



# Annual Report

## 2020-2021







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## MISSION

The mission of Licensed to Learn (L2L) is to support children and youth. We boost student success by facilitating personalized peer tutoring programs and by creating leadership development opportunities.



## VISION

Our vision is to engage and support at-risk students with their learning and help them develop the skills they need to live and work successfully in the future.



## VALUES

L2L's values drive our mission & vision:  
Equity, Leadership,  
Productive Citizenship,  
Empathy, Mentorship

# A Message from Our Chair

Over the last year, Licensed to Learn (L2L) has played an important role in supporting Canadian students, and schools with coping with the disruption created by the COVID-19 pandemic. Health and safety policies required schools and community programs to quickly shift to virtual and hybrid learning structures, with physical distancing requirements enforced for any in-person programming.



These restrictions impacted most academic support programs offered through schools and community agencies like L2L. We had to rethink how we work with schools, how our dedicated Trainers facilitate their training, and how our Tutors connect and support their Peers. In consultation with the school boards, schools, and students, we successfully pivoted and developed innovative virtual training materials and adaptable program models that have enabled L2L to become a vital support to students during the pandemic.

The program was integrated into tutoring, leadership, credit-recovery, and student success programs offered through the school boards. We are proud to have also supported students in the virtual campuses at the major Ontario school boards, creating spaces for students to support each other, both academically, and personally. We also expanded our skills-training programming, offering seminars on topics like Resilience in Times of Crisis, Financial Literacy, and Career-Readiness.

Pandemic restrictions forced most community-based programs to scale back or halt programming completely. L2L established innovative collaborations with community partners like the Jean Augustine Center for Young Women's Empowerment, and the Fort Saskatchewan Family Multicultural Center. These collaborations kept vital resources accessible to children and youth across Canada.

This Annual Report highlights the important impact that L2L has had over the last year. We are grateful to funders like the RBC Foundation, who have helped sustain and grow our programs across Canada. We also thank our generous donors, partners, and dedicated volunteers for making it possible for L2L to provide this important support to students.

On behalf of the dedicated Board at L2L, I offer my sincere gratitude.

Zeib Jeeva, O.Ont  
Chair, L2L Board of Directors

# **Program Impact**

**845**  
Students  
certified as  
L2L Tutors

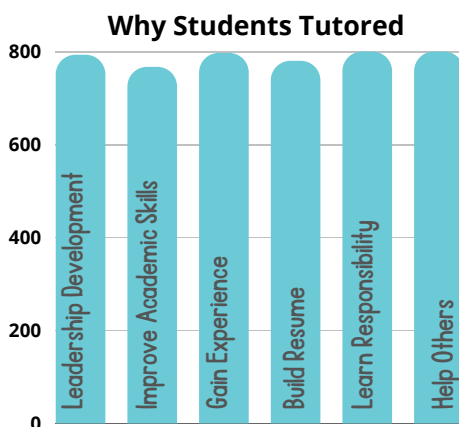


In 2020-21, 845 students participated in the L2L Program as Tutors. They successfully completed the L2L Tutor Training, and each dedicated a minimum of 5 hours to supporting peers at their schools and in the community.

L2L Tutors played a very important role during the pandemic. Tutors met regularly with their peers, forming strong mentoring and supportive bonds, helping students who were feeling disconnected and isolated while studying virtually.

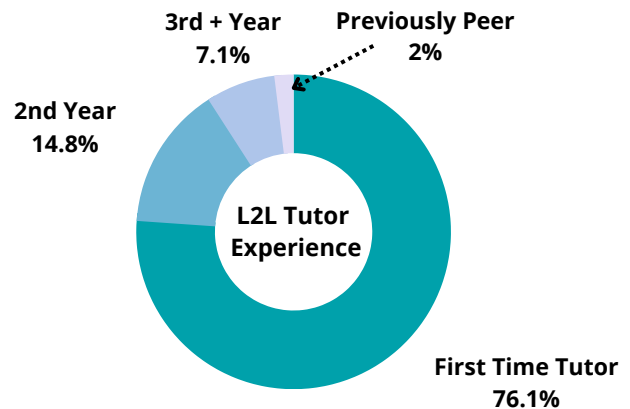
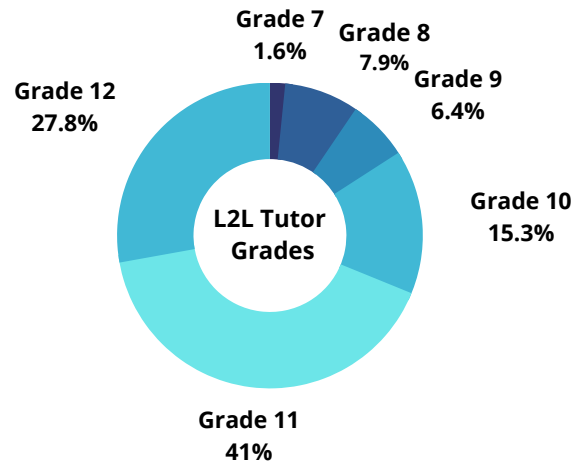
Through program surveys, L2L Tutors indicated that they developed important skills to support their academic and professional development.

