



Sisters Leadership Development Initiative (SLDI) Phase IV Year 1 Evaluation Report (March 2016-February 2017)

April 24, 2017 ASEC Advisory Board Meeting

Presented by Jennifer Mudge, ASEC Evaluation Manager

Special Thanks to:

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- Sr. Clementina Obembe
- Sr. Mary Germina Keneema
- Sr. Francisca Damoah
- Sr. Hilaria Chombo
- Sr. Angelina Kabwe
- Sr. Clarisse Remjika Jaiwo
- Sr. Eleanora Molai
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- Sr. Mbom MaryCleophas Afumbom
- Sr. Martha Attakruh
- Sr. Teresa Mulenga
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- Sneh Akruvala
- Rosemary Shaver
- Tara Gregory
- Max Feldman
- Amy Fedele
- Jaime Herrmann
- Melissa Frein

Presentation Overview

- ASEC & the SLDI Program
- SLDI Need, Purpose & Outcomes
- SLDI Program Structure
- Evaluation Model
- Evaluation Methods
- What's New in 2016?
- Objective 1: Technology Workshops
- Objective 2: Alumnae & Continuing Education Resources
- Objective 3: Mentorship
- Objective 4: Alumnae Using Skills to Sustain their Ministries, including Grant-Writing
- Objective 5: Research & Dissemination of Best Practices
- Summary
 - Contributing to the Catholic Sisters Initiative Strategy
 - Challenges & Recommendations for Future Implementation

ASEC & the Sisters Leadership Development Initiative (SLDI) Program: From Mission to Implementation



ASEC Mission

- Facilitate access to education for sisters in Africa
- Educated sisters create improved social and economic conditions in their areas



ASEC 2020 Strategic Plan

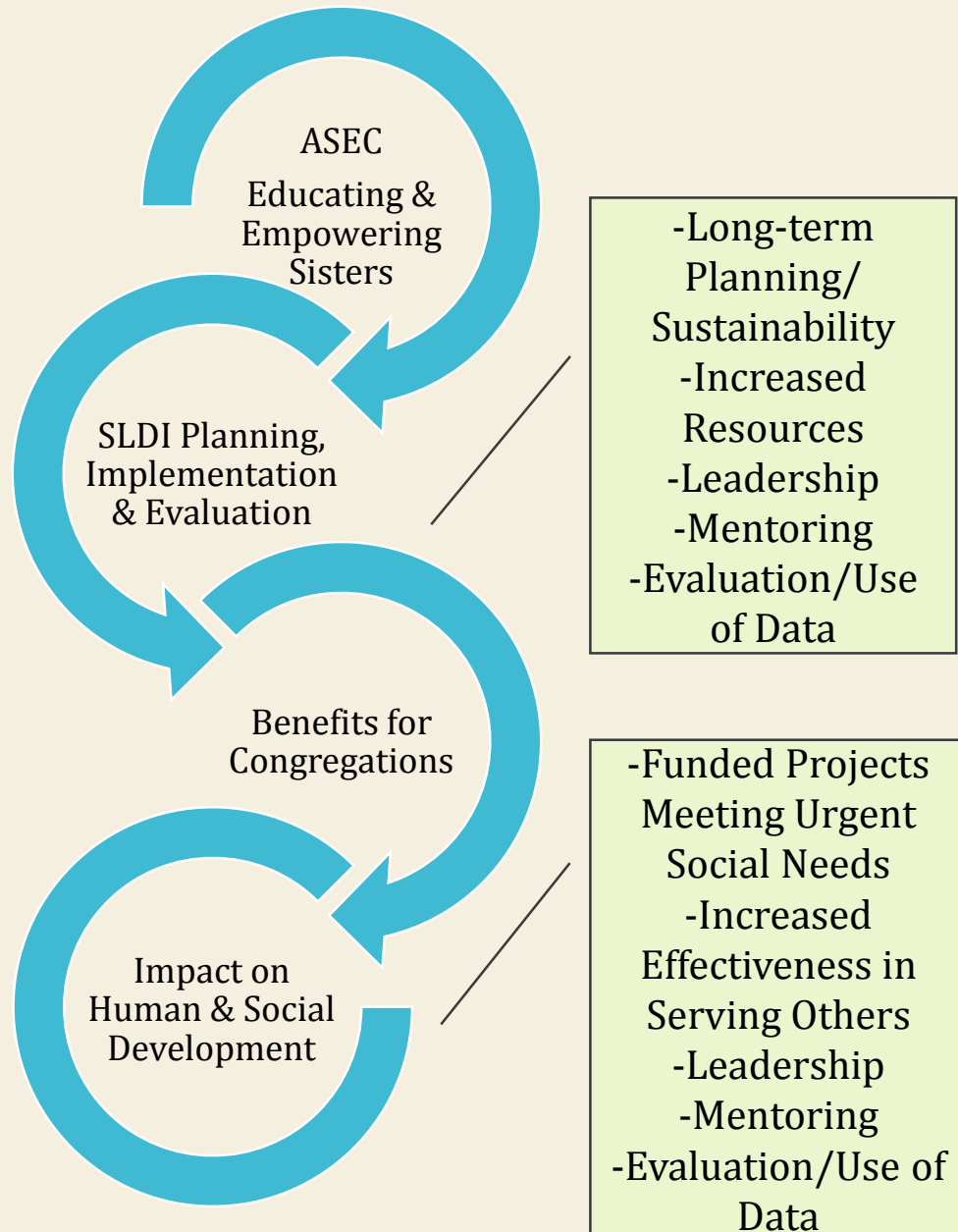
- High quality, sustainable, educational programs
- Success in getting our story out
- Systemic sustainability of sisters in Africa



SLDI Program

- Practical hands on training for sisters in relevant curricular areas
- Implemented for ten years, serving nearly 3000 people
- Successful outcomes
- Impact ripples out from each sister served

Sisters Leadership Development Initiative



Need: SLDI grew out of a need for sisters to be better equipped with practical knowledge & resources in order to do their work effectively. Sisters were often working in roles without the necessary skills or training.

Purpose: Provide a professional leadership development program, to increase the technological, administrative and financial skills of African sisters.

Outcomes: Program benefits sisters and in turn sisters use their skills, knowledge, confidence and leadership capacity to benefit their mentees, their congregations, and many individuals in society who are most marginalized and in need.

How is SLDI Structured?

Year One: Technology Workshops

- Sisters participate in **Basic Technology or Web Design** track
- Sisters complete one of the two tracks above, in a month long workshop

Year Two: Leadership Workshops

- Sisters participate in **Administration or Finance** track
- Sisters complete one of the two tracks above, in a month long workshop

Year Three: Leadership Workshops

- Sisters continue with their chosen track, **Administration or Finance**
- Sisters complete one of the two tracks above, in a month long workshop
- **Sisters receive a laptop upon graduation**

Workshops are intended to build from the previous workshop, beginning with technology skills and progressing to higher level administrative and financial skills by Year 3.

What Happens After the Program Ends?

Alumnae Workshops

- **Annual alumnae workshops** in each country of operation.
- Alumnae have created their **own regional and zonal SLDI alumnae associations.**

Mentorship

- **Preparation to mentor** during leadership workshops.
- Sisters are asked to **mentor at least 3 other sisters after program completion**, many go on to mentor far more than the required 3 sisters.

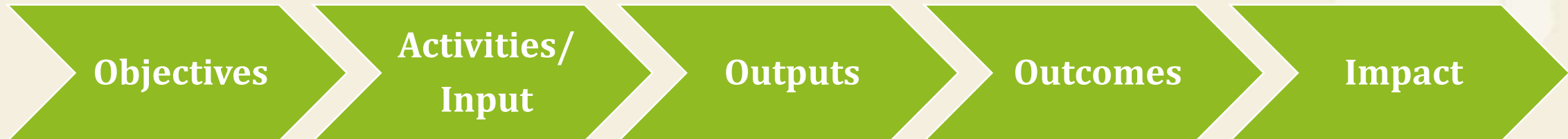
Alumnae Achievements

- **Annual alumnae surveys**
- **Conduct site visits with alumnae**, when possible
- **Assess alumnae's various achievements**

The program also reaches out to the sisters' Superior Generals, who often make decisions about sisters' lives and what jobs the sisters will have. ASEC wants to expand their leadership capacity and decision-making abilities.

Evaluation Model

The SLDI program utilizes a logic model approach, based on the Phase IV objectives. The program also uses a Mixed Methods approach to evaluation, integrating quantitative and qualitative data.



Evaluation Methods	Who Completes it?	Feeds Into Which Evaluation Objective?
General Registration Form	SLDI Workshop Participants, at beginning of each workshop	1
Pre-and Post-Skill Assessment Surveys (Self-report & Instructor assessment*)	SLDI Workshop Participants, at beginning & end of each workshop SLDI Workshop Instructors, at end of each workshop	1
Pre-and Post-Leadership Core Competency Surveys (Self-report) Years 2 & 3 Only	SLDI Workshop Participants, at beginning and end of leadership workshops (Start of Year 2 & End of Year 3)	1
Workshop Feedback Surveys	SLDI Workshop Participants, Instructors and ASEC Directors & Coordinators, at the end of each workshop	1
Alumnae Surveys	SLDI Alumnae	2-5
Mentee Surveys (collect data every other year)	Mentees of SLDI Alumnae	2-5
Site Visits	SLDI Stakeholders (Board, Funders, Staff, Former Instructors, Researchers)	1-5
Superior Surveys (2014 & 2016)	Superiors of congregations participating in SLDI	5

**Instructor Assessments were implemented for first time in the 2016 evaluation*

What's New in 2016?

Instructor Assessment Evaluation Forms

- In response to only using sisters' self-reports in assessing skill attainment, this measure was developed
- Based on items used in sisters' self-assessments (drawn from curriculum), same rating scale
- Instructors rate sisters on their skill attainment, and provide an overall rating as well

Use of Online Survey Forms

- In 2016, the majority of evaluation forms were completed online via Survey Monkey.
- Only three forms were completed on paper:
 - Basic Technology General Registration form
 - Basic Technology Pre-Skills Assessment form
 - Instructor Assessment form
- Despite internet connectivity issues, ASEC staff were able to guide sisters in completing the forms, a successful outcome in itself.
- PowerVista Database in progress: centralized data collection & management

SLDI Consultancy Project

- First year implementing this pilot project
- Part-time consultant hired in each country of operation to assist alumnae with grant-writing and other projects.
- Created out of need expressed in 2016 Alumnae surveys

United Nation's Sustainable Development Goals (SDGs)



Objective 1:
Increase the leadership and technology competencies of the participants

*Sisters in a Basic
Technology
workshop in
Uganda*



Objective 1: All Outputs & Outcomes Met*

Expected Outputs & Outcomes

- **582** participants from **10 countries**
- **1-2** workshops per country
- ***60 participants from each country** except South Sudan (30) & Lesotho (12)

- 90% of the workshop groups will increase technology skills

- 80% of workshop groups will receive an overall mean score of 7 or higher on Instructor Assessment

Actual Outputs & Outcomes

- ✓ **624 unique participants in 10 countries** were served through **23** Basic Technology Track workshops and **5** Web Design Track workshops.
- **All countries except 2** met their expected number of attendees.
- ✓ **100% of reporting Basic Technology and Web Design workshop groups** increased technology skills
- ✓ **92.9% of reporting Basic Technology track workshop groups and 100% of reporting Web Design track workshop groups** who reported outcomes received an overall mean score of 7 or higher on Instructor Assessment evaluations.

