



SISTERS LEADERSHIP DEVELOPMENT INITIATIVE: PHASE III (2013-15) SUMMARY REPORT

A Report from the African Sisters Education Collaborative (ASEC)

June 10, 2016

Table of Contents

Why Focus on Catholic Sisters in Africa?	2
What Exactly Does the SLDI Program Do?.....	3
Is There Still a Need for SLDI After Nearly 10 Years of Implementation?	4
What Are Our Most Recent Successes?	5
Objective 1: Skills Gained Through Leadership & Technology Workshops.....	6
Objective 2: Engaging SLDI Alumnae as Lifelong Learners	10
Objective 3: Mentorship	12
Objective 4: Alumnae Funded Projects & Accomplishments	15
Objective 5: Research & Dissemination of Best Practices	21
In Closing: What Factors are Critical to SLDI's Success?.....	22

SISTERS LEADERSHIP DEVELOPMENT INITIATIVE: PHASE III (2013-15) SUMMARY REPORT

The Sisters Leadership Development Initiative (SLDI) program, the largest program run by the African Sisters Education Collaborative (ASEC) has a clear and simple purpose: **to provide leadership and technology training to Catholic sisters in Africa.** But what is oftentimes less clear, is why we focus on Catholic sisters in Africa. In this report we want to share with you why we do what we do, and the tremendous impact we've seen as a result of addressing an urgent need among African sisters: professional development & education.

Why Focus on Catholic Sisters in Africa?



"...As an individual, as a community, and as a woman it's been difficult to believe that I can do what we'll normally give to the priests.

...Thanks to ASEC and SLDI, I can do most of these things myself."

~Sister Bernardine, Ghana, SLDI Graduate (2009)

Catholic sisters dedicate their lives to service and to improving the social, healthcare, educational, and economic conditions of their congregations as well as their local, national, and regional communities. **However, many Catholic sisters in Africa are in professional positions or settings where they lack the education, training, and/or resources to effectively carry out their important work.** A large number of African sisters simply haven't been given the opportunity to develop professionally and increase their skills. But the SLDI program is changing that story.

Catholic sisters in the U.S. began recognizing the need for education and professional development among their fellow sisters in Africa. Eventually four Catholic universities in the U.S., and their congregations, formed the African Sisters Education Collaborative (ASEC) to increase African sister's access to education and professional training. ASEC teamed up with the Conrad N. Hilton Foundation which, acting on the vision of its founder, Conrad N. Hilton, began funding the SLDI program in 2007. The program was designed to build the technological and leadership capacity of Catholic sisters in Africa and has stayed true to that mission. After nearly 10 years of implementation, the SLDI program has created a rippling, groundbreaking impact—an impact that perhaps even Conrad N. Hilton or the founding sisters of ASEC might not have been able to predict. **As sisters gain knowledge, practical skills, and a sense of empowerment through the SLDI program, their personal transformations translate into transformed communities, transformed nations, and a newly emerging face of African leadership.**

What Exactly Does the SLDI Program Do?

Technology & Leadership Workshops

In the SLDI program, sisters complete workshops in technology and leadership over a 3-year period. Upon graduation from the program, sisters receive a laptop to assist them in continuing their work at home. The three year period is laid out as such:

- ✓ Year One: Three week-long technology workshop in the Basic Technology or Web Design track
- ✓ Year Two: A month-long leadership workshop in either the Administration or Finance track
- ✓ Year Three: A month-long leadership workshop in either the Administration or Finance track



Sisters engage in group work during an Administration workshop in Zambia in 2015.

Alumnae/Mentee Workshops

After sisters complete the technology and leadership workshops, they are considered alumnae and are invited to engage in **continuing education and networking through SLDI's annual alumnae workshops**. In these 3-day workshops, sisters come together in each of our countries of operation to learn more about a specific topic or skill area, share successes and challenges they experience in their work, discuss emerging issues, and network. Also, **because sisters are expected to mentor at least 3 other sisters after the conclusion of the program, alumnae are encouraged to invite their mentees** to attend the alumnae meetings to broaden their skills and network.

SLDI implements additional workshops and trainings to support key stakeholders in the SLDI program. The program provides:

- ✓ **Trainings for SLDI staff and instructors**, who coordinate and deliver the program on the ground in Africa. Staff and instructors receive professional development training and have an opportunity to provide important feedback about the technology and leadership workshops as well.
- ✓ **Trainings for sisters' Superior Generals** who lead congregations and identify candidates for the SLDI program. These trainings help bolster the Superiors' leadership skills and increase their understanding of the SLDI program.
- ✓ **Collaborative research workshops** centered on building SLDI stakeholders' capacity to conduct research and evaluation in their own communities in Africa.

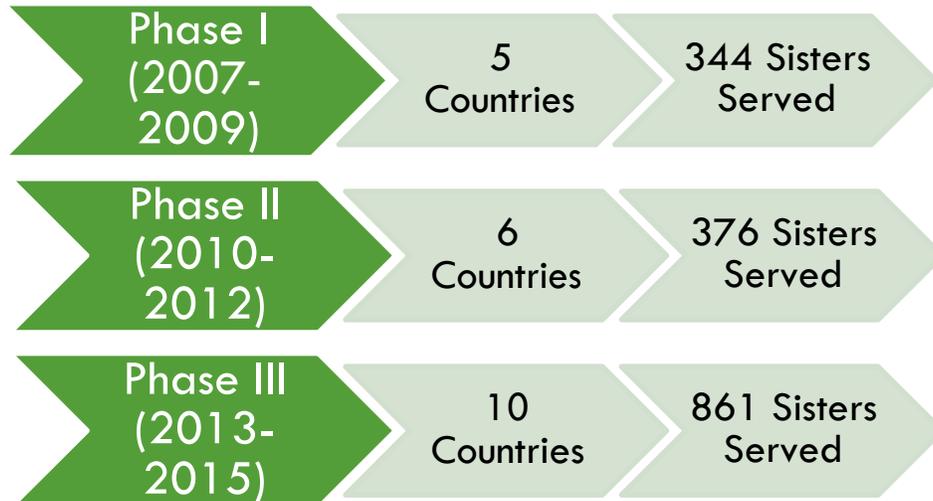
Is There Still a Need for SLDI After Nearly 10 Years of Implementation?

In its most recent phase (2013-2015) the SLDI program **doubled the number of countries in which it operates and served about 2.5 times as many sisters** as it did in its first three years of operation. The program has also expanded its workshop content by adding technology workshops in 2010, and provided the first staff and instructor training in 2015. The program also planned for Superior General trainings to take place in Phase IV (2016-18).

