

# 2019-2020 Annual Report



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## A Word From the 2019-2020 Chair of the Board of Directors

The more things change, the more they stay the same, some would say. And yet, every year brings its load of projects, meetings, successes and... challenges! 2019-2020 was certainly a good example of that!

Indeed, the year started off well as Centre FORA received the necessary funding to develop a number of exciting projects. Then, the Centre FORA team attended the annual COFA Forum where they got to present new products, network with the literacy community and remind trainers in this field that the FORA team members are there to help them serve the learners throughout the province of Ontario.

The team then started to work on all the very exciting products they planned to develop, including new products that you will discover in this report. However, in November, disaster hits: our lovely Sophie is diagnosed with a very severe illness! The team was distraught and very worried but nevertheless, they rolled up their sleeves and worked diligently to complete the work she had started. Thankfully, Sophie had been very productive during the first part of the year, which allowed all concerned to complete the projects in a timely manner.

Throughout the year, the team also had to contend with rotating academic strike action as Centre FORA is based in a school building. And finally, to the end the year in style, a worldwide pandemic disrupted the entire planet, forcing everyone to work from home and hold all meetings through Zoom!

The Board would like to congratulate the members of the team—Monique Quesnel Lafontaine, Yolande Clément, Sophie Lemieux and the Executive Director, Jacqueline Gauthier, for maintaining their focus throughout this eventful year. Ladies, we salute your commitment and resilience and congratulate you for a job well done!

On behalf of the Board, I would also like to express my gratitude to all of Centre FORA's partners, clients, contributors, funders and anyone who has assisted the organization throughout the year. Thank you for believing in us and providing unconditional support.

Finally, allow me to warmly thank the members of the 2019-2020 Board of Directors: our Vice-Chair, Guylaine Pagé-Hammond, Louise Lalonde, Normand Savoie, Mourad Beldjoud and Sonia Hotte. Many thanks for your unwavering support and your contribution to Centre FORA's governance. Your commitment and spirit of collaboration make it very easy for me to chair this board.

May Centre FORA continue to prosper!

*Peggy Morin*

Chair of the 2019-2020 Board of Directors

# Vision, mission, Values and Principles

**Vision:** Through its leadership, services and unique, pertinent, accessible quality products, Centre FORA is a vital Francophone adult education material publisher ensuring the development of skills and knowledge and the fulfillment of adult learners.

**Mission:** Centre FORA develops and distributes adult learning materials and resources using clear writing in order to help adult education practitioners and employers thus contributing to the fulfillment of Francophone learners.

**Values and Principles:** Every person acting on behalf of Centre FORA must promote the organization's values and principles in order to contribute to the implementation of its vision. Administrators, personnel and volunteers must see themselves through these five organizational values:

## ✓ Professionalism

Professionalism stems from an environment continually striving for quality, creativity, good humour and the exchange of ideas which allows for service evaluation and improvement; it must therefore be perceived and confirmed at all times.

## ✓ Integrity

The Centre FORA team will serve its clients, ensuring reliability, transparency, honesty and loyalty, and doing so in a respectful environment which will motivate all involved into giving the best of themselves and to embrace change willingly.

## ✓ Innovation

Centre FORA has the ability to respond to clients' changing needs by demonstrating that it is willing to listen, to be flexible, to adapt and to embrace new technology in order to increase accessibility to its products and services.

## ✓ Quest for Excellence

Centre FORA offers quality products and services that meet the adult education highest standards and, moreover, that meet its clients' real needs. The members of the team make considerable efforts to ensure that their products and services are of the highest quality, in terms of content and format and the way they are being offered to clients.

## ✓ Openness to Future Opportunities

Centre FORA's team works with the best tools, refers to best adult education practises, utilizes state-of-the-art technology and follows current trends in order to better meet the needs and expectations of clients.

## ✓ Adherence to Ethical Principles

Centre FORA follows ethical and conduct guidelines which guide the team's actions and decision-making processes and provides direction to members of the board, employees and volunteers, or any other concerned party, in order to help them make choices and decisions in accordance with ethical principles while carrying out their duties.

