

# Annual Impact Report



2024



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# Our Story

**Thirty-Two** is the average number of pages in a children's picture book. And that's how long we think it takes to gift a lesson on friendship, courage, and resilience.

Founded in 2021, 32 Pages emerged from a simple observation: **children learn best when they feel safe and supported.**

We help children build the motivation to learn through socio-emotional learning (SEL), individualized support, and psychology-based approaches. Our work is grounded in evidence-based techniques and extensive ethnographic research that places the voices and needs of our children at the core.

Our findings consistently show that a child's relationship with learning is shaped by two key elements: **how they view themselves as learners**, and **how they interact with others in learning spaces**. These elements form what we call the emotional architecture of learning – the invisible but vital framework that supports or hinders a child's educational journey.

The story of learning is ultimately a human one. It's written in moments of breakthrough when a child realizes they can sound a letter and that it's safe to try, fail, and try again.



## Mission & Vision

### MISSION

Building a community of **compassionate** and **resilient** learners.

### VISION

We envision a **society** where every child is supported to **thrive on their own terms.**

“Learning is difficult and not for people like me”



“I have potential for learning and improvement”

# Activating Circles of Care



We focus on how to create conditions where learning naturally flourishes.

We don't just teach – **we facilitate**. This distinction matters. A facilitator creates space for discovery, validates struggles, and helps children navigate both academic and emotional challenges.

We activate communities to care better for our children by sharing these facilitation skills with educators, parents, and community members. When adults shift from instructing to facilitating, we see children shift from passive recipients to active learners. What begins as emotional support often translates into academic engagement.

We equip adults to:

- Notice when a child withdraws from learning and understand the emotional barriers that might be at play
- Create moments of connection that help children feel seen and capable
- Guide peer interactions that build mutual support rather than competition
- Help children reframe mistakes as valuable parts of learning

school.school.school  
& family & community

# Theory Of Change

## 1) INPUT

- SEL content informed by CASEL & RULER
- Training, coaching & engagement of volunteers
- Location to conduct lessons + training
- Door knocking & networking to reach out to potential children

## 3) OUTPUT

- Proportion/number of children who completed the cycle
- Proportion of children who have the same volunteer ratio (1:1) throughout the cycle
- Content is appropriate and context relevant
- Volunteers are trained in a consistent manner with avenues to be coached
- Volunteer retention rates

## 4) SHORT TERM OUTCOMES

- Children have experienced supportive adult-child relationship
- Children are better able to identify and articulate feelings or needs
- Children develop better self regulation
- Children have greater self-confidence

**CHILDREN ARE RESILIENT TO CHALLENGES THUS MOTIVATED TO LEARN DESPITE SETBACKS**

## 2) ACTIVITIES

- 1) Weekly sessions for children to:
  - Interact with trusted adult volunteer
  - Receive individualised support
  - Practice and have a model of how to apply SEL skills
- 2) Develop and contextualize SEL concepts through curriculum
- 3) Train and coach volunteers to be trusted adults and role models to children

## 5) MEDIUM TERM OUTCOMES

- Children have greater self-efficacy
- Improved executive functioning and self-regulation
- Have one stable adult-child relationship whom child can talk to
- More connections with peers
- Improved ability to build positive relationships

**Fun fact: We taught a reluctant learner letter formation with a toy car and letter race track before to gain his interest!**



## Social-Emotional Learning

is the bedrock of our **Lil' Readers, Big Thinkers** - a program that equips children, ages 4 to 10, with the capability to navigate learning spaces meaningfully.

Many children we work with carry fear and avoidance toward learning, often due to struggles with reading, writing, and understanding language or concepts. These emotions can manifest as challenging behaviors, which typically prompt strict interventions from adults—reinforcing a negative association with the learning environment.

At 32 Pages, we give children the words and tools to identify, understand and manage their emotions (**emotional awareness**) so they can respond more empathetically and effectively (**positive behavioural outcomes**) to build positive relationships.

For us, learning engagements are opportunities for our children to discover their strengths and understand how they can use them to achieve great things for themselves and others. Beyond academic success, we aim to nurture a humanistic outlook on life—teaching our children to engage with peers, care for others.

