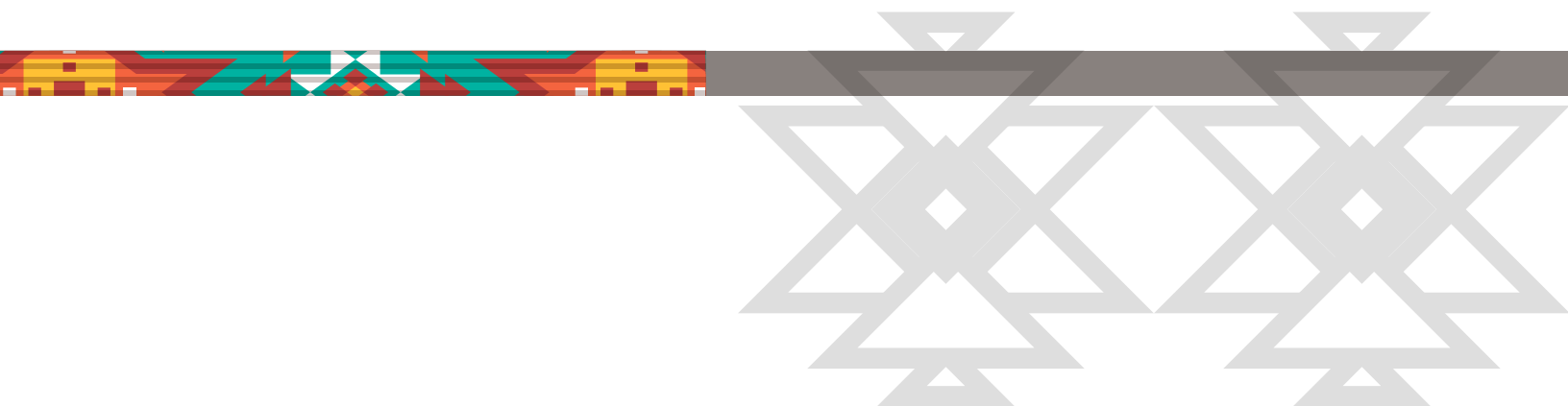# UNIT 2

PLANNING YOUR ACTIONS AND WRITING AN ACTION PLAN

WORK GUIDE

FIRST NATIONS OF QUEBEC
AND LABRADOR **HEALTH**
AND SOCIAL SERVICES
COMMISSION

CSSSPNQL • FNQLHSSC

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This second unit of the work guide has been prepared to offer you tools and ideas to plan your project's implementation and develop an action plan more effectively. The needs assessment in your community, as presented in *Unit 1*, will allow you to write an action plan that meets the needs of the members in your community.

This guide will allow you to:

- Think about the way in which to implement your project and obtain the expected results.

- Organize your actions and produce an action plan.

1. WRITING AN ACTION PLAN: A STEP TOWARDS SUCCESS

To increase any project's chances of success, planning is essential.

In fact, the establishment or the hiring of your implementation team is the moment when the team's members:

- take ownership of the project and the community development approach;

- prepare a presentation about the project and deliver it to the population, partners and agencies working in the community, as well as to the decision-making bodies for the action plan's approval (Band Council, Tribal Council);

- establish a common vision regarding the identified problems and necessary actions to carry out.

This work consists in planning steps and organizing events and activities in the short, medium and long term. It is a structured approach with an objective to develop a specific action plan that will be carried out and kept sustainable over time.

Before starting to carry out any activity, it is important to establish and define the scope of the new project, identify partners and collaborators, target the expected results, and describe the activities and/or means necessary for achieving the objectives.

When you do your planning, you must make choices and identify priorities. This means looking at the various possible approaches and making strategic decisions. The results of all your work in planning then take the form of an action plan.

Improving your chances of success: The community development approach

By planning culturally-adapted actions and by the mobilization and involvement of all stakeholders involved in the project, you will increase the action plan's chances of responding directly to the needs of the community.

This also ensures continuity of the project because the **problems** and possible solutions have been **identified** by the stakeholders who are the most directly affected by it.

2. WHY SHOULD I PLAN MY ACTIONS?

Planning your actions helps you to:

- Create solid bases for your project.

- Organize actions that are aligned with the community's culture, the problems raised and the identified priorities.

- Think collectively.