## 2019-2020 Team

### Board of Directors

#### Board members:

**Chair:** Peggy Morin, Institutional Network

**Vice-Chair:** Guylaine Pagé-Hammond, Community Groups

**Member:** Normand Savoie, Community Groups

**Member:** Louise Lalonde, Extended Francophone Community

**Member:** Mourad Beldjoud, Extended Francophone Community

**Member:** Sonia Hotte, Institutional Network

**Secretary and treasurer (non-voting member):** Jacqueline Gauthier

#### Employees:

**Executive Director:** Jacqueline Gauthier

**Administrative Assistant, Design and Management of Purchases Support:**  
Monique Quesnel Lafontaine

**Adult Education Consultant:** Sophie Lemieux

**Adult Education Consultant:** Yolande Clément

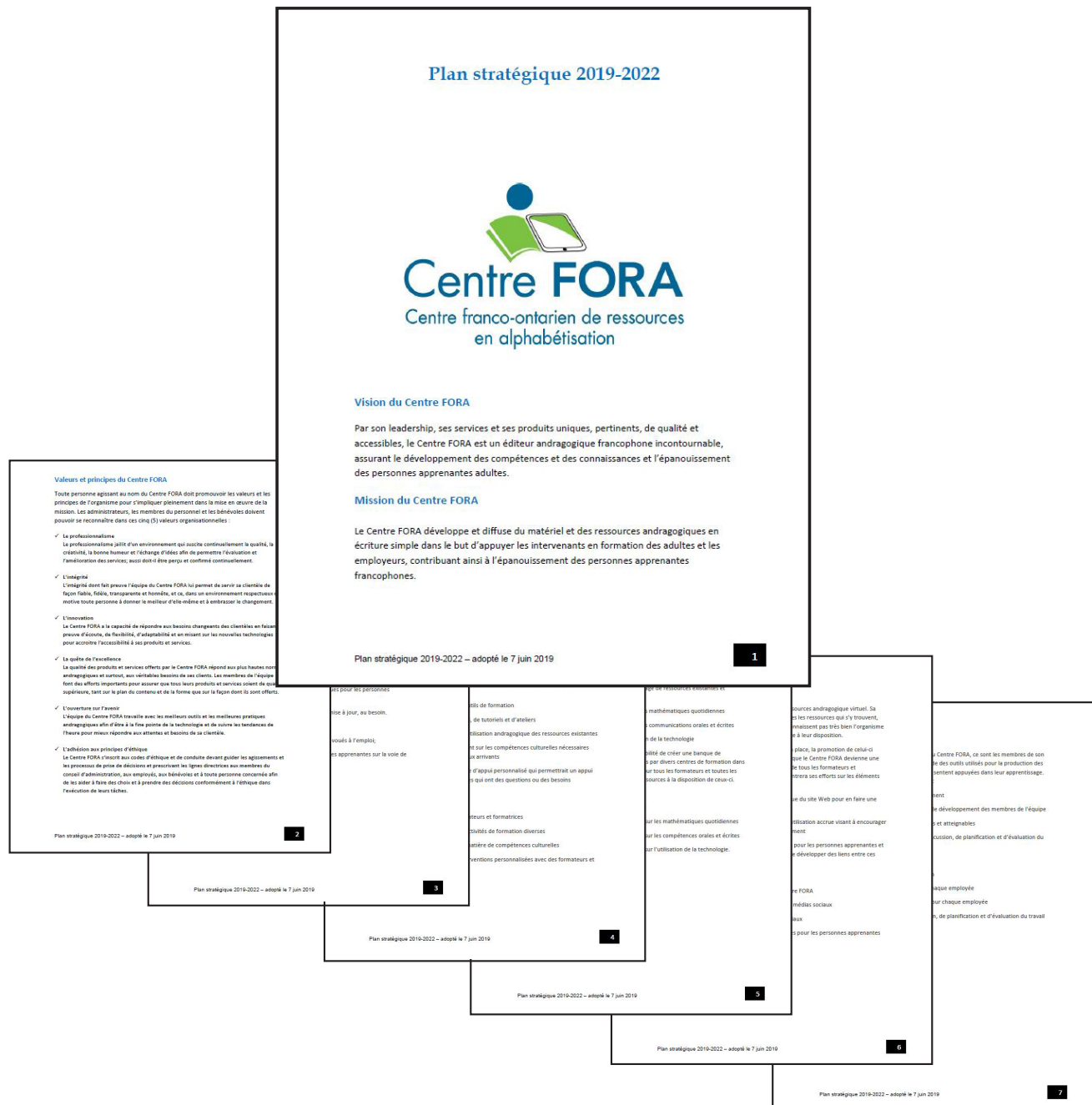
#### Contract Worker:

