2019 ASEC Board Meeting
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Tara Lopatofsky, PhD, HESA Program Evaluator
Presentation Overview

ASEC Alumnae Impact
   Funded Human Development Projects
   Stories of Impact from HESA and SLDI Alumnae

SLDI Evaluation Update: Phase IV Year 3 and Phase IV overall
   Progress towards SLDI’s five program objectives

HESA Evaluation Update: Phase II Year 2 and update on Phase II Year 3 to date
   Progress towards the HESA’s five program objectives

Question and Answer Session
The Impact of ASEC Alumnae Funded Projects

- **$16.5+ million** secured for human development needs
- **2.1 million** people served through funded projects
- **3500 + jobs** created through funded projects
- **$8.5 million** secured for education and health, mostly in rural areas
Alumnae secure the most funding (51% of total amount) for education and health needs

$4,794,583
$3,658,932
$1,716,361
$1,391,506
$1,117,494
$1,026,695
$648,782

65% of projects impact more than one Sustainable Development Goal (SDG).

Totals include $88,403 secured by HESA alumnae and $79,945 secured by an SLDI & HESA alumna.
## Alumnae in Kenya, Zambia and Nigeria secure the most funds for human development projects (2012-19 reporting)

<table>
<thead>
<tr>
<th>Country</th>
<th>Funds (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenya</td>
<td>$4,721,396</td>
</tr>
<tr>
<td>Zambia</td>
<td>$2,778,132</td>
</tr>
<tr>
<td>Nigeria</td>
<td>$2,153,105</td>
</tr>
<tr>
<td>Ghana</td>
<td>$1,966,761</td>
</tr>
<tr>
<td>Uganda</td>
<td>$1,718,545</td>
</tr>
<tr>
<td>Tanzania</td>
<td>$1,423,706</td>
</tr>
<tr>
<td>Cameroon</td>
<td>$818,257</td>
</tr>
<tr>
<td>S. Sudan</td>
<td>$329,162</td>
</tr>
<tr>
<td>Malawi</td>
<td>$269,849</td>
</tr>
<tr>
<td>Lesotho</td>
<td>$20,945</td>
</tr>
</tbody>
</table>
Most countries' top funded areas are **health and education**, except for Cameroon, South Sudan and Lesotho (2012-2019 reporting).

<table>
<thead>
<tr>
<th>Country</th>
<th>Funding Area</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenya</td>
<td>Health</td>
<td>$1,315,414</td>
</tr>
<tr>
<td>Tanzania</td>
<td>Education</td>
<td>$991,685</td>
</tr>
<tr>
<td>Zambia</td>
<td>Health</td>
<td>$951,237</td>
</tr>
<tr>
<td>Nigeria</td>
<td>Education</td>
<td>$830,683</td>
</tr>
<tr>
<td>Uganda</td>
<td>Education</td>
<td>$688,105</td>
</tr>
<tr>
<td>Ghana</td>
<td>Health</td>
<td>$685,510</td>
</tr>
<tr>
<td>Cameroon</td>
<td>Peace &amp; Justice</td>
<td>$246,172</td>
</tr>
<tr>
<td>Malawi</td>
<td>Education</td>
<td>$104,842</td>
</tr>
<tr>
<td>South Sudan</td>
<td>Reducing Poverty</td>
<td>$100,781</td>
</tr>
<tr>
<td>Lesotho</td>
<td>Economic Growth</td>
<td>$10,903</td>
</tr>
</tbody>
</table>
HESA Alumnae: Creating Change

Impacting their communities through ministry
The goal of this project is to strengthen the leadership and governance practices required to help the Missionary Sisters of Mary Mother of the Church (MSMMC) sustainably improve their apostolate work and achieve the congregation’s mission.

-Sr. Mary Sarah
Our maternity received accreditation and it’s serving the largest population in the area with quality services rendered by our competent staff...Conclusively, the lives of people are being transformed through those little services and support we offer.

