



# 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

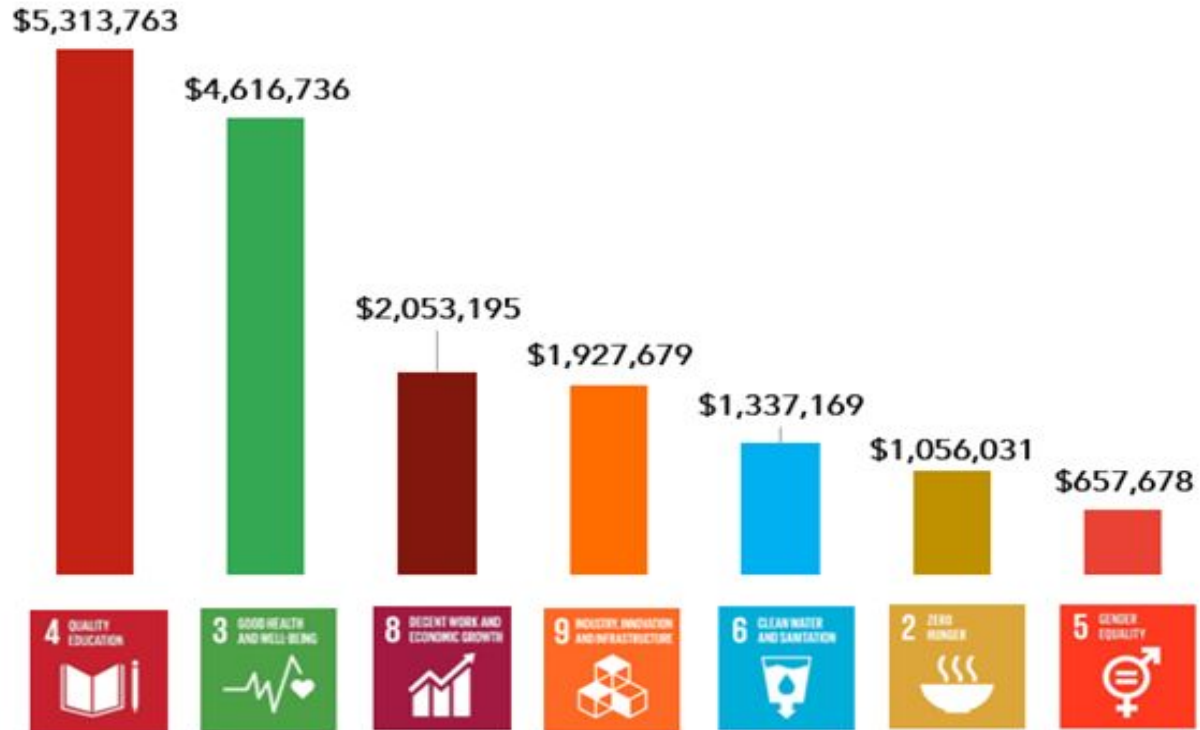
# Alumnae secure the most funding (52% of total amount) for **education** and **health** needs