Since the program's inception in 2007, SLDI has served almost 1600 sisters through technology and leadership development workshops, and has served over 1800 individuals through all of its program activities, including trainings for Superior Generals, staff, instructors, and other stakeholders. In the next three years during Phase IV, we expect to serve at least 1300 more sisters and stakeholders.

After witnessing the practical yet transformative impact SLDI has on sisters, congregations, and the social and economic conditions in their areas, **an increasing number of sisters and congregations—in our current countries of operation, and additional countries—are requesting to participate in the program.** Below is a figure illustrating SLDI's growth from 2007 to present day.

Program Growth from 2007 to 2015



What Are Our Most Recent Successes?

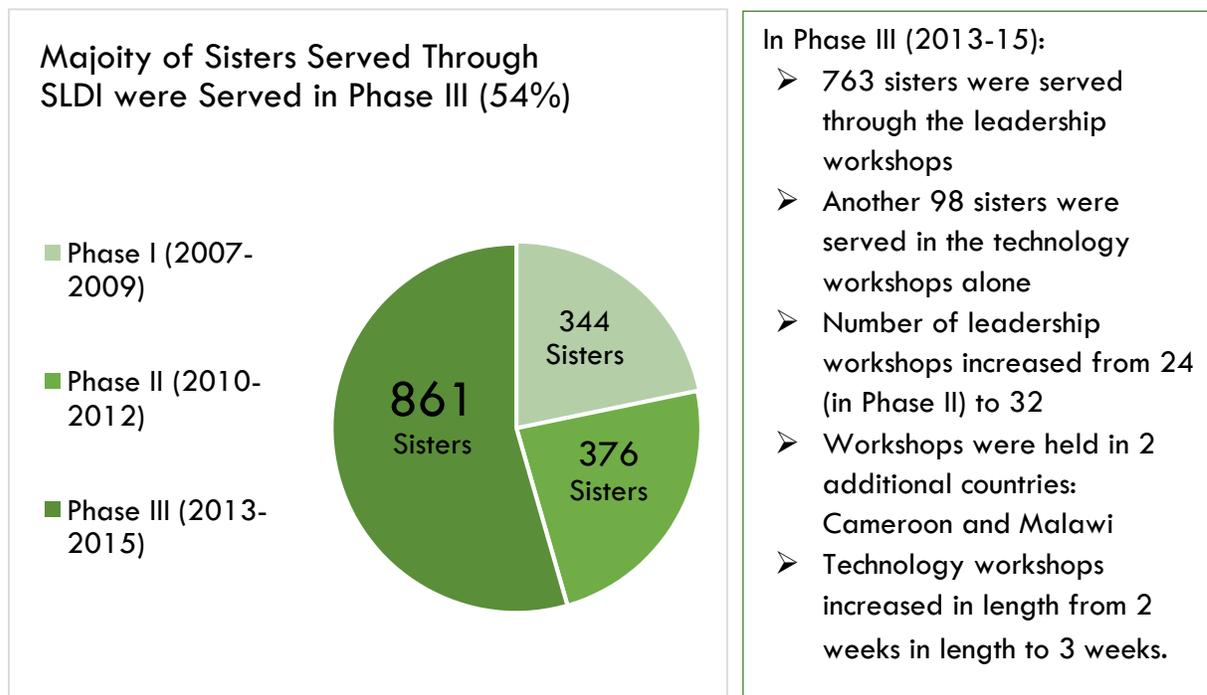
In the past three years, Sisters Leadership Development Initiative (SLDI) has grown exponentially. As the program serves an increasing number of sisters from over 450 congregations across 10 countries, the impact of SLDI can be felt in a multitude of ways: the nearly 21,000 individuals mentored by SLDI alumnae; the over \$10 million in funds secured for projects that increase the social and economic well-being of African communities; the increase in leadership responsibilities and promotions sisters receive after SLDI; and countless other impacts. **This summary will highlight the various evaluation outcomes within our five key objectives;** outcomes that speak to the rippling effect of investing in a Catholic sister's education and professional development.



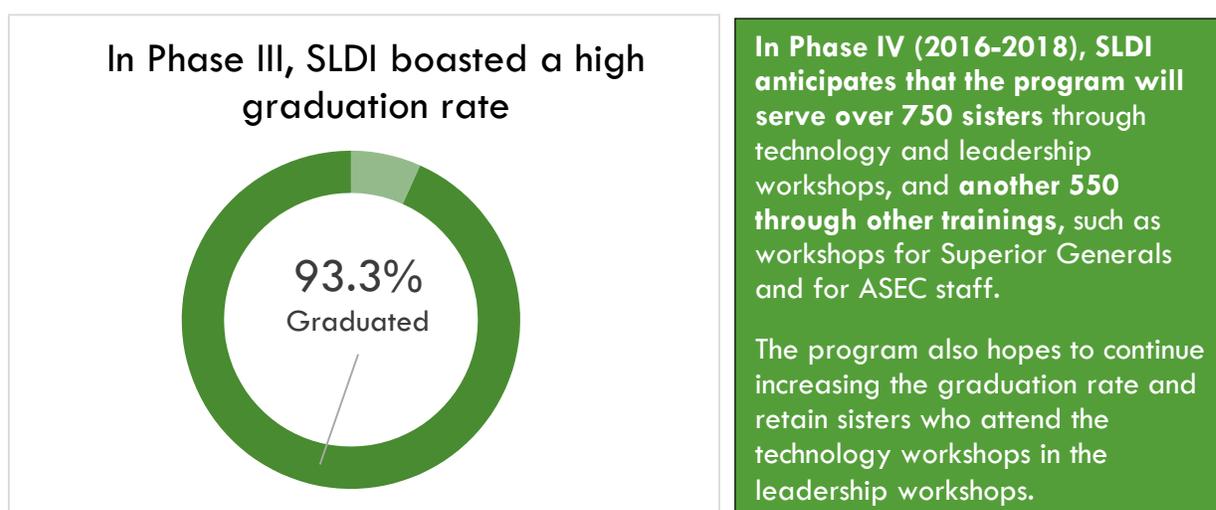
Sisters gather at the Alinafe Community Hospital in Malawi. In addition to standard health services, the hospital educates the community about food & nutrition to help alleviate malnutrition. The hospital is operated by the Teresian Sisters. Sr. Rita Mbalule, an SLDI Alumna, serves as the In-charge of the hospital.

Objective 1: To increase leadership and technology competencies of the participants

Participation Outcomes:



Participants are diverse in many ways: A total of **465 congregations and 33 different nationalities** were represented among the Phase I-III participants.



Skill & Knowledge Outcomes:

Administrative and Finance Skills & Leadership Competency

At the conclusion of the workshops in Phase III, **100% of ALL technology and leadership workshop groups showed statistically significant increases** in their post mean skill assessment scores AND in their post mean core leadership competency scores. Expected targets were 90% for skill assessment scores and 85% for core leadership competency scores.