- 88% developed leadership skills
- 71% improved their personal academic skills
- 80% felt more prepared for their career
- 90% felt that they learned to be more responsible
- 87% said that the program helped them build their resume



 **6,970+**

L2L Tutors were awarded nearly 7,000 volunteer hours for providing free peer-tutoring support to their peers.



In 2020-21, 76% of students participated in the program for the first time as Tutors. Over 20% were past Tutors, who earned Level 2 of more certification. 2% of L2L Tutors were once L2L Peers, having received support from an L2L Tutor previously.

 **130+**

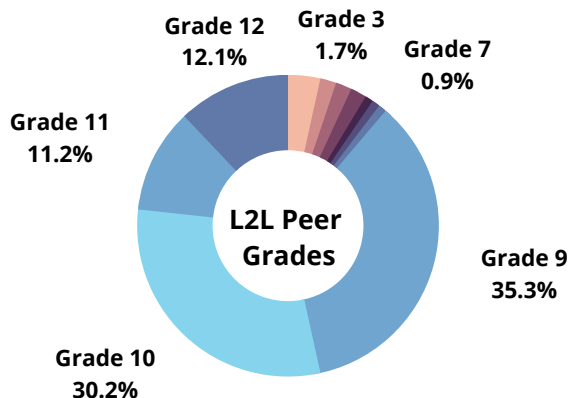
Over 130 course credits were earned by L2L Tutors, in recognition of their tutor training and tutoring. The program was integrated into leadership, careers, and other courses with aligning curriculum learning objectives.



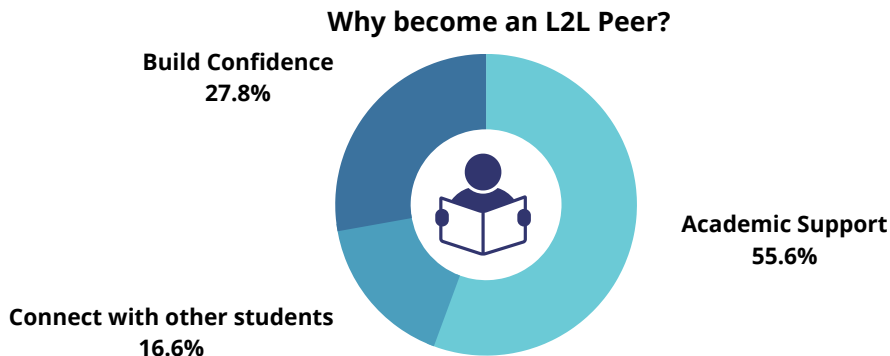
**1,011**  
Students  
received  
Tutoring  
Support



L2L Tutors supported over 1,000 of their peers in schools and community agencies across Canada in 2020-21. We worked with the schools and community agencies to build the program around their unique needs, and their pandemic policies.



