Sisters Leadership Development Initiative (SLDI) Phase IV Year 2 Evaluation Report (March 2017 - February 2018)

April 25, 2018 ASEC Advisory Board Meeting

Presented by Jennifer Mudge, Asst. Director of Program Evaluation
Special Thanks to:

**ASEC Africa Regional & Country Directors:**
- 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. Eleanor Molai
- Sr. Veronica Othow

**ASEC Africa Country Coordinators:**
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- Sr. Mbom Mary Cleophas Afumbom
- Sr. Martha Attakruh
- Sr. Teresa Mulenga
- Sr. Clare Abisola Adelakun
- Sr. Maria Telesphora
- Sr. Irene Lucy Onyai
- Sr. Joyce Karambu

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- Sr. Kevin Karimi
- Kristina Valdez
- Nicole Warrick
- Amara Chukwunenye
- Victoria Kelly
- Sneh Akruvala
- Rosemary Shaver
- Tara Lopotofsky
- Max Feldman
- Amy Fedele
- Jaime Herrmann
- Melissa Frein
- Sr. Nancy Kamau
- Sr. Draru Mary Cecilia
Presentation Overview

- SLDI Need, Purpose & Expected Impact
- SLDI Program Structure
- Evaluation Model
- Evaluation Methods
- Objective 1: Leadership Workshops
- Objective 2: Alumnae & Continuing Education Resources
- Objective 3: Mentorship
- Objective 4: Alumnae Using Skills to Sustain their Ministries, including Grant-Writing & Other Achievements
- Objective 5: Research & Dissemination of Best Practices
- Summary
  - Contributing to the Catholic Sisters Initiative Strategy
  - Challenges & Adjustments
  - Recommendations for Future Implementation
Sisters Leadership Development Initiative

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

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

**Expected Impact:** Program benefits sisters and in turn sisters use their skills, knowledge, confidence and leadership capacity to benefit their mentees, their congregations, and many individuals in society who are most marginalized and in need.
# How is SLDI Structured?

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

## Year Two: Leadership Workshops
- Sisters participate in **Administration or Finance** track
- Sisters complete one of the two tracks above, in a month long workshop
- Sisters receive a laptop

## Year Three: Leadership Workshops
- Sisters continue with their chosen track, **Administration or Finance**
- Sisters complete one of the two tracks above, in a month long workshop and graduates from the program

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

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

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

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

The program also reaches out to the sisters’ Superior Generals, who often make decisions about sisters’ lives and what jobs the sisters will have. ASEC wants to expand their leadership capacity and decision-making abilities.
The SLDI program utilizes a logic model, based on the Phase IV objectives. The program also uses a mixed methods approach to evaluation, integrating quantitative and qualitative data.
<table>
<thead>
<tr>
<th>Evaluation Instruments</th>
<th>Who Completes it</th>
<th>Feeds Into Which Evaluation Objective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Registration Form</td>
<td>SLDI Workshop Participants, at beginning of each workshop</td>
<td>1</td>
</tr>
<tr>
<td>Pre-and Post-Skill Assessment Surveys (Self-Report &amp; Instructor Assessment*)</td>
<td>SLDI Workshop Participants, at beginning &amp; end of each workshop&lt;br&gt;SLDI Workshop Instructors, at end of each workshop</td>
<td>1</td>
</tr>
<tr>
<td>Pre-and Post-Leadership Core Competency Surveys (Self-report) Years 2 &amp; 3 Only</td>
<td>SLDI Workshop Participants, at beginning and end of leadership workshops (Start of Year 2 &amp; End of Year 3)</td>
<td>1</td>
</tr>
<tr>
<td>Workshop Feedback Surveys</td>
<td>SLDI Workshop Participants, Instructors and ASEC Directors &amp; Coordinators, at the end of each workshop</td>
<td>1</td>
</tr>
<tr>
<td>Alumnae Surveys</td>
<td>SLDI Alumnae</td>
<td>2-5</td>
</tr>
<tr>
<td>Mentee Surveys (collect data every 2-3 years)</td>
<td>Mentees of SLDI Alumnae</td>
<td>2-5</td>
</tr>
<tr>
<td>Site Visits &amp; Alumnae Interviews</td>
<td>SLDI Stakeholders (Board, Funders, Staff, Former Instructors, Researchers) with SLDI Alumnae</td>
<td>2-5</td>
</tr>
<tr>
<td>Superior Surveys (2014 &amp; 2016)</td>
<td>Superiors of congregations participating in SLDI</td>
<td>5</td>
</tr>
</tbody>
</table>

*Instructor Assessments were implemented for first time in the 2016 evaluation*
Objective 1: Increase the leadership and technology competencies of the participants

Sisters in a Finance workshop in Zambia
## SLDI Objective 1 Results:
Increase leadership and technology competencies of the participants

<table>
<thead>
<tr>
<th>Projected Output/Outcome</th>
<th>Actual Output/Outcome</th>
<th>Met/Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>776 participants from 10 countries</strong></td>
<td><strong>795 participants in 10 countries</strong></td>
<td>✔</td>
</tr>
<tr>
<td><strong>90% of the Administration workshop groups &amp; 90% of Finance workshop groups will increase leadership &amp; curriculum-related skills</strong></td>
<td><strong>100% of Administration &amp; Finance workshop groups self-reported increased leadership &amp; curriculum-related skills</strong></td>
<td>✔</td>
</tr>
<tr>
<td><strong>80% of the Administration workshop groups &amp; 80% of Finance workshop groups will receive an overall mean score of 7 or higher on Instructor Assessment</strong></td>
<td><strong>80% of Administration track workshop groups and 68.8% of Finance track workshop groups who reported outcomes received an overall mean score of 7 or higher on Instructor Assessment evaluations.</strong></td>
<td>✗</td>
</tr>
</tbody>
</table>
In Phase IV to date (Years 1 & 2), there were 923 unique participants.
# Growth of SLDI (2007 to 2017)

