



2019 ASEC Board Meeting

Jennifer Mudge, LSW, Assistant Director of Program Evaluation

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



ASEC Alumnae Impact

SLDI & HESA
2019 ASEC Board Meeting

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

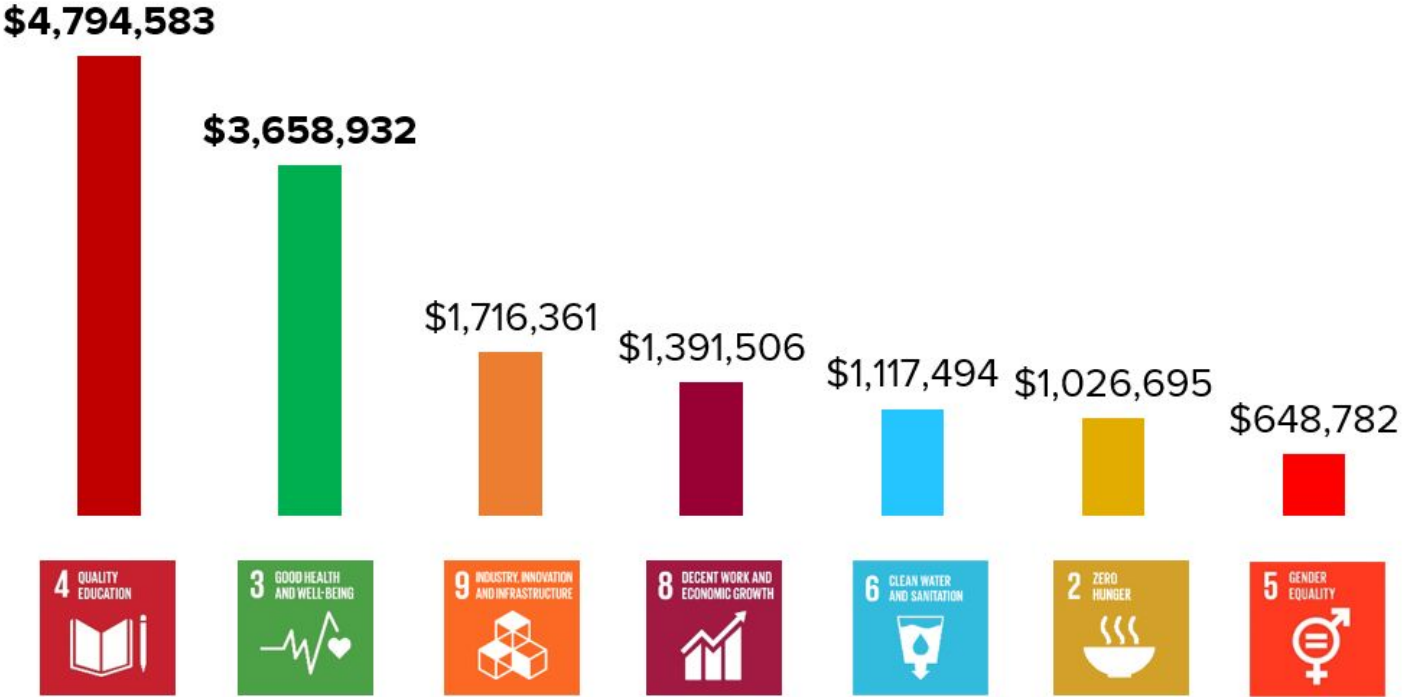


\$8.5 million secured for education and health,
mostly in rural areas

Alumnae secure the most funding (51% of total amount) for education and health needs

