

2020-2021 Annual Report



Centre FORA

Centre franco-ontarien de ressources
en alphabétisation

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Table of Contents

A Word From the 2020-2021 Chair of the Board of Directors.....	3
Vision, Mission, Values and Principles.....	4
2020-2021 Team.....	5
Board of Directors	
Employees	
Contract Workers	
Achievements.....	6
2019-2022 Strategic Plan	
Strategic Priority 1: Access to Employment.....	7
Strategic Priority 2: Training for Practitioners	10
Strategic Priority 3: Development of Resources	11
Strategic Priority 4: Marketing.....	15
Other Projects	17
Thank You	18

A Word From the 2020-2021 Chair of the Board of Directors

2020–2021 surely was a difficult year for all as we live through this pandemic. Nonetheless, Centre FORA worked tirelessly to produce and distribute adult education materials, just as it has done so well through the last 30 years. In doing so, Centre FORA's work has continued to shine, not only throughout Ontario, but in various parts of the country. Indeed, Centre FORA has an excellent reputation; therefore, its production destined to help adult education is used in all Canadian provinces.

Moreover, Centre FORA truly understands it plays a community role and is engaged in serving it. FORA often creates partnerships or works in collaboration to ensure its success. I would like to thank these many organizations for their support, confidence, and contribution.

Since Centre FORA is the beneficiary of public funding, it is of utmost importance to manage these funds in a responsible and transparent manner. This explains why our annual financial reports demonstrate our careful management in order to ensure a balance between our revenues and expenses.

Allow me to warmly thank the members of the current Centre FORA Board of Directors. Their collaboration has helped Centre FORA reach its goals. These volunteers truly demonstrate a remarkable commitment to Centre FORA continued success.

I would also like to thank Centre FORA's team members. Their wonderful work, dedication and passion also contribute to the organization's success.

Of course, Centre FORA could not accomplish its work without financial support. On behalf of the Board, I would like to thank the Ministry of Labor, Training and Skills Development (MLTSD) for its continued financial contribution. We cannot thank the ministry without recognizing the work of our consultant, Pierre Perreault, for his encouragement, support, and council.

We have already started working on 2021–2022 list of deliverables; again, we anticipate a difficult year as this pandemic continues. The COVID-19 crisis is forcing us to reposition ourselves and explore new, unexplored avenues. We will do our best to meet this challenge.

Normand Savoie

Chair of the 2020–2021 Board of Directors
Centre franco-ontarien de ressources en alphabétisation (FORA)



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

2020-2021 Team

Board members:

Chair: Normand Savoie, Community Groups

Vice-Chair: Guylaine Pagé-Hammond, Community Groups

Member: Peggy Morin, Institutional Network

Member: Sonia Hotte, Institutional Network

Member: Louise Lalonde, Extended Francophone Community

Member: Mourad Beldjoud, Extended Francophone Community (until February 19, 2021)

Member: Marie-Claude Rodrigue, Extended Francophone Community (from February 19, 2021)

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: Yolande Clément

Contract Workers:

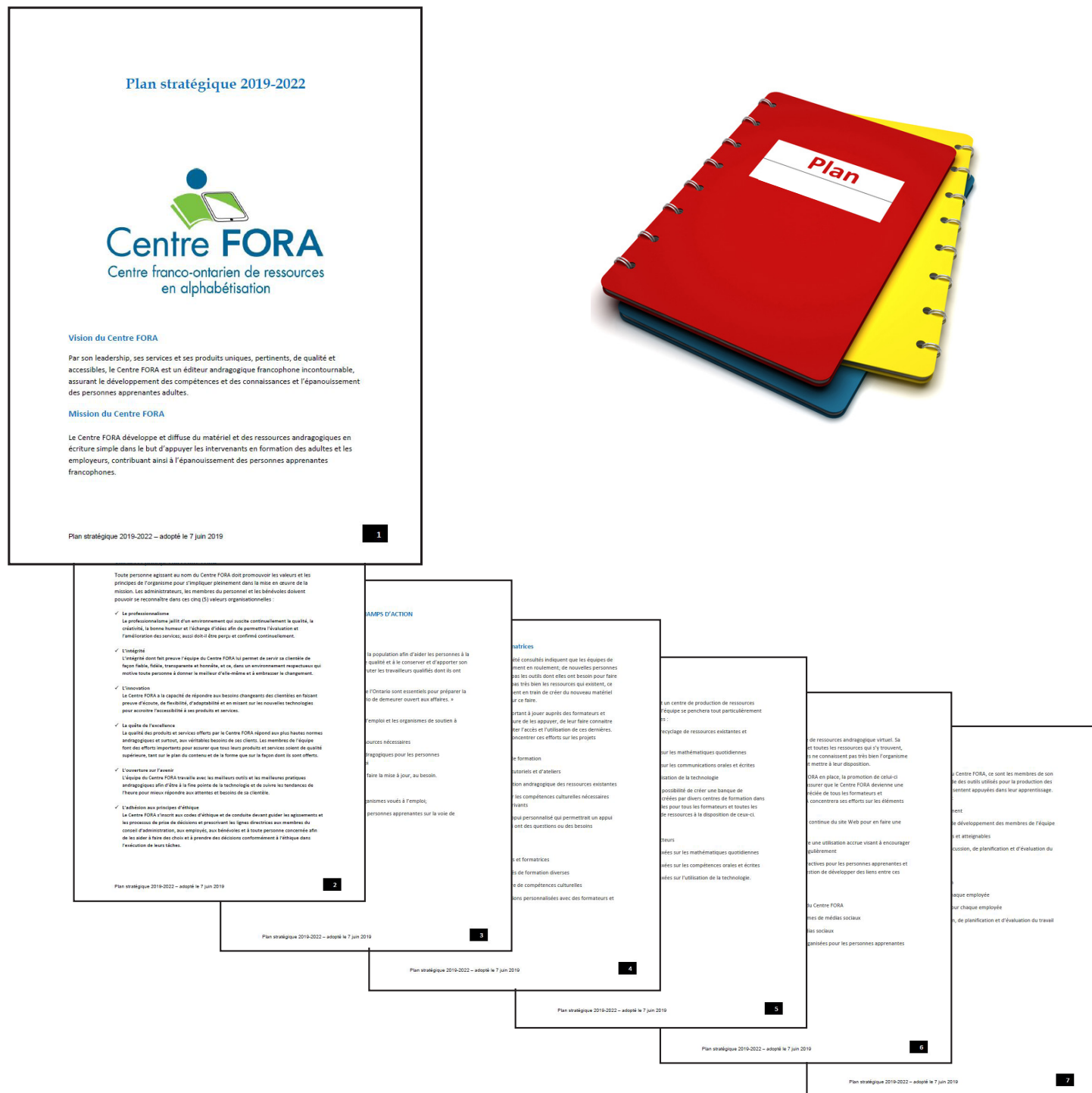
Adult Education Materials Development: Sylvie Rodrigue

Design and Layout: Michaeline Naubert

Webmaster: Léo Duquette, Media Concepts médiatiques

2020-2021 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 maintained contact with the PSW program offered by Collège Boréal. She has sent them a PDF version of the PSW Mode: Emploi in order to help in recruiting students to their accelerated training program.



Deliverable 2: The production of training materials to prepare adult learners to work in skilled trades

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. These booklets were written in clear and simple language; they provide a list of requirements, and skills associated with these skilled trades.

This year, Centre FORA chose to exploit five of these *Mode: Emploi* booklets:

- ➔ *Mail Clerk* (1 task, 6 activities): <https://centrefora.com/capsules-emploi-commis-courier/>
- ➔ *Hairdresser* (2 tasks, 11 activities): <https://centrefora.com/capsules-emploi-coiffeuse/>
- ➔ *Plumber* (1 task, 6 activities): <https://centrefora.com/capsules-emploi-plombier/>
- ➔ *Mechanic* (2 tasks, 11 activities): <https://centrefora.com/capsules-emploi-mecanicien/>
- ➔ *Personal Support Work (PSW)* (1 task, 8 activities): <https://centrefora.com/capsules-emploi-pssp/>



Strategic Priority 1: Access to Employment (continued)

Deliverable 3: Compendium project on Skilled Trades (in partnership with the Mid North Network and other collaborators)



Centre FORA worked in collaboration with the Mid North Network, the QUILL Learning Network, Contact North, Literacy North-East, Literacy North West and the College Sector Committee in order to develop a bilingual compendium, a collection of resources and best practices in LBS to help LBS trainers prepare learners to transition to skilled trades. This collection of resources was developed by distributing a survey on skilled trades distributed throughout the LSB sector.