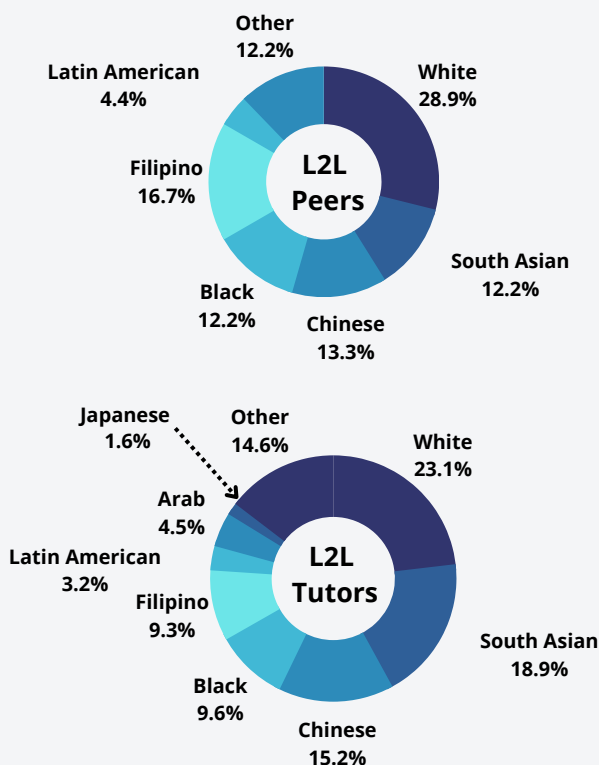
L2L Tutors usually work with younger Peers. In 2020-21, most peers were from grades 9 and 10. These students were adjusting to high school, while dealing with the shift to virtual learning. L2L Tutors helped them feel more connected and supported.



The L2L Program helps students access free tutoring support from peers who have been trained to help them better understand their personal learning profiles and to develop effective learning strategies. Over 55% of L2L Peers indicated that they joined the program for academic support.

L2L Tutors also become mentors and friends to their peers. They help their peers build their confidence, and feel more connected to their school community.

#### Race/Ethnicity of L2L Tutors & Peers



L2L Peers sought tutoring support with a broad range of subjects including: Math (49%), English (23%), and Science (12%).

**7,500+**

L2L Tutors provided over 7,500 hours of free peer-tutoring support. Tutors and Peers met during class-time, lunch breaks, and after-school, under the supervision of dedicated teachers and administrators at their schools.

## Leadership Seminars



**Career Event**  
March 23, 2021  
10:30 am - 12 pm EST  
*Limited spaces available!*

Keynote Speaker  
**Neil McLaughlin**  
Group Head, RBC Personal & Commercial Banking

In 2020-21 we expanded our skills-building programs. Through consultations with students, and teachers, we developed seminars to help students develop the transferable skills they need to succeed academically, and professionally.

We hosted 5 leadership seminars featuring speakers like Neil McLaughlin, Group Head, Personal & Commercial Banking at the Royal Bank of Canada (RBC).



**100+**

Over 100 students from across Canada participated in the virtual seminars. They developed skills in learning agility and resiliency and explored ways to better support themselves and their peers as mentors and leaders.



**Career Readiness Seminar**  
March 30, 2021  
4PM - 5:30PM Vancouver Time  
5PM - 6:30PM Edmonton Time  
7PM - 8:30PM Toronto Time  
8PM - 9:30PM Halifax Time  
*Limited spaces available!*

Open to youth aged 14-29

## Community-based Programs

We made the L2L Program more accessible to students through collaborations with community agencies that support equity-deserving youth.



L2L partnered with agencies like the Jean Augustine Centre for Young Women's Empowerment to implement peer-tutoring, and leadership programs, and collaborate on innovative workshops, March Break and summer programs.



Community-based programs are successful because students are able to form deep connections with one another that may not have been possible within their own schools.



By doing this, students are able to build a personal network for academic support as well as peer mentoring.





