

10 YEARS EVALUATION REPORT



SCEF



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TABLE OF CONTENTS

SUMMARY	2
BACKGROUND OF SCEF	3
WHAT WE DO.....	4
WE MADE IT TOGETHER.....	5
DESCRIPTION OF THE EVALUATION	6
FINDINGS	7
DISCUSSION.....	28
CONCLUSIONS.....	30
APPENDICES	31

SUMMARY

Since its inception in 2010, SCEF has not documented the impact of its programs/interventions on the lives of beneficiaries. This evaluation was conducted to help SCEF take stock of how far it has advanced its mission. Generally, it assesses the impact of SCEF programs/interventions on the lives of beneficiaries. To provide a holistic account of the impact of SCEF programs/interventions, various stakeholders such as children's, parents (mothers), staff, volunteers, board members, donors, and implementing partners' perspectives were solicited. SCEF programs/interventions have benefited 73,036 persons (72,457 children and 579 mothers) despite its challenges such as the preference of donors to give items instead of cash, inadequate use of advocacy, a lack of funding, and limited human resource. To consolidate its gains and further its mission, several recommendations were made including regularly engaging in fundraising activities; enhancing communication with its various stakeholders; introduce an innovative initiative to appreciate and recognise efforts of volunteers, interns and national service personnel; and building the capacity of staff, volunteers, interns and national service personnel.

BACKGROUND OF SCEF

Street Children Empowerment Foundation (SCEF) is a community-based grassroots Non-Governmental Organisation providing sustainable improvements to street and vulnerable children's. We do this by enhancing their rights to access quality education, improving their access to basic healthcare and other child rights to enable them to achieve and excel without us.

Vision: We thrive for a future where all children's, regardless of their differences, have equal opportunities in reaching their fullest potentials.

Mission: To achieve sustainable improvements in the lives of street and deprived children's in James Town and any other areas in which we operate. We resolved that our work is done closely with the children's, their families, the schools they attend and the community through advocacy, educational support, complementary education services, small-scale enterprises and locals self-led and capitalized microfinance.

SCEF has worked for a decade to foster child protection and to contribute to improving the quality of education in Ghana. We have operated mainly from James Town and in several other communities in and around the Ashiedu Keteke Sub-Metro District.

From humble beginnings in September 2010, Paul Semeh, the founder and three Finnish practical training students from Metropolia University of Applied Sciences namely Susanna Halinen, Petteri Pietinen, and Eeva Berg, we have grown to a foundation with a staff of more than ten and dozens of volunteers. We are registered in four countries Ghana (Our Headquarters), USA, Germany and Finland. These registered offices are categorized into fundraising and implementing lines. Our fundraising lines are mainly dedicated to raising funds and advocacy to support our work in our implementing line. Our implementing line is where our social interventions are situated and being implemented. Currently, all four countries are fundraising lines and Ghana, our headquarters is the only implementing line.

Our headquarters is located at the Learning Hub, a centre located in James Town that serves as a safe haven for street and vulnerable children's to take part in different learning activities and receive holistic social services. The Learning Hub also hosts our social, community and complementary education services which have reached over 3,000 beneficiaries and growing numbers of children's, parents, teachers, students, community leaders and partners.

WHAT WE DO

Children's in street situations face numerous challenges in their quest to fend for themselves. We rescue the children's from the streets to give them education, hope, and a brighter future. We also make supplementary learning for children's living in James Town and its environs available. To be sustainable, our direct interventions with children's are coupled with support for parents and guardians. SCEF engages in advocacy, social services, and empowerment of parents to achieve its mission.



WE MADE IT TOGETHER

SCEF has relied on the commitment, expertise and dedication of its staff, board members, national service personnel, interns, honorary volunteers, volunteers, donors and implementing partners over the years to advance its mission.

26 Staff

13 Board Members

38 National Service Personnel

31 Honorary Volunteers

237 Volunteers/Interns

40 Partners

520 Donors

905 Unique Team Members



DESCRIPTION OF THE EVALUATION

Since its inception in 2010, SCEF has not documented the impact of its programs/interventions on the lives of beneficiaries. This evaluation was conducted to help SCEF take stock of how far it has advanced its mission. Generally, it assesses the impact of SCEF programs/interventions on the lives of beneficiaries. Specifically, the evaluation:

- a. identify the number of beneficiaries of SCEF programs/interventions
- b. identify the organizational strength and weakness of SCEF
- c. describe the daily challenges faced by children's and mothers
- d. describe the challenges stakeholders encounter in their dealing with SCEF
- e. describe the challenges faced by SCEF
- f. describe the benefits children's and mothers derive from SCEF programs/interventions
- g. identify factors contributing to the success of SCEF programs/interventions

To provide a holistic account of the impact of SCEF programs/interventions, various stakeholders such as children's, parents (mothers), staff, volunteers, board members, donors, and implementing partners' perspectives were solicited. In-depth interviews were conducted with children's, parents and staff to capture their perspectives while an online survey was used to capture perspectives of volunteers, board members, donors, and implementing partners. Also, volunteers' feedback from their exit questionnaires and social media evaluation and feedback were used. The in-depth interviews and online surveys were conducted between August and October 2019. The interview guides and the questionnaire for the online surveys can be found in the appendices.

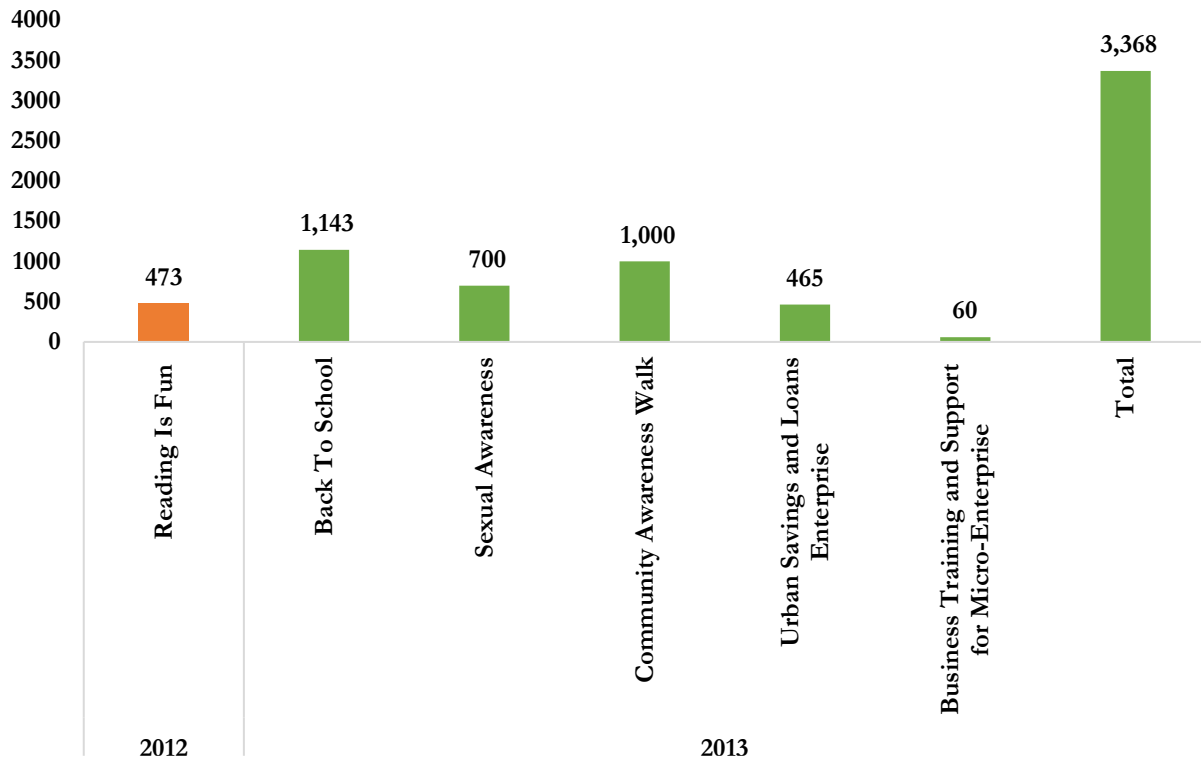
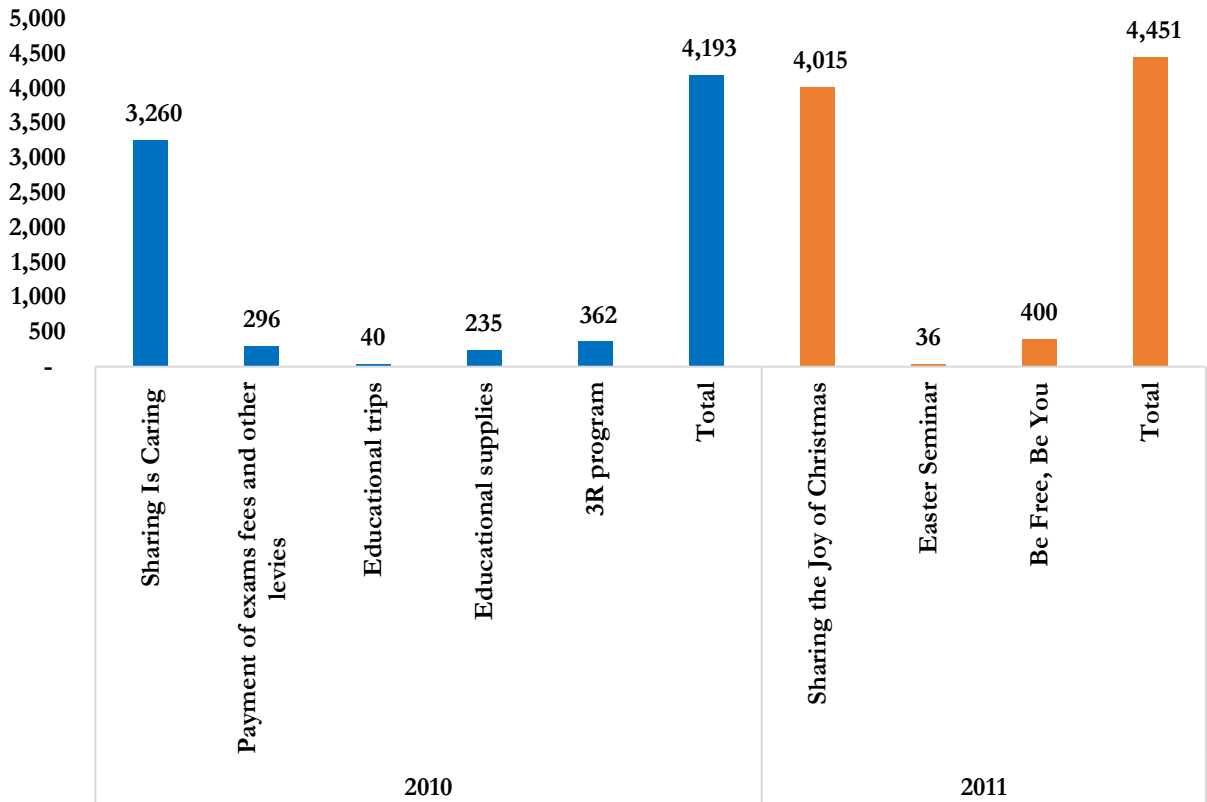
In total, sixty-eighty stakeholders gave their feedback for this evaluation. Sixteen children's and ten parents were conveniently selected with the help of SCEF staff and interviewed by volunteers, interns, and national service personnel. Four board members, four staff, four donors, and two implementing partners voluntarily filled the online surveys. Generally, twenty-eighty volunteers were perspectives were captured. Twenty-two volunteers exit questionnaires were used. Four volunteers exit questionnaires for each year from 2014 to 2019 were randomly selected and segregated by sex. Two volunteers voluntarily filled the social media evaluation and feedback while four volunteers voluntarily filled the online surveys.

