2020 ASEC Advisory Board Meeting
Jennifer Mudge, LSW, Assistant Director of Program Evaluation
Tara Lopatofsky, PhD, Research and Higher Education for Sisters in Africa Evaluations Manager
Presentation Overview

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

SLDI Evaluation Update: Phase V Year 1
- Progress towards SLDI’s five program objectives, as well as new pilot initiative, the Institutional Capacity Building (ICB) Program

HESA Evaluation Update: Phase II Year 3 and update on Phase II Year 4 to date
- Progress towards the HESA’s five program objectives

Scholarship and Service Learning Programs
- Key outcomes within each program

Question and Answer Session
ASEC Alumnae Impact
SLDI & HESA
2020 ASEC Board Meeting
The Impact of ASEC Alumnae Funded Projects

- $19.3+ million secured for human development needs
- 2.2 million + people served through funded projects
- 3,800 + jobs created through funded projects
- $9.9+ million secured for education and health, mostly in rural areas
Alumnae secure the most funding (52% of total amount) for education and health needs

801 Funded Projects

67% address more than one SDG
Alumnae in Kenya, Zambia and Nigeria secure the most funds for human development projects (2012-20 reporting).
Most countries’ top funded areas are health and education (2012-20 reporting).
HESA Alumnae: Creating Change

Impacting their communities through ministry
Protecting Vulnerable Children in Kenya
Sr. Delvin Chebukwa Mukhwana, DHM

Graduated: May 2016; Currently Enrolled (Master’s)
Institution: Catholic University of Eastern Africa, Kenya
Degree: Bachelor of Arts in Social Sciences; Masters in Development Studies
Project: Child Protection
  ➔ Wrote AOSK Child Protection Policy

“This is a program that seeks to safeguard and promote quality care for vulnerable children by adopting care reforms in family and community-based care, in line with the social teaching of the Catholic Church, and it targets all Catholic Child Care Institutions in the country. -Sr. Delvin
Today I have the pleasure to tell you that the liquid soap we use at the school is made by our students. I also move out to families whenever I have time and involve in their family affairs, especially in regard to educating their children. I have settled some of these families back to normal.

-Sr. Monica

**Graduated:** October 2018; November 2017  
**Institutions:** Marywood University & CUEA, U.S. & Kenya  
**Degree:** Bachelor of Education  
**Ministries:** Head Teachers of the Kikyusa Primary and Secondary Schools; Improved infrastructure, introduced an extracurricular program, implemented income generating projects (soap making), increased enrollment
Promoting Holistic Education in Uganda
Srs. Monica Auma & Imelda Namyanzi, MHC
Improving Healthcare in Malawi
Sr. Bernadette Scholastica Mnyenyembe, SHR

SLDI & HESA Alum
Graduated: May 2017
Institution: Tangaza University College, Kenya
Degree: Diploma in Leadership & Resource Management
Project: Malawi Urban Hospital Equipment Grant
Amount: $146,370 USD
Sponsors: Manos Unidas & Angels International
SLDI Alumnae: Creating Change

Impacting their communities through ministry
Improving Healthcare & Congregational Vitality in Nigeria
Sr. Josemaria Anyanwu, HFSN

Graduated: 2009  
Track: Administration  
Total Secured: $60,000+ USD  
Position: Lab Scientist & Former Hospital Administrator  
Project Areas:  
➔ Addressing medical equipment & clean water needs  
➔ Improved HR systems in hospital  
➔ Offers mentorship and training in grant-writing  
Total Served:  
➔ At least 1,000 served by the hospital annually  
➔ Mentored 3 other congregations in grant-writing, and as a result they established a computer lab, installed a solar power system, obtained a host baking machine and received an ambulance  

Sr. Josemaria shares her grant-writing skills at the 2020 Alumnae Workshop in Nigeria
Promoting Rural Education & Women’s Economic Empowerment in Cameroon
Sr. Caroline Acha, SST

