

SMILE Evaluation Summer 2020

SMILE: A BRIEF INTRODUCTION

The Society for Mobilizing and Improving the Life Experiences of Underprivileged Children and Women (SMILE) is a non-governmental organization located in Jaipur, India. Its mission is to create an environment that safeguards the life, dreams and aspirations of individuals going through unfavourable circumstances. SMILE was founded in 2003 by Kamini Shukla, Anita Bhanawat and Manju Rani who have dedicated their lives to female empowerment and gender equality. SMILE follows these values as they invest their resources in women and children in need. The goal is to give them a better future where they can rise to be confident leaders of tomorrow. Through SMILE's programming and work in government homes, SMILE is achieving what they have set out to do. They offer tools to improve lives, be it through education, vocational training, counseling, or through a safe and welcoming community. As a result, SMILE has helped approximately 12,000 children and 10,000 women.

In 2020, millions have been affected by the coronavirus outbreak. Due to the pandemic, I was unable to travel to Jaipur, India to complete this evaluation in person. Much of the SMILE community is living at home during this time, continuing classes via WhatsApp and remaining in contact with others electronically. An evaluation of SMILE is all the more critical during this time as the world enters an economic recession. Many organizations and businesses are struggling, therefore, it is important to understand how SMILE has adapted to these circumstances and utilized their resources to remain successful.

The evaluation of SMILE is based on a criteria. The organization is assessed on structure, strategy, style, staff, participants, shared values, effectiveness, efficiency, relevance, and financials. This criteria was selected after much research and is intended to encompass the components that compose a successful organization. The goal is to examine who constitutes the SMILE community, the success of their environment/culture, and whether SMILE is on track to thrive in the future. The criteria and how everything is categorized in the findings is subjective as the data could arguably be listed under more than one measure. I did my best to sort each finding where it seemed fit and conducted this evaluation to the best of my abilities. With that, the following section will discuss each criterion more in-depth.

THE CRITERIA

The graded rubric can be seen in Appendix A.

Structure

Structure is measured by looking at SMILE's organizational shape. It examines different staff positions and the effectiveness of the overall structure.

Strategy

Strategy assesses the techniques SMILE uses to achieve their goals. It also looks at how SMILE creates opportunities for people to benefit from their programs. For example, by reaching out to schools to talk to girls or by setting up a tailoring course in a certain neighborhood.

Style

Having a strong positive culture is important in any workplace. Thus, style evaluates the culture between employees, between participants, and between employees and participants. Style examines how SMILE's culture and employees actively promote productivity, community and engagement.

Staff

The staff criterion evaluates who is coming to work for SMILE and why. Employees make up the structure, thus, it is important to understand their perspectives and ideas within the organization.

Participants

The participants criterion examines who is benefitting from SMILE and how they feel SMILE's programming is changing their lives. It also considers participants that have left or moved on from SMILE.

Shared Values

Shared values determine whether everyone in the organization is on the same page with overlapping values and goals.

Effectiveness

The effectiveness criterion examines whether SMILE's strategy is working. It looks at whether or not their goals are being met.

Efficiency

Efficiency explores how SMILE evaluates their programs to determine productivity and success. Further, it looks at who is offering input and how frequently individuals are evaluated.

Relevance

SMILE was established in 2003, therefore, this relevance measure analyzes whether SMILE's mission and goals are still accessible in 2020. It is important for organizations to stay up-to-date and consider if their reason for starting is still relevant in today's world.

Financials

The goal of examining financials is to determine SMILE's financial stability.

METHODS

This evaluation was conducted using three measures: surveys, interviews, and secondary sources. The surveys and interviews were completed during the month of July, 2020. I wrote two surveys, one for the participants and one for SMILE staff. The participant survey inquires about how the individual learned about SMILE, any academic or emotional improvements while in the program, and how SMILE has been doing during the COVID-19 pandemic. The staff survey is similar but inquires about specific questions regarding SMILE's organizational structure, culture and mission. Both surveys were translated into Hindi alongside English. The majority of questions were answered using a Likert scale from "Strongly Disagree" to "Neutral" to "Strongly Agree." The surveys were given through Google Forms as a link to be opened by respondents on their phones or electronic devices. Due to the present lockdown from the virus, surveys could not be completed in-person.