801

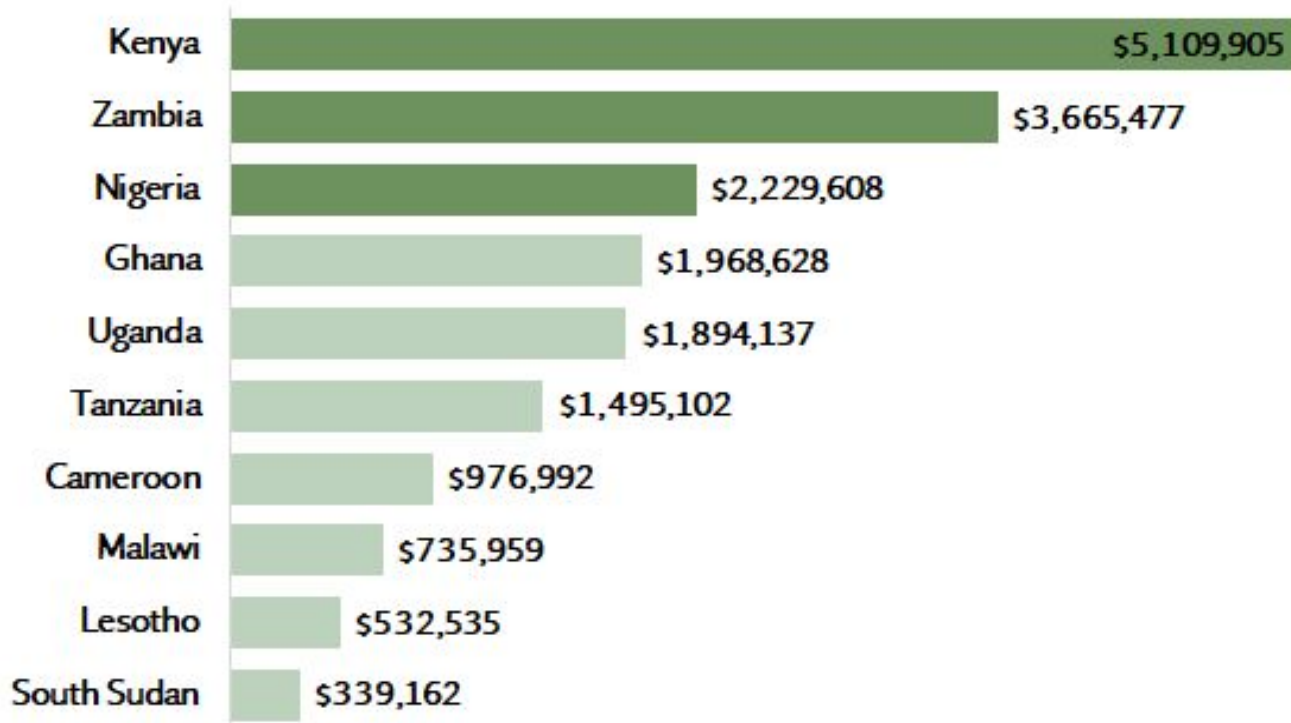
Funded  
Projects

67%

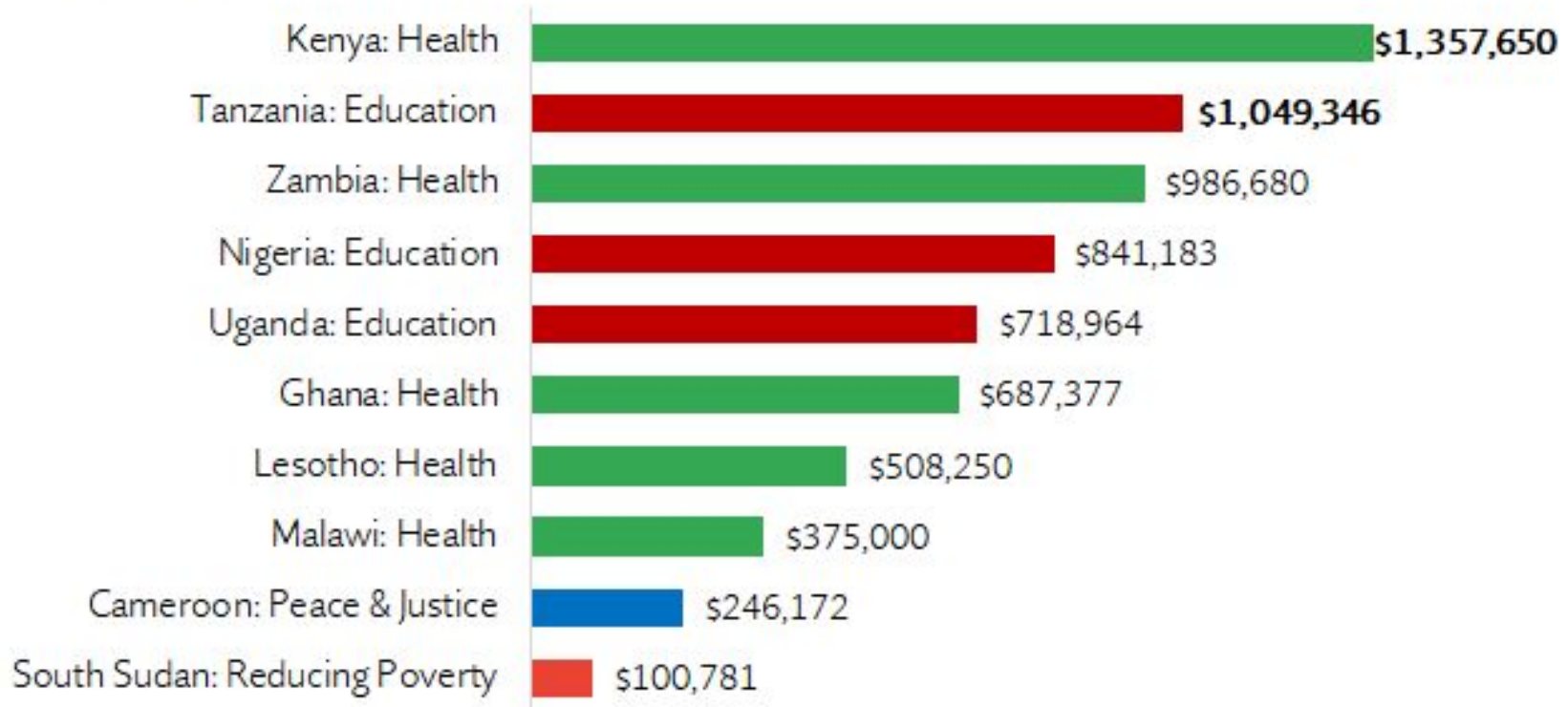
address more  
than one SDG



# 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



ASEC

AFRICAN SISTERS  
EDUCATION COLLABORATIVE



# 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

# Promoting Holistic Education in Uganda

## Srs. Monica Auma & Imelda Namyanzi, MHC



“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

4  
QUALITY  
EDUCATION



9  
INDUSTRY, INNOVATION  
AND INFRASTRUCTURE



# 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



New classroom at the St. Therese school

**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

# Building Sustainability and Vitality of the National Conference and Congregations in Zimbabwe

Sr. Clara Mangwengwe Rumbidzayi, CPS



“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 Religios [sic] 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”

**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





# Sisters Leadership Development Initiative (SLDI)

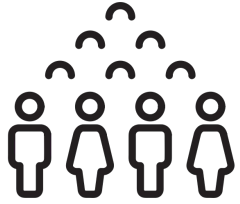
Program Evaluation Update  
Phase V, Year 1: April 1, 2019 to March 31, 2020

Increase the  
leadership and  
technology  
competencies  
of the  
participants.