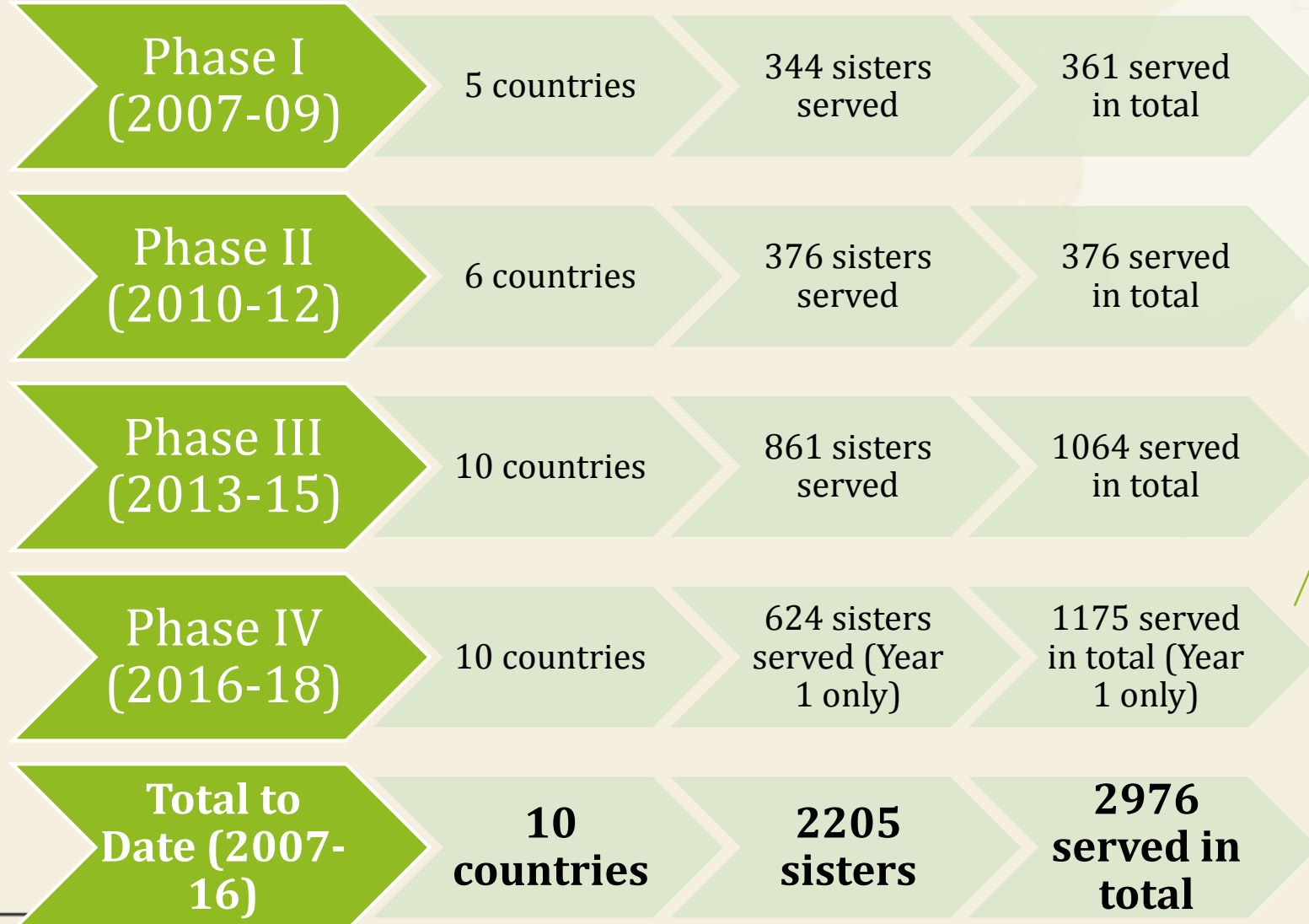
*Although two countries missed their expected attendance numbers (59/60 in Cameroon, 24/30 in South Sudan) 129 additional sisters were added in workshops in other countries

SLDI Technology Workshop Attendees, by Country

Country	Number of Basic Technology Workshops	Number of Basic Technology Participants	Number Previously Attending SLDI	Number of Web Design Workshops	Number of Web Design Participants	Number Previously Attending SLDI	Total Number of Participants
Cameroon	2	39	2	1	20	1	59
Ghana	3	60	1	-	-	-	60
Kenya	2	53	3	1	26	3	79
Lesotho	1	24	0	-	-	-	24
Malawi	2	43	0	1	22	0	65
Nigeria	2	60	0	1	33	2	93
South Sudan	2	24	0	-	-	-	24
Tanzania	4	101	0	-	-	-	101
Uganda	3	78	1	-	-	-	78
Zambia	2	40	3	1	21	4	61
Totals	23	522	10	5	122	10	644

Please note, the unique number of participants was 624 sisters.

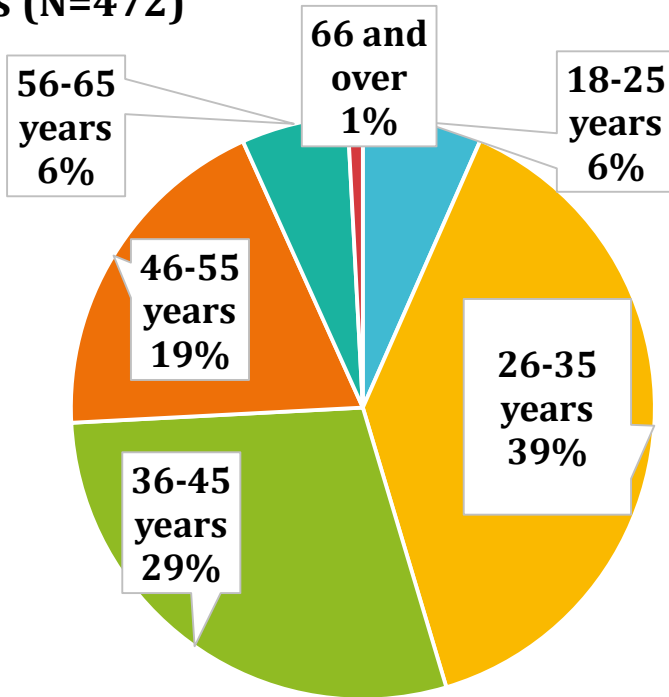
Growth of SLDI (2007 to 2016)



Includes 551 Superiors served through Superiors workshops

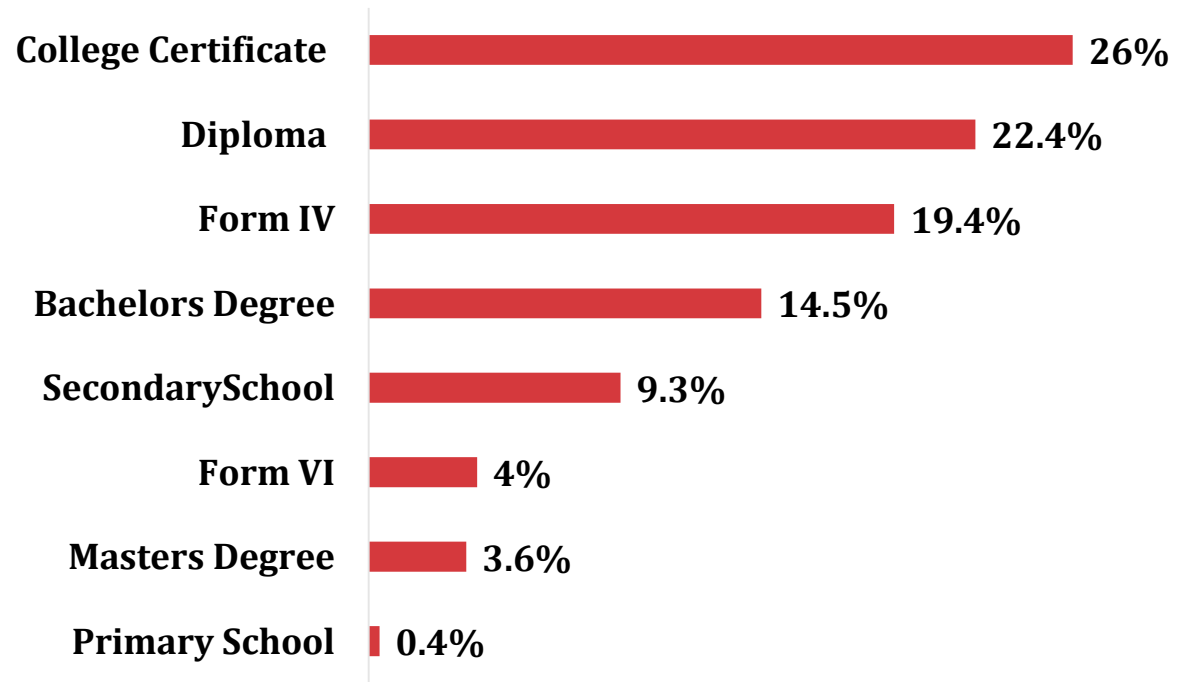
Basic Technology Participant Demographics

Basic Technology Track Participants: Age Ranges (N=472)



Most participants (68%) fall into the **26-35 or 36-45** year old age groups.

Basic Technology Participant Education Levels (N=496)

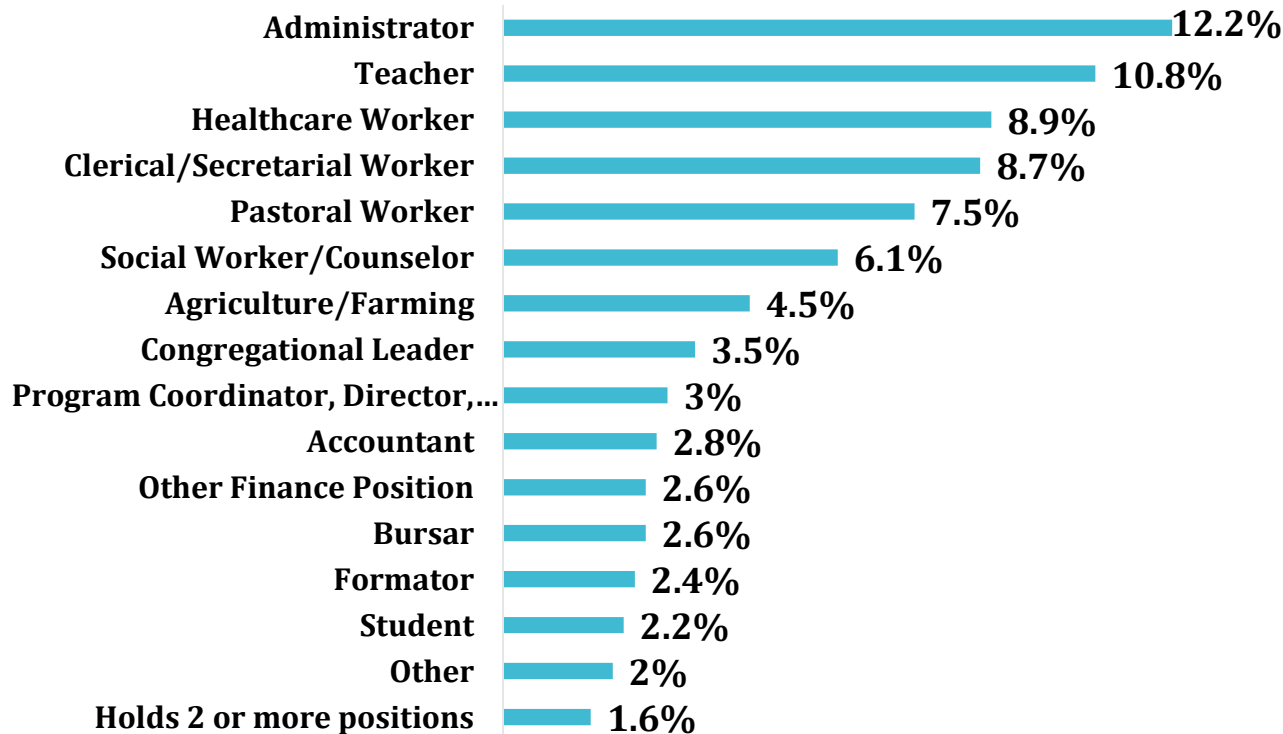


Most participants (67.8%) have a **College Certificate, Diploma or completed Form IV.**

