

Sisters Leadership Development Initiative: Phase III Summative Report, 2013-2015

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Prepared by Jennifer Mudge & Sr. Jane Wakahiu



Special Thanks to:

ASEC Africa Staff:

Sr. Lina Wanjiku Ndung'u
Sr. Clementina Obembe
Sr. Mary Germina Keneema
Sr. Francisca Damoah
Sr. Hilaria Chombo
Sr. Angelina Kabwe
Sr. Clarisse Remjika Jaiwo
Sr. Tryphina Buchard

ASEC US Staff & Graduate Assistants:

Samantha Smith
Sr. Kevin Karimi
Rosemary Shaver
Sneh Akruvala
Dr. Cecilia Cardesa-Lusardi

Overview of Phase III Evaluation Report

- Purpose of SLDI Evaluation
- Embodying ASEC Values in Evaluation
- Evaluation Model
- Evaluation Methods
- Overview of SLDI Phases: Phase III as Compared to Phases I & II
- Technology & Leadership Workshops (Objective 1)
- Alumnae & Continuing Education Resources (Objective 2)
- Mentorship (Objective 3)
- Grant-Writing & Securing Funds for Human Development/Social Impact Projects (Objective 4)
- Research & Dissemination of Best Practices (Objective 5)
- Summary
 - Contributing to the Catholic Sisters Initiative Strategy
 - Contributing to a Global Sisterhood

What's the Purpose of the SLDI Program Evaluation?

We Want to be Intentional

- **To describe the effectiveness of the program**—Are we achieving our objectives? How does the program impact an individual sister, congregations, and local communities?
- **To improve the program**—What is working well and what needs improvement?
- **To tell the story of the program**—How are we growing? What new trends or challenges are we seeing based on our data? Are there transformations happening?

Embodying ASEC Values in the SLDI Evaluation



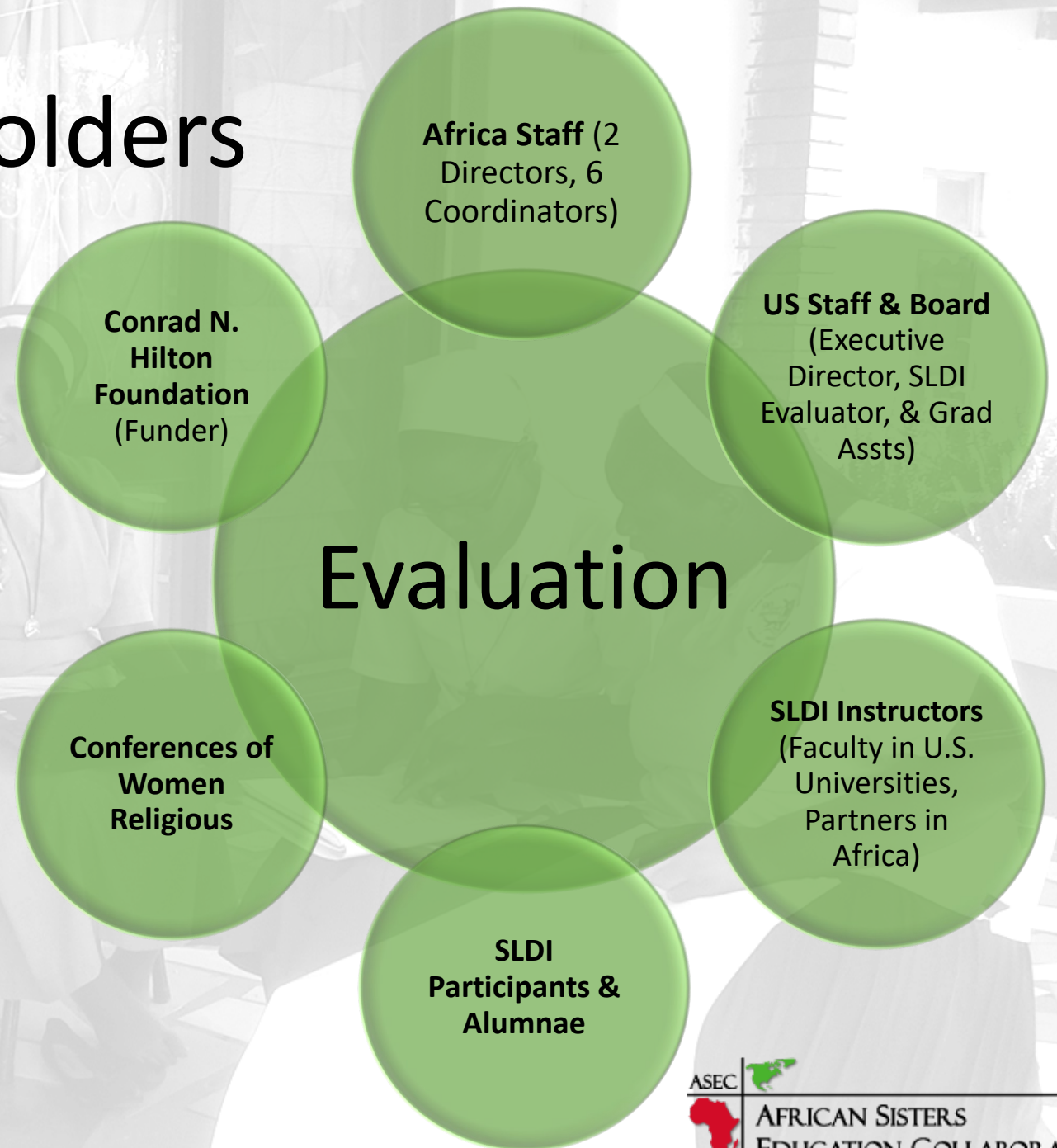
Involving Our Stakeholders

**In Some or All Stages of Evaluation,
Including:**

- Planning & Design
- Implementation
(Data Collection & Analysis)
- Sharing Outcomes & Learnings

Via:

- Focus Groups
- Interviews
- Pre-and Post-surveys
- Site Visits

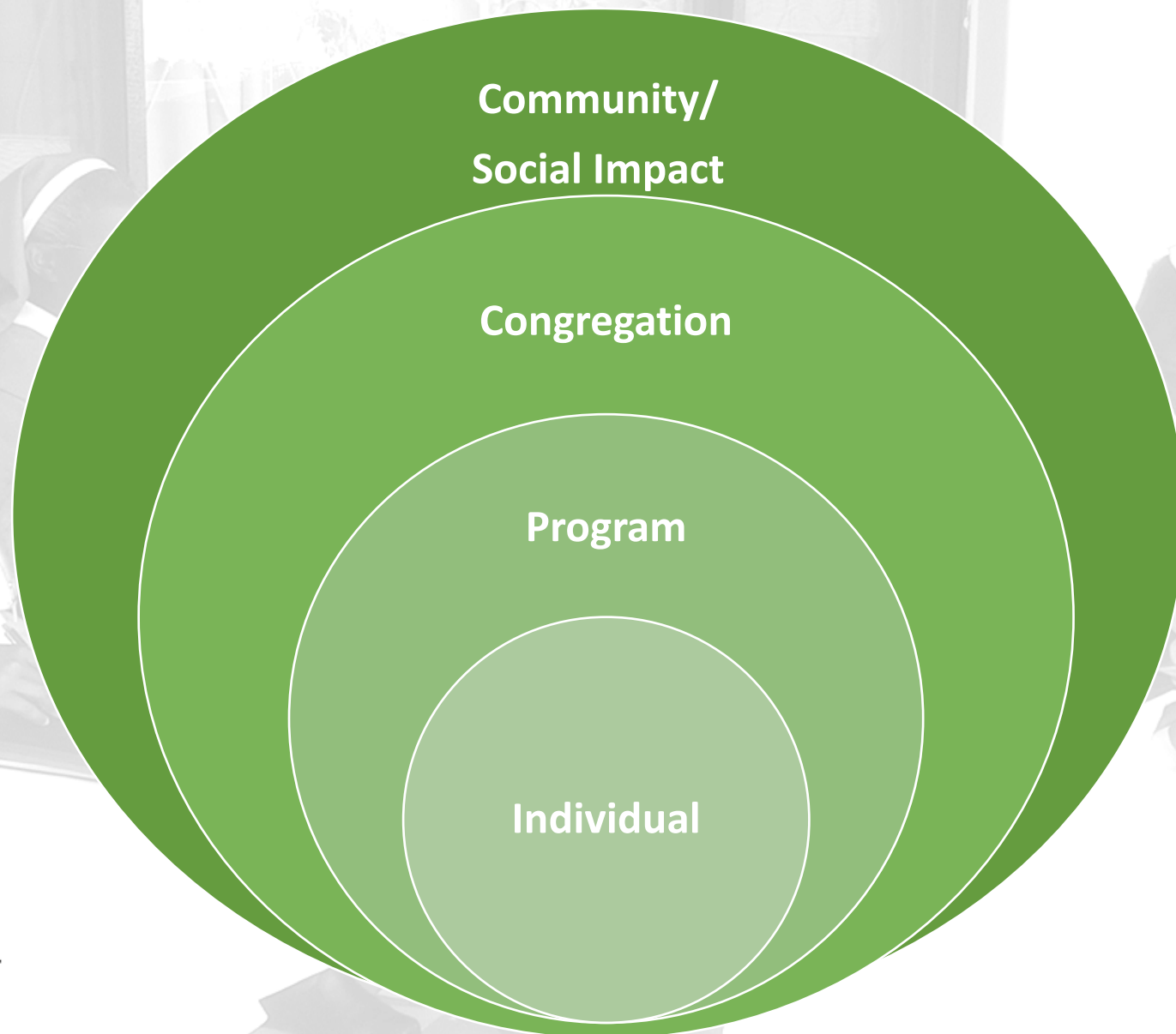


Evaluation Model

The SLDI program utilizes a logic model approach, based on the objectives determined at the onset of Phase III. The program also uses a Mixed Methods approach to evaluation.



Levels of Evaluation



Evaluation Methods	Who Completes it?	Method of Evaluation	Level of Evaluation	Feeds Into Which Evaluation Objective?
Pre- and Post-Test Skill Assessment Survey (self-report)	SLDI Workshop Participants	Quantitative & Qualitative	Individual, Program	1
Pre-and Post-Test Leadership Core Competency Survey (self-report)	SLDI Workshop Participants	Quantitative & Qualitative	Individual, Program	1
Workshop Feedback Surveys	SLDI Workshop Participants, Instructors and Coordinators	Quantitative & Qualitative	Individual, Program	1
Alumni Surveys	SLDI Alumnae	Quantitative & Qualitative	Individual, Program, Congregation, Community	2-5
Mentee Surveys	Mentees of SLDI Alumnae	Quantitative & Qualitative	Individual, Program, Congregation, Community	2-5
Superior Surveys (2014 & 2016)	Superiors of congregations participating in SLDI	Quantitative & Qualitative	Program, Congregation, Community	5
Site Visits	SLDI Stakeholders (Board, Funders, Staff, Former Instructors, Researchers)	Qualitative: Observation, Oral Interviews	Individual, Program, Congregation, Community	1-5

Overview of SLDI Phases

A group of five nurses in white uniforms are seated around a table in a meeting room. They are engaged in a discussion, with some looking at documents and others at each other. The room has large windows with decorative metal grilles. The image is semi-transparent, allowing the text to be overlaid.

