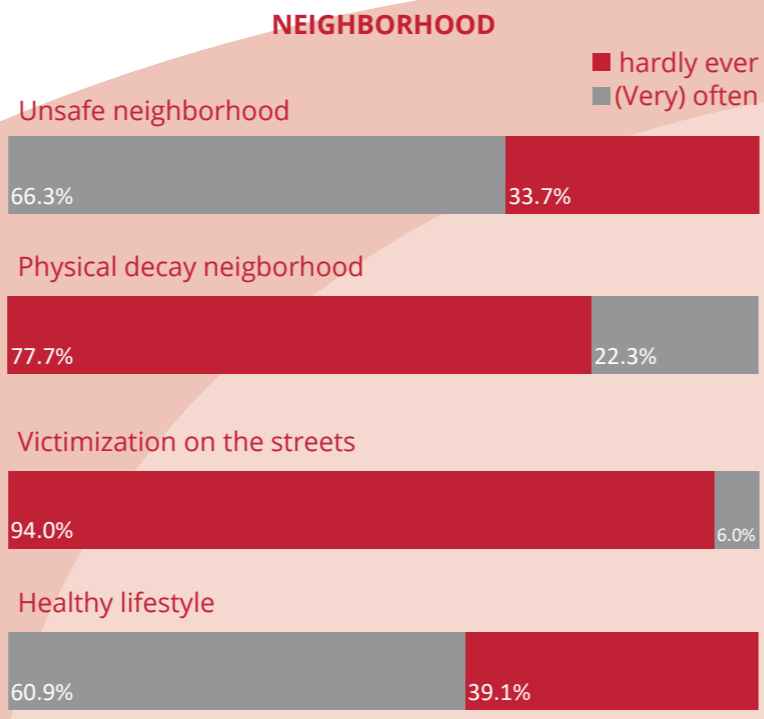
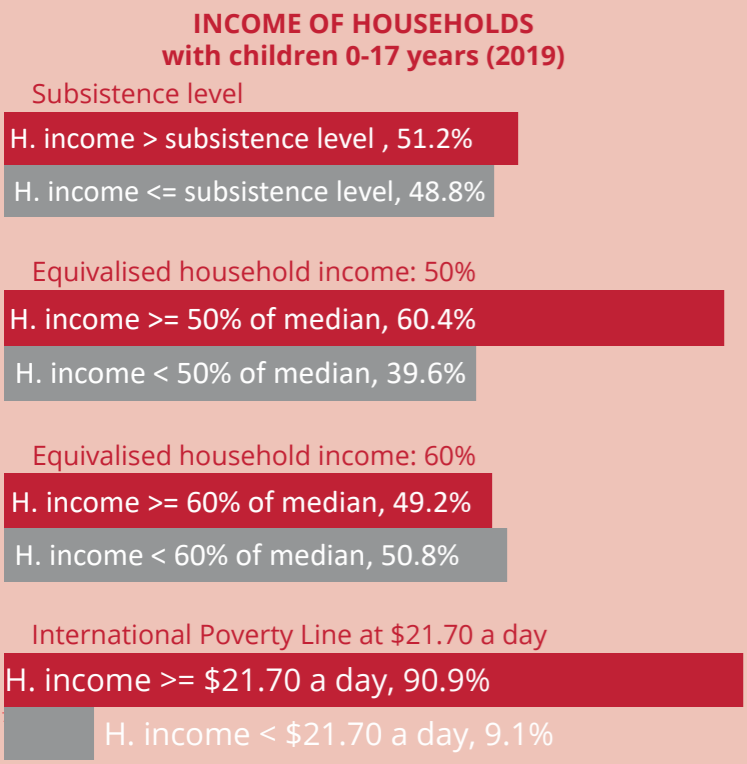
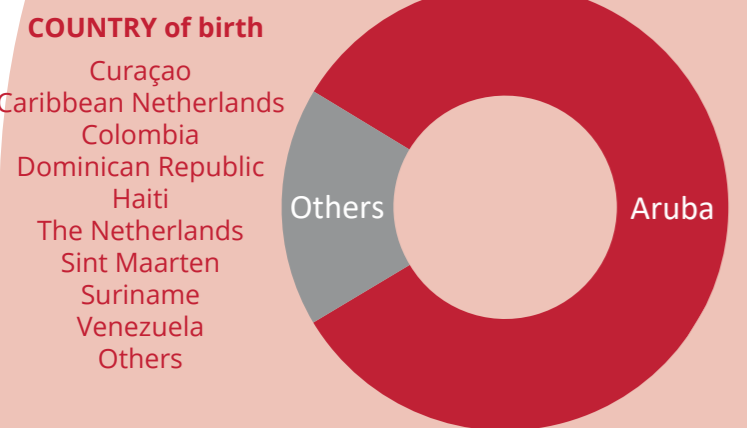


QUALITY OF LIFE OF ARUBAN YOUTH

A pilot study of different pathways to health and well-being and risky behavior of schoolchildren ages 10-13 years within the context of school



MACROSYSTEM

EXOSYSTEM

MICROSYSTEM

Bronfenbrenner's Ecological theory (1977)

MONITORING

1. Monitor all children on child, family, school, friend and neighborhood characteristics related to well-being.
2. Monitor all children on child, family, school, friend and neighborhood characteristics related to antisocial and possibly delinquent behavior.
3. Specifically monitor children starting in grade 5 by using the newly developed survey and repeating this every two years until they finish secondary school.

MICROSYSTEM (child, family, classroom, peers)

4. Develop tools to improve self-control in children. Many children do experience problems with concentration and paying attention.
5. Improve healthy family relationships, which is especially important for girls.
6. Improve the possibilities for teachers to pay attention to individual children, especially those who are at risk for developing antisocial behavior and/or developing mood problems.
7. Continue focusing on the relationship between native language and language of instruction.
8. Improve health-related behavior.

MESOSYSTEM (e.g. relations between family and school)

9. Approachable parenting support.
10. Stimulate parent participation at school.

EXOSYSTEM (social context which influences child through microsystem, e.g. neighborhoods/barrios, health agencies)

11. Increase neighborhood safety to increase well-being and possibilities especially for girls to expand their social environment safely.

AND FINALLY

12. In view of the expected negative effects of the COVID-19, it is even more important to closely monitor the development of children in Aruba.

