Sisters Leadership Development Initiative

Program Evaluation Report
Phase III    2013-2014
March 21, 2014
Diane Keller, Ph.D., LSW
Deane Soto, B.A.
Sneh Akruvala, M.S.
Kristie Congdon, A.A.S.

Special Thanks to:
   Sr. Jane Wakahiu, LSOSF, Ph.D.
   Program Coordinators in Africa
   Grace Lines
Sisters Leadership Development Initiative

PURPOSE

To provide leadership and technology training to women religious in Africa to enhance their ability to improve the educational, social, and economic conditions of their countries through their ministries.
Program Objectives:

- To increase the technology competencies of participants
- To assist participants to become life-long learners, educators and leaders
- To support the development and continuation of participant mentoring relationships to broaden the impact of the program
- To assist participants and alumnae to use acquired skills and knowledge to enhance and sustain their ministries
- To disseminate best practices and models of innovative access to education
<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>Membership</th>
<th>Leadership</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **Build capacity to form and educate Sisters** | • To increase the technology competencies of participants  
• To assist participants to become life-long learners, educators and leaders  
• To disseminate best practices and models of innovative access to education | • To assist participants to become life-long learners, educators and leaders  
• To support the development and continuation of participant mentoring relationships to broaden the impact of the program | • To support the development and continuation of participant mentoring relationships to broaden the impact of the program  
• To assist participants and alumnae to use acquired skills and knowledge to enhance and sustain their ministries |

**Leadership**  
Build capacity to exercise leadership effectively and develop new leaders  
• To assist participants to become life-long learners, educators and leaders  
• To support the development and continuation of participant mentoring relationships to broaden the impact of the program  
• To assist participants and alumnae to use acquired skills and knowledge to enhance and sustain their ministries
Program Evaluation Model

- This is an objectives-focused evaluation based on the concept of a logic model
Program Evaluation

- **Formative**—providing ongoing information for program decision making
- **Summative**—providing comprehensive review of results at conclusion of funded cycle
Informants

- Participants
- Instructors
- Coordinators
- Project Director
- Foundation Representatives
Evaluation Measures

- Standardized Instruments
- Surveys with Program Developed Measures
- Document Review
- Program Site Visits
In July 2013, Sr. Rosemarie Nassif, SSND, Ph.D. & Sr. Jane Wakahi, LSOSF, Ph.D. visited programs in Ghana, Nigeria, Kenya and Tanzania.
Sisters Leadership Development Initiative

Program Components
2013-2014

► Basic Technology and Web Design
► Higher Education for Sisters in Africa
► Alumnae Support
► Professional Development Training for Program Staff in Africa
Phase III
Countries Served

► Ghana
► Nigeria
► Uganda
► Kenya
► Tanzania
► Zambia
► South Sudan
► Malawi
► Cameroon
Basic Technology and Web Design

- Eight 3-week basic technology and 4 web design workshops were held in 6 countries.
- Four computer labs were refurbished and equipped with new computers in Kenya, Uganda, Tanzania and Ghana.
## Basic Technology and Web Design

### Participants Attending Workshops

<table>
<thead>
<tr>
<th>Country</th>
<th>Participants</th>
<th>Basic Technology</th>
<th>Web Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ghana</td>
<td>39</td>
<td>39</td>
<td>0</td>
</tr>
<tr>
<td>Kenya</td>
<td>43</td>
<td>23</td>
<td>20</td>
</tr>
<tr>
<td>Malawi</td>
<td>15</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Nigeria</td>
<td>42</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td>South Sudan</td>
<td>17</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>Tanzania</td>
<td>45</td>
<td>40</td>
<td>5</td>
</tr>
<tr>
<td>Uganda</td>
<td>40</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Zambia</td>
<td>41</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>282</strong></td>
<td><strong>183</strong></td>
<td><strong>99</strong></td>
</tr>
</tbody>
</table>
# Workshops by Country

<table>
<thead>
<tr>
<th>Country</th>
<th>Participants</th>
<th>Basic Technology</th>
<th>Web Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ghana</td>
<td>39</td>
<td>39</td>
<td>0</td>
</tr>
<tr>
<td>Kenya</td>
<td>57</td>
<td>23/3*</td>
<td>20/5**<em>6</em></td>
</tr>
<tr>
<td>Nigeria</td>
<td>42</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td>Tanzania***</td>
<td>40</td>
<td>40</td>
<td>***</td>
</tr>
<tr>
<td>Uganda</td>
<td>48</td>
<td>20/8*</td>
<td>20</td>
</tr>
<tr>
<td>Zambia</td>
<td>56</td>
<td>20/8**</td>
<td>21/7**</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>282</strong></td>
<td><strong>183</strong></td>
<td><strong>99</strong></td>
</tr>
</tbody>
</table>

* South Sudan

** Malawi
Participant Descriptions

282 Sisters enrolled represented 122 congregations.

Twenty-eight Sisters had participated previously in SLDI workshops.