Graduated: 2015
Track: Administration
Amount: $130,000+ USD
Project Areas:
➔ Economic empowerment of women; produce reusable sanitary pads
➔ Access to education in rural areas & those affected by political conflict
➔ Sanitation & clean water
Total Served:
➔ 2500+ women and children

New classroom at the St. Therese school
Building Sustainability and Vitality of the National Conference and Congregations in Zimbabwe
Sr. Clara Mangwengwe Rumbidzayi, CPS

Graduated: 2018
Track: Finance
Amount: $140,000+ USD
Project Areas:
➔ Established a training center and program for formation in Zimbabwe; previously had to travel to other countries
➔ Negotiated to access funds in foreign currency, at a better rate

Total Served:
➔ 1250 religious served

“I have a deep passion for authentic Religious life and deep understanding of Consecrated Life for Religious members of our time, therefore my commitment to this project. ...It is my hope that after Sisters are trained in Religious Formation ministry, the young people who will join Religious Life will make an impact in the world through dedicated service to the people...and through education and health services improve [the] quality of life of the people. I am extremely excited and am privileged to be part of this development in my country”
Increase the leadership and technology competencies of the participants.

Objective 1
SLDI has served 3,170 unique sisters to date; 681 unique sisters were served in Phase V, Year 1.

4,095 total individuals served, 2007-19

Numbers in graph are total participants, not unique participants.
2019 SLDI Participants represent diverse identities

- **26-45 years** is most common age
- **21 countries of citizenship**
- **240 congregations**
26.6% of participants entered SLDI Phase V without postsecondary education (n = 658).

- Master's Degree: 3.6%
- Bachelor's Degree: 18.7%
- Diploma: 28.1%
- College Certificate: 22.8%
- Secondary (Form VI): 9.1%
- Secondary (Form IV): 17.3%
- Primary: 0.2%
Sisters showed gains in practical and leadership skills.

**Increases in Practical Skills:**

- 100% of the 2019 Basic Technology Workshop groups demonstrated statistically significant skill increases.

- Sample item: *I [She] can create a graph in Excel.*

**Increases in Leadership Skills:**

- 99.4% (n = 657) of participants reported improved leadership skills, post-workshop, despite leadership skills not being a focus of the Year 1 SLDI workshops.

  - Qualitative themes: Able to *work independently, professionally,* and save on costs. More prepared for work in a modern world.
Largest skill gains were in using Microsoft Powerpoint and Publisher, as well as internet usage.

Among the Microsoft Office programs, sisters showed the largest skill increases in using Publisher ($n = 675$) and Powerpoint ($n = 671$).

Among general technology skills, internet usage skills increased the most ($n = 676$).
Assist alumnae to become lifelong learners, educators and leaders, to enhance & sustain their ministries.

Objective 2
2020 Alumnae Workshops

527 attended

403 SLDI Alumnae

20% SLDI Alumnae attended \((N = 2012)\).

98.9% were satisfied with the workshops \((n = 375)\).
Alumnae Value Professional Resources

82.8%

Laptop significantly impacts their work
(n = 379)

25.7%

Mentor others in computer skills
(n = 378)
A total of 201 SLDI alumnae have participated in the HESA program; 19 of those alumnae participated in HESA twice.

34.6% \((n = 376)\) report continuing their education after SLDI, through HESA or other means.
How Can ASEC Better Engage Alumnae?

- Professional Trainings
- Continued opportunities for academic education
- Funding Assistance
- Engagement between alumnae
- Continue Alumnae Workshops
Support the development and continuation of participant mentoring relationships to broaden the impact of the program.

Objective 3
92.6% of alumnae mentor others (n = 378)

82.2% had mentoring challenges (n = 342), but of those who reported challenges...

