

Final Report

Linking Literacy Service Plans to Language

3/1/2009

Linking Literacy Service Plans to Language

Project Coordinator:

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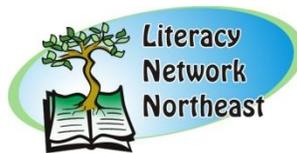
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INTRODUCTION

Linking Literacy Service Plans to Language is a research and development project funded by the Ministry of Training, Colleges and Universities (MTCU). The project was initiated and organized from June 2008 to March 2009; and the **Literacy Network Northeast** successfully led the project to fruition.

The services of *Morin Services* were retained for this project. Peggy Morin, the project coordinator, was assisted by an advisory committee of five field experts:

Evelyne Daoust, MTCU, Employment and Training Division, North Region

Lilianne St-Martin, FormationPLUS, Chapleau

Nathalie Carrière, ABC Communautaire, Welland

Normand Savoie, ABC Communautaire, Welland

Raymonde Rivard, Ontario March of Dimes, Timmins

This final report is a summary of the project and it will be referring to the following documents: **Report on Consultations** and **Report on Results of the Survey**. Please consult the **Literacy Network Northeast's** website (www.literacynet.ca) in order to access these reports.

OBJECTIVES

OVERVIEW OF PROJECT OBJECTIVES

The research and development project had the following objectives:

1. create a needs' analysis of Francophone agencies;
2. understand the participation or lack of participation from the Francophone agencies to the literacy service planning (LSP) process;
3. encourage dialogue, communication, and the sharing of resources amongst the agencies;
4. translate documents that are part of the LSP process;
5. develop a functional model in order to improve LSP process; and
6. produce a pilot or test for the model.

OVERVIEW OF FINAL REPORT OBJECTIVES

This final report has the following objectives:

1. offer a summary of the project, and
2. demonstrate that the project's objectives have been met and completed.

OBJECTIVES THAT HAVE BEEN MET

CONSULTATIONS

The first part of the project included a survey which attempted to explore the first three objectives of the project. The interim report, Report *on Consultations*, offers a summary of the consultations where many possible solutions to existing challenges are being faced by Francophone agencies in Ontario; as well as, four recommendations to improve the LSP process. Consequently, by reuniting LBS agency managers for the consultations, they had an opportunity to exchange ideas, give feedback, share resources, and establish common ground on issues and challenges.

These consultations, which were conducted in October and in November 2008, had the following objectives:

1. learn and analyse the needs of Francophone LBS agencies, and
2. distribute and explain surveys.

These two objectives were respected and were met during the whole process of the project. To learn more about the consultations that were conducted with this project, please visit the Literacy Network Northeast website at www.literacynet.ca.

SURVEY

In October and in November 2008, thirty-eight Francophone LBS agencies were invited to complete a survey. The objectives of this survey were to learn the needs and challenges of Francophone LBS agencies; and to create a profile of the people who were working in LBS agencies in Ontario. For further information, you may go to the **Report on Results of the Survey** on the *Literacy Network Northeast's* website.

DOCUMENTS AVAILABLE IN FRENCH

One of the objectives of the project was the translation of documents used in the LSP process. The following documents have been translated in French:

- Information and Referral Protocol Agreements
- LSP Guide
- 2009-2010 LSP Community Profile Form

- **Literacy Network Northeast Website**

The **Information** and the **Referral Protocol Agreements** documents were translated in French by the project coordinator, and with the assistance of the Acting Executive Director of **Literacy Network Northeast**. Once translated, the documents were modified and revised by a local LSP planning committee – a group of four employees representing the three sectors (2 from community agencies, 1 from a school board and 1 from a college) all coming from the Temiskaming or Kirkland Lake areas.

The LBS Guide for Timmins was also translated in French. This guide explains the roles and expectations of regional networks, MTCU field consultants and members of LSP committees.

The 2009-2010 LSP Community Profile Form was translated as well as other documents used during the LSP process.