<table>
<thead>
<tr>
<th>Phase</th>
<th>Countries Served</th>
<th>Sisters Served Through SLDI Workshops</th>
<th>Total SLDI Stakeholders Served*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase I (2007-09)</td>
<td>5 countries</td>
<td>344 sisters served</td>
<td>361 total served</td>
</tr>
<tr>
<td>Phase II (2010-12)</td>
<td>6 countries</td>
<td>376 sisters served</td>
<td>376 total served</td>
</tr>
<tr>
<td>Phase III (2013-15)</td>
<td>10 countries</td>
<td>861 sisters served</td>
<td>1064 total served</td>
</tr>
<tr>
<td>Phase IV (2016-18)</td>
<td>10 countries</td>
<td>923 sisters served</td>
<td>1474 total served</td>
</tr>
<tr>
<td>Total to Date (2007-17)</td>
<td>10 Countries</td>
<td>2504 Sisters Served</td>
<td>3275 Total Served</td>
</tr>
</tbody>
</table>

Phase IV numbers only include Years 1 & 2 of the phase.
Most participants in the Administration track (88%) were between the ages of 25-54. Average age was 41 years old.

More than two thirds of the participants (76%) have a Diploma, College Certificate, or Bachelor’s degree.
Administration Track Participant Demographics

Ministries:
The most common positions are (N=353):
- Administrator: 22.1%
- Teacher: 22.1%
- Healthcare Worker: 10.5%

Computer Skills & Internet Access:
About 60% (N=388) of participants rate their email, Word processing and internet usage skills as “Basic.” Just over 35% rate their skills in these areas as “Very Good.” About half of participants (N=393) have computer and internet access at their workplace or residence.

Language:
80% (N=386) of participants speak English primarily and about 85% write primarily in English.

Sisters work with their Instructor at an Administration workshop in Zambia
Most participants in the Finance track (73%) were between the ages of **25-44**. The average age was 38 years old.

More than two thirds of the participants (68%) have a **College Certificate, Diploma, or Bachelor's degree**.
Finance Track Participant Demographics

Ministries:
The most common positions are (N=321):
Bursar: 21.8%
Teacher: 13.4%
Administrator: 10.9%

Computer Skills & Internet Access:
About 60% (N=353) of participants rate their email, Word processing and internet usage skills as “Basic.” Just over a third rate their skills in these areas as “Very Good.”
Over half of participants (N=356) have computer and internet access at their workplace or residence.

Language:
75% (N=349) of participants speak English primarily and about 80% write primarily in English.
Administration & Finance Tracks: Self-Report & Instructor Skill Assessment Mean Scores

Sisters and Instructors rate their level of agreement on scale of 1-Not at All to 4-Independently, and Instructors also do an overall score, scale of 1 to 10

Admin Track Sample Items:
- I understand the concept of strategic planning
- I am able to effectively conduct a needs assessment

- Admin Track Sisters Self-Assessment: 100% of workshop groups showed statistically significant improvements in their skills from the beginning to the end of the workshop.

- Admin Track Instructor Assessment: 80% of workshop groups received a mean score of 7 or higher. Overall Mean Score was 7.38 (N=297)

Finance Track Sample Items:
- I understand how to record financial transactions in the books of account.
- I understand the application of Excel in processing financial transactions.

- Finance Track Sisters Self-Assessment: 100% of workshop groups showed statistically significant improvements in their skills from the beginning to the end of the workshop.

- Finance Track Instructor Assessment: 68.8% of workshop groups received a mean score of 7 or higher. Overall Mean Score was 7.48 (N=349).
### Pre & Post Skill Assessments: Open-ended Questions

<table>
<thead>
<tr>
<th>Track (N=369): Administration Track</th>
<th>Track (N=373): Administration Track</th>
<th>Finance Track (N=368): Finance Track</th>
<th>Finance Track (N=358): Finance Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills Participants Expected to Gain</td>
<td>Skills Participants Gained</td>
<td>Skills Participants Expected to Gain</td>
<td>Skills Participants Gained</td>
</tr>
<tr>
<td>(Pre-Workshop)</td>
<td>(Post-Workshop)</td>
<td>(Pre-Workshop)</td>
<td>(Post-Workshop)</td>
</tr>
<tr>
<td>Leadership (52.2%)</td>
<td>Leadership (48.3%)</td>
<td>Accounting (50.5%)</td>
<td>Accounting (41.3%)</td>
</tr>
<tr>
<td>Administration (28.4%)</td>
<td>Grant-Writing (23.1%)</td>
<td>Finance Management (25%)</td>
<td>Grant-Writing (33.5%)</td>
</tr>
<tr>
<td>Grant-Writing (14.1%)</td>
<td>Strategic Planning (20.1%)</td>
<td>Financial Reporting (20.7%)</td>
<td>Report Writing (20.7%)</td>
</tr>
</tbody>
</table>

When in college I remember that most of the accounting principles were learnt on the basis of passing the examinations and [not] really to understand them fully. Even when it comes to study most of the times I used the memorizing way of study so as to pass the exams. But now with this training I have come to understand how to generate the income statement, financial position and finally prepare the cash flow statement without reffering [sic] to the notes for I fully know what to consider in all theses [sic] reports. I have acquired the accounting concepts of the financial reports.