SLDI's Expansion, 2007-2016

1801 Sisters, Congregational Leaders, and SLDI stakeholders have been served in Phases I-III of SLDI

Phase of SLDI	Individuals Served Through SLDI Program	Countries of Operation
Phase I: 2007-2009	344 sisters served 17 Superior Generals served Total 361 Served	5 countries: Ghana, Kenya, Nigeria, Tanzania, and Uganda
Phase II: 2010-2012	376 sisters served Total 376 Served	6 countries: Expands to Zambia
Phase III: 2013-2015	861 sisters served 29 Instructors/Coordinators served 114 served in Canon Law Training 60 served through Research Workshop Total 1064 Served	10 countries: Expands to Cameroon, Malawi, South Sudan & Lesotho
Phase IV: 2016-2018	1358 sisters projected to be served 475 Superior Generals to be served Projected 1833 will be served	Exploring continued expansion to other countries

Attendees, Unique Participants, and Graduates

Phase of SLDI	Number of <u>Attendees</u> in SLDI Workshops	Number of <u>Unique</u> Participants in SLDI Workshops	Number of <u>Sisters Who Graduated</u> from SLDI
Phase I (2007-09)	515 (164 Project Director, 183 Administration, 168 Finance)	344	267
Phase II (2010-12)	463 (213 Technology, 250 Leadership)	376	237
Phase III (2013-15)	1750 (282 Technology, 1469 Leadership)	861	712
Total Participants, Phase I-III	2728	1581	1253
Estimates for Phase IV (2016-18)	1358	N/A	N/A

An Important Note:

- *Number of attendees* is the total attendees in every workshop; in other words, the same sister is counted for each workshop she attends (e.g., a sister who completed Year 1 Basic Technology workshop, and Years 2 & 3 Finance track workshops is counted 3 times).
- *Number of unique participants* is the number of different individual sisters served through the program (e.g., a sister who completes all 3 years of the workshops is only counted once).
- Sisters are considered to have *graduated* if they have completed at minimum the 2 years of leadership workshops, although some sisters who graduated have completed the first year technology workshop in addition to the 2 years of leadership workshops

SLDI Highlights To Date

- 465 different congregations served
- Sisters of 33 different nationalities served
- More unique participants in Phase III than in first two phases combined.
- Alumnae & mentees have secured over \$9.8 million for projects addressing social, economic, health and educational needs in 8 African countries.
- In Phase III:
 - 8 new staff hired
 - Field trips to model projects were established
 - Mentees began attending Alumni Workshops
 - For the first time, Research Workshops were held for SLDI stakeholders in Africa.
 - Additional trainings were held including Canon law training and Instructor/Coordinator training
 - Evaluation focus groups were held
 - Computer labs were established in South Sudan, Malawi, and Cameroon in addition to the existing labs in Ghana, Kenya, Uganda, Tanzania, and Zambia.



Sisters of different congregations and nationalities take part in a Finance workshop in Ghana

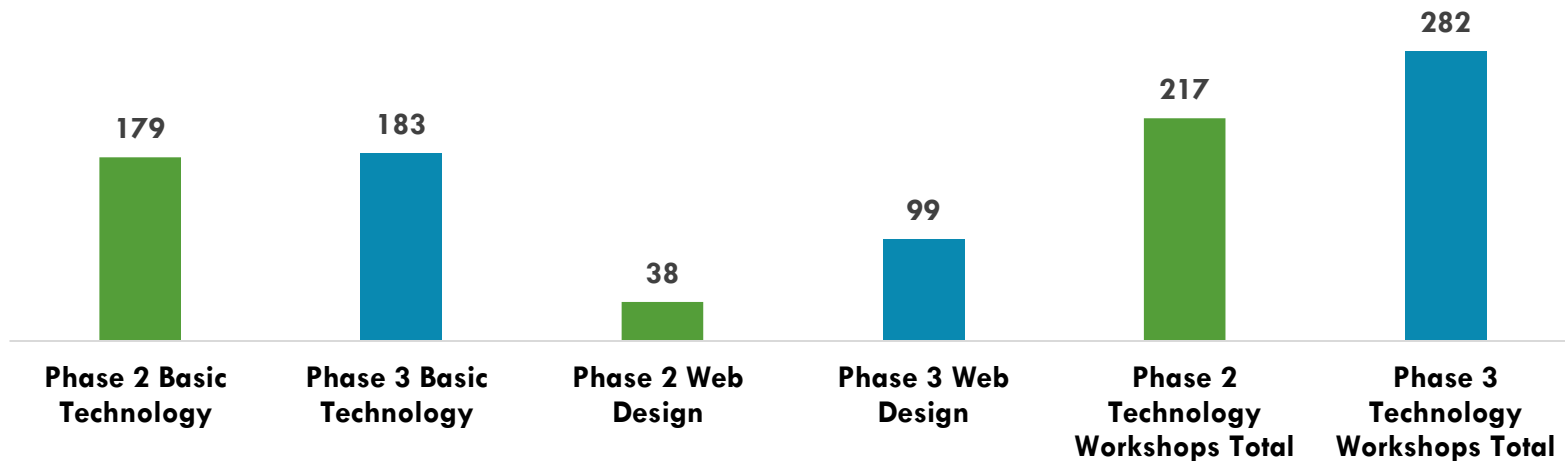
Technology & Leadership Workshops



2013 Technology Workshops: Basic Technology & Web Design

- 8 Basic Technology and 4 Web Design workshops served participants from 8 countries and 122 congregations.
- 3-week long workshops, increased from 2 weeks in Phase II.
- 282 sisters (total for Basic Technology & Web Design) attended. Of the 282 sisters attending, 184 sisters were retained in the Phase III leadership workshops.
- There were 98 unique participants in the technology workshops who did not go on to complete the leadership workshops.

In Phase III, there were 65 more attendees in the Technology workshops---of those 65 attendees, 94% participated in the Web Design track

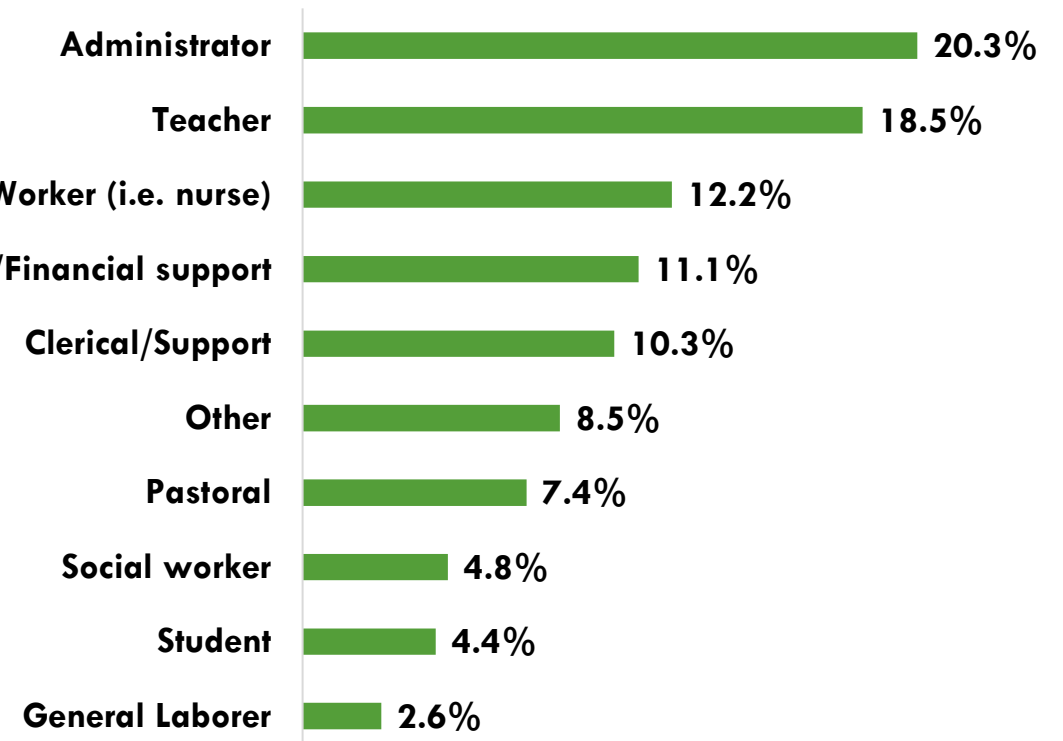


In 2013, computer labs where workshops take place were equipped with new computers in Kenya, Uganda, Tanzania and Ghana. Textbooks were provided in both tracks as well.

Technology Workshops: Participant Demographics

- **Previous Involvement with SLDI:** 28 sisters previously participated in SLDI workshops.
- **Age:** Range of 23-68 years with a mean age of 39 years (SD = 9.94).
- **Language:** 89% of the participants stated English as their primary spoken language, while 94% stated English as their primary written language. Among Tanzanian participants, 67% reported English as their primary spoken language and 81% reported English as their primary written language.
- **Education:** A 3-year Diploma (30.4%) was the most common level of education among participants

Positions Held by 2013 Technology Workshop Participants



Basic Technology Workshops

Basic Technology Participant 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
- Access to computers and internet was fairly low

- 183 participants
- In Phase II, there were 6 workshops (one per country) in Phase III, a total of 8 workshops took place, with Ghana and Tanzania each hosting 2 Basic Technology workshops
- Curriculum content included: Basic use of a computer, the Microsoft Office suite (Word, Excel, Powerpoint, Access), and using email and the internet.



*Participants
in the Basic
Technology
track,
Kenya*

Basic Technology Workshops: Increased Skills & Knowledge

There were **statistically significant increases in the post-mean scores of all Basic Technology workshops.**

Sample items on the pre- and post-survey include:

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

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

*Significance at $p < .001$

Basic Technology: Sisters' Successes

VOCATION PROMOTION

AT NSAMBYA SECRETARIAT OLD
GGABA ROAD

DATE :25 OCT, 2013

TIME: 5PM

PRESENTER

SR LEONIDA ADRAPIA
SACRED HEART OF JE-
SUS



ITS FREE ENTRY
COME AND LISTEN
TO GOD
COME ONE COME ALL

CONTACT: [+256782808961]

"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."

-Sister in Basic Technology track

Sr. Leonida used her new skills gained in the Basic Technology workshop to create a booklet on Vocation Promotion.

Web Design Workshops

Web Design

Participant 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.
- Access to computers and internet was fairly low

- 99 participants in 4 workshops. In Phase II, workshops were only held in 2 countries: Kenya and Nigeria. In Phase III workshops were added in Uganda and Zambia.
- Curriculum content included: using flash drives, scanners, web design software, Google groups, and social media. They also learned how to manage a website, use website hosting software, and edit pdf files.



Participants learn about web design in Uganda

Web Design Workshops: Increased Skills & Knowledge

There were **statistically significant increases in the post-mean scores of all Web Design workshops.**

Sample items on the pre- and post-survey include:

- I am able to use GIMP software [web design software]
- I understand how to use website hosting software.
- I understand how to edit pdf files.

