

**LEARNING FOR
THE WELLNESS
OF ALL**

A Self-Evaluation Guide
for First Nations



FIRST NATIONS OF QUEBEC
AND LABRADOR HEALTH
AND SOCIAL SERVICES
COMMISSION

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1

Background

Do you work in an advisory, management, coordination or intervention role? Would you like to know the impact of the actions that you implement and be able to demonstrate it? When it comes to self-determination and governance by and for First Nations, you need to know whether your actions are contributing to the desired change and, if not, what needs to be done to improve the situation. This knowledge will be particularly useful in planning, managing and evaluating the services you offer.

This guide was developed for use by stakeholders in First Nations communities and organizations in all sectors of activity, for example, recreation, land and culture promotion, or elders' homes. It proposes a simple self-evaluation process to help you **examine actions that have been taken**, check whether they are **contributing to the desired change (outcome)**, and then **learn from them to improve**.

The target of the desired change may be a group of people or a specific department, or it may be broader like an entire community or organization. The self-evaluation process is a series of simple steps that can be followed regardless of the scale of the change that you wish to implement. It can also be used jointly by multiple stakeholders who wish to achieve a **common** outcome, allowing them to examine **the actions taken by several sectors in pursuit of a common goal**. In addition, this guide can be used as a support tool by people who help stakeholders in First Nations communities and organizations **examine the impact** of their actions.

"Self-evaluation" is the process of examining the impact of your actions to learn from them, make improvements, and ensure that you are contributing to the achievement of the common goal.

REMINDER:

Vision for the future, goal, purpose, desired change and outcome all mean the same thing: what you hope to achieve in the more or less distant future. They usually refer to an improvement on a current situation and are defined based on an overview of the current situation and a consensus on the improvement to be achieved.

An objective is what needs to be achieved in the short term to bring about the desired change (goal). It must be sufficiently detailed to allow the necessary actions to be planned.

An action, intervention, activity or service is the means used to achieve the objective and contribute to the achievement of the goal.

A target specifies the results that the action must achieve from year to year to show whether it is achieving the objective and, more generally, whether it is contributing to the achievement of the goal.

Once an action has been implemented, it becomes possible to measure its **impacts**. Some of these (short term impacts) may be anticipated, while others may be unforeseen, positive or undesirable. Knowing the impacts allows you to adjust your actions, if necessary, to achieve the objective set. The cumulative impact of your actions contributes to achieving the desired change.

Practical examples are included throughout this guide to illustrate these concepts.

Why it is important to examine your actions

An action¹ is usually taken to meet a need or improve a situation and, ultimately, contribute to change. When planning an action, a profile of the needs is used to identify the improvements required; a vision for the future (i.e., an improvement on the current situation) then emerges. When planning a service offering or project, this vision becomes a goal. But how do you know when the goal has been achieved? This guide is designed to help you ask the right questions at the right time, simply and effectively, so that you can **evaluate the impact of your actions** and **learn from them for yourself** (your organization or service offering).

The aim of this guide is to build self-evaluation capacity and knowledge in First Nations communities and organizations in Quebec.

¹ It can also be a service, an intervention or an activity. To simplify the text, the term "action" has been used.

Governance by and for First Nations

Traditionally, First Nations family groups had a flexible structure and were governed by two principles: autonomy and freedom of movement.² Chiefs of the family, often recognized for their hunting skills, knowledge of the land, or courage and strategic skills in times of conflict, provided moral authority. Collective deliberation prevailed, and the role of the chiefs was to convince the group that their recommendations were appropriate.³ In keeping with the holistic vision shared by all First Nations that all the elements of Creation are interconnected, governance involved a spiritual dimension and human values drawn from traditional teachings, for example humility, honesty, respect and truth. The terms “chief” and “governance” were therefore based on a concept specific to First Nations.⁴

In an effort to assimilate First Nations into colonial society, the Government of Canada imposed structures based on Western, paternalistic governance with many devastating consequences. In recent years, an increasing number of sectors of activity within First Nations communities and organizations have shifted toward empowerment in areas like education, health, wellness and land management.

The philosophy that the purpose of governance is to improve the four dimensions of the quality of life of families and nations –physical, mental, emotional and spiritual – is regaining its place and full legitimacy. **When it comes to affirming First Nations governance, accountability (i.e., management obligations) is now exercised with regard to First Nations citizens, and therefore takes on a whole new meaning. Governance is no longer about being accountable to the State, but rather about ensuring that the actions taken contribute to the wellness of families and nations.**

“Our system was not a system of control—it was a system of empowerment.”

Source: Brokenleg, M. (<http://martinbrokenleg.com/video>)

2 Beaulieu, A. (2000) in FNQLHSSC (2019). *Quebec First Nations' Health and Social Services Governance Process – Effective Governance for the Wellness of First Nations*.