Objective 1

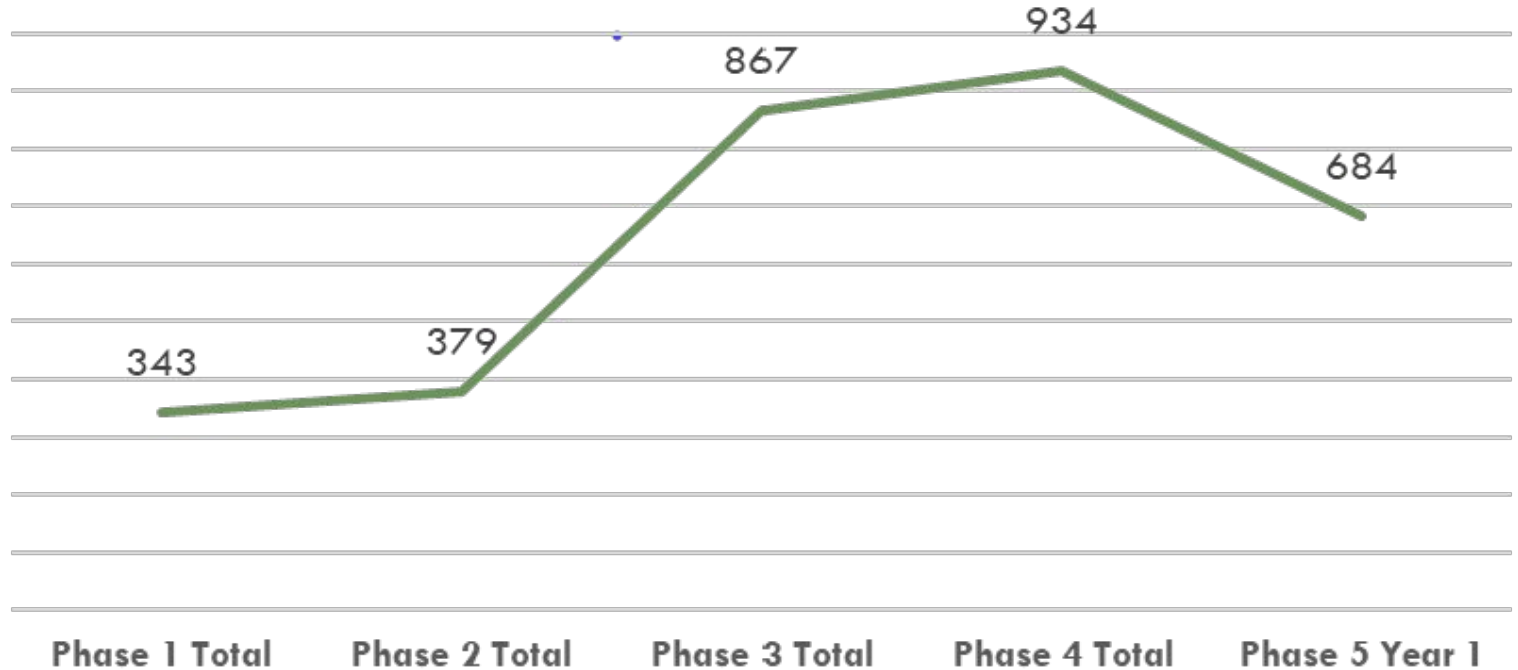


SLDI has served **3,170** unique sisters to date;  
**681** unique sisters were served in Phase V, Year 1.



**4,095**

total individuals  
served, 2007-19



*Numbers in graph are total participants, not unique participants.*

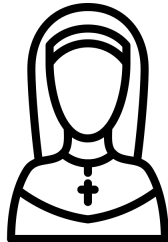
# 2019 SLDI Participants represent diverse identities