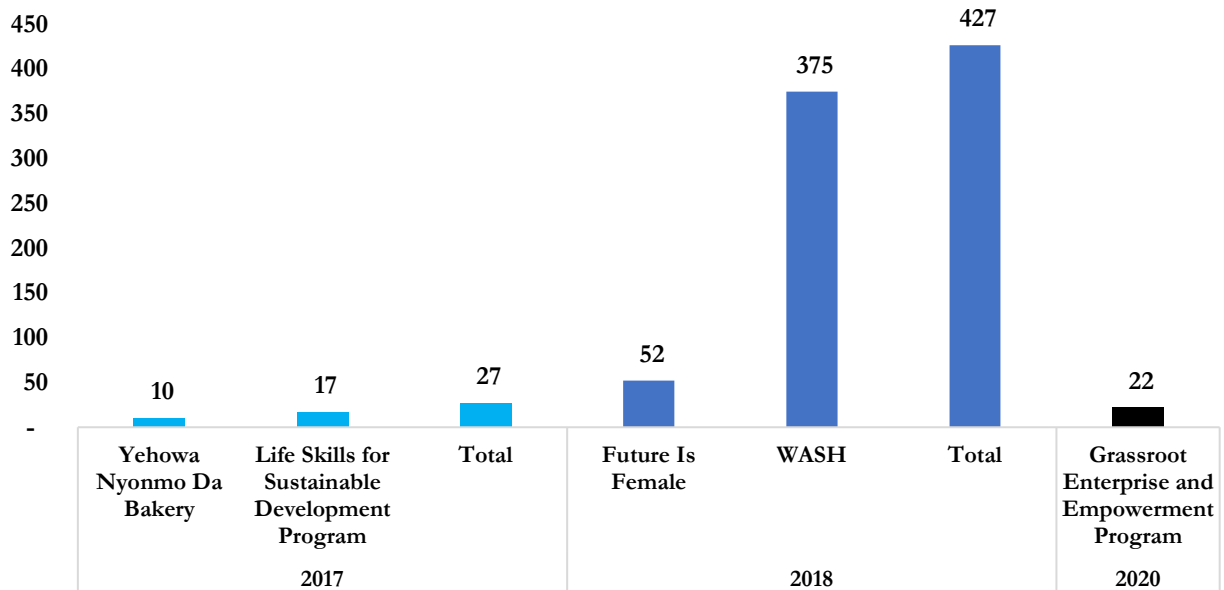
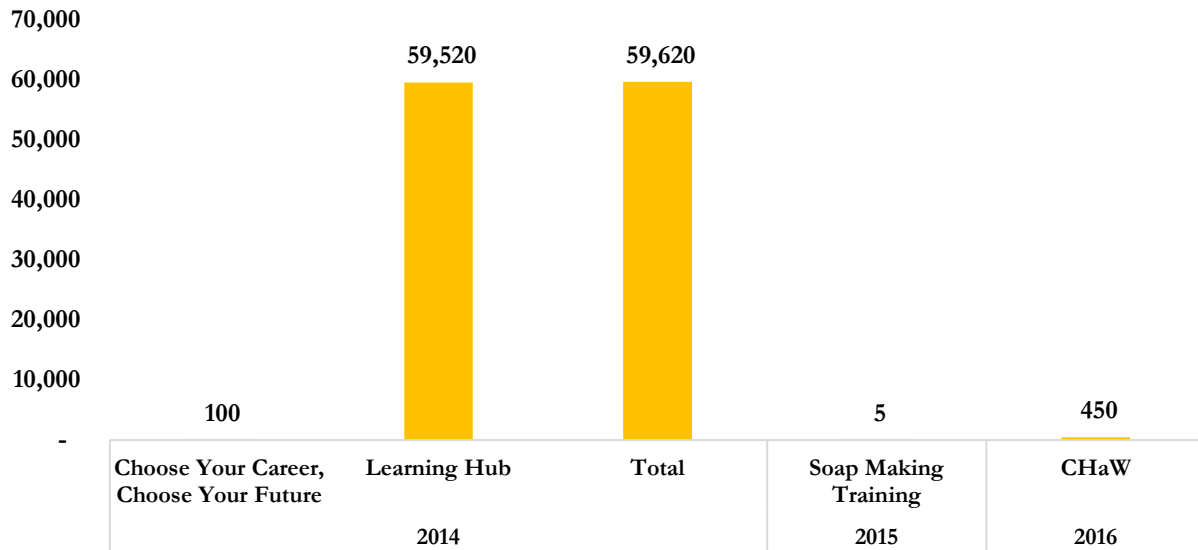
Participation in the in-depth interviews and online surveys were voluntary and stakeholders were assured of confidentiality and anonymity. Information gathered through the online surveys and in-depth interviews were analysed using the Statistical Package for Social Sciences version 25 statistics and NVivo software version 10 respectively.

This evaluation has two main limitations. First, the number of children's and mothers interviewed were small compared to the total number of children's and mother who had benefited from SCEF programs/interventions. Second, children's and mothers conveniently selected with the help of SCEF staff and this may have biased their responses. Despite these limitations, this evaluation enables the assessment of the impact of SCEF programs/interventions.

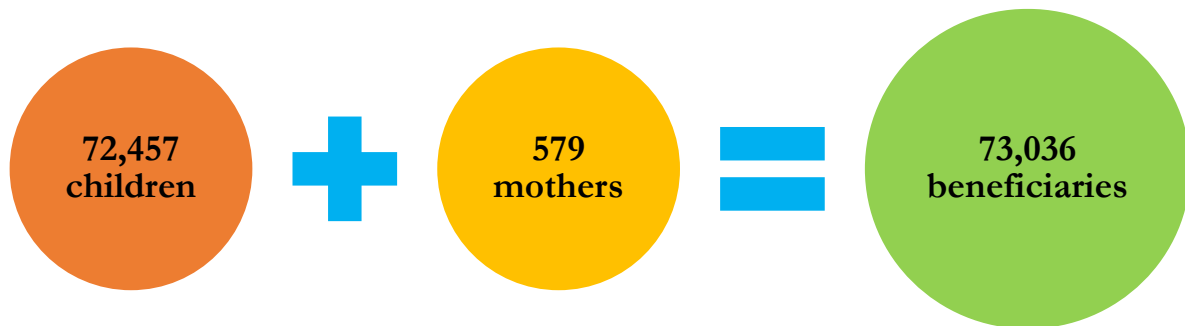
FINDINGS

NUMBER OF BENEFICIARIES PER PROGRAM SINCE 2010





Total number of beneficiaries since 2010 per children and mothers



SKILLS AND/OR ACTIVITIES SCEF IS STRONG IN

Stakeholders mentioned the various skills and/or activities SCEF is strong in. They identified nineteen (19) skills and/or activities including assisting with schoolwork, cooperation with schools, community outreach, and stakeholder engagement, among others. The dominant skills and/or activities were empowerment of street children's, youth, disadvantaged and mothers; and social work.