The resources may include information, evaluation, tools, websites, or any other type of material one can use to help learners transition to skilled trades.

Best practices describe strategies one can use to access or utilize information, evaluation, tools, websites, or any other materials to prepare learners for skilled trades.

The Excel document allows users to search through all the resources (both in French and English) or according to specific categories (for example, evaluation of a person's preparedness to work). Each resource is connected to a source one can find on the Internet.

Centre FORA's contribution was to ensure that the Francophone dimension of this project was included; we translated the survey, messages in French and ensured that the French language resources and best practices were also part of the document.

Deliverable 4: Participation in the creation of synchronous training program focusing on the Required Skills to retain a Job (with COFA)

Working in collaboration with COFA, Centre FORA assisted in this project aimed at increasing learners' awareness of generic skills, such as leadership, adaptability, openness to change, punctuality, reliability, time management, self-confidence, teamwork, etc. These skills are essential if a worker wants to retain his job; they also contribute to the overall success of those who have them.

Centre FORA contributed to the creation of tasks and activities for this project developed by COFA.



Strategic Priority 1: Access to Employment (continued)

Extra Deliverable (Service purchase—COFA)

Literacy Northwest and other Literacy and Basic Skills support organization have decided to focus on the workforce and workplace when preparing their annual 2020–2021 Business Plan. Workforce and workplace literacy has been a ministry of Labor, Training and Skills Development priority for a long time. The working group responsible for this deliverable distributed a survey to all LSB agencies throughout the province to learn who offers training to the workforce or in the workplace and how.



Responsible organization: Literacy Northwest

Partners: Mid North Network, Literacy Network North-East, QUILL Learning Network, COFA, and Contact North.

The report prepared by these partners showcases responses obtained from the distribution of province-wide surveys in both official languages.

Centre FORA was tasked to translate this report and do some research to find French language resources equivalent to those found in English to assist trainers in providing training to the workforce and in the workplace in French.



Strategic Priority 2: Training for Practitioners

Deliverable 5: Production of video workshops to learn how to use the PILA program

The team has prepared three extra PowerPoint presentations to present the PILA (Programme d'intervention en lecture pour les adultes) program <http://www.centrefora.on.ca/PILA/>. This is a complete program which includes an evaluation leading to certification.



Extra Deliverable: (Service purchase—COFA)

Centre FORA translated various training workshops originally presented in French. These professional development workshops are part of the PopUp PD series. This series of free webinars have been developed by adult education networks and sectors in Ontario, including provincial literacy support organizations.

This year, Centre FORA translated to French 4 PP presentations and facilitators' commentaries for the following workshops:

- ➔ Working Together to support learners during a pandemic; the good, the bad and the unexpected...
- ➔ SkillAdvance Ontario and the LBS
- ➔ Canada's Essential Skills Network: Updates, Changes and Implications
- ➔ Workforce/Workplace Resources and Best Practices



Strategic Priority 3: Development of Resources

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

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

And once again, every *Expressions* publication is accompanied with a few tasks to assist practitioners better exploit every publication.

Expressions

➔ **October 2020: Letter to a Pen Pal**

Texts:

https://centrefora.com/wp-content/uploads/2020/10/Expressions_Textes_octobre_2020_VF.pdf

Tasks and activities:

https://centrefora.com/wp-content/uploads/2020/10/Expressions_Taches_Act_octobre_2020_VF.pdf

Tasks and activities - Answers:

https://centrefora.com/wp-content/uploads/2020/10/Expressions_Taches_Act_REPONSES_octobre_2020_VF.pdf

➔ **March 2021: We give you a magic wand. What do you do with it? (Volume 1)**

Texts:

https://centrefora.com/wp-content/uploads/2021/05/Expressions_Textes_mars_2021_VF2.pdf

Tasks and activities:

https://centrefora.com/wp-content/uploads/2021/03/Expressions_Taches_Act_mars_2021_VF.pdf

Tasks and activities - Answers:

https://centrefora.com/wp-content/uploads/2021/03/Expressions_Taches_Act_REPONSES_mars_2021_VF.pdf



Strategic Priority 3: Development of Resources (continued)

Deliverable 7: Writing, reviewing, designing, and publishing *Mon Journal* and accompanying tasks for two volumes

Mon Journal is an informative journal published twice a year: in the fall, and in the 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.