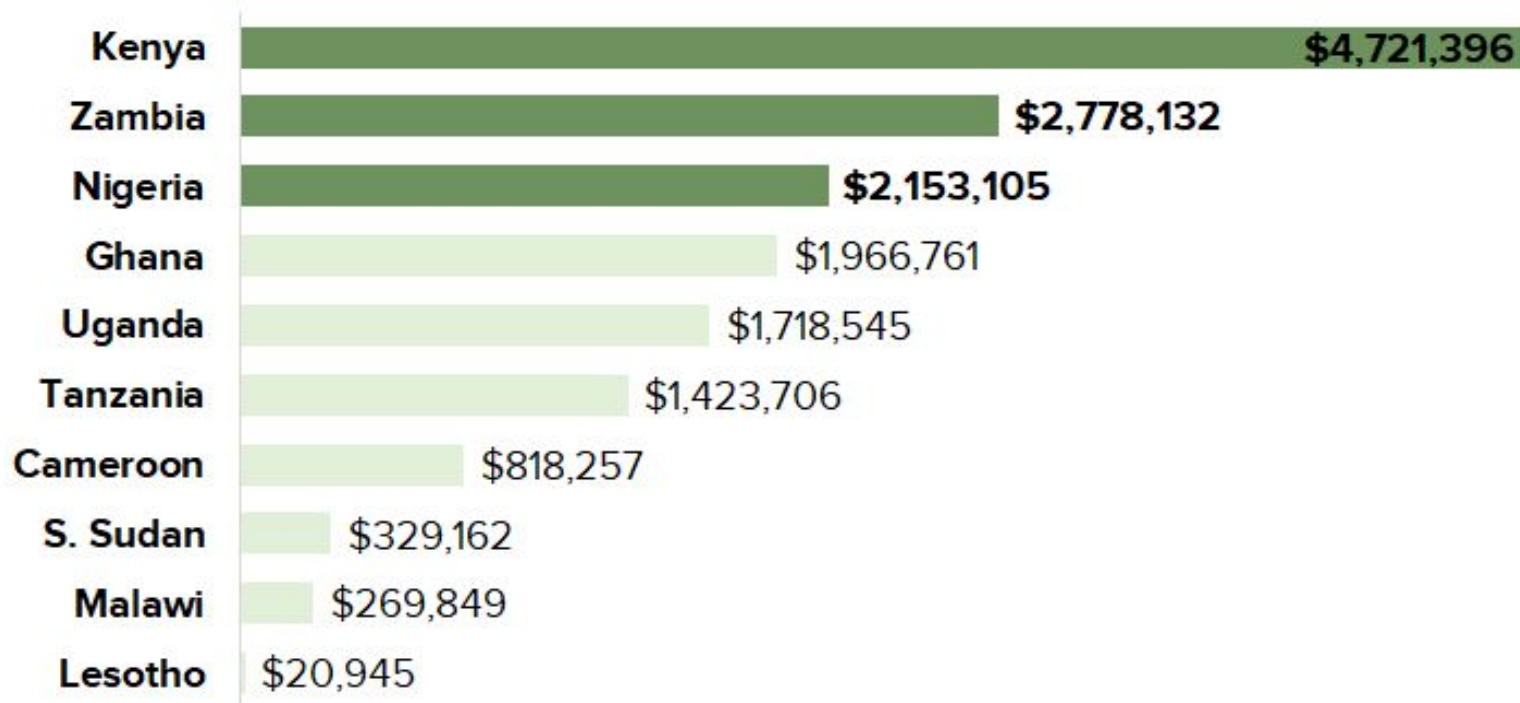
65%

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

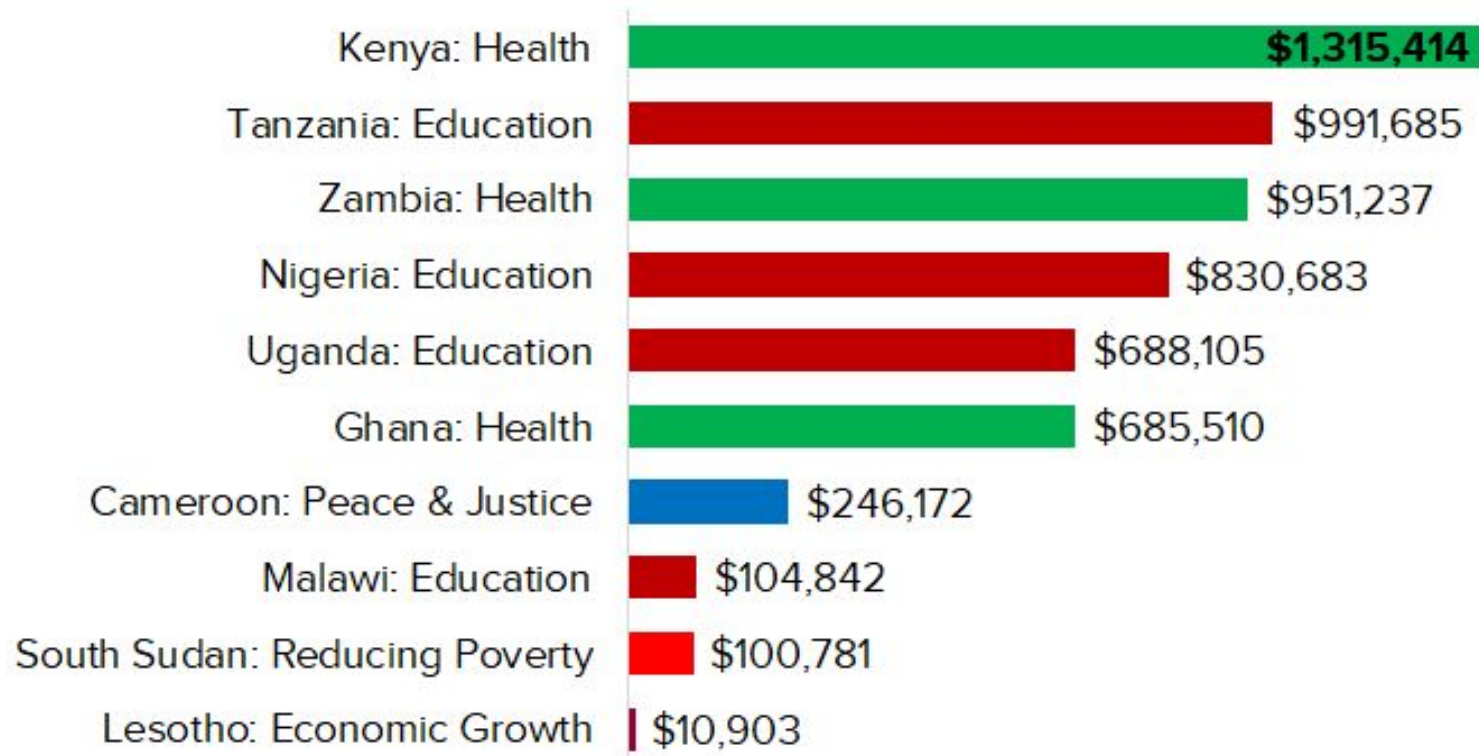


Totals include \$88,403 secured by HESA alumnae and \$79,945 secured by an SLDI & HESA alumna.

Alumnae in Kenya, Zambia and Nigeria secure the most funds for human development projects (2012-19 reporting).



Most countries' top funded areas are **health and education**, except for Cameroon, South Sudan and Lesotho (2012-2019 reporting).



HESA Alumnae: Creating Change

Impacting their communities
through ministry



Congregational Capacity Building in Uganda

Sr. Mary Sarah Chandiru, MSMMC



Graduated: February 2018
Institution: University of Kisubi, Uganda
Degree: Bachelor's in Business Administration
Grant: MSMMC Leadership & Governance Training
Amount: \$2,836 USD
Sponsor: Missiebuuro Roermoned
Total Served: 50 sisters

“ 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

Combating HIV/AIDS in Kenya

Sr. Mercelyne Norah Nyausi, FMSJ



“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: Misan 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 Maberera 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

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



Boni Consilli Secondary Vocational School

Promoting Gender Equality, Sustainable Livelihoods and Good Health in Ghana

Sr. Stephany Ayomah, SMI



Ordorme Rural Women's Empowerment Group

- 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)

Institutional Strengthening & Sustainability in Uganda

Sr. Winifred Nyonozi, The Grail



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

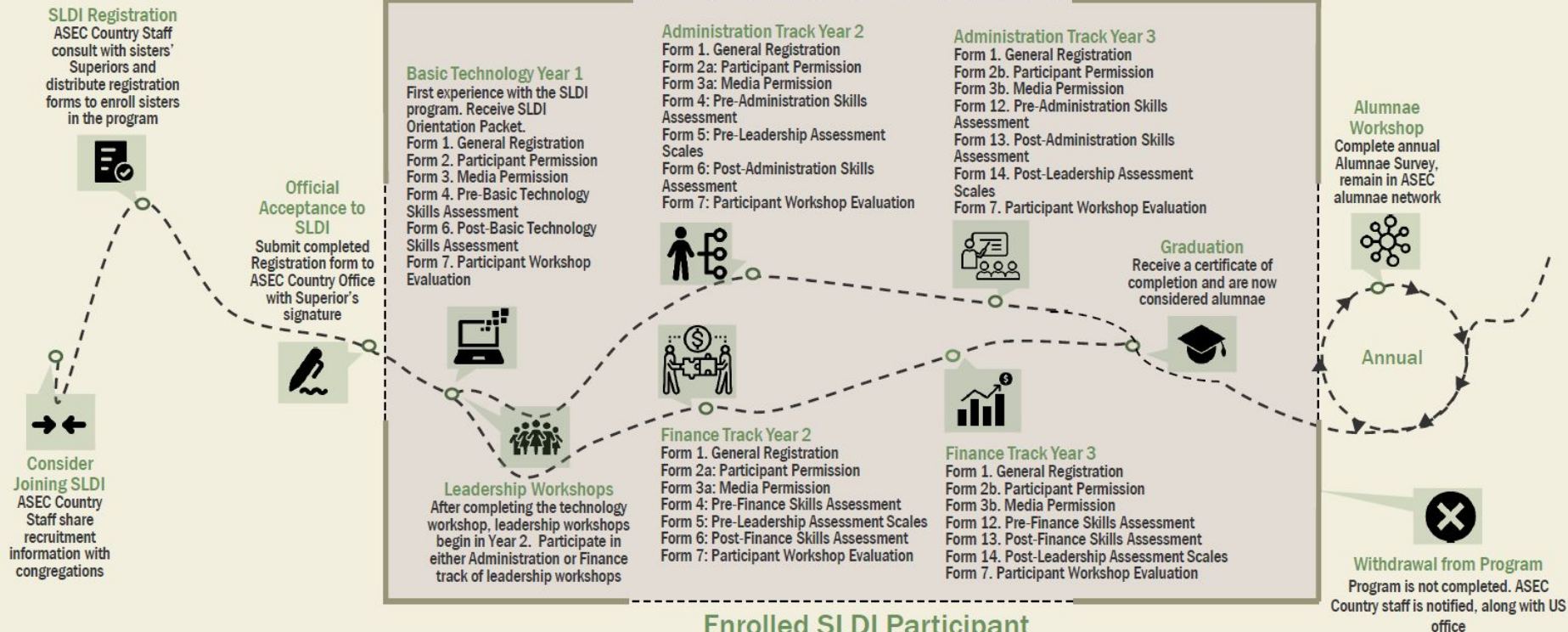


Sisters Leadership Development Initiative (SLDI)

