

Quality criteria for programs

Criteria are required for a systematic program quality assessment. The criteria that are presented in this document have been developed for intervention programs in health promotion and prevention but can be applied to other programs. Extensive explanations of the criteria and indicators as well as a glossary of the most important terms are available on the site www.quint-essenz.ch.

Objectives

- To systematically reflect and evaluate intervention programs during their different phases.
- To identify strengths and potential for improvement.
- To determine priority areas where improvement in the program is necessary.
- To set goals for quality and to define measures for improvement.

Instructions

Check relevance of criteria and indicators

For a systematic reflection of a program an initial assessment is needed to determine which criteria and indicators are the most relevant for a program at a specific point in time. A point of reference is the attribution of indicators to specific program phases:

Program Design (PD), Implementation (IM), Valorization (VA).

Carry out assessments

It is possible to assess each phase-specific indicator on a scale from -- to ++. An average value or the most commonly found value can then be determined for the criteria. Ideally, several people should carry out the assessment independently; agreement and differences in the valuation will then be discussed.

Compile an assessment profile and describe strengths and potential for improvement

At the end of the document, you will find a concise synoptical table useful for the compilation of an assessment profile; the blank page can be used to formulate strengths and potential for improvement.

Define quality goals for priority areas and plan measures

The list of criteria is long and challenging. Generally, it is not possible to exploit the full potential for improvement all at the same time. It is advisable to define quality goals and to plan improvements for those areas that are particularly important for the success of the program.

1. Basics of health promotion

1.1 Health equity (Health equity)

Criterion				
Health equity is a guiding principle for the choice of the program's target group(s).	--	-	+	++
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Indicators	PD	IM	VA				
▪ Plausible explanations are given regarding the consideration of gender aspects.	x			--	-	+	++
▪ Plausible explanations are given regarding the consideration of if social status.	x			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Adequate consideration is given to possible issues of ethnicity and/or cultural and linguistic diversity.	x			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The program reaches the individuals and groups that are indeed in need of intervention.		x	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.2 Resource-orientation (Salutogenic approach) and empowerment (Empowerment)

Criterion				
The program aims at reinforcing individual and social resources.	--	-	+	++
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Indicators	DP	IM	VA				
▪ The program aims at empowering individuals and groups to take responsibility for their own health and for the conditions that are conducive to a health promoting lifestyle.	x			--	-	+	++
▪ The program aims to strengthen the 'sense of coherence' (meaningfulness, manageability, comprehensibility).	x	x		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ It is explicit which resources are to be strengthened for which kind of individuals or groups.	x	x		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.3 Setting-based interventions (Setting approach)

Criterion				
The program aims at individual and structural changes in particular settings.	--	-	+	++
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Indicators	PD	IM	VA				
▪ The choice of the settings undergoing intervention is justified.	x			--	-	+	++
▪ Explanations and reasons are given, on which of the five levels of intervention effects/results are to be generated (individual, group, organization, social environment and policy/society).	x			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The program considers several of these levels of intervention.	x	x		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.4 Participation of principal actors in the settings (Participation)

Criterion				
The principal actors in each setting are involved in the planning and implementation of the program.	--	-	+	++
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Indicators	PD	IM	VA				
▪ It is explained which actors in the settings are involved and when and how they are involved in the planning and the implementation.	x	x		--	-	+	++
▪ The potential for participation has been utilized.			x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Assessment

2.1 Demonstration of the need for the program (Need – normative)

Criterion				
The need for the program has been demonstrated.	--	-	+	++
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Indicators	PD	IM	VA				
<ul style="list-style-type: none"> The specialist literature on the subject and other possible sources has been researched in order to justify the program. 	x			--	-	+	++
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The need for the planned changes is substantiated and documented (theoretically/empirically). 	x			--	-	+	++
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.2 Needs of stakeholders and target groups (Needs – felt/expressed)

Criterion				
The needs of the target group(s) of the intervention and other stakeholders in the setting are adequately considered.	--	-	+	++
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Indicators	PD	IM	VA				
<ul style="list-style-type: none"> An assessment of advantages and disadvantages for the stakeholders in the setting has been carried out. 	x			--	-	+	++
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The needs of the various stakeholders and target groups have been researched and documented. 	x			--	-	+	++
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The needs of the various stakeholders and target groups are adequately considered. 		x	x	--	-	+	++
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3 Embedding of the program in more comprehensive strategies (Embedding)

Criterion				
The program is part of a broader programme or is set within a public health policy.	--	-	+	++
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Indicators	PD	IM	VA				
<ul style="list-style-type: none"> The program is part of a more comprehensive programme, a strategy or a policy. If this is not the case, another justification is given. 	x			--	-	+	++
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The program is in line with the strategy of the responsible institution. 	x			--	-	+	++
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.4 Contextual conditions and program environment (Contextual conditions)