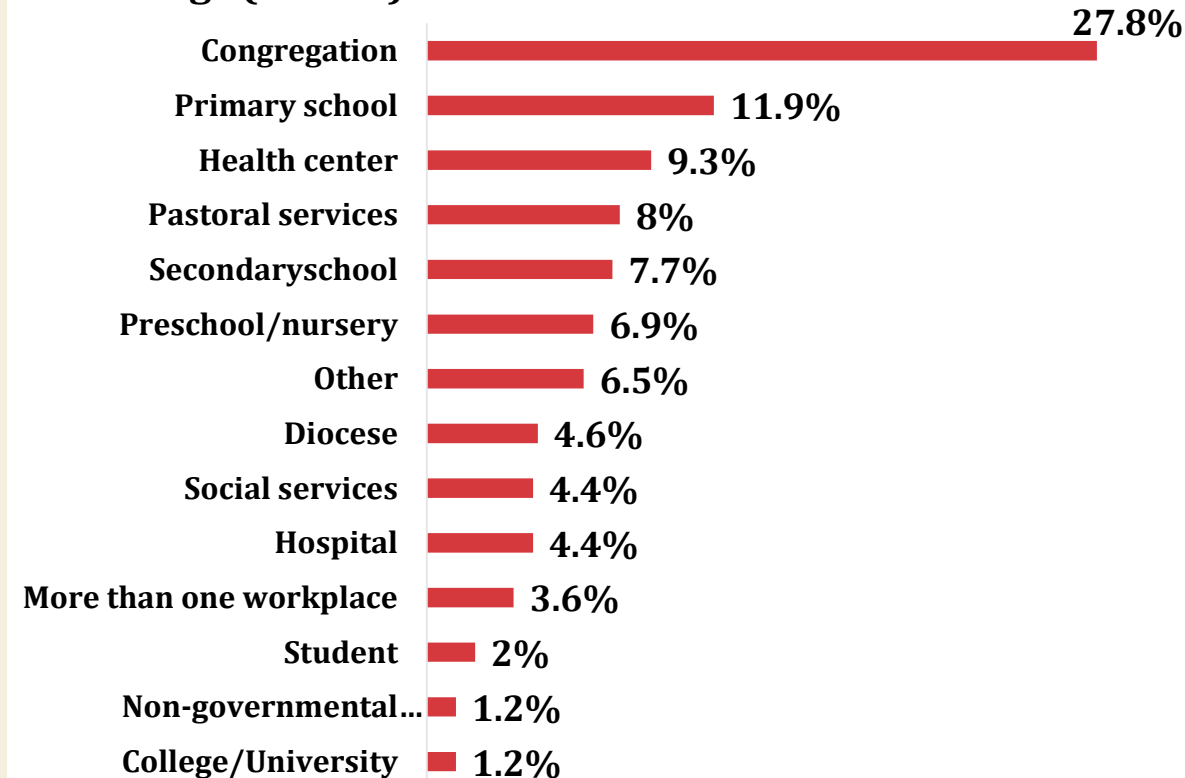
Basic Technology Participant Demographics

The most common positions are **Administrators, Teachers and Healthcare workers.**
The most common workplaces are **Congregations, Primary Schools, and Health centers.**

What Types of Positions Do Basic Technology Participants Hold? (N=492)



Where are Basic Technology Participants Working? (N=496)



Basic Technology Participant Demographics

Computer & Internet Access:

Less than half of the participants had access to computers at work, home or in an internet café, and less than 30% had internet access in any of the above mentioned places.

Language:

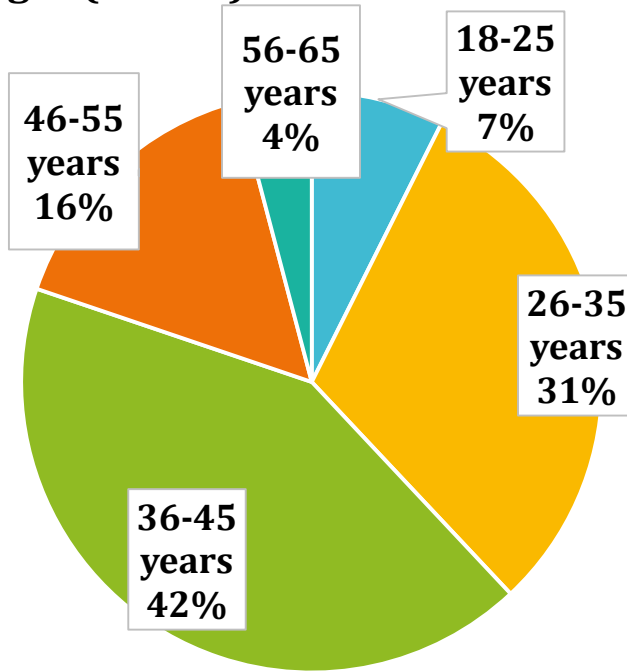
Most participants (around 65%) speak and write English as their primary language, but just over 25% speak and write in their Native language, primarily.



A sister demonstrating her Powerpoint skills at a Basic Tech workshop in Kenya²¹

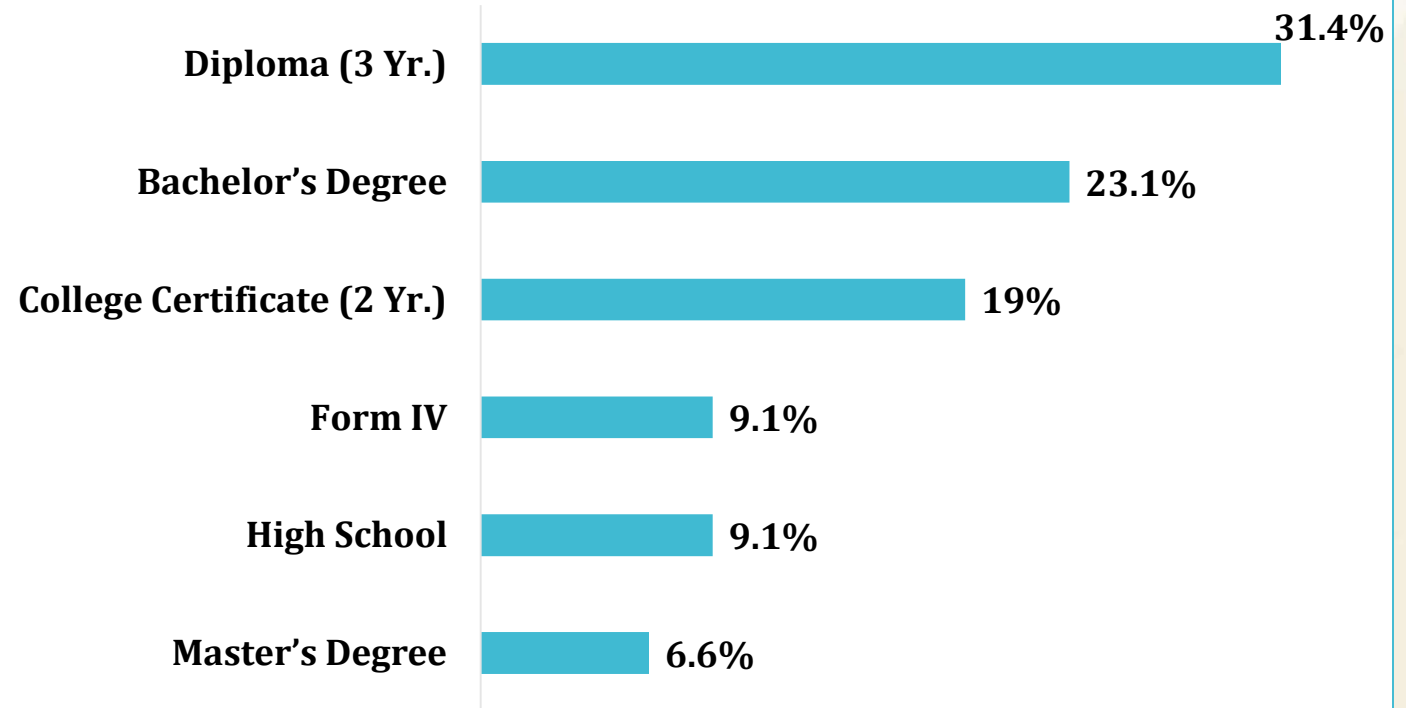
Web Design Participant Demographics

Web Design Track Participants:
Age Ranges (N=121)



Most participants (73%) fall into the **26-35 or 36-45** year old age groups

Web Design Participant Education Levels (N=121)