Program Evaluation Update
Through April 2019

SLDI Participant Evaluation Journey Map

Evaluation Points

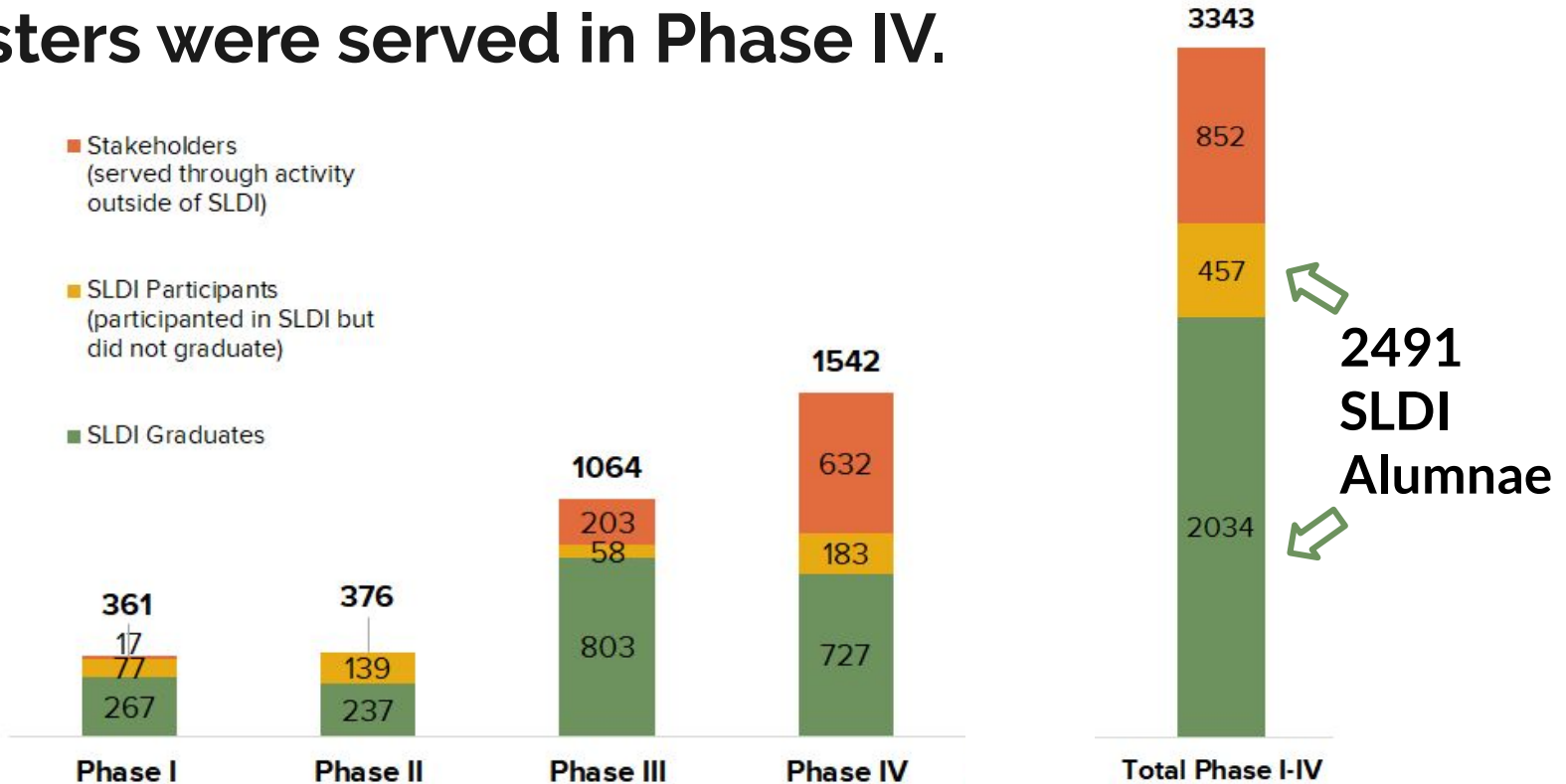


Increase the leadership and technology competencies of the participants.

Objective 1



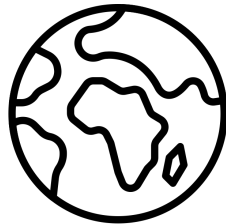
SLDI has served 2491 sisters to date; 910 sisters were served in Phase IV.



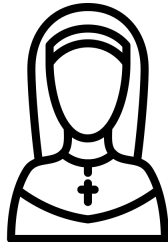
SLDI Participants represent diverse identities



41 average age

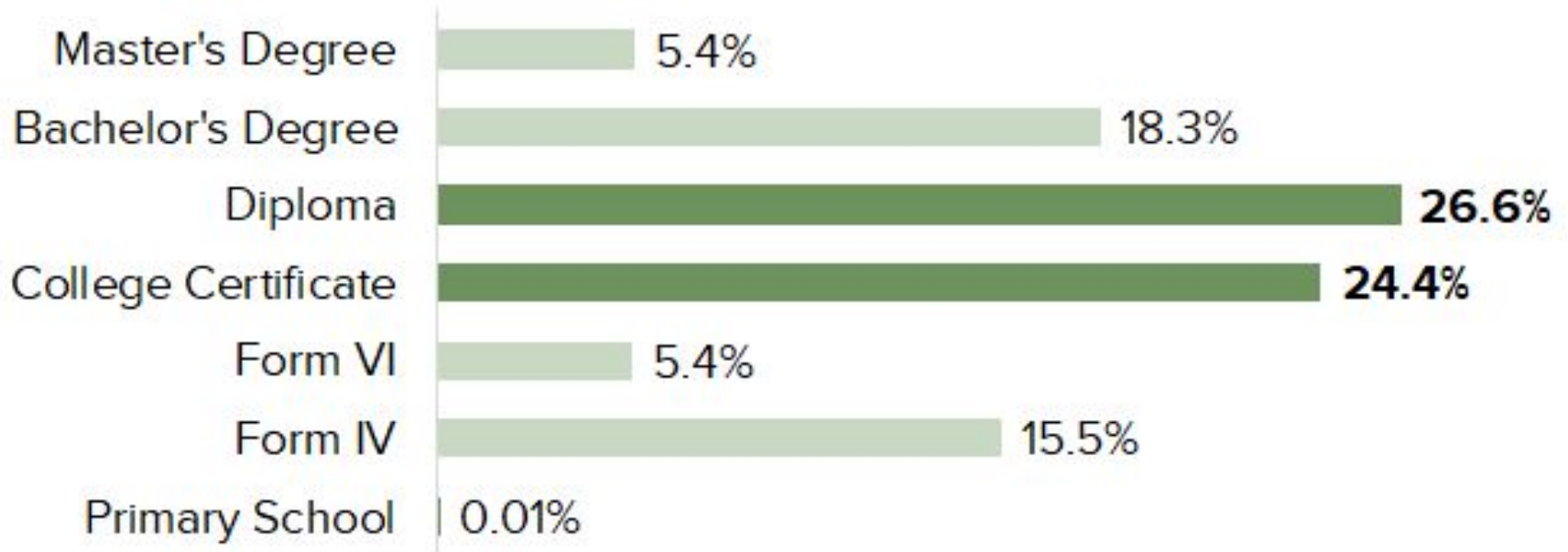


30 countries of citizenship



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 ($N = 2034$).

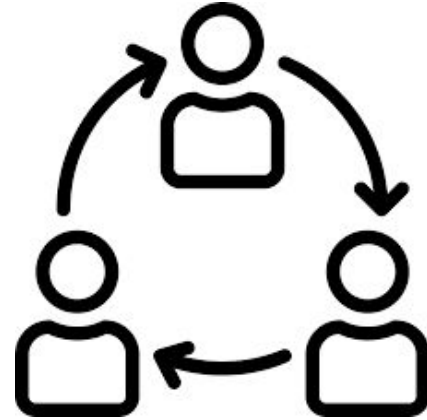
98% were satisfied
with the workshops ($n = 473$).