Country	N	Pre - Mean	Pre-SD	Post-Mean	Post-SD
Uganda	20	2.35	0.75	3.45*	0.51
Nigeria	20	2.30	0.57	3.60*	0.50
Zambia	28	1.96	0.69	3.82*	0.55
Kenya	31	2.58	0.72	3.84*	0.37

*Significance at $p < .001$

Web Design: Sisters' Successes



One sister used skills acquired in the Web Design workshop to create and manage a website for her congregation, the Daughters of Charity of St. Vincent De Paul in Nigeria.
Website: <http://asec-sldi.net/nig0009/history.html>



A Web Design participant used her skills to create a website for the Association of Sisterhoods in Kenya (AOSK). Website: http://www.aoskenya.co.ke/?page_id=2405

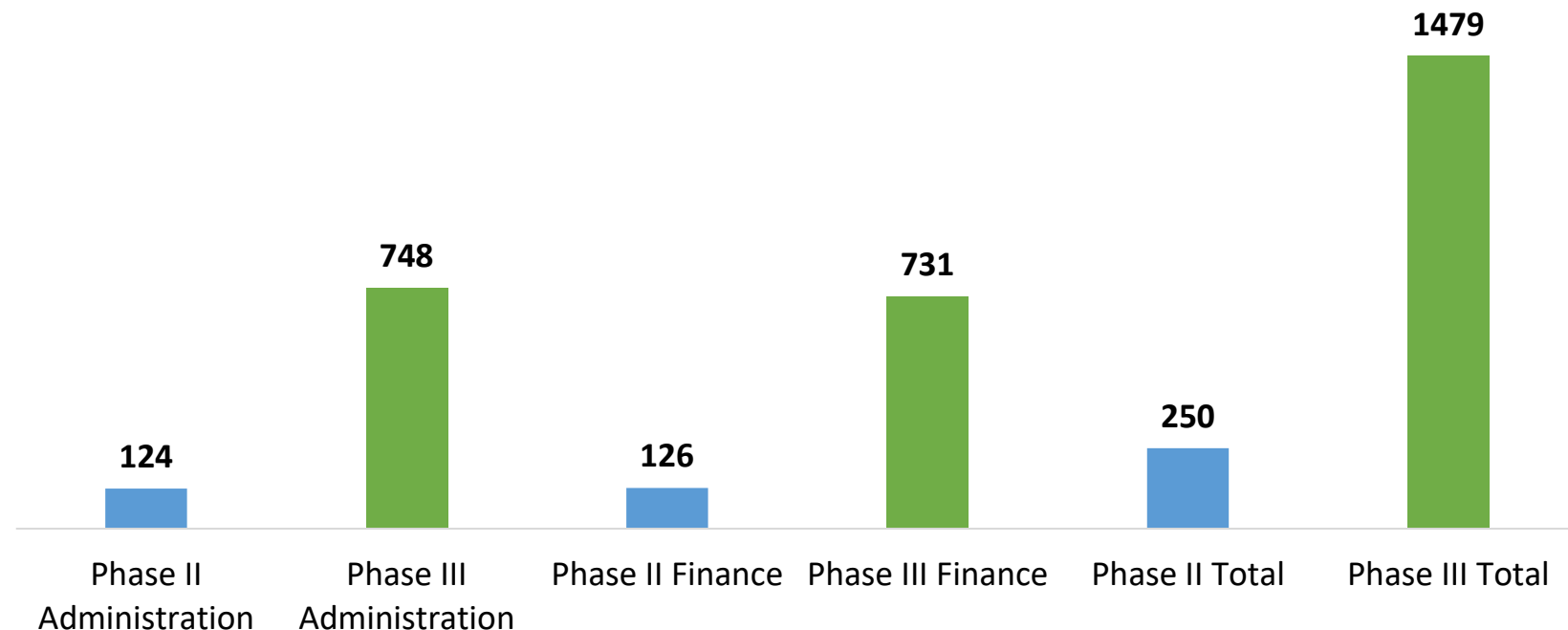
"I thank ASEC for the good work they are doing in empowering us African sisters. I feel empowered, enlightened and nourished as I go back to my congregation, ready to work and to teach others what I have learned from ASEC."

-A Kenyan Web Design Participant

2014-15 Leadership Workshops: Administration & Finance Tracks

- From Phase II to Phase III the number of workshop attendees (not unique participants) in the leadership workshops increased from 250 to 1479, which is almost 6 times more attendees in Phase III than in Phase II. The numbers of **unique participants was 763**, compared to 376 in Phase II and 344 in Phase I.
- The number of workshops increased from 24 in Phase II to 32 in Phase III
- Workshops were held in 2 additional countries during Phase III: Cameroon and Malawi.

Phase II & Phase III Leadership Workshop Participant* Numbers



*Please note these numbers are workshop attendees, not the number of unique participants.

Leadership Workshops: Participant Demographics

	2014 (Both Tracks)	2015 (Both Tracks)
Citizenship (by number of countries)	22	23
Age (Mean, Range)	39 (SD=8.83), 23-69 years	40 (SD=8.81), 23-70 years
Primary Spoken Language is English	78.2%	77.3%
Primary Written Language is English	81.1%	81.7%
Most Common Education Level	3-Year Diploma AD: 36% FN: 27%	3-Year Diploma AD: 35.7% FN: 35.7%
Most Common Job Responsibilities	AD: Administrator (34%) Teacher (19%) FN: Accountant (33%) Administrator (18%)	AD: Administrator (25.5%) Teacher (16.2%) FN: Accountant (30%) Administrator (14%)

Administration Track Computer Skills

Computer Skill	2014	2015
Email	66.8%	81.7%
Internet	52.6%	74.1%
Word Processing	50.3%	64%

Finance Track Computer Skills

Computer Skill	2014	2015
Email	62.6%	69.5%
Internet	55.2%	63%
Word Processing	56.1%	57.1%

Administration & Finance Track Numbers

- 32 Administration track & 32 Finance track workshops were held over the course of 2 years (16 workshops for each track in both 2014 & 2015).
- 2 cohorts in each track
- Slight decrease in retention in both tracks from 2014 to 2015 due to sisters' transfers to new areas, illnesses, sisters returning to school, and other obstacles.
- **Administration track: 385 unique participants**
- **Finance track: 378 unique participants**

Administration Track: Increase in Knowledge & Skills

2015 Administration Workshop Pre- and Post-Mean Scores

Country	Workshop	N	Pre Mean	Pre SD	Post Mean	Post SD
Zambia	1	18	3.23	.693	4.40***	.290
Kenya	5	28	3.14	.627	4.26***	.457
Ghana	2	18	2.96	.680	4.56***	.233
Uganda	3	27	2.58	.768	4.38***	.386
Malawi	23	18	3.57	1.801	4.66*	.248
Kenya	11	29	2.72	.427	4.45***	.531
Nigeria	12	25	2.65	.556	4.42***	.275
Tanzania	13	24	2.47	.552	4.36***	.361
Malawi	14	20	2.83	.874	4.20***	.500
Cameroon	16	13	2.91	.670	4.23***	.401
Cameroon	20	20	2.94	1.042	4.14***	.488
Nigeria	21	29	2.69	.711	4.67***	.242
Zambia	22	18	3.04	.598	4.43***	.425
Ghana	24	20	2.48	1.063	4.51***	.363
Uganda	26	33	2.58	.704	4.61***	.418
Tanzania	25	24	2.84	.542	4.53***	.367

Significance Levels: p<.001***, p<.01**, p<.05*

2014 Administration Workshop Pre- and Post-Mean Scores

Country	Workshop	N	Pre Mean	Pre SD	Post Mean	Post SD
Zambia	1	20	2.60	0.79	4.52***	0.40
Ghana	3	19	3.54	0.70	4.60***	0.26
Uganda	4	29	3.05	0.68	4.61***	0.25
Kenya	6	30	2.43	0.79	4.45***	0.39
Kenya	11	29	2.68	0.42	4.49***	0.55
Nigeria	12	29	3.23	0.59	4.44***	0.35
Tanzania	13	25	3.35	0.47	4.34***	0.27
Nigeria	17	25	3.52	0.60	4.60***	0.99
Malawi	18	20	3.27	0.66	4.56***	0.28
Zambia	19	20	2.84	0.54	4.65***	0.26
Cameroon	20	20	3.17	0.64	4.37***	0.35
Ghana	21	20	2.75	0.83	4.42***	0.43
Uganda	22	30	3.34	0.80	4.58***	0.29
Malawi	25	20	3.69	0.54	4.52***	0.31
Tanzania	29	25	2.68	0.42	4.59***	0.24
Cameroon	30	20	3.47	0.49	4.15**	1.06

Significance Levels: p<.001***, p<.01**

All Administration workshops achieved statistically significant increases in post-mean scores at the p<.001 level, except one workshop in Cameroon in 2014 which had a statistically significant increase at the p< .01 level and one workshop in Malawi in 2015 which had a statistically significant increase at the p< .05 level.

Administration Track: Open-Ended Responses

- Difficulties in Implementing Skills: 44% had no difficulty but 17% expressed difficulties in mentoring, 11% reported difficulties in grant-writing and 5.7% experienced resistance from others
- Impact of Skills After Year 1: 94% of sisters are using their skills and most often they report that leadership skills (20%), mentorship skills (17%), communication skills (12%), and work relationships/Human Resource management skills (11%) have an impact on their work/ministry.
- Use of Skills Gained: At the conclusion of the workshop in 2015, participants most frequently mentioned strategic planning (51%), change management (25%), financial management (19%), budgeting (16%) and project planning and management (15%) as skills they will use in their congregations and/or ministries.
- Suggestions for Improvement: Increased time for the workshops, more time for practical learning with real world examples, and more content on financial management.

Some Final Thoughts on the Administration Workshops

Sharing Between Sisters:

“Apart from the good facilitation, group works and individual assignments were source of inspiration. **I learnt a lot from the sharing of other sisters.**”

Effective Instruction & Organization:

“The **learning methodology was learner centered**, and this helped me a lot. Instructors were very concern and willing to explain things again and again to make sure that no learner was left unattended to.”

Gaining Relevant Knowledge & Skills:

“The sessions treated during this program have been educative and have **exposed me to many things I did not know**. I am therefore challenged to use them to improve my work. I have been changed for better because of the ASEC program. Thank you very much.”

“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 Misesan Cara and lucky it went through and so we will re-employ those two staff and maybe add more.”



A sister presents to her classmates during a 2015 Administration workshop in Zambia

“Using the skills on effective communication, I saw **improvement in the communication** with in our Dispensary among the staff and myself. And **with Grant writing, our congregation will be able to have a new functional computer for the whole region** for handling our finances.”

A group of nuns in a meeting room, sitting around a table and looking at documents. The image is faded and serves as a background for the text.

Video: One Sister's Experience

**Sr. Prisca, Administration track,
Tanzania**

https://www.youtube.com/watch?v=V_SvL81XgGY

Finance Track: Increase in Knowledge & Skills

2015 Finance Workshop Pre- and Post-Mean Scores

Country	Workshop	N	Pre Mean	Pre SD	Post Mean	Post SD
Malawi	4	15	3.50	.736	4.54***	.271
Nigeria	6	25	3.38	.559	4.39***	.465
Tanzania	7	23	3.41	.424	4.35***	.984
Cameroon	8	18	3.50	.720	4.76**	1.20
Ghana	9	16	3.15	.684	4.39***	.391
Zambia	10	17	3.29	.486	4.22***	.438
Uganda	15	29	2.98	.643	4.49***	.333
Nigeria	17	21	2.33	.406	4.28***	.466
Tanzania	18	24	3.28	.622	4.74***	.318
Ghana	19	20	3.36	.763	4.56***	.401
Kenya	27	25	3.12	.637	4.19***	.531
Uganda	28	28	3.55	.521	4.47***	.332
Kenya	29	35	3.21	.674	4.29***	1.11
Cameroon	30	18	3.02	.667	4.04*	1.52
Malawi	31	21	3.87	.729	4.52***	.291
Zambia	32	19	3.49	.711	4.51***	.399

Significance Levels: $p < .001$ ***, $p < .01$ ** , $p < .05$ *

2014 Finance Workshop Pre- and Post-Mean Scores

Country	Workshop	N	Pre Mean	Pre SD	Post Mean	Post SD
Tanzania	2	25	2.32	0.34	4.51***	0.28
Malawi	5	20	2.49	0.59	4.62***	0.20
Cameroon	7	20	3.02	0.82	4.21***	0.50
Nigeria	8	30	2.94	0.68	4.35***	0.43
Ghana	9	20	2.92	1.07	4.43***	0.30
Zambia	10	20	2.49	0.46	4.32***	0.36
Uganda	14	29	2.41	0.46	4.23***	0.36
Nigeria	15	20	3.09	0.79	4.23***	0.51
Ghana	16	18	2.59	0.89	4.51***	0.51
Kenya	23	28	2.63	0.73	4.47***	0.30
Tanzania	24	25	2.41	0.66	4.43***	0.46
Uganda	26	30	2.43	0.51	4.58***	0.29
Kenya	27	31	2.93	0.58	4.58***	0.37
Cameroon	28	20	2.77	0.61	4.60***	0.41
Malawi	31	21	2.77	0.85	4.39***	0.42
Zambia	32	20	2.71	0.87	4.57***	0.40

Significance Levels: $p < .001$ ***, $p < .01$ **

All Finance workshops achieved statistically significant increases in post-mean scores at the $p < .001$ level, except two workshops in Cameroon in 2015, one of which had a statistically significant increase at the $p < .01$ level and the other at the $p < .05$ level.