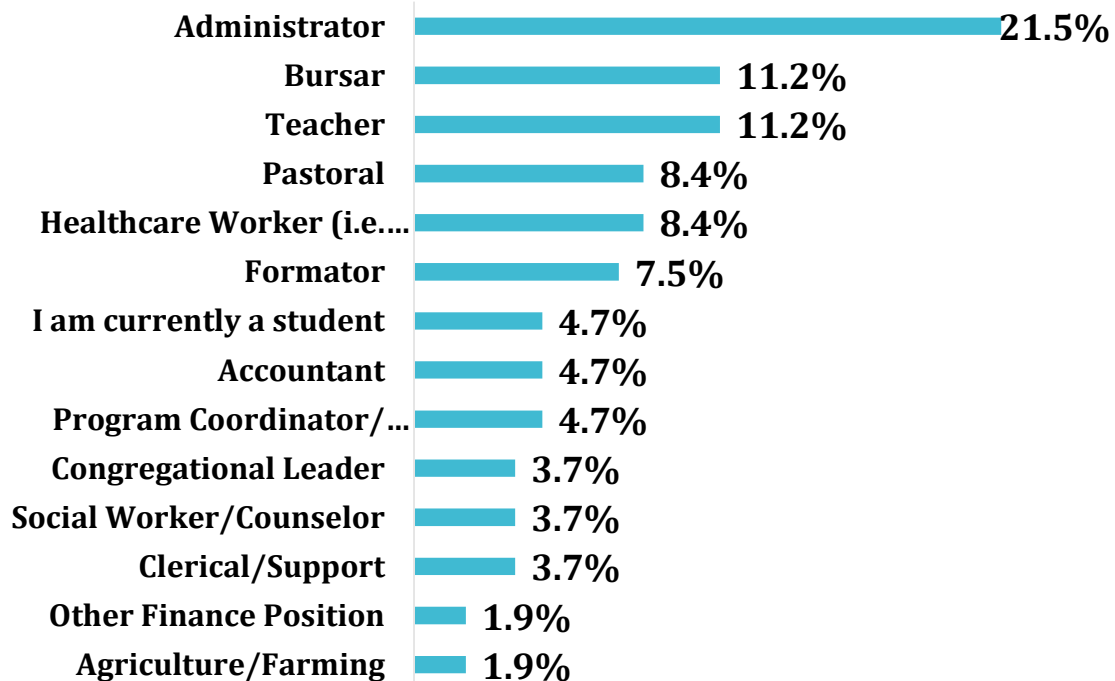


More than half the participants (54.5%) have a **Diploma or Bachelor's degree.**

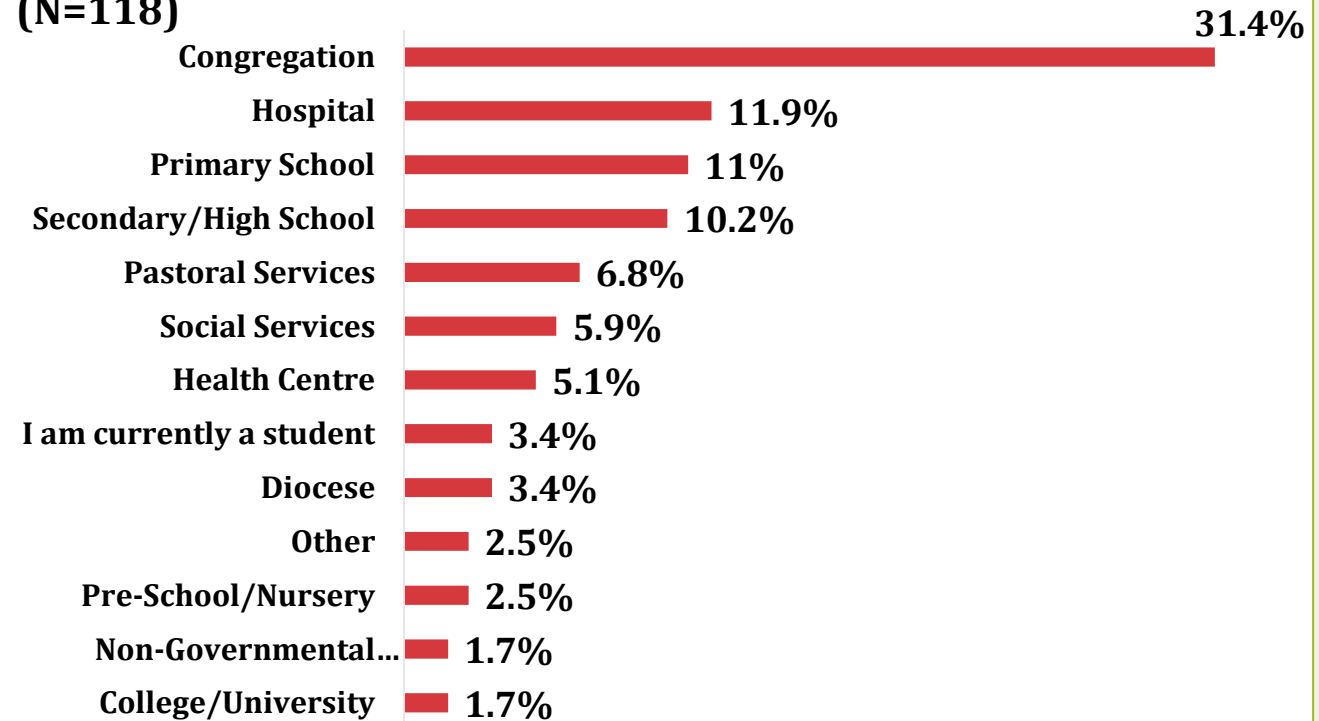
Web Design Participant Demographics

The most common positions are **Administrators, Bursars, and Teachers**.
The most common workplaces are **Congregations, Hospitals, and Primary Schools**.

What Types of Positions Do Web Design Participants Hold? (N=107)



Where are Web Design Participants Working? (N=118)



Web Design Participant Demographics

Computer & Internet Access:

Over 85% of participants have computer access at work and home, and over 80% have internet access at work and home.

Language:

Over 93% of participants primarily speak and write in English.



Sisters assist each other in a Web Design workshop in Cameroon.

Basic Technology Participant Skill Assessment Mean Scores

Country	Workshop Number	N	Pre Mean	Pre SD	Post Mean	Post SD	Sig. Level
Zambia	1	20	2.1506	.60657	3.8222	.21397	.000
Malawi	2	20	1.4983	.51364	3.6421	.39695	.000
Uganda	3	26	1.4588	.53440	3.7344	.19810	.000
Kenya	4	25	1.2889	.34354	3.9362	.09621	.000
South Sudan	5	13	--	--	--	--	--
Tanzania	6	25	1.2961	.43243	3.7743	.26196	.000
Zambia	7	18	1.8941	.63487	3.7924	.23104	.000
Nigeria	8	30	1.5812	.57421	3.6737	.35499	.000
Tanzania	9	25	1.2350	.33588	3.9815	.03938	.000
Uganda	10	25	1.2149	.32269	3.7863	.29473	.000
Kenya	11	28	1.6203	.58170	3.6656	.28724	.000
Ghana	12	19	1.7241	.53541	3.6486	.43046	.000
Malawi	13	22	1.7319	.71258	3.7605	.34931	.000
Nigeria	14	28	1.5644	.46438	3.7277	.22846	.000
Tanzania*	15	26	--	--	3.9362	.10187	--
Cameroon	16	16	1.5561	.35787	3.6752	.26780	.000
Ghana	17	18	1.4123	.44449	3.5420	.36024	.000
Ghana	18	22	1.3777	.40978	3.6765	.22517	.000
Uganda	19	26	1.4576	.68375	3.8253	.17263	.000
Cameroon	20	19	1.7484	.54544	3.7091	.21091	.000
Tanzania	21	25	1.3392	.59684	3.7067	.25219	.000
Lesotho	27	24	1.5036	.50610	3.4916	.31438	.000
South Sudan	28	9	1.6383	.60754	3.4026	.44255	.000

100% of workshop groups with complete data had statistically significant increases ($p \leq .001$) in post mean scores.

Sample Item:
“In Microsoft Word I am able to create a document.”
 Rate level of agreement on scale of 1-Not at All to 4-Independently

Web Design Participant Skill Assessment Mean Scores

Country	Workshop Number	N	Pre Mean	Pre SD	Post Mean	Post SD	Sig. Level
Kenya	22	25	1.44	.381	3.53	.345	.000
Nigeria	23	31	1.82	.824	3.27	.446	.000
Cameroon	24	19	1.59	.265	3.41	.403	.000
Zambia	25	17	2.39	.874	3.73	.177	.000
Malawi	26	15	2.40	.891	3.44	.415	.001

100% of workshop groups showed statistically significant increases ($p \leq .001$) in post mean scores.

Sample item: *"I am able to use Wordpress to create a website."*
Rate level of agreement on scale of 1-Not at All to 4-Independently

Basic Technology Track: Self-Report & Instructor Skill Assessment Mean Scores

Instructor Assessment Overall Mean Score: 8.07 (on 1 to 10 scale) for 14 workshops

Mean Score Comparisons (Self-Assessment and Instructor Assessment):

-Independent t-tests were used to compare mean scores of each item.

-Of the 27 overlapping items in the Basic Technology Self-Assessment and Instructor Assessment, 15 items showed statistically significant differences in the mean scores.

-On 12 of those 15 items, sisters' self-assessment mean scores were higher than the Instructors' mean scores.

Sample Item:

"In Microsoft Word I am/she is able to create a document."

Sisters and Instructors rate level of agreement on scale of 1-Not at All to 4-Independently

Web Design Track: Self-Report & Instructor Skill Assessment Mean Scores

Instructor Assessment Overall Mean Score: 7.93 (on 1 to 10 scale) for 3 workshops

Mean Score Comparisons (Self-Assessment and Instructor Assessment):

- Independent t-tests were used to compare mean scores of each item.
- Of the 12 overlapping items in the Web Design Self-Assessment and Instructor Assessment, 5 items showed statistically significant differences in the mean scores.
- On 3 of those items, Instructors' mean scores were higher than the sisters' self assessment mean scores.

Sample Item:

"I am/Sister is able to use Wordpress to create a website."

Sisters and Instructors rate level of agreement on scale of 1-Not at All to 4-Independently

Basic Technology Track: Post-Workshop Qualitative Data

What are New Ways You Will Use Technology After the Workshop?

Emergent Theme	Number/ Percentage (N=472)
Use Microsoft Excel	235 (50%)
Use Knowledge & Skills to Enhance their Ministries	235 (50%)
Use Microsoft Powerpoint	210 (44%)
Use Microsoft Publisher	167 (35%)
Use Microsoft Word	155 (33%)
Use for Financial Management/Accounts	141 (30%)
To Improve Communication	133 (28%)
Use Knowledge & Skills to Enhance their Congregations	104 (22%)

“My ministry involves accounting so I was delighted to learn how to use Microsoft Excel. This will **make my work easier in this area**. Publisher will help me in creating invitation card, booklets and brochures for any event. Sourcing information from the internet will widen the horizon of my knowledge.”

“I’m going to use computer technology in my area of work for computing school accounts, keeping financial records safe. I will be able also to make school brochures, calendars and creatively use power point to present my subject to the pupils which is based on moral values. I will also **save a lot in terms of spending** since I have learned how to use media for communication without spending much especially google drive in email. Above all, am going create time and room for other sisters to learn for I will be able to **share some of the knowledge that I have learned here.**”

Web Design Track: Post-Workshop Qualitative Data

Do You Have Plans to Create and/or Manage Websites at the Conclusion of the Workshop?

Plans for Future Web Design/Management	Number/ Percentage (N=122)
Plan to Create Website for Congregation	82 (67.2%)
Plan to Manage a Website for Congregation	80 (65.6%)
Plan to Create Website for Place of Work/Ministry	62 (50.8%)
Plan to Manage Website for Place of Work/Ministry	50 (41%)
Plan to Create Website for Other Organization	26 (21.3%)

“Ethiopia is a new mission for the Sisters of St. Louis. I want to be able to share information, ideas through creating website.”

“Handmaids Girls College--This website will serve as a means of communication between the students, workers, parents of this College as well as many people outside this vicinity.”

Basic Technology Track: Successes

Leadership Skills: 99.6% (N=489) of the sisters felt the workshop improved their leadership skills. Two sisters said the workshop did not impact this area, because they felt the curriculum was not focused on leadership development.

Success Story from a Ghana:
Sr. Patricia Akoto, FST, pictured at right in orange, was voted best overall presenter by her peers.

Next to her is ASEC Country Director in Ghana, Sr. Francisca Damoah, who reported that all the participants demonstrated competence and creativity in their Powerpoint presentations.



Web Design Track: Successes

Leadership Skills: 98.2% (N=113) felt the workshop improved their leadership skills. Two sisters said the workshop did not impact their leadership skills.

Success Story: Sr. Gwendolyn Mfunne, LSSF, Executive Director of the Kwenuha Women Organization in Zambia. Sr. Gwendolyn's website says of the association:

“Kwenuha Women Association was established in September 1999, to **mitigate sex work, HIV and AIDS and poverty in Livingstone and the surrounding areas.**”

Visit her site at:

<https://hanukwa.wordpress.com/>

“The website will be for Little Sisters of St. Francis and Kwenuha Women Organization and the purpose [is] to sell both my congregation and the Organization to the public for them to know what we are doing.”



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



*A sister facilitating
a session for SLDI
alumnae in Nigeria*

Objective 2: All Outputs & Outcomes Met, Except One

Expected Outputs & Outcomes

- **3-day** alumnae trainings provided in **8 countries**
- **30%** of Phase I, II and III participants will attend alumnae workshops
- **70%** of alumnae will report use of laptops daily in their ministries or other work
- **80%** of alumnae will report that their laptop has made a significant impact on their work/ministry

Actual Outputs & Outcomes

- ✓ **Nine (9) 3-day** workshops were held in **9 of ASEC's countries** of operation
- **25.7%** of all SLDI alumnae attended the workshops
- ✓ **76%** (N=345) reported using their laptops on a daily basis.
- ✓ **85.4%** of alumnae (N=349) said their laptop has a significant impact on their ministry/work.

Alumnae Workshops: What's New This Year

- In 2017, an alumnae workshop was held for the **first time in South Sudan** and alumnae reported funded projects for the first time.
- In 2017, **HESA Alumnae were invited** to attend alumnae workshops for the first time, as there are now HESA graduates.
- In 2017, **new alumnae survey items were added** to better assess how laptops are used, and how alumnae are contributing to the United Nations' Sustainable Development Goals (SDGs). Also, survey items were edited to encompass both SLDI & HESA alumnae, where possible.

Alumnae Workshops

Each year in January SLDI alumnae come together to reconnect with one another, continue the ongoing process of professional development, build on their foundation of skills, and discuss emerging and important issues.

In this phase, workshops centered on:

- **United Nation’s Sustainable Development Goals (UN SDGs)**
- **African women religious as agents of change**
- **Environmental conservation**
- **Conflict resolution**
- **Grant-writing**
- **Administration of temporal goods**
- **Succession planning,**
- **Financial management**
- **Challenges facing African women religious**
- **And more**

	2015 Alumnae Workshops	2016 Alumnae Workshops	2017 Alumnae Workshops	Totals: Unique Participants
SLDI Alumnae Attendance	276	453	407	1136
Mentee Attendance	133	147	9	289
HESA Alumnae Attendance	N/A	N/A	9*	9*
Total Attendance	409	600	425	1434

*There were a total of 45 HESA alumnae in attendance, 36 of whom are also SLDI alumnae and were counted in the SLDI attendance numbers. 9 HESA Alumnae are not SLDI alumnae.