I am taking up the development office in my region and this program is going to help me build confidence and passion in proposal grant writing for my congregation. In vocation promotion ministry this program will help me develop good communication skills as I interact with young people.

"I remember that most of the accounting principles were learnt on the basis of passing the examinations and [not] really to understand them fully. Even when it comes to study most of the times I used the memorizing way of study so as to pass the exams. But now with this training I have come to understand how to generate the income statement, financial position and finally prepare the cash flow statement without reffering [sic] to the notes for I fully know what to consider in all theses [sic] reports. I have acquired the accounting concepts of the financial reports."
Objective 2: Assist SLDI alumnae to become lifelong learners, educators, and leaders.

Sisters engage in teambuilding at an alumnae workshop in Kenya.
### SLDI Objective 2 Results: Assist SLDI alumnae to become lifelong learners, educators, and leaders

<table>
<thead>
<tr>
<th>Projected Output/Outcome</th>
<th>Actual Output/Outcome</th>
<th>Met/Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eight (8) 3-day alumnae trainings provided in 8 countries</strong></td>
<td><strong>Nine (9) 3-day alumnae workshops were held in 9 of ASEC’s countries of operation</strong></td>
<td>✓</td>
</tr>
<tr>
<td><strong>30% of Phase I, II and III participants will attend alumnae workshops</strong></td>
<td><strong>24% of all SLDI graduates (N=1253) and 19% of all SLDI participants (N=1581) attended the workshops.</strong></td>
<td>✗</td>
</tr>
<tr>
<td><strong>70% of alumnae will report use of laptops daily in their ministries or other work</strong></td>
<td><strong>71.1% (N=287) reported using their laptops on a daily basis.</strong></td>
<td>✓</td>
</tr>
<tr>
<td><strong>80% of alumnae will report that their laptop has made a significant impact on their work/ministry</strong></td>
<td><strong>88.2% of alumnae (N=292) said their laptop has a significant impact on their ministry/work.</strong></td>
<td>✓</td>
</tr>
</tbody>
</table>
## Alumnae Workshops

Each year in January SLDI, and now HESA, alumnae come together to:

- Connect (or reconnect) with one another and network
- Continue the ongoing process of professional development
- Build on their foundation of skills
- Discuss emerging and important issues

### Attendees

<table>
<thead>
<tr>
<th></th>
<th>2016 Alumnae Workshops</th>
<th>2017 Alumnae Workshops</th>
<th>2018 Alumnae Workshops</th>
<th>Totals: Unique Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLDI Alumnae</td>
<td>453</td>
<td>371</td>
<td>273</td>
<td>1,097</td>
</tr>
<tr>
<td>Mentees</td>
<td>147</td>
<td>9</td>
<td>30</td>
<td>186</td>
</tr>
<tr>
<td>HESA Alumnae</td>
<td>N/A</td>
<td>9</td>
<td>31</td>
<td>40</td>
</tr>
<tr>
<td>SLDI &amp; HESA Alumnae*</td>
<td>N/A</td>
<td>36</td>
<td>28</td>
<td>64</td>
</tr>
<tr>
<td>Total Attendees</td>
<td>600</td>
<td>425</td>
<td>362</td>
<td>1,387</td>
</tr>
</tbody>
</table>

*Some sisters in this category are SLDI Alumnae and current HESA students*
2018 Alumnae Workshops

In 2018, workshops centered on:

- **Environmental Conservation in Malawi**
- **Practical Skills Development in Uganda (Soap- and Notebook-Making)**
- **Globalization and Social Media in Tanzania**
- **Labor Laws and HR Management in Zambia**
- **Building Partnerships across Congregations and Reviewing SLDI Evaluation Outcomes in Cameroon**

99.3% (N=274) of attendees said the workshop met or exceeded their expectations.
Sisters Facilitating at Alumnae Workshops

SLDI sees value in sisters teaching sisters and views the opportunity for alumnae to transition into facilitators as a way to support alumnae as life-long learners, educators, and leaders. In the 2018 Alumnae workshops, three SLDI alumnae facilitated sessions or hosted site visits for alumnae:

- Sr. Consolata Aloo taught resource management in Kenya
- Sr. Jovita Obiakor taught finance management in Nigeria
- Sr. Evetha Mlingi hosted a field trip at Magadu Commercial Centre & Grail Sisters Business Centre in Tanzania

“As an alumni, I appreciate the continued support that is given to the alumni to get them grounded in their ministries, let it continue. I admire the idea that alumni can take part in instruction. This demonstrate [sic] how the programs, SLDI/HESA has shaped our lives to be able to share with one another and beyond.”

-Sr. Consolata Aloo, SLDI Alumna
Alumnae Use of Laptops

- **Is your laptop working?** 89.3% of alumnae (N=298) said Yes

  27.5% (N=298) reported difficulties in using their laptops.

- **How Often Do You Use Your Laptop?** 71.1% (N=287) said Daily

- **Laptop has Significant Impact on Ministry?** 88.2% of alumnae (N=292) said Yes

<table>
<thead>
<tr>
<th>How Do You Use Your Laptop?</th>
<th>Percentage Who Use Laptop for This Purpose (N=313)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write Reports</td>
<td>71.6%</td>
</tr>
<tr>
<td>Communication</td>
<td>69%</td>
</tr>
<tr>
<td>Keep Financial Records</td>
<td>56.5%</td>
</tr>
<tr>
<td>Create and Deliver Presentations</td>
<td>49.8%</td>
</tr>
<tr>
<td>Share Laptop with Others</td>
<td>41.2%</td>
</tr>
<tr>
<td>Grant-Writing</td>
<td>38.3%</td>
</tr>
<tr>
<td>Collect, Manage and/or Analyze Data</td>
<td>37.4%</td>
</tr>
</tbody>
</table>

Sisters also receive textbooks: *Servant Leadership for Congregations* and *Redeeming Administration: 12 Spiritual Habits for Catholic Leaders in Parishes, Schools, Religious Communities, and Other Institutions*, which they can share.
Alumnae Continuing Education

In the 2018 alumnae survey 26.5% (N=313) of alumnae report furthering their education after SLDI.