The **Literacy Network Northeast** website was also updated and translated. The website's content is now bilingual. To access the documents created during this project, in French or in English, please visit the network's website: www.literacynet.ca.

The documents were translated to meet the needs of the **Literacy Network Northeast**; however, they may be modified or adapted to meet the needs of other regions, networks and/or LBS agencies in Ontario.

LSP GUIDE

The 2009-2010 LSP Guide offers a detailed explanation of the LSP process. It also lists common responsibilities held by LBS agencies and those who are involved in the LSP process. You may refer to Appendix A.

Based on the **Report on the Results of the Survey**, half of LBS employees surveyed admitted to not having received sufficient training when they accepted their position in an LBS agency. Many questions then followed these findings:

- Did employees receive a copy of the LSP Guide?
 - If so, was the copy available in English only?
 - If so, did the new employees understand its content?
- Is the LSP Guide available in all LBS agencies?
- Is the LSP Guide still valid and acceptable or should it be revised and updated?
 - If so, who is responsible for its update?
- Are the roles and expectations in the Guide applied?

Officially, based on the LSP Guide, the model and cycle proposed for the LSP activities are well established. The research and development project, **Linking Literacy Service Plans to Language**, was not created to change this model or the cycle of activities proposed in the Guide; but to find solutions to improve the LSP process as a whole, and, consequently, encourage the participation of Francophone LBS agencies. Based on those results of the consultations and the survey, there seems to be two important factors that affect the LSP process: lack of funding and communication barriers.

Regional networks' mandate is to make sure that all LBS agencies in their catchment areas create and apply a literacy service plan.

THE MODEL

A formal request was made by the majority of Francophone LBS agencies in Ontario to receive quality services in French. Therefore, these were the guidelines and the approach that were used in the process of this project. Meetings, discussions, e-mails, teleconferences, feedback, all were done in French with the pilot and test area. This pilot region included 11 Francophone LBS agencies from Haileybury to Wawa which were all communities under the Literacy Network Northeast catchment area. From these 11 agencies, some agency managers could not communicate in English. Before this project was created, their participation in meetings, conferences and to basic correspondence was very limited because of the language barrier between Anglophone network employees and Francophone LBS agency employees. This barrier most certainly had an effect on their participation in the LSP process. These Francophones had the impression that they were not aware of what was going on in other LBS agencies; and, therefore, could not participate actively. By organizing meetings in French during the pilot project, we experienced an openness to dialogue, the sharing of resources, and more partnership opportunities. We must note that the MTCU field consultant for this pilot region is also bilingual; and so, conversations that were held between Francophone LBS agencies and the MTCU were very positive and totally appreciated.

"In the past, many of these people did not participate in various meetings because they could hardly understand a thing.

A whole network of people who could not benefit from the information shared and could not contribute to discussions!"

Table 1: How to Link Literacy Service Plans to Language – A Model

Suggestions to Link Plans to Language	Expected Outcomes	Accomplished Activities During Project	Measurement of Success	Next Steps
Translate documents	Translate all essential documents used for LSP process.	The following documents have been translated to French: <ul style="list-style-type: none"> - Information and Referral, Protocol Agreements, - LSP Guide, - Community Profile Form, and - other documents used during the LSP process 	Documents are now available in French and English on the Literacy Network Northeast website (www.literacynet.ca)	Translated documents may be modified or adapted to meet the needs of other Francophone LBS agencies.
Hand out and/or promote documents	Inform Francophone LBS agencies of the existence of documents available in French.	A pamphlet was created to promote available resources in French.	<ul style="list-style-type: none"> • Promotional pamphlet 	Translated documents may serve as templates for other Francophone LBS agencies in the province.
Meetings in French	Organize meetings in French with Francophone LBS agencies. Meet by region instead of by community, i.e. the LSP could have a regional component instead.	<p>During the project, many meetings were held in French, by region instead of by community or specific localities. Often there is only one Francophone provider in a community, so why use the traditional cycle of LSP process for that LBS agency.</p> <p>For example, in the Temiskaming Shores and Kirkland Lake areas, four Francophone LBS agencies met on more than one occasion, in person or by teleconferencing, with the acting executive director of LNN and the MTCU field consultant. In the past, Francophone LBS agencies did not participate actively to the meetings by teleconference.</p> <p>During this project, many meetings were held in French with the Francophone LBS agencies and the LNN.</p>	<ul style="list-style-type: none"> • Increased participation at meetings from Francophone LBS agencies 	Reunite Francophone LBS agencies at different stages of the LSP process.
Correspondance in French	Send information in French to Francophone LBS agencies.	E-mail messages, telephone conversations, formal and informal	<ul style="list-style-type: none"> • E-mail messages • Meetings 	MTCU would benefit from encouraging French correspondence by putting in

