



## Conditions for effective promotion and prevention interventions in a school setting

It has been shown that certain conditions foster the effectiveness of promotion and prevention measures in a school setting. These conditions may provide an analytical framework, furnishing reference points for informed decision-making regarding which measures to maintain, adjust or add in order to attain the targeted results.

To be effective, promotion and prevention measures must foster the **development of competencies** among young people, which is a key element of the education reform. The Quebec Education Program\* defines a competency as “the ability to act effectively by mobilizing a range of resources” (knowledge, skills, attitudes, qualities and resource networks).

It is important to recognize that no single measure can meet all the conditions for effectiveness enumerated here. Concerted intervention with young people and their families—at school and in the community—can, however, contribute to the establishment of practices that are known to be effective.

### The most effective promotion and prevention interventions in the school setting:

#### are planned

- ☞ Interventions are based on clear objectives that target real needs and reflect the school’s health and well-being priorities.
- ☞ The intervention methods allow the objectives to be met.
- ☞ There is an evaluation mechanism to ensure that the objectives are met.

#### are comprehensive

- ☞ The interventions act simultaneously at several levels (the school, young people, families and the community). They mobilize a well-chosen combination of diversified strategies that work in synergy.
- ☞ The interventions address the key factors in young people’s development: self-esteem, social skills, living habits, safe and healthy behaviours, favourable environments and prevention services.

#### are concerted

- ☞ Joint action between school staff, families and community partners makes it possible to plan and implement coherent, well-coordinated actions. This way it is possible to avoid fragmented actions and exhausted resources.

\* Preschool, Elementary, and Secondary Cycles One and Two



## provide appropriate, adapted content

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- ☞ Experts deem the interventions to be relevant.
- ☞ Interventions are carried out at appropriate times, given the different development phases of young people.
- ☞ The interventions have no unforeseen negative effects.

## actively involve young people

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- ☞ In class as well as during extracurricular activities, the interventions involve more than sharing information: they invite young people to become actively involved. They start with young people's prior knowledge and conceptions, taking into account their interests and motivation. They encourage young people to make choices, take responsibility, help develop projects, be creative, take initiative, reflect on their role and evaluate themselves.

## are intense and continuous

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- ☞ The interventions are carried out throughout the course of young people's schooling in order to foster competency development. They are not limited to one specific activity.

## are flexible and feasible

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- ☞ The interventions are **flexible** (can be repeated in many contexts), **accessible** (are easy to carry out) and **feasible** (can be implemented) so they can be used in different school settings.

### REFERENCES

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