How Are SLDI Alumnae Continuing Their Education? (2018 Reporting, N=83)

- Other Means 75%
- HESA 25%

Of the total 158 SLDI alumnae who have gone to participate in HESA, 65 graduated, 88 are current students and 5 are pending admission.

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

- Bachelor's Degree 63%
- Diploma 25%
- Master's Degree 11%
- College Certificate 1%
92% of alumnae contribute to more than one goal in their ministry.
Objective 3: Support the development and continuation of participant mentoring relationships to broaden the impact of the program

Sr. Catherine Wanza, an SLDI mentee, working in Kenya at the Ukweli Home of Hope, a rehabilitation program for boys formerly living in slums
**SLDI Objective 3 Results: Support the development and continuation of participant mentoring relationships to broaden the impact of the program**

<table>
<thead>
<tr>
<th>Projected Outcome</th>
<th>Actual Outcome</th>
<th>Met/Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>85% of alumnae will continue mentoring others</td>
<td>98.4%, or 250, (N=254) of SLDI alumnae were mentoring others.</td>
<td>✓</td>
</tr>
<tr>
<td>70% of participants will be aware of mentoring expectation at enrollment</td>
<td>75.5% (N=749) of participants reported that they were aware of mentoring expectation at the beginning of the 2017 workshops.</td>
<td>✓</td>
</tr>
</tbody>
</table>

An additional mentoring outcome related to participants' preparedness to begin mentoring at the conclusion of the program will be measured in Year 3 (2018)
Sisters are **expected to mentor at least 3 other sisters** upon completion of the SLDI program. They receive training in mentorship and create mentoring plans.

In 2018, 98.4% of SLDI alumnae reported that they have started mentoring since completing the program. And they are **not limiting themselves to the minimum 3 sisters as mentees**.

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

## How Mentoring Took Place

<table>
<thead>
<tr>
<th>Mentoring Category</th>
<th>Number of People Mentored (2017)</th>
<th>Number of People Mentored (2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentored Individually</td>
<td>1,843</td>
<td>1,089</td>
</tr>
<tr>
<td>Mentored in Groups</td>
<td>6,654</td>
<td>3,612</td>
</tr>
<tr>
<td>Mentored through Trainings</td>
<td>11,024</td>
<td>2,958</td>
</tr>
<tr>
<td><strong>Total Number Mentored</strong></td>
<td><strong>20,754</strong></td>
<td><strong>6,035</strong></td>
</tr>
</tbody>
</table>

## Most Frequently Mentored Topics (N=206)

<table>
<thead>
<tr>
<th>Individual Mentoring Sessions</th>
<th>Group Mentoring Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Management (84.5%)</td>
<td>Time Management (70.8%)</td>
</tr>
<tr>
<td>Communication (68.4%)</td>
<td>Teambuilding (64.1%)</td>
</tr>
<tr>
<td>Problem Solving (67.5%)</td>
<td>Communication (60.5%)</td>
</tr>
</tbody>
</table>
## Mentorship

### Alumnae Mentees: Reaching Beyond The Sisterhood (N=274)

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superiors General</td>
<td>3.3%</td>
</tr>
<tr>
<td>Sisters in Different Congregation</td>
<td>16.4%</td>
</tr>
<tr>
<td>Lay People</td>
<td>36.1%</td>
</tr>
<tr>
<td>Colleagues or Supervisees</td>
<td>47.4%</td>
</tr>
<tr>
<td>Sisters in Same Congregation</td>
<td>79.2%</td>
</tr>
</tbody>
</table>
Challenges in Mentoring

89.4% (N=245) experienced challenges in mentoring

Most Common Challenges? (N=245)

1. Lack of time/scheduling difficulties (75.9%)
2. Cost of mentoring such as paying for food, accommodations, or travel (51%)
3. Travel issues (45.3%)
Overcoming Challenges in Mentoring

However...75.8% (N=236) of alumnae report that they were able to overcome their challenges.

How Do Alumnae Overcome Their Mentoring Challenges?

• Practicing time management and encouraging mentees to do the same.

• Being flexible and patient.

• Asking for assistance with travel and meal costs from their congregation or engaging in cost sharing with mentees. One sister raised funds through a rosary making project.

• Beginning with sisters closest to them, in their community, to avoid travel costs and time issues.

• One sister reported she sorted mentees into different mentoring groups based on their education levels.

• One sister utilized online video conferencing.
Objective 4: Assist participants and alumnae to use acquired skills and knowledge to enhance and sustain their ministries.