82% overcame those challenges (n = 298)
Sisters expand the impact of SLDI through mentorship of religious and lay people \( (n = 378) \)

- Sisters in Own Congregation: 79.4%
- Staff in Ministry: 47.9%
- Lay People: 31.7%
- Sisters in Different Congregation: 13.5%
- Superiors/Congregational Leaders: 2.9%

Most Popular Topics:
- Time management
- Problem-Solving
- Communication
Alumnae mentor others in skills that develop internal systems of congregations and ministries, most often focusing on financial record keeping skills ($n = 378$).

<table>
<thead>
<tr>
<th>One on One Mentoring Sessions</th>
<th>Financial Record Keeping</th>
<th>Group Mentoring Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>35%</td>
<td>21.7%</td>
<td>21%</td>
</tr>
<tr>
<td>21%</td>
<td>Human Resources</td>
<td>14.8%</td>
</tr>
<tr>
<td>21%</td>
<td>Grant-Writing</td>
<td>10.3%</td>
</tr>
<tr>
<td>18.5%</td>
<td>Budgeting</td>
<td>12.4%</td>
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<tr>
<td>13.8%</td>
<td>Strategic Planning</td>
<td>13%</td>
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</tbody>
</table>
Support alumnae and congregations of women religious in developing improved systems to strengthen their sustainability.

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

Improving society via human development
Individual Impact

Sisters improve their skills, confidence & ability to lead

Ministry Leaders:
- Educational leadership
- Administrators
- Congregational Role as ministry

Non-Ministry Leaders:
- Social/pastoral role
- External to congregation (diocese, local group)
Sisters use their skills to improve systems and services

91% use skills effectively to benefit their ministries (n = 374)

88% use skills effectively to benefit their congregations (n = 374)

34.5% increased their income level (n = 345)
72.4% of alumnae create or strengthen internal systems in their congregation and ministry ($N = 401$)
Alumnae add value to their congregations and ministries

82% of alumnae create or strengthen internal systems in their ministry OR congregation \((N = 401)\)

\[\Rightarrow\] 79% improve systems in ministries

\[\Rightarrow\] 62% improve systems in congregations
SLDI alumnae improve congregational systems

We carried an assessment of our congregation whereby each and every sister was involved using HOCAI (holistic organization capacity assessment instrument) and many areas we are bringing a change. We have now an accounting manual, audited accounts since 2018, job descriptions are in the process of being designed for all our sisters working in the congregation administration and for all workers of our small institutions [sic], development of HR manual, improvement of our farming, and many more.”

- SLDI Alumna, Head Teacher in Zambia
Alumnae contribute to all 17 UN Sustainable Development Goals, with a focus on education, health and ending poverty (N = 401).

67% of alumnae address more than one SDG in their ministry.
Clean Water Access in Kenya
Sr. Esther Waithera Wangari, LSOSF

Graduated: 2015
Track: Administration
Project Focus:
➔ Innovative clean water technology to serve schools, hospital and local community, using clean energy
➔ Built on partnerships with large companies, NGOs, government, and local groups

Amount: $230,000+ USD
Total Served: 7,000+ in the community

Video: https://vimeo.com/user35072968/review/345744409/493b8a5f9a

Sr. Esther with US Undersecretary of Commerce, at the official opening of the water purification plant.
Institutional Capacity Building (ICB) Pilot Program

Program Objectives:

1. **Improve prioritized areas of internal systemic need** within National Conferences / Associations and congregations;
2. **Promote inter-congregational learning, networking, and mentorship** through convenings and mentorship pairings;
3. **Disseminate best practices and learnings** from the Institutional Capacity Building program

Activities under Objective 1 took place in Phase V, Year 1
Activities under Objectives 2 & 3 will take place later in the Phase
ICB Key Outcomes: ICB Superiors Trainings

**Purpose of ICB Trainings** is to sensitize Superiors in each ASEC country about the ICB Program and other ASEC Programs, as well as build their capacity in an area of internal organizational systems.