Computer Literacy Skills

Finance Track Computer Skill Increases from 2014 to 2015

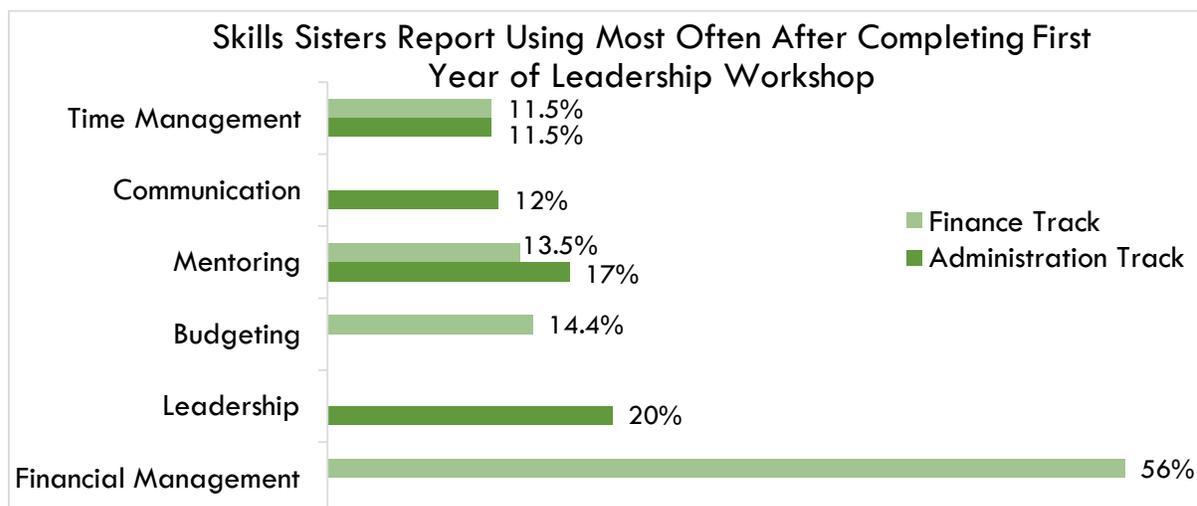
Computer Skill	Pre-Program (2014)	Mid-Point (2015)
Email	62.6%	69.5%
Internet	55.2%	63%
Word Processing	56.1%	57.1%

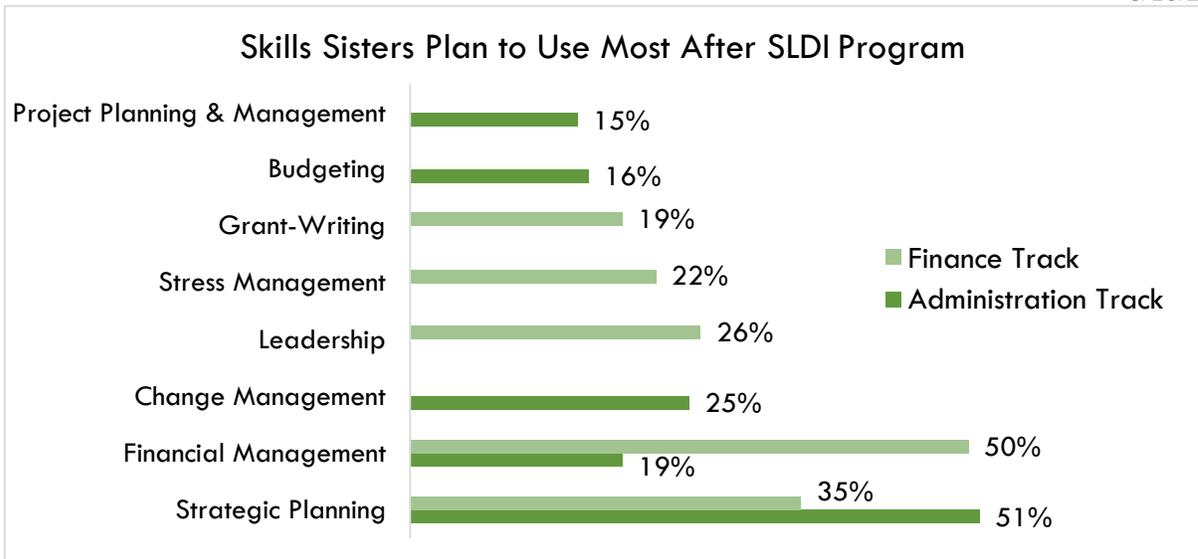
Administration Track Computer Skill Increases from 2014 to 2015

Computer Skill	Pre-Program (2014)	Mid-Point (2015)
Email	66.8%	81.7%
Internet	52.6%	74.1%
Word Processing	50.3%	64%

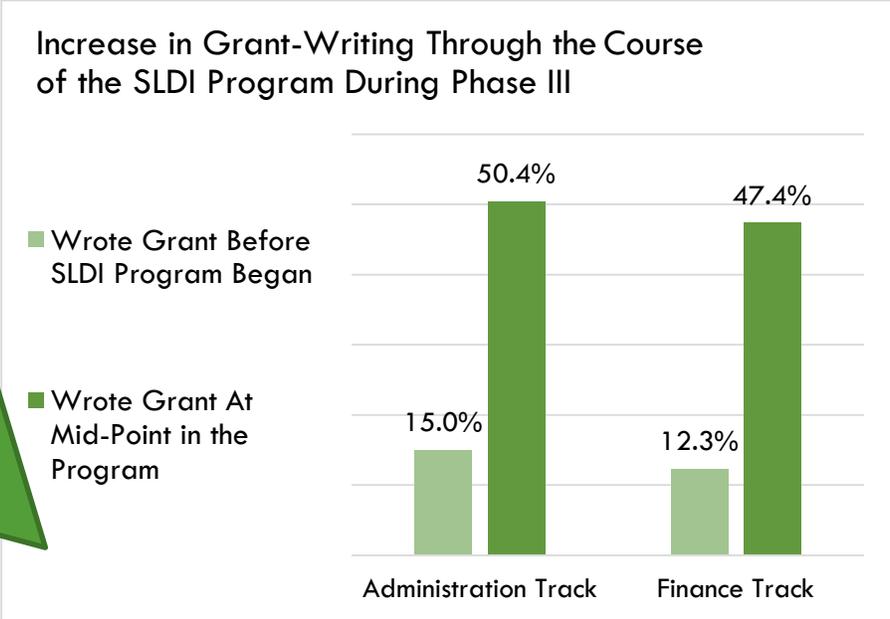
Percentages represent sisters who report possessing the computer skill.