Alumnae Use of Laptops

- **Is your laptop working?** 92.5% of alumnae (N=358) said Yes
 - ↳ 27% (N=350) reported difficulties in using their laptops.
- **How Often Do You Use Your Laptop?** 76% (N=345) said Daily
- **Laptop has Significant Impact on Ministry?** 85.4% of alumnae (N=349) said Yes

How Do You Use Your Laptop?	Percentage Who Use Laptop for This Purpose
Communication	80.6% (N=345)
Write Reports	76.4% (N=352)
Keep Financial Records	64.7% (N=337)
Share Laptop with Others	62.4% (N=322)
Grant-Writing	53.5% (N=325)
Create and Deliver Presentations	53.4% (N=328)
Collect, Manage and/or Analyze Data	38.8% (N=317)

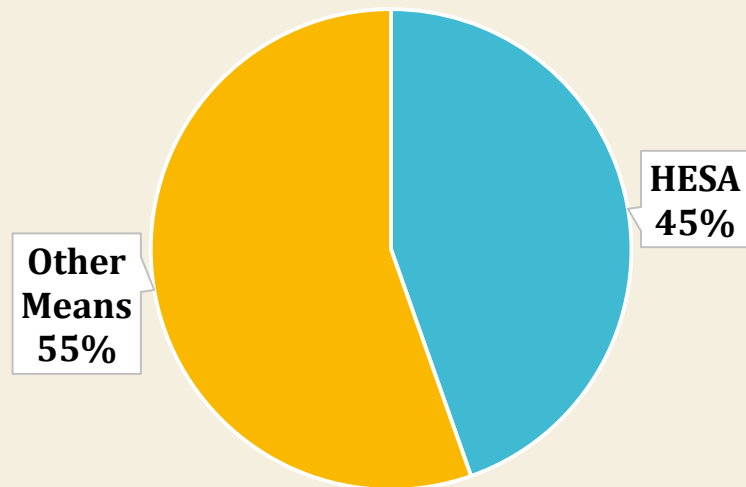
Sisters also received textbooks for use after the program, which they can share with fellow sisters and mentees.

Alumnae Continuing Education

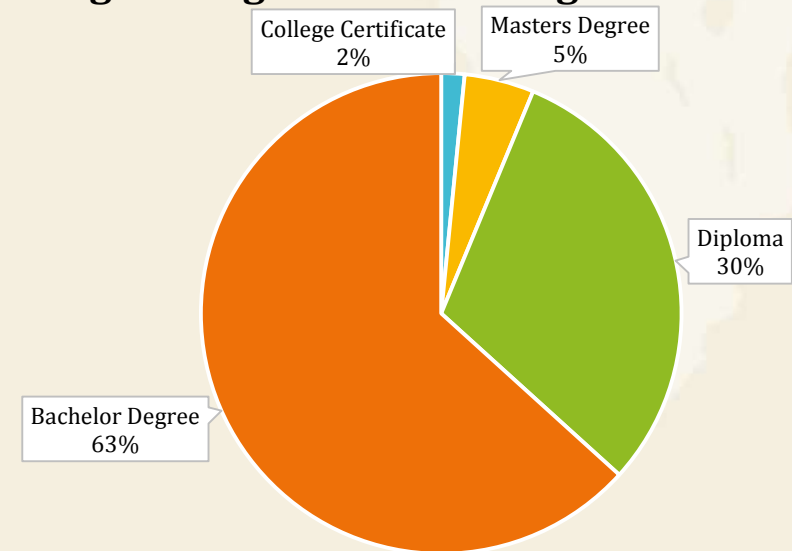
In the 2017 alumnae survey 29.7% (N=340) of alumnae furthering their education after SLDI

Of the total 128 SLDI alumnae who have gone to participate in HESA, 29 graduated and 99 are still studying.

How Are SLDI Alumnae Continuing Their Education? (2017 Reporting, N=101)

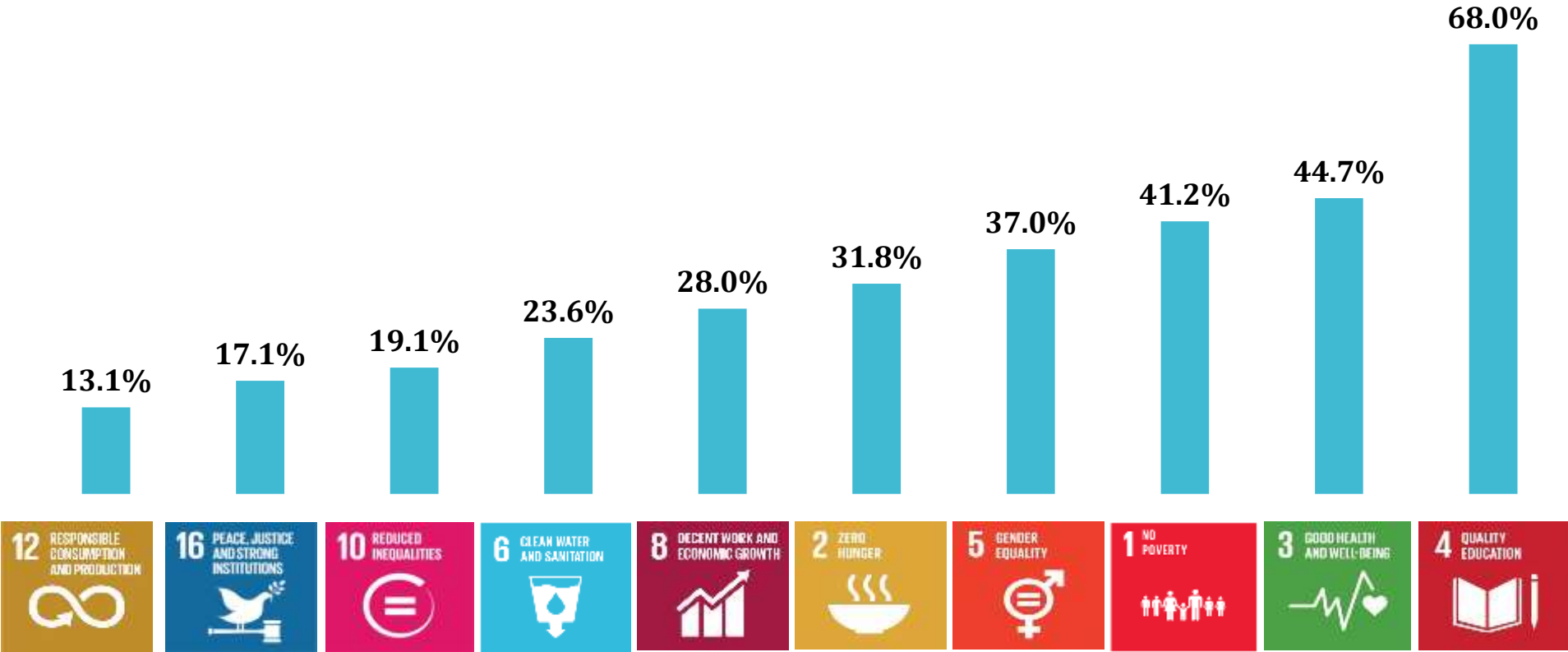


What Level of Education are SLDI Alumnae Pursuing Through the HESA Program?



Alumnae Contributions to the SDGs

How are SLDI Alumnae Contributing to the Sustainable Development Goals through their Ministries? (N=382)



89.3% of alumnae contribute to more than one goal in their ministry.

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

Sr. Mary, an SLDI mentee working in Kenya, spoke with ASEC staff about her mentoring experience



Objective 3: All Outcomes Met

Expected Outputs & Outcomes

- **85%** of alumnae will continue mentoring others
- Other mentorship related outcomes will be measured in 2017-18

Actual Outputs & Outcomes

- ✓ **90.3% (N=351) of SLDI alumnae started mentoring.** Of the 351 sisters who began mentoring, 310 are SLDI alumnae (88.3%), 7 are alumnae of SLDI & HESA (2%), and 4 are HESA alumnae (1.1%).

Mentorship

Sisters are **expected to mentor at least 3 other sisters** upon completion of the SLDI program. They receive training in mentorship and create mentoring plans.

In 2017, 90.3% of SLDI alumnae reported that they have started mentoring since completing the program. And they are **not limiting themselves to the minimum 3 sisters as mentees.**

They are mentoring sisters within and outside their congregations, colleagues, supervisees, and other lay people to pass on their newly acquired skills and knowledge.

Mentorship

How Mentoring Took Place	Number of People Mentored (2017 Reporting)
Mentored Individually	1,843
Mentored in Groups	6,654
Mentored through Trainings	11,024
Total Number Mentored	20,754



80% of alumnae mentored others individually



57% of alumnae mentored others in groups



27% of alumnae mentored others through trainings

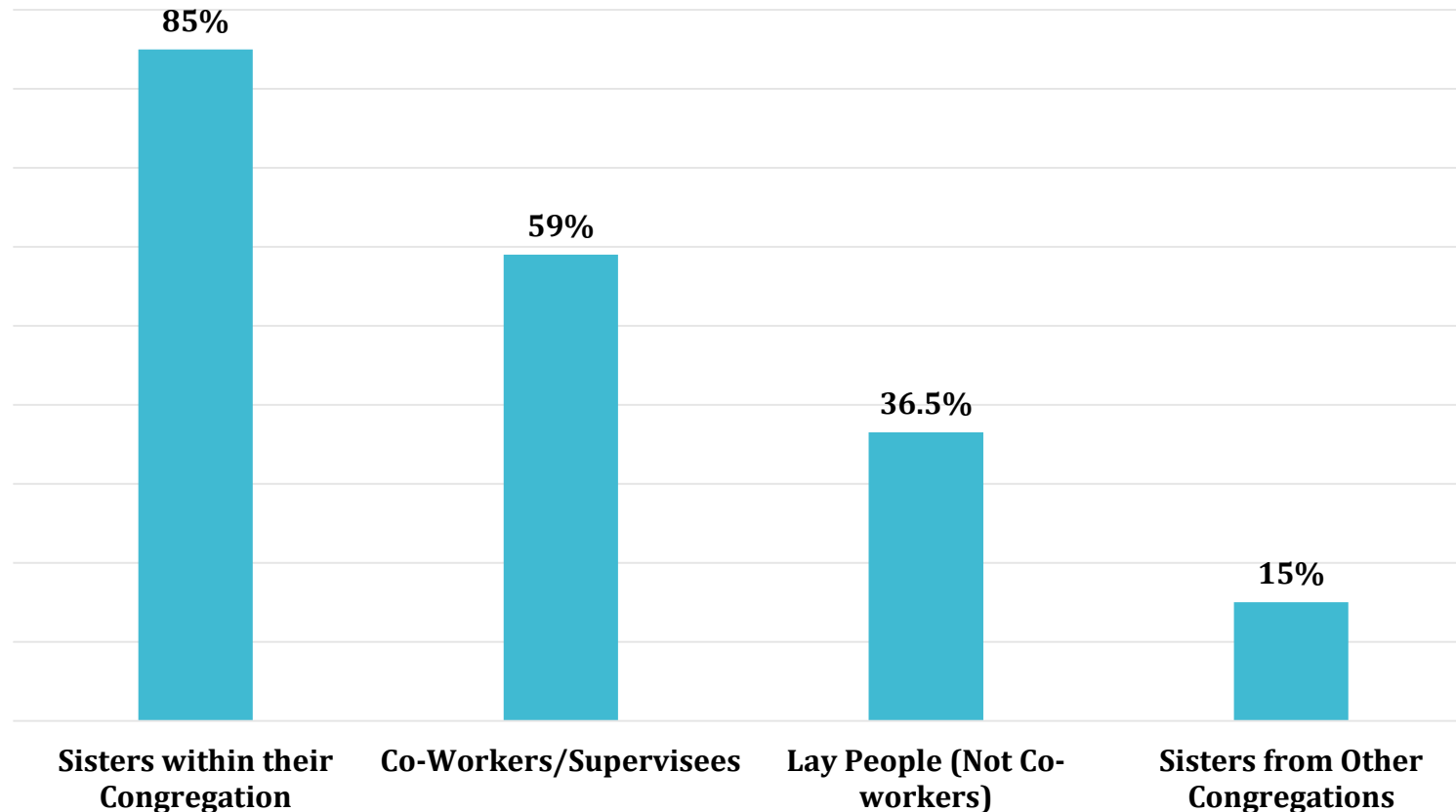
Most Frequently Mentored Topics are:

- **Time Management** (72.8% in individual sessions and 58.6% in group or training sessions)
- **Communication** (66.6% in individual sessions and 55.9% in group or training sessions)
- **Teambuilding** (62.6% in individual sessions, 55.9% in group or training sessions).

