

Organ and Tissue Donation Education in the Classroom (Secondary Cycle Two): Chain of Life's Education Program from Québec

OVERVIEW OF THE EVALUATION REPORT

(Originally published in French, September 2024)



Organ and tissue donation education, a sine qua non for a more informed, altruistic and health-conscious society.

CHAIN OF LIFE CONTACT INFORMATION

Lucie Dumont: luciedumont@chainedevie.org | 418 862-5702 | chainedevie.org

Chain of Life would like to thank the *Fondation Famille Léger* and Canadian Blood Services for their financial contribution, which made this evaluation a reality.

ACKNOWLEDGMENT

This evaluation was made possible because of the participation of the teachers and specialists who so generously gave up their precious time. We sincerely thank them for their invaluable contribution! We would also like to acknowledge the close and dynamic collaboration with the Chain of Life organization, which was essential at various stages of the evaluation.

RESEARCHER, AUTHOR OF THE OVERVIEW OF THE EVALUATION REPORT

Johanne Bédard, Ph.D.

Adjunct professor, Faculty of Education, Université de Sherbrooke (UdeS)

Research Professor Member of the *Centre de recherche interuniversitaire sur la formation et la profession enseignante* (CRIFPE-UdeS) [Interuniversity Research Centre on Teacher Training and the Teaching Profession]



TO ACCESS THE EVALUATION REPORT

Bédard, J. & Bisset, S. (2024). *Organ and Tissue Donation Education in the Classroom. (Secondary Cycle Two): Chain of Life's Education Program from Québec*. Evaluation Report (J. Rohlf, Trans.). Université de Sherbrooke, Faculté d'éducation. <https://chainedevie.org/en/readview/documents-to-download>

Bédard, J. et Bisset, S. (2024). *Éducation au don d'organes et de tissus en milieu scolaire (deuxième cycle du secondaire) : le programme éducatif québécois Chaîne de vie*. Rapport d'évaluation. Université de Sherbrooke, Faculté d'éducation. <https://chainedevie.org/sinformer/document-a-telecharger>



Original title: *Éducation au don d'organes et de tissus en milieu scolaire (deuxième cycle du secondaire) : le programme éducatif québécois Chaîne de vie*. Aperçu du rapport d'évaluation. (September 2024)

English translation: Judith Rohlf, October 2024

TABLE OF CONTENTS

INTRODUCTION.....	1
1. CHAIN OF LIFE AND ITS EDUCATION PROGRAM	1
2. METHODOLOGY	2
3. GLOBAL RESULTS	2
4. FINDINGS FROM THE EVALUATION AND A FEW RESULTS THAT SUPPORT THEM	3
4.1 FINDING 1 – The Teachers’ Appreciation of the <i>Chain of Life Program</i> and Its Alignment with the Teaching of ESL in the QEP (Gouvernement du Québec, 2007)	3
4.2 FINDING 2 – The Positive Effects of the Education Program on Students, Their Families, Teachers and the General Public	4
4.2.1 The Effects the Education Program Has on Students’ Learning	4
4.2.2 The Effects the Education Program Has on Families, from School to Home	6
4.2.3 The Effects Teaching the Education Program Has on Teachers	7
4.3 FINDING 3 – The Power of Education as a Course of Action to Foster a Culture of Organ and Tissue Donation, a Major Societal Issue	8
CONCLUSION	11
REFERENCES.....	12

LIST OF TABLES

Table 1	Appreciation of the Education Program and Its Added Value to the ESL Program in the QEP	3
Table 2	Effects the Education Program Has on Students’ Learning.....	5
Table 3	Effects the Education Program Has on Families.....	6
Table 4	Effects Teaching the Education Program Has on Teachers.....	7
Table 5	Benefits of Organ and Tissue Donation Education in the Classroom.....	8

LIST OF ACRONYMS

CCQ	Culture and Citizenship in Québec
ESL	English as a Second Language
LES	Learning and evaluation situation
QEP	Québec Education Program

INTRODUCTION

Organ and tissue donation is a societal issue that raises numerous questions with authorities in Québec, Canada and the rest of the world. While promoting organ and tissue donation has always been necessary, educating young people is an “avenue/voice”¹ that should not be neglected as it holds the promise of a bright future. As a forerunner of organ and tissue donation education in the classroom, Chain of Life is making an impact in Québec and around the world. Its unique and innovative education program in Québec schools positions the organization as a leader in the field.