- Specify and communicate the roles and responsibilities of the implementation team, and foster its commitment to carry out its tasks.

- Create a climate of trust and security among team members, partners and the population.

- Mobilize partners and collaborators around the project.

- Discover actions that will support not just individuals but the community overall.

- Establish an action plan that presents the priorities and expected results and emphasizes the contributions of partners.

3. PROCESS FOR ESTABLISHING AN ACTION PLAN

Establishing an action plan is accomplished in several decisive steps. The action plan is based on the realities described by community members, community workers and other professionals, as well as the community's leadership.

Analyzing the strengths of the community and the difficulties it has encountered, any existing projects that may deal with the same problems, along with their successes and challenges, will allow you to produce a realistic and adequate action plan.

An action plan originates from the expressed needs which, according to the community development approach, results directly from the consultation and mobilization of all involved stakeholders in your community.

Actions can be planned for: a) the short term to identify specific results (over a year or less); or b) the long term to provide guidance or strategies for action (over two years or more).

An action plan allows you to:

1) Define goals, objectives and all the work to be done.

2) Identify the resources (financial, material and human) required to achieve the objectives.

3) Anticipate follow-up on actions and activities related to the project.

Process for establishing an action plan:

1- FORMULATE THE MANDATE   **2- FORMULATE THE GOALS AND OBJECTIVES**   **3- PREPARE THE MONITORING OF THE PROJECT'S ACTIVITIES**   **4- PREPARE THE ACTION PLAN**

STEP 1: Define the mandate and establish a shared vision of the project

To ensure that the activities you plan will effectively respond to the expressed needs and the identified problems, it is important to formulate the project's mandate.

At this stage, you must be able to produce a portrait of your community's current situation. Any process for writing an action plan originates from an analysis of the community dynamics, strengths, problems and issues (*see Unit 1 of the Work Guide to see how this is done*).

The mandate must correspond to the activities that will be implemented. It must therefore be clear, because it justifies the project's existence.

How do I define a mandate?

Answering these questions will allow you to get down on paper all the essential elements that you can use to summarize your mandate in one or two sentences:

1) What is the project's role and objective?

_____

_____

2) What are the main required services and activities?

_____

_____

3) What is your target clientele?

_____

_____

After writing your mandate, you can make sure it fully meets expectations by asking yourself:

• Does the mandate reflect the scope of the project? (the 'how' and the 'why')

• Does the mandate take account of the needs raised by the community?

• Is it written in just one or two sentences?

Example of a mandate statement: Implement promotion, prevention and intervention services to improve the quality of life and well-being of the children and families in our community.

STEP 2: Establish the goals and objectives

Now that you have defined your mandate, it is time to develop it according to the priorities selected for the project. This means explaining your intentions in the form of: 1) goals for moving in a certain direction over the long term; and 2) objectives to be reached over the short term.

WRITING A LONG-TERM GOAL

A goal is a purpose you wish to achieve. You must ask yourself what the desired situation is at the end of the project. A goal is presented in a general and easily understood statement which reflects an intention shared by all the persons involved in and mobilized by the project.

WRITING A SHORT-TERM OBJECTIVE

The question you must ask yourself here is: "What are the specific expected results?"

- Each goal must reflect strategic points that involve seeking a concrete change.

- To formulate the goals, you can hold a meeting or work session with key collaborators.

- Objectives answer the questions WHAT, HOW and WHEN.

- If the objectives are too ambitious, they will be impossible to achieve, with the result that people may become discouraged.

In general, a statement presenting an objective:

	Must be…	Which refers to…	Thus, the objective…
✓	**S**pecific	What you want to do	Must be well-defined, precise and rigorous.
✓	**M**easurable	What will be done	Can be represented using concepts of quantity, quality and time.
✓	**A**ppropriate	How it will be done	Forms part of the vision, values, dynamics and realities of the community.
✓	**R**ealistic	Its feasibility	Takes account of critical factors for success (time, methods, favourable moment, etc.).
✓	**Temporally defined**	When it will be completed	Has a deadline.

How should I write my goals and objectives?

- Begin your sentences with action verbs (examples: improve, increase, create, develop, diminish, promote, equip, reduce, support, stimulate, etc.).

- Your objectives must be different from the activities and tasks that are set to accomplish and measure your objectives. Example:

▶ *Objective:* Promote learning and use of the Nation's language in the community.

