

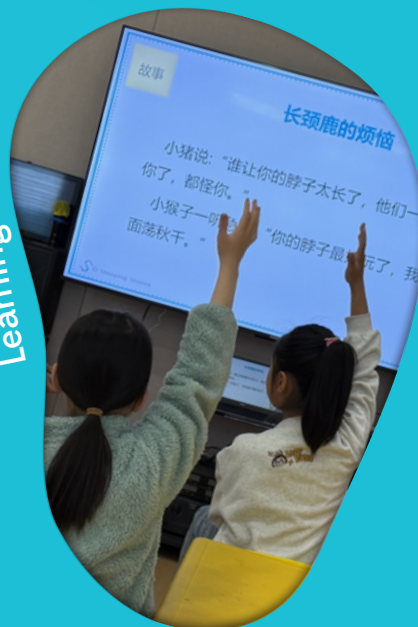
2025



Digital Literacy



English



Social-emotional
Learning

STEPPING STONES IMPACT REPORT

Contents

1. Introduction	1
2. English Learning	2
3. Digital Literacy	8
4. Social-emotional Learning	12
5. Holiday Camps	18
6. Volunteers	20
7. Conclusion	25



Introduction

Empowering Under-Served Students with Essential 21st-Century Skills

In 2025, Stepping Stones continued its work to empower under-served students across China by equipping them with the essential skills they need to thrive in school and beyond. With a strong focus on English, digital literacy, and social-emotional learning, our programs reached 8,088 students through the dedicated support of 1,287 volunteers, who delivered 9,357 lessons across 73 program sites and directly into students' homes through online platforms.

Thanks to this collective effort, the average number of lessons per student increased from 21.2 in 2024 to 24 in 2025, allowing for deeper learning and more sustained engagement. Students made meaningful progress not only in English language and digital competencies, but also in emotional awareness, confidence, and resilience.

As China continues to navigate rapid social and technological change, these programs address a growing need by equipping disadvantaged children with the 21st-century skills required to communicate, adapt, and succeed in an increasingly complex world. Our 2025 results demonstrate that sustained, high-quality educational support can create meaningful and lasting change in children's lives, helping them build the skills and confidence needed for future success.

Assessing Impact and Progress

To ensure our programs remain effective and responsive to students' needs, we pair program delivery with careful evaluation. Each year, we conduct impact evaluations to assess the effectiveness of our programs and measure the changes they bring about in students' learning journeys.

In 2025, we continued this process by distributing baseline (pre-program) and follow-up (post-program) surveys to a sample of students participating in our English, Digital Literacy, Social-emotional Learning programs, and Holiday Camps. These surveys assessed students' knowledge, skills, confidence, and attitudes before and after participation, allowing us to evaluate progress, measure satisfaction, and identify areas for improvement. In the English program, additional pre- and post-speaking assessments were used to measure students' oral language development.

We also collected feedback from volunteers and beneficiaries to better understand their experiences and identify opportunities to strengthen our training, resources, and program delivery. By combining quantitative data with qualitative feedback, we continue to refine our programs and ensure they remain relevant, inclusive, and impactful.

English Learning

Stepping Stones has been delivering English teaching programs in China for over 19 years, reaching thousands of children each week across more than a dozen provinces. The primary goals of these programs are to enhance students' motivation and confidence in using English, helping prepare them for academic success and future career opportunities. As part of a carefully designed bespoke curriculum, interactive activities such as games, phonics, songs, and movie dubbing are used to actively engage students in language learning and make English both accessible and enjoyable.

To evaluate the impact of our English programs this year, we administered pre- and post-program surveys to a sample of 992 students. These surveys, consistent with those used in previous years, focused on students' attitudes toward school and key academic subjects – particularly English – as well as their perceptions of the Stepping Stones programs in which they participated. In addition, we conducted pre- and post-program speaking assessments with 46 students to evaluate their progress in spoken English.

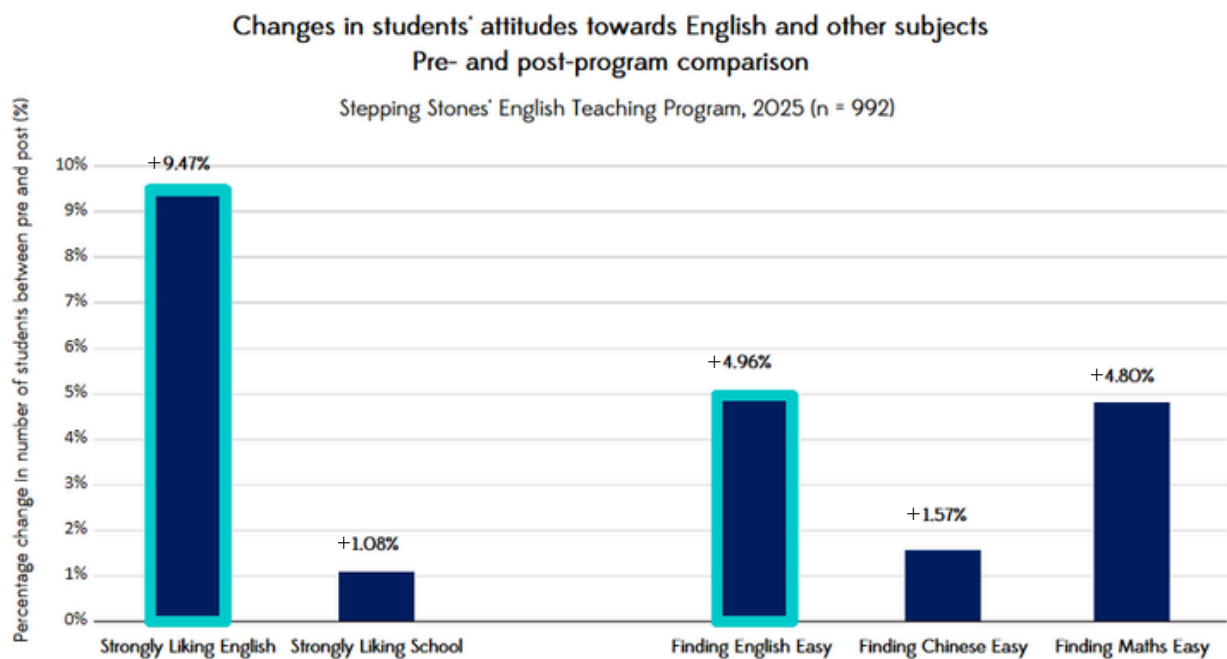
1 Improving Students' Attitudes Toward English