**Adult Education Materials Development:** Sylvie Rodrigue

**Design and Layout:** Léo Duquette, Media Concepts médiatiques  
Michaeline Naubert

*2019-2020 achievements are presented as per strategic objectives identified in the Centre FORA 2019-2022 Strategic Plan.*

<https://centrefora.com/plan-strategique/>



## Strategic Priority 1: Access to Employment

### Deliverable 1: Development of partnerships with Ontario Employment Centres.

The Ontario Employment Centres are presently under government review and restructuring; the establishment of partnership is not a priority for them at this junction. Stay tuned!

The Executive Director participated in a consultation exercise organized by the Conference Board of Canada. During this meeting, she had the opportunity to talk with a number of employers in order to better understand their training needs and inform them about the various services and products Centre FORA has to offer.

### Deliverable 2: The production of two (2) clear-language booklets and tasks for less skilled readers (to add to the *Mode: emploi* collection).

This year, Centre FORA focused on these two trades:

#### ➔ *Personal Support workers (PSW)*

<https://centrefora.com/collection-mode-emploi-preposes-preposees-aux-services-de-soutien-personnel/>

#### ➔ *Automotive Service Technicians and Mechanics*

<https://centrefora.com/collection-mode-emploi-mecaniciens-mecaniciennes-de-vehicules-automobiles/>

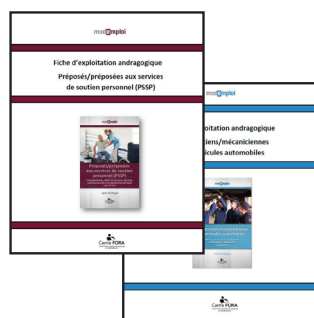
The *Mode: emploi* collection focuses on trades which can be found in the Canadian National Occupational Classification. The booklets assist in developing reading skills while providing knowledge about the labour market and generic skills. This tool has been developed for less skilled readers, including newcomers.

The booklets, written in clear and simple language, list the various requirements and skills required for the trades in question. They include the following elements:

- Lexicon
- Quiz
- Explication from a person working in this trade
- Required competencies
- Trade at a glance
- Various aspects and requirements for the trade
- Potential workplaces
- Required skills
- Other similar trades to explore



Every booklet is accompanied with adult education exploitation guide. The three tasks correspond to Level 1 of the Ontario Adult Literacy Curriculum Framework (OALCF) and cover four of the six skills developed in this Curriculum. You can find the tasks here:



#### Guide: *Automotive Service Technicians and Mechanics*

[https://centrefora.com/wp-content/uploads/2020/04/Taches\\_Mécaniciens\\_VF\\_6.pdf](https://centrefora.com/wp-content/uploads/2020/04/Taches_Mécaniciens_VF_6.pdf)

#### Guide: *Personal Support workers (PSW)*

[https://centrefora.com/wp-content/uploads/2020/04/Taches\\_PSSP\\_V1.pdf](https://centrefora.com/wp-content/uploads/2020/04/Taches_PSSP_V1.pdf)



## Strategic Priority 2: Training for practitioners

### Deliverable 3: Training workshop for adult education practitioners.

The Centre FORA team presented a workshop during the annual COFA Forum in order to present its new website and new products, including the *Capsules TECHNO* newly developed to assist beginners in using technological tools.

