MEMORANDUM

TO:

FROM:

DATE:

SUBJECT: Program Evaluation | Revision and Portfolio Reflection MPA

**Needs Assessment & Asset Map**

I was able to come up with a Needs Assessment & Asset Map for the Givology charity organization, an invention of the University of Pennsylvania students. The program seeks to extend its scholarship opportunities to Public Schools in Uganda b targeting the most vulnerable students to benefit from the program’s scholarships. The process involves interviewing the targeted stakeholders including the donors, CBOs/NGOs and the potential beneficiaries (vulnerable students). The interviews include phone interviews with the students, informant interviews targeting the key stakeholders like donors and community leaders, and group interviews targeting the donors and representatives from various NGOs and CBOs partnering with Givology. A data creation tool was formulated to come up with a needs assessment concentrating on Givology Organization through a social platform that seeks to unify the stakeholders (donors, community leaders, and partners). This needs assessment is thus important in determining the feasibility of assisting young and vulnerable learners in Uganda by bridging the gap between the present situations and the anticipated outcome.

**Core Competency: how to analyze, synthesize, think critically, solve problems, and make decisions**

This Needs Assessment & Asset Map for the Givology charity organization enabled me to analyze, synthesize, engage in critical thinking, offer solutions to problems, and make decisions. For the purposes of collecting pertinent information related to the study, phone interviews, informant interviews, and group interviews were carried out to comprehend how Givology can offer life-changing opportunities for young and vulnerable learners in Uganda, via targeted initiatives in education, mentorship and leadership creation. The interviews thus focus on two major stakeholders: a) Donors/CBOs/NGOs (this group of stakeholders are engaged in diverse activities within the organization), and; b) Students (the beneficiaries of the scholarship program). The potential students identified though local community authorities and church leaders because they know these students better. A focus group comprising of donors as well as representatives from different CBOs and NGOs partnering with Givology will be considered. Due to the nature of COVID-19 restrictions, the focus group interviews are to be conducted virtually through Zoom interviewing software. Besides, this method is very affordable in terms of cost (meeting venue and travel expenses) and time. These stakeholders will be interviewed to evaluate the number of that will be willing to increase their donations to the organization, those willing to maintain their donations in the long-term and obtain their opinion regarding the feasibility of this project.

The focus interviews with the donors will be a benchmark to measure the strengths, weaknesses, opportunities, and threats to the feasibility of assisting young and vulnerable learners in Ugandan public schools. The interviews will be imperative in gathering comprehensive information concerning the scholarship program. As a platform for critical thinking, the outcome of these interviews will aid in having a determination on whether or not the targeted beneficiates will be able to enroll in schools. Besides, I was able to engage critical thinking while coming up with the necessary interview questions targeting different stakeholders. I was able to further engage in problem solving by having solutions to possible issues to be encountered throughout the interview process.

**Edits Made to Needs Assessment & Asset Map Assignment Project**

I was able to respond to various edit suggestions for my first draft upon submission. The following list comprises of the major edits on the second draft in comparison with the initial draft.

* In the first paragraph under the subheading “research question and need justification” in page 1, I described a comprehensive research question and need justification
* In page 2, on the first paragraph under the subheading “Stakeholders and data collection,” I was able to clarify about the two stakeholders involved in the needs assessment, including optimizing the needy students (receiving stakeholders) and various Donors/ NGOs/ CBOs.
* The other significant revision was done in page 5, under the heading “Data collection instruments,**”** where for each of the two stakeholder groups I was able to provide a draft of the instruments to be used in gathering data. This included adding phone interviews and the associated scripts (page 5, second and third paragraphs, in that order); the informative interviews alongside the script on page 6, on the first and second paragraphs, respectively; and the group interviews and the scripts on page 6, first and second paragraphs, respectively.
* I also ensured that only interviews were used as the primary method of gathering data, as evident right from page 5 to page 8.
* Equally enough, on page 1 and 3 (paragraphs 1 and 2), I was able to specify on the stakeholders: students and donors
* Finally, on page 9 and 10, I was able to come up with a memo describing the current array of assets capable of being leveraged in addressing the revised program. This including writing down the existing assets and respective actions in a tabulated format. The assets included government agencies and policies, transport network, donor funds, Communication platform through the internet, and established headquarters in the various areas of both the donors and the recipients.