Skills and/or activities SCEF is strong in



“With SCEF, when it comes to monitoring, taking care of children’s and making sure they are in school, they are very good at it. SCEF is very good at monitoring children’s [beneficiaries].” (SCEF Staff)

*“Question: What skill is SCEF strong in?
Answer: Empowering the mothers and youth in society.” (Donor)*

SKILLS SCEF COULD ADD

Despite the numerous skills SCEF is strong in, stakeholders reported that SCEF needed additional skills to enhance his operations and productivity. Stakeholders mentioned eight (8) skills including grant writing skills, partnership, project management, and strategic capabilities, among others. The dominant skills mentioned were capacity building for staff; and fundraising.



Skills SCEF could acquire

Capacity building for staff	Fundraising	Allowing researchers to analyse SCEF data and share findings with stakeholders	Grant writing skills
		Partnership	Strategic capabilities
		Project management	Measurement and evaluation support

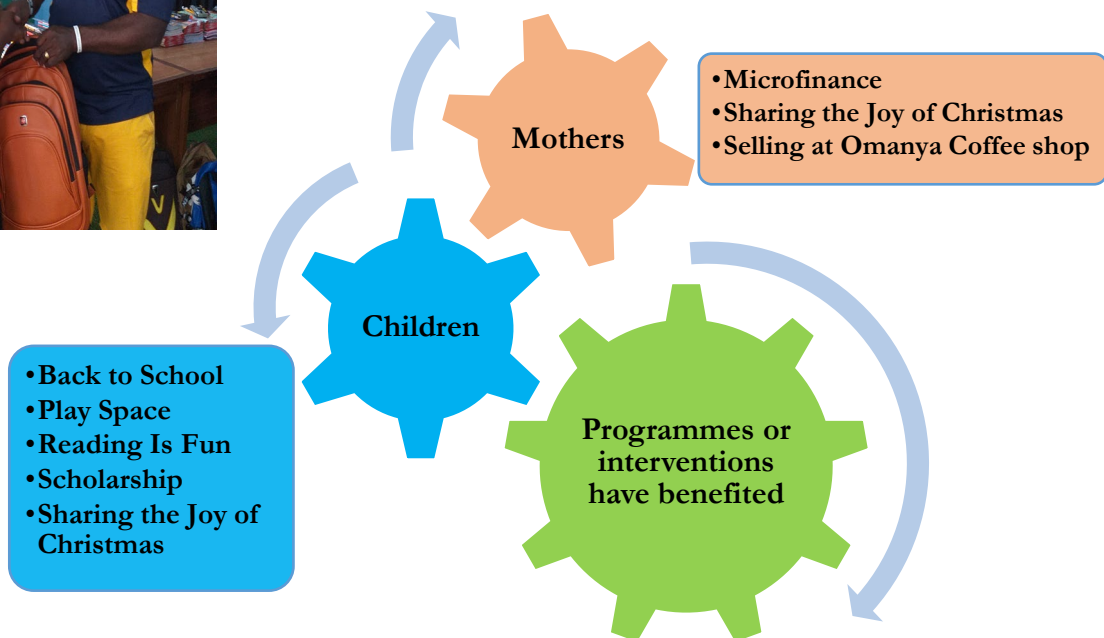
“All of us should be trained on child protection policies. In addition, we should be trained on how to approach issues and what to consider first when approaching issues.” (Staff)

“Researchers to use all the amazing data we have captured and turn it into something tangible to share with stakeholders and funders as well as the sector.” (Volunteer)

“Measurement and evaluation support to better measure and articulate the impact.” (Implementing Partner)

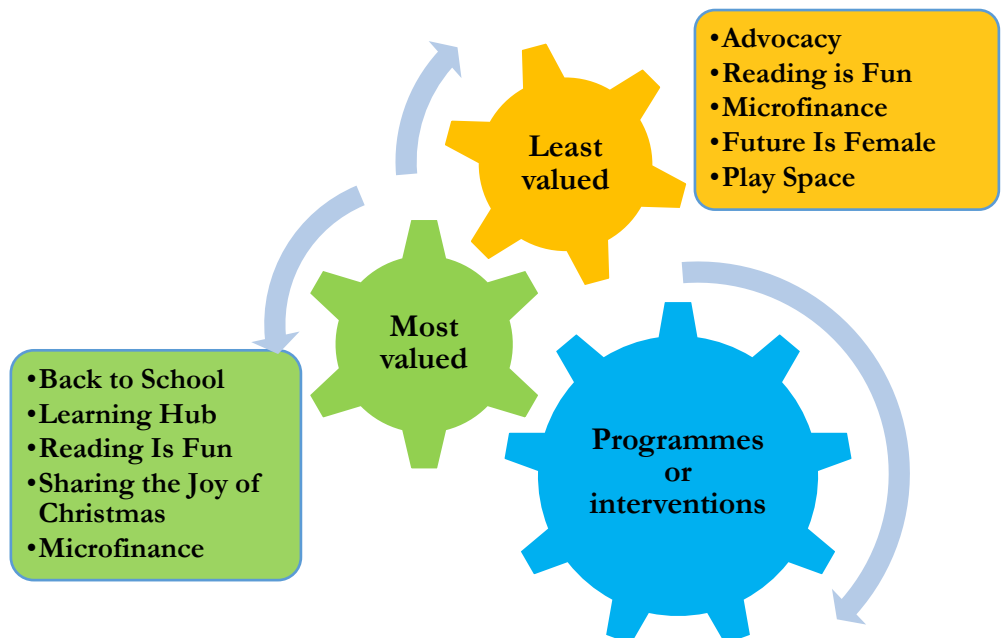
PROGRAMS OR INTERVENTIONS CHILDREN'S AND MOTHERS HAVE BENEFITED

Children's and mothers specified the programs or interventions they were beneficiaries. Both children's and mothers benefited from Sharing the Joy of Christmas. Children's exclusively benefited from Back to School, Play Space, Reading Is Fun, and Scholarship while mothers exclusively benefited from Microfinance and selling at Omany coffee shop.



PROGRAMS OR INTERVENTIONS CHILDREN’S AND MOTHERS MOST VALUED AND LEAST VALUED

Children’s and mothers specified the programs or interventions they most and least valued. Reading Is Fun and Microfinance were both identified as most and least valued. Children’s and mothers reported Back to School, Learning Hub, and Sharing the Joy of Christmas as their most valued programs while they identified advocacy, Future Is Female, and Play Space as their least valued program.



“The advocacy we have not used as much, not as much as we should have done over the years.” (Staff)

“My issue is with the microfinance, I really didn’t like it. I won’t do it again.” (Mother)

ASPECTS OF PROGRAMS OR INTERVENTION MOST VALUED BY CHILDREN’S AND MOTHERS

Children’s and mothers specified aspects of programs or interventions they valued most. Children’s and mothers mentioned nine (9) aspects of programs or interventions they valued mostly including playing and having fun, financial support, scholarship, and staff and special guests talking to us, among others.



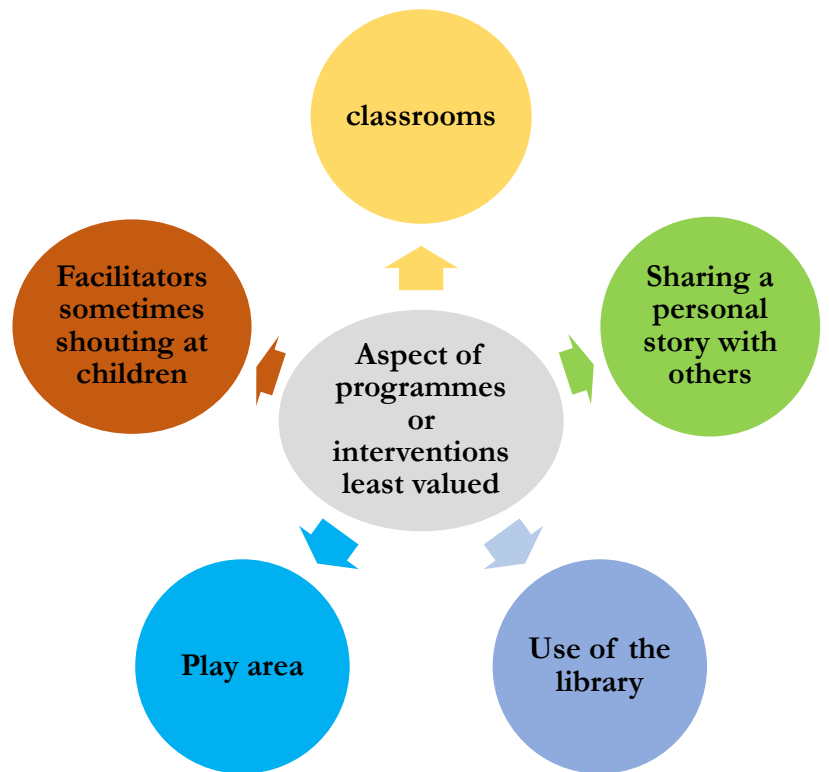
- Financial support
- Scholarship
- Playing and having fun
- Making one feel part of the programme
- Lessons on good behaviour
- Keeping the environment clean
- Staff and special guests talking to us
- Provision of educational supplies
- Reading and learning to acquire knowledge and skills

“They invite other people to come in and talk to us about issues like professional skills. We gain access to more people around the world.” (Child)

“They talk more about our future so if you have any bad intention or anything that’s disturbing you, they can help you. If you are worried about sexual harassment, they [SCEF staff] are here. Paul always tells us to tell a staff we trust if there is an issue since they can help.” (Child)

ASPECTS OF PROGRAMS OR INTERVENTION LEAST VALUED BY CHILDREN'S AND MOTHERS

Children's and mothers also specified aspects of programs or interventions they found least valued. They identified sharing a personal story with others, use of the library, play area, classrooms, and facilitators sometimes shouting at us as aspects of programs or interventions they least valued.