To determine whether the program successfully enhanced students' motivation and interest in English, participants were asked about their attitudes toward English, Chinese, mathematics, and school in general. Specifically, they rated how much they liked each subject and how difficult they found it using a four-point Likert scale ranging from “dislike” to “like very much”, and from “very difficult” to “easy”.

As shown in the figure below, the most significant improvement occurred in English – the focus of our intervention. The percentage of students who reported strongly liking English increased by 9.47% (from 43.94% to 48.10% of the cohort), while those who found English easy increased by 4.96% (from 60.78% to 63.80%). By comparison, improvements in attitudes toward other subjects were more modest: Chinese showed a 1.57% increase in perceived ease, mathematics a 4.8% increase, and overall enjoyment of school increased by just 1.08%. These findings suggest that the program was particularly effective in increasing students' interest in English and making the subject feel more accessible and enjoyable to learn.

“English class is very interesting, and I love learning more knowledge from the class.”

— Student from Huabo Primary School

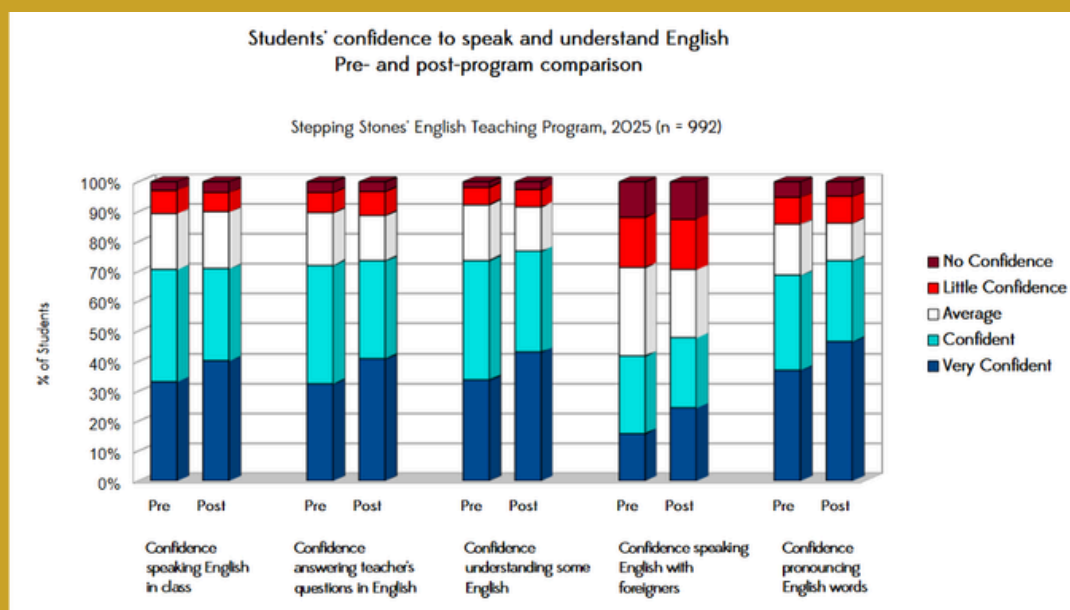


2 Increasing Students' Confidence in English

One of the core objectives of our English programs is to foster students' confidence in using the language. Confidence plays a vital role in second language acquisition, as it encourages students to engage more fully in the learning process by speaking up in class, asking questions, and taking risks without fear of making mistakes.

As highlighted in the figure below, the 2025 results are especially encouraging, showing strong gains across all measured confidence indicators. The percentage of students who reported strong confidence in speaking English in class increased by 20.98% (from 33.06% to 40%), while strong confidence in answering teachers' questions in English rose by 25.59% (from 32.47% to 40.78%). Strong confidence in understanding spoken English increased by 27.24% (from 33.73% to 42.91%), and strong confidence in pronouncing English words increased by 25.88% (from 36.99% to 46.57%). Particularly notable is the sharp increase in strong confidence in speaking with foreigners, which rose by 54.09% (from 15.80% to 24.35%).





These gains demonstrate that students are becoming increasingly comfortable using English in real communication contexts. One factor that may have contributed to these improvements is the increased emphasis on phonics instruction across many of our English programs. By strengthening students' understanding of letter-sound relationships and pronunciation, phonics helps build a stronger foundation for speaking and reading aloud, making students feel more confident when using English. Greater confidence, in turn, encourages students to participate more actively in class, complete assignments, and persevere through challenges, supporting both language development and broader academic engagement.