-Sr. Norah

SLDI (2015) & HESA Alumna
Graduated HESA: May 2017, Currently Enrolled in a BA program
Institution: Tangaza University College, Kenya
Diploma/Degree: Leadership & Resource Management
Grant: HIV/AIDS Care & Support Program & Baringo Maternity Wing Construction
Amount: $50,760 / $29,155
Sponsor: Misean Cara Ireland
Facilitating Access to Education in Kenya
Sr. Mary Mukuha, FMI

Graduated: May 2017
Institution: Tangaza University College, Kenya
Diploma: Leadership & Resource Management
Grant: Fr. Anthony Pagani Primary School Furniture Project
Amount: $10,000 USD
Sponsor: Hilton Fund for Sisters
Total Served: 100 boys & 200 girls (6-15 years)

“Without proper learning facilities, such as desks, hundreds of children in Mabera area will continue to go without formal education, falling victims to early forced marriages, female genital mutilation, child labor and social vices. In the long run, this will perpetuate the existing cycle of poverty. -Sr. Mary Mukuha, FMI

Sr. Mary Mukuha, FMI
SLDI Alumnae: Creating Change

Impacting their communities through ministry
Improving Girls Education & Child Welfare in Uganda
Sr. Mary Lilian Baitwakakye, OLGC

Graduated: 2009
Track: Project Directors
Total Secured: More than $370,000 USD
Project Areas:
➔ Girls secondary vocational school
➔ HIV/AIDS prevention and care for orphans & vulnerable children
Total Served:
➔ 630 girls in secondary school
➔ 700 orphaned or vulnerable children
➔ 280 caretakers
Promoting Gender Equality, Sustainable Livelihoods and Good Health in Ghana
Sr. Stephany Ayomah, SMI

Graduated: 2009
Track: Project Directors
Amount: $108,000+ USD
Project Areas:
➔ Economic empowerment of women
➔ Reducing malnutrition
➔ Livelihoods for youth
Total Served:
➔ 100 women’s group members
➔ 455-700 in health clinic (rainy season)
➔ 105-180 in health clinic (dry season)
Graduated: 2015
Track: Finance

Positions: Provincial Superior, Executive of Association of Religious in Uganda (ARU)

Areas of Focus:
- Strategic planning for her congregation
- Improved reporting and financial practices
- Savings culture
- Successful negotiations
- Mentored another congregation in project development
- Mobilized local resources for health clinic
- Published author

“There is not a single day that you are not involved in touching finance...so it is better that...people have a taste of that, have a taste of leadership. -Sr. Winnie
Sisters Leadership Development Initiative (SLDI)
Program Evaluation Update
Through April 2019
Increase the leadership and technology competencies of the participants.

Objective 1
SLDI has served 2491 sisters to date; 910 sisters were served in Phase IV.
SLDI Participants represent diverse identities

- **41** average age
- **30** countries of citizenship
- **320** congregations
21% of participants enter SLDI without postsecondary education (N = 727).
Sisters showed gains in practical and leadership skills.

Increases in Practical Skills:
- 100% of the 2018 Leadership Workshop groups demonstrated statistically significant skill increases.
- Sample item: I [She] can create a financial report.

Increases in Leadership Skills:
- 100% of Leadership Workshop groups had statistically significant increases in leadership skills from 2017 to 2018.
- Sample item: I can delegate decision making.
Sisters’ self-efficacy scores increased from Year 2 (2017) to Year 3 (2018) in both Leadership tracks.
Assist alumnae to become lifelong learners, educators and leaders.

Objective 2
2019 Alumnae Workshops

622 attended

550 SLDI Alumnae

27% SLDI Alumnae attended \((N = 2034)\).

98% were satisfied with the workshops \((n = 473)\).
Alumnae Value Professional Resources and Higher Education

83.8%

Laptop significantly impacts their work
(n = 537)

94.1%

Plan to use their laptop for mentoring
(n = 724)
Alumnae Value Professional Resources and Higher Education

28.7% \((N = 567)\) report continuing their education after SLDI, through HESA or other means.

181 SLDI Alumnae have continued their education through the HESA program; 84 have graduated and 91 are currently enrolled.
How Can ASEC Better Engage Alumnae?

- Professional Trainings
- Grant writing trainings
- Continued opportunities for academic education
- Engagement between alumnae
Support the development and continuation of participant mentoring relationships to broaden the impact of the program.