Sr. Priscah Muthoni, SLDI Alumna, met with ASEC staff for an interview and tour of the school where she is Headmistress (Tanzania).
That one also has helped me in my ministry. Dealing with so many people,
SLDI Objective 4 Results: Assist participants and alumnae to use acquired skills and knowledge to enhance and sustain their ministries

<table>
<thead>
<tr>
<th>Projected Output/Outcome</th>
<th>Actual Output/Outcome</th>
<th>Met/Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>40% of the alumnae will submit a grant for external funding or engage in other fundraising efforts.</td>
<td>48.2% (N=313) submitted grants after completing the SLDI program.</td>
<td>✔</td>
</tr>
<tr>
<td>35% of the alumnae will be successful in obtaining funds through grants or other means</td>
<td>41.1% were successful in obtaining grant funds.</td>
<td>✔</td>
</tr>
<tr>
<td>80% of alumnae will report using leadership and program management skills in their ministries</td>
<td>92.1% (N=127) of Administration track alumnae report using skills effectively in their ministries. 92.1% (N=126) report using their skills to benefit their congregations.</td>
<td>✔</td>
</tr>
<tr>
<td>80% of alumnae will report using leadership &amp; financial management skills in their ministries</td>
<td>90.6% (N=106) of Finance track alumnae report using skills in their effectively ministries. 88% (N=108) report using their skills to benefit their congregations.</td>
<td>✔</td>
</tr>
</tbody>
</table>
SLDI Alumnae Funded Projects
Sisters are Securing Millions for Needed Projects throughout sub-Saharan Africa

SLDI alumnae and mentees have secured over $13.7 million dollars in the past 6 years

Where is the Funding Going (2012-18)?
Kenya Has a Clear Lead, Followed by Zambia & Nigeria

- Malawi: $151,052
- South Sudan: $329,162
- Cameroon: $592,681
- Uganda: $1,225,556
- Tanzania: $1,399,206
- Ghana: $1,476,826
- Nigeria: $1,769,340
- Zambia: $1,859,325
- Kenya: $4,318,062
## Top Areas of Impact 2012-2018

Which Sustainable Development Goals Have Alumnae Impacted in the Past Six Years (2012-18)? Education and Infrastructure are the Top-Funded Areas

<table>
<thead>
<tr>
<th>Area</th>
<th>Funded Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Education</td>
<td>$3,041,194</td>
</tr>
<tr>
<td>Health and Wellbeing</td>
<td>$2,447,116</td>
</tr>
<tr>
<td>Gender Equality</td>
<td>$1,650,640</td>
</tr>
<tr>
<td>Economic Growth</td>
<td>$1,204,931</td>
</tr>
<tr>
<td>Clean Water and Sanitation</td>
<td>$894,995</td>
</tr>
<tr>
<td>Jobs and Economic Growth</td>
<td>$859,279</td>
</tr>
<tr>
<td>Basic Needs and Housing</td>
<td>$532,885</td>
</tr>
<tr>
<td>Energy and Climate Action</td>
<td>$269,366</td>
</tr>
</tbody>
</table>

Through Alumnae Projects (2012-18):

- **2,058,866** individuals are being served*
- **3,340** jobs were created**

*30% of all reported alumnae projects provided the number served

**25.4% of all reported alumnae projects provided the number of jobs created
Alumnae Projects: Region Served & Technology Usage

What Types of Regions are Sisters Serving through Funded Projects? (N=162)

- Rural: 60.5%
- Urban: 22.8%
- Both Rural & Urban: 10.5%
- Other: 6.2%

About 83.8% (N=130) of alumnae projects involve the use of some form of technology.

Note: 25% of projects reported responses
# Top Areas of Impact in 2018

Impact of 2018 Alumnae* Funded Projects on SDGs: Education, Economic Growth and Peace & Justice Projects Receive the Most Funding

<table>
<thead>
<tr>
<th>Goal</th>
<th>Impact (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 4: Quality Education</td>
<td>$377,567</td>
</tr>
<tr>
<td>Goal 8: Decent Work &amp; Economic Growth</td>
<td>$248,956</td>
</tr>
<tr>
<td>Goal 16: Peace &amp; Justice</td>
<td>$246,172</td>
</tr>
<tr>
<td>Goal 6: Clean Water &amp; Sanitation</td>
<td>$241,574</td>
</tr>
<tr>
<td>Goal 3: Good Health &amp; Well-Being</td>
<td>$234,599</td>
</tr>
<tr>
<td>Goal 7: Affordable &amp; Clean Energy</td>
<td>$81,230</td>
</tr>
<tr>
<td>Goal 9: Infrastructure</td>
<td>$40,256</td>
</tr>
<tr>
<td>Goal 2: Zero Hunger</td>
<td>$37,572</td>
</tr>
<tr>
<td>Goal 5: Gender Equality</td>
<td>$6,640</td>
</tr>
</tbody>
</table>

Total Funds Secured in 2018: $1,514,566  
(Includes $13,559 from HESA alumnae)
Funding Sources in 2018

Types of Funding Sources (2018): Most Funds Secured Through Grants

- 92.5% through Grants
- 2.6% through Monetary Donations
- 4.2% through In-Kind Donations
- 0.7% through Fundraising

In 2018 Reporting:

- 90.5% of the grant funds ($1,267,793) came from sources other than the Hilton Fund for Sisters.
- 83.6% (N=55) of the total number of grants were awarded by funders other than the Hilton Fund for Sisters.
Grant-Writing & Resource Mobilization Achievements in 2018

“I started a group of women where they had been trying to come up with skills which would help them to be self-reliance [sic] and today they are able to sustain the project without asking sisters for assistance.”

“Some sisters who are writing grants are always advised to get in touch with me to evaluate before submission. Some sisters on their own make phone calls seeking advice on how to write grant. I...assist sisters [with] writing grants online and with budgeting.”