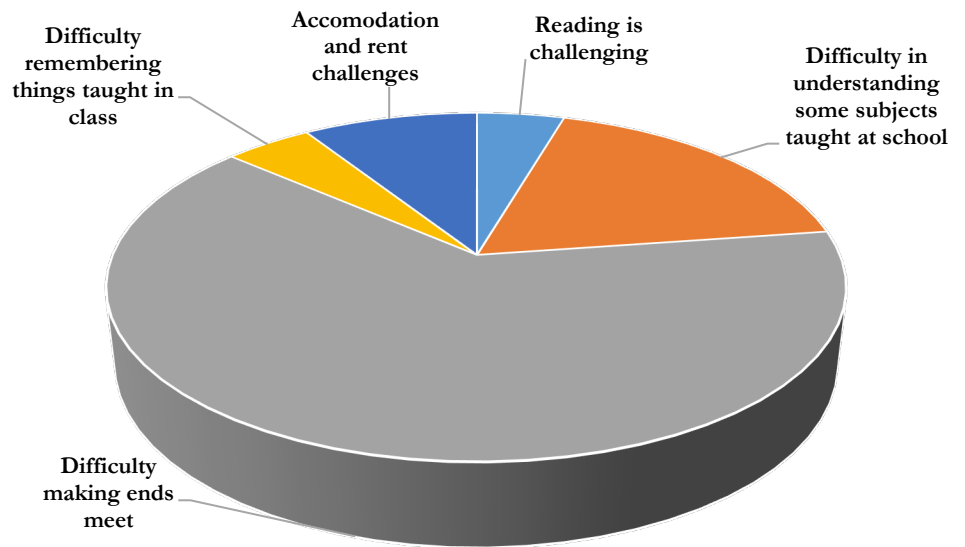


"If they [SCEF staff] ask you to share your story, it makes me feel sad because if I share my story someone might laugh at it." (Child)

"If they [SCEF staff] are teaching us or we are talking, the teacher [facilitator] will shout at us. I don't like the shouting. It makes me very sad" (Child)

CHALLENGES EXPERIENCED BY CHILDREN'S AND MOTHERS IN THEIR DAILY LIVES

Children's and mothers encountered several challenges in their daily lives. Children's experienced difficulty remembering things taught in class, difficulty understanding some subjects taught at school, and reading is challenging. Mothers experienced accommodation and rent challenges. In addition, both children's and mothers experienced difficulty making ends meet.



“Because I’m a single parent, supporting myself and the children’s have become very difficult.” (Mother)

“Sometimes, my mum doesn’t have money. We will have to stay without food for a day.” (Child)

“Where the kids are sleeping, they have to wait for the last person to go to bed for them to sleep. My challenges are accommodation and finance.” (Mother)

CHALLENGES EXPERIENCED BY CHILDREN'S AND MOTHERS IN THEIR DEALINGS WITH SCEF

Both children's and mothers encountered challenges dealing with SCEF. Both children's and mothers experienced inadequate financial support. Children's reported a delay in feedback, and older children's unable to pursue their interest as their challenges dealing with SCEF while mothers reported dwindling support.



Children

- Delay in feedback regarding personal and health issues
- Inadequate financial support
- Older children unable to pursue their interest

Mothers

- Inadequate financial support
- Dwindling support



“Sometimes when something has happened to you and you tell the staff, it can take weeks or a month to get a solution.” (Child)

“Sometimes, the money they provide is not enough.” (Child)

“Sometimes there are a lot of children involved [in the activities] so the older children are not able to pursue their interests and express their opinion freely.” (Child)

“It looks like many things have changed that has negatively affected them. With the scholarship my daughter is receiving, SCEF used to pay most of the things. They have cut a lot of those benefits to the point that sometimes she doesn't receive anything at all.” (Mother)

“When you are in need of something and you come around, they will inform you that there's no money. You are in need of that thing but there's no money.” (Mother)

CHALLENGES EXPERIENCED BY SCEF, STAFF, BOARD, AND DONORS AND IMPLEMENTING PARTNERS

SCEF experienced several challenges including the preference of donors to give items instead of cash, inadequate use of advocacy, a lack of funding, and limited human resource.

SCEF staff reported a delay in payment of their salaries, issues with the environment, and colleagues taking over the roles of others as their challenges.

In addition, the SCEF board mentioned the commitment of board members and been unaware of the day-to-day challenges and operational issues of SCEF as challenges they encountered in setting the direction and strategies of SCEF.

Donors and implementing partners also indicated that a lack of communication in person due to distance didn't enhance their relationship with SCEF. Furthermore, a lack of technical evaluation of projects was a challenge faced by SCEF.



SCEF

- Preference of donors to give items instead of cash
- Inadequate use of advocacy
- Lack of funding
- Limited human resource

Staff

- Delay in payment of salaries
- Colleagues taking over the roles of others
- Issues with the environment

Board

- Commitment of members
- Unawareness of SCEF day-to-day challenges and operational issues

Donors and implementing partners

- Lack of technical evaluation of projects
- Lack of communication in person

“When I have not been paid my salary in a month or two, it affects a lot of things that I do. It demotivates.” (Staff)

“The donor’s mindset, let me give items rather than money for education. The struggle has been to find people who will pay for the education [of children’s]. Some are not committed to giving money for schooling, helping a parent go through training. Buying and bringing items do help. But these are handouts and not hand-ups” (Staff)

VOLUNTEERS PERSPECTIVES ON CHALLENGES SCEF FACES AND CHALLENGES THEY ENCOUNTER WORKING WITH SCEF

Volunteers identified eight (8) challenges that SCEF is facing and needed to overcome to enhance its operation. These include funding opportunities, cultural differences, organisation of duties and workload of volunteers, and long-term sustainability of programs, among others.

In addition, volunteers mentioned four (4) challenges they encountered working with SCEF. These include a lack of communication, a lack of motivation and appreciation of volunteers, negative experiences of foreign volunteers, and a lack of

sharing weekly meeting notes.



“Major challenge is communication and a lack of gratitude for the work non-paid SCEF members do.”

“There has been an ongoing challenge with volunteers. Most of the volunteers from Europe leave with a negative feeling and state to us that they would not like to return [to SCEF].”

“There were weekly meeting notes shared with SCEF country offices for us to know what is happening in Ghana and to have motivation for our work abroad. We haven't received any meeting minutes in years.”

Challenges SCEF faces and needs to overcome

- Funding opportunities
- Good working spirits among workers
- Intern departmental and cordial relationship
- Long-term sustainability of programmes
- Time efficiency
- Cultural differences
- Organisation of duties and workload of volunteers

Challenges you encounter working with SCEF

- Lack of communication
- Lack of motivation and appreciation of volunteers
- Lack of sharing of weekly meeting notes
- Negative experiences of foreign volunteers

VOLUNTEERS RATING OF ASPECTS OF SCEF

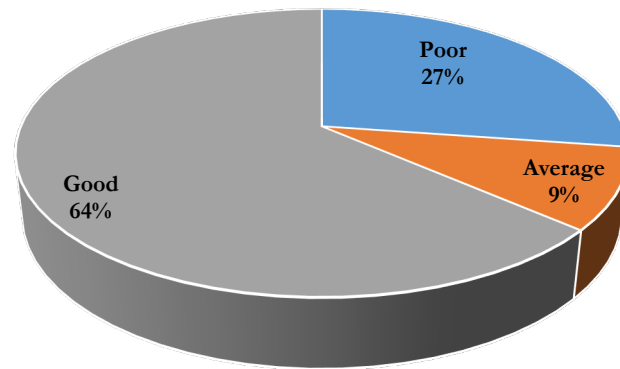
Volunteers were allowed to rate SCEF after completing their volunteerism.

Volunteers rated on SCEF on aspects such as career development opportunities, morale, fair treatment, recognition of job well done, and communication between management and volunteers.