Finance Track: Open-Ended Responses

- Difficulties in Implementing Skills: 31% had no difficulties but 24% reported difficulties in lack of skills, 15% experience difficulties due to a lack of opportunity to use skills and 6% reported challenges in grant-writing.
- Impact of Skills After Year 1: 87% of sisters are using their skills and they most often report that financial management (56%), budgeting (14.4%), mentoring (13.5%), and time management (11.5%) are having an impact on their work/ministry.
- Use of Skills Gained: At the conclusion of the workshop in 2015, participants most frequently mentioned financial management (50%), strategic planning (35%), leadership (26%), stress management (22%), and grant-writing (19%) as skills they will use in their congregations and/or ministries.
- Suggestions for Improvement: Sisters suggested increasing the amount of time for the workshops, as well as allotting more time to strategic planning and that more practical examples and exercises could be used.

Some Final Thoughts on the Finance Workshops

Sharing Between Sisters:

“The program was inclusive and **sharing was very rich as sisters shared practical and real stories.** Very rich indeed.”

Gaining Relevant Knowledge & Skills:

“Appreciation for the remarkable service rendered to me through this course indeed it is very valuable...I personally deeply appreciate **all of your effort which made me gain different skills not finance skills only.**”

“The new skills are going to help me be more sensitive to the use of our resources especially in accounting. To have personal and community budgets. I can now at least identify if there is something wrong with the accounts.”

Importance of Resources Provided:

“The provision of the **laptops made learning faster.**”

“Thank you for this program given to me which is very important to my congregation and my mission also a lot of **thanks for materials given, for example textbook and laptop,** which help me to study...”



Sisters take part in a group activity during a Finance workshop in Zambia.

“I have learnt facilitation skills and project presentation which I intend to use to teach and facilitate sisters what I have learnt. I also intend to go into grant proposal writing and set up a project using project management, strategic planning, environmental analysis and project sustainability to excel and reach out to people in my community.”

Video: The Value of Financial Skills



<https://www.youtube.com/watch?v=2TJey73DPSw>

Core Competency Surveys: Increase in Knowledge & Skills

- Core Competency survey items were adapted from *The Pyramid of Leadership* (Donald Clark, 1999) and *The General Self-Efficacy Scale* (Ralf Schwarzer & Matthias Jerusalem, 1995). The survey assesses participants' development and capacity as leaders before the program begins and after it concludes.
- Survey items include:
 - I can establish goals, tasks, and budgets with little or no motivation from supervisors
 - I can delegate decision making and other responsibilities to appropriate individuals.
 - I gain commitment by influencing team ownership of goals, objectives, and processes.
- **Participants in both tracks achieved statistically significant increases** in post-mean scores at the $p < .001$ level

2014 to 2015 Core Competency Survey Results

Workshop Track	N	Pre-Core Mean	SD	Post-Core Mean	SD	Significance Level
Administration	366	3.62	.659	4.46	.391	.000
Finance	334	3.76	.616	4.46	.364	.000

*"I am a **better leader now** than I was before taking part in this Course in Administration. My understanding of leadership now is that of Servant Leadership more than boss leaders. I appreciate and value the contribution of others in my work."*

-Sister in Phase III Administration track

Core Competency Survey: Open-Ended Responses

Sisters in the leadership workshops were asked four open-ended questions about themselves as leaders in the Core Competency survey. Responses were coded and tabulated.

- **All participants expressed that they were changed as leaders** and most frequently, in both tracks, their **concept of leadership** was what changed. Also increases in self-confidence and improvements in communication and professional relationships were commonly noted as areas of positive change.
- Participants in both tracks felt that their **strengths as leaders were centered on communication and teamwork.**
- Participants in both tracks noted that **areas in need of improvement were financial management and strategic planning**, which is interesting as financial management was also listed as an area of strength for those in the Finance track. This may reflect some divergence among participants in how well they mastered the concept of financial management. In the Administration track, grant-writing was an area in need of improvement.
- Participants in both tracks expressed that **the program impacted their ministry by helping them to become more productive/effective.**

Leadership Workshops: Participant, Instructor & Coordinator Surveys

Successes:

- Sisters, Instructors and Coordinators report overwhelmingly positive feedback about the workshops.
- Instructors noted sisters' increased confidence, good functioning technology (for facilitation), and the opportunity for networking and sharing of ideas as successes of the workshops.
- Coordinators reported that the major successes of the workshops were that sisters were empowered, were participating actively in the sessions, and that the Instructors had good knowledge and expertise in their fields. Also the field trips (described below in the Leadership Workshops section) were mentioned repeatedly as a very positive aspect of the workshops.

Leadership Workshops: Participant, Instructor & Coordinator Surveys

Challenges:

- In Tanzania, the English language continues to be a challenge. The use of instructors who can communicate effectively in English and Kiswahili has been helpful.
- Participants enter the program with various levels of education and experiences. Instructors suggested that the program prepare and distribute academic/professional profiles of participants prior to workshops, which the program plans to provide for the leadership workshops in Phase IV.
- Coordinators expressed that there should be either a full-time coordinator or an assistant in order to aid with the workload. In response, a full time Coordinator has been hired in South Sudan, and HESA Assistant Coordinators are projected to be hired in each country to assist with the Coordinators' workload. Coordinators also request assistance with transportation.

Leadership Workshops: Field Trips

Field trips to successful projects/programs were instituted in 2015.

Sisters visited an array of projects and sites, including projects led by SLDI alumnae



Sisters interact with the children at Kankao Mission in Malawi

In Malawi, SLDI Finance workshop participants visited Parliament and during their visit met both the Minister of Gender as well as the Second Speaker of Parliament. The Second Speaker, Mr.

Chiwaya, has a physical disability and shared with the SLDI participants that he was able to become successful through the support and care he received at the Kankao mission. The sisters then visited the Kankao mission, which is a home for physically challenged children. On their visit, sisters met some of the children served at the mission and learned about how the mission operates.

Participant Portfolios

As sisters progress through the leadership workshops they create a portfolio to demonstrate and integrate the skills and knowledge they gain during the program.

In their portfolios, sisters:

- **Conduct analyses of case studies**, focusing on stakeholder analysis, budgeting, change management, SWOT analyses, strategic planning, project management, logic models, and more
- **Develop actual solutions** to organizational and budgetary issues that are presented in the cases
- Provide **summaries of their mentoring process**

TITLE: BUILDING HOSTELS FOR GIRLS AT MAYAKA COMMUNITY DAY SECONDARY SCHOOLS.

INFORMATION REQUIRED	SOURCES OF INFORMATION	MEANS OF COLLECTING INFORMATION	COMMENTS
Population for girls	<ul style="list-style-type: none"> - Community leaders - Teachers - HSA - church leaders - school girls - PTA committee - Health facility 	<ul style="list-style-type: none"> - Interview - Survey - Questionnaire - Observation - Literature review 	<ul style="list-style-type: none"> - Resistance from parents and community leaders to have girls at boarding school due to cultural beliefs - Eagerness by girls to be at a boarding school
Feasibility	<ul style="list-style-type: none"> - Land Surveyors - Architecture - School management - Quotations from contracts 	<ul style="list-style-type: none"> - Inquiries - Interview - Site visit 	<ul style="list-style-type: none"> - High charges for consultancy fee
Number of girls enrolled at the school	<ul style="list-style-type: none"> - Head teacher - Division headquarters - School records e.g registers 	<ul style="list-style-type: none"> - Interviews - Questionnaire - Data review 	<ul style="list-style-type: none"> - Cooperation
Social issues	<ul style="list-style-type: none"> - Community leaders - Parents - PTA Committee - Teachers - Girls - Religious leaders 	<ul style="list-style-type: none"> - Investigation - Interview - Observation 	<ul style="list-style-type: none"> - Cultural belief that a girl child can't be educated - Girls are regarded as those to do domestic chores - Early marriages - Eagerness from girls - Empowering girls to get quality education

Sample of Content from a Ugandan Sister's Portfolio

From Strategic Thinking to Program Management.....	4
<i>The Importance of Strategy</i>	<i>4</i>
Final Assignment: The strategic management process	4
<i>The Foundation of Strategic Thinking</i>	<i>6</i>
Final Assignment: Creating a vision scenario	6
<i>Crafting a Strategy</i>	<i>8</i>
SWOT analysis and possible responses	8
<i>Executing a Strategy</i>	<i>10</i>
Final Assignment: Developing an Implementation Plan	10
<i>Developing Program Framework</i>	<i>11</i>
Final Assignment: Program Logic Model	11
<i>Field Report</i>	<i>12</i>
Mother Kevin Sustainable Farm	12
Integrity & Financial Management.....	16
<i>Unit 1: The Importance and Meaning of Integrity</i>	<i>16</i>
Interoffice Memorandum	16
FINANCIAL APPLICATION: Recording your income and expenses	17
<i>Unit 2: Values - The Foundation of Integrity</i>	<i>18</i>
FINANCIAL APPLICATION: Analysis of income and expense worksheet	18

Objective 1: To increase the leadership and financial management competencies of the participants

Outputs	Projected Outcomes	Actual Outputs/Outcomes
<p>Administration: 378 participants from 9 countries, 2 cohorts</p> <p>Finance: 378 participants from 9 countries, 2 cohorts</p>	<p>90 % of the administrative groups and 90% of finance groups will increase leadership skills and leadership competency as demonstrated by a statistically significant increase in the mean scores on assessments</p> <p>85% of the participants will demonstrate competency in specific knowledge and skills related to leadership/administration</p> <p>85% of the participants will demonstrate competency in specific knowledge and skills related to financial leadership</p>	<p>Outputs:</p> <ul style="list-style-type: none"> ✓ Administration: 385 unique participants from 10 countries were served through 32 Administration track workshops (2 cohorts) over a 2 year period ✓ Finance: 378 unique participants from 10 countries were served through 32 Finance track workshops (2 cohorts) over a 2 year period. <p>Outcomes:</p> <ul style="list-style-type: none"> ✓ 100% of administration workshop groups and 100% of finance workshop groups showed a statistically significant increase in leadership skills and core competencies, as evidenced in the pre-post skills assessment mean scores* ✓ 100% of administration track and 100% of finance track participants showed a statistically significant increase in competency related to their administrative or financial leadership as evidenced in the pre-post core competency mean scores.

Alumnae & Continuing Education Resources



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 receive up to date information on emerging and important issues.

In this phase, workshops centered on:

- Human Trafficking
- Project Planning & Management
- Grant and Project Proposal Writing
- Mentorship
- Development of the Alumnae Associations

	2014 Alumnae Workshops	2015 Alumnae Workshops	2016 Alumnae Workshops	Total Attendance
Alumnae Attendance	233	276	453	962
Mentee Attendance	N/A	133	147	280
Total Attendance	233	409	600	1242

- In 2015, mentees began attending Alumnae workshops with their mentors.
- In 2016, the program expanded to include 3-day Alumnae workshops in 2 additional countries, Cameroon and Malawi.
- A total of 20 3-day Alumnae Workshops were held over the course of three years (2014-16), with **962 alumnae in attendance**.
- Over the three year period, an average of 46% of alumnae attended the workshops.

Alumnae Workshops: Sisters as Facilitators

In the 2016 Alumnae workshops, five sisters were among the facilitators of the Alumnae workshops, 3 of whom are SLDI Alumnae. SLDI is seeking to build the capacity of sisters as facilitators and is also engaging sisters as facilitators in the 2016 Technology workshops.

SLDI Alumna Sr. Gertrude Kayula Lesa facilitated a session on human trafficking in Zambia's Alumni workshop. Sr. Gertrude is a development professional who has been working in the field for the past 12 years. Much of her development work has revolved around research, advocacy and training of groups in governance and human rights issues. After SLDI, she received nearly \$30,000 from Misesan Cara to address gender disparities in education and support the education of girls in her community.