Participants ranged in age from 23-68 with a mean age of 39 years (SD = 9.94).

89% of the participants stated English as their primary spoken language, while 94% stated English as their primary written language.
### Primary Written Language

<table>
<thead>
<tr>
<th>Country</th>
<th>English</th>
<th>Native</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uganda</td>
<td>98%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Kenya</td>
<td>92%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Tanzania</td>
<td>81%</td>
<td>5%</td>
<td>14%</td>
</tr>
<tr>
<td>Nigeria</td>
<td>95%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Ghana</td>
<td>97%</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>Zambia</td>
<td>98%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>South Sudan</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Malawi</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
### Primary Spoken Language

<table>
<thead>
<tr>
<th>Country</th>
<th>English</th>
<th>Native</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uganda</td>
<td>98%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Kenya</td>
<td>94%</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>Tanzania*</td>
<td>67%</td>
<td>22%</td>
<td>11%</td>
</tr>
<tr>
<td>Nigeria</td>
<td>83%</td>
<td>14%</td>
<td>3%</td>
</tr>
<tr>
<td>Ghana</td>
<td>94%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Zambia</td>
<td>96%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>South Sudan</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Malawi</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

*In Tanzania, the English language continues to be a challenge for teaching and learning. Instructors who are competent in both English and Kiswahili are used to translate content and provide needed language support.
## Educational Level

<table>
<thead>
<tr>
<th>Country</th>
<th>Primary</th>
<th>High School</th>
<th>College Certificate (2yr)</th>
<th>Diploma (3yr)</th>
<th>BA/BS</th>
<th>Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uganda</td>
<td>2%</td>
<td>30%</td>
<td>13%</td>
<td>38%</td>
<td>13%</td>
<td>4%</td>
</tr>
<tr>
<td>Kenya</td>
<td>0%</td>
<td>10%</td>
<td>43%</td>
<td>29%</td>
<td>16%</td>
<td>2%</td>
</tr>
<tr>
<td>Tanzania</td>
<td>20%*</td>
<td>24%</td>
<td>24%</td>
<td>27%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Nigeria</td>
<td>0%</td>
<td>15%</td>
<td>12%</td>
<td>34%</td>
<td>37%</td>
<td>2%</td>
</tr>
<tr>
<td>Ghana</td>
<td>0%</td>
<td>40%</td>
<td>20%</td>
<td>14%</td>
<td>23%</td>
<td>3%</td>
</tr>
<tr>
<td>Zambia</td>
<td>0%</td>
<td>11%</td>
<td>37%</td>
<td>34%</td>
<td>16%</td>
<td>2%</td>
</tr>
<tr>
<td>South Sudan</td>
<td>0%</td>
<td>25%</td>
<td>17%</td>
<td>58%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Malawi</td>
<td>0%</td>
<td>0%</td>
<td>50%</td>
<td>38%</td>
<td>12%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Description of Ministries

► 230 Participants reported that their ministries or institutions serve between 1-300,000 people annually.
► 25% serve 50 or fewer individuals
► 25% serve 52-240 individuals
► 25% serve between 242-685 individuals
► 25% serve between 700-300,000 individuals with only 29 organizations serving over 2000 people.

► 260 Participants report working with other sisters from 1-214. M= 8.29 (SD= 23.8)
► 75% reported working with 5 or fewer other Sisters and 7% work alone.
Length of time in current position was 4.11 years.
77.6% in present position for five years or fewer.
Computer and Internet Access

- Computer Access:
  - Work: 39%
  - Home: 34%
  - Café: 13%

- Internet Access:
  - Work: 26%
  - Home: 28%
  - Café: 20%
Computer Access by Country

- Uganda (N=40): 55% at Work, 37% at Home, 8% at Café
- Kenya (N=48): 50% at Work, 35% at Home, 9% at Café
- Tanzania (N=45): 20% at Home, 8% at Café
- Nigeria (N=42): 50% at Work, 48% at Home, 8% at Café
- Ghana (N=39): 15% at Work, 18% at Home, 8% at Café
- Zambia (N=48): 60% at Work, 13% at Home, 8% at Café
- S Sudan (N=12): 25% at Work, 25% at Home, 8% at Café
- Malawi (N=8): 88% at Work
Internet Access by Country