▶ *Task:* Hold a meeting with the teachers of the Nation's language in order to develop strategies.

STEP 3: Anticipate the follow-up of the project's actions and activities

Your objectives must be measurable, which means you should follow-up on your activities in order to determine whether there are any gaps between the expected results and what has been accomplished.

It is better to reflect ahead of time on the ways you will monitor your results. This will get you to think about the success indicators (criteria) related to your objectives. When carrying out your action plan, this step will allow you to measure the impacts of the actions that have been taken. You will then be able during the services implementation phase to make sure you are going in the right direction and to adjust your action according to the evolution of needs and demands.

How do I prepare the monitoring of my project's activities?

You must determine:

1) WHEN will monitoring take place?

► Choose what you consider to be the right moment or period.

Example of a date:

• 1st week in March.

Examples of best moments:

• After goose-hunting season;

• After the Band Council election;

• After giving 2 information sessions on the project.

These dates are meant as reminders. You can change them at any time depending on your situation.

2) HOW is monitoring to be carried out?

► Choose the method that best corresponds to the type of activity and the culture of your community.

Examples:

• Distribute a questionnaire with short questions;

• Organize a community meal or cultural activity;

• Contact people by telephone to ask questions.

Do not hesitate to choose the methods that correspond to the community's way of life and ways of doing things.

STEP 4: Draft the action plan

Generally speaking, in relation to the community development approach, the action's plan content should:

1) Provide a historical and current portrait of the community, along with its dynamics and realities.

2) Demonstrate the process that will be used to mobilize the population, partners, teams and all other collaborators.

3) List and clearly specify objectives, actions, the persons who are responsible for actions, and the work calendar established to implement the project.

The action plan must illustrate your capacity to mobilize community members in order to bring the desired change, while ensuring to take account of the community's current realities as well as its socio-economic and cultural context. It must allow everyone involved to whatever extent in the project to understand one another, to get organized and to plan and evaluate their actions.

Finally, the action plan is a document which presents how the project will unfold to achieve your objectives, i.e., it will answer the questions *what*, *who* and *when*.

► *Determining the WHAT* means specifying **the tasks and activities that will be carried out.**

Are these activities directly related to the objective?

You can plan your activities in the following way:

1) Make a list in any order (brainstorm). The goal is to itemize all your ideas so that you can remember them.

2) Determine the logical order necessary for carrying out these activities.

► *Determining the WHO* means selecting **people who will be responsible for activities.**

Does the person responsible for this activity have the necessary competencies and resources to do the job?

Giving responsibilities to people with the right training and the necessary commitment is an essential condition for the success of a project. A competent person is not necessarily one with a university degree. The know-how that a person possesses can make all the difference in the world!

► *Determining the WHEN* means indicating **the completion date of an activity (deadline).**

Is the calendar realistic?

Possible examples:
* Every Monday of the month   * Fall of 2010
* 1st week in June   * March 31, 2011 (end of the fiscal year)

This guide presents two tools to let you know the elements to include in your action plan when you prepare it. They are taken from and detailed according to the template sent by ISC for implementation of services under the First Nations and Child Family Services (FNCFS) program, using the enhanced prevention-focused approach.

These tools are presented in Annexes 1 and 2.

Annex 1 – Grid for writing an action plan: Summary

An action plan is made up of ten (10) parts:

1) Identification of the agency and the project coordinator, including their contact information.

2) Brief summary of the content of the action plan.

3) Background presenting the analysis of the realities and dynamics in the community.

4) Description of the agency and the human resources planned for implementing the project.

5) Mobilization and concertation of the community's internal and external partners.

6) Description of the planned measures (including their relevance and cultural considerations) and expected support for the project.

7) Ways in which the various stakeholders and collaborators have been mobilized for the project.

8) Planning of actions and details on how they will be implemented.

9) Preliminary budgets.

10) Approval (date and signature).

11) Relevant documents: support letters, bilateral agreement between the CISSS/CIUSSS and the community, Band Council resolution, etc.

The purpose of Part 3 of the action plan (background) is to give a portrait of the community. Some sections require statistical data. Other sections must present your analysis of comments received through consultation and mobilization activities held in the community; these sections thus depend more on qualitative data.