SLDI Alumnae Sr. Florence Emurayevaya and **Sr. Perpetua Idowu Apo** presented on project planning and management at Nigeria's Alumni workshop. After SLDI, Sr. Florence received over \$155,000 in grant funds to renovate a local school and Sr. Perpetua secured \$8000 in grant funds to renovate the St. Louis convent.

Alumnae Networking

Alumnae Networking

91.6% of attendees (N=321) said they formed relationships with other alumnae and mentees at the workshop

95.1% of attendees (N=308) said they are in touch with other workshop attendees. They reported that the most common way they keep in touch is via phone (66.6%), followed by email (52.3%), Facebook (15.5%), and Whatsapp messenger (15.3%). Some attendees also used Skype, Viber, postal mail (letters) and in-person visits to stay in touch.

About 15.6% of attendees (N=315) said they collaborated with sisters or other individuals/groups outside their congregation on projects or grants.

One sister shared: *“Through interaction of Srs from different congregation during and after SLDI gives me a chance of having [many] friends in which we can communicate and share experiences, asking questions and answers through telephones, e-mail, whatsapp etc.”*

Alumnae Continuing Education

85 SLDI alumnae have gone on to participate in ASEC's Higher Education for Sisters in Africa (HESA) program and further their education. In this program sisters obtain either a College Diploma or Bachelor's degree.

- In 2013-14, 21 sisters who completed SLDI went on to obtain higher education through the HESA program.
- Since January 2014 an additional 64 SLDI alumnae are enrolled in the HESA program.
- Of the 85 sisters who entered into the HESA program after completing SLDI, 32 are pursuing College Diplomas and 53 are pursuing Bachelor degrees.

Alumnae: Resources

All participants received laptops upon completion of the program, so that they can continue using the skills gained during the program and also have a resource that will assist them in many of their leadership activities, such as networking, grant-writing, and financial management.

	2015 Alumnae Survey	2016 Alumnae Survey
Percent Experiencing Difficulties with Laptop	28%	19.2%
Percent Using Their Laptop Daily	52.2%	74%
Percent Who Believe Laptop has Significant Impact on their Work	63.9%	88.7%

In 2016 Mentee reporting, 85.6% of mentors shared their resources (laptops and textbooks) with mentees in individual sessions, and 93.6% of mentors shared resources in group sessions.

Alumnae: Leadership Roles

	2014 Alumnae Survey (N=197)	2015 Alumnae Survey (N=274)	2016 Alumnae 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 Outside their Ministry	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.”

While percentages, above, from 2016 reporting are lower than previous years, the majority of alumnae in attendance in 2016 were recent graduates (in mid to late 2015) and have not had much time to implement their skills yet.

Alumnae: Leadership



Alumnae & Mentees engage in a group activity at the first annual Alumni Workshop in Cameroon.

From 2016 Alumnae Reporting:

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

Alumnae: Strategic & Financial Planning

In the 2016 Alumni survey, items were added to assess sisters' implementation of strategic and long-term financial planning skills.

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 strategic or financial plan <u>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%

"Both a financial and strategic plan for the Diocesan Health Insurance Organisation."

"Help to develop financial plan for hospital I'm in."

Alumna Success Story

SR. VERONICA*, PHASE III ADMINISTRATION, KENYA

In her own words:

“I did the Administration track course and graduated in October 2015. Among all what I learnt, I treasure grant writing because I have improved my skills. I have been able to write a proposal to Mensen met and attracted funds for a women empowerment project that I am in charge of at the AOSK [Association of Sisterhoods in Kenya] - JPC [Justice & Peace Commission] office i.e. about ksh.1,300,000 (\$12, 832). On the other hand, I consequently received a local donation of ksh.100,000 (about \$1000) for the same project.”

** Name changed to protect identity*

WOMEN EMPOWERING WOMEN

Sr. Veronica* received almost \$14,000 in funds from donations and a grant to implement a small project that seeks to **empower poor women in a slum in Nairobi and in a rural area** in Mwala - Machakos County. Some of the project activities include:

- Empowering women through **economic capacity building activities** like bead work, crocheting, sustainable farming of drought resistant fruits trees, and chicken rearing.
- **Peace building initiatives** with tools like peace circles to influence individual families and communities to reduce cases of domestic/ethnic violence.
- **Gender empowerment** of marginalized women including individuals living in extreme poverty and living with HIV/AIDS (infected or affected).

Sr. Veronica* also:

- Was **appointed** as a member of provincial council
- Helped develop a **strategic plan** for her place of work (AOSK)
- **Collaborated** with Catholic Diocese of Nakuni in implementing her project.

Alumna Success Story

Sr. Sarah*, Phase III (Finance track), Zambia

Secured a total of \$261,109 for the Mother Earth project:

\$211,944 from Conferenza Episcopale Italiana (CEI)

\$27,315 from Intesa San Paolo Foundation

\$21,850 in donations and from fundraising



- The **project plants moringa trees, which are exceptionally nutritious** with a variety of potential uses including combating malnutrition. The project produces moringa powder, is building a moringa factory, and is also constructing an office-staff house together with a caretakers house. A shelter for meeting, simple toilets, a borehole, a solar pump, and irrigation system are already in place.
- Over 6,000 moringa trees planted and 100 moringa **farmers are undergoing training** for organic production and sustainable agriculture.
- **Reaches out to women in the rural areas** (800 women per year) to promote improved nutrition.
- Uses renewable energy to sustain project: windmill, biogas, earth bags
- Project is in partnership with an Italian NGO called Guardavanti. The survey and the project proposal writing was done together. Also the project works with local NGOs to celebrate international days of water, etc. and has staff from Volunteer Missionary Movement from Ireland (VMM).
- **Job Creation:** new sister in charge, accountant, caretaker, salesperson.
- **Continued Grant-Writing:** factory & lab equipment and construction of a training center

**Name changed to protect identity*

Objective 2:

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

Activities	Outputs	Projected Outcomes	Actual Outputs/Outcomes
Provide alumnae training for participants from Phases I & II	3-day training will be provided in 6 countries (excluding Southern Sudan, Malawi, Cameroon)	40% of Phase I and Phase II participants will attend alumnae workshop	Outputs: ✓ A total of 20 3-day Alumni Workshops were held over the course of three years (2014-16). In 2014 & 2015, workshops were held in 6 countries; in 2016 workshops were held in 8 countries.
Provide continuing education resources for alumnae		85% of alumnae will report use of materials for continuing education	Outcomes: ✓ Over the three year period, an average of 46% of alumnae attended the workshops. ✓ In 2016 Alumni reporting, 88.7% of alumnae said their laptop has a significant impact on their ministry/work, compared to 64% in 2015 Alumni reporting. ✓ In 2016 Mentee reporting, 85.6% of mentors shared their resources (laptops and textbooks) with mentees in individual sessions, and 93.6% of mentors shared resources in group sessions.
		90% of alumnae will report satisfaction with resource	

A black and white photograph of five nuns in a meeting. They are seated around a table, looking at documents and laptops. The word "Mentorship" is overlaid in the center in a large, bold, black font. The background shows a window with decorative metalwork and a building exterior.

Mentorship

Mentoring Numbers

Mentoring is integrated into the curriculum of the leadership workshops and sisters are asked to create mentoring plans for when they begin to mentor others at the close of the program.

The number of mentees has significantly increased in 2016 reporting, although this apparent increase in mentees 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.

2015 & 2016 Alumnae Surveys

	2015 Alumnae Survey	2016 Alumnae Survey
Sisters Who Began Mentoring	85.8%	91%
Mentees Reported	2740	20,974

2016 Alumni Survey

Mentoring Style	Number
Individuals Mentored One on One	1,626
Number of Groups	493
Number of People Mentored in Groups	10,349
Number of Trainings	174
Number of People Mentored in Trainings	8,999
Total Number of People Mentored	20,974

Mentee Demographics & Mentoring Style

Mentee Demographics

	2015 Mentee Survey (N=95)	2016 Mentee Survey (N=156)
Average Age of Mentee	39.2	38.8
Most Common Job Responsibilities	Administrator (26%) Teacher (13%)	Teacher (20%) Bursar (11.7%)
Access to Technology	Internet access via regular use of Internet cafes: 43.2%	Internet access via regular use of Internet cafes: 34.6%

Mentoring Styles

	2015 Mentee Survey (N=95)	2016 Mentee Survey (N=156)
Most Common Number of Mentoring Sessions	Between 1-3	3-4
% Mentored Individually	53.7%	81.4%
% Mentored in Groups/Trainings	20%	28.9%
% Mentored Individually and in Group Setting	26.3%	13.5%
% Who Shared Information/Mentored Others	73.7%	82.3%
% Who Shared Information with Congregation, Workplace and/or Community	Workplace: 38.6% Congregation: 31.6% Community: 20%	Workplace: 57% Congregation: 46.3% Community: 32.2%

Mentoring Methods & Topics



Mentees at the Alumni workshop in Nigeria, 2015

Although a variety of methods were used to mentor, **discussions** and **using a laptop** were the most popular methods used in both Individual and Group/Training mentoring sessions.

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

Mentoring Experience

Mentoring Experience

	2015 Mentee Survey (N=95)	2016 Mentee Survey (N=156)
% Experiencing Challenges in Mentoring	88.3%	97.8%
% of Mentees Rating Mentoring Experience as Very Positive	73.7%	86.8%

Successes: Mentees who rated their experience as Very Positive in the 2016 Mentee survey, shared that they gained new skills, particularly in the areas of **finance, communication, and leadership.**

A sister shared:

"It has been very positive it has really helped me in the management of the facility through my communication with the staff, my sisters and the people around me, it has also helped me to manage the clinic positively."

-Mentee

Challenges: A lack of time, distance, and transfers were the most frequently reported obstacles to mentoring. However, nearly 80% of alumnae report that they were able to overcome their mentoring challenges through applying time management skills, asking for assistance from their Superiors, and being more flexible in their mentoring style (sometimes mentoring in groups or over the phone) and with their own schedules. One sister

shared:

"She is not in my community for she has been transferred to another community which is far from here."

-Mentee

Mentoring Impact

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 for 2015-16	\$353,413	

“I have been asked to join a committee to write the History of the Sisters of Mary Reparatrix in Uganda...”

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

“Through mentoring skill I learnt I was able to write agricultural project which was funded.”

Mentoring Impact

Feature Project

Sr. Kevin* was mentored by an SLDI alumna over a period of about one year. In 2015, she **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.

**Name changed to protect identity*

Mentoring Impact on Congregations & Ministries

New items were added to the 2016 Mentee Survey to better assess how mentoring affects congregations and ministries. The most commonly reported benefits of mentoring were better personnel management and the ability to help more people in their ministries.

Benefits to Congregation or Ministry as a Result of Mentoring	Percentage 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%

Objective 3:

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

Activities	Outputs	Projected Outcomes	Actual Outputs/Outcomes
Communicate the expectation of mentoring to potential participants and major superiors	Include expectation of mentoring in recruitment materials to sisters' supervisors	95% of mentoring plans will demonstrate effective use of materials and resources	<ul style="list-style-type: none">➤ Information on the expectation of mentorship after SLDI is shared with Superior Generals➤ All participants received information on mentorship as part of their workshop curriculum.➤ In 2016, 96% of mentees who report being mentored said their mentors used materials and resources to mentor, and over 10 different and mostly interactive methods were used in mentoring, including case studies, textbooks, discussion, laptop usage, and more. Discussion and using a laptop were the most common methods in both individual and group mentoring sessions.➤ In 2015 reporting 85.8% of sisters started mentoring, and in 2016, 91% had begun mentoring.
Integrate principles of mentoring into the curriculum for both tracks	Mentoring to be integrated into each session of both tracks	85% of alumnae will continue mentoring others	
Provide materials and resources for mentors and mentees	Materials will be available in class and on website		
Provide materials and resources for alumnae mentors and mentees			

A group of five women wearing hijabs are seated around a table in a well-lit room. They are focused on their work, with some using laptops and others looking at documents. The room has large windows with decorative metal grilles. The overall scene suggests a professional meeting or a collaborative workspace.