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		communications were done in French from the Acting Executive Director of the LNN and the MTCU field consultant. The outcome? More participation in the LSP process from Francophone LBS agencies in the pilot area.	<ul style="list-style-type: none"> Telephone conversations 	place more steps and strategies to promote bilingual communication. MTCU could invest in language training of LBS agency, network, and MTCU employees.
Roles et mandates	Explain the role and mandate of <i>Coalition ontarienne de formation des adultes</i> , of regional networks and of MTCU reps and inform employees of all three sectors.	During this project, many formal and informal discussions were held with Francophone LBS agencies; and the acting executive director of LNN regarding roles and mandates. For example, one of the roles from regional networks is to facilitate the LSP process for all streams: Francophones, Anglophones, Natives and Deaf People.	<ul style="list-style-type: none"> Discussions during the annual conference and AGM in Timmins. 	With EO's restructuring process, an information package or pamphlet should be created to explain roles and mandates of all LBS key players and stakeholders.
Feedback to literacy service plans	Encourage feedback from LSP and improve communication between MTCU field consultants and LBS agencies.	An on-site visit from MTCU field consultant took place in French in Francophone LBS agencies in the LNN's catchment area.	<ul style="list-style-type: none"> On-site visit with French site evaluation form. Feedback in French, if needed. 	If MTCU field consultant is not bilingual, he or she should be accompanied by a bilingual interpreter in order to meet the visit's objectives.
Information and referral	Promote information and referral process, so services complete other services offered in the community/region.	<p>Four people representing the three sectors (community agencies, colleges, and school boards) worked on the information and referral protocol agreements with the project coordinator and the acting executive director of LNN.</p> <p>A meeting with EO services, LBS agencies, and the MTCU field consultant was held in Temiskaming Shores. One of the meeting's objectives was to discuss referrals and strengthen ties amongst partners.</p>	<ul style="list-style-type: none"> Proofs of ties between service agencies (e.g. a signed Information and Referral Protocol Agreement, results from on-site visit from MTCU, literacy service plans, ...) 	<p>There should be at least one annual meeting to adopt/revise the Information and Referral Protocol Agreements; and inform service agencies of new services and programs offered in the community or area. This meeting should be organized in collaboration with the regional network, LBS agencies, MTCU field consultant, stakeholders, and other partners. All listed above should participate in the creation and/or update of:</p> <ul style="list-style-type: none"> - information and Referral Protocol Agreements; - evaluation process of information and Referral

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Suggestions to Link Plans to Language	Expected Outcomes	Accomplished Activities During Project	Measurement of Success	Next Steps
				<ul style="list-style-type: none"> - Protocol Agreements; and a strategy to ensure effective communication amongst LBS agencies, EO agencies, training boards, etc.

TEST THE MODEL

During the test and pilot project, all the literacy service plans from all the Francophone LBS agencies were handed in on time. The plans, for the first time, incorporated data on Francophones. Francophone LBS agencies felt that they belonged to the regional network. Over a period of 10 months, the Francophone LBS agencies have received support and feedback in French, access to resources and information both in French, and received services in their first language – French. You may refer to Appendix B and C for support letters from two Francophone LBS agencies explaining the importance of receiving services in French.