Where can I find statistical data?[1]

Official organizations
ISC (Indigenous Services Canada): https://www.canada.ca/en/indigenous-services-canada.html
Secrétariat aux affaires autochtones: http://www.saa.gouv.qc.ca/index.asp
Indiana Marketing ('Nations' section): http://www.indianamarketing.com/lesite.html

Other possible sources
Data from reports or any other documents produced by or for the community
Community website
Band Council
Health and social services centre
Centre intégré universitaire de santé et de services sociaux (CIUSSS)
Regional youth centre
First Nations of Quebec and Labrador Health and Social Services Commission (FNQLHSSC)
First Nations of Quebec and Labrador Economic Development Commission

Where can I find qualitative data?

It may be possible to find qualitative data in reports previously produced concerning the community. But seeing that consultation and mobilization of the different stakeholders in the community is an important condition for implementation of services and application of the community development approach, it is essential that you obtain or update your own qualitative data in order to obtain a current and accurate portrait of the community.

* Objective: obtain accurate at-source information to find solutions adapted to the needs directly expressed by community members.

► All of the tools proposed in *Unit 1 of the Work Guide* serve as templates to guide you in administering questionnaires and conducting individual interviews and/or focus groups.

Part 7 of the action plan may be presented as a table. Annex 2 can serve as a template for this table.

Annex 2 – Template for a table for presenting Part 7 of the action plan: Summary

This table allows you to write down and easily visualize the following elements for each general and specific objective:

• The planned activities or methods.

• The work calendar.

• The people responsible for activities.

• The targeted partners.

• The success indicators.

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[1] This is not a complete list. It offers some references as a starting point for finding statistical data.

4. PLANNING: SOME LESSONS LEARNED FROM PILOT PROJECTS

Several factors play an important role in successful planning. These same factors also form part of the community development approach.

Factors that can facilitate implementation of a project:

- The *ability* of local leaders to grasp the scope of the project and support the project, thus ensuring contributions from the available local resources.

- The *time* required for the implementation team to take ownership of the project, understand its issues and promote the project in the community.

- The *ability of the team* to inform and motivate all involved community stakeholders concerning a common objective and vision (information sessions, joint tables, sectoral meetings, etc.).

- Measures encouraging the *population* to give opinions and participate in decision-making, by way of different types of gatherings (annual meetings, festivals, etc.).

- *Distribution of information* about the project (community radio, article in the local newspaper, restaurant tablemats, surveys, etc.).

- *Promotion of ground-level actions* (being visible at ground level to speak about the project; run focus groups, individual interviews or recreational activities; hold a contest to design a logo for the project; etc.).

- Definition of a *common vision* and realistic objectives for the project.

- *Validation* of the action plan by community members to strengthen their sense of ownership of the project and to ensure that the populations' needs are effectively met.

- Creation of *grounds for collaboration* (advisory committee, follow-up committee) to monitor progress in the action plan.

- *Formal and/or informal agreements* with partners (e.g., the youth centre) to achieve the action plan's objectives.

- A project that reflects the *organizational structure* of the community in order to increase its credibility and give it more autonomy.

- *Support* of actions taken by local groups, e.g., women's committee (financial support, advice and accompaniment).

Challenges that can arise in the planning of a project:

- *Human resources* recruitment and retention.

- Team members' lack of *professional experience*.

- *Lack of time* to get everything done, which can lead to work overload and burnout of team members.

- Difficulties in i*ntegrating the new team* into existing services in the community.

- *Difficulties in mobilizing* the population and other stakeholders in the community (see Annex 1).

- Challenges in overcoming the *working in silos* mentality (people adhering strictly to their own sector of activity) and getting people from different sectors to work together.

- Difficulties in *obtaining statistical data*.

> **Being aware of these challenges makes it possible to prevent them. You can even plan for solutions to counter these challenges if they do occur.**

ANNEX 1

GRID FOR WRITING AN ACTION PLAN

[First Nations Child and Family Services (FNCFS)]

PART	DESCRIPTION	SECTION	STEPS TAKEN	COMMENTS
1. IDENTIFICATION	• Name and contact information of the child and family services agency which administers front-line services. • Name and contact information of the person who can be reached to obtain additional information.			
2. SUMMARY	• 1- or 2-page summary of all the sections in the action plan and description of main funding information.			