**ICB Superiors Trainings Held in Zambia & Ghana:**

- 73 Superiors and their representatives attended trainings focused on strategic planning (in Ghana) and data and financial management (in Zambia)

**High Level of Satisfaction with ICB Trainings:**

- Attendees of the trainings reported high levels of satisfaction with their trainings, on average rating the training as an 8.2 out of 10 (10 being the highest rating)
ICB Key Outcomes: National Conference in Ghana

**Legal Incorporation of the National Conference:**

The Conference lacked legal status and legitimacy prior to this major accomplishment. Now a database of registered members has been developed.

**Revised Constitution:**

The Conference revised their Constitution, which now includes governance structures. The constitution was submitted for approval in Rome.
ICB Key Outcomes: National Conference in Ghana

**Strategic Plan:**
The Conference developed a new strategic plan which is awaiting final approval

**Website Development:**
The Conference now has a website in development, which previously did not exist
ICB Key Outcomes: **Congregations in Ghana**

**Organizational Assessment:**
The congregations identified their areas of need and will begin targeted capacity building workshops this summer.

**Website Development:**
Both congregations have websites in development, which aim to increase their visibility and boost fundraising efforts.
ICB Program Challenges

➔ Program activities and evaluation require individualized planning within each country, which is time consuming for the parties involved

➔ Role clarification for each party involved in the process in needed

➔ Details of implementation and processes for communication and planning were determined in real time as the initial year of the program was underway

➔ A minority of facilitators in ICB activities did not fully understand religious life and the context of sisters’ lives and work

➔ Greater level of need within the National Conference than anticipated, creating a heavier workload that focused on more than 3 areas of improvement.

➔ A more in-depth assessment of the level of buy-in and willingness to participate among institutional leadership may have helped to facilitate the capacity building process.
Disseminate best practices and models of innovative access to leadership.

Objective 5
ASEC is sharing the story of its impact

1,500+ newsletters distributed

973 new social media followers

25 SLDI stories of impact on website

8 new YouTube videos

1 research award pending

In 2019, a new Evaluation Basics video was created for ASEC program participants, explaining how and why ASEC conducts evaluation.
Higher Education for Sisters in Africa (HESA)
Program Evaluation Update
Through April 2020
Provide opportunities for Catholic sisters in 10 African countries to access & obtain post-secondary education credentials.

Objective 1
24 Partnerships Maintained

- 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.
2019 HESA Partners Conference

68 Stakeholders in Attendance

Included Focus Groups, Alumnae Panel, Presentations

100% (N = 62) of conference attendees agreed that the purpose of ASEC’s programs are now clear and that they understand the current structure of the HESA program.
A total of **1,297** sisters have been served by the HESA program. To meet Phase II goals, **192** sisters were recruited in Phase II, Year 4.

<table>
<thead>
<tr>
<th>Year</th>
<th>Phase II Total</th>
<th>Phase I Total</th>
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<tbody>
<tr>
<td></td>
<td>1,019</td>
<td>278</td>
</tr>
<tr>
<td>Year 1</td>
<td>258</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>241</td>
<td>Year 2 122</td>
</tr>
<tr>
<td>Year 3</td>
<td>328</td>
<td>Year 3 90</td>
</tr>
<tr>
<td>Year 4</td>
<td>192</td>
<td>Year 1 66</td>
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Enrolled Alumnae of ASEC Programs

Unique Number Served:
1,237

60 HESA Students Have Re-Enrolled Alumnae of ASEC’s Other Programs:

● 201 Previously Completed SLDI,
  19 Completed More than 1 HESA Diploma/Degree

● 32 Previously Completed the ASEC Scholarship Program
In HESA Phase I & II, surplus enrollment in Kenya, Uganda, Nigeria & Tanzania compensate for shortfalls in other countries.