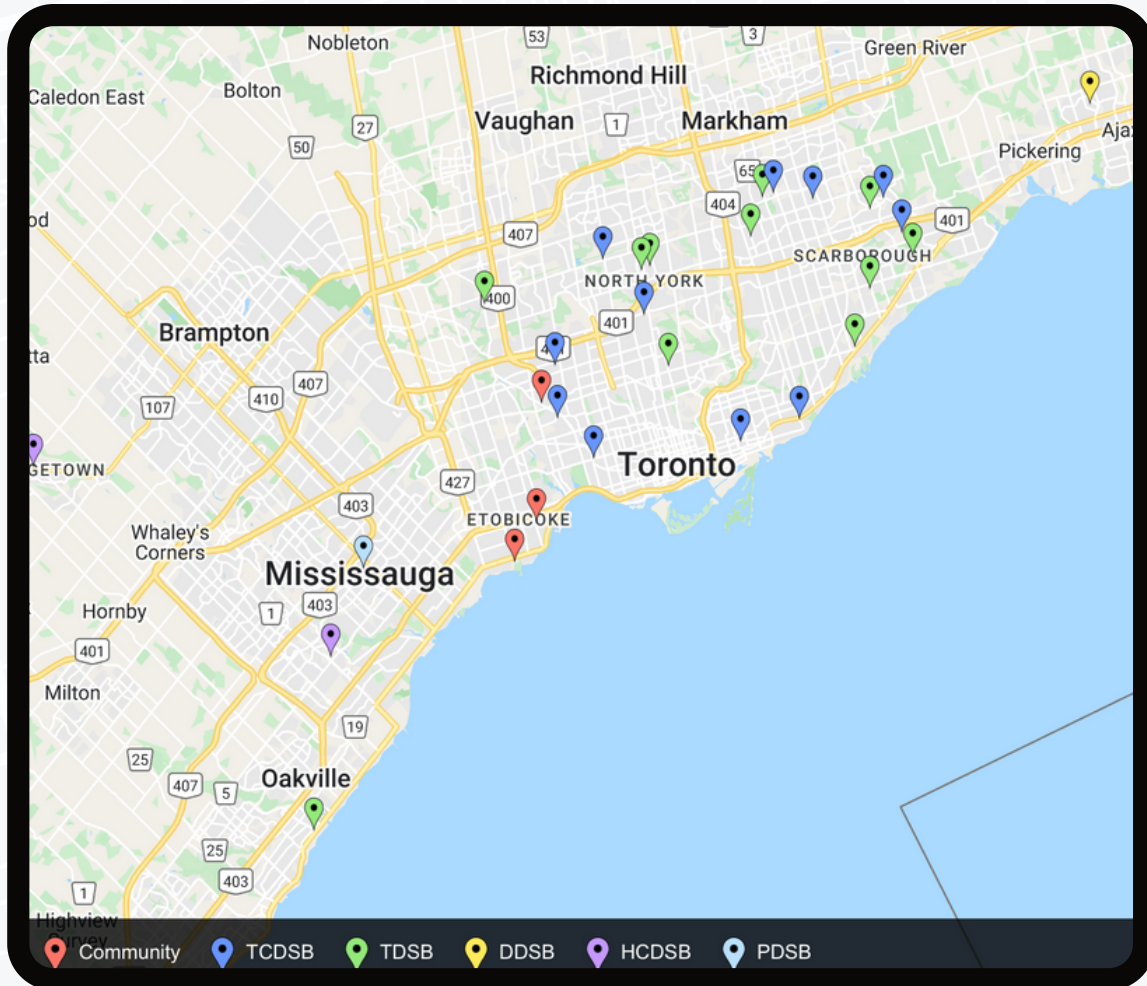


## 28:33

**Tutors: Peers  
per Program**

Over 50 L2L Programs were implemented in schools and community agencies.

Each school and community agency had an average of 28 Tutors and 33 Peers.



### Toronto District School Board (TDSB)

- Albert Campbell Collegiate Institute
- Cedarbrae Collegiate Institute
- David Lewis Public School
- Earl Haig Secondary School
- Emery Collegiate Institute
- Lester B. Pearson Collegiate Institute
- Northern Secondary School
- RH King Academy
- Sir John A. Macdonald Collegiate Institute
- TDSB Virtual Secondary School
- West Hill Collegiate Institute

### Durham District School Board (DDSB)

- Westney Heights Public School

### Halton Catholic District School Board (HCDSB)

- Christ the King Catholic Secondary School
- St. Thomas Aquinas Catholic Secondary School

### Toronto Catholic District School Board (TCDSB)

- Bishop Marrocco Thomas Merton Catholic Secondary School and Regional Arts Centre
- Father John Redmond Catholic Secondary School
- James Cardinal McGuigan Catholic High School
- Loretto Abbey SS
- Mary Ward Catholic Secondary School
- Neil McNeil High School
- St. John Paul II Catholic Secondary School
- St. Francis Xavier Catholic Elementary School
- St. Joseph Catholic School
- St. Mother Teresa Catholic Academy
- St. Oscar Romero Catholic Secondary School

### Peel District School Board

- Erindale Secondary School

### Community-Based

- Jean Augustine Centre
- Mt Dennis Program
- Eclipse Youth Centre

# L2L Tutor Voices



"L2L taught me to acknowledge differences in others and how to help them to use their differences as a strength"

- Tutor, Grade 10

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"L2L helped me gain a sense of responsibility"

- Tutor, Grade 9

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"I had the opportunity to meet somebody who I would probably never have met before."