PART	DESCRIPTION	SECTION	STEPS TAKEN	COMMENTS
3. COMMUNITY ASSESSMENT	• Elements allowing you to put the historical and current situation of the community into context. Note: You must explain the steps taken and stakeholders contacted to obtain this information. It is important to indicate what has been done, along with the challenges encountered.	**a) SOCIO-DEMOGRAPHIC PORTRAIT** Note: This involves producing a portrait based on statistics or information about the composition and characteristics of the community's members.	**History of the community** Describe very briefly: • Past and present way of life. • The context for the creation of the community. **Geographical situation** Describe: • Geographical location of the community (administrative region, access roads, etc.). • The distance between the community and urban centres and various resources (school, health and social services centre (CLSC), etc.) **Population** Present: • The number of people living in-community and off-community. • The number of people by age group and sex. • The number (or rate) of births and deaths. • The average age of mothers when they give birth and distribution of mothers by age group.	

PART	DESCRIPTION	SECTION	STEPS TAKEN	COMMENTS
3. COMMUNITY ASSESSMENT (cont.)	• Elements allowing you to put the historical and current situation of the community into context. Note: You must explain the steps taken and stakeholders contacted to obtain this information. It is important to indicate what has been done, along with the challenges encountered.	**Socio-demographic portrait (cont.)** Note: This involves producing a portrait based on statistics or information about the composition and characteristics of the community's members.	**Characteristics of families** Present: • Proportions (%) of each family type: two-parent and single-parent. • Average number of children per family. **Housing** Present: • Number and type of housing units and housing needs (development needs). • Condition of housing (basic facilities). • Level of housing overpopulation (and lack of privacy); type of occupation (owner or renter). **Education** Present: • School dropout rates. • Distribution of the population according to level of educational attainment (elementary, secondary, post-secondary, university, trades). **Economic situation** Present: • *Employment:* % active population, unemployment rate, main sources of jobs in the community. • *Income:* % of main sources of families' incomes and average income of families. **Cultural values in the community** Present: • Languages spoken (French, English, and Aboriginal). • Situation of culture in the community. • Level of integration of cultural values.	

PART	DESCRIPTION	SECTION	STEPS TAKEN	COMMENTS
3. COMMUNITY ASSESSMENT (cont.)	• Elements allowing you to put the historical and current situation of the community into context. Note: It is preferable to hold a meeting with the members of the community to validate the information obtained under sections b), c) and d).	**b) MAIN PROBLEMS** Note: This involves specifying the main difficulties affecting children (all ages) and families in the community.	On the basis of the need's assessment, present the main problems in the community. Describe: • The types of social problems identified and expressed by the community's members. • The scope and intensity of these problems. Examples of problems: Alcohol, drug and gambling dependencies; violence and criminality; school dropout rate; money problems, etc.	
		c) CASE SUMMARIES Note: This involves specifying the number of children (all ages) and families affected by the main problems identified in the previous section, and specifying the trends and profiles characterizing these children and families.	Describe the situation of children receiving youth protection services in the year preceding the project's implementation. **Cases** • Types of cases. • Number or percentage (%) of children under youth protection, % of reported cases acted on, sources of reports of cases, placement rate in and away from the community, % of types of legal and consensual measures, % of each type of reasons for taking charge of children. • Profile of the social services clientele. • Reasons for all cases of children taken in charge. **Trends and future projections** • For the number of cases (increasing, decreasing, etc.), profile of the clientele, reasons for taking charge of children, etc.	

PART	DESCRIPTION	SECTION	STEPS TAKEN	COMMENTS
3. COMMUNITY ASSESSMENT (cont.)		**d) COMMUNITY'S STRENGTHS / CHALLENGES** Note: This involves describing the social dynamics and listing all existing resources and services.	Based on what is known and what has been expressed by the community members and key stakeholders in the community, specify: **Strengths** • Describe the factors, relationships and dynamics that will *contribute in positive ways to* the project's implementation. Examples: collaboration, mobilization, safety, solidarity, desire to resolve a situation, existence of community projects, successes and impacts of existing services, etc. **Challenges and weaknesses** Describe: • The factors, relations and dynamics that will have a constraining effect on the project's implementation. Examples: geographical isolation and its consequences, lack of adequate housing or infrastructures, working in silos (no cohesive force for action), absence of jobs, etc. **Existing services for the community's members** Describe: • Type and scope of existing services for meeting the community's health and social problems. • Strengths of and main results achieved by existing social services.	