Lil' Readers, Big Thinkers covers 3 pillars of SEL:

### Cycle 1: Self-Awareness

- Awareness of the self
- Physical tendencies and action tendencies

### Cycle 2: Other-Awareness

- Recognising how others feel
- Noticing and accepting differences

### Cycle 3: Togetherness

- Building positive relationships
- Conflict resolution



### Our Toolkit

Our programs are designed with frameworks and tools developed to help educators integrate social and emotional development into curriculums



**Framework for Systemic Social and Emotional Learning**  
by CASEL



**RULER**  
by YALE

Our three musketeers sharing their toys with one another

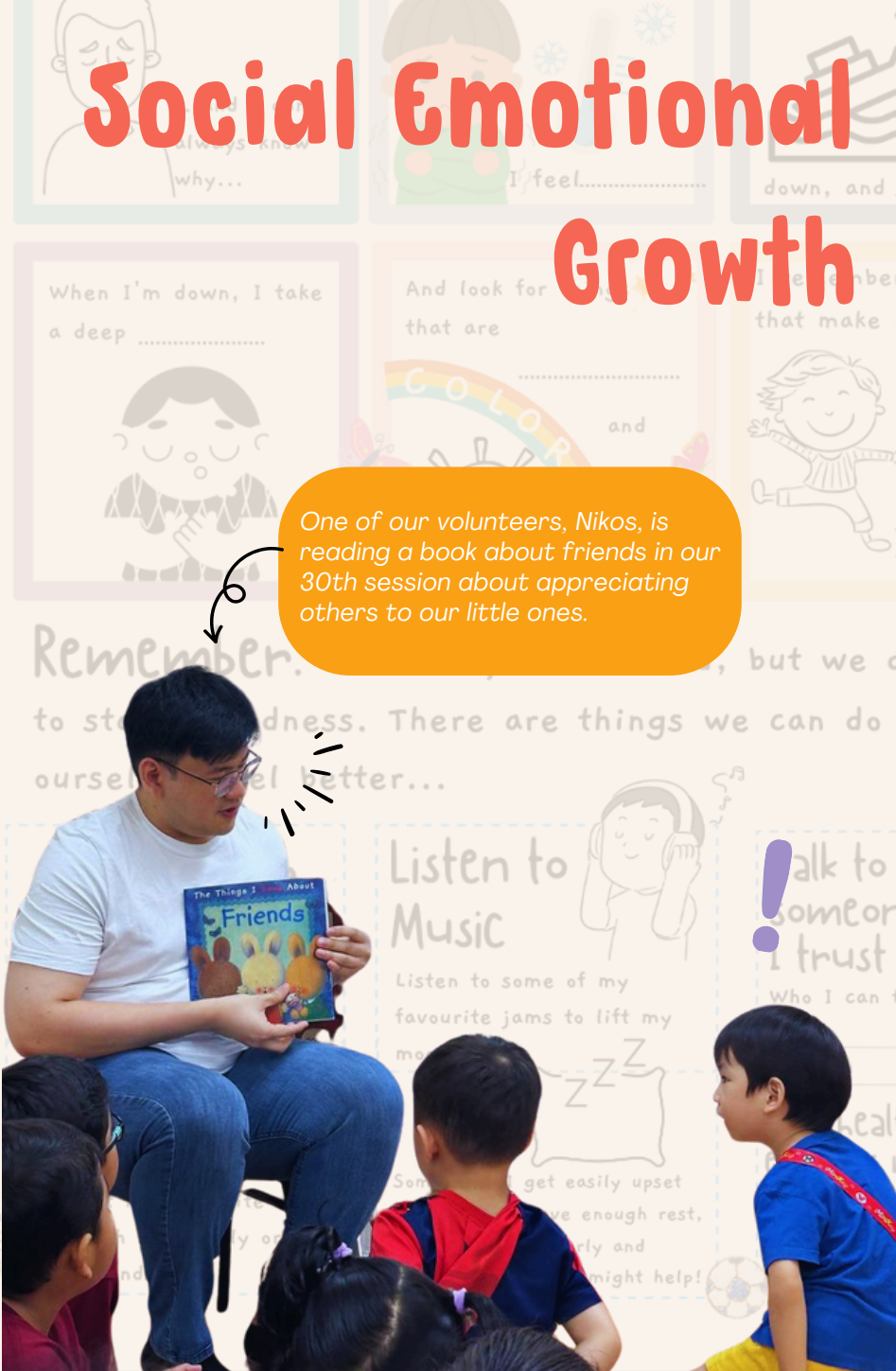
# Social Emotional Growth

Our greatest milestone in 2024 was successfully conducting *Lil' Readers*, *Big Thinkers* at Bukit Panjang Road in collaboration with PAP Zhenghua across a total of **30 weeks (3 cycles)**. We ran **weekly** on Wednesday evenings, for **1.5-hours per session**.

Over the 30 weeks, we served a total of **33 children**, with an average of **15 children enrolled per cycle**. Parents enrolled their children in our program through a variety of channels, including door-to-door outreach, promotions from their preschool (PCF Sparkletots), and by observing our sessions as they passed by.

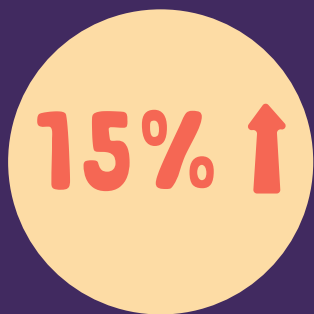
Attrition Rate	20%	3 out of 15 children dropped out of the program
Average Child Attendance per Session	80%	<b>12 out of 15 children per session</b>
Average Volunteer Attendance per Session	80%	<b>10 out of 13 volunteers per session</b>

With an average attendance of 12 children and 10 volunteers per session, this allowed for **one-to-one pairings** and providing each child with continuous individualized support throughout the cycles.



One of our volunteers, Nikos, is reading a book about friends in our 30th session about appreciating others to our little ones.

## Program Outcomes on Emotional Awareness and Behaviours



Emotional Awareness



Positive Behavioural Outcomes

Our volunteers are asked to complete **five post-session forms** (1st, 3rd, 5th, 7th and 10th session) in each cycle, assessing both emotional awareness and positive behavioral progress in the children.