- Uganda N=40: 40% Work, 23% Home, 48% Café
- Kenya N=48: 35% Work, 33% Home, 25% Café
- Tanzania N=45: 11% Work, 7% Home, 11% Café
- Nigeria N=42: 35% Work, 17% Home, 5% Café
- Ghana N=39: 15% Work, 13% Home, 21% Café
- Zambia N=48: 54% Work, 13% Home, 13% Café
- Sudan N=12: 25% Work, 8% Home, 25% Café
- Malawi N=8: 75% Work, 25% Home, 25% Café
Technology Skills

Participants Profile

Minimum computer knowledge and skills

Less than adequate typing skills

Minimal use of email and internet

Only 32% of technology participants used technology in their ministries prior to the training

Learning to Type
Kenya Basic Technology
Participant Skills and Knowledge

- Pre and Post Session curriculum focused measures were developed by the evaluator to be consistent with the syllabus for each session. The Likert type scales (response set 1-5) were constructed so that higher scores indicate higher agreement with the presented statements and general concepts. These were administered pre/post each session.

- Paired sample t-tests, a test designed to analyze changes between time one and time two, were used to identify any difference in skill and understanding from pre-sesion to post-sesion.
Basic Technology

The measure used such questions as:

• I am able to create and navigate a Microsoft Word document
• I am able to print a document
• I understand how to access and navigate the Internet
• I understand how to manage an email account

<table>
<thead>
<tr>
<th>Country</th>
<th>N</th>
<th>Pre Mean</th>
<th>Pre SD</th>
<th>Post Mean</th>
<th>Post SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenya</td>
<td>26</td>
<td>1.96</td>
<td>0.66</td>
<td>4.58*</td>
<td>0.58</td>
</tr>
<tr>
<td>Ghana</td>
<td>20</td>
<td>2.20</td>
<td>0.89</td>
<td>4.25*</td>
<td>0.64</td>
</tr>
<tr>
<td>Ghana</td>
<td>19</td>
<td>1.74</td>
<td>0.99</td>
<td>4.42*</td>
<td>0.77</td>
</tr>
<tr>
<td>Nigeria</td>
<td>22</td>
<td>2.36</td>
<td>0.79</td>
<td>4.09*</td>
<td>0.61</td>
</tr>
<tr>
<td>Tanzania</td>
<td>20</td>
<td>2.45</td>
<td>0.51</td>
<td>4.25*</td>
<td>0.12</td>
</tr>
<tr>
<td>Tanzania</td>
<td>20</td>
<td>1.50</td>
<td>0.51</td>
<td>4.80*</td>
<td>0.41</td>
</tr>
<tr>
<td>Uganda</td>
<td>28</td>
<td>2.00</td>
<td>0.67</td>
<td>4.89*</td>
<td>0.32</td>
</tr>
<tr>
<td>Zambia</td>
<td>28</td>
<td>2.11</td>
<td>0.74</td>
<td>4.93*</td>
<td>0.26</td>
</tr>
</tbody>
</table>

*A statistically significant increase from pretest to post-test was found in all the workshops with significance at p < 0.001
Classroom Methods

Individual Instruction
Kenya Basic Technology

Group Instruction Zambia Basic Technology

Student Presentations
Ghana Basic Technology
MY SUCCESS STORY

My Success story
I am very happy for those who gave us the opportunity to attend this Basic computer training. May the Good Lord bless and reward you all.

Before this course I could not do anything in the computer but now I can use the computer quite well. Thanks be to God, to our teachers and to my community. This will enable me to help the people of God in so many different ways. I am very happy.

Sr. Maryrose Aghanu
Nigeria
Sr. Leonida Adrapia, Uganda
“This workshop has helped me a lot and I loved everything I have experienced and acquired. Now I am able to do many things using a computer. Apart from that I now know why computer literacy is vital to success in today's world.”

Sr. Millicent Agyemang, SIJ
Web Design Skills

- **Participants’ Profile**

- Strong proficiency with word processing
- Knowledge of the Internet
- Proficiency with Windows file management
- 60% of participants stated that they did not use the Internet in their ministries and only 1 participant managed a website for her ministry.