“Education is the key to a society’s progress and a driving force for change”²

*Plan stratégique 2023-2027 – Ministère de l’Éducation
(Gouvernement du Québec)³*

1. CHAIN OF LIFE AND ITS EDUCATION PROGRAM

In Québec, the Chain of Life organization has developed organ and tissue donation education in schools. Since its official launch in 2014, the *Chain of Life Program* has been offered in Secondary Cycle Two (in Secondary IV and Secondary V) during English as a Second Language (ESL) classes. The program is currently offered in 15 of the 17 administrative regions in Québec, a Canadian province, in some 100 public and private secondary schools, and it reaches tens of thousands of young people every year. To date, over 300 ESL teachers (including ESL education advisors) have followed the day-long training offered by the organization to ensure they are properly prepared and equipped to teach the education program.

The *Chain of Life Program* comprises a pedagogical toolkit, teaching-learning material and other tools corresponding to a meaningful and dynamic learning and evaluating situation (LES). The LES is closely linked to the *Québec Education Program* (QEP), Secondary Cycle Two (Gouvernement du Québec, 2007), and the ESL competencies to be developed. In addition, the education program aims to integrate and consolidate knowledge, know-how and interpersonal skills related to two broad areas of learning in the QEP (Gouvernement du Québec, 2007), namely, *Health and Well-Being* and *Citizenship and Community Life*. Lastly, it aligns with the new *Secondary Culture and Citizenship in Québec Program* (Gouvernement du Québec, 2024), which will become mandatory in all Québec schools during the 2024–2025 school year. Indeed, the education program enables students to “develop analytical, reflexive and relational skills by engaging in dialogue and critical thinking, so that they will be prepared to fully exercise their role as citizens” (Gouvernement du Québec, 2024, p. 3). More specifically, the *Chain of Life Program* features teaching processes that are varied and carefully thought out, using a wealth of resources that, among other things, generate interest, motivation and civic commitment among young people through the practice of dialogue and the development of critical thinking regarding organ and tissue donation. In other words, it fosters a sense of civic responsibility in adolescents, during which they “discover possible areas of freedom and action, as well as the guidelines governing collective life in Québec” (Gouvernement du Québec, 2024, p. 16). Finally, “through dialogue,” the *Chain of Life Program* focuses on the development of the “ability to

¹ Free translation of: “voie/voix” [Note: These two words are homonyms in French.].

² Free translation of: “L’éducation est la clé du progrès d’une société ainsi qu’un puissant facteur de changement” (Gouvernement du Québec, 2023, p. 3).

³ In Québec, certain terms, proper nouns or expressions are generally not translated. This practice has been retained in the Overview.

understand a situation from an ethical standpoint and to build on an in-depth examination of concepts, points of view and their foundations to choose reference points and responses that foster the recognition of oneself and of others and the pursuit of the common good as part of the informed exercise of citizenship in Québec” (Gouvernement du Québec, 2024, p. 21) regarding organ and tissue donation.

2. METHODOLOGY

A utilization-focused evaluation (Patton & Campbell-Patton, 2021) was conducted by two university researchers to document the general objective, which was to establish a profile of the role organ and tissue donation education plays in schools and the innovative contribution of the *Chain of Life Program* in this regard. The data was collected in the spring and fall of 2022 and both quantitative and qualitative methods were used (Creswell & Guetterman, 2018). For this, teachers who had taught the education program to several groups completed an online questionnaire (n=91), after which some of them participated in a one-on-one interview (n=15). In addition, a focus group interview was conducted with specialists⁴ (n=4) recognized in their respective fields of health or education in organ and tissue donation. All three of these means of collecting data were carried out remotely and in the language chosen by the respondents (French or English).