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Percentage of Alumnae Reporting Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved Ability to Write Grant Proposal</td>
<td>87.6% (N=241)</td>
</tr>
<tr>
<td>Improved Ability to Ensure Project Sustainability</td>
<td>79.5% (N=220)</td>
</tr>
<tr>
<td>Improved Ability to Mobilize Local Resources</td>
<td>83.3% (N=227)</td>
</tr>
<tr>
<td>Improved Ability to Fundraise</td>
<td>74.4% (N=227)</td>
</tr>
<tr>
<td>Act as a Resource Person on Grant-Writing</td>
<td>30.1% (N=239)</td>
</tr>
</tbody>
</table>
Grant-Writing & Resource Mobilization
Achievements in 2018

About 64% (N=214) of sisters reported experiencing obstacles in grant-writing. Specific obstacles were coded for themes and appear below:

<table>
<thead>
<tr>
<th>Obstacles In Grant Writing (N=142)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identifying donors and their interests/criteria (29)</td>
</tr>
<tr>
<td>2. Discouraged by negative replies to grant proposals (23)</td>
</tr>
<tr>
<td>3. Lack of time to write grant proposals (20)</td>
</tr>
<tr>
<td>4. Need more grant-writing skills* (17)</td>
</tr>
<tr>
<td>5. Lack of reply from donors (13)</td>
</tr>
</tbody>
</table>

*Some of the skills sisters said they are lacking include: writing e-grants, evaluation, creating log frames, creating a budget, producing financial reports, creating a problem statement, and conducting needs assessments.
## Consultancy for SLDI Alumnae

<table>
<thead>
<tr>
<th>Year</th>
<th>Consultant Number</th>
<th>Sisters Served</th>
<th>Countries Served</th>
<th>Projects Reviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>3 Consultants</td>
<td>48 Sisters</td>
<td>4 Countries (South Sudan, Tanzania, Uganda, Zambia)</td>
<td>57 Projects</td>
</tr>
<tr>
<td>2017</td>
<td>4 Consultants</td>
<td>64 Sisters*</td>
<td>4 Countries (Kenya, Nigeria, Tanzania, Uganda)</td>
<td>91 Projects</td>
</tr>
</tbody>
</table>

**Total 2016-2017**
- 5 Unique Consultants
- 112 Unique Sisters
- 6 Unique Countries
- 148 Projects

Reviewed projects include:
- Grant proposals
- Memorandums of Understanding
- Project planning
- Contract agreements
- Policy development
- Strategic frameworks and implementation of same
- Quarterly & achievement reporting
- Facilitation assistance

*64 unique sisters were served, but some were served more than once, which results in 77 sisters assisted by the consultants.*
Additional SLDI Alumnae Achievements
Alumnae Achievements

<table>
<thead>
<tr>
<th>Alumnae Leadership Achievement</th>
<th>Percentage of Alumnae Reporting Achievement (2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved Ability to Collaborate</td>
<td>98.5% (N=261)</td>
</tr>
<tr>
<td>Positively Changed Personal and/or Professional Relationships</td>
<td>94.6% (N=259)</td>
</tr>
<tr>
<td>Positively Changed Self-Perception</td>
<td>94% (N=251)</td>
</tr>
<tr>
<td>Effectively Use Skills to Benefit Ministry</td>
<td>91.5% (N=248)</td>
</tr>
<tr>
<td>Effectively Use Skills to Benefit Congregation</td>
<td>89.5% (N=248)</td>
</tr>
<tr>
<td>Supervising Employees</td>
<td>82.5% (N=251)</td>
</tr>
<tr>
<td>Received Leadership Role/Promotion in Ministry</td>
<td>82% (N=255)</td>
</tr>
<tr>
<td>Received Leadership Role Outside her Ministry</td>
<td>52.9% (N=255)</td>
</tr>
<tr>
<td>Implemented Audits</td>
<td>48.3% (N=238)</td>
</tr>
<tr>
<td>Implemented a Strategic Plan</td>
<td>36.3% (N=248)</td>
</tr>
<tr>
<td>Received an Increase in Salary</td>
<td>36% (N=239)</td>
</tr>
<tr>
<td>Implemented a Financial Plan</td>
<td>34.9% (N=238)</td>
</tr>
</tbody>
</table>

“The relationship with other congregations was built and we have created opportunities to exchange ideas about finances and proposal writing. I do not struggle alone instead I have identified sisters to share with the different challenges encountered.”

“SLDI- I make plans for my class as their class teacher on how to attain the best results in academics. I evaluate my work and identify new strategies on how to attain my goals. I remain focused towards achieving my vision and mission at workplace. HESA- I trained as a teacher and I am happy to work with learners, as a science instructor girls have come to belief that sciences is for all.”
## Alumnae Achievements: Use of Data

<table>
<thead>
<tr>
<th>Data-Related Task</th>
<th>Percentage of Sisters Engaging in Data-related Tasks, Pre-SLDI Participation (N=185)</th>
<th>Percentage of Sisters Engaging in Data-related Tasks, Post-SLDI Participation (N=226)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect Data</td>
<td>50.8%</td>
<td>75.2%</td>
</tr>
<tr>
<td>Manage Data</td>
<td>35.7%</td>
<td>63.3%</td>
</tr>
<tr>
<td>Use Computer Software to Manage Data</td>
<td>50.8%</td>
<td>75.2%</td>
</tr>
<tr>
<td>Analyze Data</td>
<td>24.3%</td>
<td>55.8%</td>
</tr>
<tr>
<td>Create Reports Using Data</td>
<td>40.5%</td>
<td>70.4%</td>
</tr>
<tr>
<td>Share Data with Stakeholders</td>
<td>22.7%</td>
<td>49.6%</td>
</tr>
<tr>
<td>Create a Committee Responsible for Data Collection, Management and/or Analysis</td>
<td>14.6%</td>
<td>36.7%</td>
</tr>
</tbody>
</table>
Alumnae Achievements: Greatest Success & Challenge

“As a leader I initiated the opening of a community outside Uganda. As a vicar I have been involved in major decisions in our region where we have mobilised [sic] funds and have constructed schools for our congregation and opened new communities.”