- Tutor, Grade 11

---

"I liked being able to be a leader in my school"

- Tutor, Grade 12

---

"My experience with L2L Tutor Training was amazing. I learned many interesting things that I didn't know before"

- Grade 10, Tutor

---

"This program allows you to make an awesome friend during the process too!"

- Tutor, Grade 9

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"Overall, the tutoring experience has helped me build my resume and learn how to become a better leader".

- Tutor, Grade 12



## L2L Peer Voices



"I liked that our tutors were also students, so they understand what we are going through."

- Peer, Grade 9

---

"I loved how the grade 12s made me feel comfortable to talk and engage with them."

- Peer, Grade 9

---

"It was nice that the tutor was always ready to help."

- Peer, Grade 10

---

"I like that my tutor explained the concepts to me differently than my teacher"

- Peer, Grade 9

---

"I liked that we got to get to know more students at our school."

- Peer, Grade 10

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"My tutor helped me with my confidence"

- Peer, Grade 9

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## L2L Team

Board of Directors
Zeib Jeeva (Chair)
Reza Rizvi (Vice Chair)
Nurhan Aycan (General Secretary)
Winston Kassim ( Executive Member-at-large)
Marzia Habib-Hassan ( Executive Member-at-large)
Yasmeena Mohamed ( Executive Member-at-large)
Mukthar Rehamtulla (Treasurer)
Nabil Ali (Board Member)
Seema Rizvi (Board Member)

Staff
James D'Souza (Senior Program Manager)
Tusma Sulieman (Youth Outreach Coordinator)
Administration Team
Fred Peach (Education Consultant)
Mike Ricci (Education Consultant)
Julio Sousa (Education Consultant)

Thank you to the L2L Education Consultants and L2L Trainers who volunteer their expertise, time, and energy to develop the L2L curriculum, collaborate with schools, and train students. With their insight, L2L is able to develop innovative programming that addresses systemic resource gaps, and meets the needs of Canadian students.

L2L Trainers		
Patti Andrews	Vangie Kirkos	Susi Pichelli
Doris Bognar	Jane Krupica	Lesley Risinger
Paul Cianfarani	Joe Longo	Sally Spofforth
Antonia Chiumminto-Amatangelo	Terry MacDonald	Jackie Turingia
Anna Enenajor	Terri MacKenzie	Mary Valtellini
Gail Freire	Gerard MacNeil	Lena Virgilio
Brian Hern	Joan McCann	Dolores Zezima
Wendy Hern	Althea Parsons	Michael Rossetti

L2L is also grateful to Kristen Peach and Jorge Sousa for their support in developing the digital L2L Curriculum that supported the implementation of virtual and hybrid programming.

## L2L School Coordinators

Over 100 principals, vice-principals, teachers, and staff at community agencies coordinated the L2L Program at their school or community agency. They volunteered their time to work with the L2L Education Consultants and L2L Trainers to manage the logistics of the program and adapt the program to best meet the needs of their students.



## L2L Sponsors and Funders

Thank you to the many private donors, sponsors and funders of the L2L Program. With your support, L2L is able to make free academic and mentorship support accessible to students across Canada.

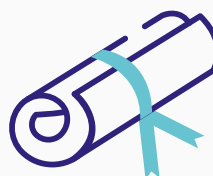


### RBC Future Launch



**2,600+**

Hours of free tutoring and mentorship support provided by L2L Tutors in high schools across Canada



**650+**

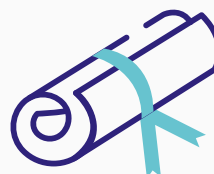
Youth aged 15-19 certified as L2L Tutors

With the support of the Royal Bank of Canada through their RBC Future Launch initiative, the L2L Peer-Tutoring and Leadership Program was implemented in high schools across Canada. In addition to the tutor training and tutoring programs, skills-building conferences and webinars were hosted, helping students develop vital transferable skills to help them launch successful and resilient careers in areas they are passionate about.