PART	DESCRIPTION	SECTION	STEPS TAKEN	COMMENTS
3. COMMUNITY ASSESSMENT (cont.)	• Elements allowing you to put the historical and current situation of the community into context.		**Available resources** Describe: *In the community* • Band council. • Main businesses and stores. • Services (health, social, police, education, etc.). • Community services (women's shelter, recreation centre, etc.). • Formal and informal mutual support networks. • Clans (large families)Citizen participation. *Outside the community* • Partners outside the community. • Other types of collaboration.	
		e) PROMISING ACTIONS Note: This involves presenting examples of actions/activities for the group targeted by the project that will be implemented.	**Emerging projects** Present the different projects being planned or currently run in the community and which may have an influence on your project's implementation. **Promising actions and activities** Present initiatives that have been carried out to resolve problems experienced by children and families. You may also be able to indicate the lessons learned from these initiatives.	
		f) RANK PROBLEMS BY ORDER OF PRIORITY Note: This involves indicating the priority problems.	On the basis of the community portrait and problems presented (in section b.), specify: • The problems that the project will address. • Reasons justifying your prioritization of problems.	

PART	DESCRIPTION	SECTION	STEPS TAKEN	COMMENTS
4. DESCRIPTION OF THE AGENCY	• Description of the child and family services agency.	**a) ORGANIZATIONAL CHART**	Present the overall management functioning of the agency that will administer the project.	
		b) DESCRIPTION	Décrire le fonctionnement de l'agence.	
		c) NUMBER OF FULL-TIME EQUIVALENT POSITIONS AND EXPECTED POSITIONS	Give the total number of positions planned for implementing the project, along with their job descriptions.	
		d) STRENGTHS OF EXISTING SOCIAL SERVICES AND MAIN RESULTS	Describe: • Current strengths of social services in the community. • Main results expected by these social services.	
5. MOBILIZATION AND COLLABORATION OF COMMUNITY PARTNERS (INTERNAL AND EXTERNAL)	• Description of actions taken and results of mobilization for implementing front-line services.	**a) ACTIONS TAKEN WITH THE BAND COUNCIL AND OTHER AUTHORITIES AND THEIR RESULTS**	Describe: **1. STEPS TAKEN** • Mobilization actions carried out. • Level of local leaders' commitment to the project. **2. RESULTS OF STEPS TAKEN** • Main elements that facilitated these steps and/or made them difficult to carry out. • Support received, verbal commitments, etc.	

PART	DESCRIPTION	SECTION	STEPS TAKEN	COMMENTS
6. MOBILIZATION AND COLLABORATION OF COMMUNITY PARTNERS (INTERNAL AND EXTERNAL) (cont.)	• Description of actions taken and results of mobilization for implementing front-line services.	**b) ACTIONS TAKEN WITH MAIN PARTNERS (IN AND OFF-COMMUNITY) AND THEIR RESULTS**	Describe: **1. STEPS TAKEN** • Situation of communication between internal and external sectors (in and outside the community). • How the different sectors offering services to the community work together. • Mobilization actions taken. • Steps for collaboration among the different sectors. **2. RESULTS OF STEPS TAKEN** • Main elements that facilitated these steps and/or made them difficult to carry out. • Avenues for action that supported strengthening of inter-sectoral collaboration. • Support received, verbal commitments, etc.	
		c) ACTIONS TAKEN WITH MEMBERS OF THE POPULATION AND THEIR RESULTS	**1. STEPS TAKEN** Describe: • Mobilization actions taken. • Main elements that facilitated these steps and/or made them difficult to carry out. • Groups/committees (members and mandates) or current informal leaders. **2. RESULTS OF STEPS TAKEN** • Avenues for action that supported strengthening of community mobilization. • Support received, verbal commitments, etc.	