Aside from the surveys, eight interviews were conducted over the course of four weeks. Interviews were done in pairs with the assistance of a translator. The interviewees consisted of eight students from the Learning Center, two teachers from the Learning Center, two participants from a tailoring course, and four vocational training teachers. I created two different interview guides, one for the participants and another for the staff. Similar questions from the survey were asked covering the topics of SMILE's culture, support systems and life during the coronavirus. Please note that not every question was asked during each interview. Interviews were held over WhatsApp video calls, again due to the pandemic.

Lastly, secondary sources were analyzed for this evaluation. The secondary sources consisted of four reports from SMILE's Learning Center and were collected between 2019 and 2020. The reports provide updates on the academic and life skills classes, any special events that occurred, and student engagement and success. Moreover, the reports offer feedback on the nutritional supplements SMILE offers at the Learning Center. Reports conclude with any difficulties SMILE has faced and remedies for these challenges. Pictures are shown at the end to correspond with what was discussed in the report.

The sample size of 16 interviewees, 44 survey respondents, and four secondary sources is not representative of everyone at SMILE, therefore, the findings in the following section can only suggest trends within the SMILE community. Nothing can be proved with this data, it is simply suggestive of SMILE's success.

FINDINGS

The findings portion of this evaluation reports on the data from the surveys, interviews and secondary sources.

Surveys

Participant surveys were completed by 21 girls aged 11 to 15 who attend the Learning Center and are in classes 8 to 10. Staff surveys were completed by 23 employees. The staff members consisted of two coordinators, 10 teachers, nine trainers, and two official staff members.

Participant survey

Strategy-

Thirteen girls reported that they first came to the center in 2019 and one reported coming in 2020. There were six non-responses to this question. The majority of students stated that they learned about SMILE through school and chose to join SMILE to receive a good education, to be successful in the future and to achieve their dreams.

Participants-

When asked what their favorite subject was, 12 students said science, two said science and math, three said English, one said Hindi, one said math, and two said all subjects. Students were then asked why their chosen subject was their favorite. Answers ranged from wanting to be a doctor to liking the teacher to finding the subject easy to understand.

Students were also asked about their life skills course. When asked what they were learning, they mentioned honesty, controlling emotions, the value of relationships, family values, how to create a better future for yourself, and how to live a good life. The survey then inquired what students would like to learn in the future in life skills. They mentioned how to face problems, how to be successful, what a good or bad touch means, how to overcome hardships, and about life in general. Many students said they want to learn everything.

The survey ended by asking participants for any last comments or suggestions. Most students talked about how much they enjoy SMILE and a couple mentioned that they would like a social studies class as well. There were four non-responses for this question

Table 1 shows the responses to the survey questions measured using a Likert scale. The table is organized in correspondence with the criteria from the previous section. The table can be found at the end of this evaluation.

Staff survey

Structure-

When the employees were presented with a question about SMILE's internal structure, the majority were satisfied but a couple of respondents mentioned bringing in more experienced people (such as a legal advisor). One respondent suggested, "I want that SMILE make a kind of scheme in which student as well as specially their parents should also involved in their studies. So that student give max to max efforts to their work." Another respondent said, "Communicate with girls and women."

Strategy-

Employees started working for SMILE as early as 2003 and as late as 2019. Nine employees learned about SMILE through SMILE staff, seven learned about the NGO through family or a friend and four employees learned through another source. This question had one non-response. When asked why they chose to work for SMILE, answers included the need for work, an interest in educating girls, for the friendly work environment, for the freedom at work, for social work, and to work for SMILE's cause.

Staff-

Employees were also given a question on what qualities staff members were expected to have before working for SMILE. Eight respondents mentioned the word "dedication" or "dedicated" in their answers. Other adjectives included honesty, hardworking, well-versed, devoted, intelligent, responsible, kind, and experienced in social work. Employees were then asked what types of actions they take to ensure the best experience for themselves and everyone at SMILE. Responses included the ability to work hard, have good planning skills, have good time management skills, be dedicated, and think about those who are being served (children and women).

Relevance-

All 23 staff members thought SMILE's mission statement was relevant in 2020. When asked how SMILE's mission could be strengthened, answers included opening another Learning Center, adding a new course, paying more attention to the workers, getting more volunteers, having staff training, providing more direction for staff members, and getting everyone to work together.

The survey ended by asking employees for any last comments or suggestions. The majority of respondents were satisfied with SMILE, but some suggestions included, "Very special training should be given by SMILE ... in related subject. And SMILE Organization should help needy teacher and students from time to time" and "NGO should expand its field more so we learn new things." There were five non-responses for this question.