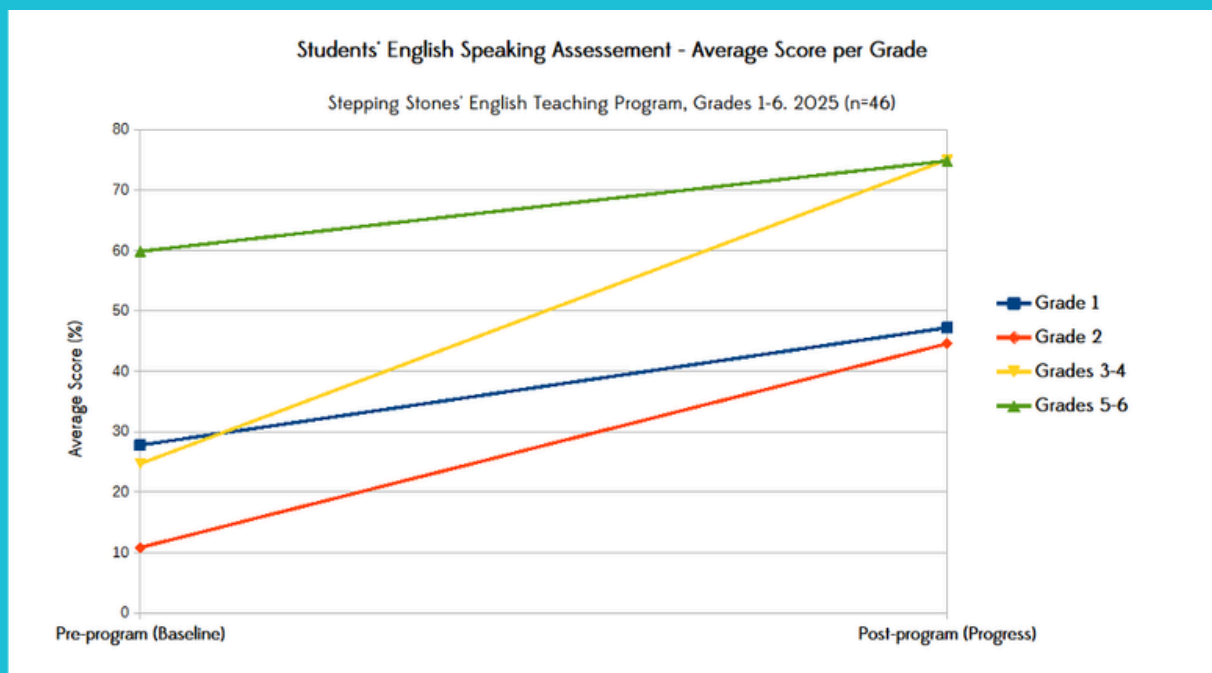
3

Acquiring English Speaking Skills

To assess students' progress in spoken English, we conducted pre- and post-program speaking assessments with 46 primary school students across three sites in Shanghai. The assessments focused on basic conversational English, with questions increasing in complexity from Grade 1 through Grade 6, divided into four difficulty levels. Students were evaluated on both comprehension and their ability to express themselves verbally in English, with each question scored on a scale from 0 to 3, where 3 represented full proficiency (100%).

"I like sentence-completion exercises the best because they are fun and help spark my imagination."

-- Student from Changzhong Road Primary School



As shown in the figure above, the results demonstrate significant improvements in speaking ability across all grade levels. Students in Grade 2 and Grades 3-4 showed particularly strong progress, with average score increases of 33.75 and 50.30 percentage points respectively. These gains reflect the effectiveness of consistent exposure to spoken English in a supportive, interactive environment. They also demonstrate that students at different learning stages benefit from volunteer-led instruction, confirming the program's ability to strengthen oral communication skills at key stages of language development. These improvements are consistent with findings from previous years, confirming that students are developing practical speaking skills that enable them to communicate more effectively and understand spoken English with greater ease.

"Thank you, teacher. I love you all and I want to work hard to speak English as well as you do."

-- Student from Huabo Primary School



In addition to quantitative assessments, beneficiary feedback provides important insight into students' experiences of the program. Overall satisfaction remained extremely high, with 88% of students reporting that they enjoyed learning English with our volunteer teachers across our different programs.

Participants consistently highlighted the interactive and engaging nature of the lessons. Games, songs, videos, storytelling, dialogue practice, phonics, speaking activities, and classroom interaction were frequently mentioned as the most enjoyable aspects of learning. Many students also praised their volunteer teachers for being kind, patient, and encouraging, creating a supportive classroom environment where they felt comfortable learning English. As one student shared, "I like that the teacher is very gentle and never scolds us", while another commented, "My favorite part is when the teacher shows us videos and we learn English through games." Reflections such as "I can learn a lot", "The class is very interesting", and "I like learning through games and songs" further demonstrate the high levels of engagement and enjoyment experienced by participants.

Student and parent feedback also illustrates meaningful growth in confidence. One parent shared that their child, who was attending our Home Classroom Program, was initially shy and reluctant to introduce himself, but with the teacher's patience and encouragement gradually began participating more actively, eventually volunteering answers and engaging confidently in class.

"At first he was hesitant, but the teacher gave him time and encouragement. Now he raises his hand and is no longer afraid of making mistakes."

Students also reported increased motivation and enthusiasm for learning. Some described looking forward to classes and asking to join additional sessions, while others demonstrated initiative beyond the classroom by practicing reading independently or revisiting learning materials at home. One parent observed that their child had become eager to attend lessons and even began reading English storybooks voluntarily outside class, reflecting the development of positive learning habits.

At the same time, students provided valuable suggestions for improvement. The most common feedback was that teachers sometimes spoke too quickly, making it difficult to follow explanations, take notes, or understand longer English sentences.