![Learning a New Skill Uganda Web Design](image-url)
Web Design

The measure explored the participants’ self-evaluation of their abilities using questions such as:

- I am able to edit pdf files
- I am able to navigate and explore the internet
- I understand how to manage Windows files
- I understand how to use website hosting software

<table>
<thead>
<tr>
<th>Country</th>
<th>N</th>
<th>Pre-Mean</th>
<th>Pre-SD</th>
<th>Post-Mean</th>
<th>Post-SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uganda</td>
<td>20</td>
<td>2.35</td>
<td>0.75</td>
<td>3.45*</td>
<td>0.51</td>
</tr>
<tr>
<td>Nigeria</td>
<td>20</td>
<td>2.30</td>
<td>0.57</td>
<td>3.60*</td>
<td>0.50</td>
</tr>
<tr>
<td>Zambia</td>
<td>28</td>
<td>1.96</td>
<td>0.69</td>
<td>3.82*</td>
<td>0.55</td>
</tr>
<tr>
<td>Kenya</td>
<td>31</td>
<td>2.58</td>
<td>0.72</td>
<td>3.84*</td>
<td>0.37</td>
</tr>
</tbody>
</table>

A significant increase from pretest to post-test was found in all the workshops with significance at $p < 0.001$. 
Checking the New Websites
Our Congregation

The Sacred Heart Sisters is a local Institute founded 1954 by late Bishop Sixtus Mazzoldi, a comboni missionary. The Sacred Heart Sisters main objective is to serve the church in Africa through spiritual and corporal work of mercy. The institute draws its identity and charism from the spirituality of Jesus. The members serve in field of education, medical, pastoral and social. Above all, we identify ourselves with the poor and vulnerable women of epidemic diseases or earlier child married. We were founded in the Archdiocese of Juba 100km a way from the indigant of Madi people.
Join Us

Does your heart move you to serve Christ in His suffering brothers and sisters in the Vincentian way? then join us!

What does it take to join us?

- Good physical and mental health
- Strong faith and life of prayer
- Desire to give oneself entirely to God for others
- Ability to live with others
- Love for the Poor
- Five (5) credits (including English and Maths) in SSCE/GCE or the equivalent
- Degree/diploma holders are welcome.
- Age requirement: 18 – 24 years (SSCE/GCE); 25 – 32 (Higher qualification)

Where do you find us?

In Nigeria, the Daughters of Charity live and work in Rivers, Akwa Ibom, Lagos, Edo, Delta, Ondo, Niger, Kano States and Abuja. As missionaries, our services also extend to Ghana and Burkina Faso. So you may write to us through any of the following addresses:

St. Louise's Provincial House
P.O. Box 123,
Ogale, Nchia-Elome,

Work of Sr. Benedicta Osih, DC, Nigeria
http://asec-sldi.net/nig0009/history.html
Work of Sr. Agnes Wamuyu, Kenya
http://www.aoskenya.co.ke/?page_id=2405
“I thank ASEC for the good work they are doing in empowering us African sisters. I feel empowered, enlightened and nourished as I go back to my congregation, ready to work and to teach others what I have learned from ASEC.”

A Kenyan Participant
Sr. Lisa and Participant
Nigeria Web Design

Sr. Maureen and Participant
Zambia Web Design
## Workshop Assessments

### Participants

The measure focused on:
- the presentation of the material
- resource material
- impact of the environment on learning
- time spent on topics
- the extent to which the participant understood the material

<table>
<thead>
<tr>
<th>Workshop</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Technology</td>
<td>183</td>
<td>4.78</td>
<td>0.44</td>
</tr>
<tr>
<td>Web Design</td>
<td>99</td>
<td>4.46</td>
<td>0.46</td>
</tr>
<tr>
<td>Overall</td>
<td>282</td>
<td>4.68</td>
<td>0.56</td>
</tr>
</tbody>
</table>
## Participant Recommendations

### Basic Technology
- Increase length to one month
- Hold an advanced technology workshop focused on Excel and Access

### Web Design
- Increase length to one month
- Smaller class sizes
- Continuing technical support as they develop their websites

One participant pointed out, “*The course is very interesting but very wide therefore it needed more time……the weeks were very short for me to learn properly.*”
Instructors

- A Post-Session assessment used a Likert-type scale to rate: pre-Session arrangements, impact of the site on teaching and learning, and extent of the opportunity to collaborate on the development of the evaluation materials.

- The Assessments were completed by seventeen instructors in eight countries for the 12 sessions. The mean score was 4.44 (SD = 1.19) indicating agreement with the positive statements.
Coordinators

- A Post-Session assessment used a Likert-type scale to rate: pre-Session arrangements, clarity of instructor’s presentations, the learning environment and time allotted for instruction.

- The Assessments were completed by eight coordinators in eight countries for the 12 sessions. The mean score was 4.68 (SD = .023) indicating agreement with the positive statements.