Generally, volunteers were satisfied with most aspects of SCEF. A higher proportion of volunteers rated SCEF as “good” on

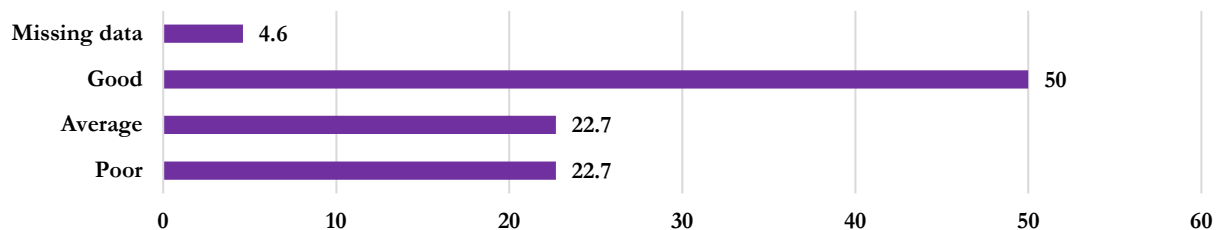
nine out of the fourteen aspects under review.

Recognition of job well done



Rating aspects of SCEF	Poor	Average	Good	Missing data	Total (n = 22)
Recruitment process	22.7	9.1	54.5	13.6	100
Orientation	18.2	36.3	45.5	-	100
Training opportunities	27.2	31.8	27.2	13.6	100
Career development opportunities	4.6	31.8	50	13.6	100
Morale	31.8	22.7	45.5	-	100
Support of work-life balance	9.1	36.3	45.5	9.1	100
Cooperation within the agency	13.6	18.2	50	18.2	100
Communication between management and volunteers	27.2	36.4	36.4	-	100
Performance and development planning and evaluation	31.8	31.8	31.8	4.6	100
Interest and investment in volunteer	40.9	22.7	36.4	-	100
Commitment to customer service	9.1	31.8	45.5	13.6	100
Concern with quality and excellence	18.1	36.4	36.4	9.1	100

Fair treatment of volunteers



IMPACT OF PROGRAMS OR INTERVENTIONS ON CHILDREN'S AND MOTHERS

SCEF programs or interventions had a positive impact on children's and mothers. Children's reported that they derived eleven (11) benefits from SCEF programs or interventions. These include developed skills and abilities, enhanced interpersonal communication, learned personal hygiene, and provision of educational supplies, among others.

In addition, mothers benefited from the provision of loans, and secured jobs. Mothers explained that they saved and used their money meant for the payment of school fees for other expenses

since SECF paid for the school fees of their children's.



"I find it difficult sometimes paying the exam fees. But since SCEF started doing that, I have benefitted a lot and been able to save some money for other things for my daughter." (Mother)

"For most parents, they have been placed on jobs." (Staff)

"Every week, SCEF gives me money for transportation for school, and for health care if hospital care is needed." (Child)

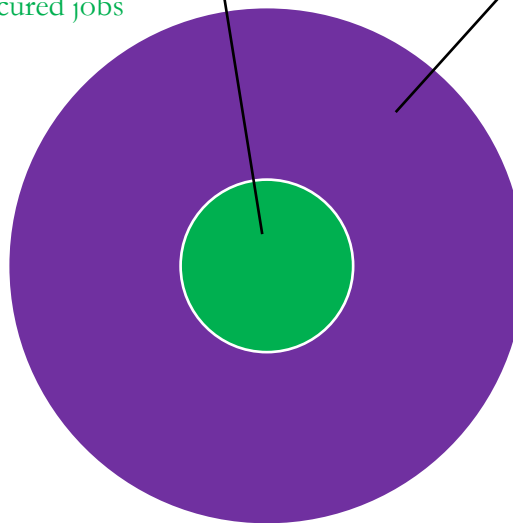
"It's has helped improve their learning, and their performance is really good." (Mother)

Impact on mothers

- Provision of loans
- Helped save money for other expenses
- Secured jobs

Impact on children

- Medical assistance
- Educational assistance (Scholarship)
- Provision of educational supplies
- Enhanced interpersonal communication
- Developed skills and abilities
- Help expand social network
- Enhanced educational performance
- Help keep fit and strong
- Learned personal hygiene
- Provision of basic needs (e.g. food)
- Undertook apprenticeship



HOW DIFFERENT CHILDREN'S AND MOTHERS LIVES WOULD HAVE BEEN IF THEY DIDN'T COME INTO CONTACT WITH SCEF

Children's and mothers narrated how their lives would have been if they didn't come into contact with SCEF. Both children's and mothers reported that it would have been difficult for children's to enroll and complete their education, and life would have been difficult. Only children's reported that they would have received no educational supplies, and there would have been no place to relax during the day while mothers reported that they would have struggled to take care of their children's.



“If SCEF hadn't been there, I would have had really bad financial issues. I would not have been able to help my children reach where they are now.” (Mother)

“We wouldn't have nowhere to sleep and be during the day.” (Child)

“Wow. If I didn't come here [SCEF], I don't think I would have been able to get to this level in education and I can't imagine what it would have been like at home.” (Child)

“Life would have been difficult, especially once school is opening. Paying fees and for school supplies, life would have been very difficult.” (Mother)

Difficult for children to enroll and complete their education

Life would have been difficult

No educational supplies

No place to relax during the day

Struggled to take care of children

SKILLS ACQUIRED BY CHILDREN'S AND MOTHERS

Children's and mothers acquired numerous skills through their interaction with SCEF. Children's acquired eleven (11) skills and these include creative skills, reading and writing, sports skills, and communication skills, among others.

With regards to mothers, they acquired communication skills and money management skills.



Skills acquired by children

- Analytical skills
- Attention skills
- Creative skills
- Communication skills
- Learning skills
- Problem-solving skills
- Professional skills
- Reading and writing
- Self-care skills
- Sports skills
- Team building skills