In Table 2 are the responses to the survey questions measured using a Likert scale. The table is organized in correspondence with the criteria from the previous section. Table 2 can be found at the end of this evaluation.

Interviews

All the interviews followed a general script but varied regarding which questions were asked. Participant interviews lasted around 40 minutes and staff interviews lasted about an hour. Anita ma'am served as my translator for all but two interviews. In one case, Dr. Latika ma'am translated and in the other Manu ma'am (an interviewee) acted as my translator. This section will be formatted in correlation with the criteria this evaluation has been following.

Participant interviews

Strategy-

The two women who were interviewed learned about SMILE through a neighbor or through a trainer who lives closeby. The girls who attend the Learning Center learned about SMILE through school. SMILE employees (Anita ma'am and Dr. Latika ma'am) visit schools and talk to the principals about SMILE's program.

Style-

Most of the participants did not feel nervous when they first came to SMILE, most felt excited and happy to attend. A couple of interviewees felt nervous or hesitant at first but were quickly put at ease. One participant said, as translated by Dr. Latika ma'am, "The first day she was very hesitant...I am new to the center, I don't know what will happen but then she found it very good."

All the participants feel supported by their teachers and trainers. "Everyone is supportive, very supportive in fact..."

Staff-

When talking about their trainers, the women were quick to say how they enjoy their teaching styles and personalities. The trainers made everyone feel comfortable and welcomed. For the staff at the Learning Center, the students said everyone is very nice. Many girls complimented their science teacher and how well she explains concepts. A couple interviewees said, as translated by Anita ma'am, "She explains each and every principle, she also teaches through experiments." Moreover, the students feel that their teachers are doing their best to continue their education during the pandemic as online studies are being carried out. Some girls received support in the form of material supplies while other girls did not.

Participants-

For the women, they reported that their first friends in their courses were their trainers. "They are smiling and telling you very happily that the first friend was Hemlata there and there the first friend was Lali and then the whole group became friends and everyone helping each other." They typically see their friends outside of class because they are neighbors and will meet to talk about the course. For the students at the Learning Center, they made new friends at the program. Only two girls said they see their new friends outside of the Learning Center, the other girls expressed that they only see their friends at the program. However, they all agreed that the other girls at the center are friendly and supportive.

The women and children were later asked what they like to learn. One woman said she likes to stitch a lehenga and kurta, the other woman enjoys stitching blouses. For the girls, answers included science (four interviewees), drawing (two interviewees), computers (one

interviewee), math (one interviewee), and English (one interviewee). Most students said this was their favorite subject because of how well the instructor teaches the course and two interviewees claimed it was their favorite because they find the subject interesting. When asked whether they felt they were improving academically, the students said yes because their school grades have gotten better. If needed, they feel there is additional academic support available.

The students at the Learning Center were also asked about their life skills class. Some lessons they learned included relationships, gender discrimination, controlling emotions, and communication. In the future, they would like to learn how to solve teenage problems and they would like to receive career counseling. Most girls were satisfied with what was being taught and expressed how they would implement those lessons in their day to day lives. One interviewee said, as translated by Anita ma'am, "I will make it better, if there is gender discrimination we will fight [against] it."

Both the women and children expressed having emotional support at SMILE. The women said, "They share their problems with Lali or Hemlata and they can relax, they are just like friends." The children also feel they can confide in their teachers if they need to talk to someone. "Manu ma'am. She solves everything. Manu is their favorite teacher, they open their hearts with Manu."

The girls at the Learning Center were asked about how their family supports their work at SMILE. They shared that their families inquire about what they learned at the program, encourage them to attend classes, and for a couple girls, "the mothers, they allow them to study instead of doing household work."

For the women, they are excited for classes to resume, although one woman does not feel overly excited because her trainer is her neighbor so she is very closeby. For the students, they are excited to go back to the center to see everyone and to continue studying.

If recommending SMILE to a friend, the women would say that the course is free as long as a rental space is available, and the students would say that the teachers are very nice and friendly.

Everyone is happy at SMILE, "very very happy."

Effectiveness-

The stitching course is showing to be effective for the women as they have learned new stitches and are able to make their own clothes. Before, one interviewee described how she would go to the tailor but he would not stitch a blouse for her. Now, she can stitch her own blouse and the blouses of everyone in her family.