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)

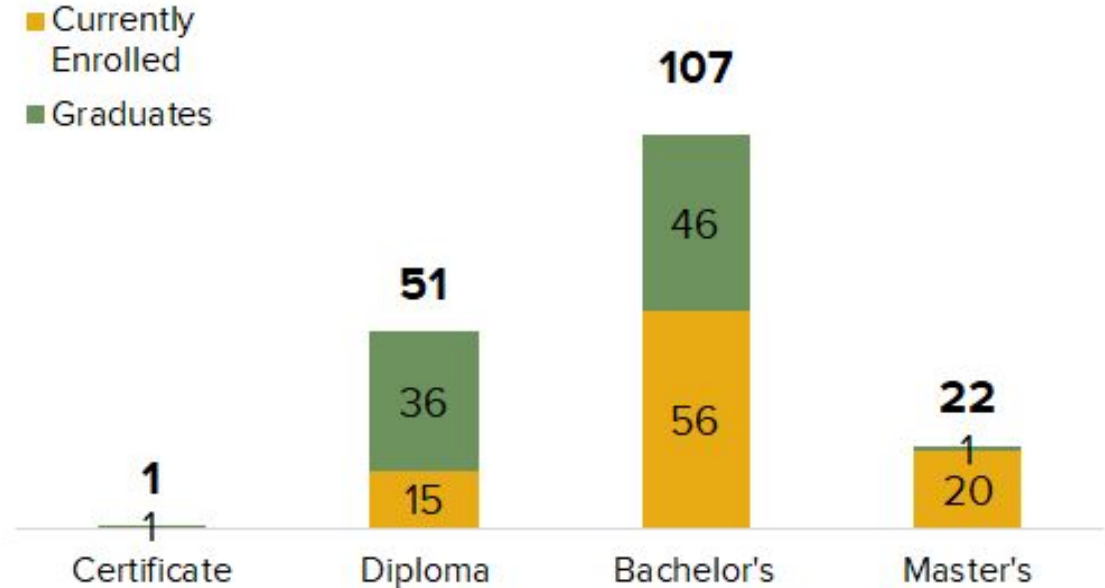
Alumnae Value Professional Resources and Higher Education



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

Engagement
between
alumnae

Continued
opportunities
for academic
education



Support the development and continuation of participant **mentoring relationships** to broaden the impact of the program.

Objective 3

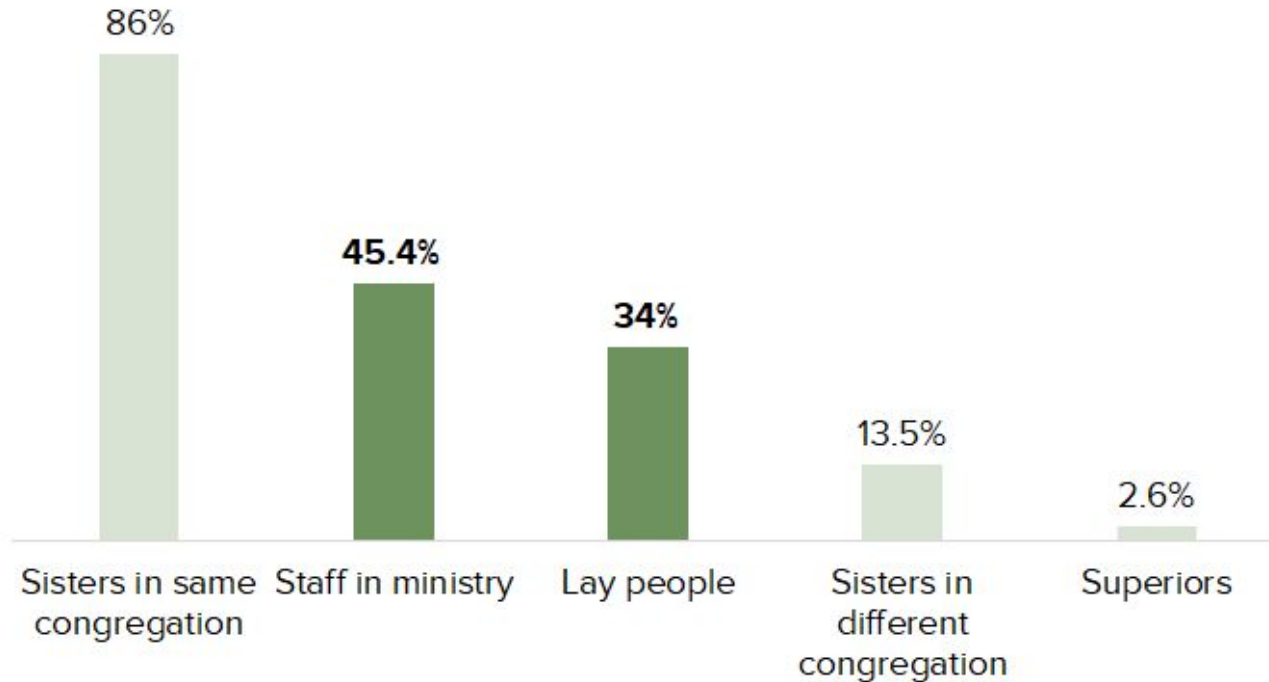


97% of alumnae mentor others
(n = 520)

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 ($n = 505$).

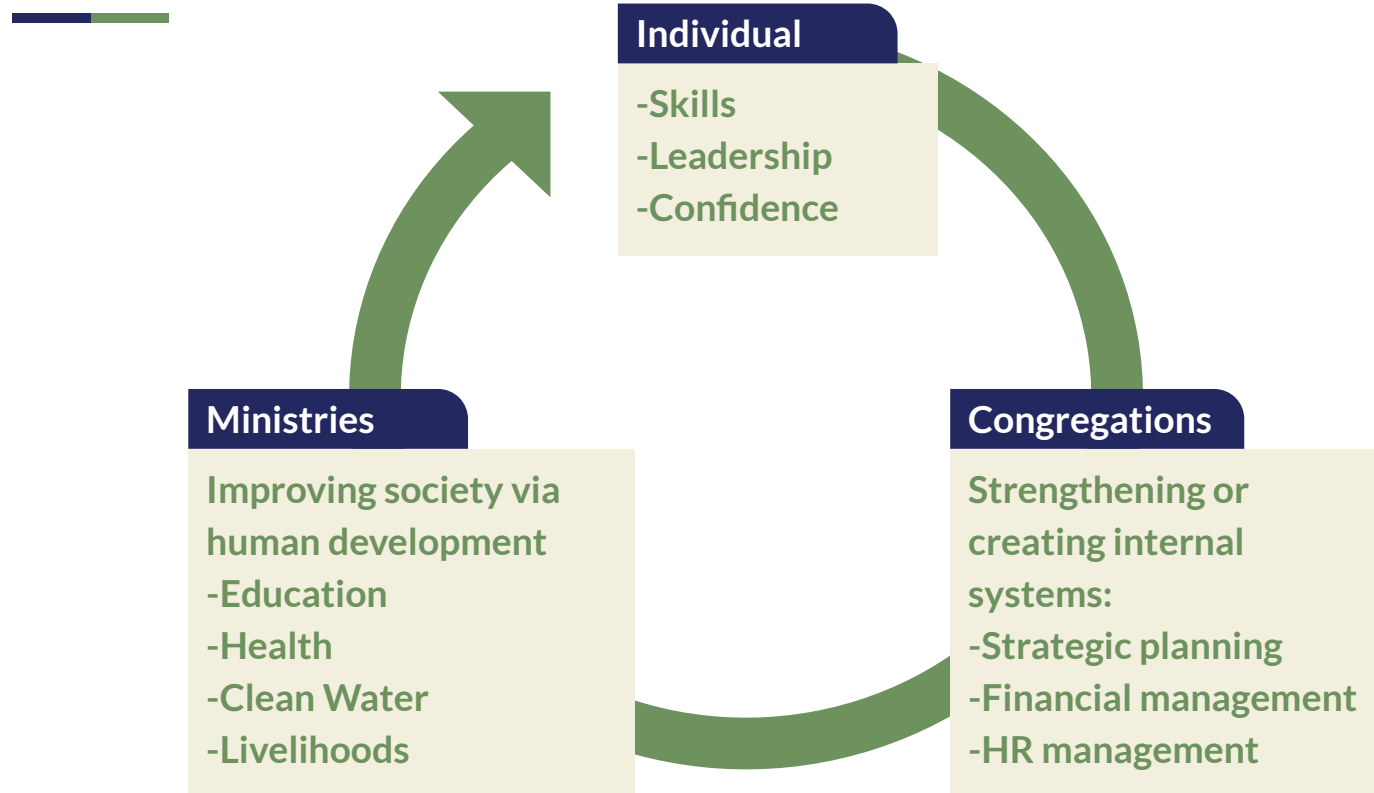


Assist the participants and alumnae to use acquired skills and knowledge to enhance and sustain their ministries.