“I felt respected as a Francophone because communication and meetings were held in French.”

In order to improve the LSP process and increase participation from Francophone LBS agencies, all key players must take part, especially the network’s executive director and the MTCU field consultant. In the regions where all workers are bilingual, the rate of participation from Francophone LBS agencies is much higher.

It’s impossible to believe that one model can “fit all” situations in the workplace, and respond to the needs of all Francophone LBS agencies in the province – not all agencies have the same realities and challenges. As a matter of fact, based on the results of the consultations conducted in October and November 2008, some Francophone LBS agencies are very satisfied with the actual process and have no issues regarding the language.

It is also impossible to expect that all employees from regional networks, LBS agencies and the ministry to be bilingual.

CONCLUSION

All in all, LBS agencies need the following elements to offer quality services:

- technical support,
- coordinated activities undertaken at the regional and sectoral levels as well as with LBS groups (language and cultural activities),
- easy access to information and resources,
- research, development, and support services¹.

For Francophone LBS agencies, most of these elements are fulfilled in part or entirely by *Coalition ontarienne de formation des adultes*. However, based on the conclusions from the interim report, **Report on Consultations**, the second element, i.e. the coordination of activities, is not being met at all levels; and, especially, not the language component.

Support offered to LBS agencies may take different forms: technical, communication, networking and information. Umbrella organizations, sectoral bodies including regional networks all contribute, in one way or another, in developing and maintaining quality services offered to LBS agencies in the province. For every agency to fully benefit from this support, coordination of activities, communication, and information, all have to be available in French. The *Coalition ontarienne de formation des adultes* plays an important role in offering its support to

¹ Directives de programme d’AFB, Juin 1998 : Partie 1, Section 2, Page 3

Francophone LBS agencies: access to information and resources in French, research and development projects, training and professional development, a common unified voice for all Francophone LBS agencies, etc. Based on the results of the consultations, **Report on Consultations**, within its mandate, the *Coalition* responds well to the needs of Francophone LBS agencies. However, Francophone LBS agencies are bombarded with requests, expectations, and requirements from various parties, stakeholders and decision makers – whom are mostly unilingual Anglophones. Of course, we probably all agree that the on-site visit by MTCU’s field consultant is an important factor in measuring the quality of the program being offered. However, based on the consultations, some Francophone LBS agencies have not had an on-site visit from an MTCU field consultant for more than 2 years because of the language barrier. Sadly enough these Francophone LBS agencies reside in designated areas where the *French Language Act* applies.

Let’s take the list of parties involved with Francophone LBS agencies (see Figure 1). How many communicate in French? In certain regions, all communications from all parties are in English only. Often, Francophone LBS agencies are asked to do the same activities or communications twice – once in English and once in French. A lot of the information needs to be translated for the receptor that is often English speaking only. To meet the ministry’s requirements and to strengthen ties between literacy and employment, LBS agencies must get support from all parties. This task is very difficult to attain when a language barrier exists, especially when Francophone employees have to work extra hours in order to communicate with various parties, stakeholders, and decision makers – and this is the consequence of working in both official languages.

It would be important to openly discuss the importance of adopting a practice or a policy on language management amongst various parties, stakeholders, and decision makers involved in literacy. Communication, exchanges of ideas and sharing of material as well as contributing to the process may be immensely improved. Strong partnerships have to exist between various parties, stakeholders, and decision makers. Thus, all parties, stakeholders, and decision makers must help each other and collaborate closely in this process.

“This year, for the first time, we received certain services in French.

It was very appreciated, so I got more involved.”