Following this presentation, participants completed a survey which indicated that they enjoyed the presentation and found it very informative.

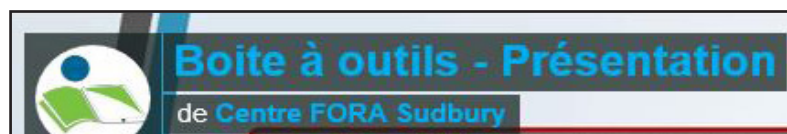
On the way to Ottawa for the Forum...



### Deliverable 4: Production and distribution of the first components of a toolbox for new LBS practitioners

First, Centre FORA transformed the website section called “Coin des formateurs et formatrices” (Practitioners’ Corner) into a toolbox. The first components of this toolbox contain a short presentation of this tool, including a welcoming video and a PowerPoint presentation. There is also a form that new practitioners can fill and return to Centre FORA to receive personalized assistance.

<http://www.centrefora.on.ca/coin/boite-a-outils>



### Deliverable 5: Production of workshops presenting the PILA.

The team prepared an initial PowerPoint presentation in order to present the *Programme d'intervention en lecture pour adultes* (PILA) (Reading intervention program for adults) <http://www.centrefora.on.ca/PILA/>. Following this, it plans to develop three (3) more presentations accompanied by short evaluations in order to develop a full program leading to a certificate.





## Strategic Priority 3: Development of Resources

**Deliverable 6: Writing, reviewing, designing and publishing *Expressions* and accompanying tasks for all three volumes.**

### *Expressions*

The texts were written by learners presently enrolled in adult education programs throughout the country. Every volume explores a different theme:

**NEW:** This year, every *Expressions* publication is accompanied with a few tasks to assist practitioners better exploit every publication.

➔ **September 2019:** *Chose at least four words from a list and include them in your story.*

#### Texts

<https://centrefora.com/wp-content/uploads/2019/10/Expressions-Sept-2019-Textes.pdf>

#### Tasks

<https://centrefora.com/wp-content/uploads/2019/10/Expressions-Sept-2019-Taches.pdf>

➔ **December 2019:** *The best Christmas gift I have ever received ... and why (Volume 1).*

#### Texts

[https://centrefora.com/wp-content/uploads/2019/12/Expressions\\_dec\\_2019\\_VF.pdf](https://centrefora.com/wp-content/uploads/2019/12/Expressions_dec_2019_VF.pdf)

#### Tasks and Activities

[https://centrefora.com/wp-content/uploads/2019/12/Expressions\\_Taches\\_act\\_dec\\_2019\\_VF.pdf](https://centrefora.com/wp-content/uploads/2019/12/Expressions_Taches_act_dec_2019_VF.pdf)

#### Tasks and Activities - Answers

[https://centrefora.com/wp-content/uploads/2019/12/Expressions\\_Reponses\\_Taches\\_act\\_dec\\_2019\\_VF.pdf](https://centrefora.com/wp-content/uploads/2019/12/Expressions_Reponses_Taches_act_dec_2019_VF.pdf)

➔ **January 2020:** *The best Christmas gift I have ever received ... and why (Volume 2).*

#### Texts

[https://centrefora.com/wp-content/uploads/2020/01/Expressions\\_janv\\_2020\\_Tome2\\_VF.pdf](https://centrefora.com/wp-content/uploads/2020/01/Expressions_janv_2020_Tome2_VF.pdf)

#### Tasks and Activities

[https://centrefora.com/wp-content/uploads/2020/01/Expressions\\_Taches\\_act\\_Tome2\\_janv\\_2020-1.pdf](https://centrefora.com/wp-content/uploads/2020/01/Expressions_Taches_act_Tome2_janv_2020-1.pdf)

#### Tasks and Activities - Answers

[https://centrefora.com/wp-content/uploads/2020/01/Expressions\\_Reponses\\_Taches\\_act\\_Tome2\\_janv\\_2020-1.pdf](https://centrefora.com/wp-content/uploads/2020/01/Expressions_Reponses_Taches_act_Tome2_janv_2020-1.pdf)



## Strategic Priority 3: Development of Resources (cont.)

### Deliverable 7: Writing, reviewing, designing and publishing *Mon Journal* and accompanying tasks for all three volumes.