"I like it when the teacher speaks slowly because I can understand. When the teacher speaks too fast, I can't keep up."

Some students also expressed feeling nervous when being called on to answer questions before they felt ready. This feedback is helping us further refine lesson pacing, curriculum design, and differentiated teaching strategies to ensure every student can participate confidently and benefit fully from the program.

“Thank you teacher for teaching us knowledge! I want to come every day!”

— Student from Zhiyuan Road Primary School

The 2025 evaluation demonstrates that the English Program continues to strengthen students’ language skills, confidence, and engagement with learning. Together with overwhelmingly positive feedback from beneficiaries, these findings show that the program is helping children build the communication skills and self-confidence that support future academic success and broaden their opportunities.



Digital Literacy

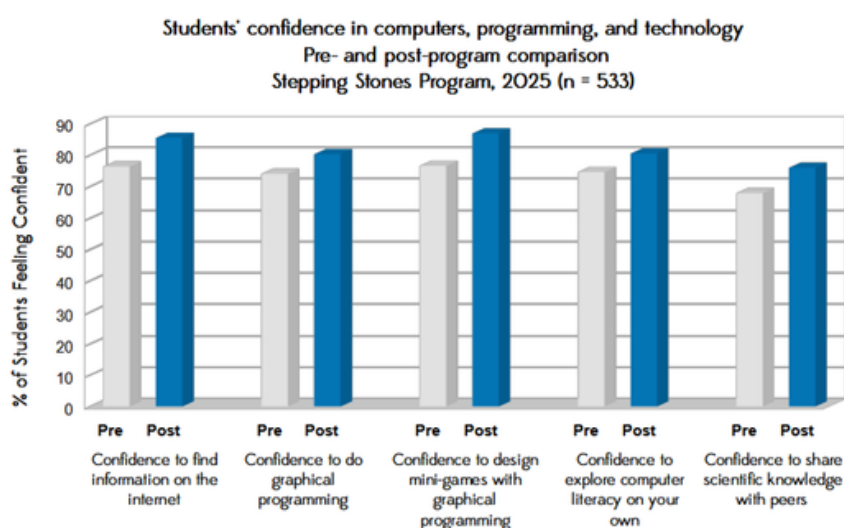
The Digital Literacy Program aims to improve students' digital competencies while building their confidence, self-esteem, and critical thinking abilities. By equipping students with these foundational skills, the program supports their future access to further education and employment opportunities. In 2025, the program was delivered across a range of both online and offline sites. To evaluate its impact, 533 students completed both a pre-program (baseline) and a post-program (follow-up) survey, providing a comprehensive data set to assess growth in digital skills and changes in attitudes toward technology.

1

Strengthening Digital Skills & Building Positive Attitudes toward Technology

A core feature of our Program is its emphasis on hands-on, project-based learning. Students engage directly in activities such as internet research, software use, coding, graphical programming, robotics, and introductory artificial intelligence applications. These activities are intentionally designed to move beyond theoretical knowledge and enable students to apply digital tools in practical, problem-solving contexts.

Evaluation results indicate clear gains in students' confidence across key digital competencies following participation in the program (see figure below). The proportion of students who reported feeling confident in finding information online increased by 11.99%, while confidence in using graphical programming tools rose by 8.55%. Students reporting confidence in independently exploring digital literacy topics increased by 7.98%, suggesting growing learner autonomy. Notably, confidence in more complex and creative applications also improved. The number of students who felt confident designing mini-games using programming tools increased by 13.43%, while those confident in sharing scientific or technical knowledge with peers rose by 11.94%.



These results demonstrate that students are not only acquiring technical skills, but are increasingly able to apply them creatively and share their knowledge with others – an important indicator of deeper learning and lasting skill development.

Beyond skill acquisition, the evaluation also highlights meaningful shifts in students' attitudes towards technology and learning. Many participating students had limited prior exposure to computers or digital learning environments. For these students, the program not only broadens access to technology but also helps foster greater interest in digital learning and a stronger appreciation of its value. This is reflected in the survey findings: the percentage of students who reported enjoying the use of computers increased by 13.68%, while those who believed that studying computer science would benefit their future increased by 13.38%. These changes suggest that the program is effective in fostering intrinsic motivation and a positive orientation toward continued digital learning.

"I like that Ddigital Literacy class encourages us to explore the mysteries of the computer on our own."

— Students From Wenxin School

"I enjoy playing games and discussing ideas with my classmates, and I feel happy when we achieve results together."

— Students From Tianyu School



2

Student Feedback and Experience

Students participating in the 2025 program provided overwhelmingly positive feedback on the digital literacy courses, consistently highlighting the engaging, hands-on, and creative nature of the learning experience. In line with findings from previous years, students most frequently identified programming and game creation – particularly using Scratch and other graphical programming tools – as the most enjoyable and rewarding components of the course.



Many students expressed strong enthusiasm for the opportunity to design their own games, animations, and interactive projects, often describing a sense of achievement when their programs worked successfully. Several noted that while programming could be challenging at first, completing a project brought a deep feeling of satisfaction and pride. As one student reflected, “Making games was difficult at first, but when I finished it, it was very fun.” Another shared that programming “allowed me to fully show my abilities” reflecting a broader theme of self-expression and confidence-building throughout the feedback.

A recurring theme in 2025 was the value students placed on exploration and autonomy. Many appreciated being encouraged to experiment, explore computer functions independently, and discover solutions through trial and error. Students frequently described the classes as “fun”, “interesting”, and “inspiring” emphasizing that learning felt less like traditional instruction and more like creative discovery. This sense of ownership over learning was often linked to increased motivation and curiosity about computers, programming, and emerging technologies such as artificial intelligence.