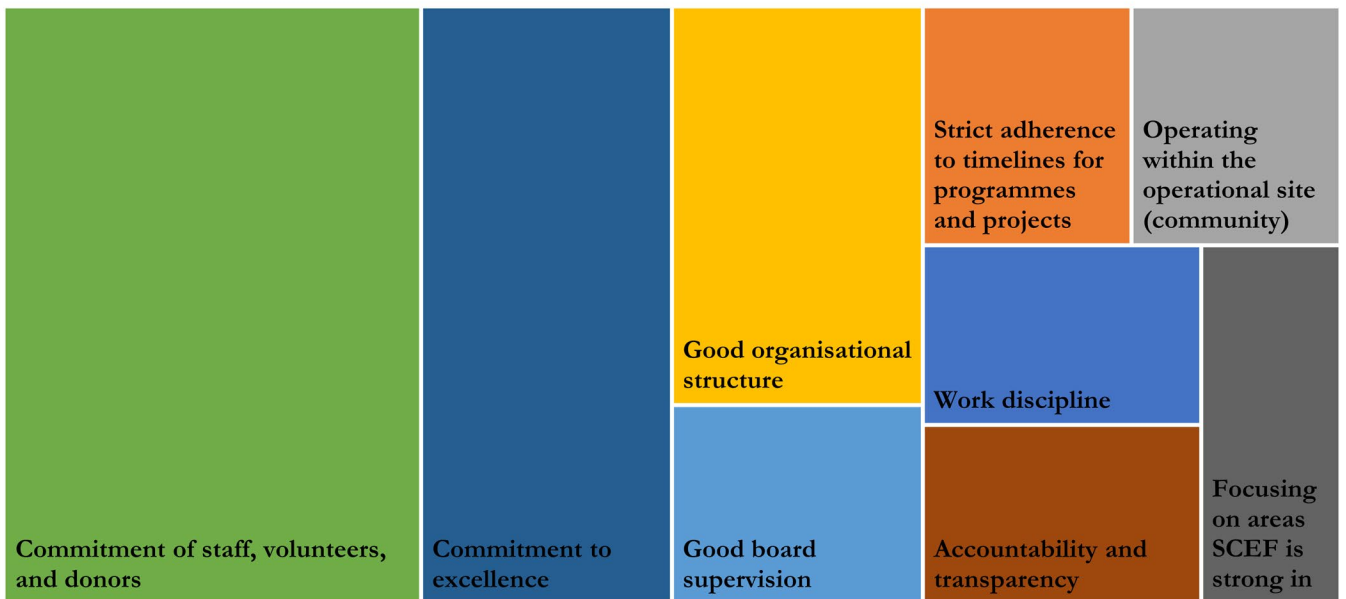
Skills acquired by mothers

- Communication skills
- Money management skills



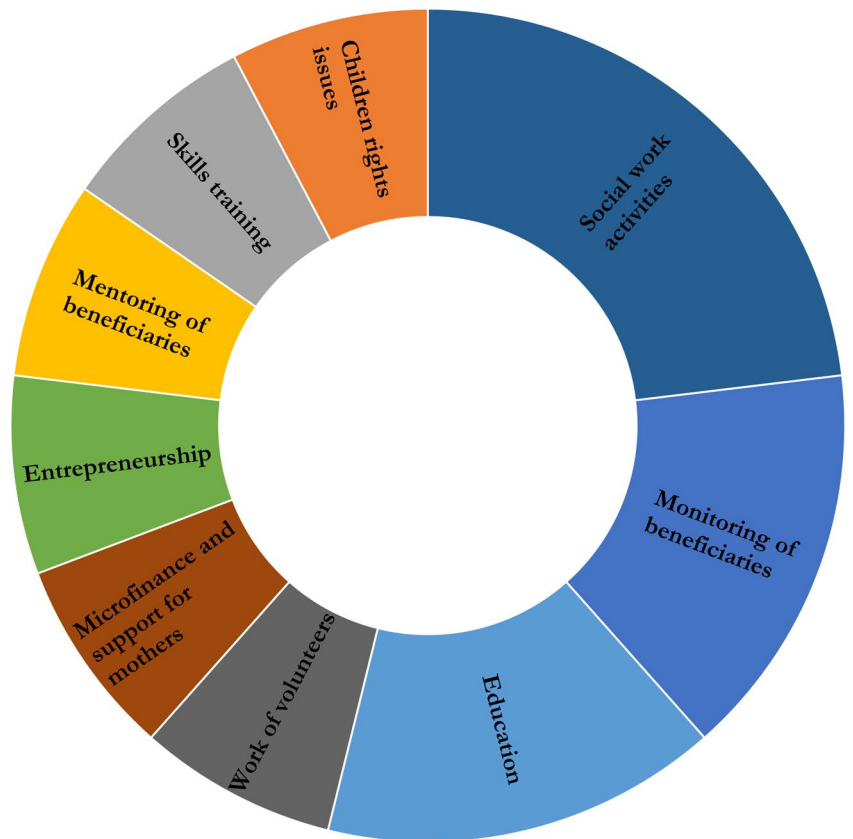
FACTORS CONTRIBUTING TO THE SUCCESS OF SCEF PROGRAMS OR INTERVENTIONS

Stakeholders identified nine (9) factors that contributed to the success of SCEF programs or interventions and these include, the commitment of staff, volunteers and donors; commitment to excellence; good organisational structure; and good board supervision, among others.



INDICATORS OR PROGRAMS SCEF SHOULD TARGET TO ENHANCE THE WELLBEING OF ITS BENEFICIARIES

Stakeholders indicated that SCEF should target nine (9) indicators or programs to enhance the wellbeing of its beneficiaries. These include social work activities, education, monitoring of beneficiaries, and focusing on children's rights issues, among others.



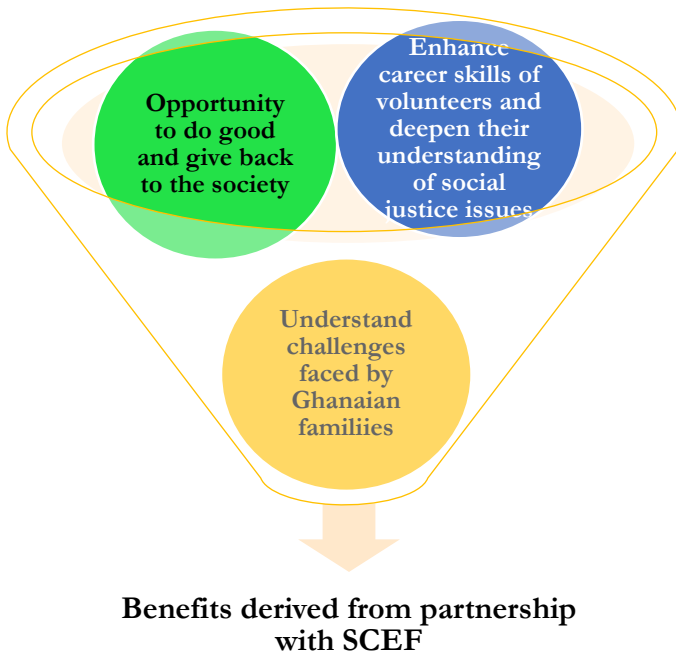
MEASURES TO ENSURE SUSTAINABILITY OF SCEF'S PROGRAMS

Stakeholders mentioned six (6) measures that can help ensure the sustainability of SCEF's programs. These include the involvement of SCEF board in projects implementation and supervision, fundraising activities, capacity building for staff, and partnership, among others.



BENEFITS DERIVED FROM PARTNERSHIP WITH SCEF

Stakeholders derived some benefits from their partnership with SCEF. They reported that their partnership with SCEF enhanced the career skills of volunteers and deepened their understanding of social justice issues. In addition, it enhanced donors and implementing partners understanding of the challenges faced by families, and provided them with the opportunity to do good and give back to society.



“It allows us to understand the issues faced by families in Ghana”
(Donor)

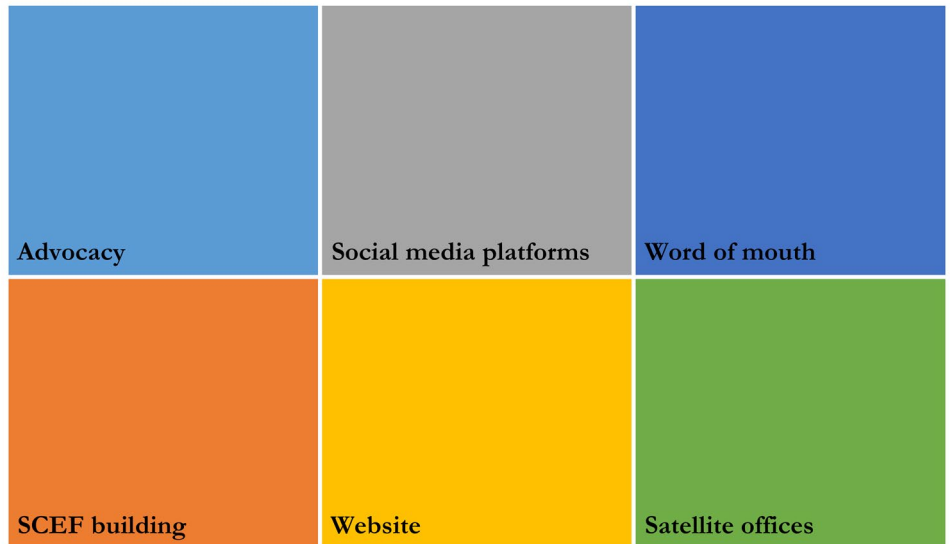
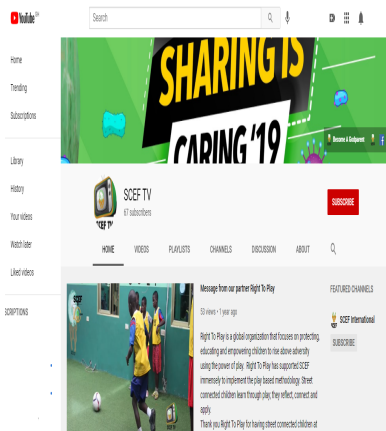
“Our students have gained invaluable opportunities to learn career skills and deepened their understanding of the various social justice issues encountered through their work.”
(Implementing Partner)

“It provided the bank an opportunity to give back to the society and invariably contribute to the lives of SCEF beneficiaries and the socio-economic development of the country as a whole.” (Donor)

“It’s rewarding to know that we are able to act as Rotarians and do good in the world through SCEF.”
(Donor)

EFFORTS MADE TO MARKET SCEF PROGRAM

SCEF staff mentioned efforts been made to market its programs or interventions to the world. The staff reported six main strategies namely: advocacy, social media platforms, SCEF website, SCEF building, satellite offices, and word of mouth.



“People must get informed through social media. It’s been our main tool. We have 3000 followers on Facebook.” (Staff)

“The tall [SCEF] building has also been a marketing tool. It attracts people to come in and understand what we have been doing and they want to support.” (Staff)

“We have satellite offices in the US, Finland, Germany.” (Staff)

DISCUSSION

The purpose of this evaluation was to assess the impact of SCEF programs/interventions from 2010 to date. The evaluation found that 73,036 persons have benefited from SCEF programs/interventions and the majority (99.2%) of these beneficiaries are children's. Also, the empowerment of street children's, youth, disadvantaged and mothers; and social work were the dominant skills and/or activities of SCEF while capacity building for staff and fundraising emerged as the main skills required by SCEF. Fundraising would help SCEF to raise the resources it requires to further its mission.

SCEF beneficiaries (children's and mothers) experienced challenges in their daily lives. Both children's and mothers experienced difficulty making ends meet. Children's experienced difficulty in reading, remembering things taught, and understanding some subjects taught at school while mothers experienced challenges with accommodation and rent.

The evaluation also found that stakeholders experienced some challenges in their dealing with SCEF. Children's experienced delays in feedback, and older children's unable to pursue their interest while mothers reported dwindling support. Both children's and mothers reported inadequate financial support.

In addition, SCEF staff reported a delay in payment of salaries, issues with the environment, and colleagues taking over the role of others as their challenges working with SCEF while the board mentioned the commitment of board members, and unawareness of daily challenges and operational issues of SCEF. Donors and implementing partners indicated a lack of technical evaluation of SCEF projects and a lack of communication in person due to distance as their challenges in dealing with SCEF.

With volunteers, they stated a lack of communication, a lack of motivation and appreciation of volunteers, negative experiences of foreign volunteers, and a lack of sharing weekly meeting notes as their challenges with SCEF. Volunteers also complained about a lack of training opportunities, and a lack of interest and investment in volunteers.

Concerning challenges faced by SCEF, it emerged that SCEF experienced several challenges in its daily operations and these include: preference of donors to give items instead of cash, inadequate use of advocacy, a lack of funding, and limited human resource. Inadequate funding experienced by SCEF explains why there has been dwindling support, and inadequate financial support to children's and mothers.

