**Evaluation of Results and Initial Reflection**

**Assignment 3**

**Scholarship Education Support Program**

**The Quest for Community Development and Implementation**

**Peter Abraham Airewele**

**SR 920 Action Research Project Practicum**

**Omega Graduate School,**

**May 20, 2024**

**Project Chair: Dr. Curtis McClane, Ph.D.**

**Table of Contents**

|  |  |  |
| --- | --- | --- |
| a. | a. Evaluate the intervention based on established criteria...................................... | 3 |
| b. | Begin reflecting on the research process and learning outcomes.................................  and initial observations of the project's impact. | 5 |
| c. | This includes the “Evaluation of Results” section of ............................................  The Action Research Project Template. | 7 |
|  |  |  |
|  | * References.................................................................................................. | 9 |

1. **Evaluate the intervention based on established criteria**

It is crucial to identify the needs of the students and SSIT and determine their family income demographics. It provided the opportunity to prospect and mobilize collaborative financial donors, sponsors, and partnerships to create scholarship funding for 30 underprivileged students.

The scholarship project unfolded several investment possibilities. St Stephens Institute of Technology, SSIT's Strategic Services, such as apprenticeship, internship, and volunteering interventions, are not mere initiatives. They are strategic steps meticulously planned to stimulate corporate partnerships (Stammler, 2023; Saidat, 2024) in current and future scholarship funding. These services are cost-effective and time-effective, ensuring efficient resource use and applications.

The SSIT management consultancy retainership to corporate organizations is an operational intervention to boost the institution’s finances for current and future scholarship endeavors.

Evidence-based, professional, and ethical considerations are crucial for the scholarship project (Wasilah, 2023; Wright, 2020), and they safeguard against iatrogenic, biased interventions or harm in the scholarship award process.

The strict adherence to professional ethics, respect, confidentiality, and privacy has created a sense of trust and confidence in potential and existing donors and corporate sponsors. This commitment to honesty will provide valuable future policy initiatives for SSIT educational projects (Shepherd, 2024; Schwartz, 2023), making the participants feel confident and secure about the project's integrity.

SP and SSIT are culturally sensitive and ensure they abide by ethical standards in their scholarship drive. According to Saidat, L.B. (2024), three interrelated ideas—poverty, ethics, and morality—can profoundly affect people's lives; they help create positive outcomes. SSIT aligns with Saidat’s ethical morality in the study research dispensations.

**b. Reflecting on the research process, learning outcomes, and initial observations**

**of the project's impact.**

The Scholarship research process requires identifying areas of interest and conveying the initial dialogic communication intervention, involving open conference conversations and taking notes with observations about the students and SSIT’s finances at stake, requiring compelling development initiatives (World Bank, IBRD, 2024); Zickafoose et al ., 2024) to drive change.

The study plans and process imply an urgent financial need for a scholarship project. Moreover, the sociological practitioner (SP) adopts and contextualizes Durkheim’s theory of functional structuralism and C. Wright Mills’ sociological imagination (Meridianuniversity.edu, 2023; Cheung et al., 2024). Wright’s 7-human longings, the applied and clinical sociological theories (AACS.net, 2024; Leonard & Watts, 2022), in the project study research methodologies.

The derived principles are also consulted in analyzing the project, from its proposal to its implementation phases I to IV, from March to June 2024.

Some challenges ranged from the recent spillover effects of the aftermath of the pandemic, floods, droughts, and rising inflation, which created mass national unemployment in Gambia from 2022 until 2024. Unemployment impacted parents and former SSIT students, causing school dropouts and decreasing enrolments.

Through this project, the SSIT is committed to overcoming students’ financial plight by creating a scholarship funding program award for 30 students to lend a hand to prospective students and families. Moreover, to meet its quarterly and annual enrolment and budgetary targets in the Scholarship Project in Phases 1 to IV, March to June 2024.

The personal outcomes are demonstrated in getting the scholarship program up and running between March and June 2024. It looks promising (Parsloe, 2024; Seif, 2011), with many redeemable and realizable pledges. The depth and extensive research studies undertaken, coupled with adopted theories, devised principles, and operational models, drive remarkable scholarship project performances and outcomes.

1. **The “Evaluation of Results” section of the Action Research Project Template.**

Some historical records show that the established partnerships with corporations and institutions have paid dividends. SSIT’s apprenticeship, internship, and volunteering programs with corporate partners, banks, embassies, and private organizations have helped stimulate some financial donations and sponsorships.

The project's effectiveness is glaring. Between early March and mid-May 2024, SSIT received several redeemable pledges amounting to 75% of the projected scholarship funds of $50,000, that is $37,500 from its trusted and loyal partners, including banks, alums local and overseas, including embassies, diplomatic missions, industries, and private organizations.

The scholarship project reflects constructive social change (Landau, 2022) by its cheerful, divine correlation (Welsh et al., 2020; Uwen & Ukaegbu, 2024) to the inter- and intra-disciplinarity in modern school scholarship programs designed for equitable scholarly education of underprivileged students and their families. Thus, it incorporates a broad range of community development through internships, apprenticeships, and volunteer programs, which SSIT embarks upon.