The students from the Learning Center were asked what they wanted to be 10 years from now. Answers ranged from teachers to police officers to doctors to painter. They were then asked if they would have had this dream if SMILE did not exist. One student said, as translated by Anita ma'am, "With the help of SMILE she will definitely achieve her dream." Other students

said, again translated by Anita ma'am, "We might have achieved our aim, but the confidence they have today would have missed."

The girls expressed that their lives have been made better by SMILE. They have started participating in activities at school, have become more confident, their health has improved by the nutritional supplements, and they are starting to understand English.

Staff interviews

Structure-

When asked about SMILE's organizational structure, all staff members were satisfied. They felt that the work is getting done effectively and that they are working together as a unit. A couple interviewees stated, as described by Anita ma'am, "They feel as if they are working in a family with full cooperation of all the members, the board members also." Another interviewee said, "By love and affection we are doing the work." In terms of remaining organized, the staff members felt SMILE was doing a good job. Work is completed on time, everyone is working together and strong communication persists during the coronavirus.

Strategy-

The interviewees learned about SMILE in various ways. Two staff members learned through a teacher, one learned through a friend, another learned through a SMILE employee, and two learned by entering SMILE centers. When asked what makes SMILE unique from competing NGOs in Jaipur, the employees talked about SMILE's dedication to their mission. One interviewee said, "The dedication which is shown by SMILE is missing in other organizations, most of them just do paperwork and practically nothing is done on the ground level." SMILE puts their heart into their work which makes them unique from other organizations.

The trainers and teachers received different training throughout their time working. One trainer described how she got a course book on how to teach illiterate women and girls. The teachers talked about a training program to help teachers improve their teaching methods. They felt they learned a lot from the program and have seen their teaching change because of it.

I have been taught a lot of things from Kamini ma'am, Latika ma'am, they taught me how to tackle these type of students and much learning happens in meetings also, our training program there in December, in the last December, we have our teachers training program so we can use different methods to improve our teaching.

The interview process at SMILE varied for each of the employees. Four interviewees had in-person interviews with Kamini ma'am, one staff member was interviewed over the phone, and one employee did not have an interviewee because she worked for a SMILE staff member previously and SMILE was already familiar with her work.

Kamini ma'am takes interview in this manner, we don't know that the interview is being conducted. She just asks, she is very smart, and she doesn't make us hesitate, she just wants to have a normal chit chat with us and then she asks a few questions about our experience and our knowledge and studies.....

The employees were then asked if they had a clear understanding of what was expected from them. All the respondents said yes or expressed how they were given support if they needed any help. A teacher from the Learning Center described her clear understanding of the work as a teacher and the job of filling out paperwork. Three interviewees talked about how nervous they were when they first started working, but two cases shared that Kamini ma'am was reassuring and helped them quickly adjust to their role. One trainer said, as translated by Anita ma'am, "Kamini told them that whenever you have a problem you just give ... a call and she will solve your problem, so the confidence came..."

Style-

The interviewees talked about how they work with a full heart. They work because they love it, not because they are forced to. A trainer said, "no one is waiting for the boss to see whether they are doing work or not they just keep on doing their duties that is the... SMILE self-motivation." The culture of SMILE is welcoming and supportive, it is a second home.

Staff-

To get to know the staff, I asked why they chose to work for SMILE. One teacher at the Learning Center said it was because it was a good part time job for her. All the trainers who were interviewed talked about how impressed they were with SMILE's mission and their desire to help others. The teachers and trainers who were interviewed show their dedication to the women and children during this time of the coronavirus by teaching them how to make masks, by teaching healthy practices like social distancing and by teaching lessons via WhatsApp.

The employees are happy working for SMILE as is evident in how highly they speak of the organization. "Yeah definitely, definitely we are very happy."

Participants-

From the interviews, it is clear that SMILE cares about the participants as individuals before seeing what skills they do or do not have. For the trainers, they work in poor communities where literacy varies. Regardless, they teach the women so the women can take these skills to earn an income. As described by Anita ma'am, "She [a trainer] is mostly working in Muslim areas where women are not allowed to go out, they are not allowed to go out, but she has been able to bring the women out of their homes and inspire them to come to the center." For the

teachers, before the students are evaluated, they see how they do at the center, if they are making friends, participating in class, and feel comfortable.