SCEF programs/interventions had a positive impact on the lives of children's and mothers. They derived several benefits from SCEF programs/interventions. Through SCEF programs, children's received educational supplies and scholarships. In addition, it helped them to develop their skills and abilities, enhance interpersonal communication, and learn about personal hygiene, among others. Mothers received loans through SCEF's Urban Savings and Loans Enterprise, secured jobs with the assistance of SCEF, and saved the money they would have spent on their children's educational needs for other expenses.

Lastly, nine factors contributed to the success of SCEF programs/interventions and these include the commitment of staff, volunteers and donors; strict adherence to timelines for programs and projects; accountability and transparency; and good board supervision, among others.

CONCLUSIONS

SCEF experience several challenges in its daily operations such as a lack of funding and limited human resource. Despite these challenges, it has successfully impacted the lives of 72,457 children's and 579 mothers in James Town since 2010. To consolidate its gains and further its mission, the following recommendations has been made based on the findings:

- a. SCEF should engage in regular fundraising activities at least once every two months to enable it to raise funds to support its programs/interventions.
- b. SCEF should organise refresher training for its staff, interns, volunteers and national service personnel at least once a year to build their capacity. The refresher training could focus on topics such as grant writing, monitoring and evaluation, social work, and social protection policies.
- c. SCEF programs/interventions should be segregated by age where feasible so that older children's wouldn't be disadvantaged.
- d. Children's should be counseled before they are made to share their personal stories with their colleagues and also counseled on how to empathise with others.
- e. SCEF should regularly review the workload of staff, interns, volunteers and national service personnel at least once every four months so it could reduce work overload and possibly help reduce shouting or yelling at children's which could be due to work overload.
- f. SCEF should review all its programs/interventions at least once every year so it can identify the least valued aspects of programs/interventions and improve them appropriately.
- g. SCEF should enhance communication with its various stakeholders such as board members, staff, volunteers (including honorary volunteers), children's and mothers.
- h. There should be clearly defining roles and responsibilities for SCEF staff so others don't take over the roles of others. When roles and responsibilities are delegated to others for one reason or another, it should be communicated to the staff involved to avoid any possible conflict.
- i. SCEF should introduce an innovative initiative to appreciate and recognise the efforts of interns, volunteers (including honorary volunteers), and national service personnel each month. It could borrow ideas from its "Staff of the Month Initiative".
- j. SCEF should strengthen its advocacy activities through various mediums such as social media platforms and satellite offices.

APPENDICES

INTERVIEW GUIDE FOR CHILDREN'S

Gender of Participant: Male [] Female []
Living Arrangement: Living alone [] Living with parents [] Living with
other relatives []
Living with non-relatives []
Start Time: End Time:
Name of Interviewer:
Date of Interview:

Introduction:

Introduced interviewer. Thank you very much for agreeing to talk to us. We want to talk about your experience with SCEF. This is purely for evaluation purposes and does not affect your enrollment here. If at any time you wish to stop just let us know and you may leave. Is it ok if we record this interview?

1. Please, can you tell me a little about yourself?

Probe: Age, educational level, your hobbies, your favourite subject, favourite food, future career, etc.

2. What does SCEF do?
3. How did you get to know SCEF?
4. What program/activity do you benefit/receive from SCEF? [List of all programs/activities that he/she benefit/receive]
5. Why did you participate in the program/activity? [Ensure that all the programs/activities are addressed]
6. What did you like most about the program/activity? [Ensure that all programs/activities they benefit/receive are addressed]
7. What did you like least about the program/activity, if any? [Ensure that all programs/activities they benefit/receive are addressed]
8. Which aspects of the program/intervention do you find most valuable? [Ensure that all programs/activities they benefit/receive are addressed]
9. Which aspects of the program/intervention do you use the least? [Ensure that all programs/activities they benefit/receive are addressed]
10. Which other aspects of the program/intervention do you wish were available if any? [Ensure that all programs/activities they benefit/receive are addressed]

11. What skills did you learn in the program/activity? [Ensure that all programs/activities they benefit/receive are addressed]
12. In what ways has the program/activity been beneficial or useful to you? Kindly elaborate
13. Are you satisfied with programs/activities? If Yes, why? If No, why not?
14. How has SCEF improve your life in general? Kindly elaborate
15. What challenges do you encounter with the programs/activities, if any and why?
16. What challenges you encounter in your everyday life if any?
17. What do you expect from SCEF?
18. Do you think SCEF is relevant in the community you live? If Yes, Why? If No, why not?
19. In your view, if you look at your life now, imagine how different your life would have been if you didn't come into contact with SCEF? Kindly elaborate
20. **Closing:** Is there anything that you feel was not covered in this interview that you'd like to address?

INTERVIEW GUIDE FOR PARENTS (MOTHERS)

Gender of Participant: Male [] Female []

Start Time: _____ End Time: _____

Name of Interviewer: _____

Date of Interview: _____

Introduction:

Thank you very much for agreeing to talk to us. We want to talk about your experience with SCEF

1. Please, can you tell me a little about yourself?

Probe: Age, educational level, employment status, etc.

2. What does SCEF do?

3. How did you get to know SCEF?

4. How many of your children's benefit from SCEF's program/intervention?

5. What program/intervention do **your child(ren)** benefit/receive from SCEF? [List of all programs/ intervention that his/her child(ren) receive]

6. What program/intervention do **you** benefit/receive from SCEF? [List of all programs/ intervention that he/she benefit/receive]

7. Why did you participate in the program/intervention? [Ensure that all the programs/interventions are addressed]

8. What did you like most about the program/intervention **your child(ren)** receive? [Ensure that all programs/activities his/her child(ren) benefit/receive are addressed]

9. What did you like most about the program/intervention **you** receive? [Ensure that all programs/activities they benefit/receive are addressed]

10. What did you like least about the program/intervention **your child(ren)** receive if any? [Ensure that all programs/activities his/her child(ren) benefit/receive are addressed]

11. What did you like least about the program/intervention **you** receive, if any? [Ensure that all programs/activities they benefit/receive are addressed]

12. Which aspects of the program/intervention do you find most valuable? [Ensure that all programs/activities they benefit/receive are addressed]

13. Which aspects of the program/intervention do you use the least? [Ensure that all programs/activities they benefit/receive are addressed]

14. Which other aspects of the program/intervention do you wish were available if any? [Ensure that all programs/activities they benefit/receive are addressed]
15. What skills did you learn in the program/intervention? [Ensure that all programs/interventions they benefit/receive are addressed]
16. In what ways has the program/intervention been beneficial or useful to **your child(ren)**? Kindly elaborate
17. In what ways has the program/intervention been beneficial or useful to **you**? Kindly elaborate
18. Are you satisfied with programs/ intervention **your child(ren)** receive? If Yes, why? If No, why not?
19. Are you satisfied with programs/ intervention **you** receive? If Yes, why? If No, why not?
20. How has SCEF improve your life and that of your family? Kindly elaborate
21. What challenges do you encounter with the programs/intervention, if any and why?
22. What challenges you encounter in your everyday life if any?
23. What do you expect from SCEF?
24. Do you think SCEF is relevant in the community you live? If Yes, Why? If No, why not?
25. In your view, if you look at your life now, imagine how different your life would have been if you didn't come into contact with SCEF? Kindly elaborate
26. **Closing:** Is there anything that you feel was not covered in this interview that you'd like to address?

INTERVIEW GUIDE FOR SCEF CEO

Position: _____

Gender of Participant: Male [] Female []

Number of years worked in the institution: _____

Start Time: _____ End Time: _____

Name of Interviewer: _____

Date of Interview: _____

Introduction:

Thank you very much for agreeing to talk to us. We want to talk about the programs/interventions initiated by SCEF and their impact on the lives of its beneficiaries

1. Tell me a little about yourself. **Probe:** Age, educational level, your hobbies, your passion etc.
2. What programs/interventions does your institution provide to people in this community?
3. What specific role do you play in your institution? Kindly describe your duties
4. What were the reasons for initiating the programs/interventions at your institution? [Ensure that all programs/intervention mentioned are addressed]
5. How long did it take your institution to start its programs/interventions? **Probe:** For each program/intervention
6. When did you start each program/intervention? [Ensure that all programs/intervention mentioned are addressed]
7. Which **stakeholders** are involved in the programs/interventions of your institution? [List all **stakeholders such as Donors, Implementing Partners, etc.**]
8. What was the role(s) of the various stakeholders in the implementation of the programs/interventions? [Ensure that all the stakeholders mentioned are addressed]
9. What are the various types of support do you and your institution receive?
Probe: Cash, Stationaries, Food Supplies, Capacity Building, etc.
10. For each support, how do it sustain you and your institution or keep you and your institution going? [Ensure that all supports mentioned are addressed]
11. What institutional framework does your institution use in its operations?
12. For each of the programs/interventions, what qualifies someone to receive/access them?
13. Who are the beneficiaries of the services/programs/interventions that your institution provide? [List all the beneficiaries]
14. For each of the programs/interventions, how did you reach the beneficiaries? **Probe:** Did your staff go out to search for them or they reach out to your institution on their own?