<table>
<thead>
<tr>
<th>Greatest Success (N=233)</th>
<th>Greatest Challenge (N=226)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant-writing (30)</td>
<td>Grant-writing (42)</td>
</tr>
<tr>
<td>Mentoring (29)</td>
<td>Others' Resistance to Change (35)</td>
</tr>
<tr>
<td>Increased Confidence (29)</td>
<td>Difficult to Apply Skills from SLDI (29)</td>
</tr>
<tr>
<td>Applying Accounting Skills (26)</td>
<td>Change in Ministry and/or Responsibilities (27)</td>
</tr>
<tr>
<td>Use of Computer Skills (21)</td>
<td>Lack of Financial Resources and/or Management (25)</td>
</tr>
</tbody>
</table>

“Getting goodwill donors to support congregation and efforts to improve financial management at provincial levels. [What helped me overcome the challenge was] creating good relationships and understanding the situation of conflict and war. Delegating capable sisters to solve financial issues in provinces.”

“Dealing with change. We had a change management workshop at the project level that helped me and the staff to cope since its inevitable.”

“Ensuring that all our offices were digitized and in using technology in keeping all finance records. The challenge was to embrace change.”
Sr. Gwendoline Bisijang, SST
Finance track graduate, 2015, Cameroon

Sr. Gwendoline is the Coordinator of the Victim Offender Prison Care Support (VOPS) in Douala Central Prison and 10 other prisons, in Western Cameroon.

The aim of VOPS is to:
- Ensure the respect of the rights of inmates
- Ensure a smooth reintegration into society using a holistic approach to prison pastoral care

VOPS implements a variety of services including:
- Legal assistance
- Digitizing the prison registry
- Training of judicial chain, penitentiary staff and pastoral workers
- Improve the healthcare, psychological services and nutrition of inmates
- Classes to obtain lower secondary certificate and English literacy
- Provide vocational training (bread-making, tailoring, crafts)
- Operate a rehabilitation center for male ex-inmates to gain skills and reintegrate into society
Success Story: Sr. Gwendoline Bisijang, SST

Supplemental Nutrition program for inmates

Award of certificates to former inmates who have completed their stay in the rehab center and are ready to reintegrate in the community

Bread making training for former inmates
Success Story: Sr. Gwendoline Bisijang, SST

Sr. Gwendoline successfully mobilized $429,555 for her ministry. In 2018, she reported receiving funds from 6 different sources for the following projects:

- **Healthcare and Medications for Inmates:** $27,064
  - $6,142 from Caritas Italiano
  - $6,180 from Diocese of Bozen
  - $4,536 from fundraising efforts
  - $10,206 value of in-kind services including medical consultations, medications, and surgeries for 14 inmates

- **Legal Assistance** and proper documentation of inmates information for 4 prisons: $246,172 from donor that wishes to remain anonymous

- **Vocational Training and Empowerment** for inmates and ex-inmates of the Douala central prison: $156,319 from Misereor
“...I realise that serving God does not really need fixed choices but accepting and doing his will with my whole heart. As sisters of Saint Therese we are called to do everything even the most difficult. I had barely settled at [my rehabilitation centre ministry] when I was asked to move on to the prison apostolate. Honestly I never thought of ever working in the prison since my original intentions which I had made known to authority were health oriented. ...I embraced the apostolate with my whole heart making use of seminars, books and persons to improve on my self and on the work.

Two years into the prison apostolate I was opportuned to participate in the ASEC course which helped me add some professionalism in my work. In 2015 upon completion, the coordinator was transferred and I was asked to replace her. This task I took up with confidence and I must say thanks to the knowledge I got from the ASEC programme (as this is the only professional training I have received after my Advance Level Certificate) it has been a challenging yet fulfilling experience attending to the needs of thousands of (ex)inmates and controlling at least 50 employees at the same time. I continue to give thanks to God almighty for the opportunity he gives me daily to co-create with him, offering another chance to those society has abandoned. I enjoy working in this ministry and I wish to dedicate my life to working for justice and helping young people make good use of opportunities around them.”
Success Story: Sr. Constancia Lungu, LSSF

Finance & Administration track graduate, 2012, Zambia

Sr. Constancia is a Nurse by profession and the Facilitator-in-Charge at the Makunka Rural Health Centre, outside Livingstone, Zambia.

The Makunka Rural Health Centre provides:
- HIV/AIDS outreach
- Malaria treatment
- Lab testing services
- Maternal health services
- Home based care services
- General medical screening
- Health education
- School health services
During an interview and site visit with Sr. Constancia, she shared how SLDI impacted her work in her ministry:

- **Improved productivity**
- Bolstered her **computer skills**
- Improved her ability to **plan**
- Able to create PowerPoint **presentations**
- Improved business and **financial reporting system**
- Three successful **audits** of the center: “I was able to audit my reports before they even audit me.”
- Wrote successful grants for a clinic vehicle and the staff house
- Can more effectively **supervise** her 15 direct reports
- Able to **mentor** her staff—she could then assign the midwife as the person in charge when she was on an extended leave.
Objective 5: Disseminate best practices and models of innovative access to education

Sr. Florence, Visiting Scholar from Nigeria, with some of the US ASEC staff
## SLDI Objective 5 Results: Disseminate best practices and models of innovative access to education