Grant-Writing & Securing Funds for Human Development/Social Impact Projects

Grant-Writing Success & 2015-16 Funding Amounts

While grant-writing success dipped in 2016 compared to 2015, the amount secured through donations and fundraising nearly tripled. Also, any funds secured from alumnae in Ghana have not yet been included in the totals, as their Alumnae workshop took place in March 2016.

2015 & 2016 Grant-Writing Success Rates & Funds Secured

	% Who Wrote Grants	% Who Received Grant Funding	Number of Grants Written	Number of Successful Grants	Total Amount of Funding Secured
2015 Alumnae Survey (N=274)	61.3%	25%	966	301 (31%)	\$2,657,428
2016 Alumnae Survey (N=386)	43%	24.5%	356	51 (14%)	\$1,359,002

Funding Sources, 2012-2016

	2015 Reporting	2016 Reporting	Amount Secured, 2012-2016
Grants	\$2,579,934	\$818,329	\$8,329,945
Donations (Monetary)	\$49,608	\$131,000	\$315,436
Fundraising	\$9375	\$27,491	\$250,108
Donations (In-Kind Estimated Value)	\$9625	\$20,514	\$75,537
Will	None Reported	\$352,930	\$352,930
Loan	None Reported	\$492	\$492
Savings	None Reported	\$246	\$246
Unknown Source	\$18,261	\$8000	\$150,003
Total	\$2,657,428	\$1,359,002	\$9,474,697

91% of the grant funding from 2012-16 came from donors other than the Conrad N. Hilton Fund for Sisters

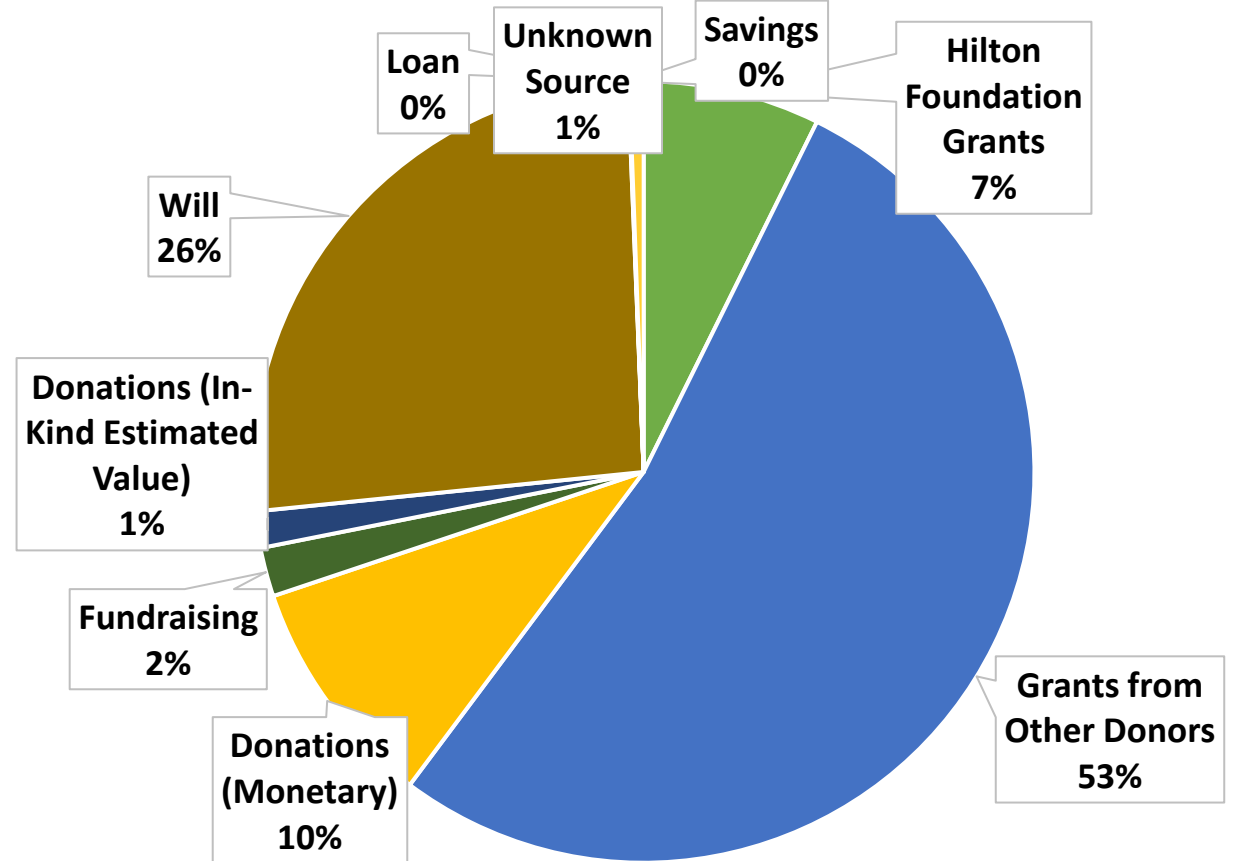
Donors Who Funded Alumnae's Projects

Agata Smeralda of Firenze Italy	Interserra America	Rutenberg
Aid to the Church in Need	Intesa San Paolo Foundation	Scottish Catholic International Aid Fund
Beit Trust	National Council for Persons with Disabilities of Kenya (government)	Serra International
Bischofliches Ordinant (Germany)	Kinder Mission-Germany	Sisters of Breda
Brothers and Sisters in Need	Koch Foundation	Sisters of St. Peter Claver
Bruder & Schwester in Hot-Innsbruck Austria	Loyola Foundation	Sisters of the Blessed Virgin Mary-US
Canadian Catholic Teachers Federation	Luenen Circle of Germany	Solon foundation
Canadian Water Project	Lynch Foundation	Soma Foundation
Caritas	Manos Unidas-Spain	Steven Lewis Foundation
Caritas Antoniana Padova-Italy	Mensen met een Missie	Stichting Porticus
Children in Need Germany	Misean Cara	Survive Mira
Conferenza Episcopale Italiana (CEI)	Missio Aachen	Tanzania Commission on AIDS (TACAIDS)
Cuore Amico Fraternita onlus	Missionszentrale der Franziskaner	Toyota Zambia and Johaness
eRKO Slovakia	MIVA Austria	Trocaire
Firelight	Pontifical Mission Society	United Nation Development Program
General Mills Foundation	Pontifical Missionary Funds	World Mercy Fund
Glory Foundation	Porticus	World Vision
Gospel Fund	Propaganda Fide	Zambia Government

Funding Sources in 2016

Type of Funding	Number of Projects
Hilton Fund for Sisters	11
Other Donors	40
Donations	17
Fundraising	5
In-Kind Donations	12
Loan	1
Savings	1
Will	1
Total	88

2016 Reporting: Funding Sources, by Amounts



Challenges in Grant-Writing

Challenges:

- Number of grants and grant funds dipped in 2016 but in 2015 & 2016, success rate among sisters writing grants is at 25%
- Success rates of participants who wrote grants during the program exceeded the expected 10% success rate outcome although some may be reporting on grants received before SLDI.
- Disparity in grant-writing skill level at time of entry into program
- 99.2% of alumnae (2016 Alumni survey) report that SLDI prepared them to write grant proposals, but 80.2% of alumnae say they have encountered obstacles when writing grant proposals. **See table to the right.**
- Among Tanzanian alumnae, a need for English language instruction

Ways Forward:

- Potential to hire part-time grant reviewers (5-10 hours/week) to assist sisters in reviewing and improving their grant proposals.
- Communicating with Superiors
- Use of online platform, Classroom, to assist in grant-writing

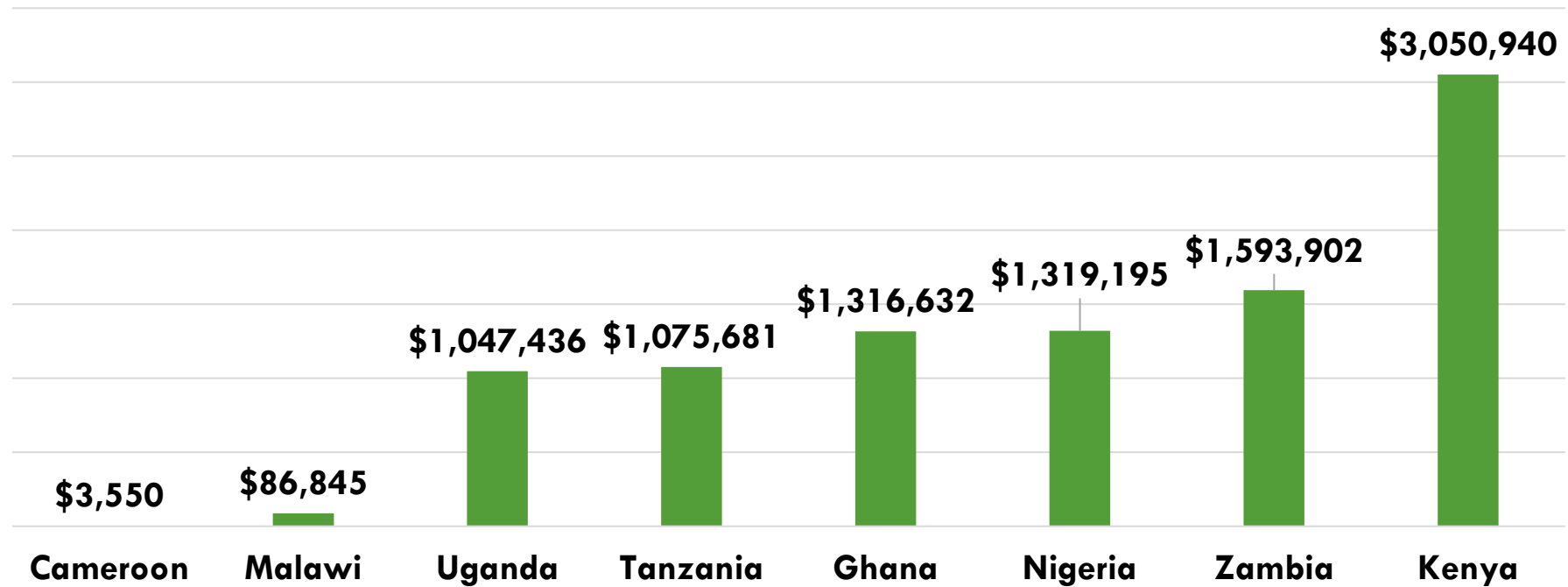
Obstacles in Grant-Writing

1. Identifying donors and knowing their requirements/areas of interest (45)
2. Need more practice (20)
3. Need more budgeting skills (19)
4. Need a grant reviewer (12)
Delays or discouragement from Superiors or others vital to the process (12)
5. Problem Identification Skills (10)
Need More Grant Templates/Examples (10)

Funding Amounts, By Country

Where is the Funding Going?