Objective 3
97% of alumnae mentor others \( (n = 520) \)

85% had mentoring challenges \( (n = 499) \), but...

71% overcame those challenges \( (n = 480) \)
Sisters expand the impact of SLDI through mentorship of religious and lay people \((n = 520)\)

**Most Popular Topics:**
- Time management
- Communication
- Problem-Solving
Alumnae mentor others in skills that develop internal systems of congregations and ministries, most often focusing on financial record keeping skills ($n = 505$).
Assist the participants and alumnae to use acquired skills and knowledge to enhance and sustain their ministries.

Objective 4
SLDI Alumnae Create Impact at Multiple Levels

Individual
- Skills
- Leadership
- Confidence

Ministries
Improving society via human development
- Education
- Health
- Clean Water
- Livelihoods

Congregations
Strengthening or creating internal systems:
- Strategic planning
- Financial management
- HR management
Individual Impact

Sisters improve their skills, confidence & ability to lead

Ministry Leaders:
More responsibilities
Finance
Education

Non-Ministry Leaders:
Congregational leadership
Special committees

95.6% improved self-perception
93.3% improved relationships
73.1% gained a ministry leadership position
41% gained a non-ministry leadership position

2019 Alumnae Survey
Sisters use their skills to improve systems and services

- **93%** use skills effectively to benefit their ministries (n = 478)
- **88%** use skills effectively to benefit their congregations (n = 510)
- **28%** increased their income level (n = 485)
74% of alumnae create or strengthen internal systems (N = 567)
Alumnae add value to their congregations and ministries

66% of alumnae create or strengthen internal systems in their congregation AND ministry

“After completing SLDI program, I started the financial committee which made great improvement in managing resources of the school. I also prepared a human resource manual for the school and empowered the members of the congregation on the need to prepare a member on Human Resource Management. This was implemented and the sister is working effectively in the different projects of the congregation.”

-Alumna teaching in Kenya
Alumnae contribute to all 17 UN Sustainable Development Goals, with a focus on education, health and ending poverty (N = 567).

78% of alumnae contribute to more than one UN Sustainable Development Goal in their ministry.
$2,651,006 secured for human development in Phase IV Year 3 (2019)

$990,024 for health, top funded SDG

91 projects

49,002 people served

335 jobs created

68.6% in rural areas

Grant-Writing Success:
→ 47% (n = 514) of alumnae submitted grants, 31.8% successful
→ 42% of all grants successful
Reducing Urban Poverty in Kenya
Srs. Gisele Ndekezi Umurerwa and Lucy Wegoki, FMA

Graduated: 2018
Tracks: Administration (Sr. Gisele) and Finance (Sr. Lucy)
Project Focus:
➔ Microloans for women
➔ Small business development
➔ Education of at-risk children
Amount: $23,800 USD
Total Served: 300 women (and their families) over three years

We found [it] necessary to educate the needy, to journey with the parents empowering them and helping them to be protagonists of the education of their children and encouraging them to reach self sustainability. ...the SLDI programs are helping us a lot to improve in our ministries and to serve people with confidence, many changes have happened from when we had chance to attend the course... We are very grateful and happy to improve in our service.
Disseminate best practices and models of innovative access to leadership.

Objective 5
Visiting Scholar Contributions

Sr. Bibiana M. Ngundo, LSOSF, Ph.D. from Kenya
-Special Report on Women Religious in Africa
-Chapter in Transformative Partnerships

Sr. Florence Emurayeveya, EHJ, from Nigeria
-Published report on women entering religious life in Nigeria

Sr. Joan Chisala, CSJB, from Zambia
-Hired as ASEC Coordinator in Zambia

Sr. Hellen Anthony Bandiho, STH, Ph.D. from Tanzania
-Chapter in Transformative Partnerships
ASEC is sharing the story of its impact

500+ newsletters distributed

179 news stories submitted

23 SLDI stories of impact on website

34% increase in Facebook followers

10 stories of impact on YouTube
Higher Education for Sisters in Africa (HESA)
Program Evaluation Update
Through April 2019
HESA Student Evaluation Journey Map