**26-45** years is most common age



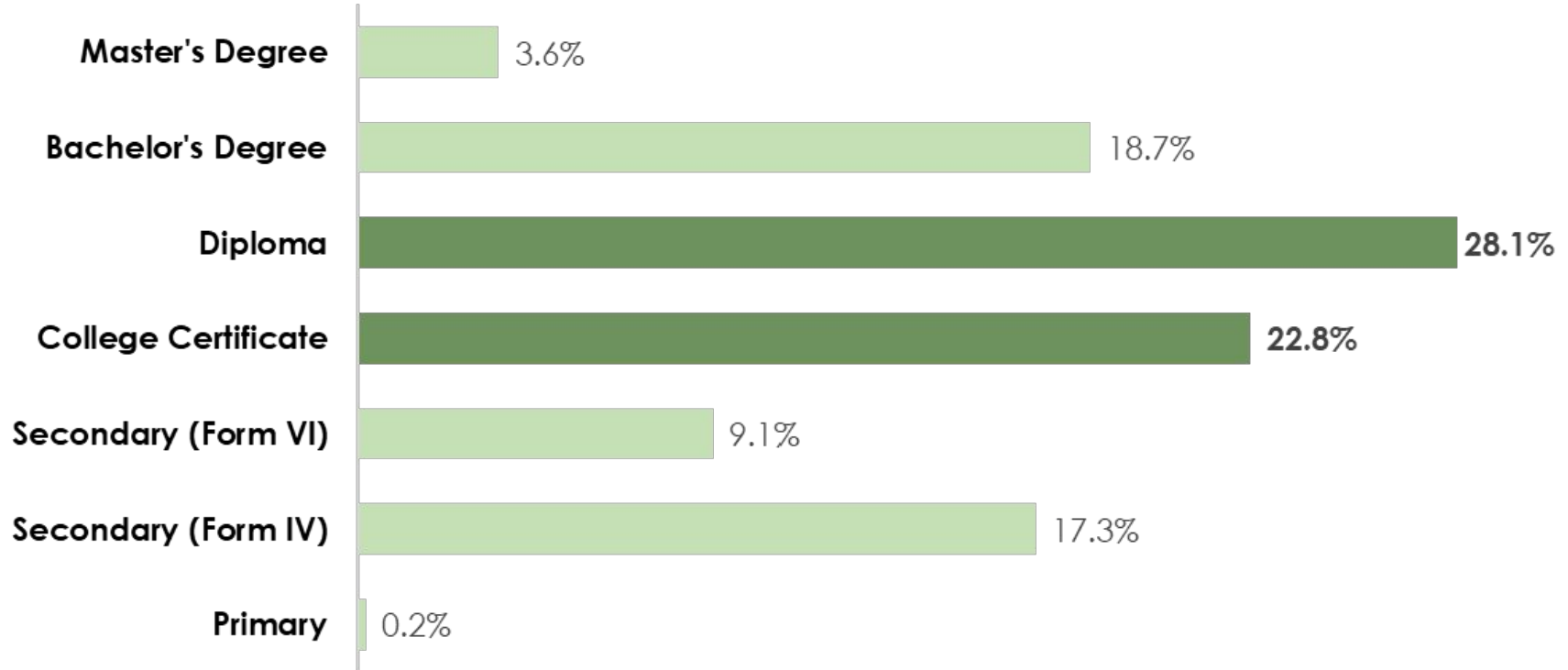
**21** countries of citizenship



**240** congregations

# 26.6% of participants entered SLDI Phase V without postsecondary education

(n = 658).



## 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.*



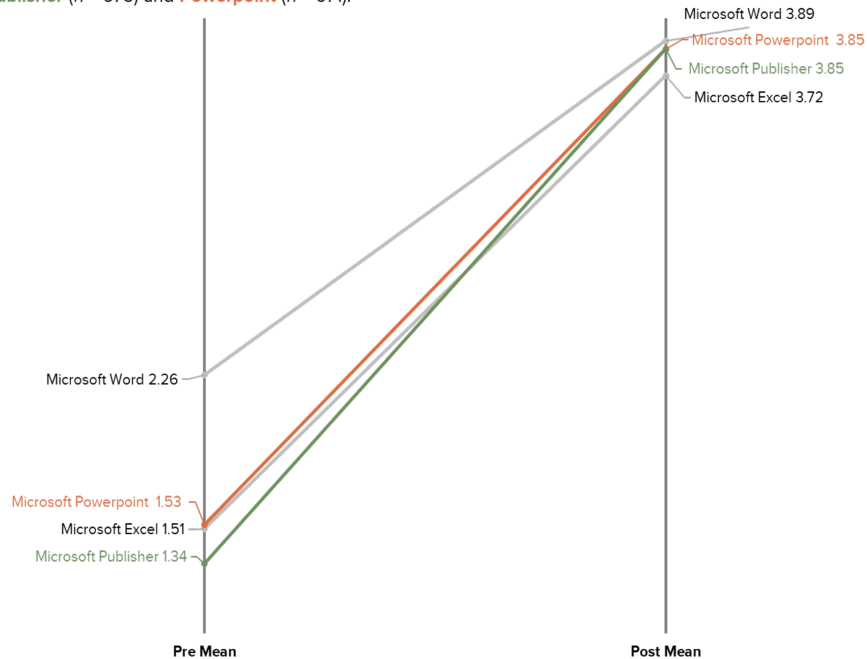
### Increases in Leadership Skills:

→ 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.

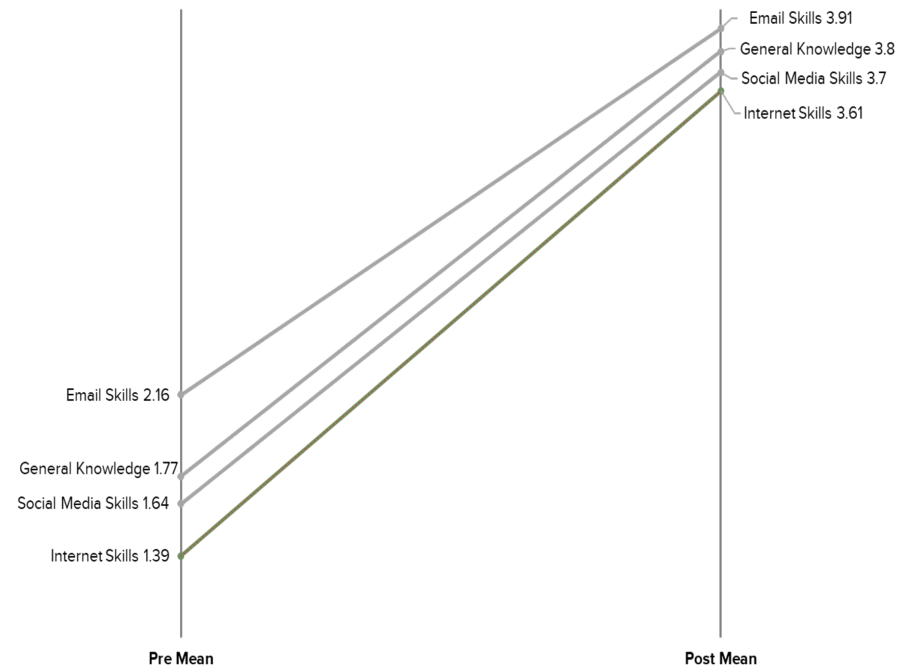
→ Qualitative themes: Able to **work independently, professionally**, and save on costs. More prepared for work in a modern world.