Though both the quantitative and qualitative analysis were separated by the type of workshop, there were no significant differences based on group, so aggregate findings are presented for instructors and coordinators.
## Workshop Assessment

### Coordinators
- The course materials were well prepared and presented; instructors used visual aids and simple language to explain the content of the workshops.
- It was difficult to cover the course content in the time allotted.
- The varying skills of the students made instruction challenging.
- Unreliable electricity and technology remain issues in some countries.

### Instructors
- Impressed with students’ eagerness to learn, their use of new skills, and overall improvement in technology abilities at the conclusion of the workshop.
- Difficult to manage their course in the time allotted, and recommended that the time be extended to 4 weeks.
- It was recommended that class size be limited to 20 for basic technology and 15 for web design.
- The varying skills of students made teaching challenging, prompting some instructors to continue to support the need for lab assistants for the courses.
Portfolio Pilot

- Portfolio assessment was introduced to complement self-report surveys used by the project.
- During three basic technology workshops, instructors were asked to guide participants in developing “portfolios” of their work.
- A rubric was developed for the instructor’s use.
- The content of the portfolio were assignments that routinely would be completed in the workshop.
Evaluation

- Three instructors who piloted the portfolio reported that using the projects to develop a “portfolio” for assessment did not negatively impact their instruction and that they understood the rubric and its use (mean score on a 5-point Likert-type scale was 4.33).

- The rubric was not used consistently by the instructors to assess students’ work.

- Further review with the coordinators revealed that it was not fully understood what was expected. This was addressed by Sr. Jane during the coordinators’ training in January and additional materials were developed for the instructors and the coordinators for use in the future.
To increase access to higher education for Sisters in Africa a collaborative pilot project between ASEC and Catholic University of Eastern Africa (CUEA) was begun in 2012
Participants

- The sisters represent 16 congregations.
- The mean age was 41 and SD=9.55, ranging from 28-57.
- The average length of time in their position was 4.1 years (SD=3.14).
- 61% in their current position for five years or less.
Type of Position Held

- Education: 50%
- Finance: 22%
- Administration: 22%
- Pharmacy: 6%
Progress to Date

HESA Participants completed 21 undergraduate credits

- University 102
- English 160
- Psychology 251
- Education 315
- Education 414 A
- Religious Studies 201
- Education 311

Reflective Learning Workshop
Transitioned to CUEA
HESA Evaluation

- Orientation/University 102
- Online Faculty/Program Staff Meetings/Semester
- Semester 1 Jan-May 2013
  - Mid Semester
  - End of Semester
- Reflective Learning Workshop
- Fall Semester Aug-Dec 2013
  - End of Semester/End of MU Experience
# Mid-Term Assessment of Online Learning

## Going Well
- Benefited from using Moodle and forums as methods to communicate with their instructors
- Gained much useful knowledge about online learning.

## Obstacles
- Technical problems
- Skype sometimes failing to work
- Lacking computer skills
- Difficulty they had with the English course
- Language barrier has effected communication with instructors

*Sr. Jane met with faculty to discuss issues and identify support needed for faculty and students.*
## End of Semester Assessment of Online Learning

### Going Well
- Helpful instructor
- Positive support from HESA and ASEC coordinators and other participants
- Use of English has improved
- Improved communication with instructors.
- Improved clarity of the assignments

### Obstacles
- Ongoing computer and network problems
- Power failures
- Challenging work load; most still managing full time ministry duties
- Time management issues

Based on faculty and student input, a consultant in distance learning was engaged to assist in tailoring the courses to further support students needing assistance with the use of English.
## Reflective Learning Workshop

### Focus
- Online learning issues
- Academic goals and plans
- Program expectations of Marywood and CUEA
- Peer support

### Evaluation
- Clarified course requirements
- Provided time management strategies
- Assisted students in clarifying academic and professional goals
- Provided peer support
End of Experience Assessment

The measures included questions as:
• Skype has been an effective learning tool for me this past semester
• I felt supported and encouraged to continue the program by ASEC/HESA staff
• I was able to understand the instructor’s expectations for the assignments in this course.

<table>
<thead>
<tr>
<th>Topics</th>
<th>N</th>
<th>M</th>
<th>SD</th>
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</thead>
<tbody>
<tr>
<td>General Assessment</td>
<td>14</td>
<td>3.45</td>
<td>0.35</td>
</tr>
<tr>
<td>ASEC/HESA Student Support</td>
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<td>3.69</td>
<td>0.19</td>
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<tr>
<td>EDUC 414A- History of Education</td>
<td>14</td>
<td>3.91</td>
<td>0.17</td>
</tr>
<tr>
<td>RST 201- Intro to the Bible</td>
<td>14</td>
<td>3.83</td>
<td>0.22</td>
</tr>
<tr>
<td>EDUC 311- Educational Psychology</td>
<td>14</td>
<td>3.84</td>
<td>0.28</td>
</tr>
</tbody>
</table>
One Sister stated, “This was a good experience for me because it kept me busy, it made me plan for my work; thus I learned how to manage time.”