3 Therrien, J.-M. (2007). *Ibid.*

4 FNQLHSSC (2019).

When self-evaluation is not possible

While this guide provides a simple and easy to use self-evaluation process (with steps that can be completed individually or as a team), some teams choose, for a variety of reasons, to call on an external resource like a consultant, or an internal resource within the community or organization. This often happens when funders require reports within a short timeframe, or when a team's human resources do not have the time or expertise to carry out all or part of the self-evaluation steps. In such situations, it is important to ensure that the assigned resource:

- Has a good understanding of the local context (the factors that have facilitated or limited the implementation of actions)
- Has access to the information needed to meet the right people, or to relevant documentation, while maintaining confidentiality
- Follows local practices for collecting information from individuals, where applicable
- Is given clear instructions on what needs to be delivered, to whom, by when and for what purpose
- Ensure regular monitoring of progress made and what remains to be done

The work will be easier if the people holding the information required:

- Are informed of the evaluation process being carried out by the assigned resource
- Know what information to provide, while maintaining confidentiality
- Take the time needed to gather the information requested
- Assist in the process to the best of their knowledge and availability



Feel free to ask the resource carrying out the evaluation to prepare a summary of the key findings with a view to improving your services for the coming year.

- Were the targets achieved? What are the reasons for this outcome?
- What are the things that users and service providers value most and that should be maintained?
- What would users and service providers like to see improve? How can these improvements be made?

An oral presentation can be requested when the report is submitted.

Although it may sometimes seem less complicated to assign an internal or external resource, this guide encourages the various sectors within First Nations communities and organizations to do the self-evaluation activities themselves to familiarize themselves with the process and learn from the actions taken. Some steps may require specific expertise; in the area of health and social services, the FNQLHSSC can assist with knowledge transfer and capacity building for stakeholders within First Nations communities and organizations.

For example, specific expertise may be needed to:

- Produce and interpret a statistical report using an information management system
- Complete a call for projects form including a profile of the needs
- Develop a shared vision
- Demonstrate how a service provided has helped to improve the situation

Before we introduce the proposed process, here are some basic practices that must be implemented to ensure a successful self-evaluation process.

2

How to succeed in the learning process

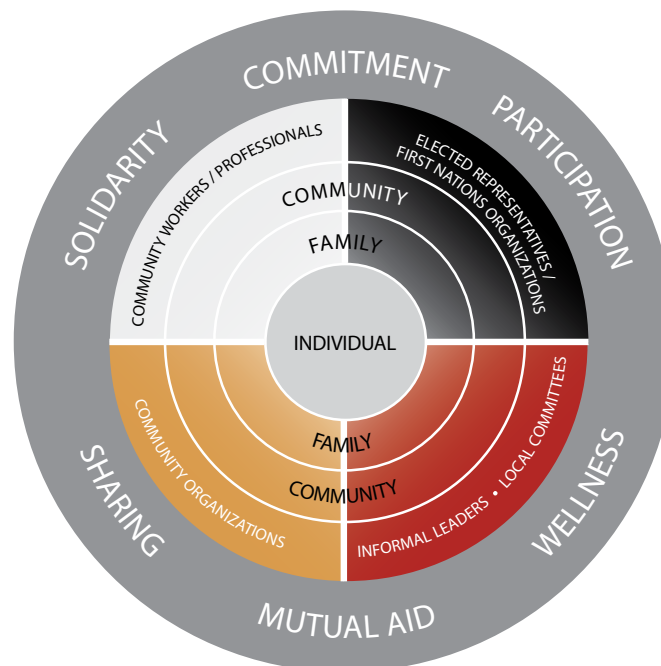
I. Working together with a shared vision

It's easier to achieve a vision (goal) when key people feel part of the same collective movement, as the importance of learning from the actions taken to achieve this vision becomes obvious.

Several key people within a First Nations community or organization – for example, elected officials, senior management, sector directors, coordinators, community workers, administrative support staff and secretaries – can contribute to the learning process (self-evaluation). Involving them in the process of learning from what has been done and improving future actions will strengthen their commitment to the goal.

For example, if the person responsible for recording the number of participants attending an activity does not know that this information will be used for a specific purpose (e.g., to assess the popularity of the activity), they may be less committed than if they are aware of the value and purpose of this information.

Encouraging the sharing of information, working together to develop a vision for the community or organization and choosing the means to achieve it, as well as emphasizing the importance of each person's role are all strategies that promote a sense of belonging to the process. Other strategies that can be used include **working together across sectors** and **mobilizing the community**. For more information, see the [Community Mobilization Kit](#).