# 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 ( $N = 2012$ ).

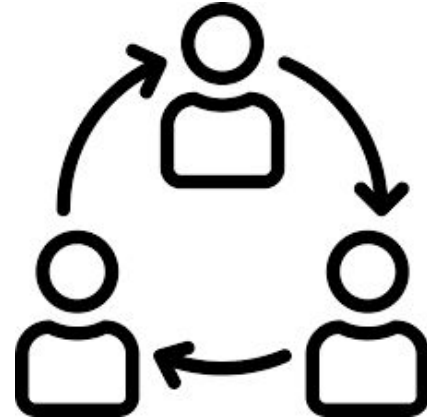
**98.9%** were satisfied  
with the workshops ( $n = 375$ ).

## Alumnae Value Professional Resources



**82.8%**

Laptop significantly  
impacts their work  
(n = 379)

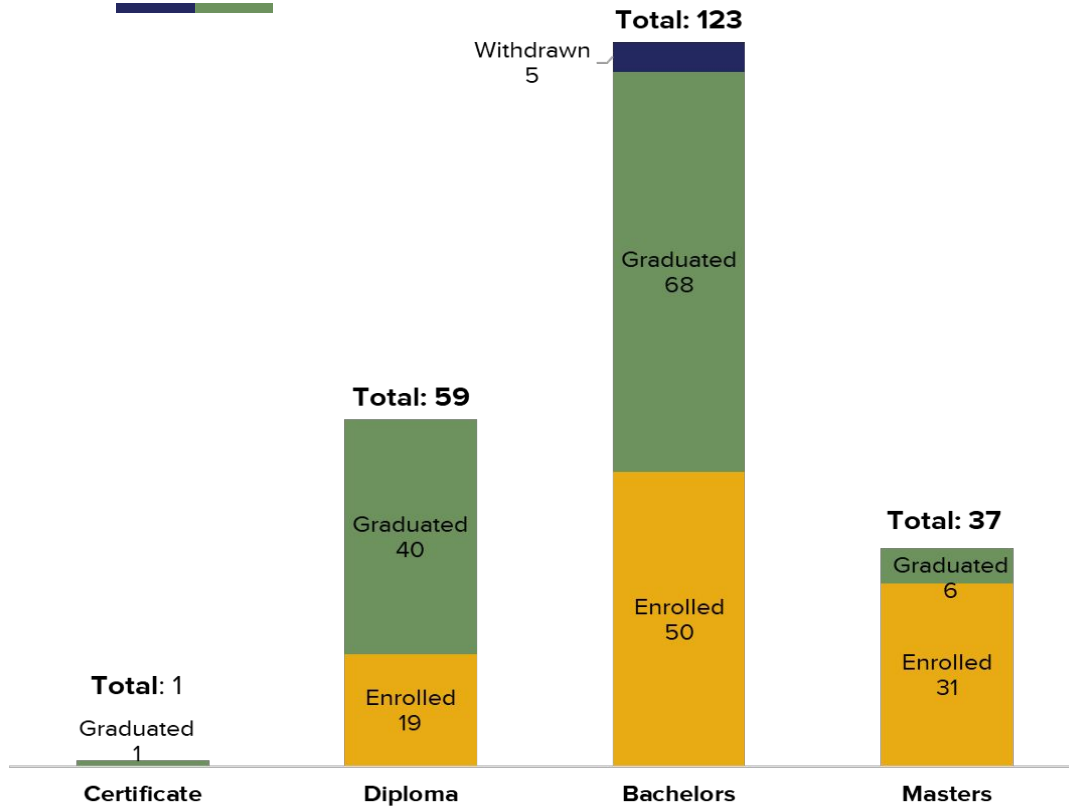


**25.7%**

Mentor others in  
computer skills  
(n = 378)

# Alumnae Value Higher Education

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?