#### *Mon Journal*

*Mon Journal* is an informative journal published three times a year: in the fall, winter and spring. It focuses on the development of the nine essential skills identified by Human Resources and Social Development Canada. The articles accompanied by a number of tasks based on the OALCF are informative and easy to read.

#### ➔ Volume 86 : Superstitions and traditions

##### Articles

[https://centrefora.com/wp-content/uploads/2019/10/MJ\\_Articles\\_Vol86-1.pdf](https://centrefora.com/wp-content/uploads/2019/10/MJ_Articles_Vol86-1.pdf)

##### Tasks

[https://centrefora.com/ressources/mon\\_journal/Activites\\_MJ86/story\\_html5.html](https://centrefora.com/ressources/mon_journal/Activites_MJ86/story_html5.html)

#### ➔ Volume 87 : Self-care and self-esteem

##### Articles

[https://centrefora.com/wp-content/uploads/2019/12/MJ\\_Articles\\_Vol87\\_VF\\_2.pdf](https://centrefora.com/wp-content/uploads/2019/12/MJ_Articles_Vol87_VF_2.pdf)

##### Tasks

[https://centrefora.com/wp-content/uploads/2019/12/MJ\\_Activites\\_Vol87\\_VF.pdf](https://centrefora.com/wp-content/uploads/2019/12/MJ_Activites_Vol87_VF.pdf)

#### ➔ Volume 88 : Technology, numeracy and learning

##### Articles

<https://centrefora.com/wp-content/uploads/2020/02/Mon-Journal-Volume-88-Articles.pdf>

##### Tasks

<https://centrefora.com/wp-content/uploads/2020/02/Mon-Journal-Volume-88-Activites.pdf>



### Deliverable 8: Writing, reviewing, designing and publishing of *Mon Journal interactif* and accompanying tasks for all three volumes.

*Mon Journal interactif* is an online version of *Mon Journal*. Adapted to the learning Level 1, it offers short articles accompanied by audio. The articles discuss subjects of interest for adults such as health, safety, work, technology and much more.

This online version of *Mon Journal* allows practitioners to consider beginners' learning speed and style.

Using the principal menu, learners can navigate the various activities and the articles developed to assist in acquiring various skills and practical knowledge.

#### ➔ Volume 86 : Superstitions and traditions

[https://centrefora.com/ressources/mon\\_journal/MJi86/story\\_html5.html](https://centrefora.com/ressources/mon_journal/MJi86/story_html5.html)

#### ➔ Volume 87 : Self-care and self-esteem

[https://centrefora.com/ressources/mon\\_journal/MJi87/](https://centrefora.com/ressources/mon_journal/MJi87/)

#### ➔ Volume 88 : Technology, numeracy and learning

[https://centrefora.com/ressources/mon\\_journal/MJi88/](https://centrefora.com/ressources/mon_journal/MJi88/)



## Strategic Priority 3: Development of Resources (cont.)

### Deliverable 9: Writing, reviewing, designing and publishing of *Capsules TECHNO* for less skilled readers.

*Capsule TECHNO* focus on assisting learners in acquiring the skills required when using technology. This tool has been designed for very basic learners.