Another Sister commented, “It was hard for me to work, and go on with my studies, but I persevered.”

Another stated, “This has encouraged me also to be a teacher in order to share my knowledge with the others as they have been to us.”

Also, “Actually I feel that my expectation to be a better and more advanced teacher are met and still being met, as I continue with learning as an undergraduate education student.”

And, “The teachers at Marywood University are good and nice to students, thus motivating me to work hard. It enabled me and others to learn from instructors who were well qualified, while still in my own country.”
Alumnae

- 501 Alumnae of the Leadership Program of SLDI
- Alumnae associations are growing
- Organizational structures are in place
- Newsletters are distributed
- Alumnae surveys distributed annually at workshops and to those not attending

233 Alumnae attended 2014 workshops

Uganda Alumnae Association Officers
Sisters Leadership Development Initiative

Assuming leadership roles, mentoring individuals, providing training to others and acquisition of external funds are measurable outcomes of the project objectives.

Uganda Alumnae
LEADERSHIP

- 120 of the 233 alumnae reporting assumed positions with higher level of responsibilities

- Sr. Irene Oparku SIJ, Ghana, writes that her administrative skills helped her when she was appointed Headmistress in a Basic School that was in great financial crisis. She says “the skills learnt has enable me to promote good working relationships...this has brought about effective teaching and learning in the school. The school Basic Education Certificate Examination continues to be the best in the district”.

Leadership Alumnae
Individual Mentees by Country

Total Mentees to Date  5,981
Funding Received by Phase I Leadership Program Alumnae to implement or sustain projects in their congregations or communities

<table>
<thead>
<tr>
<th>Country</th>
<th>Total Secured Funding (USD)</th>
<th>Total Secured Grants (USD)</th>
<th>Alumnae securing funding</th>
<th>Alumnae securing grants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ghana</td>
<td>469,539</td>
<td>463,231</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Kenya</td>
<td>1,963,133</td>
<td>1,785,900</td>
<td>39</td>
<td>30</td>
</tr>
<tr>
<td>Nigeria</td>
<td>205,733</td>
<td>74,144</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Tanzania</td>
<td>255,094</td>
<td>250,754</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Uganda</td>
<td>807,415</td>
<td>773,847</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$3,700,914</strong></td>
<td><strong>$3,347,876</strong></td>
<td><strong>88</strong></td>
<td><strong>68</strong></td>
</tr>
</tbody>
</table>

88 Participants (33%) have been successful in raising over **$3,700,914** in external funds (including grant writing, donations, and fund raising).

68 Participants (25%) secured funds through grant writing from one or more funding sources. Total amount of secured grant funding was **$3,347,876**.
Funding Received by Phase II Leadership Program Alumnae to implement or sustain projects in their congregations or communities

<table>
<thead>
<tr>
<th>Country</th>
<th>Total Secured Funding (USD)</th>
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<th>Alumnae securing funding</th>
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</thead>
<tbody>
<tr>
<td>Ghana</td>
<td>806,874</td>
<td>805,474</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Kenya</td>
<td>233,982</td>
<td>200,996</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>Nigeria</td>
<td>348,156</td>
<td>254,666</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>South Sudan</td>
<td>10,000</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Tanzania</td>
<td>69,527</td>
<td>65,731</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Uganda</td>
<td>194,030</td>
<td>178,803</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>Zambia</td>
<td>591,244</td>
<td>577,904</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$2,253,813</strong></td>
<td><strong>$2,083,574</strong></td>
<td><strong>73</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

73 Alumnae (31%) have been successful in raising over $2,253,813 in external funds (including grant writing, donations, and fund raising).

50 Alumnae (21%) secured funds through grant writing from one or more funding sources. Total amount of secured grant funding was $2,083,574.
Funding Received by Phase II Leadership Program Alumnae to implement or sustain projects in their congregations or communities

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<th>Country</th>
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73 Alumnae (31%) have been successful in raising over $2,253,813 in external funds (including grant writing, donations, and fund raising).