All the interviewees counsel the women or children. Strong relationships are built between the employees and participants because of this openness and support that exists within SMILE. As a result, the participants become more confident and trust their teachers/trainers. “They have a lifelong bonding with the student.” Once the women leave the course, they become employed but still stay in touch with their trainers. The relationship is not temporary, it is secure.

Shared values-

All the employees who were interviewed believed SMILE’s mission was in line with their own goals and values. One trainer said, as translated by Anita ma’am, “Her goal is getting achieved through SMILE.” A teacher even talked about how when she was young she wanted to be a teacher like her mother, “so that type of dream through SMILE is being completed.” Their goal to help others and be in a loving community is realized at SMILE.

Effectiveness-

The interviewees agreed that SMILE’s short term goals have been met, but one teacher said there is still room for improvement. They believe the future goals of SMILE are to continue training and empowering women, and to turn students into good citizens. “They are satisfied with what SMILE is doing at present and they are saying that it should continue to achieve the same goals even in [the] future for ... women and children, both.”

Relevance-

The trainers and teachers were asked if they thought SMILE’s mission statement was still relevant in 2020, all believed it was. They found its relevance to be strengthened given the circumstances of the pandemic. Both teachers expressed how the way the mission is being carried out has changed due to COVID-19. The teaching methods have become more flexible and even inspired the use of technology in the future when students cannot attend in-person classes. “The teaching is really effective, and the students ... they can play the videos two or three times .. [to] understand the concept so they can watch back videos and they can have a better understanding of the concepts.”

Financials-

All the staff members are satisfied with the financial situation of SMILE. They receive their salaries on time and are very pleased with SMILE in this regard. “They are getting their payment regularly every month even during lock down.” The teachers also talked about how when they request materials for class, the materials are provided in a timely manner. Financially, the employees feel secure.

Secondary Sources

The secondary sources consist of four previous reports written about SMILE's Learning Center and any progress that has been made. This section will be formatted in correlation with the criteria this evaluation has been following.

Strategy-

The reports include proactive actions taken by SMILE to ensure the best experience for the students and staff. To get girls to come to the Learning Center, SMILE employees visited government schools and held meetings to share what their program is all about. At the center, part of SMILE's strategy is to teach things that are not taught in government schools such as computers, life skills and a greater emphasis on English.

Both students and staff are given additional support to allow them to work at their best. To engage the students, the staff teaches through various mediums. To name a few, they use visuals, play games and do hands-on experiments. SMILE even hosted a subject fair where students made posters and got involved in presenting their lessons to other students and attendees. At SMILE, the teachers take the time to ensure the students understand the concepts and are set up for success. They spend time revising and addressing any challenges the students may have, and any test results are discussed between the students and their teachers. Taking additional time to work with the students academically on any problems they encounter will allow them to improve and perform well. For teachers, a three day orientation is held where they learn new teaching techniques and get tips on how to teach effectively.

Aside from academics, SMILE leads various activities for the girls. For example, they did a Rakhee making workshop, and made and decorated a Christmas tree. From these reports, SMILE looks for ways to engage their students and staff to create a community. They also provide nutritional supplements so the girls can get stronger mentally and physically.

However, one issue mentioned in all four of the reports was irregular attendance from the students. SMILE's strategy to overcome this is to give a prize for the student with the highest attendance record, to provide counselling for students, to call parents regularly, and to host parent/teacher meetings. By getting students and families engaged in SMILE's program, they hope to combat irregular attendance.

Style-

The culture at SMILE was frequently mentioned in the reports. Words such as guidance, thoughtful, motivated, encouraging, and friendly were used to describe the community. Students learned how to meditate and practice yoga to alleviate any test anxiety. SMILE's culture is very open, promoting strong communication and teamwork. They create an environment where everyone feels welcome to participate. The staff does their best to eliminate any fears students express about exams or about life in general. "They [the students] were assured and counseled."

SMILE offers continual support and has even been supporting students and their families during the pandemic as they deliver raw material packages and remain in touch with them.

Staff-

The staff make up an integral part of SMILE's Learning Center. The faculty are described as dedicated, friendly and as people who work wholeheartedly. They are able to execute plans and are "keen on preparations for exams." A staff picnic was hosted for all of SMILE's employees where they could enjoy a social gathering and learn more about SMILE's team. SMILE staff members work very hard to provide the best experience for their girls and women and these reports highlight their dedication.