Source: Community Mobilization Kit (FNQLHSSC, 2021: V, Preface)

II. Freeing up time for the human resources involved

In addition to being committed to the learning process and sharing responsibility for it, the key people must be able to complete it, each on their own level. In some cases, the normal workload could be reduced, or time could be scheduled to carry out specific actions aimed at learning from the actions taken.

III. Appointing a steward for the self-evaluation process

It was recommended that a member of the team be appointed to steward the self-evaluation process. The steward will act as a pillar on which the various stakeholders can lean to remind them what information they need to provide, to whom and when.

Appointing a person with good mobilization, communication and coordination skills is a practical way to facilitate learning from the actions taken. The clearer the role is, the better the steward will be able to fulfill it. The idea is not for them to do everything on their own, but rather to mobilize the partners holding the information in a collective learning perspective. Different types of information (budget, expenditures, participation rates, issues, etc.) can be collected from different partners to document the impact (short-term effects) of one or more actions. Once this information has been collected, the process steward can have a discussion with the partners who provided it to identify what aspects of the actions went well and what should be repeated the following year. The discussion can also be used to establish what needs to be improved and how.



The more people are involved in collecting information and reflecting on the learning process surrounding the achievement of the targets and the impact of the actions, the greater the desire to improve will be. Self-evaluation cannot rest on the shoulders of a single person; it is a collective process towards a collective vision (goal).

IV. Keeping it simple and efficient

Here are some ways to streamline the learning process.

1. Identify what specific information can easily be tracked

It is wiser to start by checking whether one or two specific targets have been achieved, rather than accumulating large amounts of information on several aspects from which you will not be able to draw any conclusions.

Starting small is encouraging as it keeps the workload manageable, and it will be easier for you to appreciate the benefits of carrying out the evaluation process yourself. To select the priority targets to document, it was recommended that you do the following:

- Make sure that the data needed to document the target is available or can be easily obtained.
- Identify who collects this data and how often, and whether you will be able to access it when needed. If the data needed to document whether or not the target has been achieved exists, but no one has been assigned to compile or extract it (e.g., from the data management system), see if you can easily do it yourself or assign someone else to do it.
- Ensure that your priority targets will provide the most relevant information in terms of learning to improve the action in the short term.

REMINDER

Data is raw fact. It is meaningless without context. Data is often presented as figures, percentages or rates. It may be collected using an information management system, an Excel spreadsheet or handwritten notes, for example.

Data that has been processed and put into context becomes **information**, i.e., any organized piece of information about someone or something that can be processed, stored or shared. The combination of different types of information generates knowledge. The accumulation of knowledge creates wisdom.

Knowledge acquired through experience is called experiential knowledge, and **traditional knowledge** is accumulated over hundreds of years and passed down from generation to generation. This provides a wealth of information for understanding context.

Source: FNQLHSSC (2019). Quebec First Nations Information Governance Framework.

2. Use existing tools

All First Nations communities and organizations in Quebec have information management systems or databases in place, containing a great deal of data on themes like income assistance, education or medical records that may not be used in the most effective manner possible. If it has not already been done, it would be useful to make an inventory of existing and available data within your community or organization and elsewhere.

Other tools for collecting information – such as forms, questionnaires, folders and Excel files – are also used by First Nations communities and organizations. Information provided to various levels of government for accountability purposes – such as activity reports and financial statements – may be used as well.

The [FNQLHSSC's evaluation tool bank](#) provides ready to use tools that can be tailored to your needs (e.g., satisfaction surveys or evaluation of the operations of a local issue table).

If you cannot find the information gathering tools that you need, check with colleagues in your community or organization to see if an existing tool can be reused. For example, to find out how satisfied participants are with an activity, adapting an existing form to your needs would be quicker than creating a new one.

V. Develop measurable objectives supported by targets

When developing objectives for an action, ask yourself whether it will be possible to measure their achievement. An effective way of doing this is to use the SMART model to set these objectives and to identify specific targets to be achieved.



An objective is what needs to be achieved in the short term to bring about the desired change (goal). Set your objectives using the SMART model.

S: Specific

M: Measurable

A: Achievable

R: Realistic

T: Time-bound

IMPORTANT: The objectives must cover aspects within the control of the “service providers”.