**Emotional awareness** is evaluated based on a child's ability to identify, understand, and regulate their emotions, as well as engage in positive, pro-social behaviors. Our evaluation tool is a modified version of the Emotional Competence Assessment Questionnaire (ECAQ) (Bartroli et al., 2022).

**Positive behavioral outcomes** are assessed by looking at classroom behaviors (such as following instructions), social interactions, and communication skills. Our metrics are adapted from the Children's Behavior Rating Scale (Bronson et al., 1990) and ECAQ.

Our evaluation shows that, on average, each child demonstrated a 15% increase in emotional awareness and a 16% improvement in positive behavioral outcomes over the course of the program.

# Family Impact

At 32 Pages, we understand that impact extends beyond our interactions with children—it also lies in how their families perceive and support them. When family members recognise and advocate a child's strengths, they help expand their world, making it brighter and full of possibilities.

We are deeply grateful to our community parents who consistently supported their child's attendance to our program and for joining hands with us in facilitating an impactful learning experience.



*"My child able to read the books, able to concentrate on the lessons, express emotions. Overall is a very good programme designed by 32 pages for the young kids."*

**Swathi, Mother of 3.5 year old Rishvin**



*"The volunteers always eagerly update us about our child's progress and reactions after every session ends which is insightful. He is more willing to say words like sorry, thank you and please than he was before."*

**Agnes, Mother of 4 year old Caleb**



*"The volunteer teacher always explain what activities has been done and teacher Ryan also share some tips e.g to encourage Owen to write properly. The feedback has always been very helpful for us, especially to know how Owen act in outside from home. Owen becomes more expressive, chatty and encouraged to trace/ paint more. So far the programme has been very helpful and would definitely recommend it to other parents."*

**Yuli, Mother of 4 year old Owen**



*"Jasper is able to express his emotions by explaining, I am feeling upset as your words are very rude."*

**Shin Yee, Father of 4 year old Jasper**





# Capacity Building With Community

## 1 Training for Impact

Before we can dive into engaging with the children, all volunteers undergo a **4-hour in-house interactive** volunteer training which covers 3 major components that's essential to facilitate a positive and meaningful learning experience for the children:

### Alignment & Principles

- What makes a fruitful learning experience of a child
- Understanding the demographic
- Alignment on values and posture in interacting with children

### Child-Centric Approaches

- SEL frameworks
- Psychological techniques to manage behaviour and model empathetic responses (e.g. ABA approach)
- How to leverage on child's interest to foster learning motivation

### Volunteer Experience

- What is expected of a volunteer (code of conduct)
- Measuring impact on the child
- What volunteers can gain
- Self-care for volunteers

**Total 41  
volunteers trained,  
12 hours of training**

**Average of 13  
volunteers  
per cycle**





## 2 Fostering Personal Growth



Throughout the cycle, volunteers participate in a **weekly pre-session briefing** to review the session outline and raise any questions or feedback they may have about the lesson.

We encourage our volunteers to also think deeply about their impact on the children and what takeaways they might have through **weekly post-session debrief** sessions that last about 30-45 mins. We talk about:

- (1) what they learnt about their child (e.g. patterns of behaviour, social skills, communication skills)
- (2) what they learnt about themselves and what skills can they transfer to other contexts.
- (3) session successes or questions

## 3 Building Connections

We don't see our volunteers as just volunteers, but essential friends and partners that we make along the way. We strive to build deep relationships and connections with our volunteers through **volunteer engagement sessions** which typically comprise of casual meals and fun games **twice a cycle**.

Each volunteer  
on average  
served 15 out of  
20 hours  
per cycle

41%  
volunteer  
retention rate

# Highlights of 2024

and the stories behind them



Jayden (left) and James (right)

## Little Milestones, Big Progress

Jayden, a four-year-old Chinese-speaking boy, has made remarkable progress over the past 20 weeks. Initially, he resisted the program, often running around and refusing to follow instructions. His volunteer, James, who worked with him during the first 10 weeks, had a challenging time trying to balance teaching Jayden the session objectives while building rapport through Jayden's non-lesson related interests.

To support Jayden, James tailored each session to his needs, even bringing a timer to help Jayden engage with time in a more tactile way. James set small, achievable goals—like alternating between worksheets and playtime, sitting for 5 minutes, and waiting nicely for 20 seconds before going home at the end of the session—gradually building Jayden's compliance before he could access the worksheets.

After 7 sessions, Jayden could finally spell out his name (albeit with an inverted 'd') and achieved a personal best for worksheet completion.

In the following ten weeks, Jayden's new volunteer, Anna-Grace, still faced similar challenges and had to employ similar behavioural management techniques. Her firm yet nurturing approach gradually increased Jayden's compliance and self-confidence, helping him expand his capacity for reading and writing. Anna-grace shared that

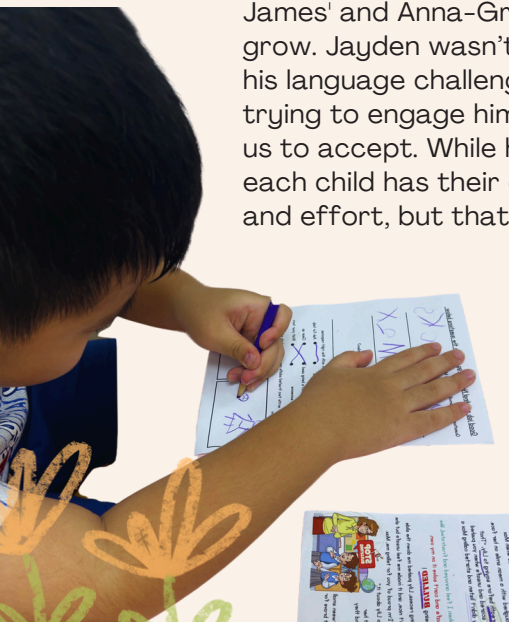
**Over the course of this cycle, he has shown remarkable improvement in his attention span and has grown tremendously in areas like sharing his treasured belongings and showing kindness to those around him. Jayden has also learned to express his feelings more effectively and has become noticeably more obedient. It has been an absolute joy to witness his growth and development!**

Jayden's mother also shared with us that that **"he (Jayden) is more interested to attend classes and feedback what happened in his class or school"**.