This year, the team prepared the following capsules:

1) **How to use a keyboard:**

[https://centrefora.com/ressources/CapsuleTechno/Capsule\\_Utiliser\\_un\\_clavier/](https://centrefora.com/ressources/CapsuleTechno/Capsule_Utiliser_un_clavier/)

2) **How to write and send an email:**

[https://centrefora.com/ressources/CapsuleTechno/Capsule\\_Envoyer\\_courriel/](https://centrefora.com/ressources/CapsuleTechno/Capsule_Envoyer_courriel/)

3) **How to send an attachment in an email:**

[https://centrefora.com/ressources/CapsuleTechno/Capsule\\_Envoyer\\_piece\\_jointe/](https://centrefora.com/ressources/CapsuleTechno/Capsule_Envoyer_piece_jointe/)

4) **How to create a document in Microsoft Word:**

[https://centrefora.com/ressources/CapsuleTechno/Capsule\\_Creer\\_document\\_Word/](https://centrefora.com/ressources/CapsuleTechno/Capsule_Creer_document_Word/)



### Deliverable 10—NEW: Reprinting of texts the *C'est la vie!* collection for less skilled readers accompanied with tasks based on these short stories.

Centre FORA has developed various activities and tasks for the following publications

➔ **Volume 1 (green) from the *C'est la vie!* collection:** 15 of the 29 short texts (one or two pages) have been used to develop the tasks; some are poems or short stories. They talk about people's lives in a humorous and sometimes serious fashion. Amusing and informative, these illustrated texts will be interesting to adults, seniors and teenagers.

The materials developed include:

- o [Exploitation andragogique pour les formateurs et formatrices en lien avec le PILA et le cadre du CLAO](#) (Guide for practitioners)
- o [Feuilles de travail par texte ou poème](#) (Work sheets per text or poem)
- o [Feuilles de travail Réponses par texte ou poème](#) (Answer sheet)
- o [Télécharger les textes étudiés](#) (Texts)



➔ **Volume 2 (green) from the *C'est la vie!* collection:** Again, 15 of the 31 texts have been used to develop the learning materials. These texts are also short (one or two pages); some are poems or short stories.

The materials developed include:

- o [Exploitation andragogique pour les formateurs et formatrices en lien avec le PILA et le cadre du CLAO](#) (Guide for practitioners)
- o [Feuilles de travail par texte ou poème](#) (Work sheets per text or poem)
- o [Feuilles de travail Réponses par texte ou poème](#) (Answer sheet)
- o [Télécharger les textes étudiés](#) (Texts)

## Strategic Priority 3: Development of Resources (cont.)

### Deliverable 11: Development of tasks to accompany short novels and popular texts for less skilled readers

#### *Cinq enfants disparus (Five Lost Children): Activities and tasks*

Born from a project in collaboration with Centre Moi, j'apprends, this short novel authored by Hélène Quesnel Sicotte tells the true story about her parents who lost their first five children in a fire. This touching story is written in simple and accessible terms.

**NEW:** This year, our highly respected adult education specialist, Yolande Clément has developed three documents to accompany this short novel. The tasks and activities have been developed using the tools provided by the PILA (*Programme d'intervention en lecture pour adultes — Reading intervention program for adults*) and the OALCF.

The materials include:

- o User guide for practitioners: [Exploitation andragogique pour formateurs et formatrices en lien avec le PILA et le cadre du CLAO](#)
- o Worksheet by chapter: [Feuilles de travail par chapitre](#)
- o Worksheets and Answer sheets by chapter: [Feuilles de travail — Réponses par chapitre](#)

#### *Un été chez mon grand-père (A Summer with my Grand-Father): Activities and tasks*

The Centre FORA team presents a collection of tasks and activities accompanying the short novel entitled *Un été chez mon grand-père*.

This 44-page short story is part of the CAP-NORD IV collection. It was born of the fourth emerging writers contest organized by the Centre d'alphabétisation populaire du Nord de l'Ontario (CAP-NORD). The story is about Jeff who, surprising everyone, is very happy to spend the summer on his grandfather's farm. His grandfather will become his best friend with time.