Objective 4



SLDI Alumnae Create Impact at Multiple Levels



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



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)



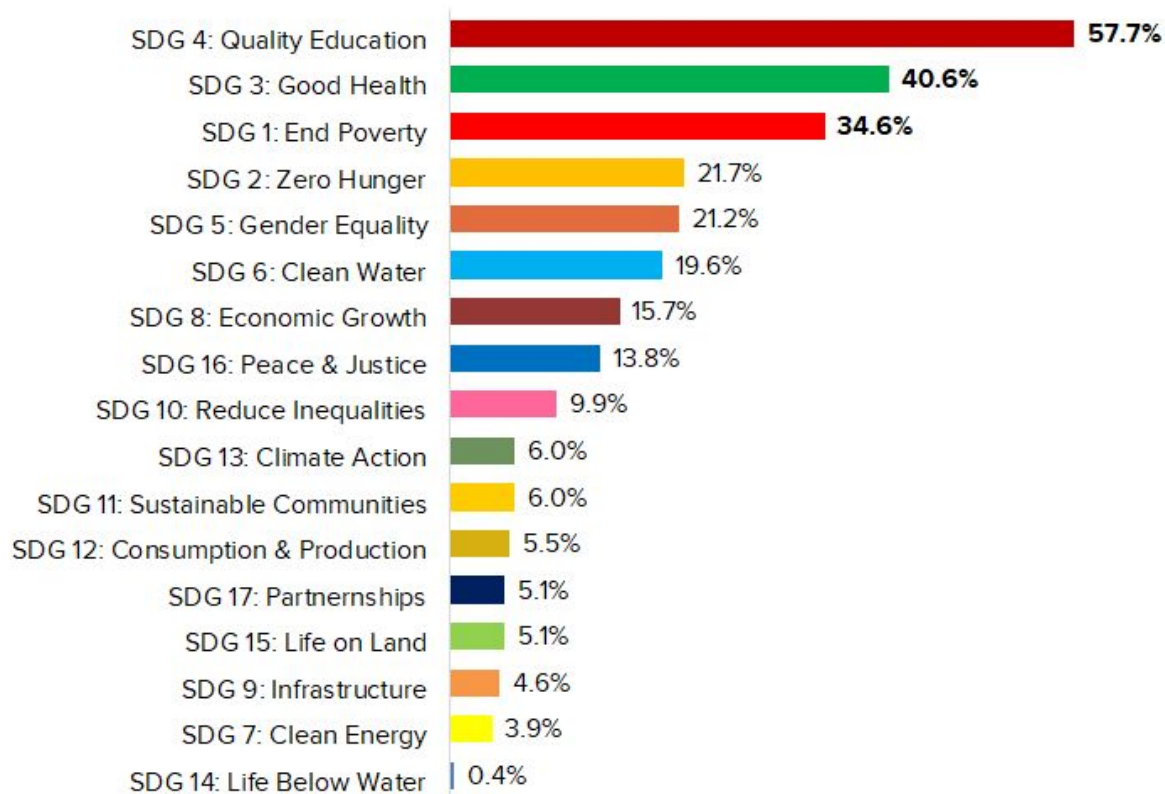
Alumnae add value to their congregations and ministries