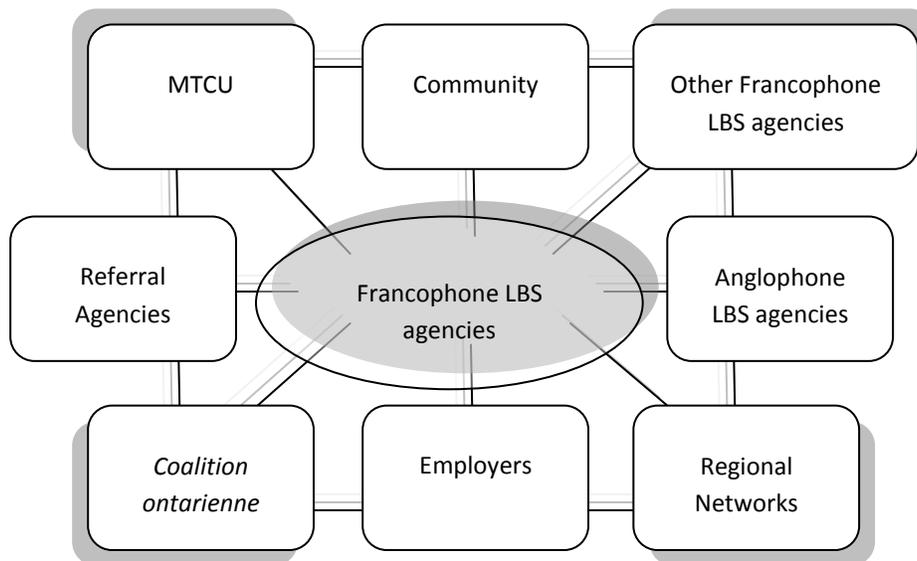


Figure 1: Parties involved in LBS

RECOMMENDATIONS TO IMPROVE LSP PROCESS

Inspired by conclusions from this report, here are recommendations that would improve the LSP process:

- expand the role and mandate of *Coalition ontarienne de formation des adultes* (and provide sufficient funds to assist with new expectations) by giving the *Coalition* the responsibility of the LSP process for all Francophone LBS agencies in Ontario; and/or
- designate a regional network (or more than one network) as a bilingual network; certain regions need a bilingual network more than other regions in the province - a minimum of four bilingual networks would be the ideal situation (East, West, South, North); and/or
- hire bilingual interpreters or assistants for MTCU field consultants especially for on-site visits, follow-ups, and feedback.

The interim report, **Report on Consultation**, suggests numerous solutions and recommendations based on existing challenges faced by Francophone LBS agencies. Please consult this report in order to get an extensive needs' analysis of Francophone LBS agencies in Ontario.

“Receiving services in French helps us get more involved in the LSP process, to see things differently, to understand the purpose and the importance [of the LSP process]; this has a direct impact on the services we offer to our students.”

What is a Literacy Service Plan?

- The way the LBS funded agencies are going to respond to the identified needs of learners;
- a broad response to the literacy needs of the community—the plan identifies the key activities to be carried out by agencies, as well as gaps and duplications; and
- a forerunner to the annual business plan submitted by LBS agencies to the Ministry.

Who is involved in the LSP development?

- People with decision-making authority at each LBS agency in the region are involved; moreover,
- front-line workers with LBS agencies (this can be done in-house at an agency meeting and then fed back to the LSP committee);
- the Ministry field consultant; and
- network staff

What are the responsibilities of the participating LBS agencies, as a group?

- To identify local planning boundaries is an important responsibility;
- to identify the target groups to be served by programs;
- to determine the level of the five delivery services to be provided by each agency (information and referral, assessment, training, etc.);
- to decide how year-round literacy services are to be provided in the planning region;
- to identify which LBS level of training each agency will offer to learners;
- to identify the range of approaches (one-to-one, small group, etc.) each agency will offer;
- to decide which agencies will provide which services, levels and approaches to which target groups;
- to describe service gaps/overlaps in the planning region and how they will be addressed;
- to describe activities which the group will undertake, or recommend for action by the regional network, in order to improve and maintain quality and coordination of services;
- to provide a rationale for all decisions; and
- to decide on the projected number of learners to be served, for how long and for often, based on statistics provided by each individual agency from the previous fiscal year.