3. GLOBAL RESULTS

The questionnaire and the one-on-one interview results show that the teachers share several of the same representations. These representations reveal the significant place that organ and tissue donation education holds in the lives of secondary school students and the efficient contribution made by the education program, which is considered to be of excellent quality. The program is highly motivating for both students and teachers alike. If students discuss the issue with their peers, they will likely share their knowledge at home. Educating students about organ and tissue donation will then not only have tangible benefits for them, but it will also impact their families and ultimately, the population as a whole. Along the same lines, discussions with the specialists confirm the need to educate young people, their families, the general public and healthcare professionals. There's no doubt that education is an effective way to inform the public and develop a true culture of donation at the core of Québec society in the hope of saving more lives. Educating young people fosters values like solidarity and altruism and works upstream to reduce the incidence of chronic diseases that increase the need for transplants. In short, organ and tissue donation education for teens, and the vital role played by the *Chain of Life Program*, address a significant collective preoccupation: how to form responsible citizens for a more informed, more compassionate and healthier society.

⁴ **Focus Group Interview** – The focus group interview in French took place with Dr. Pierre Marsolais, an internist, intensivist and the organ and tissue donation coordinator at the Centre intégré universitaire de santé et de services sociaux du Nord-de-l'Île-de-Montréal (founding president of the *Mission du Dr Marsolais*) and Ms. Catherine Jolivet, a teacher in France (co-president of the association *Al.é.lavie, Alexis, une énergie pour la vie*). The focus group interview in English took place with Ms. Jenny Ryan, a scientific communications specialist at Canadian Blood Services (head of the in-school education portfolio) and Ms. Wendy Sherry, a resource nurse in organ and tissue donation at the McGill University Health Centre (a builder of a culture of donation).

4. FINDINGS FROM THE EVALUATION AND A FEW RESULTS THAT SUPPORT THEM

The results of the evaluation clearly demonstrate the scope of school-based education and that of the *Chain of Life Program* and culminate in the three findings that follow. The presentation of these findings establishes a “dialogue” between the results of the questionnaire⁵ (n=91 teachers), the one-on-one interview (n=15 teachers) and the focus group interview (n=4 specialists). Needless to say, the full evaluation report,⁶⁻⁷ which we invite you to consult, provides a more detailed and in-depth portrait.

4.1 FINDING 1 - The Teachers’ Appreciation of the *Chain of Life Program* and Its Alignment with the Teaching of ESL in the QEP (Gouvernement du Québec, 2007)

Questionnaire – Satisfaction with the *Chain of Life Program* is clearly manifest among the teachers who completed the questionnaire, with the vast majority (95.60%) specifying that the pedagogical toolkit, its teaching-learning material and other tools are essential resources for effective teaching. By the same token, the relevance of integrating organ and tissue donation education into the teaching of ESL is confirmed, as nearly all the respondents (94.50%) perceive the education program as an added value to the ESL program in the QEP (Gouvernement du Québec, 2007). Table 1 below shows the results confirming these common and shared representations.

Table 1. Appreciation of the Education Program and Its Added Value to the ESL Program in the QEP	Strongly Agree		Agree		Agree Somewhat (D and SD)	
	The pedagogical toolkit, its teaching-learning material and other tools are essential resources	52	57.14%	35	38.46%	3
	95.60%				(1 SD)	
Integrating organ and tissue donation education into the ESL program in the QEP is seen as an added value	52	57.14%	34	37.36%	4	4.40%
	94.50%				(1 D)	

One-on-One Interview – First of all, the teachers’ reflections during the one-on-one interview concur on the undeniable quality of the pedagogical toolkit, its teaching-learning material and other tools, which they describe as valuable and essential turnkey material. An analysis of the comments about this material reveals the following attributes shared by several participants: very well constructed; high quality; easy to use; flexible; detailed and complete; access to relevant and abundant information; both precise and easy to understand; highly interesting activities and varied tasks that are motivating for young people their age. Secondly, teaching the ESL *Chain of Life Program* is by no means an overload for teachers, but rather a “facilitator” for developing the ESL competencies. The added value of integrating organ and tissue donation education in ESL lies in the uniqueness of the subject itself, which is said to be authentic and sensitive. Here are a few specifics mentioned individually.

⁵ **Questionnaire** – Please note that the respondents were invited to indicate their level of agreement on a scale of 1 to 5 (strongly agree; agree; agree somewhat; disagree; strongly disagree) for each statement. Considering that very few individuals ticked “disagree” (D) or “strongly disagree” (SD), these degrees of disagreement are indicated by letters in parentheses.