- **Kenya**: 558 (Actual), 0 (Planned)
- **Uganda**: 208 (Actual), 0 (Planned)
- **Tanzania**: 169 (Actual), 0 (Planned)
- **Nigeria**: 150 (Actual), 0 (Planned)
- **Ghana**: 92 (Actual), 0 (Planned)
- **Zambia**: 42 (Actual), 0 (Planned)
- **Malawi**: 37 (Actual), 0 (Planned)
- **Cameroon**: 30 (Actual), 0 (Planned)
- **Lesotho**: 9 (Actual), 0 (Planned)
- **South Sudan**: 2 (Actual), 0 (Planned)
The majority of HESA sisters enter the program between the ages of 31-40.
Most commonly 1 to 10 sisters are served per congregation.

244 Congregations Served
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 letter grade in both onsite and online studies.
HESA Graduates

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<table>
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<tbody>
<tr>
<td>Total Graduates</td>
<td>428</td>
</tr>
<tr>
<td>First Class Honors</td>
<td>20%</td>
</tr>
<tr>
<td>Second Class Honors</td>
<td>28%</td>
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## Overall Enrollment Status Summary

### Phase I & Phase II

<table>
<thead>
<tr>
<th></th>
<th>Phase I</th>
<th>Phase II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled</td>
<td>11</td>
<td>808</td>
</tr>
<tr>
<td>Graduated</td>
<td>254</td>
<td>174</td>
</tr>
<tr>
<td>Withdrawn</td>
<td>13</td>
<td>37</td>
</tr>
</tbody>
</table>

**Phase I**
- Enrolled: 11
- Graduated: 254
- Withdrawn: 13

**Phase II**
- Enrolled: 808
- Graduated: 174
- Withdrawn: 37
Increase African sisters' capacity to strengthen the sustainability & internal systems of their congregations.

Objective 3
In the **2020 ASEC Alumnae Survey**, HESA alumnae met all outcome goals under this objective.

In a position where they can effectively use the knowledge and skills they gained to **benefit their congregation** ($n = 149$).

Made improvements to the **internal systems of their congregations** ($n = 122$).

**Income** level has increased ($n = 137$).
Improvements Made to Internal Systems of Congregations

- 62 HESA Alumnae
  - Reported making improvements to the internal systems of their congregations.
- 72 Improvements Made
  - 24% Strategic Plan
  - 29% Financial Plan or System
  - 28% Human Resources
  - 19% Other Improvement
- 41 Congregations Served
  - Number of unique congregations that benefited from HESA Alumnae improvements.
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 2020 ASEC Alumnae Survey, 69% HESA alumnae reported taking up a leadership role in their ministry.

Have taken on a leadership role **within** their ministry ($n = 144$).

- Yes, After HESA: 56%
- Yes, After HESA & SLDI: 13%
- Yes, After SLDI: 6%
- No: 25%

Have taken on a leadership role **outside** their ministry ($n = 144$).

- 32%
- 8%
- 4%
- 56%
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 2019:

5 publications have been completed

5 conference presentations were delivered

All highlighting the impact of Catholic sisters in Africa
Total of 369 Scholarships Have Been Awarded

Top Fields of Study:
1. Form Level
2. Education
3. Medical Sciences

Countries Served:
- Tanzania - 275
- Malawi - 47
- Zambia - 47
- Ghana (2020)

New Scholarship Recipients by Level of Study:
Secondary, diploma, certificate, & bachelor’s
ASEC Service Learning Program
Program Evaluation Update
Through April 2020
Service Learning Program Key Outcomes

100+ participants served to date

Service learning trip to Cape Coast, Ghana in summer 2020 will be postponed

92.3% of students strongly agreed that through the 2019 Service Learning program they:

➔ Were able to share their culture with Ghanaians
➔ Learned from the people they served
➔ Made connections with people they met in Ghana
➔ Better understand the needs and issues facing Ghana

100% of students in 2019 reported increased motivation to serve the global community
Questions & Comments

To provide feedback about this presentation, please complete a two question survey at:

https://www.surveymonkey.com/r/ASECAAdvisoryBoard

Thank you!