

ANNUAL REPORT 2021-2022

THE SFU SURREY-TD COMMUNITY ENGAGEMENT CENTRE





Thank you

for partnering with SFU to foster financial security through Early Learning and Income Stability initiatives in one of Canada's most diverse and fastest growing cities.

Thanks to your generous support, over the past year the SFU Surrey – TD Community Engagement Centre has continued to play a dynamic role in co-developing, implementing and supporting deep and high-impact community programming in Surrey, B.C.

Together with our community partners, we navigated through shifting restrictions due to the global COVID-19 pandemic and worked to safely transition back to in-person

program delivery, while continuing to take advantage of accessibility benefits of virtual offerings.

Your investment combined with our strong relationships with community partners have enabled us to continue offering long-standing and high-impact programs and to co-develop new initiatives that are responsive to the complex needs in our community.

We greatly value and appreciate our relationship with the TD Bank Group, and look forward to our enduring work to leverage combined resources for meaningful and transformative impact in the neighbourhoods we call home.



PARTNERSHIPS FOR IMPACT

The SFU Surrey–TD CEC, as a place-based entity, provides an opportunity to engage with the local community in an authentic way, where we see ourselves as an integrated part of the community. Through collaboration, sharing of resources and co-creation of ideas and solutions, we partner with people and organizations to navigate a complex, changing environment and build resilience.

These partnerships are at the heart of our activities. We have learned that healthy relationships provide the foundation for effective collaborations that make a positive difference towards a shared purpose. We believe that the approach taken in collaboration activities

between community-university partners is directly connected to outcomes that are mutually beneficial, and these principles are core to our work with communities.

The values underpinning our process for partnership development has led to relationships that are reciprocal and sustainable. Building relationships, developing trust and being responsive to community need enables us to take advantage of short-term opportunities and maximize the impact of longer partnerships. As such, we have a wider reach and add more value in the community than if we were to focus solely on our own programming.



OUR PARTNERS

- **BIG BROTHERS OF GREATER VANCOUVER**
- **BURNABY NEIGHBOURHOOD HOUSE**
- **CANADA SCORES VANCOUVER**
- **CIRA**
- **CITY OF SURREY**
- **DECODA LITERACY SOLUTIONS**
- **DIVERSECITY**
- **EMBARK SUSTAINABILITY SOCIETY**
- **EMPOWER THE FUTURE**
- **GEORGE VANIER ELEMENTARY**
- **HJORTH ROAD ELEMENTARY**
- **LEARNING BUDDIES NETWORK**
- **SURREY LOCAL IMMIGRATION PARTNERSHIP**
- **MOSAIC**
- **NEWTON ELEMENTARY**
- **NEWTON YOUTH RESOURCE HUB**
- **PACIFIC COMMUNITY RESOURCES SOCIETY**
- **PATHWAYS TO EDUCATION**
- **READ SURREY-WHITE ROCK**
- **SD 36 WELCOME CENTRE**
- **SFU FACULTY OF EDUCATION**
- **SFU HEALTH AND COUNSELLING**
- **SFU OFFICE OF COMMUNITY ENGAGEMENT**
- **SFU OUR LEARNING COMMUNITY**
- **SFU STUDENT SERVICES**
- **SOLIDSTATE**
- **SUPER CHEFS**
- **SURREY CITY LIBRARIES**
- **SURREY SCHOOLS**
- **SUCCESS**
- **UNITED WAY LOWER MAINLAND**
- **YMCA**

20

PROGRAMS

1000+

PARTICIPANTS

300+

VOLUNTEERS

26

PAID ROLES

7445

VOLUNTEER HOURS

25+

COMMUNITY PARTNERS



IMMIGRANT ENTREPRENEURSHIP PROGRAM, PARTICIPANT

“I would like to express my deepest appreciation to our four SFU volunteers who shared their time and their presence in helping and guiding our cohort. I’d like to thank Nawal for helping us through the bootcamp, Adele for his input and encouragement, Isabela for sharing her valuable knowledge and resources, and last but not least Pooria for unselfishly sharing his time, knowledge, resources and valuable feedback with our cohort. Without these four volunteer students we wouldn’t be here, we wouldn’t have learned as much. Thank you so much for helping us through this journey.”