Most Frequently Used Skills





“We had financial problems (salaries) for our staff since our daily collection had gone down so some (two) staff were laid off. I consulted the administrator to allow me to write a grant to Misenan Cara and lucky it went through and so we will re-employ those two staff and maybe add more.”
 -SLDI Participant



Workshop Satisfaction Outcomes:

- ✓ Sisters, Instructors, and Coordinators report overwhelmingly positive feedback about the workshops and attest to the confidence and useful skills sisters gain from SLDI. In their workshop satisfaction survey responses, sisters discussed their changed perceptions of themselves, increased confidence, and the ability to do their work more effectively. Main themes from the Instructor and Coordinator feedback appear below.



Instructors

- Increased confidence among sisters
- Good functioning technology
- Opportunity for networking & sharing ideas



Coordinators

- Sisters were empowered
- Sisters were active participants in sessions
- Instructors had expertise in their fields
- Field trips to model projects were beneficial

Field Trip Outcomes:



SLDI participants learn about organic farming and use of manure at the Kasisi Training Center in Zambia.

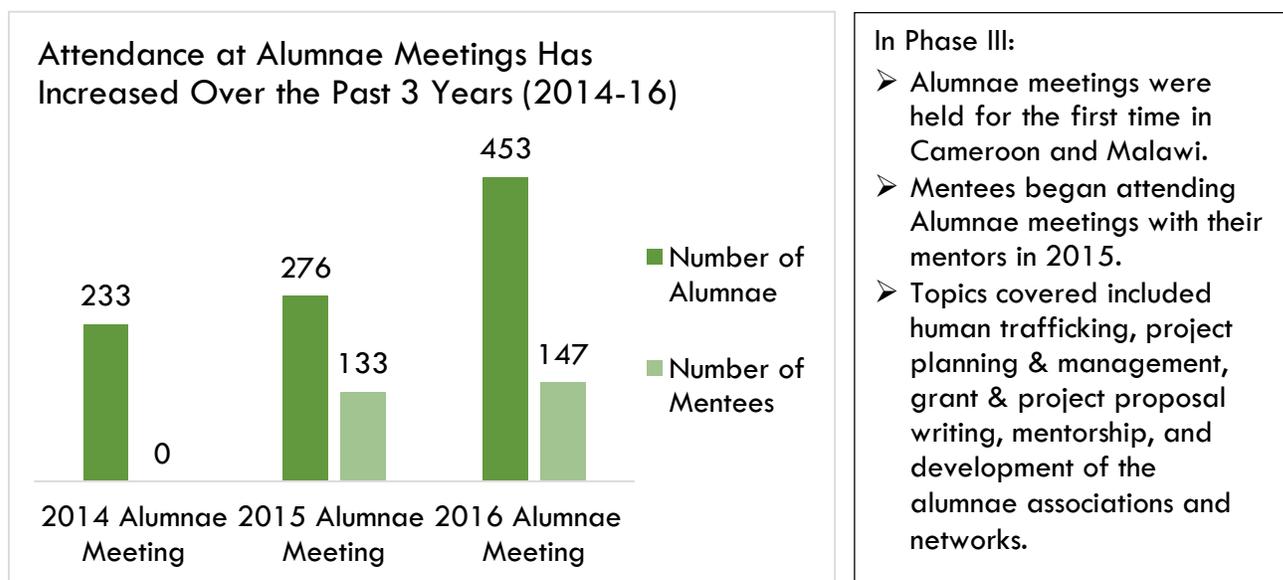
Field Trips to Model Projects: Field trips were initiated in the SLDI leadership workshops in 2015, to provide a “hands on” learning experience for sisters. Participants visited an array of model projects and sites, including a biogas plant, Parliament, a center for orphaned HIV positive children, a community hospital, sustainable farms, and more. Some of the SLDI participants took field trips to projects led by SLDI alumnae. Sisters, Instructors, and Coordinators all reported high levels of satisfaction with this new addition to the program.

Objective 1 Challenges & Solutions:

Challenge	Solution
Continue Increasing the Graduation Rate	Allow sisters who did not graduate in Phase III to return in Phase IV. Accommodate sisters who receive work transfers to different countries.
Lack of English Language Proficiency Tanzania	Plan to employ Instructors who are proficient in both English and Kiswahili
More Time Needed for Workshops	Technology workshops will increase from 3 weeks to 4 weeks in Phase IV
Sisters Have Varying Levels of Education	Prior to the workshops, provide instructors with a booklet containing participant bios to help them better prepare for workshop sessions.

Objective 2: To assist SLDI alumnae to become lifelong learners, educators, and leaders

Participation Outcomes:



From 2014 through 2016, 20 3-day Alumnae Meetings were held with **a total of 962 alumnae in attendance and 280 mentees in attendance** over that time period. These are not the number of unique participants, however.

Over the three year period, **an average of 46% of alumnae attended the annual meetings; the expected target was 40%.**

Facilitator Profile:

Sr. Emenaha Bibiana shared her expertise on human trafficking at the 2016 Nigeria Alumnae Meeting.

She is the Coordinator for the Committee for the Support of Dignity of Women (COSUDOW) and is in charge of a shelter for trafficked girls and women who have returned to Nigeria to begin the transition back to a semblance of their past lives. She says of human trafficking: *"It's a very strong network and before you counteract it and fight it, you have to come up with another, stronger network."*

Building Sisters' Facilitation Capacity:

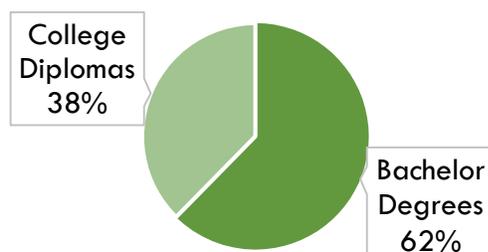
SLDI is continually seeking new ways to build sisters capacity even after they complete the program. Therefore **in the 2016 Alumnae meetings, five sisters were among the facilitators, three of whom are SLDI alumnae and have been successful in grant writing and project management.** Sisters presented in their areas of expertise.

Continuing Education Resources Outcomes:

- **All sisters received laptops and textbooks upon graduation from the program**, a transition from distributing mp3 players in Phase II. It was anticipated that laptops would act as a better resource for sisters, their congregations, and their ministries, and would better support ongoing learning and mentorship.
- In 2016 **88.7% of alumnae said their laptop has a significant impact** on their ministry/work, compared to 64% in 2015.
- **Alumnae are sharing their resources with fellow sisters:** In the most recent reporting (2016) about 58% of mentees report that their mentors used laptops as an instructional tool. Another 27.6% report their mentors used textbooks in individual mentoring and 35.6% used textbooks in group mentoring.