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

1 NO POVERTY



4 QUALITY EDUCATION



5 GENDER EQUALITY



8 DECENT WORK AND ECONOMIC GROWTH



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



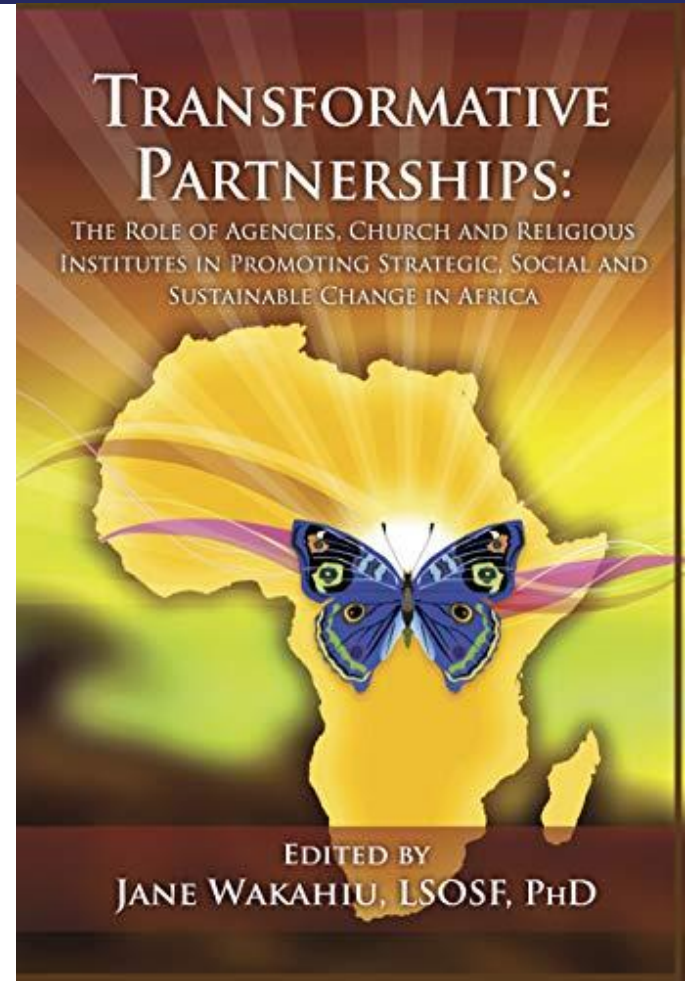
Visiting Scholar Contributions

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

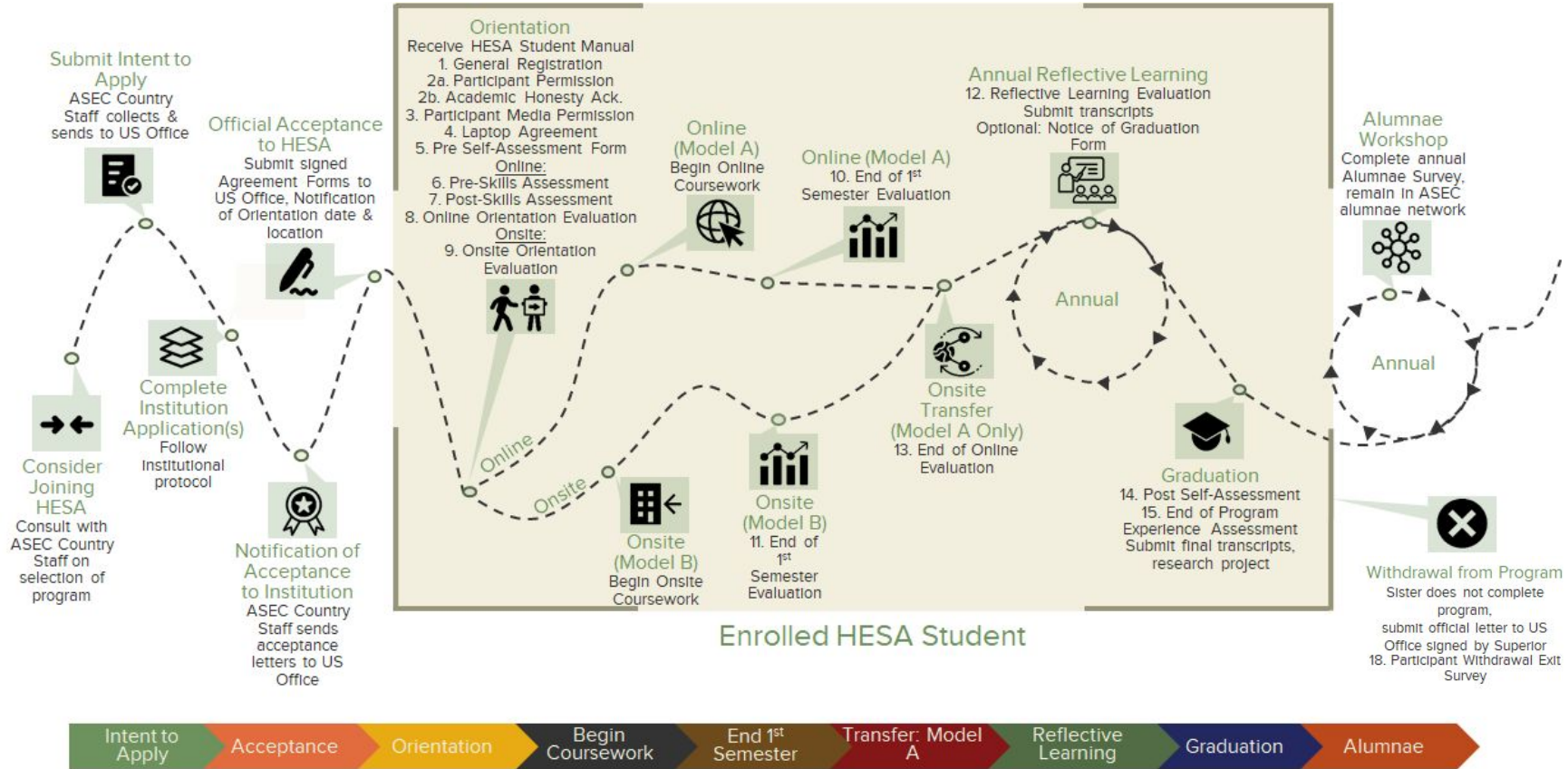




Higher Education for Sisters in Africa (HESA)

Program Evaluation Update
Through April 2019

HESA Student Evaluation Journey Map



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

Objective 1



Added 2 New Partnerships

Associate Member Charter Member Research

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 Institute of Buea
Catholic University of Cameroon Bamenda
Conference of English-Speaking Religious
Pan-African Institute for
Development- West Africa

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

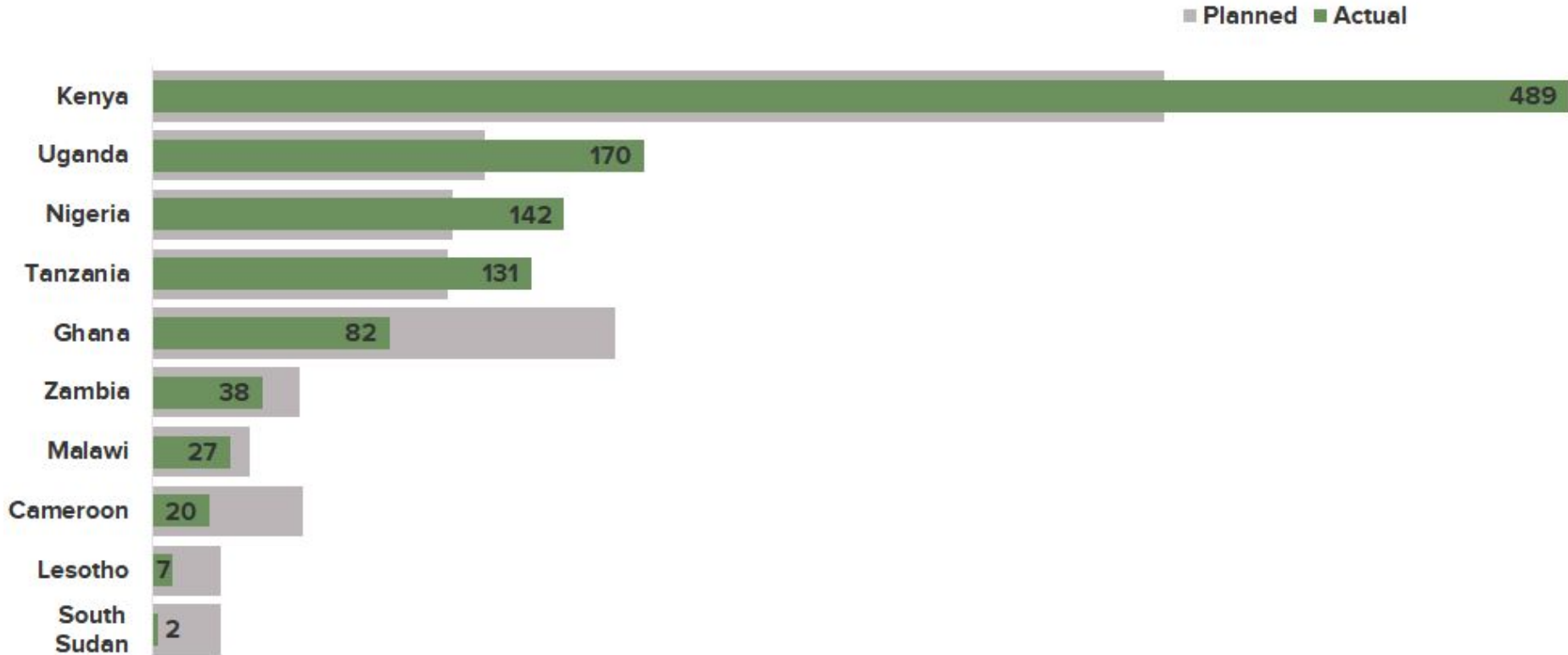
The Catholic University of Eastern Africa
Chemchemi Ya Uzima Institute
Association of Sisterhoods of Kenya
Advantech Consulting Limited
Christian Organizations Research
and Advisory Trust
Enterprise Management
Development Center
Tangaza University College
Viffar Consulting Ltd.



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.

Phase II Total 830	Phase II, Year 1 258	Phase I Total 278
Phase II, Year 3 331		Phase II, Year 2 241
	Phase I, Year 3 90	
	Phase I, Year 1 66	

In HESA Phase I & II, surplus enrollment in Kenya, Uganda, Nigeria & Tanzania compensate for shortfalls in other countries.






96%

Overall
Retention Rate

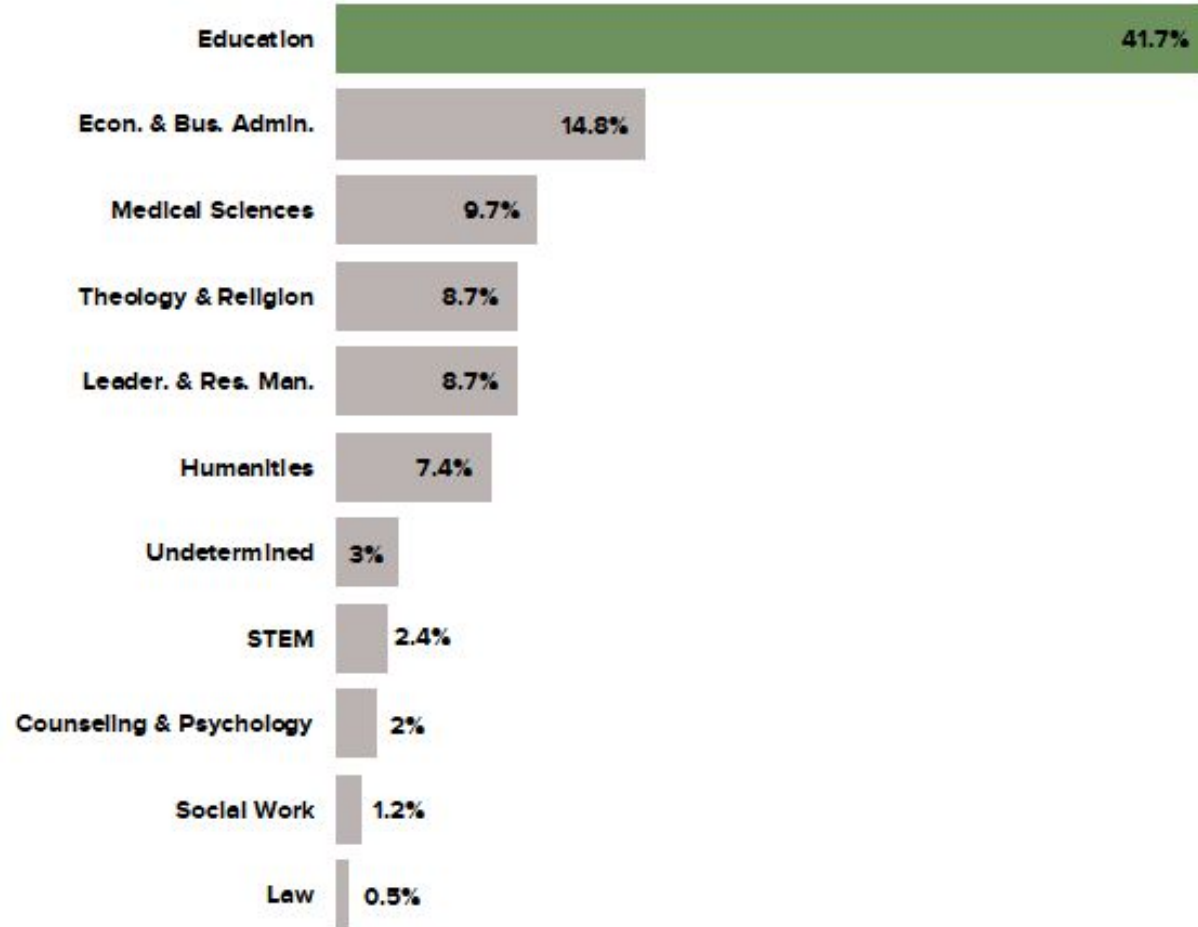
Increase African sisters' competencies & leadership capacities in their respective fields of study, toward greater effectiveness in accomplishing their **ministries**.