1. **Specific:** For each objective, choose an idea and formulate it in a way that is precise enough to leave no room for interpretation or misunderstanding. If you cannot explain the idea clearly, it means that the objective is not specific enough. For example, saying “to reduce violence” does not make it clear what kind of violence is being targeted (domestic violence, teenage violence, violence against animals?). You should also make sure that there is a common definition of the type of violence that you are talking about. For example, in the case of domestic violence, it is important to agree on which situations are considered domestic violence, and which are not.
2. **Measurable:** The objectives of the action plan must be measurable, i.e., they must be formulated in such a way that it is possible to check whether they are being achieved. Objectives are easier to measure if they are supported by a target percentage or number. In addition, an initial unit of measurement is needed to measure the increase or decrease of this percentage or number over time (see Appendix 2).
3. **Achievable:** The objectives set should be achievable and not overly ambitious. They must also relate to matters within your control. In this respect, setting a target to be achieved within a specific timeframe (e.g., within a year) will help you to determine what can actually be achieved as part of your service offering.
4. **Realistic:** To be realistic, objectives need to take into account the time, resources and money available to achieve them. It is therefore advisable to set objectives and targets that are consistent with what is already being done within the community or organization. Ask yourself: Given the time we have available and our workload, can we achieve the targets for this objective? The answer must be “Yes.”
5. **Time-bound:** The previous question is easier to answer if you have a timeframe in mind for achieving the objectives. The action plan may include several high priority objectives, which you will want to achieve before others that, for example, will take longer to achieve. It is particularly important to establish a timeline for achieving the desired outcome in situations where there are multiple objectives.

Examples of SMART objectives and specific targets:



More families are using support services.



By March 31, the number of families using support services will have increased (the target is a 20% increase).



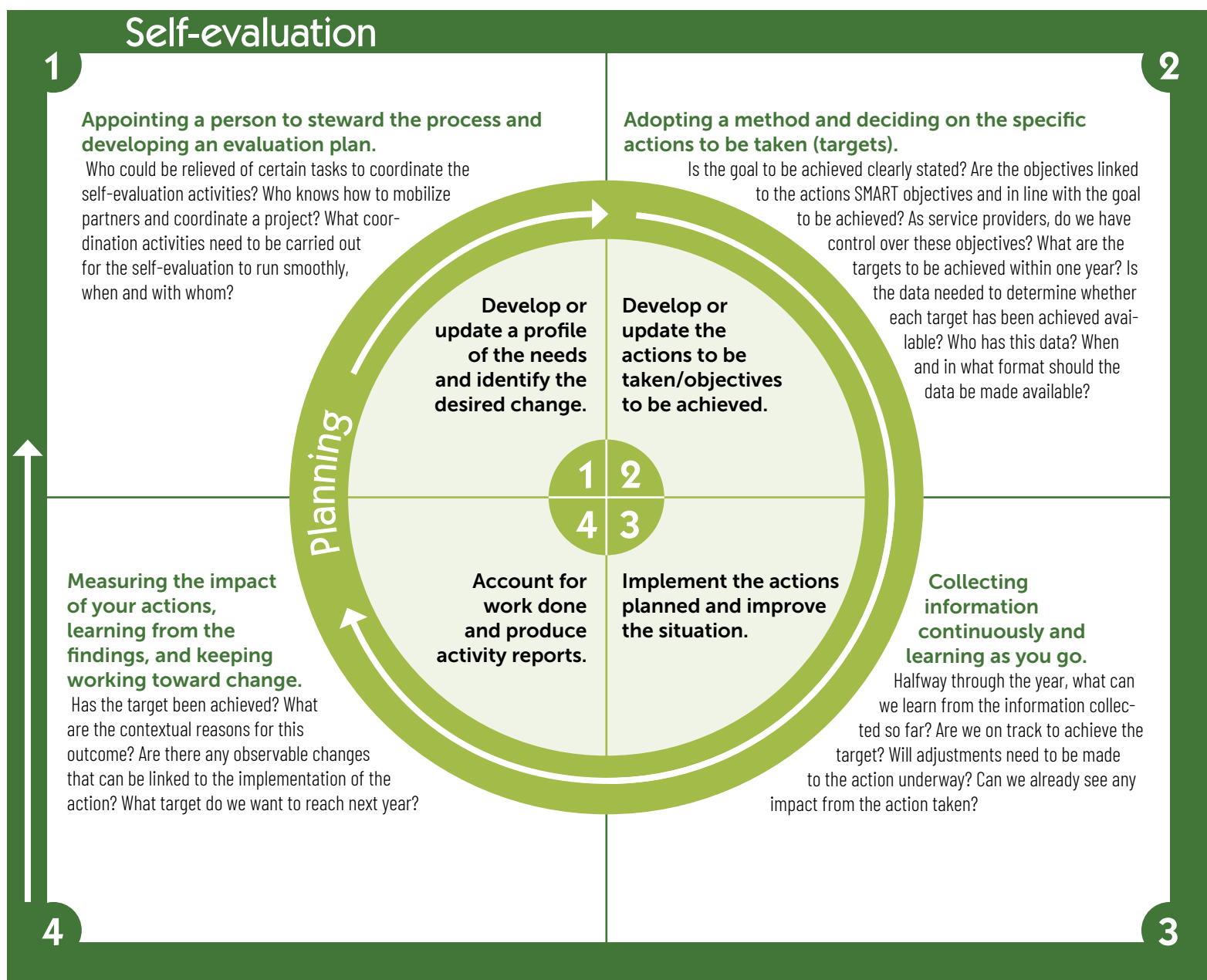
Young people are taking part in more sports activities.