COMMUNITY IMPACT & ENGAGEMENT

As a place-based community engagement centre in Surrey that is operated by a higher-education institution with a colonial history, we are deeply aware and intentional of how we approach making an impact with, in and of the community. Our values guide the work we do every day. Our focus on relationship building, trust and respect for the knowledge and expertise resident in the community has enabled us to become part of the social fabric in Surrey, contributing and adding value as an equal member of a larger whole.

The most significant impacts achieved with our community partners is through our after-school programs for children and youth. Findings from the Human Early Learning Partnership indicate that out-of-school initiatives are proven to further self-esteem and higher academic achievement. In turn, unsupervised after-school time is associated with risky behaviour including violence, substance abuse, injuries and juvenile crime.

The depth of engagement achieved through these initiatives is the most significant impact as it has the power to transform lives. Through our engagement with SFU student volunteers, our programs offer a high adult-to-child mentorship ratio (between 1:1

to 1:3), ensuring each program participant receives the attention and support they need to flourish. Our initiatives also focus on sustained connection over several weeks to enable relationship and trust building between mentors and participants, a key factor which impacts attendance and developmental benefits for children.

The initiatives through the SFU Surrey – TD Community Engagement Centre are inherently community-engaged. All programs delivered or supported by the centre are either co-created in partnership with community organizations, or the SFU Surrey – TD CEC provides value-added supports to existing programs in the community. For example, a new program initiated in 2021-2022 called 'Book Buddies', was co-developed and implemented by the SFU Surrey – TD CEC, the READ Surrey/White-Rock Society, the Surrey School District, and Hjorth Road Elementary School. These partners worked together to develop a one-to-one literacy support program for children in grades 2-4 attending Hjorth Road Elementary school. All partners contributed to a proposal for funding through the Decoda Literacy Foundation Fostering Literacy Program, and received \$10,000 to implement the program. Working together,



BOOK BUDDIES, VOLUNTEER MENTOR

“She has improved her reading a lot. I think we can try chapter books next week. I was proud that she spent time reading during her spring break, and her reading skills have really improved.”

we were able to put the curriculum, materials, leadership, volunteers and supports in place to deliver a one-to-one after-school literacy program for 12 children from February – June 2022. This initiative would not have been possible without the capacity, knowledge and resources of all the partners working together.

This is how we work at the SFU Surrey – TD Community Engagement Centre. Through our focus on building sustained and trusting relationships with community partners over time, we are able to take advantage of opportunities to implement new initiatives that are truly community driven, and that make a significant impact. It is important to recognize the immense investment in time that it takes to build these trusting relationships, and the ebb and flow that exists when people in organizations move on to different roles. This can be challenging, as new relationships need to be fostered and built regularly to sustain the partnerships. Prioritizing relationships is key for the the SFU Surrey – TD Community Engagement Centre to set the foundation for deep engagement in the community and for mutually beneficial initiatives to emerge.



EARLY LEARNING



This year, we reached approximately 460 children in grades 2-6 through early learning programs delivered or supported by the SFU Surrey – TD CEC focusing on literacy, numeracy, learning, belonging and connection. Some of our programming was impacted by COVID-19 and had to be delivered virtually or was delayed. Despite pandemic-related set-backs, we were able to work with our community-partners to deliver high-quality after-school and Summer programming reaching participants in a consistent and sustained way over several weeks. This type of deep engagement is key for realizing transformational impact that has the potential to change lives.

MENTORING WITH MATH, VOLUNTEER MENTOR

“I noticed my mentee who was shy had gained the confidence to share stories with me and be more comfortable talking about math and his interest. It was very rewarding!”

RACING READERS, PARTICIPANT

“When I was with one volunteer reading a book I liked [and brought] from home, when I got to big words I didn’t understand, the volunteer asked if I know the word, I answered no (truthfully) and she helped me learn. My mom can get busy with my brother and work in the kitchen so I usually move onto the next page, passing the words I don’t know.”