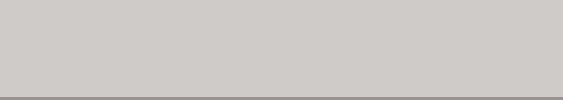| PART	DESCRIPTION	SECTION	STEPS TAKEN	COMMENTS
5. MOBILIZATION AND COLLABORATION OF COMMUNITY PARTNERS (INTERNAL AND EXTERNAL) (cont.)		**d) PROPOSED INVOLVEMENT FOR IMPLEMENTATION AND MONITORING OF THE ACTION PLAN**	Present the type and desired or planned level of involvement for: • Political decision-making authorities (Band Council). • Local and external partners. • Community members (population).	
6. PROPOSED MODEL	• Description of planned measures and selected objectives for meeting the targeted problems. Note: The model should be based on strategies for action suggested by the community development approach.	**a) PROPOSED MEASURES**	Present the measures planned to mitigate the difficulties identified by the needs assessment, based on: • Problems chosen to be acted on. • Action according to the most promising ones identified.	
		b) PROJECT'S RELEVANCE	Explain: • How the proposed model for the project is related to the realities in the community.	
		c) CULTURAL ADAPTATION OF THE PROJECT	Describe: • How the proposed model for the project is related to First Nations culture. • How cultural aspects will form part of the project's activities.	
		d) NECESSARY SUPPORT EXPECTED (if needed)	If needed: Describe the expected support from: FNQLHSSC, INAC, MSSS and the Tripartite Committee in producing and implementing the action plan.	
7. ACTION PLAN	• Present the action plan and details on its implementation. *(See the table provided as a template in Annex 2)*	**a) MISSION (mandate)**	Present: • The ultimate goal of the project's implementation in the community.	
		b) OBJECTIVES AND TARGET GROUPS	Describe: • Age groups targeted by the project. • Expected results and changes (objectives) due to the implementation of the project.	

PART	DESCRIPTION	SECTION	STEPS TAKEN	COMMENTS
7. ACTION PLAN (cont.)		c) PROPOSED MEANS	Describe: • Operational requirements (administrative, human resources, financial, etc.). • Proposed protection services and planning of their permanence. • Services planned for well-being of families (types of activities, number of families/children receiving services) according to 3 components: promotion, intervention and prevention. • Plan for building and consolidating links with the resources in the community. • Communication plan to provide information to and obtain suggestions from community workers.	
		d) SUCCESS INDICATORS	Describe the indicators (criteria) which will show how each objective has been achieved. Examples of success indicators: Rental of specific offices for the project, monthly meetings, participation of members, activities organized, reduction in reports to YPB, positive comments, creation of a follow-up table/committee.	
		e) EXPECTED RESULTS	For each objective, specify the type of result/change expected due to the project's implementation.	

PART	DESCRIPTION	SECTION	STEPS TAKEN	COMMENTS
7. PLAN D'ACTION (suite)	• Present the action plan and details on its implementation. *(See the table provided as a template in Annex 2)*	**f) MAIN ANTICIPATED PROBLEMS AND SOLUTIONS**	Present: • Main difficulties that could slow down the process for implementing the project. • Possible solutions that could be considered.	
		g) CALENDARS	For each objective, give the time planned for its implementation.	
		h) LINK BETWEEN ACTIONS AND GUIDELINES (Partnership framework)	Show how the planned actions and activities adhere to the guidelines for the front-line prevention program established by the Tripartite Committee.	
8. PRELIMINARY BUDGET	• Present the real numbers for the 1st year of implementation and budget forecasts for the next 4 years.		Follow the regional template sent by INAC's regional office to present: • Estimated budget for each element of the action plan.	
9. APPROVAL SECTION	• First name and last name, position, date and signature.			
10. RELEVANT DOCUMENTS	• Include as annexes.		Include as attachments: • First-Line Services Prevention Framework. • Letter of support from the involved regional agency of the province. • Services contract with the youth centre. • Band Council/Tribal Council resolution.	

ANNEX 2

TEMPLATE OF A TABLE FOR PRESENTING PART 7 OF THE ACTION PLAN

Action Plan
[Name of community]
[Fiscal year]
MISSION : [Describe]

OVERALL GOAL: [DESCRIBE]

SPECIFIC OBJECTIVES	ACTIVITIES/MEANS	CALENDAR	PERSON(S) IN CHARGE	PARTNERS	SUCCESS INDICATORS	CALENDAR
Objectif 1:	Activity 1:	[DESCRIBE]	[DESCRIBE]	[DESCRIBE]	[DESCRIBE]	
	Activity 2:					
	Activity 3:					
Objectif 2:	Activity 1:					
	Activity 2:					
Objectif 3:	Activity 1:					
	Activity 2:					

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