Higher Education Outcomes:

85 SLDI Alumnae are Pursuing Diplomas or Bachelor Degrees Through ASEC's Higher Education for Sisters in Africa (HESA) Program



Partnerships formed with postsecondary institutions in Africa continue to support SLDI alumnae in pursuing higher education credentials; partnerships between the Catholic University of Eastern Africa (CUEA), Tangaza College, and other universities in the USA and Africa are at an advanced stage.

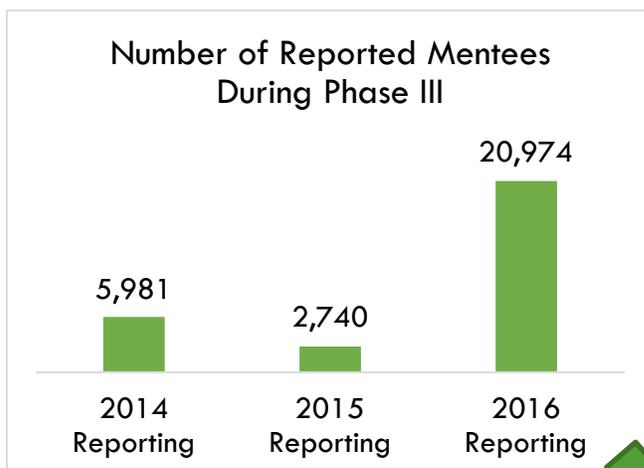
Objective 2 Challenges & Solutions:

Challenge	Solution
Increasing Phase I & II Alumnae Attendance at Alumnae Meetings	Reaching out to Phase I & II alumnae to increase attendance at alumnae meetings in Phase IV.
Employ More Alumnae as SLDI Instructors	Six alumnae will facilitate Technology workshops in 2016. There are additional plans for alumnae to work alongside current facilitators to improve their teaching skills.

Objective 3: To support the development and continuation of participant mentoring relationships to broaden the impact of the program

Participation Outcomes:

All sisters are expected to mentor at least three other sisters after they complete the program. However, sisters have gone far above and beyond the expected target and are **mentoring not only other sisters but their co-workers, supervisees, and people they serve in their daily work.**



The **number of mentees has significantly increased in 2016 reporting.** This reported increase may be due in part to a new item that was added to the 2016 Alumnae survey, asking sisters to report the number of people they mentored **via trainings or workshops.**

Also the number of mentees might vary depending upon how many and which alumnae complete the Alumnae surveys.

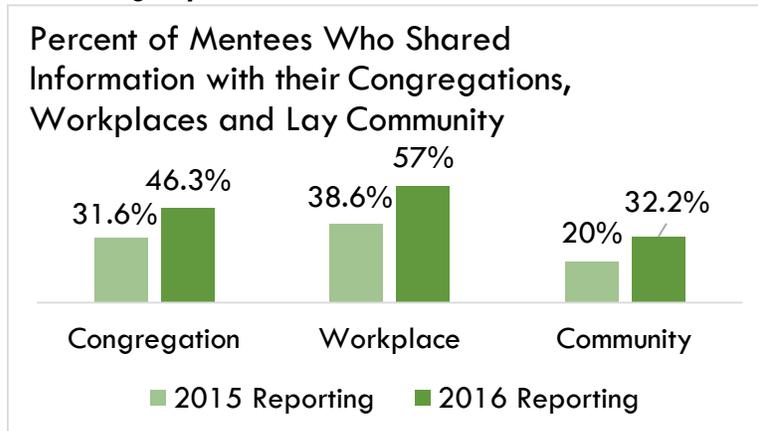
Topics Mentored & Mentoring Style Outcomes:

The most frequently mentored topics, in both individual and group/training sessions were **teambuilding, communication, and time management.**

2016 Reporting: Breakdown of Mentoring Style	Number
Individuals Mentored One on One	1,626
Individuals Mentored in Groups	10,349
Individuals Mentored in Trainings	8,999

Numbers reported in 2016 Alumnae survey

Mentoring Experience Outcomes:



The **majority of mentees, 82.8% (2016 reporting) shared what they learned with others.** Although many mentees (97.8%) experienced challenges in mentoring, such as traveling to meet mentors, **86.8% of mentees rated their mentoring experience as very positive** (the highest rating possible).

Mentoring Impact Outcomes:

After Being Mentored, Mentees:	2015 Mentee Survey (N=95)	2016 Mentee Survey (N=156)
Accepted a Promotion	58.9%	54%
Changed Their Career Track	16.8%	14%
Participated in Special Projects	40%	31.4%
Instituted New Policies	36.8%	50.7%
Started a New Project	28.4%	23%
Interested in SLDI	92.6%	99.3%
Wrote Grant Proposals	20%	17.8%
Wrote Successful Grant Proposals	8.4%	6%
Secured Grant Funds	\$47,571	\$249,726
Total Amount Secured (including grants, donations, fundraising, and in-kind donations)	\$47,571	\$305,842
Grand Total of Funds Secured in 2015-16	\$353,413	

"I have been asked to join a committee to write the History of the Sisters of Mary Reparatrix in Uganda..." -Mentee

"I have introduced the petty cash reimbursement and good record keeping of attaching supporting documents before any transaction is made." -Mentee

"Through mentoring skill I learnt I was able to write agricultural project which was funded." -Mentee

Feature Project

Sr. Lucy, of the Little Sisters of St. Francis of Assisi in Kenya, was mentored by Sr. Schola, LSOSF, over a period of about one year. In 2015, **Sr. Lucy secured \$16,509 in grant funding** from two donors, Mensen met een Missie and Missionszentrale der Franziskaner. **She used the funds to implement a project focused on empowering single mothers with technical skills** so that they can sustain themselves and their families. Sr. Lucy Anne reported that the most useful topic in which she received mentoring was grant-writing.