PROGRAM	DESCRIPTION	PARTNERS
Racing Readers	Builds literacy, numeracy and physical activity skills among children in grades 2-5 through an interactive tiered mentorship environment.	SD36, George Vanier Elementary, Newton Elementary, Ensuring Full Literacy Research Partnership
Book Buddies	A one-to-one reading program for children in grades 2-4 who are reluctant readers.	SD36, READ Surrey/White-Rock Society, Hjorth Road Elementary, SFU Faculty of Education
Mentoring with Math	Increases math skills for struggling students in grades 3-7 through a fun and accessible learning environment.	Big Brothers of Greater Vancouver, Newton Library
Learning Buddies	Develops literacy and numeracy skills for children in grades 1-3 through one-on-one tutoring and mentoring.	Learning Buddies Network
Tutoring, Homework and English Support	Increases academic confidence and facilitates successful settlement and integration for newcomer children in grades 4-7.	Friends of Simon Tutoring Program, SFU Faculty of Education, Surrey Libraries City Centre Library branch, SD36 Welcome Centre
Education 424	A community-engaged learning initiative for future educators to work with elementary school students who have diverse abilities and are struggling readers.	SFU Faculty of Education, SD36, Old Yale Road Elementary
Our Place Camp	Builds a sense of community and belonging among newcomer children in grades 2-6 by empowering them through human-rights education and play.	DIVERSEcity Community Resources Society
Communicreate	Helping newcomer children and youth practice English in a fun and creative atmosphere.	DIVERSEcity Community Resources Society
Youth Leadership Development	Builds the potential of young people ages 10-18 so that they have the skills to positively impact the community as a young professional.	YMCA of Greater Vancouver
Superchefs	Empowering children by teaching the essentials of balanced nutrition, food preparation and social etiquette.	SuperChefs

*Impact statements and testimonials available in the Appendix.

HIGHLIGHTS

This year we focused some of our efforts to further engage the academic learning and research capacity at SFU to create mutually beneficial partnerships through our programs in and with community in Surrey.

RACING READERS, PARTICIPANT

[Before Racing Readers] “I did not read much because I did not have time and even if I had time, I did not end up reading because I thought reading was boring and I also didn’t get to choose the books I wanted. After Racing Readers I had more choices in reading that interested me.”

RACING READERS

Racing Readers is a long-standing program offered in partnership with the Surrey School District and has been running through the SFU Surrey – TD CEC since 2014. Through a weekly after-school program at two schools in Surrey, Racing Readers helps children in grades 2 to 5 develop educational skills, and physical and social well-being. Children participate in reading, writing and numeracy exercises and physical activities. SFU students offer support and act as positive role models for program participants.

Over the past year, we worked with the Ensuring Full Literacy research partnership which is a team of Canadian and international scholars, industry and community partners working to bridge the dimensions of literacy acquisition in our multicultural and digital world. In 2021-2022 we set up a research partnership with the Racing Readers program to conduct a study on the impacts of mentorship on reading and literacy with expected completion in 2023.



BOOK BUDDIES

Book Buddies is a new one-to-one reading program, co-developed in partnership with the Surrey School District and the READ Surrey/White-Rock Society with additional funding of \$10,000 from the Decoda Literacy Foundation. This program supports children in grades 2-4, as research shows that strong early reading skills are a predictor of future academic success. The goal for this program is not only to support learners to read at their grade-level, but even more importantly to foster a love for reading, and to encourage children to become lifelong readers. Book Buddies also includes a focus on family literacy and empowering parents to support their child's reading journey from home.

As part of the development of the program, an evaluation and research component were built in to the program plan and budget to ensure consistent and high-quality data collection and analysis, and to provide an opportunity for SFU students to learn and participate in community-based research.



EDUC 424

Education 424 is a course offered at Simon Fraser University which provides students with an opportunity to offer individualized assessment and instruction to children with learning difficulties. This year, the Faculty of Education professor teamed up with the SFU Surrey – TD CEC and the Surrey School District to offer one-to-one tutoring and assessment for children facing learning difficulties at Old Yale Road Elementary in the Summer of 2022. The tutoring sessions were implemented as part of a larger Summer camp where the participants also had the opportunity to engage in recreational, arts-based and physical activities. SFU students from the class were engaged as volunteers for the remainder of the camps. This not only provided an impactful experience for program participants, but also for SFU students who had the opportunity to apply their academic learning in a community context.