50 Alumnae (21%) secured funds through grant writing from one or more funding sources. Total amount of secured grant funding was $2,083,574.
Grants Received by Phase I and II Leadership Program Alumnae to implement or sustain projects in their congregations or communities

<table>
<thead>
<tr>
<th>Country</th>
<th>Total Secured Funding (USD)</th>
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<th>Alumnae securing funding</th>
<th>Alumnae securing grants</th>
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<tbody>
<tr>
<td>Ghana</td>
<td>1,276,413</td>
<td>1,268,705</td>
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<tr>
<td>Kenya</td>
<td>2,197,115</td>
<td>1,986,896</td>
<td>52</td>
<td>38</td>
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<tr>
<td>Nigeria</td>
<td>553,889</td>
<td>328,810</td>
<td>21</td>
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<tr>
<td>South Sudan</td>
<td>10,000</td>
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</tr>
<tr>
<td>Tanzania</td>
<td>324,621</td>
<td>316,485</td>
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<tr>
<td>Uganda</td>
<td>1,001,445</td>
<td>952,650</td>
<td>33</td>
<td>24</td>
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<tr>
<td>Zambia</td>
<td>581,244</td>
<td>567,904</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$5,954,727</strong></td>
<td><strong>$5,431,450</strong></td>
<td><strong>161</strong></td>
<td><strong>118</strong></td>
</tr>
</tbody>
</table>

161 Participants (32%) have been successful in raising over $5,954,727 in external funds (including grant writing, donations, and fund raising).

118 Participants (23%) secured funds through grant writing from one or more funding sources. Total amount of secured grant funding was $5,431,450.

Conrad N. Hilton funds spent to date on SLDI program from inception is $5,455,512.
Among 118 participants who secured funds through grant writing, 31% (37) have received funds from the Conrad N. Hilton Foundation.
The total amount of grant funding from the Conrad N. Hilton Foundation was $328,425, which is 6% of the total amount ($5,431,450) of grant funding that participants have secured.
Selected Other Funders

- Safaricom Foundation
- Johnson and Johnson Foundation
- Aid to the Church in Need
- eRko-Christian Children Communities Movement
- Trocaire: Kildare, Ireland
Use of Grant Funds Awarded in Phases I and II
Sisters Leadership Development Initiative Alumnae

Sr. Christine Nakibuka, Missionary Congregation of Evanelizing Sisters of Mary, and Sr. Rosemarie Nassif, SSND, Ph.D. at the Farm project Kngata Roupai, Kenya
Sr. Margaret, acquired new funds for an MRI machine for St. Francis Hospital, Kenya

Sr. Henrietta of Sisters of Saint Louis in Kumasi. Project has empowered local women by creating jobs and teaching skills
Sr. Susan, Assumption Sisters in Nigeria

- Zero Grazing Project...funded by a local woman sponsor

- Irrigation Farm.... partly funded by the Hilton Fund for Sisters( $15,000) and local contributions)

- Fish Pond...partially supported by the Ministry of Fishery.
Sr. Robinal Nankya, LSOSF, Uganda, raised $4,000 from parents and local donors for playground equipment and fencing.

Sr. Mary Susan Tibisima, LSOSF, Uganda, received a grant from the Hilton Fund for Sisters for four water storage tanks for the Kayunga School and community.

Sr. Patrica Kyambuu, SM, Kenya, was awarded 2 grants...APHIA and Misean Cara for $98,863 for a ministry of the congregation in Lodwar that cares for orphaned and vulnerable children and those with HIV/AIDS.

Lodwar, Kenya
Sr. Victoria Doroba, SCO, Zambia, obtained $15,000 for improvement to the outpatient department of a health center...however she is currently attending Tangaza College.

Sr. Emelda Ukaumunna, MMM, Kenya, was awarded $67,425 from the McCarthy Family Foundation and $10,000 from the Hilton Fund for Sisters for patient care in a HIV/AIDS program.

Sr. Judith Athieno, Sisters of the Sacred Heart of Jesus in Uganda received $40,000 for convent renovations from Comboni Missionaries.
Words of Thanks

“I want to appreciate the wonderful work you are doing for African sisters.

“May God bless you all.”

“Thank our sponsors/funders and initiators for making the opportunity possible”

“Long live ASEC, Long live SLDI”
Program Staff in Africa

► **Project Directors**
  ➤ Sr. Lina Wanjiku, SI, East Africa
  ➤ Sr. Clementina Ombebe, OSF, West Africa

