

EVALUATION OF CONDITIONS FOR EFFECTIVE HEALTH PROMOTION AND PREVENTION ACTIONS IN SCHOOLS

INSTITUTION NAME:	
DATE:	
PERSON(S) WHO COMPLETED THE EVALUATION:	

The ÉKIP reference framework suggests carrying out actions with young people, in schools, with families and in communities. These actions help young people develop personal and social competencies, which are common to several health themes, and contribute to the creation of healthy, caring and safe living environments.

To maximize the impact of these actions, the ÉKIP reference framework presents the conditions for effectiveness outlined in the Healthy Schools program, which are widely recognized in prevention and the promotion of health. These conditions help ensure that actions are more firmly rooted in the school's orientations and practices.

The purpose of this tool is to help evaluate the conditions for the effectiveness of health promotion and prevention actions put in place at school. The actions are to be approached comprehensively rather than individually.

RATING SCALE			
1	2	3	4
We are unable to evaluate this component and/or we are dissatisfied with this component in the implementation of our actions.	We are dissatisfied with this component, but we can name at least a few concrete examples of its application in the actions we implement. We would like to see an improvement.	We are satisfied with this component and can name several concrete examples of its application in the actions we implement. In our opinion, there is still room for improvement.	We are fully satisfied with this component in the context of the actions we implement.

SECTION 1: OBSERVATION

For each component of the various conditions for effectiveness, rate your health promotion and prevention actions by ticking the box that applies based on the above rating scale.

#	COMPONENTS TO EVALUATE	RATING SCALE			
		1	2	3	4
1	Health promotion and prevention actions are based on clear objectives.				
2	Actions respond to real needs, which are identified from the strengths and vulnerabilities of the environment in question and determined according to school priorities on health, well-being and success.				
3	Actions are based on the choice of ways to meet the stated objectives.				
4	Actions are the result of a concerted effort from school staff, families and community partners.				
5	Actions simultaneously target several fronts: young people, schools, families, communities.				
6	Actions target several key factors in young people's development: self-esteem, social skills, lifestyle habits, safe behaviours, supportive environments and preventive services.				
7	Actions are implemented at the ideal time in young people's development and take into account social and cultural references.				
8	Actions do not contradict the desired effects.				
9	In or out of the classroom, actions are not limited to the sharing of information.				
10	Actions are meaningful to young people and take into account their preferences and concerns.				
11	Actions lead young people to make choices, take responsibility, participate in the development of projects, use their creativity, develop their initiative, question themselves, self-assess.				
12	Actions are offered by various stakeholders and implemented with sufficient intensity and continuity.				
13	Actions are not limited to periodic interventions and are offered throughout young people's schooling.				
14	Actions are easily carried out in different contexts.				
15	Actions include features that facilitate their implementation in schools: flexibility (possibility of replicating them in different contexts); access (easy to use); feasibility (adaptable to each school's situation; sustainability).				

SECTION 2: EVALUATION

To calculate the score for each condition for effectiveness, add up the results for each component. For example:

ACTIONS ARE PLANNED IN A CONCERTED MANNER												
Add the results for components 1-2-3-4												Score:
												12
4	5	6	7	8	9	10	11	12	13	14	15	16
Notes:												

ACTIONS ARE PLANNED IN A CONCERTED MANNER												
Add the results for components 1-2-3-4												Score:
4	5	6	7	8	9	10	11	12	13	14	15	16
Notes:												

ACTIONS ARE COMPREHENSIVE							
Add the results for components 5-6							Score:
2	3	4	5	6	7	8	
Notes:							

ACTIONS CONTENT IS APPROPRIATE AND ADAPTED							
Add the results for components 7-8							Score:
2	3	4	5	6	7	8	
Notes:							

ACTIONS SUPPORT YOUNG PEOPLE'S ACTIVE ENGAGEMENT										
Add the results for components 9-10-11										Score:
3	4	5	6	7	8	9	10	11	12	
Notes:										

ACTIONS ARE INTENSIVE AND CONTINUOUS												
Add the results for components 12-13-14-15												Score:
4	5	6	7	8	9	10	11	12	13	14	15	16
Notes:												

SECTION 3: PRIORITIZATION

Based on your results in Sections 1 and 2, complete the following section by answering the questions.

NO. 1 PRIORITY:

CONDITION FOR EFFECTIVENESS	Based on your evaluation in Section 2, which condition for effectiveness do you wish to prioritize?
COMPONENTS	Based on your answers in Section 1, which component(s) associated with the above condition for effectiveness do you wish to prioritize?
MEANS	Note a few ideas of means you would like to put in place in order to optimize your health promotion and prevention actions in school in connection with this condition for effectiveness.

NO. 2 PRIORITY:

CONDITION FOR EFFECTIVENESS	Based on your evaluation in Section 2, which condition for effectiveness do you wish to prioritize?
COMPONENTS	Based on your answers in Section 1, which component(s) associated with the above condition for effectiveness do you wish to prioritize?
MEANS	Note a few ideas of means you would like to put in place in order to optimize your health promotion and prevention actions in school in connection with this condition for effectiveness.

This tool is intended to help guide your planning in order to optimize conditions for effective health promotion and prevention actions. Comparisons of results across institutions are not considered significant, given that the answers reflect a specific evaluation of the actions implemented in your environment.