INCOME STABILITY

This year, we reached approximately 600 youth and adults with a focus on reducing barriers to education and employment. We worked with our community partners to support and implement several initiatives that addressed upstream solutions to unemployment including education, mentorship and community involvement for youth, and English language skill building, networking and entrepreneurship for adults.

CONNECT THROUGH HOMEWORK AND READING, PARTICIPANT

“You really made me to release lots of my burden. This time I really needed to do a lots of homework, and these classes helped me a lot to do it...I really loved these classes and hope that I’ll be a part of this again... Thank-u a lot!”

ENGLISH CONVERSATION CIRCLES, VOLUNTEER

“My supervisors told us that this was the most participants they had ever seen and it was consistent all throughout the six sessions we had. The participants thanking us during the final session and saying they learned a lot of new things about Canadian culture was a rewarding and heartwarming experience.”

PROGRAM	DESCRIPTION	PARTNERS
TD Panel Event	Learning and networking event for newcomers looking to start their careers in banking in Canada.	SUCCESS, TD Bank Group
English Conversation Groups	Harnesses the power of conversation to help newcomers learn English and succeed in the workplace.	SUCCESS
Immigrant and Women's Entrepreneurship Program	Business incubator, self-employment training, networking and support system.	DIVERSEcity
Solid State Co-op Partnerships	Helps people from racialized backgrounds build their own enterprises, primarily but not exclusively in the form of worker co-operatives.	Solid State Community Industries
Connect Through Homework and Reading	Mentoring and homework support for newcomer youth in grades 8-12.	SD36 Welcome Centre
Bridge Program	Offers support, settlement and mentorship for newcomer youth who may have significant education gaps, communication barriers and/or have experienced trauma.	SD36 Welcome Centre
Future Leaders Program	A 12-week program connecting youth in grades 10-12 with positive role models through one-on-one mentorship, workshops and community involvement.	Empower the Future, United Way
Pathways to Education	Helps students graduate from high school and successfully transition into post-secondary education, training, or employment.	Pacific Community Resources Society (PCRS)
Homework Club	Helps youth thrive in their educational endeavors and increases confidence by offering study support and healthy relationship building with adult mentors.	PCRS Newton Youth Hub

*Impact statements and testimonials available in the Appendix.

HIGHLIGHTS

TD PANEL EVENT

The TD panel event brought together five volunteers from the TD Bank Group to share their experiences, knowledge and personal journey of working at TD Bank with newcomers to Canada who are interested in starting their careers in banking. In partnership with SUCCESS, this event facilitated the opportunity for approximately 25 individuals to learn from and network with current TD bank employees, and get a better understanding of how they might start their careers, and the many possibilities for growth within the industry.

ENTREPRENEUR PROGRAMS

The SFU Surrey – TD CEC supported the Immigrant Entrepreneur and Infinity Womenpreneurs programs delivered by DIVERSEcity. Through SFU student involvement, they supported the entrepreneurs in the program through idea and knowledge sharing, workshops, presentation, website and social media support. The program participants created a ‘thank-you’ video to express gratitude to the SFU students for their support: <https://www.youtube.com/watch?v=4J5v6fV5PxU>.

ENGLISH CONVERSATION GROUPS

In partnership with SUCCESS, this program brings together newcomers to Canada and SFU student volunteers on a weekly basis to practice English in a casual and supportive environment. By removing language barriers through weekly conversations, program participants can integrate better into their workplaces and understand more about their rights and responsibilities at work. In the last year, the program engaged 75 participants and 15 volunteers.

SOLID STATE

The SFU Surrey – TD CEC has been working with Solid State Community Industries to support the growth of the organization and to empower social entrepreneurs to co-develop their own workers co-operatives. Through the co-application of community grants, we have been able to channel over \$45,000 to support racialized youth and adults in the development of their own enterprises. The Solid State model is based on the concept of community economic development, where resources and decision making is shared and democratic, and where money and business is put in service of people and the planet. Solid State supports approximately 17 workers co-operatives, many of which include SFU student participants.