Mentorship

Who are Sisters Mentoring? (N=351)

Ripple Effect of Mentoring Goes Beyond Fellow Sisters



Mentorship Received by Current SLDI Participants:
2016 Basic Technology track: 99 sisters (20.2%, N=490) report being mentored by an SLDI alumna

2016 Web Design track: 18 sisters (15.4%, N=117) report being mentored by an SLDI alumna

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

*Sr. Mercy Florence, SLDI Alumna,
met with ASEC staff for an interview
and tour of some of the projects she
works on in her ministry.*



Objective 4: All Outcomes Met

Expected Outputs & Outcomes

- **40%** of the alumnae will submit a grant for external funding or engage in other fundraising efforts. **35%** of the alumnae will be successful in obtaining funds through grants or other means
- **80%** of alumnae will report using leadership and program management skills in their ministries
- **80%** of alumnae will report using leadership & financial management skills in their ministries

Actual Outputs & Outcomes

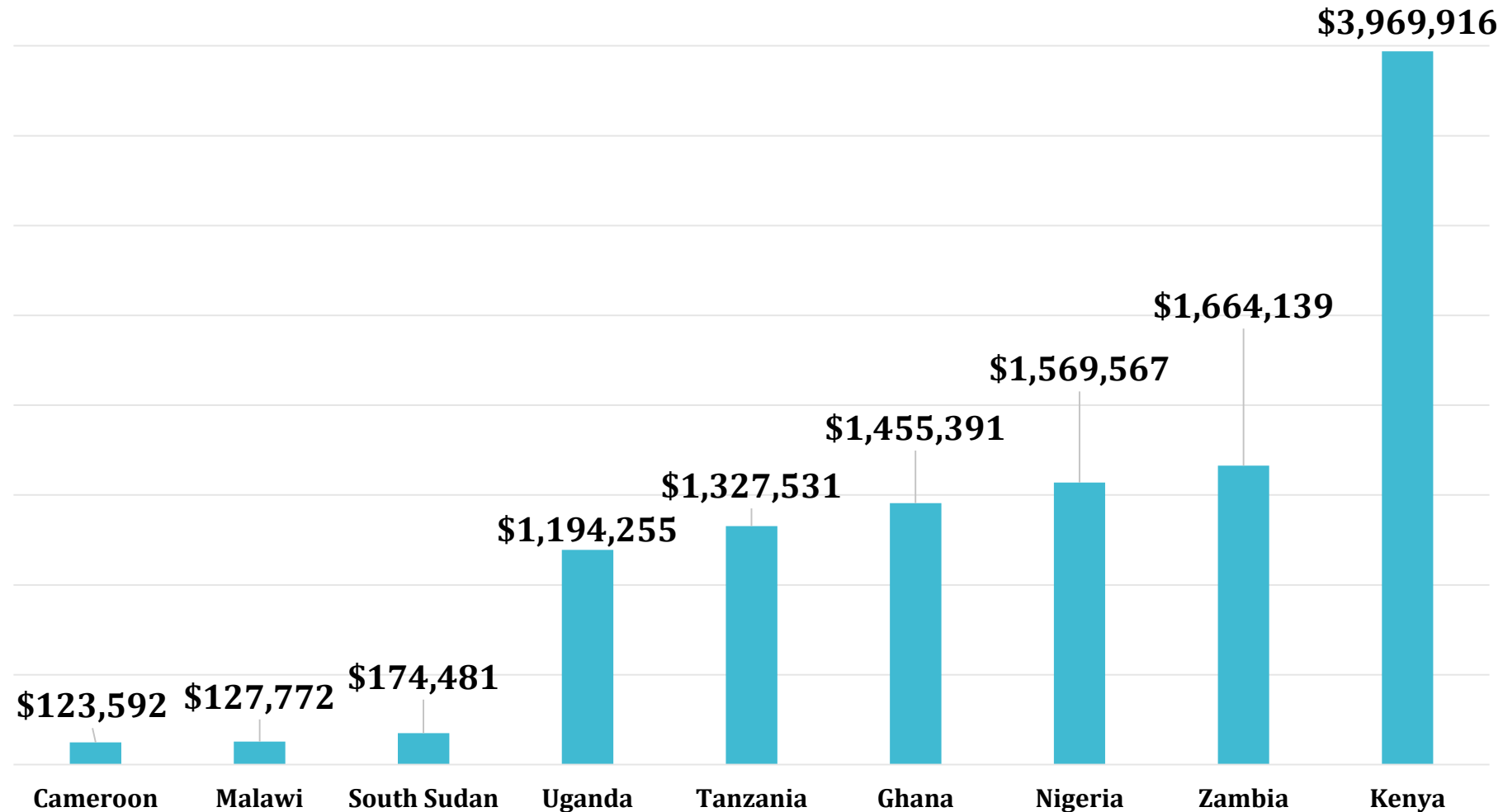
- ✓ **45.6%** of alumnae submitted grants after completing the SLDI program and **58%** of those who submitted grants were successful in obtaining funds.
- ✓ **96%** (N=165) of Administration track alumnae report using skills in their ministries and 95% report using their skills to benefit their congregations.
- ✓ **98%** (N=138) of Finance track alumnae report using skills in their ministries and 94% report using their skills to benefit their congregations.

SLDI Alumnae Funded Projects

Sisters are Securing Millions for Needed Projects throughout sub- Saharan Africa

SLDI alumnae and mentees have secured over **\$12.2 million dollars** in the past 5 years

Where is the Funding Going (2012-17)?
Kenya Has a Clear Lead, Followed by Zambia & Nigeria



IMPACT ON THE UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS (SDGs)

64.5%
OF SLDI PROJECTS
IMPACT MORE
THAN ONE UN SDG



Top Areas of Impact

Area of Impact (on Human/Social Development)	Funding Secured in 2017	Total Funding Secured 2012- 2017
Education	\$180,705	\$2,663,627
Infrastructure	\$768,940	\$2,406,860
Health	\$277,033	\$1,416,041
Agriculture, Food & Nutrition	\$256,921	\$1,167,359
Access to Clean Water & Sanitation	\$199,835	\$653,421
Income Generation & Skill Training	\$91,021	\$610,323
Women & Girls	\$16,414	\$526,245
Transportation	\$133,738	\$542,865
Social Work	\$34,764	\$510,069
Technology	\$30,903	\$303,399
Environmental Stewardship/Clean Energy	\$39,556	\$188,136
Equipment	\$56,580	\$147,107
Benefitting Sisters	\$30,472	\$30,472
Energy	N/A	\$12,195
Youth	\$5165	\$11,046
Unknown	\$14,900	\$1,027,350
Totals	2,136,947	\$12,216,515

**Through SLDI
alumnae projects
(2012-17):**

**1,999,023
individuals are
being served***



**2,949 jobs were
created****

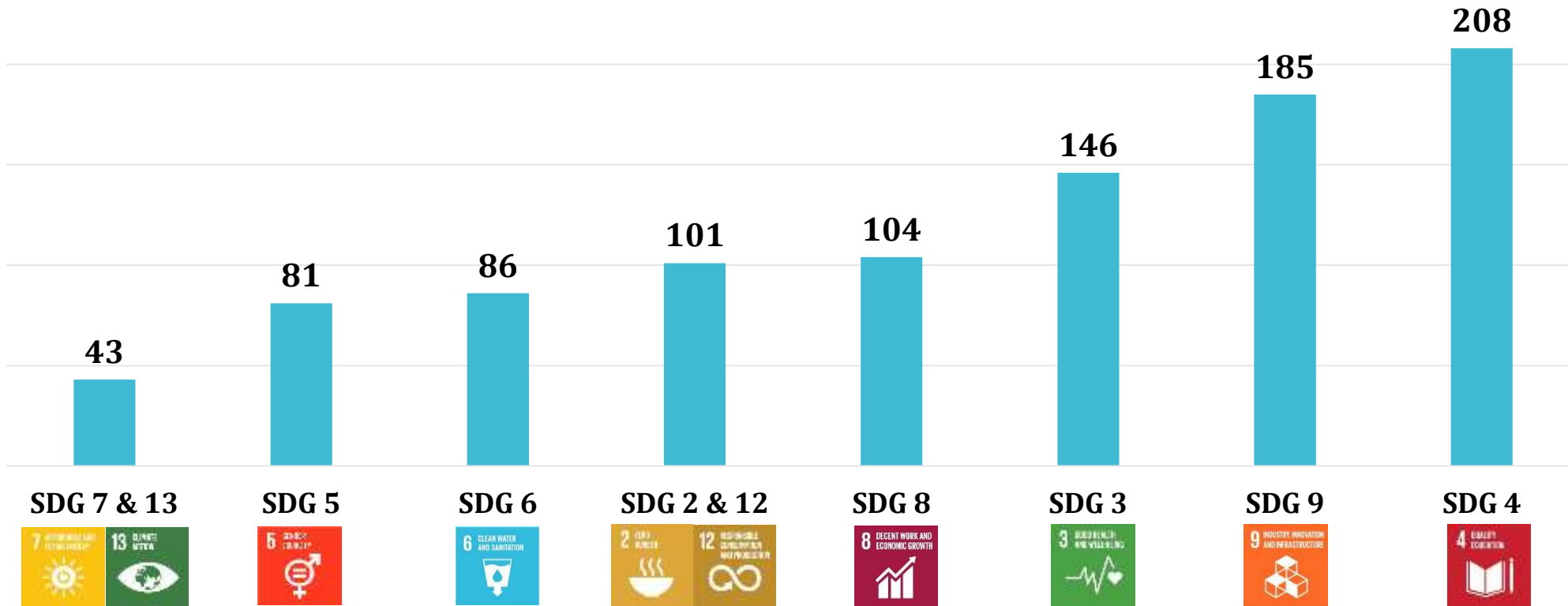


**26.1% of all
reported
alumnae
projects
provided the
number
served*

***23.1% of all
reported
alumnae
projects
provided the
number of
jobs created*

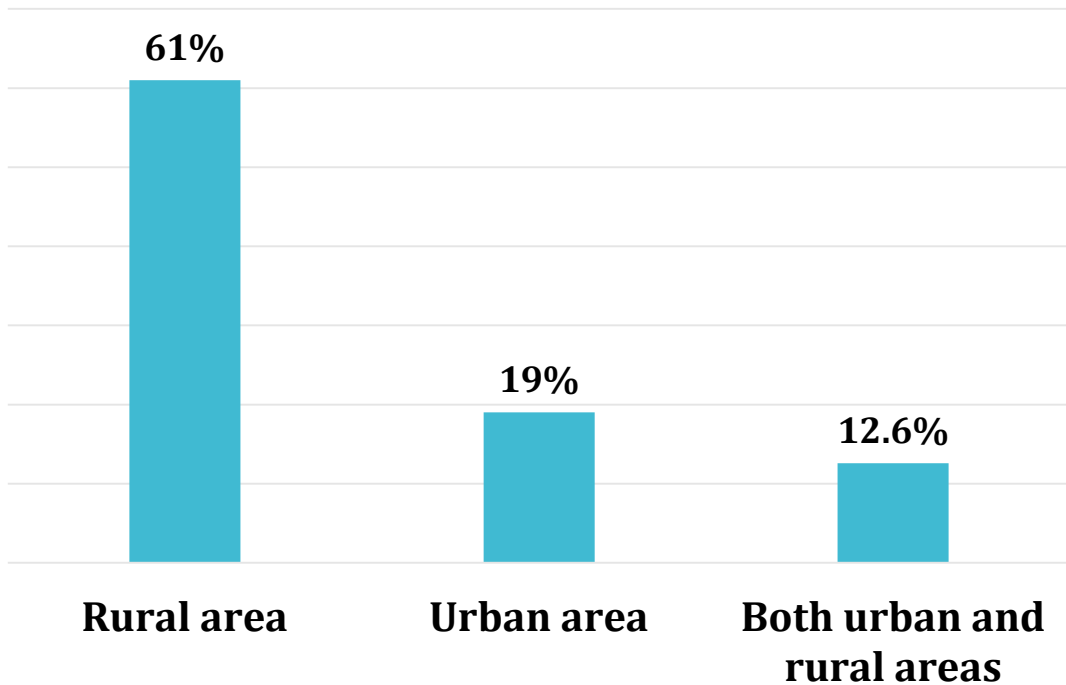
Impact on SDGs, by Number of Projects

Which Sustainable Development Goals are Alumnae Impacting through their Funded Projects, from 2012-17?
Education and Infrastructure are Key Areas Over the Past Five Years



Alumnae Projects: Region Served & Technology Usage

What Types of Regions are Sisters Serving through Funded Projects?