Continue  
Alumnae  
Workshops

Professional  
Trainings

Engagement  
between  
alumnae

Funding  
Assistance

Continued  
opportunities  
for academic  
education



---

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

Objective 3



**92.6%** of alumnae mentor others

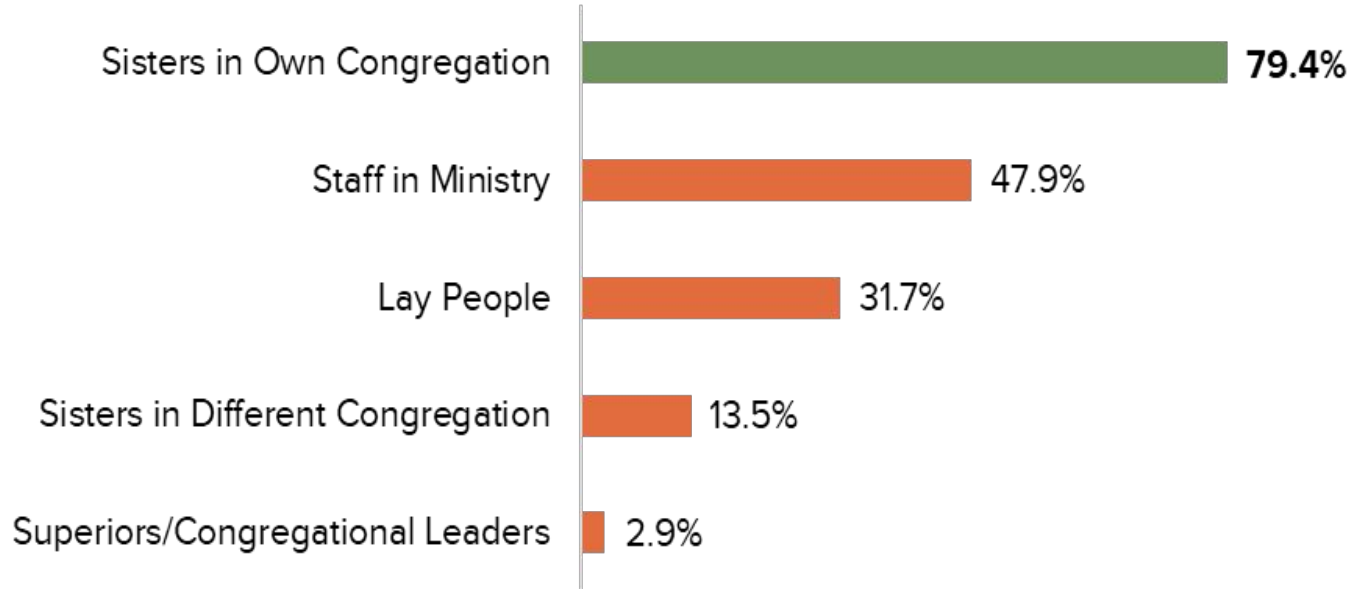
(n = 378)

**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)



## Most Popular Topics:

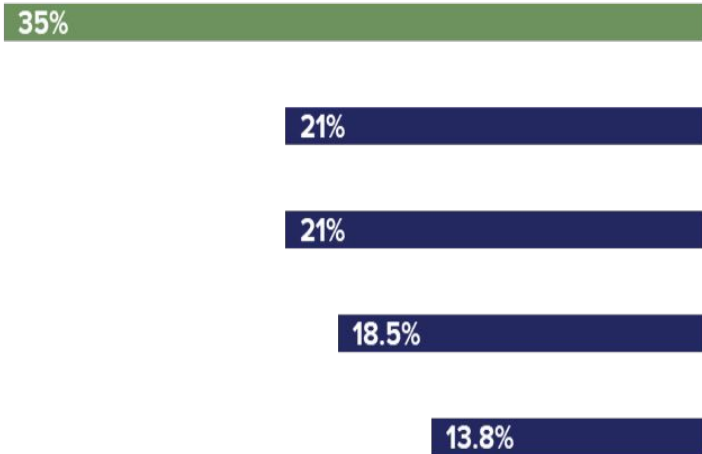
Time management

Problem-Solving

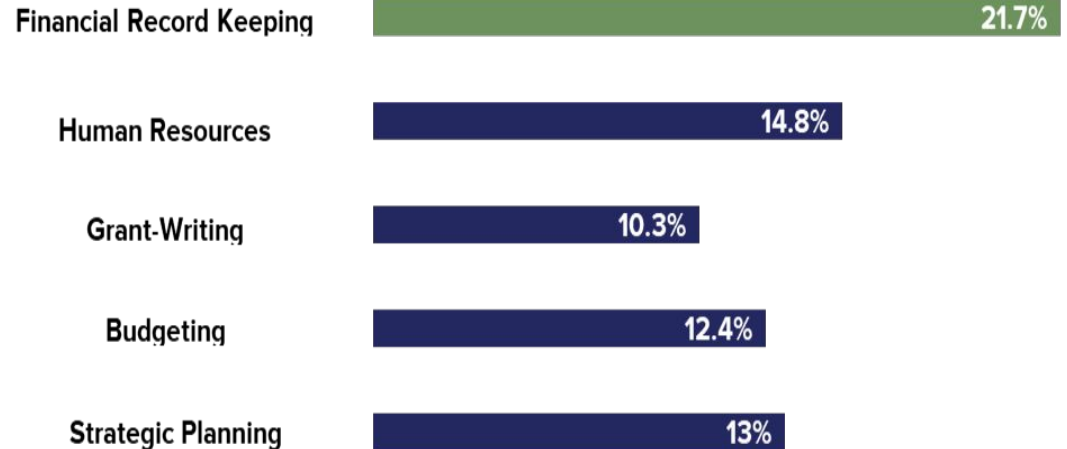
Communication

**Alumnae mentor others in skills that develop internal systems of congregations and ministries, most often focusing on **financial record keeping** skills (*n* = 378).**