**NEW:** Practitioners now have access to a Users' Guide, worksheets organized by chapter and answer sheets to assist them:

- o User Guide for practitioners: [Exploitation andragogique pour formateurs et formatrices en lien avec le PILA et le cadre du CLAO](#)
- o Worksheets by chapter: [Feuilles de travail par chapitre](#)
- o Worksheets' Answers by chapter: [Feuilles de travail - Réponses par chapitre](#)





## Strategic Priority 4: Marketing

### Deliverable 12: Development and exploitation of new professional development and communication methods to present Centre FORA resources and survey users through social media and other technological tools.

This year, most of Centre FORA's resources were promoted through Facebook, Twitter, and the centre's website. The **NOUVEAUTÉS 2020** (New Products) section of the website allows the organization to inform practitioners about new products developed by the team throughout the year. The Centre plans to develop a more complete social media strategy in the year to come—stay tuned!

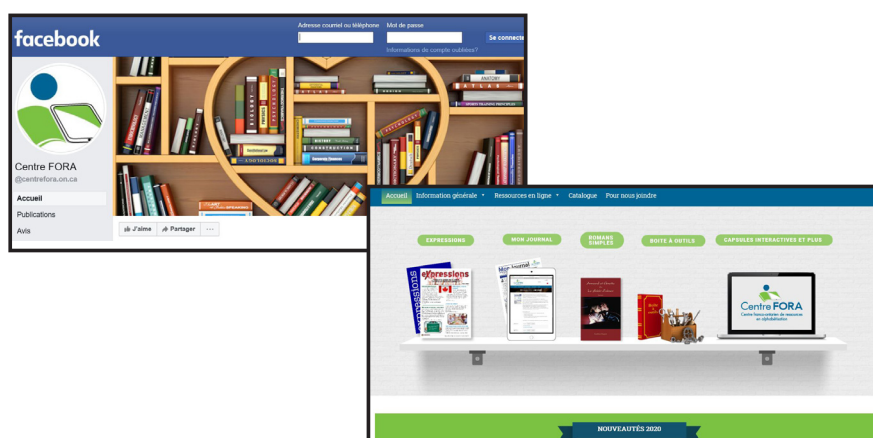
#### Social Media

Social media occupy more and more space in this planet's social and economic landscape; therefore, Centre FORA must become more active on various social media platforms. Throughout the year, it has published various information and images, including messages to celebrate significant dates for the Francophone and LBS communities. It has also published about new publications and services as they become available. Essentially, we now cut up the elements previously found in our quarterly information publication into pieces which can be posted on social media as they become reality.

You can follow Centre FORA on Facebook or Twitter by visiting the following pages:

**Facebook Page:** <https://www.facebook.com/centrefora.on.ca/>

**Twitter Page:** [https://twitter.com/Centre\\_FORA](https://twitter.com/Centre_FORA)



#### Website and Centre FORA Catalogue

Centre FORA is now a virtual boutique providing adult and linguistic products and services. The team continues to ensure that the website and particularly, the resource catalogue is convivial, accessible and efficient.

We invite you to consult the Centre FORA website by clicking on this link:

[www.centrefora.com](http://www.centrefora.com)

### **Deliverable 13: Managing the CIÉA du Nord (Northern Ontario Information, Evaluation and Referral Centre).**

Working with COFA, Centre FORA had the opportunity to welcome a pilot project in collaboration with the *Centre prototype et virtuel d'information, d'évaluation et d'ajoutage du Nord de l'Ontario (CIÉA du Nord)* (Prototype and virtual information, evaluation and referral Centre for Northern Ontario).

The CIÉA du Nord is a virtual and onsite entrance helpdesk offering training and educational services to adults in Northern Ontario. Its goal is to facilitate access to the many services offered and provide direction to learners throughout Northern Ontario. The CIÉA du Nord is a component of the Northern Ontario partnership for Francophone adult education and training.