Within one year, we will have a multi-sectoral sports program for young people in the community aged 10 to 21 (the target is to reach 70% of this age group in the community).

Therefore, **at all stages of the project** – when drawing up the profile of the needs, planning the actions, and implementing them, **a number of evaluative questions should be asked**. Remember that in addition to planning and implementing actions, you also want to learn from them. The following section provides a step-by-step process. The figure below shows how the annual planning and self-evaluation cycles are linked.

Figure 1: Annual planning and self-evaluation cycles



The self-evaluation steps are around the edges of the figure. They should be carried out in parallel with the major annual planning steps of a service offering or project, which are shown in the centre. All these steps will be repeated each year, more or less thoroughly depending on contextual changes (for example, a substantial new budget or a new and growing issue that requires updating the profile of the needs and developing new actions).



3

Proposed easy-to-use self-evaluation process

The process proposed in this guide has been chosen based on the context of governance, i.e., the First Nations taking ownership of their services, and the desire to be able to show the impact of the actions of community wellness services or projects.

As with the planning process, it is strongly recommended that the self-evaluation be carried out as part of a local mobilization⁵ of the partners involved (community coordinators, liaison officers, directors, etc.). The use of an existing or new issue table will greatly facilitate the process.

The following self-evaluation steps should be carried out in parallel with the planning and implementation of actions or services. Following each box is a step indicating when it should ideally be carried out. You will notice that some steps overlap during the year, with one contributing to the other.

STEP 1

Appointing to steward the process and developing an evaluation plan

To facilitate self-evaluation, the coordinator of the community issue table, if there is one, may appoint someone to steward the process.

An evaluation plan may be developed for each self-evaluation activity (see Appendix 1). This step should be carried out at the same time as the profile of the needs is drawn up or updated as part of the action planning process. The steward of the self-evaluation process can help with this, particularly in identifying the desired change (goal to be met) and formulating the objectives to be achieved (SMART objectives).

The process steward can also establish an evaluation committee made up of partners affected by the desired change. The presence of people already involved in the issue table would be an asset. The role of the committee would be to support the process steward and to act as a stakeholder throughout the learning process, especially in steps 3 and 4 (described further below).

⁵ Different terms may be used within communities to refer to a mobilized multi-sectoral group. In addition to "issue table," the terms "cooperation table," mobilization table," "working group" and "community mobilization" are also used. To familiarize yourself with the different mobilization structures, see the [Community Mobilization Kit](#).



The coordinator of the issue table can also be the steward of the learning process. Members of the issue table could form an evaluation committee.

STEP 2

Adopting a method and deciding on the specific actions to be taken

Once the SMART objectives and targets have been set, the process steward needs to identify the contributors to the learning process, i.e., the people who have the information needed to determine whether the targets have been achieved (see Appendix 2, step 1).

Different resources may have the same information. In this case, you have to ensure that the resources are complementary, or select the one that best meets the needs identified.

The process steward will then contact the collaborators in the learning process to know whether they can provide the information or direct them to a resource who can. When contacting the contributors, the steward needs to present the self-evaluation process clearly, explaining what it will be used for and by whom.

The more specific the targets are, the more specific the information collected should be. For example, if we are looking at how many families used the service during the year, are we also looking at how often the same family used the service? Over what period of time? Has there been any change (impact) on this family as a result of using the service? To answer these questions, information needs to be collected accordingly. It is therefore necessary to clarify at the beginning of the year all the information that you want to have collected by the end of the annual planning cycle.

WHEN

Before the start of the new fiscal year, i.e., between January and March if it starts on April 1.

The first two steps should be repeated as necessary. If there is no new information to collect for the next year, the same information, method and people from the previous year can be used.

STEP 3

Collecting information continuously and learning as you go

As mentioned in the section on how to succeed in the learning process, the sharing of information is very important. To avoid overburdening contributors with the data collection, it is a good practice to tell them, at the beginning of the year, what information is expected and when, as well as to whom it should be provided and how (see Appendix 2, step 2). This will help them set up a system for collecting information that is efficient and requires very little of their time.

The process steward may need to follow up regularly with the contributors to ensure that the necessary information is being collected on an ongoing basis. Here are some ideas on how to facilitate this step and the next.