**750+**

Hours of free tutoring and mentorship support provided by L2L Tutors in elementary schools across Canada



**70+**

Elementary school students certified as L2L Tutors across Canada.

The International Development and Relief Foundation (IDRF), an affiliated charity of Licensed to Learn (L2L), funded L2L's work in elementary schools in 2020-21. Young learners were strongly impacted by the pandemic disruption. L2L worked with elementary school teachers to adapt the program around the shifting and complicated social distancing policies. Tutors were able to meet with their peers regularly either virtually, or in school through innovative solutions created by L2L Trainers and the dedicated administrators and teachers at these schools.

**Licensed to Learn Inc.**  
**Financial Statements**  
For the year ended June 30, 2021

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## Independent Auditor's Report

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To the Directors of  
Licensed To Learn Inc.

### Qualified Opinion

We have audited the accompanying financial statements of Licensed To Learn Inc. (the "Organization"), which comprise the statement of financial position as at June 30, 2021, and the statements of operations, changes in net assets, and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies and other explanatory information.

In our opinion, except for the possible effects of the matter described in the *Basis for Qualified Opinion* section of our report, the accompanying financial statements present fairly, in all material respects, the financial position of the Organization as at June 30, 2021, and the results of its operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

### Basis for Qualified Opinion

In common with many not-for-profit organizations, the Organization derives revenue from donations and fundraising activities, the completeness of which is not susceptible to satisfactory audit verification. Accordingly, verification of these revenues was limited to the amounts recorded in the records of the Organization. Therefore, we were not able to determine whether any adjustments might be necessary to donations and fundraising events revenue, deficiency of revenues over expenses, and cash flows from operations for the years ended June 30, 2021 and 2020, current assets as at June 30, 2021 and 2020, and net assets as at July 1 and June 30 for both the 2021 and 2020 years. Our audit opinion on the financial statements for the year ended June 30, 2021 was modified accordingly because of the possible effects of this limitation in scope.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Organization in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified audit opinion.

### Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Organization's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Organization or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Organization's financial reporting process.

## Independent Auditor's Report (continued)

### Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Organization's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Organization to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

*BDO Canada LLP*

Chartered Professional Accountants, Licensed Public Accountants

Markham, Ontario  
November 18, 2021

**Licensed To Learn Inc.**  
**Statement of Operations and Changes in Net Assets**

For the year ended June 30	2021	2020
<b>Revenue</b>		
Donations and fundraising events (Note 2)	\$ 162,108	\$ 235,106
<b>Expenses</b>		
Insurance	3,275	3,145
Office supplies and expenses	3,301	3,395
Professional services	8,155	7,431
Program compensation and fees	111,468	163,787
Wages and benefits	62,819	64,142
Website and data development	538	-
	<u>189,556</u>	<u>241,900</u>
<b>Deficiency of revenue over expenses</b>	<b>(27,448)</b>	<b>(6,794)</b>
<b>Net assets, beginning of year</b>	<b>28,394</b>	<b>35,188</b>
<b>Net assets, end of year</b>	<b>\$ 946</b>	<b>\$ 28,394</b>

The accompanying notes are an integral part of these financial statements.



**Licensed To Learn Inc.**  
**Statement of Financial Position**

June 30 2021      2020

**Assets**

**Current**

Cash	\$ 3,561	\$ 38,047
Accounts receivable	-	313
HST receivable	3,460	2,570
Prepaid expenses	3,148	3,306
	<u>\$ 10,169</u>	<u>\$ 44,236</u>

**Liabilities and Net Assets**

**Current**


Accounts payable and accrued liabilities	\$ 9,223	\$ 15,842
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**Net Assets**

Unrestricted	<u>946</u>	<u>28,394</u>
	<u>\$ 10,169</u>	<u>\$ 44,236</u>

On behalf of the Board:

  
\_\_\_\_\_  
Director

  
\_\_\_\_\_  
Director

The accompanying notes are an integral part of these financial statements.