15. How accessible are these programs/interventions to beneficiaries? **Probe:** Are the programs/interventions used/accessed differently by boys and girls? What about men and women? If yes, why? If no, why not?
16. For each of the programs/interventions, how do the beneficiaries use them?
17. For each of the programs/interventions mentioned, how did it impact the lives of the beneficiaries? [Ensure that all the beneficiaries mentioned are addressed]
18. Which aspects of the programs/interventions do you find most valuable? [Ensure that all programs/activities they benefit/receive are addressed]
19. Which aspects of the programs/interventions do you use the least? [Ensure that all programs/activities they benefit/receive are addressed]
20. Which other aspects of the programs/interventions do you wish were available, if any? [Ensure that all programs/activities they benefit/receive are addressed]
21. Would you say that the community appreciate the programs/interventions provided by your institution? If Yes, why, or If No, why not?
22. At the institutional level, what things do you think prevents programs/interventions from being given in a way that benefits beneficiaries that most? **Probe:** Institutional policies, resource constraints – people, materials, money, equipment, transportation, etc.
23. What are the main achievements of each of your programs/interventions? [Ensure that all programs/intervention mentioned are addressed]
24. What are the most important factors in making programs/interventions successful? [Ensure that all programs/intervention mentioned are addressed]
25. What major challenges do you encounter in the implementation of the programs/interventions of your institution, if any?
26. How did you overcome those challenges? [Ensure that all challenges mentioned are addressed]
27. Are there any unintended impact or consequence of the programs/interventions your institution provide? **Probe:** Either positive or negative impact
28. What are the lessons learned? Or what things would you have done differently in the implementation of the programs/interventions of your institution? **Probe:** For each program/intervention
29. What special efforts are made to market the programs/interventions of your institution?
30. How are you working with the various stakeholders (beneficiaries, donors and implementing partners) to sustain the programs/interventions? **Probe:** For each program/intervention
31. What needs to be done now and going forward?
32. **Closing:** Is there anything that you feel was not covered in this interview that you'd like to address?

THANK YOU FOR YOUR TIME

INTERVIEW GUIDE FOR SCEF STAFF

Position: _____

Gender of Participant: Male [] Female []

Department: _____

Number of years worked in the institution: _____

Start Time: _____ End Time: _____

Name of Interviewer: _____

Date of Interview: _____

Introduction:

Thank you very much for agreeing to talk to us. We want to talk about the programs/interventions initiated by SCEF and their impact on the lives of its beneficiaries

1. Tell me a little about yourself. **Probe:** Age, educational level, your hobbies, your passion etc.
2. What programs/interventions does your institution provide to people in this community?
3. What specific role do you play in your institution? Kindly describe your duties
4. What institutional framework does your institution use in its operations?
5. For each of the programs/interventions, what qualifies someone to receive/access them?
6. Who are the beneficiaries of the programs/interventions that your institution provide? [List all the beneficiaries]
7. For each of the programs/interventions, how did you reach the beneficiaries? **Probe:** Did your staff go out to search for them or they reach out to your institution on their own?
8. How accessible are these programs/interventions to beneficiaries? **Probe:** Are the programs/interventions used/accessed differently by boys and girls? What about men and women? If yes, why? If no, why not?
9. For each of the programs/interventions, how do the beneficiaries use them?
10. For each of the programs/interventions mentioned, how did it impact the lives of the beneficiaries? [Ensure that all the beneficiaries mentioned are addressed]
11. Which aspects of the program/intervention do you find most valuable? [Ensure that all programs/activities they benefit/receive are addressed]
12. Which aspects of the program/intervention do you use the least? [Ensure that all programs/activities they benefit/receive are addressed]
13. Which other aspects of the program/intervention do you wish were available, if any? [Ensure that all programs/activities they benefit/receive are addressed]

14. Would you say that the community appreciate the programs/interventions provided by your institution? If Yes, why, or If No, why not?
15. At the institutional level, what things do you think prevents programs/interventions from being given in a way that benefits beneficiaries that most? **Probe:** Institutional policies, resource constraints – people, materials, money, equipment, transportation, etc.
16. What are the main achievements of each of your programs/interventions? [Ensure that all programs/intervention mentioned are addressed]
17. What are the most important factors in making programs/interventions successful? [Ensure that all programs/intervention mentioned are addressed]
18. What major challenges do you encounter in the implementation of the programs/interventions due to your role, if any?
19. How did you overcome those challenges? [Ensure that all challenges mentioned are addressed]
20. Are there any unintended impact or consequence of the programs/interventions your institution provide? **Probe:** Either positive or negative impact
21. What special efforts are made to market the programs/interventions of your institution?
22. Where does your job satisfaction come from? **Probe:** Remuneration, Success in the program, Interaction with others, etc.
23. What skills do you feel SCEF is strong in?
24. What skills do you feel could be added/sought to enhance the institution/organization?
25. **Closing:** Is there anything that you feel was not covered in this interview that you'd like to address?

THANK YOU FOR YOUR TIME

ONLINE SURVEY FOR SCEF BOARD

1. Name (optional) : _____
2. Gender: Male [] Female []
3. Position: _____
4. Number of years served on the board: _____
5. What specific role do you play on the board?
6. Why did you choose to be a board member of SCEF?
7. What skills do you feel SCEF is strong in?
8. How is the board working with SCEF and its various stakeholders (beneficiaries, donors and implementing partners) to ensure the sustainability of its programs/interventions?
9. What specific board decisions have contributed to the successful execution of SCEF's programs/interventions if any?
10. What factors have contributed to the successful execution of SCEF's programs/interventions?
11. What indicators/programs/interventions should SCEF target to enhance the wellbeing of its beneficiaries?
12. What major challenges do the board encounter in the setting the direction and strategies of SCEF?
13. What skills do you feel could be added/sought to enhance the institution/organization?
14. Based on your experience, what do you believe to be SCEF's core values?
15. What are the board's plans going forward? What is your vision and objective for SCEF in the next 5 years?
16. What is the most important outcome that you would like to see emerging from this strategic planning process?
17. Are there any other comments, concerns, or further information that you would like to address that were not covered in the above questions?

ONLINE SURVEY FOR DONORS AND IMPLEMENTING PARTNERS

1. Name (optional): _____
2. Type of partner: Implementing Partner [] Donor []
3. Position: _____
4. Name of institution: _____
5. Gender of Participant: Male [] Female []
6. What does your institution/organization do?
7. Why did your institution/organization decide to partner SCEF?
8. What specific support/assistance do your institution/organization provide to SCEF?
9. Why did your institution/organization decide to partner SCEF?
10. What skills do you feel SCEF is strong in?
11. What major challenges do you encounter when working with SCEF?
12. What indicators/programs/interventions should SCEF target to enhance the wellbeing of its beneficiaries?
13. How has your partnership with SCEF benefited your institution/organization, if any?
14. What factors enhanced the partnership between SCEF and your organization?
15. What skills do you feel could be added/sought to enhance the organization?
16. Based on your experiences, what do you believe to be SCEF's core values?
17. What are your plans moving forward in partnership with SCEF? What is your vision for SCEF in the next 5 years?
18. What is the most important outcome that you would like to see emerging from this strategic planning process?
19. Are there any other comments, concerns, or further information that you would like to address that were not covered in the above questions?

ONLINE SURVEY FOR VOLUNTEERS

1. Name (optional): _____
2. Position: _____
3. What skills do you feel SCEF is strong in?
4. What major challenges do you encounter in working with SCEF? How have these challenges been overcome in the past?
5. How does your position work to ensure the sustainability of SCEF's programs/interventions?
6. What indicators/programs/interventions should SCEF target to enhance the wellbeing of its beneficiaries?
7. What skills do you feel could be added/sought to enhance the organization?
8. Based on your experiences, what do you believe to be SCEF's core values?
9. What are your plans going forward? What is your vision for SCEF in the next 5 years?
10. What is the most important outcome that you would like to see emerging from this strategic planning process?
11. Are there any other comments, concerns, or further information that you would like to address that were not covered in the above questions?

SCEF SOCIAL MEDIA EVALUATION AND FEEDBACK

1. Name (optional): _____
2. How did you hear about SCEF?
3. What do you believe are SCEF's greatest strengths?
4. What do you believe are SCEF's greatest challenges/areas for growth?
5. What is SCEF's mission?
6. What do you feel are SCEF's core values?
7. What could SCEF do to improve its services?
8. Where do you see SCEF in the next 5 years?
9. Are there any other comments, concerns, or further information that you would like to address that were not covered in the above questions?

SCEF EXIT QUESTIONNAIRE

(PORTION OF QUESTIONNAIRE USED FOR ANALYSIS)

3.	Please rate the following aspects of the organisation overall. Use the 1 – 5 scale below.				
	1 Poor	2 Fair	3 Average	4 Good	5 Excellent
Recruitment process					
Orientation					
Training opportunities					
Career development opportunities					
Morale					
Fair treatment of intern/volunteer					
Recognition for a job well done					
Support of work-life balance					
Cooperation within the agency					
Communication between management and intern/volunteers					
Performance and development planning and evaluation					
Interest and investment in intern/volunteer					
Commitment to customer service					
Concern with quality and excellence					



SCEF

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