**ENGLISH CONVERSATION
CIRCLES, PARTICIPANT**

“I love it. I love your volunteers efforts. Thanks a lot from my bottom of heart.”

COMMUNITY-ENGAGED LEARNING

All of this work in and with community would not be possible without the incredible support, knowledge, creativity and energy from SFU student volunteers and staff.

University students who are involved in community engaged learning experiences show an increase in transferrable and employable skills, interest and motivation for future civic participation and action, increased confidence in their abilities, expanded networks, as well as higher levels of learning.

Through the SFU Surrey – TD CEC, SFU students have the opportunity to participate in a variety of community based learning initiatives, from low-barrier one-time volunteer opportunities to year-long paid positions supervising other volunteers.

Students receive training through the Centre and with community partners. All opportunities are included on the SFU co-curricular record (CCR). The CCR is a university sanctioned document—like a transcript—that tracks, describes and recognizes a student's involvement and contribution in extra-curricular activities that have a connection to their learning and development.

In the last year, we have reached:

- 26 student staff
- 300 volunteers
- Over 1600 current students and alumni through our newsletter

RACING READERS, VOLUNTEER

“My partner and I were reading The Paper Bag Princess [for group reading] and each student took turns reading. The chance for everyone to equally participate encouraged not only good reading skills, but it also exercised my leadership.”

LEARNING BUDDIES, VOLUNTEER

“During one of our sessions, I succeeded in having my buddy understand the concept behind multiplication. Working with kids who struggled with math made me realize how it’s important to dedicate our energy to helping others. To form a strong community, we need to support and uplift each other.”





CONNECT THROUGH HOMEWORK AND READING, PROGRAM & VOLUNTEER SUPERVISOR

“Patience is also key when encouraging students who are struggling with concepts, and it has helped me realize why I am passionate about becoming a high school teacher. It is very important to teach our students well, so simple concepts are not a struggle, and they can increase their breadth and depth of knowledge by having a strong foundational understanding.”

MOVING AHEAD WITH GRATITUDE

The TD-SFU relationship is one that is multifaceted, integrated, and mutually beneficial. We are grateful for the dedication and commitment of strong partners like the TD Bank Group for your essential role in enabling the community development and connection work that is required to build resiliency in our neighbourhoods.

This past year has shown us that our solid foundation of relationships allowed us to be flexible in uncertain circumstances related to the pandemic, and also enabled us to take advantage of new opportunities to make a difference. We look forward to another year ahead where we will continue to work with our partners to implement high-impact programming, develop new initiatives in response to changing needs, and facilitate rich learning and research opportunities.

The challenges facing our society and local communities are complex, and therefore require complex responses. This can only be achieved by people and organizations coming together to share their knowledge and resources, and to co-create new solutions in collaboration. The TD Bank Group is a significant part of this equation, and we thank you for your solidarity.

CONTACT

Joanne Curry
Vice-President
External Relations
joanne_curry@sfu.ca

Matthew Grant
Director, Community
Engagement and Outreach,
External Relations
matthew_grant@sfu.ca

Rachel Nelson
Associate Director, Partner-
ships and Programs
External Relations
rachel_nelson@sfu.ca

Simon Fraser University
8888 University Drive
Burnaby, BC
Canada V5A 1S6

APPENDIX

ONLINE PRESENCE

Find us at: www.sfu.ca/cec.html

Instagram: [@sfu_surrey_tdcec](https://www.instagram.com/sfu_surrey_tdcec)

Blog: www.sfu.ca/cec/featured-reads/blog.html

Reports: www.sfu.ca/cec/featured-reads/reports.html

Photo Gallery: www.sfu.ca/cec/programs-events/photo-gallery.html

IMPACT & TESTIMONIALS

BOOK BUDDIES

At the beginning of the program, most of the students who participated in Book Buddies had low interest and confidence in reading. The testimonials from the students and volunteer mentors indicate that the more the students built a relationship with their mentors and worked closely together, the more they gained interest and confidence in reading.



“I hated reading because of a different reading program, Kumon, but I started enjoying reading because of Book Buddies.” – Book Buddies, Participant

“Last time, no understanding anything. This time he understands everyday.