Benefits to Congregation or Ministry as a Result of Mentoring	Percentage of Mentees Who Responded "Yes" (N=156)
Better personnel management	49.4%
Ability to help more people in your ministry	46.8%
New financial policies or practices	19.9%
New or improved strategic plan	15.4%
Facilitated trainings or workshops	10.9%
New grant-funded projects	8.3%
New or improved long-term financial plan	5.8%
New jobs created	5.1%
A website	2.6%



Mentees at the 2015 Alumnae meeting in Nigeria

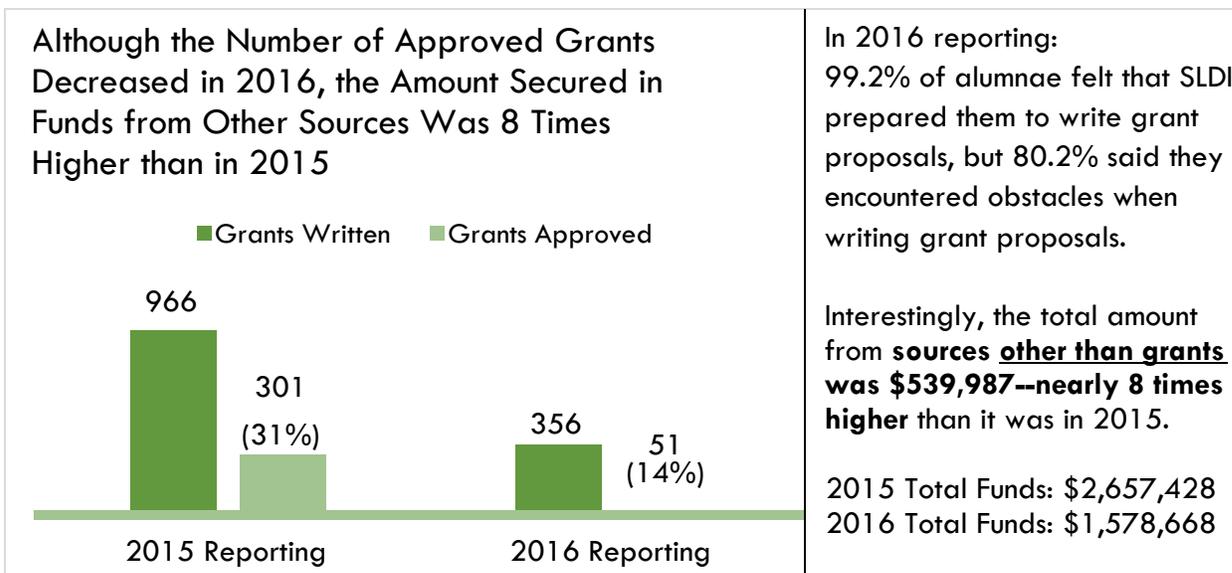
Objective 3 Challenges & Solutions:

Challenge	Solution
Lack of time, distance, lack of travel funds, and sisters being transferred to new areas can interfere with mentoring.	Many sisters overcame these challenges by using skills learned in SLDI such as time management and effective communication. Also asking their Superiors for monetary assistance has alleviated travel costs. Mentoring in groups also decreased the number of times sisters traveled to meet.
Superiors sometimes assign mentors and mentees which may lead to mismatched mentor-mentee pairs.	ASEC Coordinators discuss mentoring issues with Superiors during the Superiors' annual assembly and share the challenges reported by sisters.

Objective 4: To assist participants and alumnae to use acquired skills and knowledge to enhance and sustain their ministries

After completing the SLDI program, sisters implement their skills through grant-writing, project management, developing strategic plans, gaining promotions and leadership positions, and an array of other achievements. Outcomes related to alumnae accomplishments appear below.

Grant-Writing and Project Funding Outcomes:



Total Funds Secured, Phases I-III

Funding Source	Amount Secured, 2012-2016
Grants	\$8,542,296
Donations (Monetary)	\$318,562
Fundraising	\$252,047
Donations (In-Kind Estimated Value)	\$77,786
Will	\$352,930
Loan	\$492
Savings	\$246
Unknown Source	\$150,003
Alumnae Total	\$9,694,363
Mentee Total	\$353,413
Grand Total (Alumnae & Mentees)	\$10,047,776

Through SLDI alumnae projects (2012-16):



1,673,811 individuals are being served*

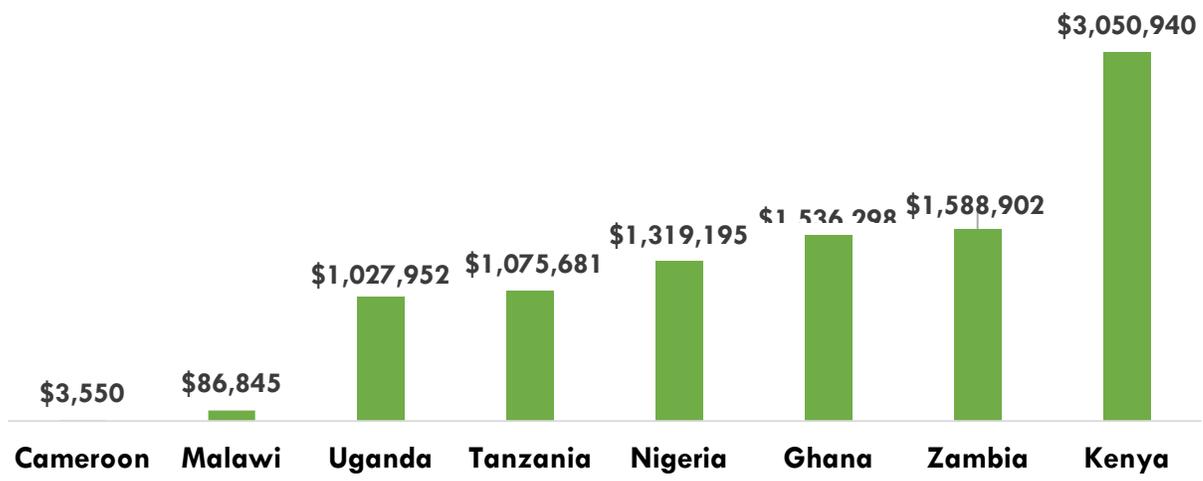


1,944 jobs were created

*Only 20% of projects reported number served

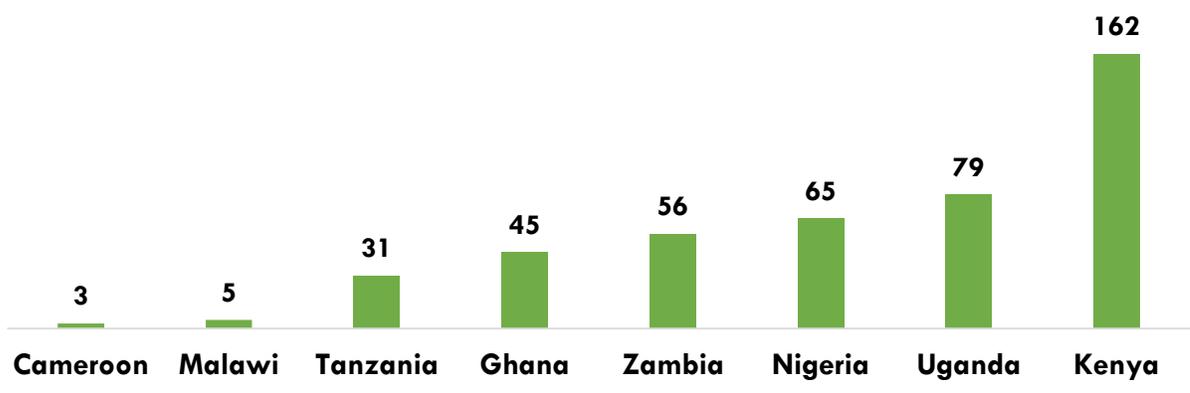
Where is the Funding Going?