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.**

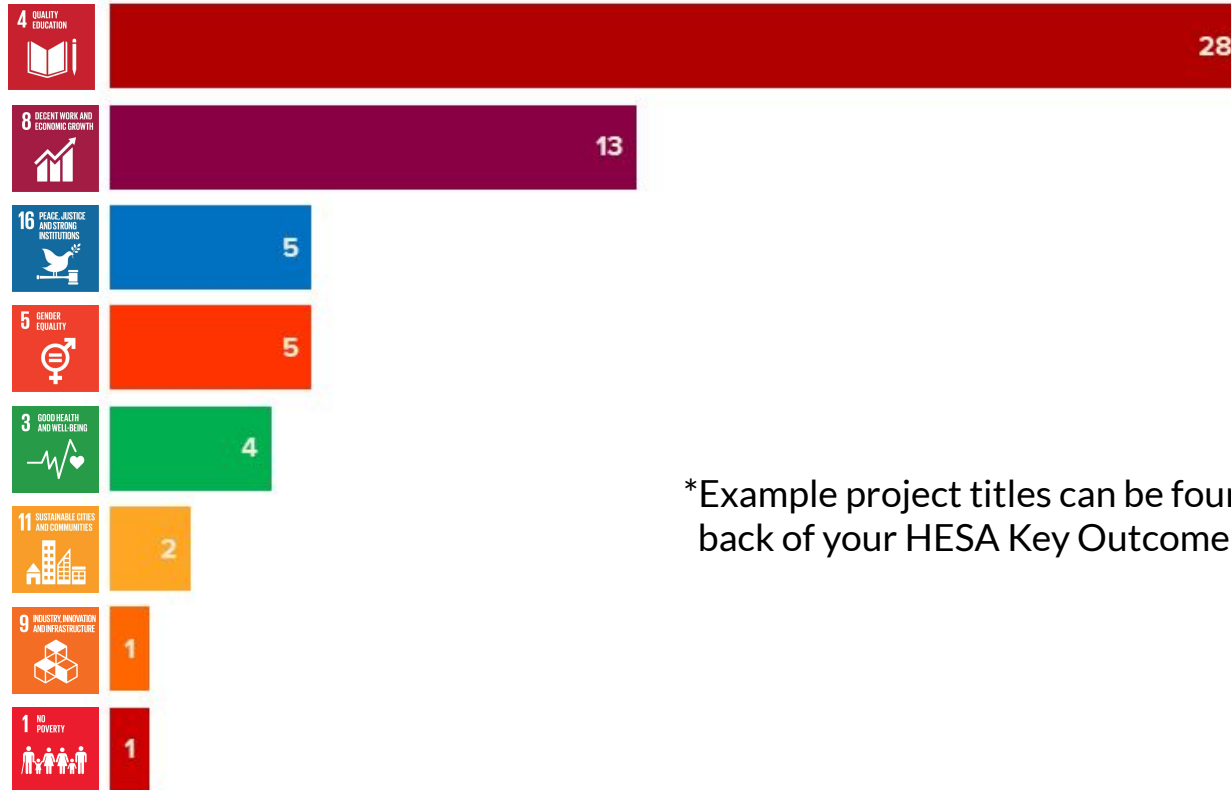


HESA Graduates

Total Graduates	268
First Class Honors	10%
Second Class Honors	12%
Other Honors/Awards*	5%

*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.



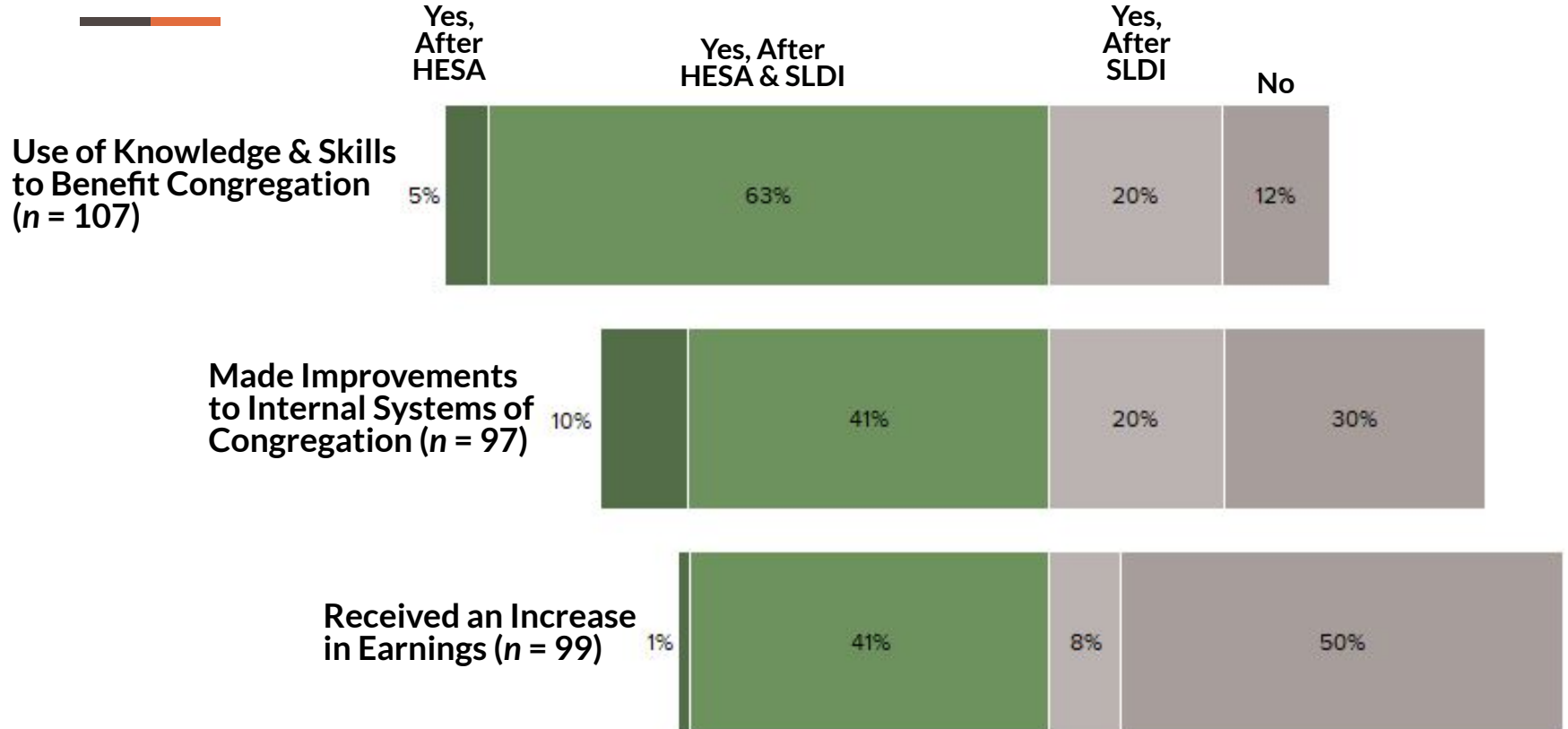
*Example project titles can be found on the back of your HESA Key Outcome Summary

— — — — —
**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.