Note: 20% of projects reported responses



About **81%** of alumnae projects involve the use of some form of **technology**

Note: 18% of projects reported responses

SLDI Pilot Project: Consultancy for Alumnae

Month/Year	Consultant	Number of Sisters Served	Countries Served	Number of Projects Reviewed
August 2016	EMD	2	Uganda	4
September 2016	Cecilia Zimba	3	Zambia	3
September 2016	EMD	3	Uganda	5
September 2016	WEMA	6	Tanzania	7
October 2016	EMD	5	Uganda, South Sudan	6
October 2016	WEMA	4	Tanzania	4
November 2016	EMD	5	Uganda	5
November 2016	WEMA	4	Tanzania	4
December 2016	EMD	4	Uganda	4
December 2016	WEMA	2	Tanzania	2
January 2017	EMD	3	Uganda	4
January 2017	WEMA	7	Tanzania	9
Totals	3 consultants	48 sisters	4 countries	57 projects

- Reviewed projects include:
- Grant proposals
 - Business plans
 - Policy & finance manuals
 - A strategic plan
 - An exit strategy
 - A constitution

Additional SLDI Alumnae Achievements

Alumnae Achievements

Alumnae Leadership Achievement	Percentage of Alumnae Reporting Achievement (2017)
Positively Changed Self-Perception	96.8% (N=339)
Effectively Use Skills to Benefit Ministry	96.4% (N=336)
Engaged in Collaboration to Benefit Ministries and/or Congregations	95.6% (N=360)
Positively Changed Personal and/or Professional Relationships	95% (N=339)
Asked to Participate in Other Leadership Activities	54% (N=347)
Received a Promotion	48.8% (N=326)
Implemented a Financial Plan	35.6% (N=331)
Implemented a Strategic Plan	35.5% (N=335)
Received an Increase in Salary	33% (N=306)
Supervise Employees for the First Time	23% (N=258)

“Being a principal of a vocational institute, I effectively use and exercise the knowledge and skills to benefit my ministry in that I do resource mobilization in a way of fundraising, applying managerial and leadership skills to ensure better service delivery in my ministry, and many others such as motivating others.”

“The sisters respect me and they come for consultation. There is networking with other lay people who are experts in the field of project planning and management. I expose myself to new ideas for better working relationships with different personalities.”

Alumnae Achievements: Grant-Writing & Resource Mobilization

“After completing SLDI I was appointed to a committee that oversees the projects and proposals. ...As part of the process, the proposals come to the committee members for approval before we forward to the donor. I also assist in compiling project reports for the various reports because they are also forwarded to the team. Each year there is about 10-13 projects that we forward as a team...”

Survey Item	Percentage of Alumnae Reporting Achievement
Improved Ability to Write Grant Proposal	91.4% (N=315)
Improved Ability to Ensure Project Sustainability*	85.1% (N=275)
Improved Ability to Mobilize Local Resources*	84.2% (N=285)
Improved Ability to Fundraise	78% (N=288)
Experienced Obstacles in Grant-Writing	66% (N=294)
Contacted Someone for Assistance in Grant-Writing*	46.8% (N=308)
Act as a Resource Person on Grant-Writing*	40.5% (N=309)

*New items in 2017 survey

Alumnae Achievements: Grant-Writing & Resource Mobilization

About 66% of sisters reported experiencing obstacles in grant-writing. Specific obstacles were coded for themes and appear below:

Obstacles In Grant Writing (N=212)

1. Identifying donors and knowing their requirements/areas of interest (17)
2. Lack of time to write (15)
3. Lack of knowledge and skills in grant-writing (14)
4. Meeting donor needs (13)
5. Language barriers (12)

Alumnae Achievements: Use of Data

Survey Items (All new items in 2017 survey)	Percentage of Sisters Engaging in Data-related Tasks, <u>Pre</u> -SLDI Participation	Percentage of Sisters Engaging in Data-related Tasks, <u>Post</u> -SLDI Participation
Collect Data	46% (N=294)	80% (N=294)
Manage Data	38% (N=274)	80% (N=277)
Use computer software or programs to manage data	46.5% (N=284)	81.5% (N=293)
Analyze Data	31% (N=265)	76% (N=272)
Create Reports Using Data	36.8% (N=280)	80% (N=290)
Share data with stakeholders	30% (N=260)	72% (N=272)
Create a committee, office or any coordinated group who is responsible for collecting, managing, analyzing, and/or reporting data	16% (N=259)	51% (N=260)

Alumnae Achievements: Greatest Success

What was your Greatest Success after SLDI? (N=348)	What Helped You Achieve this Success? (N=300)
Use of Technology and/or Computer Skills (63)	Use of Skills or Resources from SLDI (147)
Use of Financial Management Skills (54)	Collaboration/Sharing with Others (43)
Writing Grant/Project Proposals (53)	Openness/Willingness to Learn (18)
Improved Confidence/Empowerment (41)	Feeling Confident/Empowered (16)
Improved Leadership Skills/Abilities (39)	Improved Financial Skills (11)

“Writing grants for the renovation of the community. The **knowledge I gained in SLDI was a key factor that enabled me to write for the grants.**”

“**Self confidence that enhance me to achieve my degree and being elected as Economy General of the congregation is a success.**”

Alumnae Achievements: Greatest Challenge

“ I could see clearly where things are not going right and make my contribution. I had to digress from the old way of doing my work. It was not easy; since there are [sic] ‘set way’ of doing already in place. I was daring enough to share my knowledge with my Superior (boss); even when it brings conflict.”

“The reference of translating knowledge of proper financial management to those who have not got the training. The challenge was handle through organization of workshop in financial capacity building.”

What was your Greatest Challenge after SLDI? (N=348)	What Helped You Overcome this Challenge, if you Overcame it? (N=257)
Writing Grant/Project Proposals (42)	Collaboration/Getting Help from Others (48)
Lack of Funds/Resources (42)	Persistence (29)
Resistance to Change-Self or Others (33)	Practicing/Using Skills from SLDI (24)
Lack of Time (24)	Time management (12)
Implementing Skills Learned in SLDI (18)	--

Success Story: Sr. Mary Faida, SHS



Basic Technology &
Administration track
graduate, 2015, South Sudan

“All the proposals I wrote was [sic] after the ASEC/SLDI training. I had no idea about the proposal writing or fund raising before. I'm really very grateful for the knowledge I have acquired.”

Successfully obtained funds and in-kind donations from 6 sources, which amounted to **\$72,913**

- **Received a vehicle** from Aid to the Church in Need, for use in her congregation
- Received \$16,000 from the Koch Foundation and Comboni Missionaries to **provide trauma-informed formation to sisters in South Sudan** who experienced the civil war. Received another \$5000 in donations to continue this program into the future.
- Received \$12,000 from various religious institutes to provide a sister with a kidney transplant. Unfortunately that sister passed before receiving the transplant but Sr. Mary successfully negotiated that those **funds be used for sick sisters in the future.**
- Received \$8700 from Catholic Relief Services South Sudan for repair of the congregation's **solar power system.**

Success Story: Sr. Consolata Aloo, FSSA



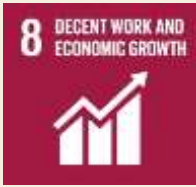
Finance track
graduate,
2009, Kenya

- **Since 2011, she has successfully obtained grant funds and/or donations from 9 sources**, including MissionZentrale der Franziskaner, Missio, Church in Need, Mensen Met een Missie, Serra International, the Catholic Scholarship Program, Hilton Fund for Sisters, Terre des Hommes, and anonymous donors which amounted to **over \$748,000**.
- **The funds raised addressed urgent needs** in: local hospitals, schools, orphanages, homes for individuals with disabilities, and also helped fund fellow sisters' education. She secured funds for education, infrastructure, health equipment, sanitation & clean water, nutrition & feeding programs, farming, dental care, and formation.
- In a report she submitted to ASEC, she reported **60 grants and donations since 2011**, and more before that time.



"Sr. Consolata on the extreme right in white [on a] visit to Canada to celebrate the closer of a 8-year successful Scholarship Programme of Lwak Girls"

Success Story: Sr. Consolata (continued)



Finance track
graduate,
2009, Kenya

Case Example of Skill Transfer:

“In January 2012 my **Superior asked me to be officially responsible for resource mobilization of the Province.** Since I was still the financial administrator and a part-time student at the same time, we agreed that she identifies [sic] other sisters so that we could work as a team. Four sisters were brought on board and **we formed a resource committee.** The Superior gave us a list of 14 needs to consider. I drafted letters to the donors to introduce our team. Interestingly most donors preferred to support institutional projects and those that touched the life of the community. Each of the five of us was to write proposal as directed during the meeting. They sent them to me to polish and post to the donors. **These four sisters had no prior knowledge before we worked together with what I acquired from ASEC. They appreciated the opportunity since it was an eye opener to them.** I am glad they can now do better in proposal writing.”

Success Story: Sr. Mary Wambui & Sr. Wilfrida Adero, ESM



Administration
track graduate,
2009, Kenya

- **Sr. Wilfrida (SLDI Alumna) mentored Sr. Mary** who is now In-Charge of an HIV/AIDS project, and who **mentored her staff** at the project
- Receive **funding from USAID** to implement a holistic project addressing HIV/AIDS in the local areas, including 4 slum areas.
- Served approximately **3000 orphaned & vulnerable children** to date
- Project works with children and their families. Staff develop relationships with family members of children. **85 community health workers to conduct outreach, 12 paid staff.**
- **Assist in HIV prevention & treatment**, feeding, educational needs, parenting skills, child abuse, economic sustainability
- **Monitoring & Evaluation office**—collecting data to report to USAID and collect data beyond what is required (2 staff)



The M & E Coordinator, Margaret, explains some of the data on display in the congregation's M&E office.