Criterion				
The social, political and legal conditions that are relevant for the program are sufficiently taken into consideration.	--	-	+	++
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Indicators	PD	IM	VA				
<ul style="list-style-type: none"> There is awareness for social, political and legal contextual conditions which might influence the success of the program. 	x			--	-	+	++
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The relevant contextual conditions are identified and are sufficiently taken into consideration. 	x	x		--	-	+	++
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Supporters and detractors of the program and potential for conflicts of interest in the program environment are researched and documented. 	x	x		--	-	+	++
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.5 Learning from past programs (Lessons learnt)

Criterion		--	-	+	++		
Positive and negative experiences from other programs are taken into account and utilized.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Indicators	PD	IM	VA	--	-	+	++
<ul style="list-style-type: none"> Research has been carried out in order to locate programs with similar content or similar approach. 	x			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Strengths and potential for improvement have been identified in these programs and are taken into consideration in the actual program planning. 	x			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Experiences from other programs are considered in the management and evaluation of the program. 		x	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Program planning

3.1 Definition of program objectives (Definition of objectives)

Criterion		--	-	+	++		
Desired effects are clearly stated in the program's objectives and are verifiable.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Indicators	PD	IM	VA	--	-	+	++
<ul style="list-style-type: none"> The program envisions long-term changes to be effected for particular settings and target groups. 	x			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The program's objectives are derived from the program's justification. 	x			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The program's objectives state clearly the desired effect on the various target groups. 	x			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The objectives (if applicable, with indicators and desired target values) are 'smart' i.e. specific, measurable/verifiable, achievable and challenging, time-limited). 	x			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2 Justification for proposed procedures (Procedures)

Criterion		--	-	+	++		
The procedures (strategies, measures) are convincingly justified and based on references to the correlation of cause and effect.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Indicators	PD	IM	VA	--	-	+	++
<ul style="list-style-type: none"> Assumptions about the the correlation of cause and effect are underpinned by impact models. 	x			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The procedures are adequate for each target group. 	x	x		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The methodology has been successful in other programs. 	x			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> If the circumstances of the program should change, the methodology and procedures are reviewed and/or revised, if necessary. 		x		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.3 Time schedule (Milestones)

Criterion		--	-	+	++		
The program is divided into several phases marked by 'milestones'.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Indicators	PD	IM	VA	--	-	+	++
<ul style="list-style-type: none"> The program's time planning is mindful of the context in which the program takes place and considers the chosen settings' own timing. 	x			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The milestones are set at intervals that allow for sufficient time to reflect periodically on the program's progress. 	x	x		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.4 Availability of necessary resources (Resources)

Criterion		--	-	+	++
The necessary resources in terms of professional expertise, personnel and finances are assured.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Indicators	PD	IM	VA	--	-	+	++
<ul style="list-style-type: none"> All the resources needed for the planning, the realization and the evaluation of the program are in the budget. 	x			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The institution's own resources in terms of personnel and financial contributions to the program have been determined. 	x			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The institution responsible for the program has clearly determined the use of its infrastructures and other resources for all program collaborators. 	x			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The necessary external financing has been assured. 	x			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Program organization

4.1 Adequate program structure (Program structure)

Criterion		--	-	+	++
The program's structure is adequate and comprehensible for all concerned.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Indicators	PD	IM	VA	--	-	+	++
<ul style="list-style-type: none"> The way in which individuals, groups and institutions are involved in the program is transparent for all. 	x			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The role, duties and responsibilities of all concerned are regulated in a clear and binding way. 	x	x	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> There is a certain working methods of those involved in the program are compatible. 	x	x	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Each actor involved in the program disposes of some room for manoeuvre commensurate with the role he has in the program. 	x	x		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The structure of the program is regularly checked and, if necessary, improved. 		x		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.2 Qualifications and requirements (Qualifications)

Criterion		--	-	+	++
The program leaders and all others involved in the program are adequately qualified to accomplish their tasks.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Indicators	PD	IM	VA	--	-	+	++
<ul style="list-style-type: none"> A profile of the skills required by the program leaders and the members of the team has been drawn up. 	x			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The program leaders are sufficiently qualified in the areas of health promotion/prevention, program management and quality development. 	x	x		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The team members and all others involved in the program are sufficiently qualified for their specific tasks. 	x	x		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Requirements for expert advice and program guidance as well as supervision have been determined and available offers for such services are taken up. 	x	x		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.3 Goal-oriented networking (Networking)

Criterion					--	-	+	++
The program is making the most of possible networking opportunities in order to achieve its objectives.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicators	PD	IM	VA		--	-	+	++
▪ Possibilities of collaboration and synergies, as well as eventual obstacles, have been examined on every relevant level (from local to international).	x				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Important players (key personalities) are identified and contact has been established.	x	x			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The nature (form and content) of collaborations has been defined and is subject to a binding agreement.	x	x	x		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Networking activities are goal-oriented, sustainable and profitable.	x	x	x		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Program management