Mon Journal

➔ Volume 89: Varied Themes

Articles

https://centrefora.com/wp-content/uploads/2020/12/MJ_Articles_Vol89_VF_2_Cor.pdf

Activities

https://centrefora.com/wp-content/uploads/2020/09/MJ_Activites_Vol89.pdf



➔ Volume 90: Varied Themes

Articles

https://centrefora.com/wp-content/uploads/2020/12/MJ_Articles_Vol90_VFINALE.pdf

Activities

https://centrefora.com/wp-content/uploads/2020/12/MJ_Activites_Vol90_VFINALE.pdf



Deliverable 8: Writing, reviewing, designing, and publishing of *Mon Journal interactif* and accompanying tasks for two 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.

Mon Journal interactif

➔ Volume 89: Varied Themes

https://centrefora.com/ressources/mon_journal/MJi89VF/story_html5.html?lms=1

➔ Volume 90: Varied Themes

https://centrefora.com/ressources/mon_journal/MJi90/



Strategic Priority 3: Development of Resources (continued)

Deliverable 9: 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 (yellow)** from the *C'est la vie!* collection : **Eight** from volume one 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.

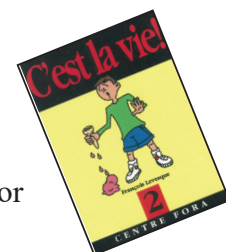


The materials developed include a guide for the trainer, the 8 texts, activity worksheets and answers:

- o [Exploitation andragogique pour les formateurs et formatrices en lien avec le PILA et le cadre du CLAO](#)
- o [Feuilles de travail par texte ou poème](#)
- o [Feuilles de travail Réponses par texte ou poème](#)
- o [Télécharger les textes étudiés](#)



➔ **Volume 2 (yellow)** from the *C'est la vie!* collection : Again, **8** 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 once again a guide for the trainer, the 8 texts, activity worksheets and answers:

- o [Exploitation andragogique pour les formateurs et formatrices en lien avec le PILA et le cadre du CLAO](#)
- o [Feuilles de travail par texte ou poème](#)
- o [Feuilles de travail Réponses par texte ou poème](#)
- o [Télécharger les textes étudiés](#)



Strategic Priority 3: Development of Resources (continued)

Deliverable 10: Development of tasks to accompany short novels and popular texts for less skilled readers

The *Lire* collection was developed by the Centre Moi j'apprends, in collaboration with Centre FORA. These books have been created for beginners; the texts are short and aim to give learners a new appetite for reading.

This year, once again, our excellent adult learning specialist, Yolande Clément, has prepared 3 documents to accompany these texts found in these publications. Tasks and activities are associated with the OALCF and the PILA (Programme d'intervention en lecture des adultes).



The materials include:

- o [Exploitation andragogique pour formateurs et formatrices en lien avec le PILA et le cadre du CLAO](#)
- o [Feuilles de travail par texte à l'étude](#)
- o [Feuilles de travail — Réponses par chapitre](#)

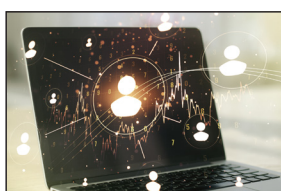


Deliverable 11: Participation in revision and enhancement of a synchronous, levels 2 and 3 mathematics course developed by F@d (algebra, fractions, money management)—in collaboration with COFA

COFA has begun revision of a number of their levels 2 and 3 mathematics courses for the F@d program. The objective is to assist learning in:

- ➔ Contextualizing and connecting to real-life situations and authentic tasks associated with skilled trades
- ➔ Including digital components such as applications, software and digital tools that learners may need to use to perform mathematical operations
- ➔ Ensuring that the notions and data are up to date to meet the current market needs.