► **Program Coordinators**
  ➤ Sr. Francisca Damoah, SIJ, Ghana
  ➤ Sr. Maureen Malashya, SHS, Zambia
  ➤ Sr. Germina Keneema, MSMMC, Uganda
  ➤ Sr. Tryphina Burchard, SST, Tanzania
  ➤ Sr. Hilaria Chombo, SBVM, Malawi
  ➤ Sr. Clarisse Jaiwo, SST, Cameroon
The workshop topics included “Effective Report Writing”, “Grant Writing”, “Quick Books”, “Stewardship, Accountability & Integrity”, and “Financial Accountability”.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Evaluation</td>
<td>8</td>
<td>3.96</td>
<td>0.07</td>
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<tr>
<td>General Information</td>
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<td>3.96</td>
<td>0.01</td>
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<tr>
<td>Clarity of Instruction</td>
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<td>3.83</td>
<td>0.22</td>
</tr>
<tr>
<td>Time</td>
<td>8</td>
<td>3.28</td>
<td>0.23</td>
</tr>
<tr>
<td>Role/Job Description</td>
<td>8</td>
<td>3.81</td>
<td>0.16</td>
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<tr>
<td>Program Components</td>
<td>8</td>
<td>3.73</td>
<td>0.23</td>
</tr>
</tbody>
</table>

The highest mean scores were related to “Communicating with ASEC/HESA staff helped ease my difficulties”; “I felt supported and encouraged to continue the program by the ASEC/HESA staff”;

COORDINATORS PROFESSIONAL DEVELOPMENT WORKSHOP
# Evaluation

## Most Important Topics
- ASEC mission
- Structure of the programs
- Coordinator’s role
- QuickBooks and preparing financial reports
- Report and grant writing

## Continued Need
- Information/materials related to:
  - Mentoring
  - Development and use of the portfolio
  - Technical support and a software package for a database
  - Effective report writing
Evaluation Summary

Objective 1—To increase technology competencies of the participants

Outputs and Outcomes

- 8 Basic Technology and 4 Web Design Workshops were conducted across 8 countries
- 282 Sisters were enrolled/Proposed 268
- Textbooks were provided in both courses
- Instructors are experienced in their fields
- Computer Labs were upgraded in 4 countries
- A statistically significant difference was noted from pre/post on self report curriculum based assessments
- Responses to open ended questions on workshop evaluations and classroom assignments indicated that participants demonstrated increased skills at completion of training
- The mean scores on workshop evaluations of instructors, coordinators and participants demonstrate agreement with positive statements in measure
Objective 2—To assist SLDI alumnae to become lifelong learners, educators, and leaders

 Outputs and Outcomes

- 3-day alumnae workshops were held in 6 countries
- 233 alumnae attended 47% (40% proposed)
- 120 alumnae have assumed administrative positions or received promotions
- Alumnae Association infrastructures in place
- 18 alumnae enrolled in the HESA program and have transitioned to CUEA
- 89% of the HESA students attained a GPA of 2.8 or higher (90% proposed)
- The mean scores on student evaluations of their HESA online education experience demonstrated “somewhat agreement” with positive statements during the first semester and “agreement” at the end of the experience
Objective 3—To support the development and continuation of participant mentoring relationships to broaden the impact of the program

Outputs and Outcomes

- Students are encouraged to share their skills with their colleagues in their ministries and in their congregations
- Materials are available on the website to support mentoring
- Students now have technology textbooks to assist them in sharing information
- 233 alumnae reported mentoring 1,265 new individuals; and presenting over 450 workshops
- Total # of individuals mentored by Leadership alumnae is 5,981 to date
Objective 4—To assist participants and alumnae to use acquired skills and knowledge to enhance and sustain their ministries

Outputs and Outcomes

- The workshop curriculum include skills and projects that students can use in their ministries
- Alumnae associations and workshops provide opportunities for participants to network and share knowledge and opportunities
- Alumnae have secured $5,954,727 via grants, donations and general fundraising in order to sustain their projects and contribute to the growth of their congregations
- A number of alumnae have acquired grants in excess of $300,000
- Projects include congregation based construction; agriculture, education, health care and social services
Objective 5—To disseminate best practices and models of innovative access to education

Outputs and Outcomes

- Annual Newsletter is published
- A restructured website includes information about the program and success stories of the participants
- Research on the program has been published and presented at national and international conferences
Ongoing Program Evaluation

The program evaluation plan for Phase III, Years 2 and 3 includes the following:

- Skills assessment and workshop evaluations during leadership training workshops
  - Portfolio implementation and assessment
- Survey of Phase I and Phase II participants who did not attend alumnae workshops
Survey of mentees identified by Phase II participants
- Alumnae are asked to provide contact information for mentees

Survey of major superiors of Phase I and Phase II participants
- Needs assessment
- Impact on the participant’s ministry
- Impact on congregation

Annual survey of program coordinators
- Resources needed to improve program
- Recommendations (formative and summative)
SLDI Research Publications and Conference Presentations


Conference Presentations