What are the responsibilities of Literacy Network Northeast?

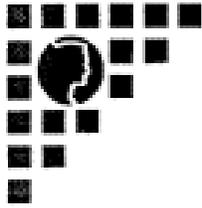
- To schedule meetings, arrange appropriate space, distribute all correspondence
- To facilitate meetings or ensure appropriate facilitation is available
- To collect and collate data to draft the LSP, to ensure proper consultation is held and final versions are written and distributed by deadlines
- To orient LBS agency representatives to the planning process
- To consolidate information from all other network planning committees for a regional LSP

What are the responsibilities of the Ministry field consultants?

- It is important to ensure that LBS agencies complete the LSP as per Ministry standards;
- to attend meetings set by the network to advise, provide information and assist when necessary in developing the LSP; and
- upon receiving completed LSP, to provide feedback and evaluation to the agencies and network, and to negotiate changes and recommend plans for approval when necessary.

Meeting Cycles

January:	New work plan comes into effect. Agencies meet once they know their notional allocations to make any necessary adjustments to the LSP.
March:	Regular meeting held with LSP members, along with LSP Evaluation. If a spring community stakeholders meeting is planned, it is usually in conjunction with this meeting.
May:	Regional LSP meeting hosted by the Network, with a training focus determined by all members, usually held in Timmins.
June:	Regular LSP meeting. Members attempt to do some pre-planning for the next LSP, looking at the last fiscal year's statistics and other demographic information. Planning for the September Community Consultation.
Summer:	Meetings are not generally held in the summer, unless necessary. Network staff work on plans for the September consultations, arrange meeting space, and distribute invitations and planning surveys to key community stakeholders
September:	Community consultations are held in each planning region with key stakeholders to gain input into the development of the next LSP. The LSP consultations may be held in conjunction with other planning consultations, such the Training Board's Local Area Plan consultations. LBS Agencies meet following the consultation to draft the LSP and attend to other LSP business. Network staff is responsible for drafting plan based on all feedback.
October:	LSP committees meet, usually via conference call, to make revisions to the plan. Network staff develops final draft, distribute to agencies, and then submit final version to the Ministry by the December 1 st deadline. Agencies receive a copy of the final version to begin developing their individual business plans.
November:	
December:	Regular LSP meeting. Work plan for the next planning cycle is developed, circulated to agencies and submitted to the Ministry.



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Le 2 mars, 2009

Objet : Lettre d'appui concernant le projet "Établir des liens"

Monsieur, Madame,

Par la présente, je désire souligner l'importance d'une représentation francophone au sein de l'alphabétisation de la région Nord-Est. J'oeuvre depuis deux ans dans le domaine, et, à ma grande surprise, la première année toutes les rencontres, les communiqués (seulement quelques documents étaient traduits), les téléconférences et les conférences se déroulaient tous en anglais. Et, nous, dans nos centres, nous offrons un service pour francophones. En plus de me plonger dans de nouvelles tâches, je m'efforce à suivre les activités du Literacy Network North-East dont les défis de la langue me causaient beaucoup d'ennuis.

Cette année, avec une gestionnaire francophone, nous avons eu plusieurs améliorations. Pour la première fois nous pouvions avoir des rencontres avec toutes les personnes oeuvrant dans centres d'alphabétisation francophones. Il y a toute une richesse de personnes expérimentées amenant une richesse imminente à la table. Auparavant, plusieurs de ces personnes ne participaient pas aux diverses rencontres puisqu'elles ne comprenaient pratiquement rien de ce qui se passait. Tout un réseau de personnes qui ne pouvait pas profiter de l'information donnée et ne pouvant pas alimenter les discussions!