“I appreciate the teacher’s carefulness and warmth. I find programming on the computer very interesting.”

“Scratch is very interesting. I can use it to draw backgrounds and design characters.”

— Students from Wenxin Primary School

The collaborative classroom environment was also widely praised. Students reported enjoying opportunities to work with classmates to design games, exchange ideas, and share results. Interaction with teachers was described as supportive and patient, with several students highlighting the value of one-on-one guidance. Comments such as enjoying “discussing problems with the teacher” or appreciating “teachers who taught us carefully, one by one” suggest that both peer collaboration and instructor support were central to the positive learning experience.

While overall satisfaction was extremely high – many students stated that they liked “everything” about the course – some constructive feedback emerged. The most common concern related to limited class time, particularly for creative and programming activities. Many students expressed a desire for longer sessions, noting that time often felt too short when they were deeply engaged. A smaller number of students mentioned challenges with typing exercises, complex tasks, or occasional technical issues such as malfunctioning computers. These challenges were generally described as minor frustrations and did not detract from students’ overall enthusiasm.

Importantly, many students linked the program to personal growth and future learning. They reported improved understanding of computers, broader knowledge, and increased confidence in using technology. Several noted feeling more capable of solving problems independently, while others described developing new interests in programming and digital creation. As one student summarized, “This class helped me learn many new things, and every lesson was interesting.”

Overall, student feedback strongly confirms the program’s effectiveness in delivering not only digital skills, but also confidence, curiosity, creativity, and a sense of accomplishment. The high level of engagement – combined with students’ expressed desire for longer and continued learning opportunities – underscores the program’s relevance and positive impact on students’ educational experiences and future potential.



Social-emotional Learning

Through our Social-emotional Learning (SEL) Program, we aim to cultivate students' core emotional competencies – including self-awareness, self-management, and social awareness – to help build their self-esteem, resilience, confidence, and interpersonal skills, while also enhancing their overall motivation to learn.

In 2025, we conducted pre- and post-program surveys to evaluate the program's impact on students' emotional well-being. A sample of 287 students participated in the evaluation, which measured changes in emotional awareness, expression, and regulation over time.

1

Growing Emotional Self-Awareness

Throughout the program, teachers and volunteers led structured activities aimed at helping students identify, understand, and express a wide range of emotions – both positive and negative. Special emphasis was placed on exploring difficult emotions, as many children learn from an early age to suppress or ignore feelings such as sadness, fear, or frustration. Classrooms were intentionally designed as safe and respectful spaces for emotional expression, where vulnerability was met with empathy and care.

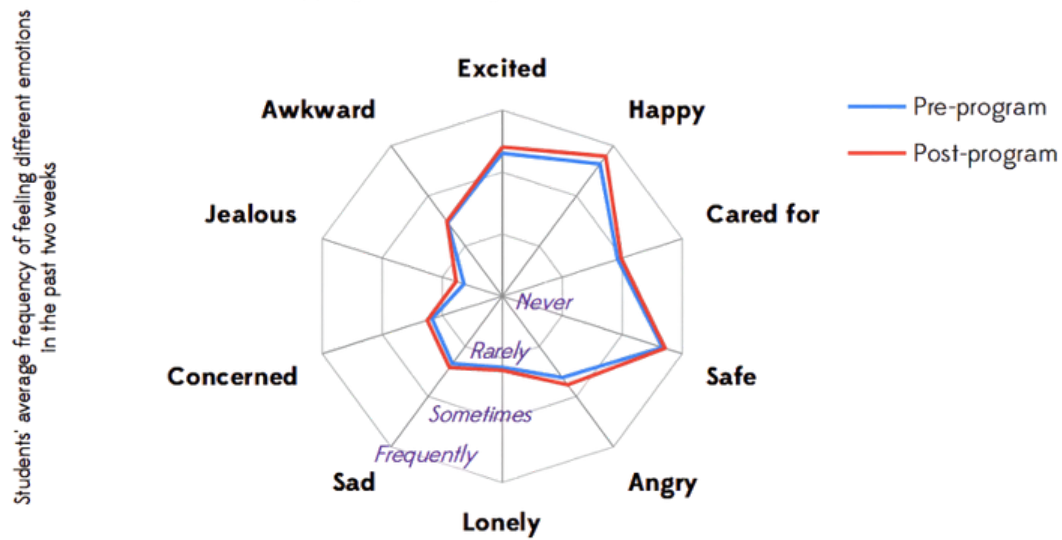
To assess the impact of this component, students were asked to report the frequency of various emotions experienced during the previous two weeks, both before and after program participation. As shown in the figure below, post-program results indicate that students reported experiencing a wider range of emotions more frequently – both positive and negative – with notable increases in feelings of happiness, excitement, and anger.

“I learned in my SEL class that it's normal for people to have emotions sometimes! I want to say thank you to the teacher!”