Orientation
- Receive HESA Student Manual
  1. General Registration
  2a. Participant Permission
  2b. Academic Honesty Ack.
  3. Participant Media Permission
  4. Laptop Agreement
  5. Pre Self-Assessment Form Online
  6. Pre-Skills Assessment
  7. Post-Skills Assessment
  8. Online Orientation Evaluation
  9. Onsite Orientation Evaluation

Online (Model A)
- Begin Online Coursework
- 10. End of 1st Semester Evaluation

Online (Model A)
- Begin Online Coursework
- Onsite Transfer (Model A Only)
- 13. End of Online Evaluation

Annual Reflective Learning
- 12. Reflective Learning Evaluation
  Submit transcripts
  Optional: Notice of Graduation Form

Annual

Onsite (Model B)
- Begin Onsite Coursework
- 11. End of 1st Semester Evaluation

Enrolled HESA Student

Onsite (Model B)
- Transfer Model A

Graduation
- 14. Post Self-Assessment
  15. End of Program Experience Assessment
  Submit final transcripts; research project

Alumnae Workshop
- Complete annual Alumnae Survey, remain in ASE network

Withdrawal from Program
- Sister does not complete program, submit official letter to US Office signed by Superior
- 16. Participant Withdrawal Exit Survey

Intent to Apply
- Acceptance
- Orientation
- Begin Coursework
- End 1st Semester
- Transfer Model A
- Reflective Learning
- Graduation
- Alumnae Workshop

Submit Intent to Apply
- ASEC Country
  Staff collects & sends to US Office

Official Acceptance to HESA
- Submit signed Agreement Forms to US Office, Notification of Orientation date & location

Consider Joining HESA
- Consult with ASEC Country Staff on selection of program

Complete Institutions Application(s)
- Follow institutional protocol

Notification of Acceptance to Institution
- ASEC Country Staff sends acceptance letters to US Office

Enrolled HESA Student
Provide opportunities for Catholic sisters in 10 African countries to access & obtain post-secondary education credentials.

Objective 1
Added 2 New Partnerships

- DePaul University, Chicago, IL
- Sisters of Charity of Cincinnati, Mount St. Joseph, OH
- Sisters of St. Joseph of Carondelet, Albany, NY
- Sisters of the Redeemer, Meadowbrook, PA
- Saint Leo University, Saint Leo, FL
- Chestnut Hill College, Philadelphia, PA
- Sisters of Saint Joseph of Philadelphia, Philadelphia, PA
- Marywood University, Scranton, PA
- Sisters, Servants of the Immaculate Heart of Mary, Scranton, PA
- Neumann University, Aston, PA
- Sisters of Saint Francis of Philadelphia, Aston, PA
- Rosemont College, Rosemont, PA
- The Society of the Holy Child Jesus, Rosemont, PA
- Center for Applied Research in the Apostolate, Georgetown University, Washington, DC
- National University of Lesotho, Conference of Major Superiors, Lesotho
- Catholic University of South Sudan
- Religious Superiors Association of South Sudan
- Catholic University of Health and Allied Sciences
- Jordan University College
- Mwenge Catholic University
- Saint Augustine University of Tanzania
- Tanzania Catholic Association of Sisters
- Water and Environment Management Consultants
- St. Francis Nsambya Hospital Training School
- University of Kisubi
- Uganda Martyrs University
- Association of Religious in Uganda
- Profiles International Uganda Limited
- Catholic University College of Ghana
- Holy Family Nursing and Midwifery Training College Berekum
- Ghanaian Conference of Religious
- Sacred Heart School of Nursing
- Veritas University Abuja
- Nigerian Conference of Women Religious
- Hobatta Global Nigeria Limited
- Jos Leadership & Educational Services
- The Catholic University of Malawi
- Association of Women in Religious Institutes of Malawi
- Management and Organization Development Resources
- Monze Registered Nurse and Midwife Program
- Zambia Catholic University
- Zambia Association of Sisterhoods
- Global Telecom
- The Catholic University of Eastern Africa
- Chemchemi Ya Uzima Institute
- Association of Sisterhoods of Kenya
- Advantech Consulting Limited
- Christian Organizations Research and Advisory Trust
- Enterprise Management Development Center
- Tangaza University College
- Viffar Consulting Ltd.
At total of 1,108 sisters have been served by the HESA program. Recruitment in Phase II, Year 3 has been the largest to date.