“Mama, I need to read everyday. I need to read books.” Last time, “Mama, no, no understand anything.” This time, no, he understands everything, and he reads everyday.” – Book Buddies, Parent

“She has improved her reading a lot. I think we can try chapter books next week. I was proud that she spent time reading during her spring break, and her reading skills have really improved.” – Book Buddies, Volunteer Mentor



RACING READERS

100% of survey respondents indicated that their Racing Readers volunteer helped them with one or more of the following things:

- Wanting to read more
- Reading a difficult word
- Having more fun reading
- Understanding the story better
- Learning what a new word means
- Reading out loud
- Being more confident when reading

When program participants were asked what they like about the program, we received responses such as:



“My favourite part is that you can make new friends and learn new things. I like that we have a lot of fun together with friends.”

“When we do journals as we get to wonder what to write; we learn new spelling by asking and I like answering questions because they are fun.”

“Because when I get mad I read a book and feel calm after.”

“I get to learn new words and I get to ask the teacher for help.”

“Learning the themes and word of the day”; “Themes like ‘what do you want to be when you’re older?’”

“His favourite part is reading because he gets to learn. He learns information and it gives him confidence.”

“Likes playing outside and reading books because reading makes you smarter and playing makes you stronger.”

“Can learn new things from the book” and “it’s fun to learn by reading.”

“Don’t get a quiet environment at home to read, but get that environment here.”

“When I was with one volunteer reading a book I liked [and brought] from home, when I got to big words I didn’t understand, the volunteer asked if I know the word, I answered no (truthfully) and she helped me learn. My mom can get busy with my brother and work in the kitchen so I usually move onto the next page, passing the words I don’t know.”

[Before Racing Readers] “I did not read much because I did not have time and even if I had time, I did not end up reading because I thought reading was boring and I also didn’t get to choose the books I wanted. After Racing Readers I had more choices in reading that interested me.”

“I liked how we are reading a book to somebody and they applaud us. We feel good when volunteers say ‘good job’ and other students feel good too.”

“Sometimes I get nervous when I’m reading out loud but I read out loud comfortably because my volunteer was there.”



MENTORING WITH MATH

Over 92% of participant respondents said they feel more positive and confident about Math after taking the program.

78% of participant respondents said their math grades improved over the course of the program.

89% of participant respondents said they had a ‘good’ or ‘very good’ friendship with their volunteer mentor in the program.

Volunteers also observed that their mentees showed increased self-esteem, eagerness to learn new skills, increased confidence in math and increased social and communication skills.

When volunteers were asked about their most rewarding experience as a Mentoring with Math mentor, some responses included:

..... “

“I noticed by mentee who was shy had gained the confidence to share stories with me and be more comfortable talking about math and his interest. It was very rewarding!”

“Seeing things start to make sense to my mentee after weeks of working on a topic”

“Being able to see my Mentee going through puzzles, really working on their problem-solving skills and enjoying the process!”



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TUTORING, HOMEWORK AND ENGLISH SUPPORT PROGRAM

Program participants were asked to rate their learning skills, confidence levels and sense of belonging in areas such as: classroom participation, reading and understanding everything in class, doing the math assigned in class, finishing homework, marks for assignments and tests, feelings about continuing education after graduation, feelings about connection to the school community, and feelings about the future.

Highlights from the survey include:

- There was a cumulative improvement in all areas over the course of the year.
- The three areas of most significant change were “reading and understanding everything in class”, “classroom participation”, and “my marks for assignments and tests”.
- 92% of students who completed the survey said that tutors helped them (“a little”, or “a lot”) to achieve these positive changes listed above.

92% of the parents who responded to the survey indicated that they think that their child likes going to the FOS program. 97% of the respondents also felt that the FOS program was helping their child to do better at school.

When asked how FOS helped their children most parents indicated that their children received help with their reading and math, and that FOS tutors helped their child become more confident at school. Another top answer was help with homework.

CONNECT THROUGH HOMEWORK AND READING



“You really made me to release lots of my burden. This time I really needed to do a lots of homework, and these classes helped me a lot to do it...I really loved these classes and hope that I’ll be a part of this again...Thank-u a lot!”