One on One Mentoring Sessions



Group Mentoring Sessions





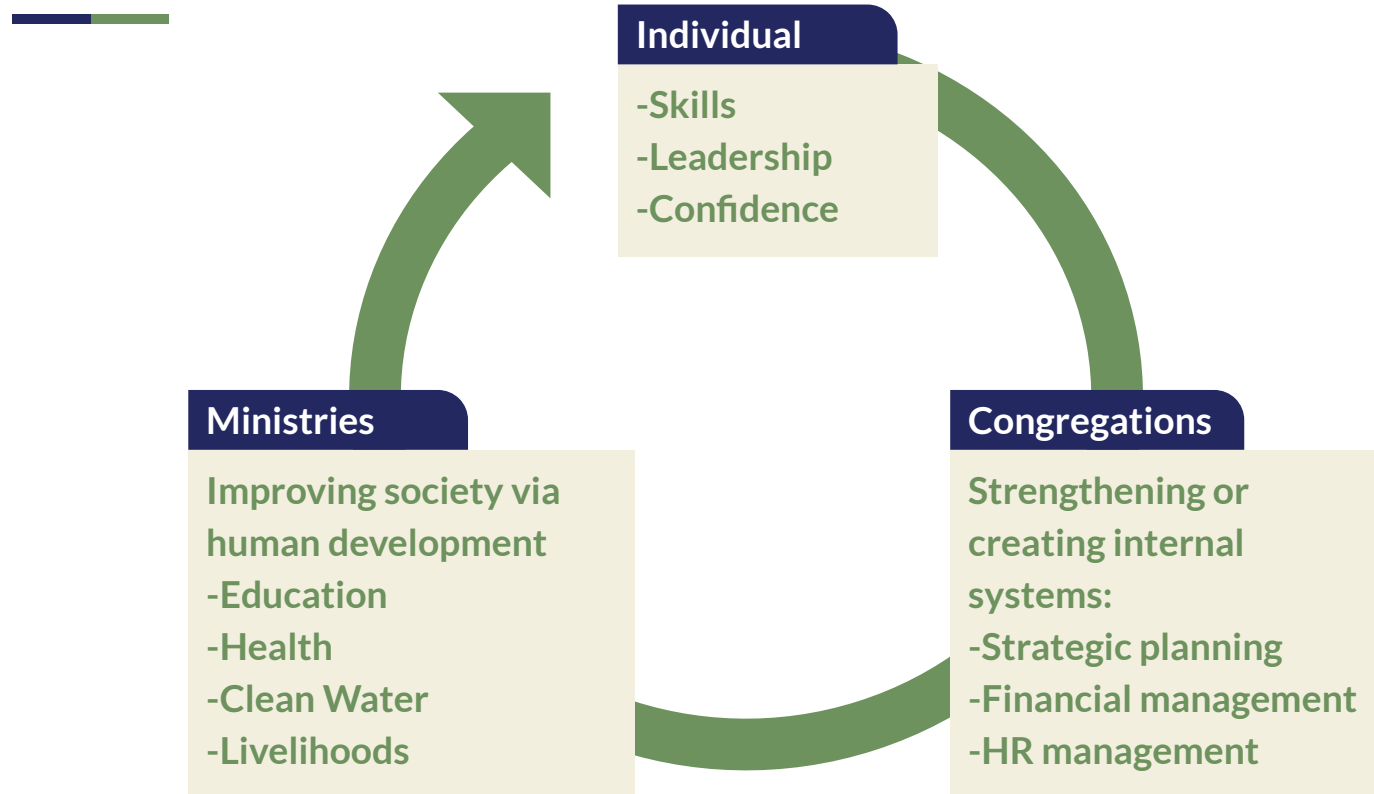
---

Support alumnae  
and congregations  
of women religious  
in developing  
improved systems  
to strengthen their  
sustainability.

Objective 4



# SLDI Alumnae Create Impact at Multiple Levels



## Sisters improve their skills, confidence & ability to lead

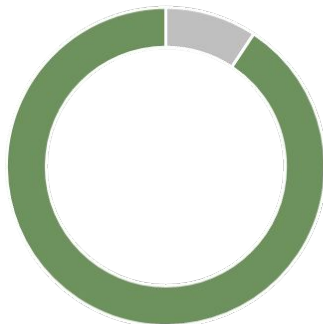
### Ministry Leaders:

- Educational leadership
- Administrators
- Congregational Role as ministry

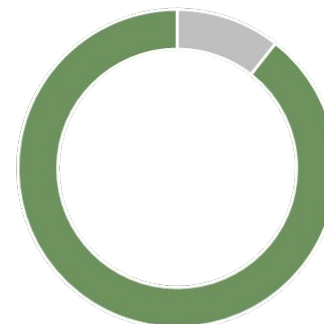
### Non-Ministry Leaders:

- Social/pastoral role
- External to congregation (diocese, local group)

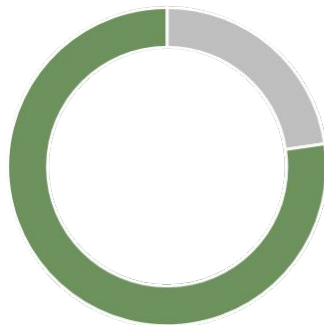
**90.7%**  
improved their self perception