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### **Deliverable 14: Translation of a collection of webinars for Francophone practitioners and evaluation of the uptake of these tools by Francophone LBS organizations**

This year, Contact Nord asked Centre FORA to translate into French five (5) webinars originally presented in English. These webinars discuss numeracy and were created to assist practitioners feel more at ease when teaching mathematics.

You can find the translated documents here (in the middle of the page):

<https://apprentissageenligne.ca/formateurs/programme-afb-ressources-de-la-communaute-de-pratique-en-ligne>





## Other Projects

Centre FORA offers specialized services in the following:

- The development and publication of adult education resources
  - Paper versions
  - Interactive versions
  - In partnership with other organizations
  - Based on the OALFC (Ontario Adult Literacy Curriculum Framework)
  - Based on the essential skills required to function in a work setting
  - Based on the PILA (*Programme d'intervention en lecture pour adultes — Reading intervention program for adults*)
- Design and layout of various resources
- Coordination of resource production, print and distribution
- Linguistic revision to ensure grammatical, stylistic and structural integrity
- Development and evaluation of adult education programs and activities
- Translation from French to English and vice versa
- Clear and simple language expertise



Centre FORA also offers customized training services based on the way materials will be used, clients' needs, including anyone involved in adult education or any other organization wishing to include simple and clear writing to its material.

During the 2019–2020, the Centre FORA contributed to the following projects:

- Production of a storytelling guide for the Centre franco-ontarien de folklore (Franco-Ontarian Folklore Centre)
- Translation of training modules for a New Brunswick organization
- Translation of training modules for a Western Canadian organization

Moreover, the Centre FORA team maintains close links with the Francophone community, participating activities and projects developed by a number of organizations, including:

- The Assemblée de la francophonie de l'Ontario (AFO); (Ontario Francophone Assembly)
- The Table Éducation du Groupe de planification communautaire du Grand Sudbury; (Greater Sudbury Education Table, part of the Community Planning Group)
- A working group focusing on the Francophone immigration in Northern Ontario
- The Coalition ontarienne de formation des adultes (COFA); (Ontario Coalition for Adult Training)
- The Association des auteurs et auteures de l'Ontario français (AAOF); (Association for Franco-Ontarian Authors)

Finally, Centre FORA regularly participates in meetings and workgroups throughout the province, including Provincial Support Organizations Liaison (PSOL), Learning Networks of Ontario (LNO) and meetings organized by the Ministry of Labour, Training and Skills Development (MLTSD).



### MANY THANKS!

Centre FORA wishes to warmly thank their partners, collaborators and funder for their precious contribution to this year's successes:

- Ministry of Labour, Training and Skills Development (MLTSD)
- The Coalition ontarienne de formation des adultes (COFA)
- The Centre prototype et virtuel d'information, d'évaluation et d'aiguillage du Nord de l'Ontario (CIÉA du Nord)
- Ontario Employment Centres
- The Conference Board of Canada
- Members of the Francophone Adult Education Centres in Ontario
- Members of PSOL and LNO
- Contact Nord
- Skill Plan Canada
- The Centre de franco-ontarien de folklore
- The Table Éducation du groupe de Planification communautaire du Grand Sudbury
- Media Concepts médiatiques
- Melissa Lévesque, CBDC Restigouche, Inc., New Brunswick
- Kaesy Russnak, Bow Valley College, Alberta
- The Salon du livre du Grand Sudbury
- Collège Boréal
- The Assemblée de la francophonie de l'Ontario
- The Caisse populaire Desjardins
- Révidaction
- Rapido Printers
- Baker Tilly
  - o Hélène Provencher et Ginette Pillion, bookkeepers
  - o Michel Prevost, Greg MacDonald and Daniel Gauthier, IT services
  - o Renée Laferrière and Mark Weiman, Auditors

**EMPLOYMENT  
ONTARIO**

Centre FORA would like to thank the Ministry of Labour, Training and Skills Development (MLTSD). Opinions expressed in this publication do not necessarily reflect those of the Ministry.

  
**Centre FORA**  
Centre franco-ontarien de ressources  
en alphabétisation