— Student Hou

Students' emotional self-awareness Pre- and post-program comparison

Stepping Stones Program, 2025 (n = 287)

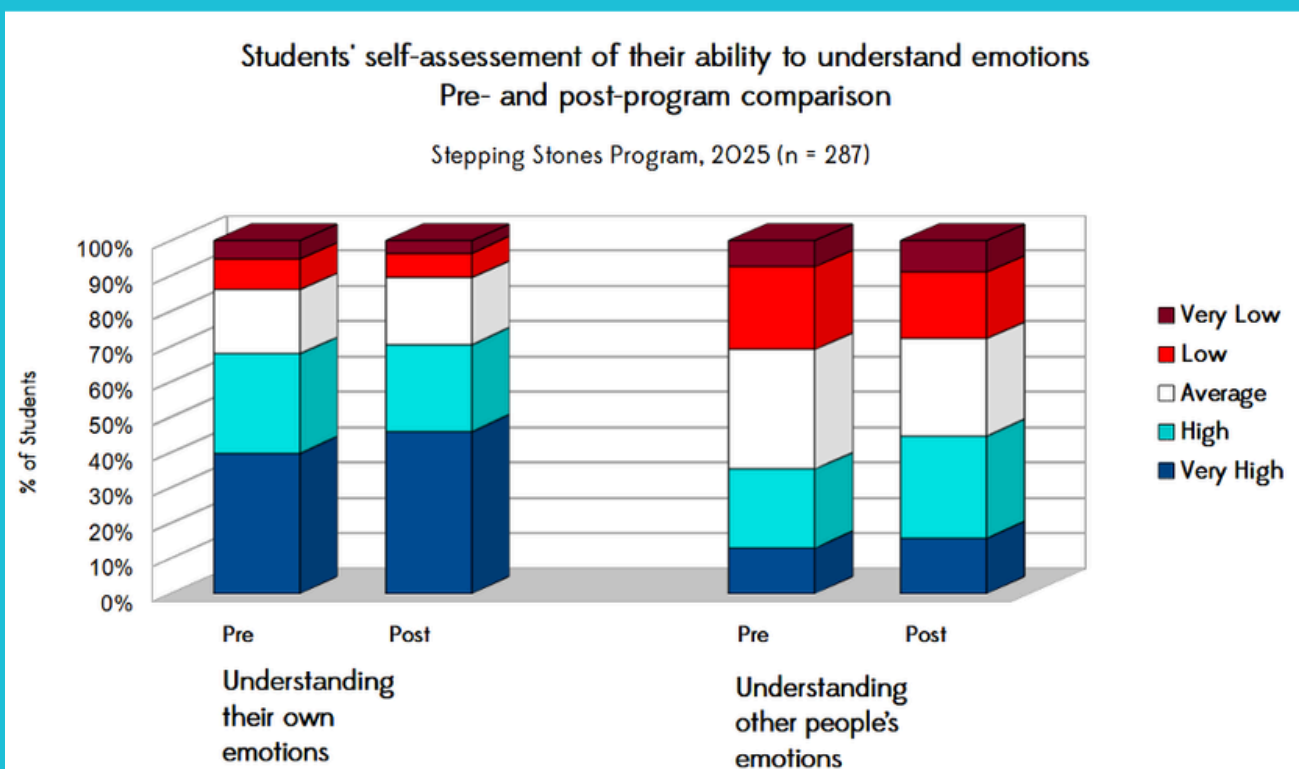


This pattern suggests that students did not simply experience emotions more intensely, but became more aware of recognizing and identifying a broader range of emotions, including those they may previously have struggled to express. Helping students recognize and understand their full range of emotions – including difficult ones – is an essential first step toward developing healthy emotional regulation. Accurately identifying and labeling emotions is a critical first step toward self-regulation and is a core objective of the program.

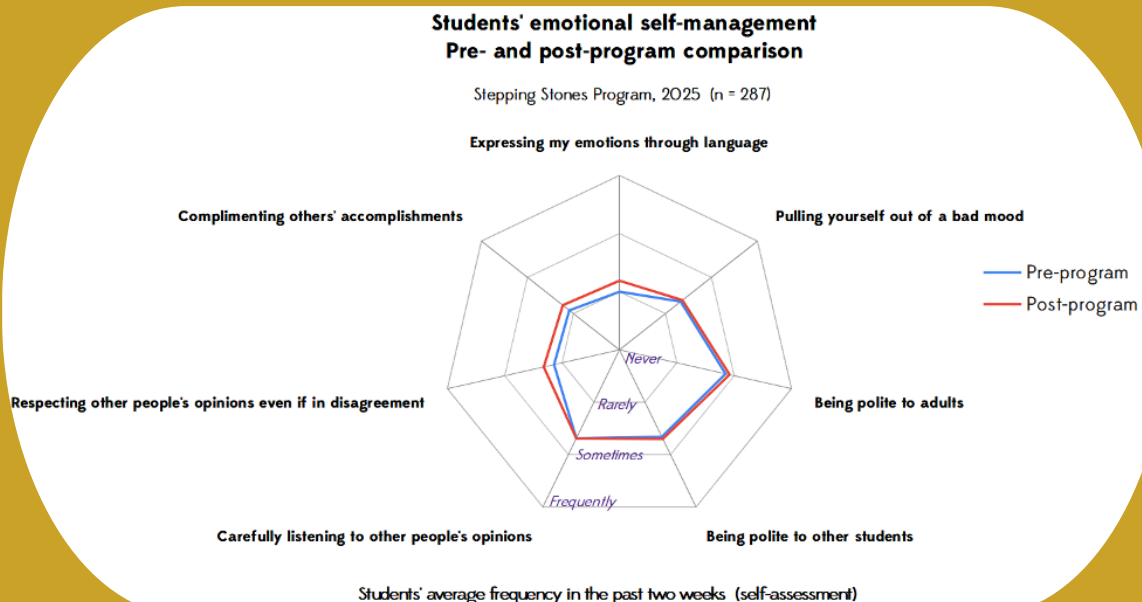


Understanding One's Own Emotions and Those of Others

Students also rated their perceived ability to understand both their own emotions and those of others (see figure below). After the program, the proportion of students rating their own emotional self-awareness as “high” or “very high” increased by 3.89%, from 67.94% to 70.59%. While awareness of others’ emotions started from a much lower baseline – reflecting the inherent complexity of this skill – it showed a substantial increase of 26.59%, rising from 35.31% to 44.71%. These findings suggest that students are becoming more attuned not only to their own emotional states but also to those of others. Understanding others’ emotions remains a more advanced competency and is therefore a central focus of our newly developed, more advanced curriculum. Overall, increased emotional insight – particularly into one’s own inner state – lays the groundwork for more constructive behavior and reduces the likelihood of emotional shutdowns or outbursts.