The broader implications are the time and cost factors involved in undertaking a scholarship program when there are some seeming opposing national socio-economic factors of looming employment compounded by the inability of students to pay fees and the SSIT decreasing enrolments.

The project duration may have been underestimated to last three months, from March to May 2024; it has been extended by one month to four, from March to June, to enable the SP and SSIT to execute the project implementation interventions based on project strength and risk analysis (Muma et al., 2024; Kapilima et al., 2024) scholarship awards, and school enrolments that come with such a project plan. Adequate historical records of corporate partners, donors, and sponsors are crucial in a scholarship project. They enhance the process of gathering notes, data, and information analysis.

**References**

AACS.net (2024) Applied and Clinical Sociology. HTTPs://www.aacsnet.net/welcome-to-the-

association-for-applied-and-clinical-sociology/.

Africa World.com (2024). Major problems facing Gambia today. AfricaEorld.com publications,

2024.

Branson, M. L., & Martinez, J. F. (2023). Churches, cultures, and leadership: A practical

Theology of congregations and ethnicities. InterVarsity Press.

Brokenchalk.org, (2024). Educational Challenges in the Gambia. https://brokenchalk.org/

educational-challenges-in-Gambia/.

Cheung, C. K., Anderson, K. A., & Liao, W. (2024). Intergenerational respect and support for

The societal system and morale. Social Indicators Research, 171(1), 237-258.

*Accessed September* *26*, 2022.

Kapilima, V. C. (2024). Unethical Leadership in the African Public Sector: Structural

Functionalist View. Journal of Philosophy and Ethics, 6(1), 6–28.

Landau, P. (2022). Project Evaluation Process: Definition, Methods & Steps.| May 9, 2022.

Leonard, K., & Watts, R. (2022). The Ultimate Guide To SMART Goals. *Forbes Advisor.*

Meridianuniversity.edu (2023) Exploring the Significance of Sociological Imagination.

https://meridianuniversity.edu/content/exploring-the-significance-of-sociological-

imagination.

Muma, S., Naidoo, K. S., & Hansraj, R. (2024). SWOT analysis of the models used by social

Enterprises are scaling effective refractive error coverage to achieve the 2030 SIGHT in Kenya. *Scientific Reports*, *14*(1), 3750.

Nowaczyk-Basińska, K., & Kiel, P. (2024). Exploring the Iamatological Imagination:

Advocating for a Sociology of Immortality. *Social Sciences*, *13*(2), 83.

Reid, W. A. (2020). The mind of the transformational leader. In True leadership (pp. 49–63). Palgrave Macmillan, Cham.

Parsloe, E. (2024). Why building a mentoring culture can be transformational. *Strategic HR*

*Review*.

Seif, H. (2011). “Unapologetic and unafraid”: Immigrant youth come out from the shadows. *New*

*Directions for child and adolescent development*, *2011*(134), 59-75.

Shepherd, A. (2024). JUSTICE AND JOY. *T&T Clark Handbook of the Doctrine of Creation*.

Schwartz, B. (2023). Project Performance Reporting: Key Performance Reports. Oct 18, 2023.

Stammler, P. (2023).Social Institutions in Sociology (11 Examples & Definition) Helpful

Professor.com, Peer Reviewed by Chris Drew (Ph.D.) / April 10, 2023.

Saidat, L. B. (2024). THE PROLIFERATION OF HIGHER EDUCATION, MORAL AND

ETHICAL POVERTY IN LAGOS STATE, NIGERIA. *EDUCATIONAL PERSPECTIVES*, *12*(3).

Uwen, G. S. O., & Ukaegbu, E. K. (2024). God is life: A sociolinguistic and ethnopragmatic

Conceptualization of Chi in Igbo naming practices. *Journal of Black Studies*, *55*(1), 25-

45.

Wasilah, S. (2023). Education in a Functional Structural Perspective and Conflict Regarding

Social Relations in Society. *JUPE: Jarmal Pendidikan Mandala*, *8*(3), 902-909.

Of Chi in Igbo naming practices. *Journal of Black Studies*, *55*(1), 25-45.

Welsh, B. C., Yohros, A., & Zane, S. N. (2020). Understanding iatrogenic effects for evidence-

Based policy: A review of crime and violence prevention programs. *Aggression and*

*violent behavior*, *55*, 101511.

Wright, N.T. (2020). *Broken Signposts: How Christianity Makes Sense of the World* Hardcover

Amazon.com publishing, (2020).

World Bank, IBRD, IDA, (2024). The World Bank in The Gambia. Through

IDA, the World Bank supports projects in primary education, energy, public resources management, and agriculture https://www.worldbank.org/

en/country/Gambia/overview.

Zickafoose, A., Ilesanmi, O., Diaz-Manrique, M., Adeyemi, A. E., Walumbe, B., Strong, R., ...

& Dooley, K. (2024). Barriers and Challenges Affecting Quality Education (Sustainable Development Goal# 4) in Sub-Saharan Africa by 2030. Sustainability