Kenya in the Lead, Followed by Zambia & Nigeria

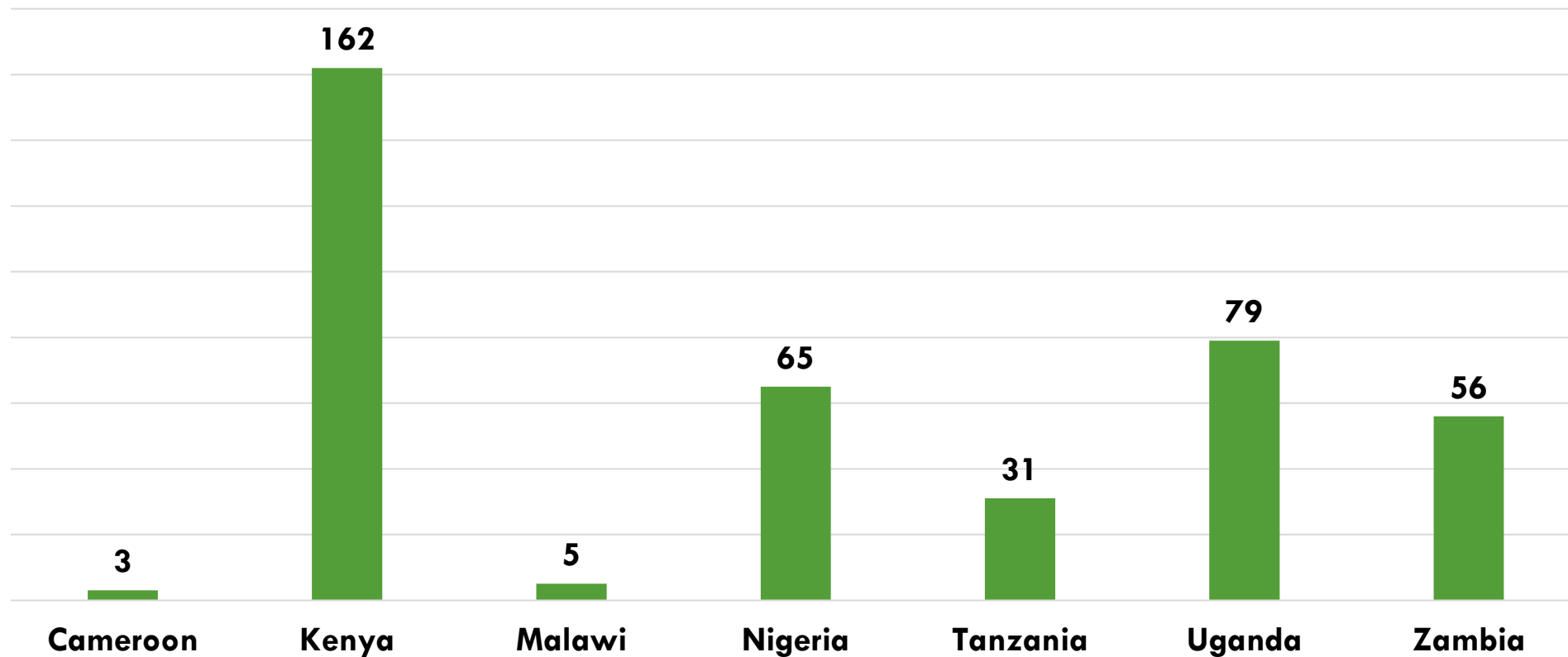


Number of Funded Projects, By Country

Where Are Alumnae Projects Happening?

Kenya is implementing over 160 funded projects

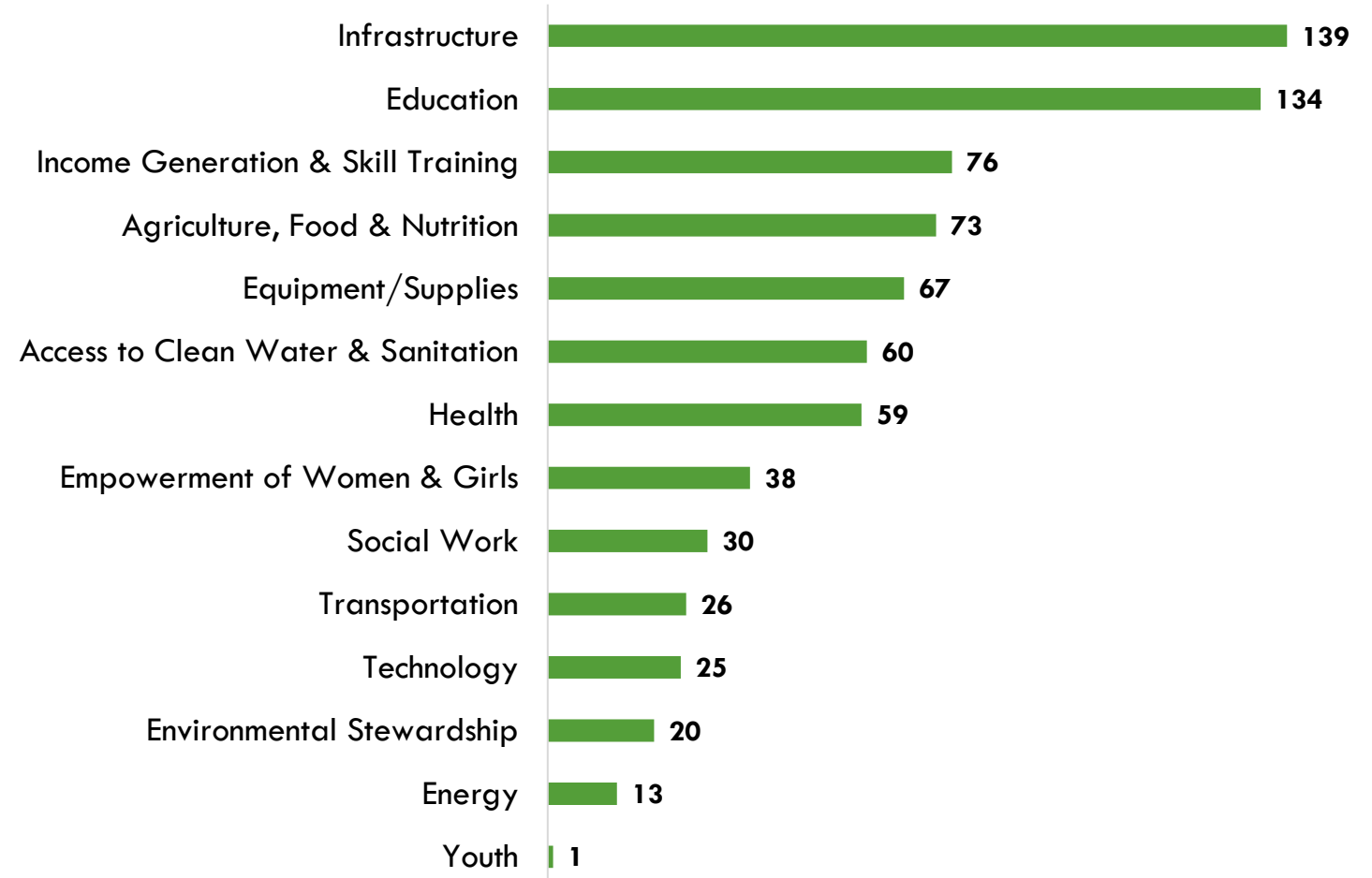
Uganda and Nigeria are both implementing over 60



Project Impact Areas

- SLDI alumnae reported **441 funded projects** in their congregations and local areas, according to data collected between 2012 and 2016.
- Of the 441 reported projects, **250 projects (57%) addressed more than one area of social, health-related, economic, or educational impact.**
- **Projects were coded according to their primary area of impact**
- 2016 Alumnae surveys were changed to assess projects' area(s) of impact. Although not coded as primary areas of impact, Disease Prevention, Housing, Counseling, Human trafficking, and Peace & Justice were additional areas covered by alumnae's projects.

Where Are Alumnae Projects Having an Impact? Infrastructure & Education are Key Areas



Areas of Impact, by Funding Amounts: Education & Infrastructure at the Top

Area of Impact	Funding Secured 2012-2015	Funding Secured in 2016	Total funding Secured 2012-2016
Education	\$2,123,078	\$227,036	\$2,350,114
Infrastructure	\$1,494,133	\$140,599	\$1,634,732
Health	\$1,066,049	\$69,422	\$1,147,471
Agriculture, Food & Nutrition	\$644,029	\$266,409	\$910,438
Empowering Women & Girls	\$96,345	\$413,486	\$509,831
Social Work	\$475,305	N/A	\$475,305
Access to Clean Water & Sanitation	\$387,215	\$66,191	\$453,406
Transportation	\$355,545	\$53,582	\$409,127
Technology	\$272,496	N/A	\$272,496
Income Generation & Skill Training	\$186,139	\$51,955	\$238,094
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



SUSTAINABLE DEVELOPMENT GOALS

1 NO POVERTY

2 ZERO HUNGER

3 GOOD HEALTH AND WELL-BEING

4 QUALITY EDUCATION

5 GENDER EQUALITY

6 CLEAN WATER AND SANITATION

7 AFFORDABLE AND CLEAN ENERGY

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

10 REDUCED INEQUALITIES

11 SUSTAINABLE CITIES AND COMMUNITIES

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

13 CLIMATE ACTION

14 LIFE BELOW WATER

15 LIFE ON LAND

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

17 PARTNERSHIPS FOR THE GOALS


SUSTAINABLE DEVELOPMENT GOALS

Individuals Served & Employed by Alumnae Projects

Individuals Served & Employed

In 2016, a reported 549,830 individuals were served through alumnae projects and 221 jobs were created. Total numbers of people served and employed through SLDI projects, from 2012-15 & 2012-16 are shown in the table below

	As of 2015 Alumnae Survey	As of 2016 Alumnae Survey
# of people served via alumnae funded projects	1,123,792	1,673,622
# of people employed via alumnae grant funded projects	1,701	1,922

Areas Served & Use of Technology

In 2016, survey items were added to assess the setting in which projects take place (urban vs. rural), and whether or not technology was used in the project. For projects reported in the 2016 Alumnae survey:

- 50% are in **rural** settings
- 16% are in **urban** settings
- 16% are in **both** urban and rural settings
- 55% reported that they will use technology** in implementing their projects, such as installing solar panels, providing electronic books or launching a website.

Site Visits

Site visits were conducted during Phase III for the purpose of:

- Program monitoring
- Evaluating progress
- Examining challenges and successes
- Meeting with participants for feedback
- Meeting with conferences of major superiors, partners, and staff to learn and assess the extent to which program goals and objectives are accomplished.

In Phase III **13 site visits were conducted in 5 countries by various SLDI stakeholders** including ASEC Board members and staff, staff at the Conrad N. Hilton Foundation, and Donald Miller of the Center for Religion & Civic Culture at the University of Southern California.



From left to right: Sr. Michael Marie (AOSK President), Sr. Rosemarie Nasif of the Hilton Foundation, and Sr. Agnes (AOSK Secretary General) at Tumaini Centre during the AOSK Executive Committee meeting. Sr. Rosemarie was on a site visit to Kenya in March 2016.

Objective 4:

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

Activities	Outputs	Projected Outcomes	Actual Outputs/Outcomes
Provide training and continuing education resources specific to grant writing and external funding	Resources on website, and in class	20% of the participants will submit a grant for external funding, 10 % of the submitted grants will be funded	✓ In 2015 at the mid-point of the program, 44% of Administration participants were successful in writing grants. In the Finance track 35.3% of those who wrote grants were successful.
Provide training and continuing education resources specific to leadership and program management		40% of the alumnae will submit a grant for external funding, 35 % of the submitted grants will be funded	✓ In 2015 Alumni survey reporting, 61.3% of alumnae wrote grants and 25% received funding. In 2016, 43% wrote grants and 24.5% received funding.
Provide training and continuing education resources specific to financial management		50% of participants and 85% if alumnae will report using leadership and program management skills in their ministries	✓ In 2015 at the mid-point of the program, 94% of sisters in the Administration track and 87% of sisters in the Finance track report using their skills.
		60% of participants and 80% of alumnae will report using financial management skills in their ministries	✓ In 2016 reporting, a majority of alumnae (93.3%) report that they are effectively using the skills they gained in SLDI.



Research & Disseminating Best Practices

Research Workshops

- A budget surplus allowed the program to conduct two Research Workshops, one in East Africa in December 2015 and another in West Africa in January 2016.
- Focus: build **capacity of sisters and SLDI partners to conduct their own research**
- Call for abstracts was shared for ASEC's next book project centered on transformative partnerships. **Over 40 abstracts have been received from African researchers.**
- Part of ASEC's long term plan is that some of the sister participants can conduct research on themselves, as well as contribute to data gathering for our programs.
- A total of 60 individuals were served.
- Workshop was facilitated by ASEC staff and a board member.