The Turnkey Material

- The texts, videos, role-plays and listening tasks are diversified and help students build knowledge.
- The interactive activities involve teamwork, which motivates their commitment to organ and tissue donation.

The Added Value of Integrating Organ and Tissue Donation into the ESL Program in the QEP

- In ESL, there were no life-saving LESs about real people (videos) whose lives depended on overcoming real problems. The education program takes us further than school does because we are helping society progress and we're changing our world.
- Young people want to express their opinions about organ and tissue donation. This involves listening, speaking and writing in English. And so, they develop the ESL competencies in order to build their arguments. Great stuff!

Focus Group Interview – During the focus group interview, the specialists (n=4/4) consulted agreed on common and shared representations regarding the quality of the education program, the pedagogical toolkit and its teaching-learning material. In this regard, Ms. W. Sherry draws our attention to a particularly interesting fact, noting that “Chain of Life is a bilingual organization. So, I see what has been created in Québec as a transferable 'pilot project.'” In concrete terms, the bilingual website (the sections *Teach, Raise Awareness, Read/View* and *Take Action*, as well as the information, testimonials and videos) offers a significant advantage that ensures greater visibility among both Francophones and Anglophones. Moreover, since the LES, the teaching-learning material and other tools produced by the organization are in English, they are adaptable and transferable to the rest of Canada and other English-speaking countries, as well as to any country offering ESL or English as a Foreign Language courses. Naturally, the education program could be adjusted to the reality of these countries.

4.2 FINDING 2 - The Positive Effects of the Education Program on Students, Their Families, Teachers and the General Public

4.2.1 The Effects the Education Program Has on Students' Learning

Questionnaire – The *Chain of Life Program* has a formative effect on the students. Nearly all of the teachers (97.80%) who completed the questionnaire agree that the program enables teenagers to make a personal and informed decision about organ and tissue donation. In addition, over four-fifths (84.62%) agree that the education program is a vector for students' appreciation and development of values like solidarity, generosity, altruism and good health. As such, the program is in line with the second focus of development (commitment, cooperation and solidarity) of the broad area of learning, *Citizenship and Community Life* in the QEP (Gouvernement du Québec, 2007). For a similar percentage of the teachers (83.52%), bringing the issue of organ and tissue donation into the classroom would also have positive effects on the health of young people by making them more aware of the value of their organs and tissues and the need to take good care of them. In fact, awareness of the scarcity of organs increases the value of organ and tissue donation. In this way, young people become agents of change in favour of a culture of organ and tissue donation and by the same token, the adoption of healthy lifestyle habits. In other words, the education program not only helps students establish connections between the classroom and “real life,” but it also encourages them to act

responsibly, consistent with the focuses of development in the broad area of learning, *Health and Well-Being* in the QEP (Gouvernement du Québec, 2007). In sum, the effects of the *Chain of Life Program* on various aspects of student learning highlight representations that stand out significantly as being common and shared among a large number of teachers in the sample. Table 2 below presents the results.

Table 2. Effects the Education Program Has on Students' Learning	Strongly Agree		Agree		Agree Somewhat (D and SD)	
	Students are equipped to make a personal and informed decision about organ and tissue donation	56	61.54%	33	36.26%	1
	97.80%				(1 D)	
Students appreciate and develop values like solidarity, generosity and altruism	31	34.07%	46	50.55%	12	13.19%
	84.62%				(2 D)	
Students become aware of the value of their organs and the need to take care of them	21	23.08%	55	60.44%	11	12.09%
	83.52%				(4 D)	

One-on-One Interview – The one-on-one interview provided an opportunity for teachers to expand on the benefits of the education program. It’s worth noting that all of them pointed out the thoroughness of the information provided, which enables students to make a personal and informed decision about organ and tissue donation. They also highlighted formative effects like the appreciation and reinforcement of values and good health. All in all, the education program stimulates students in a concrete way by encouraging exchanges that, in turn, foster self-reflection. The *Chain of Life Program* goes beyond the teaching of ESL by encompassing notions related to health, citizenship and the well-being of oneself and others. Below are a few examples that are indicative of what the teachers had to say.

Extracts from the One-on-One Interview

Making a Personal and Informed Decision

- As a teacher, I'd say that the presentation of the education program holds 100% of the students' attention as they ask lots of questions to find out more.
- Young people can make a personal and informed decision because they have all the information they need.