Il est primordiale qu'en ces temps, que les francophones puissent avoir du service de qualité en français : l'appui téléphonique ou électronique en français, tous documents en français, le partage des ressources en français, les rencontres en français, etc.

Cette année, pour la première fois nous avons eu certains services en français. Ce fut fort apprécié et en plus je me suis impliquée d'avantage. Cependant, la charge est exigeante et il serait de mise qu'une personne francophone s'occupe du réseau francophones afin d'en assurer la survie et surtout la qualité du service d'alphabétisation.

J'ose espérer que ma lettre retiendra votre attention et que ma requête d'offrir un service en français de qualité pour les personnes oeuvrant en alphabétisation sera mise en oeuvre. La population francophone dans la région du Nord-Est est importante et on se doit de la desservir. Pour de plus amples renseignements ou clarifications, n'hésitez pas à communiquer avec moi.

Veuillez agréer, Monsieur, Madame, mes salutations distinguées.

Ruth Belliveau-Blain, Coodonnatrice
Centre d'éducation des adultes, New Liskeard ON
(705) 647-7304, blainr@cescdgr.on.ca

-----CONSEIL SCOLAIRE CATHOLIQUE DE DISTRICT DES GRANDES RIVIÈRES-----



*Centre de
Formation
pour adultes francophones*

Message : lacl@nrlformadco.ca
Téléphone/télécoque : 705-347-3229

29, chemin Gouvernement Est, Kirkland Lake, ON, P2N 1A1

26 février 2009

Objet: L'importance des Services en Français avec les agences francophones

Monsieur/Madame,

Je vous écris pour vous faire part de l'importance des services en français dans le processus du plan de services. Depuis que nous travaillons avec une directrice francophone au réseau régional, celle-ci facilite la communication, l'implication et augmente la participation des agences francophones. Être desservi en français nous permet de :

- Recevoir un meilleur service; de comprendre les messages, de s'impliquer;
- Développer un sens d'appartenance, car les réunions ont lieu en français;
- Poser des questions, émettre des commentaires, communiquer avec le réseau et de recevoir du service de qualité en français;
- S'impliquer dans le processus de plans de services, de le voir différemment, d'en comprendre le sens et l'importance; résultat direct sur les services aux apprenants;
- Réunir les organismes d'AFB francophones ensemble, de resserrer les liens, de créer de nouveaux liens, d'échanger, de travailler en équipe, de s'entraider;
- Travailler à l'élaboration d'un protocole d'accord d'aiguillage en français. Ce document existait seulement en anglais. Un document très important, facile à consulter.

Coordonnatrice depuis neuf ans, pour la première fois, je me suis sentie impliquée et utile dans les réunions du LSP. Je n'ai jamais pu m'impliquer par manque de connaissances de la langue anglaise. La directrice du réseau m'a permis de contribuer au processus du plan de services en me joignant à mes collègues francophones de la région avoisinante. J'ai senti que l'on me respectait en tant que francophone puisque les communications et les réunions se passaient en français. Je reçois des messages en français, des documents en français, je reçois de l'appui en français. Enfin, j'ai une place, j'ai ma place.

Les réseaux régionaux doivent appuyer les agences dans les communautés. Pourquoi leur mandat est-il de desservir les organismes anglophones? Qu'y a-t-il pour les agences francophones? Comment un directeur anglophone peut-il desservir efficacement et équitablement les agences francophones?

Je suis très impressionnée par la qualité des services francophones reçus depuis que nous avons comme directrice au réseau régional une personne qui nous dessert en français et également avec le début du projet « Établir des liens entre les plans de services et la langue ». Ces personnes sont soucieuses des services qu'elles offrent aux agences francophones. J'espère grandement continuer à recevoir des services en français d'une aussi grande qualité de la part de notre réseau régional.

Veuillez recevoir, Monsieur, Madame, l'expression de mes sentiments les meilleurs.

Linda Genest Dufour
Coordonneuse
Centre de formation LCAML
Kirkland Lake, ON