Research Workshop participants and co-facilitators at the SMA Regional House during the West Africa Research Workshop in Accra, Ghana.

Publications, Presentations & Funded Research

- Research funding has been awarded to 4 faculty members at Marywood University as well as 35 researchers in Africa who plan to contribute to ASEC's next book publication.
- Marywood faculty Dr. Samantha Christiansen & Jon Christiansen received funding for two research studies on Catholic sisters: *Identifying Constraints and Support Systems in Leadership Development for Women Religious in Africa* and a separate project entitled: *In Her Own Terms: African Women Religious and the Meaning of Empowerment*.
- Marywood faculty Dr. Terri Peters & Dr. B. Lynn Hutchings also received funding for their research project: *Faculty Perceptions of the Impact of Online Education on Their Own Development and Sisters Religious in Africa*.
- Because funding was awarded somewhat recently, publications and/or presentations on funded research projects are expected to occur during Phase IV of SLDI.
- A full listing of ASEC's publications and presentations appear in the appendix of the report for this phase, but there have been 7 publications, 7 presentations and at least 13 online articles focused on some aspect of the SLDI program.

Disseminating Information to Superior Generals



Superior General training in Nigeria, January 2016

Superior Generals play an integral role in the success of SLDI, as they are the individuals selecting sisters for participation in the program. The program is working to ensure Superiors not only know the purpose and objectives of SLDI but that they gain skills and knowledge to benefit their congregations.

- 2016 Superiors Trainings and Surveys
- 425 Newsletters distributed to Superiors and sisters in 8 countries
- Congregational Leadership Training Course Booklet
- Superiors (and bishops) continue to acclaim the program and that sisters are serving at a higher level due to additional skills acquired in the program.

A group of five nuns are gathered in a meeting room. They are dressed in traditional black and white habits. Three nuns are seated around a table, with two of them using laptops. One nun is holding a mobile phone. Two other nuns are seated at a separate table, looking at documents. The room has large windows with decorative metal grilles. The text "Additional Activities" is overlaid in the center of the image.

Additional Activities

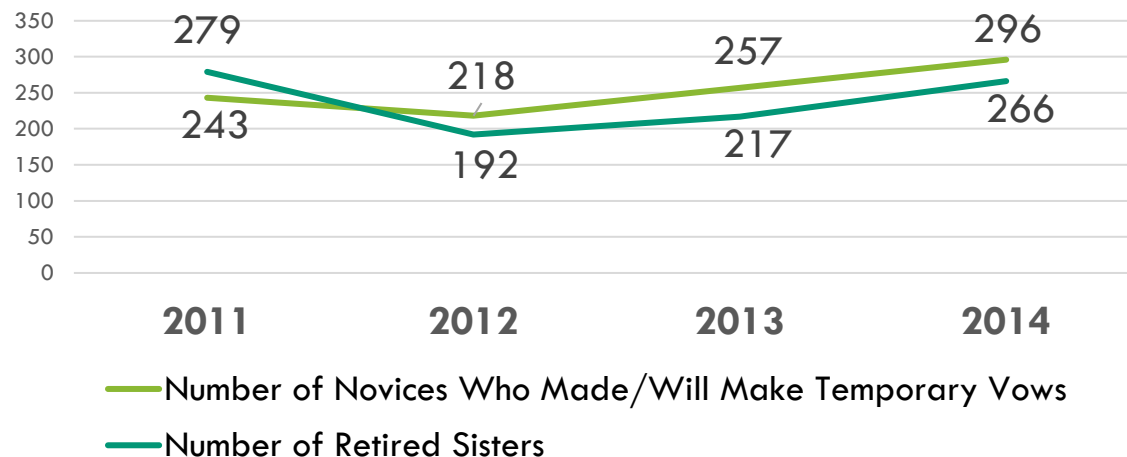
2014 Superior Generals Survey

95 Congregational Leaders responded to the survey, from 8 countries, asking about the sisters in their congregations, their congregations on the whole and their experiences with SLDI.

Some of the data included:

- **Size:** Most common congregation size (45%) was less than 50 sisters
- **Aspirants, Novices, Retirees:** 2363 sisters were reported to be aspirants/candidates in the formation houses across seven countries. A total of 1014 novices were making or made temporary vows in 2011 through 2014, and a total 954 sisters retired in the same time frame. The graph below highlights the trends for novices and retirees, from 2011 to 2014:

**Number of Novices Making Temporary Vows
& Number of Retired Sisters: Both are
Generally Increasing**



2014 Superior Generals Survey (continued)

- **Age:** Most common age range of sisters was 35-44 years (25%).
- **Salary:** Survey respondents reported salary ranges for 4199 sisters, of whom 92.5% (3886 sisters) were paid under \$500/month.
- **Education Level:** The most common reported level of education among sisters was no degree (26%). The second most common level of education was a Bachelor's degree (19.6%).
- **Projects:** Congregations in 7 countries owned a total of 830 projects. The most commonly run projects are listed in the table below.

Project Type	Percentage of total number of projects
Nursery Schools	16%
Agriculture	13%
Primary Schools	11%
Dispensaries	8.3%
Health Clinics	8%
High Schools	7.5%
HIV/AIDS programs	6.3%
Orphanages	5.7%
Hospitals	4.2%
Rental Homes	4.1%



Sisters gather at the Alinafe Community Hospital. 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 in Malawi, with Sr. Rita Mbalule, an SLDI Alumna, serving as the In-charge of the hospital.

2014 Superior Generals Survey (continued)

Finances:

- The most common source of income for congregations were donations and contributions. Endowments and rental housing were the least common sources of income.
- Congregations highest expenses stem from community expenditures (\$5,197,953), development expenses (\$2,902,753), and formation houses (\$1,680,204).
- Respondents reported that 86.3% of their congregations had a budget, 65% had a 3- or 5-year financial plan, and 55% had an annual audit.

Challenges:

- For congregations: Most frequently reported were *Providing upkeep and financial assistance for sisters*, *Paying tuition for sisters at the college level* and *Paying medical bills for sisters*.
- For ministries: *Finances to sustain projects* was most frequently rated as challenge across all countries.

Benefits:

- Respondents rated *Providing college education for sisters* (4.8 mean score) as well as *Providing professional skills*, *Supporting formation houses*, *Recruiting new membership*, and *Maintaining novices and postulants* as the benefits most important to their congregations.

2014 Superior Generals Survey (continued)

SLDI Participation, Satisfaction, & Impact

- **Participation:** 81.3% of respondents said their congregation had SLDI participant
- **Computer Satisfaction:** Most respondents (57%) said they are Very Satisfied with the laptop initiative. 19% said they were Satisfied and another 19% said they were Neutral or had no response.
- **Program Satisfaction:** Respondents rated their level of agreement with statements about the SLDI program, with 1 being strongly disagree and 5 being strongly agree. The highest and lowest rated items appear in the graphic below.
- **Impact:** 77.5% of respondents said an impact from SLDI was evident in their congregations
- **Future Enrollment:** 91.3% of respondents said they would encourage sisters in their congregations to enroll in SLDI.

Highest
Satisfaction
Level

Sisters have benefitted from leadership development training (4 mean score)

There is evidence of sisters practice of knowledge & skills (3.9 mean score)

Mentoring is encouraged (3.8 mean score)

Time invested in SLDI is valuable for sisters (3.8 mean score)

Lowest
Satisfaction
Level

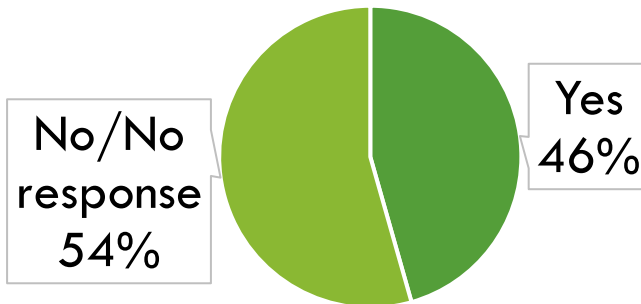
Fundraising initiatives (2.6 mean score)

Sister participants have written & received funding for projects (2.6 mean score)

2014 Superior Generals Survey (continued)

Grant-Writing & Fundraising: Respondents were asked if SLDI participants have written grants or raised funds. Responses appear in the graph below.

Did SLDI participants in your congregation write grants or raise funds?



Use of Technology & Web Design Skills: Word Processing (3.6 mean score), Email (3.6 mean score), and Use of computer (3.5 mean score) were the highest rated items among respondents when asked to rate sisters' use of technology and web design skills. Maintaining web page (2.3 mean score) and Having a designated website (2.4 mean score) were the lowest rated items.

Overall the response to SLDI was positive, although the program may need to examine how to better assist participants in learning and/or putting into practice web design and grant-writing/fundraising skills.

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

Activities	Outputs	Projected Outcomes	Actual Outputs/Outcomes
Disseminate SLDI newsletters East and West Africa Provide information regarding project via SLDI website Facilitate the development and dissemination of research studies by faculty, staff and graduate students	Disseminate newsletters annually	70% of Major Superiors and program participants will demonstrate increased knowledge of SLDI activities	<ul style="list-style-type: none"> ✓ 425 newsletters were distributed to sisters and Superiors in 9 countries in Africa. ✓ ASEC Coordinators in Africa present on the program's purpose and progress to Superiors at the Annual Superior Generals meetings in Africa, with approximately 600 Superiors in attendance throughout 8 countries.
	Monitoring and updating of materials/information posted on SLDI website	80% of program participants and alumnae will demonstrate increased knowledge and use of website	<ul style="list-style-type: none"> ✓ 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.
	3-5 competitive research awards and/or research dissemination awards available	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)	<ul style="list-style-type: none"> ✓ Research funding has been awarded to 4 faculty at Marywood University for their ASEC-related research studies. ✓ 35 researchers in Africa also received funding who are planning to submit chapters to ASEC's next book project. ✓ The funded research was distributed fairly recently, but all researchers are expected to publish (and Marywood faculty recipients are expected to present on) their research. Dr. Samantha Christiansen & Jon Christiansen presented on one of their research studies in March 2016.

Contributing to the CNHF's Catholic Sisters Initiative Strategy



Membership

- Almost 1600 sisters received leadership training to date & are sharing knowledge with over 20,000 mentees
- 85 SLDI Alumnae continued their education through the HESA program
- Superiors rated *Providing college education for sisters* as most important benefit for congregations

Leadership

- In Phase III, 42% of alumnae received promotions
- In Phase III, 46% of alumnae were asked to take on additional leadership activities
- In 2016 reporting, 51.2% of alumnae are supervising more staff than they previously did
- Serving Congregational Leaders through Superiors training

Resources

- \$9.8 million secured by alumnae & mentees for human development projects in Africa
- 51.9 % of sisters implemented a strategic and/or financial plan for their congregation or other organization
- 86.3% of their congregations had a budget, 65% had a 3- or 5-year financial plan, and 55% had an annual audit

Contributing to a Global Sisterhood

Collaboration

- Among Stakeholders
- Among Participants
- Among Congregations
- Among Alumnae
- Across 10 Countries
- Listening to Sisters to Serve Sisters

Empowering Sisters as Leaders

- Securing Funds for Needed Human Development Projects
- Taking Up Leadership Roles
- Receiving Professional Development and/or Postsecondary Education
- Improving Congregations' Vitality Through Strategic and Financial Planning & Management

Research & Evaluation

- Conducting Intentional Evaluation
- Sharing Evaluation Outcomes & Impact
- Building Capacity of Sisters & Congregations to Conduct Evaluation & Research

A black and white photograph of five nuns in a meeting. They are seated around a table, some with laptops and notebooks. The text "Thank you!" is overlaid in the center. The nuns are wearing traditional habits, including veils and headbands. The setting appears to be an indoor room with a window in the background.

Thank you!