LEARNING BUDDIES – READING AND MATH BUDDIES

80% of participants improved their reading skills, and 65% improved their math skills (addition and multiplication particularly).



“I really enjoyed learning with a buddy that wasn’t my parent or teacher. They made it fun!”

“Dear Reading Buddies, My son has been with Learning Buddies for 4 months. He really enjoys the time with his mentors. They are patient and kind, and they teach him a lot. He improves so much that he can now read an easy book all by himself. He learns by playing games, so he has a lot of fun. He wishes that he can spend more time with Learning Buddies. I am really appreciated that Learning Buddies make learning more interesting. Thank you so much!” – Learning Buddies, Parent

“My mentor was so patient with lots of games to add on so I don’t feel bored. She teaches me different strategies, how to speed up solving math problems, and how to check correctly at the same time!” – Learning Buddies, Participant

“My son has attended LBN sessions for three terms. He enjoyed learning with all his buddies very much throughout the year. The LBN program has helped my son tremendously especially in his reading fluency, comprehension, and pronunciation skills. Our buddies had also created interactive and fun word games. Overall, I would rate this program a 5-star (BOTH the program and our buddies who have a lot of patience in teaching) and I would highly recommend this program to everyone. A BIG THANKYOU to this program and to all the staff in this LBN program! We really appreciate you and everything that you all did for my child! Thank you!” – Learning Buddies, Parent

“Our time together showed me what it truly meant to be a mentor. Our bond made me excited for our session and I felt like his biggest cheerleader. In turn, he taught me a lot about his interests and the value of relationship. I’m very grateful that my first experience with LBN was so significant and positive.”
– Learning Buddies, Mentor



TD PANEL EVENT

After the workshop, 100% of survey respondents indicated that they acquired more knowledge on the topic and 80% now know how to find appropriate resources to meet their needs.

ENGLISH CONVERSATION GROUPS

After the workshops, 100% of participants felt more confident in their ability to carry on conversations with others in English, 86% indicated that they acquired English language conversation skills that will help them grow their network and build their career in Canada. Some comments from participants include:

..... “

“I love it. I love your volunteers efforts. Thanks a lot from my bottom of heart.”

“Thank you for this spaces that help us so much.”

“I am very happy I registered for this program.”



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ENTREPRENEUR PROGRAMS

The program participants created a ‘thank-you’ video to express gratitude to the SFU students for their support:

<https://www.youtube.com/watch?v=4J5v6fV5PxU>.



“I want to express my appreciation for the SFU students. Time is not free and I’m so grateful for the time that you shared with us. Adele was competent, insightful and provided specific feedback that helped all of our ideas grow. Isabela is creative, knowledgeable and supportive and thoughtful, Nawal was well prepared and instructive in the program she gave, and Pooria was competent, specific, deeply knowledgeable and accessibly generous with his time and efforts with helping us.”

“I’m really grateful for all the great time we had from Adele, Isabela, Nawal and Pooria. Adele has been extremely knowledgeable about google reviews, Isabela has been creative and always having a positive attitude, Nawal has been extremely knowledgeable about corporate sponsorship and pushing us to have different revenue streams and Pooria has been very dedicated providing amazing feedback on websites, presentations and social media and providing valuable feedback at every single session so thank you so much to all of you.”

“I would like to express my deepest appreciation to our four SFU volunteers who shared their time and their presence in helping and guiding our cohort. I’d like to thank Nawal for helping us through the bootcamp, Adele for his input and encouragement, Isabela for sharing her valuable knowledge and resources, and last but not least Pooria for unselfishly sharing his time, knowledge, resources and valuable feedback with our cohort. Without these four volunteer students we wouldn’t be here, we wouldn’t have learned as much. Thank you so much for helping us through this journey.”



BURNABY

8888 University Drive
Burnaby, British Columbia
Canada V5A 1S6

SURREY

250-13450 102nd Avenue
Surrey, British Columbia
Canada V3T 0A3

VANCOUVER

515 West Hastings Street
Vancouver, British Columbia
Canada V6B 5K3