Centre FORA was asked to develop authentic tasks and activities to assist learners in meeting their goals. This project is still underway; COFA was allowed to push back the deadline to the end of June 2021.



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. During this pandemic, the LSB sector has changed considerably, forcing us to adapt accordingly.

Centre FORA joined a group of communications experts in the LSB sector and participated in training workshops dealing with social media management to increase our ability to market our training offerings and to develop new partnerships. This training was offered by Ethel Côté (Firme MécènÉSS), an expert in training, mentoring and communication for collective enterprises. The Centre FORA plans to develop a Communications Plan in the coming year.

Here are a few interesting facts pertaining to Centre FORA's activities throughout the 2020–2021:

➔ Number of Facebook "friends": **766**

➔ Number of "Likes" for the year: **750**

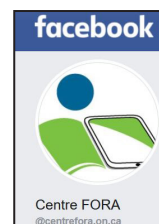
➔ Number of Twitter subscribers: **75**



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

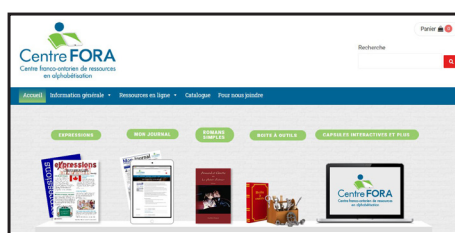


Website and Centre FORA Catalogue

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.

This year, Centre FORA had to invest considerably in the transformation of FLASH files into HTML 5 files so that users could still utilize the resources previously developed with the now-defunct program.

We invite you to consult the Centre FORA website by clicking on this link: www.centrefora.com



Strategic Priority 4: Marketing (continued)

Survey Results—Centre FORA products and services

At the end of March, Centre FORA distributed a short survey to determine if trainers were aware of or utilized our products and services. Here a few key results to this survey:

- Twenty-six people from various training centres responded to the survey.
- Most respondents knew, utilized, and appreciated the *Mode: Emploi* collection.
- Most respondents knew, utilized, and appreciated *Mon Journal* and *Mon Journal interactif*.
- Most respondent knew, utilized, and appreciated *Expressions*, including the tasks and activities.
- Approximately half of the respondents knew, utilized, and appreciated the PILA program; some indicated that they would like to explore this tool some more.
- Most respondents did not know about the new *Nous avons lu pour vous* collection of tasks and activities. Most indicated that this collection is very interesting and want to learn more about it.
- Most respondents knew, utilized, and appreciated Centre FORA’s website.
- Most respondents indicated that they did not know about Centre FORA’s Facebook page, but now that they do, they plan to subscribe.
- Overall, respondents are very satisfied with the work Centre FORA is doing and would like more short presentations to help them get to know better the various resources and tools it offers. Comments include: “Keep up the good work! Thank you for the resources!” added one respondent.

Produits et ressources du Centre FORA

L'équipe du Centre FORA travaille avec ardeur au développement d'une multitude de ressources pour vous. Nous vous invitons à répondre à ce court sondage pour nous aider à déterminer si vous utilisez ces ressources, si vous les aimez ou comment nous pourrions les améliorer.

E-mail facultatif

[COMMENCER](#)

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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 2020–2021, Centre FORA contributed to the following projects:

- Translation of training modules for a Western Canadian organization
- Numerous translation and adaptation projects for ABC Life Literacy Canada
- Project to integrate the document use skill to the numeracy and reading skills for Skill Plan Canada.

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)



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 its partners, collaborators and funder for their precious contribution to this year's successes:

- Ministry of Labour, Training and Skills Development (MLTSD) and our consultant, Mr. Pierre Perreault
- Members of the Board of Directors
- The *Coalition ontarienne de formation des adultes* (COFA)
- Ontario Employment Centres
- Members of the Francophone Adult Education Centres in Ontario
- Members of PSOL and LNO
- Contact North
- Skill Plan Canada
- The Centre 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 Ginette Phillion, bookkeeper
 - o Greg MacDonald and Daniel Gauthier, IT services
 - o Renée Laferrière and Mark Weiman, Auditors