- The process steward and the contributors can agree on the frequency of follow-up. For example, if the purpose is to collect information about a service that is provided once a month for three months, the process steward could follow up once at the very end (in the third month). If the service is provided on an ongoing basis, the steward could follow up every month or two months to avoid collecting too much information at once.
- After each follow-up, the steward could record the information collected in a table (see the tool suggested in Appendix 3, column 3).
- Once or twice a year, the steward and evaluation committee could prepare a summary of what has been learned from the information collected (see Appendix 3, column 4). The contributors concerned could confirm the information in the summary. For example, with respect to the question of how many families used the service during the year, the process steward could make a comparison with the previous year at mid-year or, depending on the target to be achieved, determine how many new families should be reached by the end of the year.
- If the collection of information highlights a service-related issue, such as customer satisfaction, the director is likely to want new information to be collected during the year on an area that was not initially targeted (e.g., areas of the service that need improvement). The process steward can then inform the contributor concerned and discuss with them the most efficient way to collect this new information.
- The process steward can also follow up regularly with the issue table or the director of the learning process to keep them informed of the progress of the activities and discuss any necessary adjustments. For example, self-evaluation could be included as an agenda item at each issue table meeting.

WHEN

At regular intervals during the implementation of the actions or service offering. From April to January (i.e., throughout the year).

If a contributor does not collect the requested information even after several reminders, the process steward can follow up with the issue table or the director of the learning process to remind the contributor of the importance of collecting this information. The formation of an evaluation committee from the issue table will greatly help with this, as the contributors are involved in the planning and are aware of the importance of learning from their actions.

STEP 4

Measuring the impact of your actions, learning from the findings and keep working toward change

This step takes a little more time and energy, but it is where most of the learning happens. It involves gathering the information collected and analyzing it against the objectives, targets and desired change. Here is one method you could use:

- To make this step easier, the process steward and evaluation committee can perform an initial interpretation of the information. It will be important to agree on what the collected data and information mean in relation to the objectives and targets to be achieved by the action and, more generally, in relation to the desired change (see Appendix 3, column 3).
- The evaluation committee should highlight positive aspects, courses of action and recommendations for the following year.
 - What adjustments need to be made over the next year?
 - How should these adjustments be implemented?
 - What resources (human, material and financial) are needed to make them happen?
 - Does anything need to be changed or dropped altogether?
- In a spirit of collaboration, these results could be presented to the partners at an issue table meeting, for example. This would be a good strategy to validate the learning identified and take the discussion further. Recommendations for the following year can also be made during that meeting.

It is important to share what has been learned with elected representatives and the community, for example, at a public meeting, an annual general meeting or on community radio. This step is key to consolidating the collaborative work and building community confidence in the services provided. When the views of contributors or community members are sought on an issue, these people will appreciate knowing that their opinions have been taken into account and will be useful in the future.

WHEN

Toward the end of the fiscal year,
between January and March.

Based on these learnings, you will be able to determine what direction you need to take to start a new cycle of self-evaluation and return to step 1. In other words, it is a cycle to be repeated. By completing this exercise every year, you will be able to improve the areas where you want to collect information and gradually add other objectives and targets to your evaluation plan. Throughout the process, you will have learned a great deal and gained useful information you can use to update the plan.



It is suggested that a process steward carry out the follow-up work described above to avoid overburdening the contributors or the director.

In the absence of a process steward, the director can request information directly from the contributors and ask them to carry out steps 3 and 4.



Conclusion

Regardless of the sector of activity, First Nations governance is based, among other things, on the ability of community or organization stakeholders to review and learn from the services provided to ensure that these services contribute to the overall collective goal of safeguarding community wellness.

This guide provides a simple process and shows that this work is best done collaboratively. The strategy of targeting a few specific areas for evaluation and gradually adding new areas will be the best guarantee of success. The local context will determine how quickly you can improve your evaluation activities. Communities and organizations already have several sources of information – like human resources and information management systems – that hold experiential knowledge. You will benefit from getting to know these sources better and using them for the benefit of all.

REMINDER

Advantages and **benefits** of self-evaluation:

- Helps identify common objectives and targets (among partners)
- Allows you to show whether they have been achieved and why
- Helps you improve your actions through what you learned from the process
- Produces information that can be used to:
 - Generate knowledge that can be used for planning actions for the coming year
 - Apply for funding
 - Write activity reports
 - Ensure transparency and increase confidence in the service being evaluated

Potential **issues** and **strategies** to mitigate them:

ISSUE	STRATEGY
Collaboration among partners is not optimal.	Demonstrate to partners the added value of learning from self-evaluation for their own actions.
Difficulty to obtain the necessary data and information (confidentiality).	Check if you can obtain anonymized data. If not, ask if key findings can be shared with you.
Overload of work for the process steward.	Make the person in charge aware of the importance of being relieved from some other tasks.