Kenya in the Lead, Followed by Zambia & Ghana



Where Are Alumnae Projects Happening?

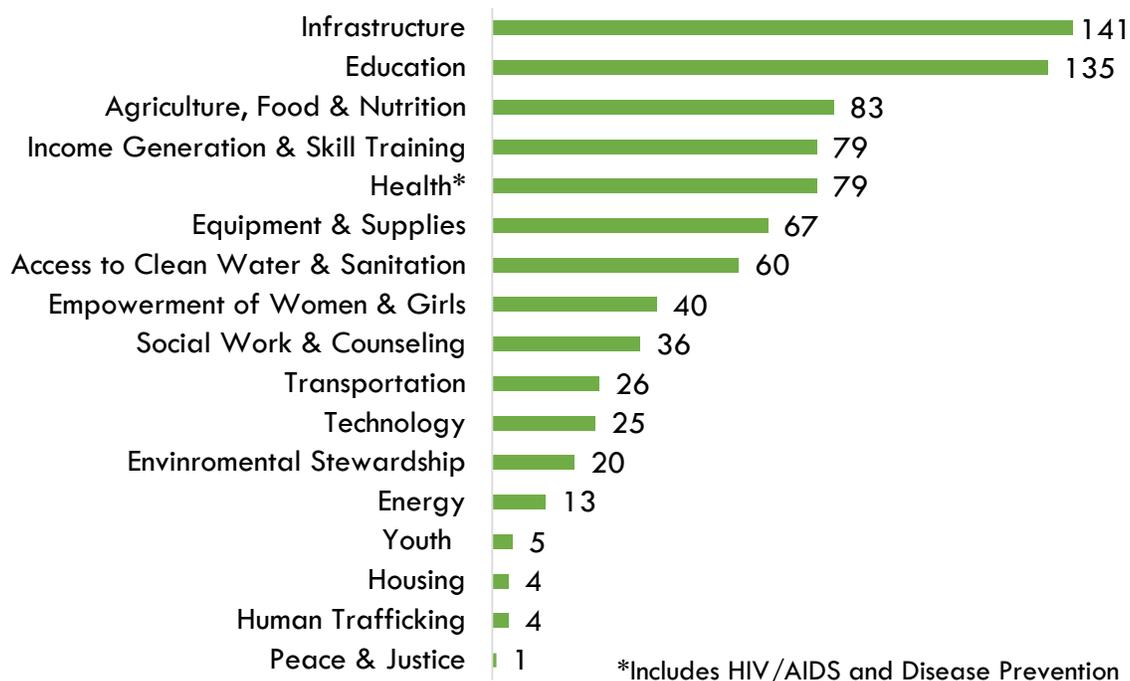
Kenya is implementing over 160 funded projects, Uganda and Nigeria are both implementing over 60



Some important points about the alumnae's funded projects:

- **Cameroon and Malawi** reported on funded projects for the first time in 2016.
- **50% of reported projects are located in rural settings**, 16% are in urban settings, 16% are in both urban and rural settings
- **55% of reported projects are using technology** to implement their projects, such as installing solar panels, providing electronic books, or launching a website.

What Human Development Issues are Projects Addressing? Infrastructure & Education are Key Areas



Sisters reported (in 2012-16) that they secured funding for **446 reported projects, 255 (57%) of which addressed more than one area of human development, or impact.** In the graph above, multiple areas of impact, even within one project, were coded and tabulated. For example, a funded project initiated by a sister working at a secondary school in Uganda enabled the construction of 2 classroom blocks, an assembly hall, administrative offices, and use of a water tank. Therefore, this project has an impact in three areas: education, infrastructure, and access to clean water.

What Kinds of Projects are Sisters Initiating?

Sr. Eulalia, Phase III
(Finance track), Zambia

Through partnerships, **secured a total of \$261,109 for the Mother Earth project** via grants and fundraising.

The project plants moringa trees, which are exceptionally nutritious with a variety of potential uses. Over 6,000 moringa trees have been planted and 100 moringa farmers are undergoing training for organic farming.

Reaches out to women in the rural areas (800 women per year) to promote improved nutrition and **created 4 jobs.**

Uses renewable energy to sustain the project: windmill, solar power, biogas, and earth bags.

Sr. Josephine, Phase III
(Administration track), Kenya

Received almost **\$14,000 in funds from donations and a grant** to implement a project that seeks to empower poor and HIV positive women in urban and rural areas.

Collaborated with the Diocese of Nakuni to implement the project which uses **economic empowerment and peace building initiatives.**

How is Funding Distributed Among Different Areas of Impact?			
Area of Impact (on Human Development)	Funding Secured from 2012-2015	Funding Secured in 2016	Total Funding Secured 2012- 2016
Education	\$2,123,078	\$359,844	\$2,482,922
Infrastructure	\$1,494,133	\$143,787	\$1,637,920
Health (including HIV/AIDS & Disease Prevention)	\$1,066,049	\$72,959	\$1,139,008
Agriculture, Food & Nutrition	\$644,029	\$266,409	\$910,438
Income Generation & Skill Training	\$186,139	\$51,955	\$519,302
Empowerment of Women & Girls	\$96,345	\$413,486	\$509,831
Social Work	\$475,305	N/A	\$475,305
Access to Clean Water & Sanitation	\$387,215	\$132,087	\$453,406
Transportation	\$355,545	\$53,582	\$409,127
Technology	\$272,496	N/A	\$272,496
Environmental Stewardship	\$138,580	\$10,000	\$148,580
Equipment	\$87,187	\$3,340	\$90,527
Energy	\$12,195	N/A	\$12,195
Youth	N/A	\$5,881	\$5,881

SLDI alumnae projects are directly contributing to the achievement of the **UN Sustainable Development Goals (SDGs)** which focus on eradicating poverty and creating a more just world. Alumnae projects are impacting almost all of the 17 SDGs, but are having the most impact on the SDGs shown below (according to funding amounts).



\$2,482,922
Secured



\$1,637,920
Secured



\$1,139,008
Secured



\$910,438
Secured



\$519,302
Secured

Alumnae Leadership Positions and Responsibilities Outcomes:

	2014 Alumni Survey (N=197)	2015 Alumni Survey (N=274)	2016 Alumni Survey (N=386)	Total for Phase III
Received a Promotion	49.7%	41.6%	38.7%	42%
Changed Their Career Track	39.2%	25.2%	20.7%	26.4%
Asked to Participate in Leadership Activities	60.7%	50.4%	35.6%	46%

“Since my graduation in 2009, I have been made a project coordinator, then a regional superior and a project supervisor.”