<table>
<thead>
<tr>
<th>Projected Output/Outcome</th>
<th>Actual Output/Outcome</th>
<th>Met/Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least <strong>500 copies of annual newsletter</strong> will be distributed in each of the <strong>10</strong> countries of operation</td>
<td>A <strong>total of 500 newsletters</strong> were distributed in all 10 ASEC countries through February 2018. Another 100 newsletters will be given to Regional Directors in East &amp; West Africa for dissemination.</td>
<td>✔</td>
</tr>
<tr>
<td>At least <strong>75%</strong> of SLDI alumnae and/or Superiors from congregations involved with SLDI and HESA will be on the e-newsletter distribution list</td>
<td><strong>100%</strong> of SLDI participants through 2017 were added to ASEC’s e-newsletter mail distribution list.</td>
<td>✔</td>
</tr>
<tr>
<td><strong>80%</strong> of program participants and alumnae will demonstrate increased knowledge and use of Website and/or Google Classroom to access resources</td>
<td><strong>100%</strong> of participants were given access to the ASEC Student Portal, which directed them to resources on sustainable development and potential donors.</td>
<td>✔</td>
</tr>
<tr>
<td><strong>3 – 5 research proposals</strong> will be funded</td>
<td><strong>35 researchers’ proposals</strong> received partial funding to contribute peer-reviewed chapters to ASEC’s next book project, all of whom are expected to publish chapters. \n<strong>Two publications</strong> are pending</td>
<td>✔</td>
</tr>
</tbody>
</table>
Disseminating Research

• Next book, *Transformative Partnerships* is expected to be published next year. Leadership of this project was transferred to Sr. Jane Wakahiu. ASEC will still provide funds for publishing and for the remaining payment to researchers.

• Staff delivered 5 presentations at conferences across the nation.

• Two publications are currently in progress.

• Increased Facebook likes and Twitter followers.
Visiting Scholar Program

➢ ASEC successfully continued its partnership with Georgetown University’s Center for Applied Research in the Apostolate (CARA) with a second **Visiting Scholar**, Sr. Florence Emurayeveya. Sr Florence is an SLDI alumna (Phase I, Project Directors track) in Nigeria and a sister of Eucharistic Heart of Jesus (EHJ).

➢ Sr. Florence has a BS in Economics/Adult Education and a Masters in Education. She has been the Project Manager of EHJ for 12 years and has been changing lives through grant-writing and efficient supervision of projects.

➢ As part of the Visiting Scholar program Sr. Florence worked on her proposed research topic: "The impact of statistical records and information management on the overall performance of women religious services in Lagos State."

➢ A third Scholar from Zambia was recently selected and will begin her fellowship in June 2018.

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*Pope Francis supports more scholarship on women religious in Africa! At least we hope so...that's just his cardboard cutout.*
Additional Activities in Phase IV, Year 2

• Staff Training in Livingstone, Zambia
• Site Visits in Kenya and Zambia
• Progress being made towards a centralized, customized database to house all data on ASEC participants and alumnae
• Staffing: New Executive Director, Development Director, Assistant Director of SLDI, 1 full-time Coordinator in Africa, 1 Country Director, and 2 Interns to support Web Content Management
• Increased news stories from sisters throughout the year—Malawi won the competition for most new stories submitted
• SLDI Partner Trainings in East and West Africa to be held in June 2018
ASEC Alumnae in Uganda actively participate in their annual workshop.
SLDI Contributions to Congregational Vitality

Catholic Sisters Initiative Strategy

- Membership
- Leadership
- Resources

Strategic Outcomes

- More sisters with postsecondary credentials
- Higher percentage of sisters with leadership training assume leadership positions
- More congregations engage in effective financial planning

SLDI Contributions

- 2504 sisters received leadership training through SLDI, 158 of whom then went on to the HESA program.
- Over 80% of alumnae received promotions, over half asked to participate in other leadership activities*
- Over a third of alumnae created financial plans for their congregations*

*A 2018 reporting
## Challenges and Adjustments/Successes

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Adjustment/Success</th>
</tr>
</thead>
</table>
| **Staffing Resources** | • New staff: Assistant Director of Development, Assistant Director of SLDI, Executive Director  
  • Graduate & Research Assistants |
| **Stabilizing Program Infrastructure** | • SLDI Program & ASEC Evaluation Manuals have been created  
  • Streamlining information and data management  
  • Use of online evaluation forms |
| **Laptops** | • Changes in procurement process |
| **Issues of Different Education Levels & Lack of English Proficiency Among Participants** | • Superior Agreement  
  • Clearer selection criteria  
  • Use Intent to Apply form with SLDI candidates |
| **Alumnae Grant-Writing & Resource Mobilization:** About 25% of all alumnae have reported funded projects. | • Continue to support alumnae in this area through consultancy project and other Phase V activities.  
  • Disseminate alumnae survey to all alumnae |
| **Alumnae Engagement:** Attendance at alumnae workshops has been decreasing over the past three years. | • Consider strategies to more effectively engage alumnae in Phase V, including extending alumnae workshop to one week |
| **Sharing Data More Effectively** | • Continue providing country-specific evaluation reports  
  • Sharing evaluation outcomes with SLDI participants and assisting them in better understanding the purpose of evaluation |
Additional Recommendations

**Evaluation**

- **Centralized & Electronic Data Collection & Management:** Database development is ongoing.

- **Monitoring & Evaluation Officers:** Regularly collect data from alumnae, visit their projects/ministries, and build evaluation capacity of alumnae in each country through workshops/trainings. Also assist in alumnae engagement, facilitate collaboration amongst sisters and congregations, and aid in assessing ASEC’s impact.

**Program**

- **Continue SLDI Consultancy Project**

- **Engage Successful Alumnae:** Select sisters who have become experts in specific skill areas to train others or serve as models.
Thank you! Any Questions or Comments?

A sister completing the Finance workshop receives her laptop from Sr. Irene, Country Coordinator in Uganda.