Participants-

The girls at the Learning Center were typically described as excited, enthusiastic and happy. They "are very excited to attend this special Learning Center ... without paying any fee!" The girls also enjoy their courses and enjoy the extra activities SMILE provides for them, such as movies or craft workshops. According to the reports, the students are attentive and keen to learn new things.

Effectiveness-

SMILE's efforts are paying off in many ways. Students are invited to solve problems in front of their classes at school as teachers see their academic improvement. The girls are getting good grades, becoming more confident, showing greater excitement towards academics, and winning prizes/awards/certificates. Emotionally, they are becoming more open and share any problems they face. Overall, SMILE's Learning Center is exhibiting effective strategies on many levels.

Efficient-

The Learning Center efficiently evaluates their students. Every report analyzed for this evaluation mentioned exams, as these are relatively frequent. One report also talked about how students were asked about their nutritional snacks and if they wanted any changes. By evaluating their participants, staff members understand where they need to improve and if their work is paying off.

CONCLUSION

Overall, SMILE is doing an excellent job on all levels. It is apparent that students and faculty love being a part of this community and that everyone benefits in their own ways. SMILE has a strong structure that is supportive of everyone, their strategies appear to be effective and they create a warm environment. SMILE stands out as an NGO as they work efficiently, remain relevant in today's age and are financially stable. These are all important factors as many

organizations are suffering during this time due to the pandemic. The findings are suggestive that even when faced with challenges, SMILE can overcome obstacles to continue achieving their goals.

As a reminder, the data here is not representative of all staff members, all participants, and all locations. These are small samples, therefore, the data only suggests certain findings, it cannot prove them. Nonetheless, these results are still indicators that SMILE is on the right track and is successful as an NGO. The suggestions from the interviewees and survey respondents are important to consider in the future as it takes the minds of many to reach greatness.

Before concluding, I would like to point out that everyone who was involved in this evaluation expressed how happy they were being a part of SMILE. SMILE represents a home for both women, children and staff. It is a safe place where they get to be themselves and feel welcomed. Many people dread going to class or to work, but for SMILE members, it is something everyone wants to do. It is the love for the organization and community that drives SMILE forward and allows them to be as successful as they are.

SMILE has only just begun changing lives. I can't wait to watch students become doctors, women run their own businesses and see ten more centers built around Jaipur. With hard work, dedication and positivity, anything can be accomplished.

ABOUT THE AUTHOR

Hello, my name is Naomi Roter and I have spent eight weeks during the summer of 2020 as an intern for SMILE. I am from Albany, NY and am a recent graduate of Skidmore College with a degree in sociology. My work for SMILE has included making friendship bracelet tutorials, fundraising and writing this evaluation. It has been a pleasure meeting everyone at SMILE via WhatsApp and I quickly felt welcomed into their community. I am very thankful for this experience and hope that others get the same opportunity to be inspired. Now when I look back on this internship, all I will want to do is SMILE.

For more information on SMILE, please visit <http://smilefamily.org/>.

TABLES

Table 1. Participant Survey

Criteria	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Other	No Response
Style	I was welcomed into the SMILE community with open arms.	17	3				1	
	At SMILE, everyone is friendly and encouraging.	15	5		1			
	The staff at SMILE care about me.	16	4				1	
	I am excited to see my friends at SMILE once the pandemic ends.	16	4		1			
	I am excited to see the SMILE staff once the pandemic ends.	18	3					
Staff	Even though I cannot go to class, my teachers are doing their best to continue my education.	17	3				1	
Participants	Because of SMILE, I am learning more and improving academically.	17	4					
	As a student, I was given the additional academic support I needed.	15	5				1	
	Because of SMILE, I am learning more about myself emotionally.	17	4					
	At SMILE, I am given the additional emotional support I need.	16	3				1	
	I enjoy learning life skills.	15	4		1			1
	I enjoy the nutritional supplements SMILE offers.	18	2					1
	During COVID-19, SMILE has done their best to support me.	15	5				1	
	I would recommend SMILE to other people.	14	7					
I am happy at SMILE.	17	3		1				
Effectiveness	The teaching methods my teachers' use at the learning center are effective.	17	3				1	
Efficiency	At SMILE, I feel my voice is heard.	14	6				1	
	At SMILE, my input and advice is considered in future planning.	15	4				1	1