“[I was] Elected chairperson of the congregation’s financial committee, appointed committee member of the congregation’s group working on the directory and constitution revisions, and on board of management for 3 of our schools.”

- Alumnae report they experienced **transformed perceptions of themselves (95%)** and **their relationships with others (91.9%)** after the program.
- **93.3% of alumnae report that they are effectively using the skills they gained in SLDI**
- **More than half of alumni (51.2%) are supervising more staff** after graduating from



Sisters at the first annual Alumnae Workshop in Cameroon.

One SLDI alumna shared: *“I came to realize that after completing the SLDI program that I am no more the same person. I have more knowledge. During recreation, I share with my sisters. [In] the school, the head teacher consult me for many things. And it’s through what I learnt that I am able to make meaningful contributions. That makes me happy and I am thankful to ASEC. I have a voice.”*

One Sister's Success Story: Clean Water for the Community

Sister Lucy Mary Afful, SSL, a 2009 SLDI Graduate from Ghana, received a \$30,000 grant to initiate Clean Water Filtration Project in her community. Through the SLDI program, Sr. Lucy Mary learned skills which enabled her to:

- **Collaborate and form a committee of experts** on business practices and water filtration. She also engaged a female consultant to advise her on water filtration.

- Obtain the proper licenses and certifications so she could begin filtering and bottling water. She now **employs 4 people** and **provides 13 area schools & thousands of community members with clean water.**

- Run a small income generation project for local women living in poverty.

- Help **prevent any new cholera outbreaks.** Before her project, the area experienced a severe cholera outbreak but has not experienced any outbreaks since her project began.



Sr. Lucy Mary (left) and the new sister in-charge of the project with boxes of bottled water

Alumnae Strategic & Financial Planning Outcomes:

After completing SLDI, did you implement a strategic and/or financial plan for your congregation, or others? (N=343)	Percent Who Responded "Yes"
Yes, <u>both a strategic plan and financial plan</u> for my congregation	16.6%
Yes, a <u>strategic plan</u> for my congregation	13.1%
Yes, a <u>financial plan</u> for my congregation	14.6%
A <u>strategic or financial plan for an organization or group other than my congregation</u>	7.6%
Total Percent of Alumni Who Implemented a Strategic and/or Financial Plan for Their Congregation or Other Organization	51.9%

"[I implemented] both a financial and strategic plan for the Diocesan Health Insurance Organisation."

"[I] help[ed] to develop financial plan for hospital I'm in."

Objective 4 Challenges & Solutions:

Challenge	Solution
Despite SLDI alumnae raising over \$10 million in funds raised to date, sisters continue to face challenges in preparing their grant applications, program planning & management, and evaluation.	SLDI plans to hire part-time grant reviewers in each country of operation to assist sisters with grant-related tasks, and other tasks such as strategic planning.
Communicating with Superiors about how to best position sisters to succeed in grant-writing	Communication with Superiors is an ongoing process and will be an important part of the 2016 Superiors workshops.
Sisters need more resources to assist them in the grant-writing process.	As the program begins to use the online platform, Google Classroom, information about grant-writing, potential donors, and other resources can be shared with alumnae and their congregations.

Objective 5: To disseminate best practices and models of innovative access to education**Disseminating Information to Africa Outcomes:**

- **425 ASEC newsletters were distributed** to sisters and Superior Generals in Africa.
- **ASEC Coordinators in Africa present on the program's purpose and progress, and provide reports, to Superiors at the Annual Superior Generals meetings** in Africa, with approximately 600 Superiors in attendance throughout 8 countries.
- Individuals in SLDI's ten countries of operation are utilizing the ASEC website; **traffic to the SLDI related web pages has generally increased from 2011 to 2016**, with a dip in numbers in 2013-14.

Research Funding Outcomes:

- In Phase III research funding was awarded to 4 faculty at Marywood University for their ASEC-related research studies. All researchers are expected to publish and/or present on their research.
- 35 researchers in Africa also received funding, all of whom are expected to contribute chapters to a book focused on transformative partnerships.

Research Workshop Outcomes:

A budget surplus allowed the program to facilitate two research workshops, with 60 participants total; one in East Africa and one in West Africa. The purpose was to **build the capacity of sisters, SLDI instructors, and other ASEC stakeholder to conduct their own qualitative research** on Catholic sisters in Africa. To date, over 40 abstracts have been received from workshop participants wishing to contribute chapters in an upcoming book publication centered on transformative partnerships.



Research workshop participants and facilitators in Accra, Ghana

Objective 5 Challenges & Solutions:

Challenge	Solution
Although web traffic to the SLDI website pages is increasing, more can be done to engage sisters, alumnae, and other stakeholders	In Phase IV, Google Classroom, an online learning resource, will be used to share readings, videos and other resources with SLDI participants, Instructors, and alumnae. The program anticipates that this platform will be an easier way for SLDI participants, Instructors, Coordinators and staff in the U.S to share resources and facilitate the learning process.
Demand for a training geared for Superior Generals is high	SLDI is offering Superior General workshops throughout 2016.
Need for more scholarship on Catholic sisters in Africa, particularly research authored by Africans	Continue to conduct collaborative research workshops and build the capacity of (and fund) SLDI stakeholders to conduct their own research projects

In Closing: What Factors are Critical to SLDI's Success?

ASEC identified critical success factors that have been essential to increasing SLDI growth and effectiveness and to strengthening the program:

- **Engage SLDI stakeholders in the evaluation process**, including ASEC Board members, Staff, SLDI Instructors, Coordinators, and SLDI Alumnae. In 2015, two focus groups were held with stakeholders in the US and 7 focus groups were held with stakeholders in East and West Africa. Valuable input for the Phase IV evaluation was gained through these focus groups.
- **Tailor the curriculum to the needs of sisters in Africa** and engage in ongoing assessment and development of the curriculum. ASEC's Executive Director meets with Instructors to listen to their feedback on the curriculum and integrates their input as appropriate. Curriculum was updated in preparation for Phase IV training.
- **Continue to engage sisters through relevant and practical alumnae workshops** so that they can sustain their networks, improve their work, and share experiences.
- **Establish partnerships and build relationships** with organizations and individuals including national and regional associations of sisters, public and private organizations who facilitate SLDI workshops, and college and universities.
- **Continue to conduct research on Catholic sisters in Africa** and disseminate results to share best practices.
- **Continue to increase opportunities for sisters to access professional and academic education** so that they can upgrade their credentials to fit the global demands.



Visit us online at www.asec-sldi.org