James' and Anna-Grace's experiences show that every child has the potential to grow. Jayden wasn't a disruptive boy—he was simply expressing his awareness of his language challenges through what we labeled as "disruptive behaviors." He was trying to engage himself during lesson, albeit in ways that were initially difficult for us to accept. While he may not have reached the same milestones as other children, each child has their own pace and strengths to discover. Some require more time and effort, but that doesn't diminish their potential.

With patience and consistent support, all it took was someone to sit with him, understand his needs, and help him build both his skills and self-esteem.

At the end of the day, our deepest hope is for a child to leave with a smile and say, 'See you next week!' And in our final session, that's exactly what Jayden did—a simple moment that meant the world to us.





## Weaving Dreams Together

February 2024 marked the first session of 32 Pages and PAP Zhenghua's collaboration in delivering Lil' Readers to community members of 619 Bukit Panjang Ring Road.

The journey presented a unique challenge: building connections not only between volunteers and children but also among volunteers from both organizations. Over time, we witnessed the growth of meaningful friendships, as volunteers began meeting outside of sessions to bond over meals or exercise.

We are thankful for a seamless year of partnership with PAP Zhenghua and for the use of PCF Sparkletots venue, which provided the perfect space for our program to thrive.

## Nurturing emotionally-aware changemakers - Youthcorps Affiliate

We joined Youthcorps as an Affiliate Partner and had the privilege of celebrating Youthcorps' 10th anniversary with them!

We are inspired by the energy and dedication of Youthcorps volunteers and are excited about equipping our youth leaders with the tools and skills to be good learning facilitators for children. Here's to growing our impact together in 2025~



## Meet our Longest-Serving Volunteer - Xin Yi!



👉 *I joined 32 pages in August 2023. I remember we were still at Henderson Road at that time, and Chloe and I were colleagues. I was very interested in the social emotional education that Chloe mentioned, because I had previously done education-related activities in volunteer organizations in China.*

*I love children and really want to better understand and integrate into the Singapore community. I could also see the efforts made by Tamara, Cheryl, Chloe, and other volunteers in terms of course materials, design, and other aspects. I felt there was no reason not to get involved.*

*I think it's a rare and fortunate experience in life to witness the continuous growth of an organization that truly helps children and families.*

Xin Yi/ Sandra Yang has volunteered with us for over 40 weeks!

”

# Dreams for 2025



As 2025 approaches, we are going in with this phrase in mind:

## Going Deeper, Growing Wider

### How we want to go deeper:

**1) Engaging Families:** Beyond weekly post-session engagement with parents, we aim to host **parent focus group** sessions **twice a cycle** to deepen the impact of the child's socio-emotional development at home. These workshops will create a space for parents to connect with one another, sharing the challenges they face in supporting their children's development. By fostering a supportive environment, parents can gain valuable insights and confidence from one another's experiences.

**2) Bridging Parent-Child Relationships:** We also aim to facilitate a **child-parent session** whereby children have the opportunity to teach their parents about SEL after they have completed each cycle. This not only allows children to demonstrate what they've learnt but also fosters deeper bonding between parent and child as they navigate SEL together.

### How we want to grow wider:

**1) Expanding Our Reach:** In 2024, we served an average of 15 children, aged 4-7 years old, per cycle and will expand this number to **30 children of ages 7-10 years old** in our new partnership with Kampong Kapor Community Services (KKCS).

**2) Learning Beyond the Classroom:** In addition to structured sessions at KKCS, we aim to run **three ad-hoc events** in collaboration with other community partners targeting the following themes: **intergenerational appreciation, fitness and innovation.** In doing so, we aim to expose our children to learning opportunities outside the classroom and provide a wider platform for them to explore their interests and strengths.

## Things we need to go deeper and grow wider:

**A VENUE**  
for us to run our weekly SEL program

**FUNDING**  
to show appreciation to our children program attendees & volunteers

**PARTNERS**  
to innovate and design new opportunities for meaningful learning

**VOLUNTEERS**  
to facilitate our programs and co-create workshops and trainings



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