**Licensed To Learn Inc.**  
**Statement of Cash Flows**

For the year ended June 30	2021	2020
<b>Cash provided by (used in)</b>		
<b>Operating activities</b>		
Deficiency of revenue over expenses	\$ (27,448)	\$ (6,794)
Adjustment to reconcile deficiency of revenue over expenses to net cash from operating activities		
Changes in non-cash operating balances		
Accounts receivable	313	(313)
HST receivable	(890)	4,498
Prepaid expenses	158	(2,548)
Accounts payable and accrued liabilities	(6,619)	(1,448)
<b>Net change in cash</b>	<b>(34,486)</b>	<b>(6,605)</b>
<b>Cash, beginning of year</b>	<b>38,047</b>	<b>44,652</b>
<b>Cash, end of year</b>	<b>\$ 3,561</b>	<b>\$ 38,047</b>

The accompanying notes are an integral part of these financial statements.

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**Licensed To Learn Inc.**  
**Notes to Financial Statements**

June 30, 2021

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**1. Summary of Significant Accounting Policies**

- a. Purpose of Organization** Licensed to Learn Inc. (the "Organization") is a Toronto-based program that trains student tutors to provide support and mentorship to other students who struggle academically.

The Organization was incorporated under the Canada Corporations Act as a corporation without share capital. In 2015 the Organization transitioned and continued under the Canada Not-for-profit Corporations Act. The Organization is exempt from tax by virtue of section 149(1)(f) of the Income Tax Act (Canada).

- b. Basis of Accounting** The Organization has prepared its financial statements in accordance with Canadian accounting standards for not-for-profit organizations ("ASNPO").

- c. Revenue Recognition** The Organization follows the deferral method of accounting for contributions whereby restricted donations are recognized as revenue in the year in which related expenses are incurred. Unrestricted donations are recognized as revenue when received. Contributions received during the year that have not been used for their specified purposes, are deferred until such time as they are used for the intended purpose.

Interest and other income is recognized on a time proportion basis.

The Organization is dependent on the work of volunteers to fulfil its mission. These donated services are not recorded in these financial statements due to the difficulty in determining their fair value.

- d. Financial Instruments** Financial instruments are recorded at fair value when acquired or issued and subsequently measured at cost or amortized cost less impairment, if applicable. Financial assets are tested for impairment when changes in circumstances indicate the asset could be impaired. Transaction costs on the acquisition, sale or issue of financial instruments are charged to the financial instrument for those measured at amortized cost.

- e. Use of Estimates** The preparation of financial statements in accordance with ASNPO requires management to make estimates that affect the reported amounts of assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from management's best estimates as additional information becomes available in the future.



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**Licensed To Learn Inc.**  
**Notes to Financial Statements**

**June 30, 2021**

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**2. Related Party Transactions**

The Organization is related to the International Development and Relief Foundation ("IDRF") by virtue of common management. Unless otherwise noted, transactions with related parties are in the normal course of operations and are measured at the exchange amount, which is the amount of consideration agreed to by the related parties.

During the year, the Organization received donations from IDRF totaling \$155,000 (2020 - \$200,000). In addition, the Organization utilizes premises owned by IDRF for operational purposes rent-free.

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**3. Financial Instruments**

**Credit Risk**

Credit risk is the risk that one party to a financial instrument will cause a financial loss for the other party by failing to discharge an obligation. The Organization's financial instruments that are exposed to concentrations of credit risk relate primarily to cash and accounts receivable.

The Organization limits its exposure to this risk by maintaining cash with major financial institutions.

**Liquidity Risk**

Liquidity risk is the risk that the Organization encounters difficulty in meeting its obligations associated with financial liabilities. Liquidity risk arises from accounts payable and accrued liabilities. The Organization continues to focus on maintaining adequate liquidity to meet operating working capital requirements and capital expenditures.

These risks have not changed from the prior year.

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**4. Uncertainty Due to COVID-19**

On March 11, 2020, the World Health Organization declared the outbreak of the coronavirus ("COVID-19"). On March 23, 2020, the Government of Ontario ordered the closure of all non-essential businesses effective March 24, 2020. The operations of the Organization were deemed essential by the government and continue to operate at capacity. The extent of any future impact on the Organization's operations as a result of COVID-19 cannot be determined with certainty.



Registered Charity:  
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   @licensed2learn

**L2L.ca**