Appreciating and Developing Values

- Students understand that organ and tissue donation is a question of respect and giving, as well as a commitment to their own values—sincerity, being genuine and helping others.
- The education program opens the minds of students who say they want to become more involved in saving lives. As such, through a social issue, it fosters personal and social development in a spirit of generosity.

Health

- Students learn that their organs have “their own built-in health.”
- At their age, teenagers understand how lucky they are to be healthy.
- The “message goes through” because being healthy or not is a reality.
- The education program raises awareness and provides information. In turn, this encourages young people to change health habits.

Focus Group Interview – The interview with the specialists (n=4/4) brings to the forefront common and shared representations about how understanding a sensitive issue leads young people to “become responsible citizens.” Ms. C. Jolivet invokes the idea that “thinking about organ and tissue donation gives meaning to life.” For Ms. J. Ryan, “Education is a fundamental element of lifelong community spirit.” As Ms. W. Sherry explains, dealing with organ and tissue donation in the classroom is “an amazing and empowering moment for [the students] and something that they’re never going to forget and that lets them move forward.” Dr. P. Marsolais agrees and points out that at this time in their lives, “Young people want to change the world. The better informed they are, the better educated they are, the better our society will be.” In short, as Ms. J. Ryan puts it, the *Chain of Life Program* “is helping to shape the next generation of policy- and decision-makers” because students and teachers “are investing in something really important that gives back to the community.” For her, the *Chain of Life Program* is “a fantastic example!”

4.2.2 The Effects Teaching the Education Program Has on Families, from School to Home

Questionnaire – Educating about organ and tissue donation in the classroom not only resonates with students, but it also has an impact on their parents. In fact, judging by common representations shared by more than three-quarters of the teachers who completed the questionnaire (78.03%), there is a transfer of information/knowledge and learning from school to home through family discussions. Thus, the effects of the education program extend beyond the classroom, clearly indicating the impact that organ and tissue donation education in the school setting has. Table 3 below shows the results.

Table 3. Effects the Education Program Has on Families	Strongly Agree		Agree		Agree Somewhat (D and SD)	
	Students discuss the subject as a family	22	24.18%	49	53.85%	20
	78.03%				(0)	

One-on-One Interview – Organ and tissue donation education is not confined to the classroom, but rather transcends school walls. During the one-on-one interview, the teachers stated that, while they couldn’t guarantee that all their students did in fact discuss organ and tissue donation with their parents, they did “know” that most of them did so at home. Organ and tissue donation is an issue that really resonates with young people and they feel the need to talk about it with their parents, to find out what they think and share their personal views with them. The effects the education program has on families are therefore manifest in the transfer of knowledge by the students, who initiate family discussions. The following two statements were expressed individually.

Extracts from the One-on-One Interview

- The students are old enough to decide for themselves. They talk to their parents about their decision. In turn, this discussion leads their parents to make their own decision.
- In Secondary Cycle Two, students become increasingly aware of how lucky they are to be healthy, and they also realize that they can save lives, so they talk about it.

Focus Group Interview – During the focus group interview, the specialists (n=4/4) share common representations regarding the importance of educating families and the impact of the *Chain of Life Program* in this respect. According to Dr. P. Marsolais, “The more that families—and individuals in general—are educated, the fewer refusals there will be because people will understand the importance of organ and tissue donation. We have to take the time to explain it to them!” As Ms. C. Jolivet emphasizes, it is essential that we make sure that “organ donation makes sense to the families.” Hence, education is indispensable. As for Ms. J. Ryan, she also insists on the importance of teaching about organ and tissue donation in the classroom, stating that “You can educate a younger generation so that the future can be a better place.” Along the same lines, in addition to mentioning the direct and immediate effects on the students and their families, Ms. W. Sherry speaks about the transferability of acquired learning (knowledge, know-how and interpersonal skills) across generations because in a few years, “our current ambassadors will become parents themselves.” More specifically, Ms. J. Ryan points out that it’s not just a question of deciding to become a donor; “the classroom’s the perfect place to start in order to make it easier [...] to get that information into the hands of the people who need it.”