Useful tools and websites

- Agirtôt.org: [Évaluation participative - Agir tôt \(agirtot.org\)](https://www.agirtot.org/) (French only)
- Communagir : [Communagir | Nos productions – Une évaluation utile et mobilisatrice, est-ce possible?](https://www.communagir.org/) (French only)
- FNQLHSSC:
 - Evaluation tool bank: <https://files.cssspnql.com/index.php/s/JXq3WxF3U4Bzw3N>
 - Work guide (Unit 1): [Assessing a Community's Needs](#)
 - Work guide (Unit 2): [Planning your Actions and Writing an Action Plan](#)
 - I-Zoom (interactive tool for creating tables and diagrams): <https://i-zoom.cssspnql.com/>
 - Regional Portal of Health and Wellness Indicators (PRISM): [PRISM](#)
 - Community Mobilization Kit: <https://cssspnql.com/en/produit/community-mobilization-kit/>
- Northern Health Cultural Safety and System Change: An Assessment Tool: [Assessment tool | Indigenous Health \(indigenoushealthnh.ca\)](#)

Training and support offered by the FNQLHSSC

- "From entry to action: the path of data" workshop: [From entry to action: the path of data – FNQLHSSC](#)
- "Using your data" workshop (training on demand): [Using your data – FNQLHSSC](#)
- Data Mart (job aid): <https://files.cssspnql.com/index.php/s/2Cn8Yu6EcXZHIUI>
- The process of evaluating a project (training on demand): [The process of evaluating a project – CSSSPNQL](#)

Publication of data from population surveys

First Nations Labour and Employment Development Survey (FNLED 2021): [First Nations Labour and Employment Development Survey \(FNLED\) – FNQLHSSC](#)

Quebec First Nations regional early childhood, education and employment survey (REEES 2014): [REEES – Quebec First Nations regional early childhood, education and employment survey – 2014 – FNQLHSSC](#)

Regional Health Survey (RHS 2015): [RHS – Report of the Quebec First Nations Regional Health Survey – 2015 – FNQLHSSC](#)

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Appendix 1: Evaluation plan

The evaluation plan is used to plan each self-evaluation activity over a year or more. This plan will be useful for the person appointed (process steward) to ensure that the self-evaluation runs smoothly. It is also a good idea to engage partners and form an evaluation committee.

STEP	SELF-EVALUATION ACTIVITIES	HOW	WHEN
Deciding on the specific actions to track	Ensure that the objectives of the planned action are SMART objectives supported by measurable targets.	Meet with the director or the issue table responsible for planning the action. Modify objectives, if necessary (e.g., if they are not measurable).	During the planning stage
	Identify and contact the partners who have the information needed to determine whether the targets have been achieved.	Ask the director or the issue table responsible for planning the action who has the information needed. Arrange an in-person meeting with each of the partners concerned. Make sure they have a clear understanding of what is expected (data collection) and what the information will be used for (self-evaluation of an action).	
Collecting information continuously and learning as you go	Agree with the partners on how, how often and in what format information will be collected.	Complete the data collection plan (Appendix 2) with the partners who have the required information. Agree on the best way to follow up on the collection of information.	
	Get data collection tools (e.g., questionnaires and information management system reports). Ideally, existing tools will be used or adapted.	Make an inventory of existing tools and use those that best suit your needs. Adapt a tool or create a new one, if necessary. Ensure that the partners collecting data have the right tools.	During the implementation of the actions
	Follow up on data collection with the partners. Send reminders to the partners as necessary.	Arrange short, regular follow-up meetings (e.g., every three months) or use other means like email or a follow-up table.	
	Carry out a pre-analysis or learning activity during the project.	Gather the information collected at mid-year. Arrange a meeting with the evaluation committee and the partners involved in the self-evaluation. Take ownership of the information and draw conclusions. Suggest adjustments to be made to the action, if necessary, if the target and objective do not appear to be achievable by the end of the year. Arrange a meeting with the director or issue table who planned the action and share with them the learnings to date.	
	Continue to follow up regularly with the partners collecting information.	Arrange short, regular follow-up meetings (e.g., every three months) or use other means like email or a follow-up table.	

STEP	SELF-EVALUATION ACTIVITIES	HOW	WHEN
Measuring the impact of your actions, learning from the findings, and keep working toward change	Share information collected during the year.	Share information collected since mid-year with the pre-analysis findings.	Toward the end of implementation
	Perform data analysis or carry out a learning activity.	Arrange a meeting with the evaluation committee and the partners involved in the self-evaluation. Have the targets and objectives been achieved? (See questions in step 4). Formulate the key findings in relation to the achievement or non-achievement of the targets and objectives.	
	Communicate the results or reinvest.	Arrange a meeting with the director or the issue table who planned the action. Present the key findings and results of the self-evaluation (achievement or non-achievement of the objectives and targets). Agree on how to communicate the key findings to the community and the band council.	

Appendix 2: Sample data collection plan

Step 1:

- Reuse the findings from the original or updated profile of the needs.
- Reuse the desired change, objectives and activities identified in the plan. Ensure that the objectives are SMART.
- If you have not already done so, set realistic targets with the relevant stakeholders for completing the activities based on the time available.