Beyond emotional awareness, the program also aims to strengthen students' ability to manage stress and express strong emotions appropriately, both individually and in group settings. Survey questions assessed how often students were able to cope with various emotional challenges during the previous two weeks. As shown in the Figure below, post-program responses reveal increased frequencies of behaviors associated with emotional regulation, including expressing emotions through language, being polite to adults, respecting differing opinions, complimenting others' achievements, and pulling oneself out of a bad mood.



These findings suggest an improved capacity to recover from disruptive emotions such as frustration, anger, or embarrassment. At the same time, they highlight the ongoing need for sustained support. While there was a 6.42% increase in the number of students reporting that they were able, most of the time, to pull themselves out of a bad mood, the data also indicate that many children still struggle with managing stress and regulating strong emotions.

Emotional self-regulation – particularly under stress or conflict – is one of the most challenging skills to develop. It requires time, guidance, and repeated practice. These results underscore both the positive impact of the program and the importance of continued investment in students' emotional development.

Student feedback on the social-emotional learning classes was highly positive and emotionally expressive, indicating strong engagement and meaningful personal impact. Across responses, students consistently described the classes as helpful, enjoyable, and personally relevant, with many noting that the lessons supported their emotional well-being, self-understanding, and relationships with others. Several students summarized this impact simply, stating that after participating in the course, “I feel happier” or that the classes “gave me joy”.

A central theme in the feedback was the development of emotional awareness. Many students reported that the course helped them recognize, understand, and name their emotions, often for the first time. Students reflected on learning that emotions are natural and meaningful, and that there are no absolute “good” or “bad” emotions. As one student explained, the class helped them understand “whether I should be angry or not”, while another noted that it taught them that “emotions don’t have good or bad, what matters is how we deal with them.” Others described gaining clearer insight into their inner world, saying simply, “I learned to recognize my own emotions.” and “It helped me understand myself.”

Closely linked to increased emotional awareness was growth in emotional regulation and coping skills. Many students described learning concrete strategies to manage anger, stress, and nervousness, and reported being better able to calm themselves during emotionally challenging moments. Students noted that “When I get angry, I can slowly calm down now.” and that “Before, I couldn’t control my emotions, but after this class I can stay calm.” Several emphasized that the course helped them “adjust my emotions” or “manage my mood very easily”, suggesting that the skills taught were both accessible and applicable in daily life.

The curriculum also supported increased confidence and self-expression. Students frequently highlighted opportunities to speak in class, share personal thoughts, and express emotions openly. These experiences were particularly meaningful for students who had previously been hesitant to participate. One student described a clear shift, explaining, “I used to never dare to raise my hand, but now I dare to answer questions.” Others reported that the class “made me more confident” and “helped me become braver”. Students valued having a space where they could speak honestly, noting that they enjoyed “the part where I could talk about what I wanted to say” and “sharing my feelings with others”.

In addition to individual emotional growth, many students reported improved understanding of others and stronger social awareness. Feedback reflected increased empathy, respect, and communication skills. Students noted that they learned “how to understand other people’s emotions” that the course taught them “to respect and understand others”, and that they came to realize that “people can think differently about the same thing”. These reflections indicate that the classes supported healthier peer interactions and a more empathetic classroom environment.

The 2025 evaluation demonstrates that the Social-emotional Learning Program is helping students develop greater emotional awareness, self-regulation, and empathy. Together with highly positive student feedback, these findings show that the program is creating supportive learning environments where children can build the emotional and social skills that underpin academic success, healthy relationships, and lifelong well-being.



Holiday Camps

1

Creating Enriching Learning Experiences Beyond the Classroom

Each year, Stepping Stones' Holiday Camps provide under-served children with opportunities to explore new interests, build friendships, and engage in structured learning during their holidays. In 2025, Winter and Summer Holiday Camps were held across two sites in Shanghai, offering a diverse range of activities alongside our core English, Digital Literacy, and Social-emotional Learning programs. Students participated in reading and literature appreciation, arts and crafts, mathematical thinking, STEM projects, environmental education, painting, poetry, physical education, and creative technology activities.

Designed to meet the diverse interests and developmental needs of participating children, the camps provided a safe, engaging, and supportive environment where learning extended beyond traditional classroom experiences. By combining academic enrichment with creativity, play, and social interaction, the camps helped nurture curiosity, confidence, and a lasting enthusiasm for learning.

To understand students' experiences, we conducted a post-camp survey with 160 participating students, gathering feedback on their overall satisfaction with the camps, their favorite activities, and suggestions for future improvement.



2

Student Satisfaction and Experience

Overall, 78% of students reported that they liked or strongly liked the Holiday Camps, reflecting a high level of satisfaction with their experience.