<table>
<thead>
<tr>
<th>Phase II Total</th>
<th>Phase I Total</th>
<th>Phase I, Year 2</th>
<th>Phase I, Year 3</th>
<th>Phase I, Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>830</td>
<td>278</td>
<td>122</td>
<td>90</td>
<td>66</td>
</tr>
<tr>
<td>Phase II, Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>258</td>
<td></td>
<td></td>
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<tr>
<td>Phase II, Year 3</td>
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<td></td>
<td></td>
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<tr>
<td>331</td>
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<td></td>
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</tr>
<tr>
<td>Phase II, Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>241</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
In HESA Phase I & II, surplus enrollment in Kenya, Uganda, Nigeria & Tanzania compensate for shortfalls in other countries.
96% Overall Retention Rate
Increase African sisters' competencies & leadership capacities in their respective fields of study, toward greater effectiveness in accomplishing their ministries.

Objective 2
The field of education remains the most popular among HESA students.
HESA sisters are averaging a B- to B letter grade in both onsite and online studies.
HESA Graduates

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Graduates</td>
<td>268</td>
</tr>
<tr>
<td>First Class Honors</td>
<td>10%</td>
</tr>
<tr>
<td>Second Class Honors</td>
<td>12%</td>
</tr>
<tr>
<td>Other Honors/Awards*</td>
<td>5%</td>
</tr>
</tbody>
</table>

*Includes: Overall Best Graduating Student ‘17-18 CUCG & Award of Academic Excellence- Best in Class St. Francis Hospital Nsambya Training School
HESA graduates' final research contributions most often relate to SDG 4 quality education.

*Example project titles can be found on the back of your HESA Key Outcome Summary*
Increase African sisters’ capacity to strengthen the sustainability & internal systems of their congregations.

Objective 3
In the 2019 ASEC Alumnae Survey, HESA alumnae met all outcome goals except the use of knowledge & skills to benefit their congregations.

**Use of Knowledge & Skills to Benefit Congregation (n = 107)**

- Yes, After HESA: 5%
- Yes, After HESA & SLDI: 63%
- Yes, After SLDI: 20%
- No: 12%

**Made Improvements to Internal Systems of Congregation (n = 97)**

- Yes, After HESA: 10%
- Yes, After HESA & SLDI: 41%
- Yes, After SLDI: 20%
- No: 30%

**Received an Increase in Earnings (n = 99)**

- Yes, After HESA: 1%
- Yes, After HESA & SLDI: 41%
- Yes, After SLDI: 8%
- No: 50%
Assist HESA alumnae to become lifelong learners, educators, & leaders who use their acquired skills & knowledge to enhance & sustain their ministries / congregations.

Objective 4
In the 2019 ASEC Alumnae Survey, 51% HESA alumnae reported taking up a leadership role in their ministry.

**Took up Leadership Role in Ministry**

<table>
<thead>
<tr>
<th>Yes, After HESA</th>
<th>Yes, After HESA &amp; SLDI</th>
<th>Yes, After SLDI</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>4%</td>
<td>47%</td>
<td>19%</td>
<td>31%</td>
</tr>
</tbody>
</table>

**Took up Leadership Role Outside of Ministry**

<table>
<thead>
<tr>
<th>Yes, After HESA</th>
<th>Yes, After HESA &amp; SLDI</th>
<th>Yes, After SLDI</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>4%</td>
<td>28%</td>
<td>8%</td>
<td>61%</td>
</tr>
</tbody>
</table>
Disseminate best practices & learnings from ASEC & the HESA program, as well as models of innovative access to education.

Objective 5
Sharing Best Practices & Highlighting Impact

Since April 2018:

- 2 publications have been completed
- 3 publications are pending
- 9 conference presentations were delivered

All highlighting the impact of Catholic sisters in Africa