ITEMS FROM THE PROFILE OF THE NEEDS	ITEMS FROM THE PLAN					ITEMS IDENTIFIED DURING THE SELF-EVALUATION
	Goals or desired changes	SMART objectives (specific, measurable, achievable, realistic and time-bound)	Actions (to achieve the objectives and improve the situation)	Targets	Person responsible for the action	
Baseline and findings Three major projects in the community promote land-based activities. Community members are largely unaware of these projects. Last year, only 10% of community members took part in any of these activities. There is strong demand for land-based healing activities.	All members of the community have better access to the land.	By March 31, 2024, 25% more community members than last year will have accessed the land at least once during the year because of our projects.	Build a therapy centre on the land.	The therapy centre opens on May 1, 2024.	Housing coordinator	Identity connections are stronger. The use of traditional healing approaches is facilitated. The relapse rate is reduced.
			Organize land-based healing activities with different client groups.	At least one three-day healing activity is held with each target group (children, families, teenagers, men, women, elders) during the year.	Cultural activities coordinator	
			Increase and make public the funds available for hunting and fishing.	The funding per person is increased by 10% this year. Awareness of the program is raised through a radio segment broadcast every week from March to June.	Heritage and land director Radio station director	The number of young hunters and anglers is increased. The number of elders who have access to traditional foods is increased.

Step 2:

- For each piece of information to be collected, the process steward must specify which collection tool will be used, when the information will be collected, and who is responsible for collecting the information.

INFORMATION TO COLLECT	COLLECTION TOOL	COLLECTION TIMING	PERSON RESPONSIBLE FOR COLLECTING THE INFORMATION
Status of the therapy centre on the land	Telephone	April 1	Housing coordinator
Number of land-based healing activities organized	Logbook	Continuously from March to November	Social worker responsible for organizing healing activities
Number of participants in healing activity by age category			
Budget allocated to support goose hunting	Online survey	November	Heritage and land director
Number of hunters who have benefited from this support			
Family satisfaction with the strategies put in place	Consultation with families		
Number of elders who received game or fish	Oral questions to elders	June and November	Community coordinator

Appendix 3: Tools for analyzing and interpreting information for learning purposes

SMART OBJECTIVE FROM THE ANNUAL ACTION PLAN	TARGETS AND POTENTIAL IMPACTS	SHARING OF INFORMATION GATHERED	LEARNINGS
By March 31, 2024, 25% more community members than last year will have accessed to the land at least once during the year because of our projects	Targets - The therapy centre opens on May 1, 2024. - At least one three-day healing activity is held with each target group (children, families, teenagers, men, women, elders) during the year. - The funding per person is increased by 10% this year (hunting and fishing program). - Awareness of the program is raised through a radio segment broadcast three times a week from March to June. Potential impact - Identity connections are stronger. - The use of traditional healing approaches is facilitated. - The relapse rate is reduced. - The number of young hunters and anglers is increased. - The number of elders who have access to traditional foods is increased.	- Construction of the therapy centre is behind schedule, and the centre will not be ready on time. - The health centre organized two additional healing activities on the land to meet demand. A total of six healing activities were organized instead of the original four. - There were 40 participants aged 0 to 5; 10 aged 6 to 12; five aged 13 to 20; 10 aged 21 to 55; and 5 elders, for a total of 70 participants. - The amount allocated to support goose hunting is \$700 per hunter. The increase per person has been reached. This year, 13 hunters received this financial support. The radio segments were not very effective. - All elders in the centre received game or fish. There is no information about elders living at home. 30% of the families in the community participated in the consultation. The majority (80%) were very satisfied or satisfied with the strategies put in place, and some (20%) were dissatisfied or very dissatisfied.	- We reached 25% more people than last year. - More land-based healing activities than originally planned were organized. According to several comments, there is still a great need for a therapy centre on the land. - The main participants in the healing activities were families with children aged 0 to 12. Next year, these activities could be further promoted to families with youth aged 13 to 21 and to people living alone. - People are not sufficiently aware of the hunter support program; 35% of the funds have not been allocated. Nevertheless, all the elders in the centre received game or fish. - Given the low participation rate in the consultation, it is difficult to say whether families in the community are satisfied with the projects that have been put in place. - To better assess the level of satisfaction among community members, an alternative to consultation should be used. For example, the coordinator could conduct a short door-to-door survey.

VISION

First Nations individuals, families and communities are healthy, have equitable access to quality care and services, and are self-determining and culturally empowered.

MISSION

To accompany Quebec First Nations in achieving their health, wellness, culture and self-determination goals.



FIRST NATIONS OF QUEBEC
AND LABRADOR HEALTH
AND SOCIAL SERVICES
COMMISSION