5.1 Program controlling (Controlling)

Criterion					--	-	+	++
The program is managed by periodical target-performance comparisons.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicators	PD	IM	VA		--	-	+	++
▪ Intermediate objectives have been stated for each 'milestone'.	x	x			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Intermediate objectives aim at effects and are verifiable.	x	x			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The attainment of intermediate objectives is systematically evaluated and documented.		x			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Revenues and expenses are corresponding to the budget.		x	x		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.2 Formative and conclusive evaluation (Evaluation)

Criterion					--	-	+	++
The evaluation contributes to the best possible management of the program and allows a conclusive assessment of the program.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicators	PD	IM	VA		--	-	+	++
▪ It is explained which evaluation methods will be the most appropriate in order to manage the program in the best possible way (formative evaluation).	x				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ It is explained which evaluation methods will be the most appropriate in order to assess the program's impact in a conclusive way (summative evaluation).	x				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Methods, timing and responsibilities for the formative and the summative evaluation have been determined.		x			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Unexpected (secondary) effects of the program are also evaluated.		x	x		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The results of the evaluation process contribute to the management of the program.			x		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.3 Program documentation (Documentation)

Criterion				
All the important aspects of the program have been documented in a comprehensible manner.				
	--	-	+	++
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicators	PD	IM	VA	
▪ There are engaging rules about documenting the program (what, how and who) and the way the documentation is administered.	x			
▪ The program's results and its impact are documented.		x	x	
▪ Positive and negative experiences are also documented.		x	x	
	--	-	+	++
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.4 Communication within the program structure (Communication)

Criterion				
The communication processes within the program structure are adequate.				
	--	-	+	++
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicators	PD	IM	VA	
▪ Communication about the program is active and contributes to achieving the defined objectives.	x	x	x	
▪ Information is timely and sufficient for all involved.		x	x	
▪ Communication is efficient and satisfactory for all involved in the program.		x		
	--	-	+	++
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.5 Motivation and satisfaction of personnel (Motivation)

Criterion				
The program management and the team are motivated to work in the best possible way.				
	--	-	+	++
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicators	PD	IM	VA	
▪ The program management has an appreciative and motivating approach to the work of its team members.	x	x		
▪ Differences of opinion and conflicts are actively handled.	x	x		
▪ Successes and partial successes are adequately praised and celebrated.	x	x	x	
	--	-	+	++
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Effects

6.1 Program's goal attainment (Goal attainment)

Criterion				
The program's objectives have been reviewed and they have been attained.				
	--	-	+	++
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator	PD	IM	VA	
▪ The attainment of each objective is evaluated individually.			x	
▪ All program objectives have been achieved.			x	
▪ There is justification for any program objective that has not been achieved.			x	
	--	-	+	++
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.2 Sustainability of effects (Sustainability)

Criterion		--	-	+	++		
The program aims at long-term changes.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Indicators	PD	IM	VA	--	-	+	++
<ul style="list-style-type: none"> The planned interventions have initiated and advanced a process of development within the targeted individuals/groups/settings. 	x	x	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The program has modified structures and processes within the setting. 		x	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.3 Transfer and diffusion of results (Diffusion of results)

Criterion		--	-	+	++		
Results and experiences from the program are disseminated and made available in a purposeful manner.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Indicators	PD	IM	VA	--	-	+	++
<ul style="list-style-type: none"> It is clearly stated, which aspects of the program will be communicated by whom, to whom, when and how. 	x	x		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The potential for a multiplication of the program is investigated. 		x	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Learning-processes in terms of know-how and other experiences are made available to others. 		x	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation profile

Program phase: Program Design Implementation Valorization

	Pertinence	Assessment			
	Not pertinent at this point in time	--	-	+	++
1. Basics of health promotion					
1.1 Health equity (<i>Health equity</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Resource-orientation (<i>Salutogenic approach</i>) and empowerment (<i>Empowerment</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Setting-based interventions (<i>Setting approach</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Participation of principal actors in the settings (<i>Participation</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Assessment					
2.1 Demonstration of the need for the program (<i>Need-normative</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Needs of stakeholders and target groups (<i>Needs-felt/expressed</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Embedding of the program in comprehensive strategies (<i>Embedd.</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Contextual conditions and program environment (<i>Contextual conditions</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Learning from past programs (<i>Lessons learnt</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Program planning					
3.1 Definition of program objectives (<i>Definition of objectives</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Justification for proposed procedures (<i>Procedures</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Time schedule (<i>Milestones</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Availability of necessary resources (<i>Resources</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Program organization					
4.1 Adequate program structure (<i>Program structure</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Qualifications and requirements (<i>Qualifications</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Goal-oriented networking (<i>Networking</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Program management					
5.1 Program controlling (<i>Controlling</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Formative and conclusive evaluation (<i>Evaluation</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Program documentation (<i>Documentation</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Communication within program structure (<i>Communication</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5 Motivation and satisfaction of personnel (<i>Motivation</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Effects					
6.1 Program's goal attainment (<i>Goal attainment</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Sustainability of effects (<i>Sustainability</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Transfer and diffusion of results (<i>Diffusion of results</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation profile (Continuation)

Strengths:

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Potential for improvement:

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Quality objectives and measures to be taken:

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