4.2.3 The Effects Teaching the Education Program Has on Teachers

Questionnaire – Teaching the *Chain of Life Program* doesn’t just affect students and their families; it also has an impact on the teachers who completed the questionnaire. In fact, virtually all of the respondents (95.60%) confirm that they enjoy teaching the LES because, not only does it contribute to better educating young people about organ and tissue donation, but also because it’s such a critical social issue. Furthermore, a very similar percentage of the teachers (94.51%) agree that teaching the education program enhances their sense of personal satisfaction. Thus, the positive effects of teaching the LES in the *Chain of Life Program* are reflected significantly in common and shared representations voiced by the respondents. Table 4 below transcribes the results.

Table 4. Effects Teaching the Education Program Has on Teachers	Strongly Agree		Agree		Agree Somewhat (D and SD)	
	The teachers enjoy teaching the LES, which contributes to better educating their students about an important societal issue	55	60.44%	32	35.16%	4
	95.60%				(0)	
Teaching the education program enhances the teachers’ sense of personal satisfaction	39	42.86%	47	51.65%	4	4.40%
					(1 SD)	

One-on-One Interview – For the teachers interviewed, the education program not only has an impact on the students and their families, but it also impacts the teachers. This impact seems to stem above all from talking about a meaningful subject where values are transmitted in an atmosphere of transparency that brings teachers and young people closer together. Here are three comments made by one or other of the respondents.

Extracts from the One-on-One Interview

- Information on organ and tissue donation is inadequate in Québec. I teach it so that change can happen. The LES really motivates me!
- Young people 'love' discussing organ and tissue donation, and I 'love' teaching it!
- Teaching the education program has changed me by bringing me closer to my students!

4.3 FINDING 3 - The Power of Education as a Course of Action to Foster a Culture of Organ and Tissue Donation, a Major Societal Issue

Questionnaire – The relevance of educating young people about organ and tissue donation is very obvious to the teachers who completed the questionnaire since the *Chain of Life Program* clearly sparks students' interest. More specifically, nearly all respondents (95.61%) confirm that their students appreciate what they learn, and three-quarters of them (74.72%) state that organ and tissue donation education should be integrated into the QEP (Gouvernement du Québec, 2007) in Secondary Cycle Two. The benefits of organ and tissue donation education are therefore reflected in representations that are significantly common and shared by a high proportion of the sample. Table 5 below presents the results.

Table 5. Benefits of Organ and Tissue Donation Education in the Classroom	Strongly Agree		Agree		Agree Somewhat (D and SD)	
	Students appreciate the material covered in the LES	38	41.76%	49	53.85%	4
	95.61%				(0)	
Organ and tissue donation education should be integrated into the QEP in Secondary Cycle Two	51	56.04%	17	18.68%	19	20.88%
					(4 D)	

One-on-One Interview – An analysis of the teachers' responses during the one-on-one interview leads to the general finding that they all believe unequivocally in the benefits gained by educating students about organ and tissue donation. In addition, they all agree that Secondary Cycle Two is the ideal level for teaching the program since by then, the students are mature enough, not only to discuss and debate about this sensitive subject, but also to make an informed decision regarding it. Here are three examples taken from individual comments.

Extracts from the One-on-One Interview

- It's a current topic of social and societal interest that informs young people and motivates them become responsible citizens.
- The students are very attentive and surprised by many things because it's a new and stimulating subject. They learn a lot!
- In Cycle Two, young people discuss organ and tissue donation enthusiastically, and it's the right time for them to make a personal decision about donating their organs.

Focus Group Interview – During the focus group interview (n=4/4), the specialists voice common and shared representations regarding organ and tissue donation education, which they perceive as a crucial issue for society. And while these specialists definitely agree that organ and tissue donation education is of the utmost importance for secondary school students, they also target their families. First of all, Ms. J. Ryan mentions that the *Chain of Life Program* “creates young lifelong advocates.” For her part, Ms. W. Sherry talks about the “domino effect” of the program, where students pass on the information to their families, who in turn pass it on in the workplace and community until eventually, it reaches the general population. In a global vision of organ and tissue donation, Dr. P. Marsolais explains that “The challenge of organ donation depends on several factors, the first of which is the population's willingness to donate.” Thus, “when families have previously had a discussion on the subject, it facilitates the decision-making process during a critical situation” (Ms. W. Sherry). To this end, Ms. J. Ryan insists on the necessity of “ensuring that people have the basic information they need to make decisions.” With this in mind, according to Ms. C. Jolivet, it is essential to “promote an understanding of what donation entails” among the general population. As such, “education has benefits in all aspects and on all levels [...], it's all a matter of understanding” (Dr. P. Marsolais). Finally, Ms. W. Sherry and Dr. P. Marsolais explain that, while educating young people is absolutely essential, so is educating the general public and healthcare professionals. While for Ms. W. Sherry, “it's a duty” for society, for Mrs. C. Jolivet, “the education program creates a relationship between education, health and the medical world.”