Success Story: Sr. Mary Wambui & Staff Interview



Objective 5: Disseminate best practices and models of innovative access to education



Superiors General from various African countries exchange ideas at a convening to discuss sisters as champions of sustainable development. A central data repository for research on Catholic sisters in Africa was a topic of discussion. ⁶⁶

Objective 5: All Outputs & Outcomes Met

Expected Outputs & Outcomes

- At least **500 copies of annual newsletter** will be distributed in each of the **10** countries of operation
- At least **75%** of SLDI alumnae and/or Superiors from congregations involved with SLDI and HESA will be on the e-newsletter distribution list
- **80%** of program participants and alumnae will demonstrate increased knowledge and use of Website and/or Google Classroom to access resources
- **3 – 5 proposals** will be funded
- **95%** of those funded will result in reports and presentations
- **60%** of those funded will result in peer-reviewed publication(s)

Actual Outputs & Outcomes

- ✓ A total of **800** newsletters have been distributed in **10** countries.
- ✓ ASEC staff in Africa present to Superiors at the Annual Superior Generals meetings in Africa
- ✓ All (**100%**) SLDI participants through 2016 were added to ASEC's e-newsletter mail distribution list.
- ✓ Google Classroom was available as a resource for **all (100%) workshop participants** and their Instructors.
- ✓ Website traffic generally increased in the past year
- ✓ **35 researchers** in Africa received partial funding to contribute peer-reviewed chapters to ASEC's next book project, all of whom are expected to publish chapters. Currently 30 chapters have been accepted for publication.

Engaging Superiors

- **551 Superiors served** through 10 workshops in each country specifically for Superiors General
- 2 surveys: Pre-Workshop Survey (N=121) & General Survey (N=149)
- **Represented 25,995 sisters** throughout ASEC's 10 countries of operation



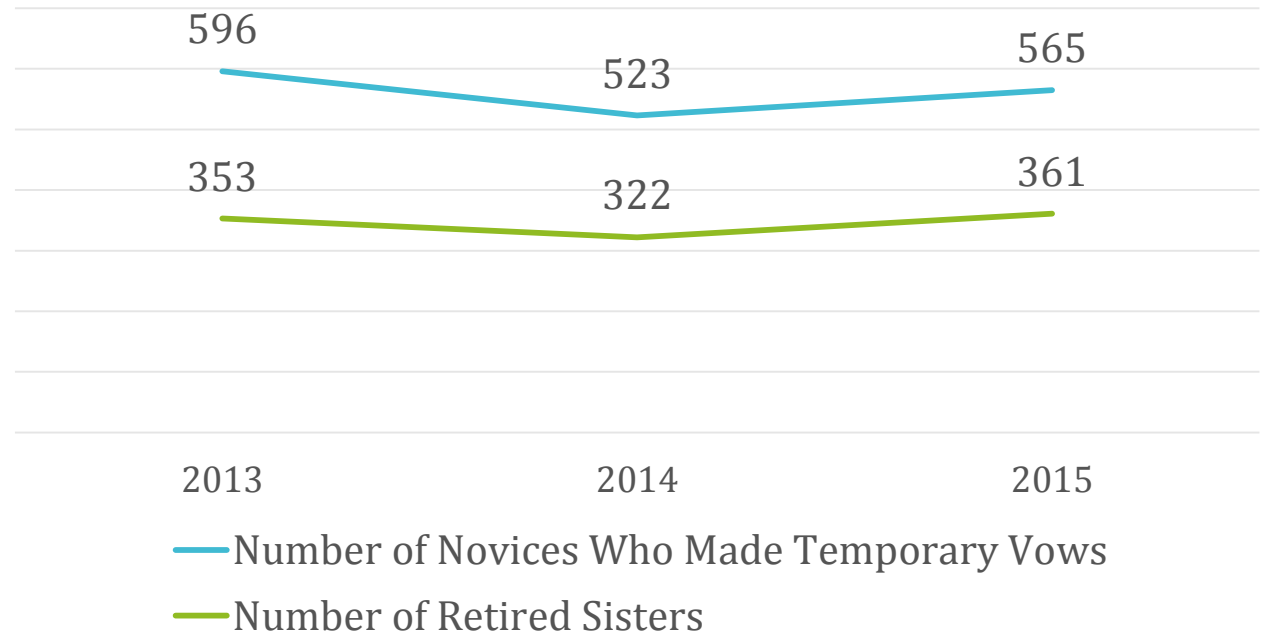
Front page of the Congregational Leadership Training Course Book Superiors received after participating in the workshop

Engaging Superiors

Pre-Workshop Survey

- 35-44 years old is the most common age range for sisters (24.8%)
- 22% have post-secondary education, 8% in process of obtaining post-secondary credentials
- Most sisters (52.4%) working in social service ministries
- 65% earn \$200 or less/month, 93.2% earn \$500 or less/month

Are Congregations Sustaining Membership Numbers? Number of Novices & Retirees Runs Parallel, with Higher Total Number of Novices (N=130)



Engaging Superiors

General Survey

- Over half (55%) have a long-term financial plan
- 71% have a strategic plan
- 73% collect data!
- **Challenges in Ministries:** Finances for projects (91.3%), transportation to work sites (66.7%), dealing with diocese (46.5%)
- **Challenges in Congregations:** Paying tuition (3.59), medical bills (3.49), health insurance (3.38)
- **Top Benefits for Congregations:** Pay tuition for sisters education (3.86), support formation (3.78), provide professional skills (3.78)
- **Top Rated SLDI Impacts:** Valuable for the congregation (3.99), Valuable for the sisters (3.97), Application of knowledge and skills (3.92)
- **Lowest Rated SLDI Impacts:** Facilitating workshops or trainings within the local community (3.21), Fundraising activities (2.89)



A Superior General from Kenya engages in a large group discussion during the workshop

Disseminating Research

- Next book, *Transformative Partnerships* is expected to be published next year. Thirty (30) chapters have been accepted to date.
- Staff delivered 2 presentations recently at a local Women & Gender Studies Conference and will present at United States Distance Learning Association Conference in Indianapolis, IN.
- 9 online articles in the past year
- Increased use of ASEC website & Facebook for disseminating sisters' & ASEC's work.

Visiting Scholar Program



Sr. Bibiana experiences snow for the first time during her time in the U.S. as a visiting scholar.

- In 2016, ASEC partnered with Georgetown University's Center for Applied Research in the Apostolate (CARA) to initiate a **Visiting Scholar program** for African sisters. A sister who is well-qualified to conduct research spends 6 months working with researchers at CARA to develop her own research study focused on sisters in Africa.
- The first scholar, a sister from Kenya, is at Georgetown now, expected to work with ASEC on a study/publication.

Additional Activities in 2016

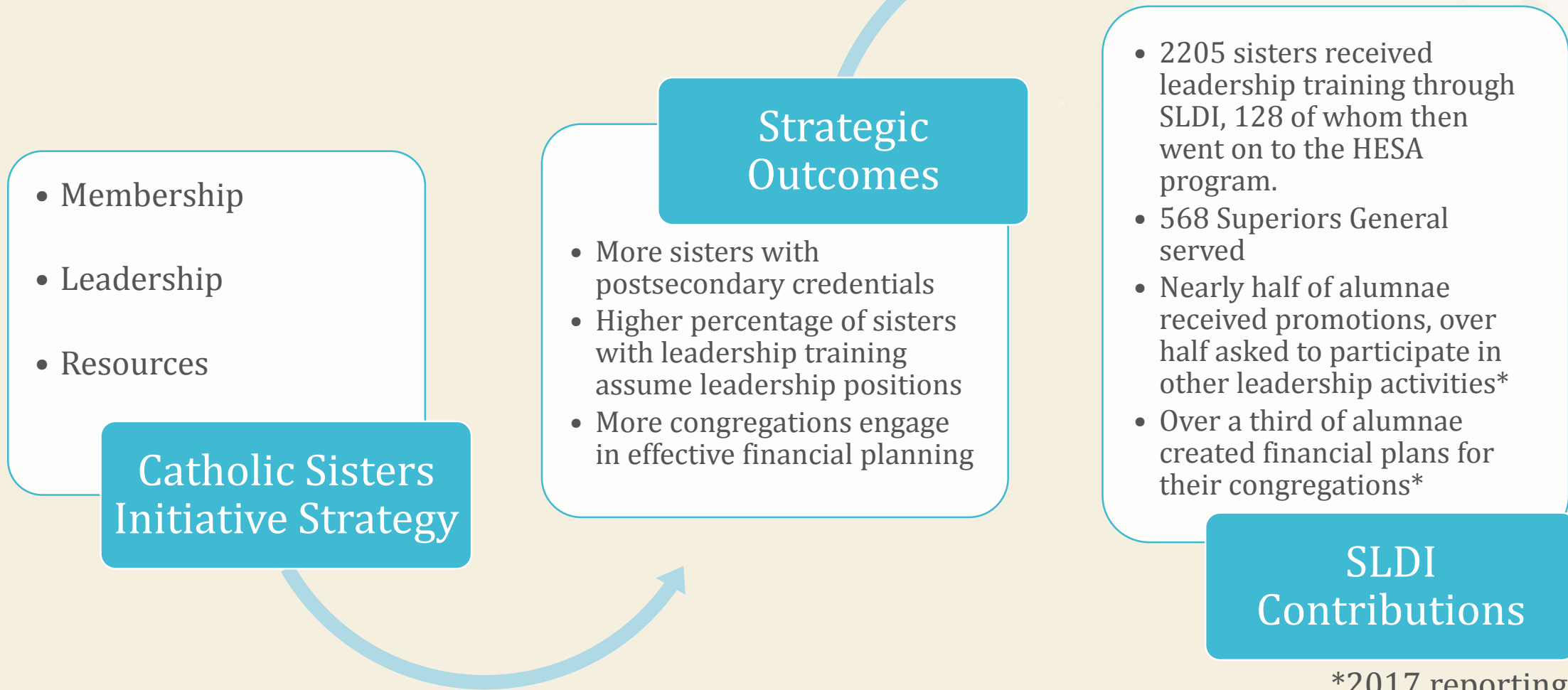
- Nairobi Convening: Champions of Sustainable Development
- Staff Training in Dar es Salaam, Tanzania
- Site Visits in Kenya, South Sudan & Tanzania
- New Database in development: Power Vista
- Increases in staffing: 8 full-time Coordinators in Africa, 3 full-time US staff, 3 Graduate Assistants, and 1 Research Assistant
- New website and increased social media presence

Summarizing Our Findings



SLDI Alumnae in Uganda actively participate in their annual workshop.

SLDI Contributions to Congregational Vitality



*2017 reporting

Current Challenges

- **Issues of Different Education Levels & Language Barriers Among Participants**
- **Challenges Specific to South Sudan, Cameroon**
- **Grant-Writing & Resource Mobilization:** Continue to support alumnae in this area
- **Expanding Number of Alumnae:** Consider strategies to engage more alumnae at annual workshops & support their zonal/regional alumnae associations
- **Streamlining our Evaluation:** With the growing number of participants and alumnae who are contributing data, and the collection of more data related to the SDGs and strategic plan, streamlined data collection & management are necessary
- **Developing Policies & Procedures**

*2017 reporting

Recommendations for Future Implementation

- **Selection Criteria:** Discuss possibility of creating clearer, written guidelines for selecting sisters as SLDI participants
- **Specific Supports for SLDI in South Sudan, Cameroon**
- **Centralized & Electronic Data Collection & Management:** online surveys, PowerVista
- **Continue SLDI Consultancy Project**
- **Alumnae Engagement:** Encourage participation in annual alumnae workshops while supporting zonal/regional alumnae associations.
- **Successful Alumnae:** Select sisters who have become experts in specific skill areas to train others or serve as models
- **Monitoring & Evaluation Officers:** one officer in each country of operation to increase data accuracy, support regular data collection among sisters, build capacity of sisters in each country through workshops/trainings

Recommendations for Future Implementation

ASEC's 2020 Strategic Plan:

- ✓ Strategic Direction 1: High quality, sustainable, educational programs
- ✓ Strategic Direction 4: Success in getting our story out
- ✓ Strategic Direction 6: Systemic sustainability of sisters in Africa

Connection to Global Development Agendas:

- ✓ UN Sustainable Development Goals, Agenda to End Poverty by 2030
- ✓ Consider the Africa 2063 Agenda, developed by African leaders

Thank you!

**Any
Questions or
Comments?**



Sisters learn from their Instructor at a Basic Technology workshop in Uganda