Table 2. Staff Survey

Criteria	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Other	No Response
Structure	During my time at SMILE, communication between staff has been consistent and effective.	12	10	1				
	SMILE's internal structure (director, board members, coordinators etc.) has been strong and effective.	18	5					
	Communication between staff has been strong throughout the pandemic.	11	11					1
Strategy	I believe SMILE is unique from other NGOs.	16	6	1				
	In thinking about the people who work for SMILE, I believe everyone is dedicated to the children/women and the mission.	18	5					
	SMILE's mission (To create an environment that safeguards the life, dreams and aspirations of individuals going through unfavorable chain of circumstances. To ignite a spark for better change) is actively applied on a daily basis.	21	2					
Style	I was welcomed into the SMILE community with open arms.	20	2				1	
	I feel other staff members encourage and support me.	17	5		1			
	I notice the children and/or women supportive of one another.	11	11				1	
	I notice the staff engage with and encourage the children/women.	19	4					
	During COVID-19, I have done my best to support the children/women.	11	9					1
	During the pandemic, other SMILE staff has supported and helped me.	9	9	4				1
	I am excited to see the children/women once the pandemic is over.	15	7	1				

	I am excited to see the other staff members once the pandemic is over	14	9		
Staff	I am happy working at SMILE.	21	2		
Participants	The children/women seem to enjoy the nutritional supplements SMILE has to offer.	13	5	3	2
	During my time at SMILE, I have noticed academic improvements in the children and/or women	16	7		
	The students have been trying their best during remote learning.	10	12	1	
	The children and women seem engaged and excited to be a part of SMILE.	18	5		
Shared Values	As an organization, SMILE values creativity, hard work and fun to improve the lives of children and women.	18	4		1
	SMILE's purpose is evident throughout the organization.	19	3	1	
Effectiveness	The programming SMILE offers is proving to be effective and useful.	15	8		
	I believe SMILE has continuously redefined its goals as existing goals are met.	18	5		
Efficiency	I am often evaluated on my work and given useful feedback on how to improve.	19	4		
	SMILE often surveys children, women and staff to determine how effective their programs are.	16	6	1	
	SMILE often evaluates productivity and plans accordingly to make any necessary improvements.	17	6		

APPENDIX A

Assessment Rubric

	1	2	3	4
Structure	SMILE does not have a strong organizational structure.	SMILE is somewhat organized structurally.	SMILE has a good organizational structure.	SMILE is very well organized structurally.
Strategy	SMILE does not use effective techniques to achieve their goals.	SMILE somewhat uses effective techniques to achieve their goals.	SMILE uses effective techniques to achieve their goals.	SMILE does an excellent job using effective techniques to achieve their goals.
Style	SMILE does not have a strong nor positive culture.	SMILE somewhat has a positive culture.	SMILE has a positive culture.	SMILE has a strong and positive culture.
Staff	Staff members are not doing a good job promoting SMILE's mission.	Staff members are somewhat doing a good job promoting SMILE's mission.	Staff members are doing a good job promoting SMILE's mission.	Staff members are doing an excellent job promoting SMILE's mission.
Participants	Participants do not feel their lives are enhanced by SMILE	Participants feel their lives are somewhat improved by SMILE	Participants feel their lives are made better by SMILE	Participants feel their lives are much improved by SMILE
Shared values	Nobody at SMILE does not shares overlapping values and goals when it comes to the organization.	Not everyone at SMILE shares overlapping values and goals when it comes to the organization.	Everyone at SMILE shares some overlapping values and goals when it comes to the organization.	Everyone at SMILE shares overlapping values and goals when it comes to the organization.

Effectiveness	SMILE's strategy is not paying off and no goals are being met.	SMILE's strategy is somewhat paying off and a few goals are being met.	SMILE's strategy is paying off and most goals are being met.	SMILE's strategy is paying off and all goals are being met.
Efficiency	SMILE never evaluates their program to ensure goals are being met.	SMILE rarely evaluates their program to ensure goals are being met.	SMILE sometimes evaluates their program to ensure goals are being met.	SMILE proactively evaluates their program to ensure goals are being met.
Relevance	SMILE's mission and goals are not relevant in 2020.	SMILE's mission and goals are somewhat relevant in 2020.	SMILE's mission and goals are relevant in 2020.	SMILE's mission and goals are very relevant in 2020.
Financials	Financially, SMILE is not stable nor strong.	Financially, SMILE is somewhat stable and strong.	Financially, SMILE is stable and strong.	Financially, SMILE is very stable and strong.