CONCLUSION

Ultimately, the relevance and excellence of the *Chain of Life Program*, to which the teachers subscribe, addresses a societal issue by educating students, citizens of today and tomorrow, about organ and tissue donation. Without a doubt, the education program makes it possible to educate young people by encouraging their commitment and “becoming” to act as agents of change. In other words, this program places teaching at the forefront of a vital issue where education is the first link in the chain of life.

For all of these reasons, the **Chain of Life organization can claim a number of key strengths**, some of which are outlined below.

- Chain of Life is a forerunner in organ and tissue donation education in the classroom. Its groundbreaking education program positions the organization as a pioneer and leader in the field.
- Chain of Life has accumulated a wealth of practical experience and a solid reputation in the field of organ and tissue donation education in the classroom. Over the years, teachers' involvement in the *Chain of Life Program* has grown steadily, attesting to its relevance and effectiveness.
- Chain of Life has succeeded in developing an innovative, ready-to-use, high-quality education program that has created a buzz among teachers who believe in the merits that come from teaching it, in the undeniable effects it has on students and in the benefits of young people transferring what they learn to their families.
- Chain of Life successfully took on a huge challenge that required a concerted approach of professionals in the education and health sectors by creating a synergy of collaboration. A collaboration that continues to grow.
- Chain of Life offers the opportunity to promulgate Québec as a leader in organ and tissue donation education in the classroom.

It is our hope that this **overview of the evaluation report** will lead you to read the evaluation report in its entirety. We also trust that it will provide Québec's private and public decision-making bodies with concrete, useful insights that will help them look upon educating young people about organ and tissue donation—and its ripple effect on families and the general public—as a win-win way of responding to the ever-increasing need for transplants. Education is a proven value that deserves our absolute and undivided attention.

In conclusion, if we were to make **one recommendation**, it would be that serious and concrete importance be placed on educating students about organ and tissue donation. In keeping with the foundation of the mission of the Québec school system, which is to teach students to be “active and responsible citizens throughout their lives”⁶ (Gouvernement du Québec, 2023, p. 5), it seems clear that the *Chain of Life Program* is ideally suited to fulfilling this mission since its ultimate goal is to promote the power of education for a healthier Québec society and to mobilize the population as a whole in embracing the cause of organ and tissue donation.

⁶ Free translation of: “[Éduquer] des citoyens actifs et responsables dans la société, tout au long de leur vie [...] constitue la base de la mission de l'école québécois” (Gouvernement du Québec, 2023, p. 5).

REFERENCES

- Creswell, J. W. & Guetterman, T. C. (2018). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (6th ed.). Pearson Education. (Original work published 2002)
- Gouvernement du Québec. (2024). *Secondary Culture and Citizenship in Québec Program*. Ministère de l'Éducation. <https://cdn-contenu.quebec.ca/cdn-contenu/education/pfeq/secondaire/programmes/PFEQ-CCQ-secondaire-AN.pdf>
- Gouvernement du Québec. (2023). *Plan stratégique 2023–2027 – Ministère de l'Éducation*. Ministère de l'Éducation. <https://cdn-contenu.quebec.ca/cdn-contenu/adm/min/education/publications-adm/plan-strategique/plan-strategique-MEQ-2023-2027.pdf>
- Gouvernement du Québec. (2007). *Québec Education Program in Secondary Cycle Two*. Ministère de l'Éducation, du Loisir et du Sport. <https://www.quebec.ca/en/education/preschool-elementary-and-secondary-schools/quebec-education-program/secondary>
- Patton, M. Q. & Campbell-Patton, C. E. (2021). *Utilization-Focused Evaluation* (5th ed.). Sage Publications. (Original work published 1978)