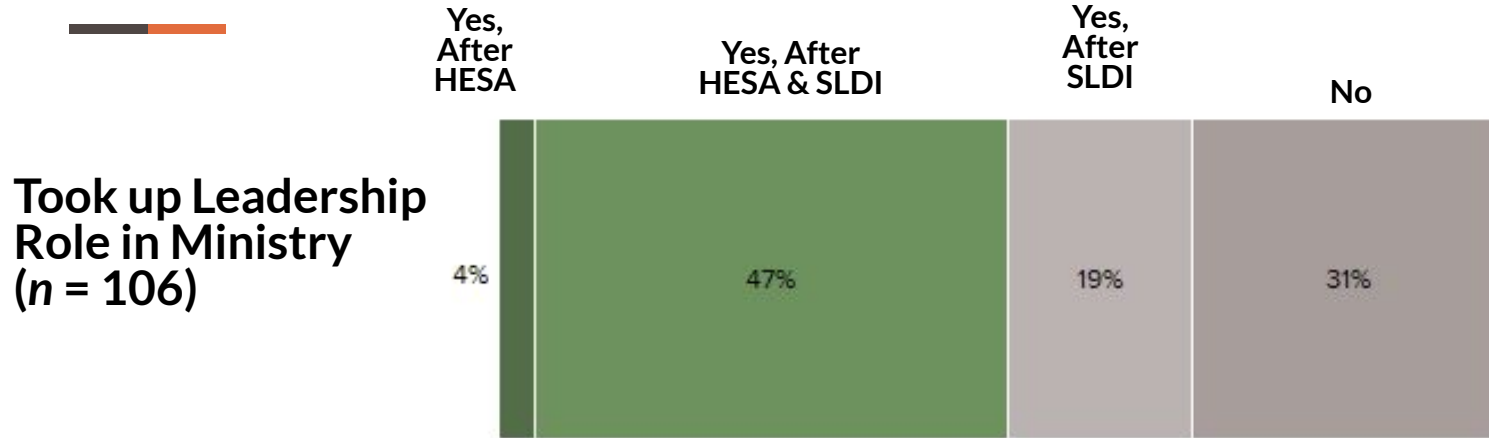


Assist **HESA alumnae** to become lifelong learners, educators, & leaders who use their acquired skills & knowledge to enhance & sustain their ministries / congregations.

Objective 4

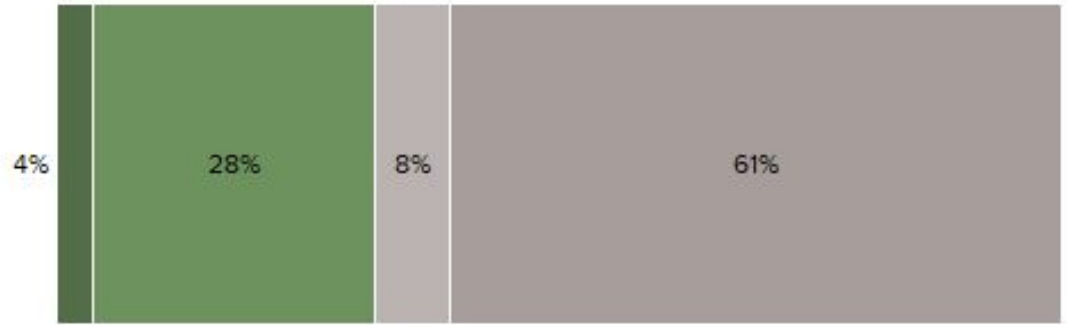


In the 2019 ASEC Alumnae Survey, 51% HESA alumnae reported taking up a leadership role in their ministry.



Took up Leadership Role in Ministry (n = 106)

Took up Leadership Role Outside of Ministry (n = 104)



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

The Power of Sisterhood

EVALUATING THE IMPACT OF AFRICAN CATHOLIC SISTERS

Jennifer Mudge MSW, ASEC Assistant Director of Evaluation
Tara Lopatofsky ABD, HESA Program Evaluator

AFRICAN SISTERS EDUCATION COLLABORATIVE

Mission: Facilitate access to education for women religious in Africa that leads to enhancement and expansion of the education, health, economic, social, environmental and spiritual services they provide

Vision: To be a sustainable organization with a proven capacity to collaborate, develop and deliver educational programs that strengthen the capacity of women religious in Africa

IMPACT

80% of ASEC program alumnae receive a leadership position post-program, enabling them to affect change at a higher level

Since 2012, SLDI & HESA alumnae have secured almost \$14 million for human development projects in Africa through grant-writing and resource mobilization skills training

Through these projects, more than 2 million people have been served

ASEC PROGRAMS

Sisters Leadership Development Initiative (SLDI)

Higher Education for Sisters in Africa (HESA)

WHY AFRICAN CATHOLIC SISTERS?

Catholic sisters dedicate their lives to service in their community

Many African sisters do not have the opportunity to learn new skills, lacking the education and resources to carry out their important work

Educating a sister can result in rippling, far-reaching impacts. From improving healthcare and access to clean water, to building infrastructure and initiating income generating projects, ASEC alumnae are transforming the African continent

SPREADING POSITIVE IMPACT



INTRODUCTION

Kenyan women religious serve in ministries (education, healthcare, social work, finance, agriculture, etc.) that provide essential aid in their communities

80% of women religious in sub-Saharan Africa lack post-secondary education (Wakahiu & Shaver, 2015)

To address this problem, women religious in Kenya have been provided an opportunity to participate in a uniquely delivered, fully funded, post-secondary education program

Post-Secondary Education Program includes: full tuition, cohort system, Orientation, Reflective Learning, and Alumnae Workshops

Central Research Questions:

- Has participation in a post-secondary education program transformed Kenyan sisters' understanding of their lives as women religious?
- Has participation in a post-secondary education program influenced how Kenyan women religious view themselves in their ministries?

Significance: Add to growing body of literature available on women religious in Africa

The Perceived Impact of a Post-Secondary Education Program on Kenyan Catholic Sisters' Understanding of Their Lives as Women Religious: A Case Study

Author: Tara M. Lopatofsky, PhD, CCLS Dissertation Chair: Diane Keller, PhD, LSW Department: College of Professional Studies

Introduction

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Methodology

Qualitative case study, following the methodology of Merriam "Two-tier" purposive sampling procedure

Boundaries of the case defined by post-secondary education program in Kenya (N=17)

Kenyan program participants (n=13); program staff (n=4); document reviews

In-person interviews conducted, which were audio recorded and then transcribed by the researcher

Constant comparative method and NVivo software used for analysis

Findings

Three themes emerged from the data:

- Enhancement of Ministry Abilities (Academic, Professional, Congregation Strengthening, Spiritual)
- Empowerment (Self-Confidence)
- Relational Engagement (Social Interaction, Self-Awareness, Leadership)

The concept of servant leadership emerged as the final outcome; servant leaders are those who value social responsibility and support the growth and well-being of others above all else (Greenleaf, 1970)

Conclusions

Through enhanced ministerial abilities, empowerment and relational engagement, the post-secondary education program has developed its participants as servant leaders, allowing them to make positive change in their communities



Implications

Program contributed to the development of servant leaders, which is beneficial not only to the sister but also to those she serves

Long-term impacts have yet to be seen, additional developments continue to be possible

Potentially, findings could be extended to African women in general promoting women's empowerment throughout the continent and encouraging the achievement of worldwide gender equality

*See researcher for print out of abstract and references