Students particularly appreciated the wide variety of activities offered throughout the camps. Programming and coding classes emerged as clear favorites, with many children highlighting the opportunity to create games and explore technology in fun and interactive ways. Arts and crafts, drawing, and painting were also frequently mentioned, with several students describing the satisfaction of completing creative projects. Physical education, games, and sports activities were also popular, providing opportunities to stay active while building friendships and teamwork.

Beyond individual classes, many students valued the opportunity to explore different interests in a supportive environment. One student simply commented, “I liked everything.” while another shared, “Programming allowed me to learn many new things.” Creative activities also left a lasting impression, with one child proudly writing, “My favorite was drawing – I think the cat I drew was the cutest!” Students also expressed appreciation for the teachers and volunteers, with one student noting that “My favorite part of the Holiday Camp was the teachers.” reflecting the positive relationships that contributed to an enjoyable learning experience.

Students also provided constructive suggestions that will help strengthen future camps. The most common requests included longer breaks, more outdoor activities, additional self-study time, and greater variety in meals and fruit. This feedback provides valuable guidance as we continue to refine the Holiday Camps and ensure they remain engaging, inclusive, and responsive to students’ needs.





As a small-sized non-profit, Stepping Stones' greatest strength has always been its community of volunteers. In 2025, 1,287 volunteers dedicated their time and skills to deliver thousands of lessons to children across China, both online and in person. Throughout the year, we invested in recruiting, training, supporting, and recognizing our volunteers to ensure they were equipped to provide engaging, high-quality learning experiences.

To better understand their experience and identify opportunities for improvement, 233 volunteers completed an end-of-program survey, providing both quantitative ratings and qualitative feedback on their volunteering journey, training, program resources, and the organization as a whole.

1

Volunteer Experience and Satisfaction

Area	Satisfaction
Overall volunteer experience	95.50%
Teaching experience	94.00%
Online teaching platform	93.00%
Lesson plan PPTs	87.50%
Volunteer training	84.80%
Coordination & communication with Stepping Stones	83.40%
Interaction with other volunteers	75.10%

The survey results demonstrate a highly positive volunteer experience, with more than 95% of respondents expressing overall satisfaction. Volunteers consistently highlighted the relationships they built with students and the opportunity to witness their progress as the most rewarding aspect of their experience.

“It was very rewarding to watch students gradually gain confidence in using English and expressing their thoughts.”

“Seeing the children learning with joy in the classroom was my favorite part of volunteering.”

Many volunteers also reflected on the personal impact of the experience.

“This experience increased my awareness of educational inequality and motivated me to continue volunteering in the future.”

One volunteer captured the transformation they witnessed over the semester.

“One student never spoke when I first taught the class. By the end of the semester, he confidently answered questions and actively participated. Seeing that transformation was incredibly meaningful.”



These responses reinforce that volunteering with Stepping Stones is not only an opportunity to support children's learning, but also a meaningful experience that inspires volunteers to continue contributing to educational equity.

2

Volunteer Feedback for Continuous Improvement

Volunteer feedback plays an important role in strengthening our programs. Alongside their positive experiences, volunteers provided thoughtful and practical suggestions to improve training, teaching resources, and program delivery.

Training was generally well received, with most volunteers reporting that it prepared them to plan and deliver lessons effectively. Suggestions focused on making training even more practical by including classroom management strategies, demonstration videos of experienced volunteers, and examples of real classroom situations.

For program delivery, the most common recommendations included:

- Better grouping students according to English proficiency and learning pace.
- Strengthening communication between teachers, coordinators, and parents.
- Creating more opportunities for volunteers to exchange teaching ideas and learn from one another.

Several volunteers also suggested organizing mid-semester sharing sessions where volunteers could discuss challenges, exchange successful teaching strategies, and build stronger connections within the volunteer community.

This feedback provides valuable direction for the ongoing refinement of our volunteer training, curriculum development, and program management, ensuring that each semester builds upon the lessons learned from the previous one.



Volunteers also evaluated Stepping Stones' overall organizational performance, demonstrating exceptionally high levels of confidence in the organization.

Indicator	Positive Rating
Service attitude	99%
Quality of services	98%
Community impact	98%
Trustworthiness	98%
Transparency & information disclosure	96%

These results reflect volunteers' strong confidence in Stepping Stones' professionalism, integrity, and commitment to creating positive social impact.

As one volunteer wrote:

"I consider that having the capability of creating an impact within society through my knowledge was something that motivated me and made this enjoyable. Being able to interact with these students and help them improve brings me great joy."

Another reflected on the lasting relationships formed throughout the program:

“The interaction with the students has been delightful and meaningful. They are curious, clever, and full of enthusiasm. Watching them grow week after week has been one of the most rewarding experiences I’ve had.”

Together, these results demonstrate that our volunteers view Stepping Stones not only as an organization that delivers high-quality programs, but also as one that values its volunteers, listens to their feedback, and continually strives to improve.





Conclusion

The results of our 2025 Impact Evaluation reaffirm the meaningful difference that high-quality, volunteer-led education can make in the lives of under-served children. Across our English, Digital Literacy, and Social-emotional Learning programs, as well as our holiday camps and other interventions, students demonstrated measurable growth in knowledge, confidence, and essential life skills. At the same time, our volunteers continued to be inspired by the relationships they built with students and the progress they witnessed throughout the year. These outcomes reflect the dedication of our staff, volunteers, donors, and partners, whose collective efforts make this work possible. Together, we remain committed to ensuring that every child has the opportunity to learn, grow, and build the skills and confidence needed to shape a brighter future.



www.steppingstones.cn



+86 (21) 3209 0516



Room 437, Building No. 6,
Lane No. 1279, West Zhongshan Road,
Changning District, 200051, Shanghai, China