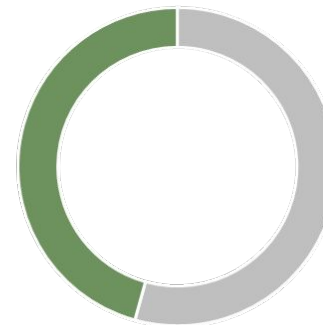
**89.4%**  
improved their relationships



**77.3%**  
gained a ministry leadership role



**45.7%**  
gained a non-ministry leadership role



## 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)

## Congregational System Improvements



Financial  
Management

Strategic Planning

Human Resources  
Management

## Ministerial System Improvements



## Alumnae add value to their congregations and ministries

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



**79%** improve systems  
in **ministries**



**62%** improve systems  
in **congregations**

## SLDI alumnae improve congregational systems

# 163

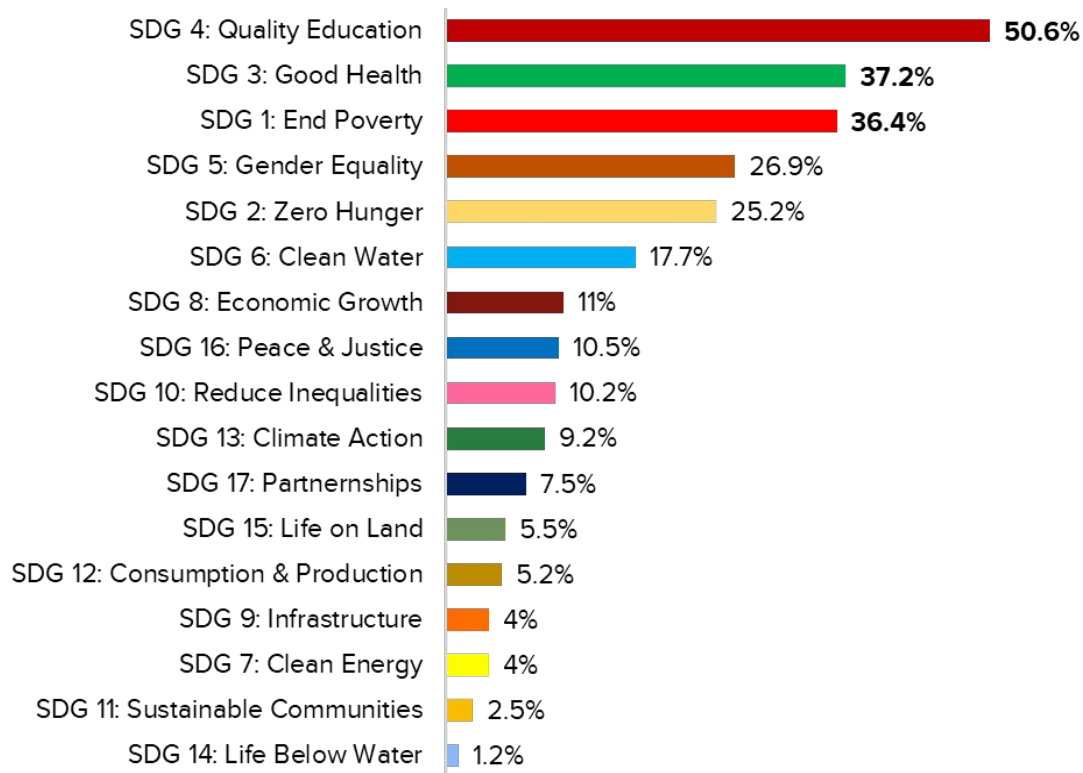
**congregations  
improved their  
internal systems  
through the work of  
alumnae**



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



*Sr. Esther with US Undersecretary of Commerce, at the official opening of the water purification plant.*

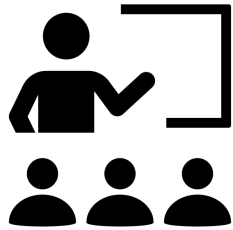
# Institutional Capacity Building (ICB) Pilot Program

## Program Objectives:

1. **Improve prioritized areas of internal systemic need** within National Conferences / Associations and congregations;  Activities under Objective 1 took place in Phase V, Year 1
2. Promote **inter-congregational learning, networking, and mentorship** through convenings and mentorship pairings;  Activities under Objectives 2 & 3 will take place later in the Phase
3. **Disseminate best practices and learnings** from the Institutional Capacity Building program 

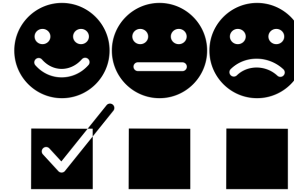
# ICB Key Outcomes: ICB Superiors Trainings

**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:

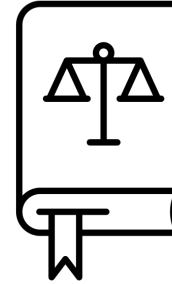
Attendees of the trainings reported high levels of satisfaction with their trainings, on average rating the training as an 8.2 out of 10 (10 being the highest rating)

# 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:

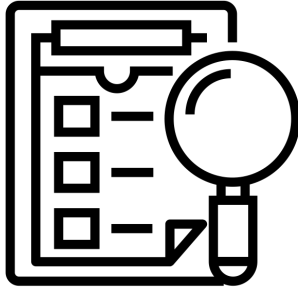
The Conference developed a new strategic plan which is awaiting final approval



## 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 is 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

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.



# 2019 HESA Partners Conference

---

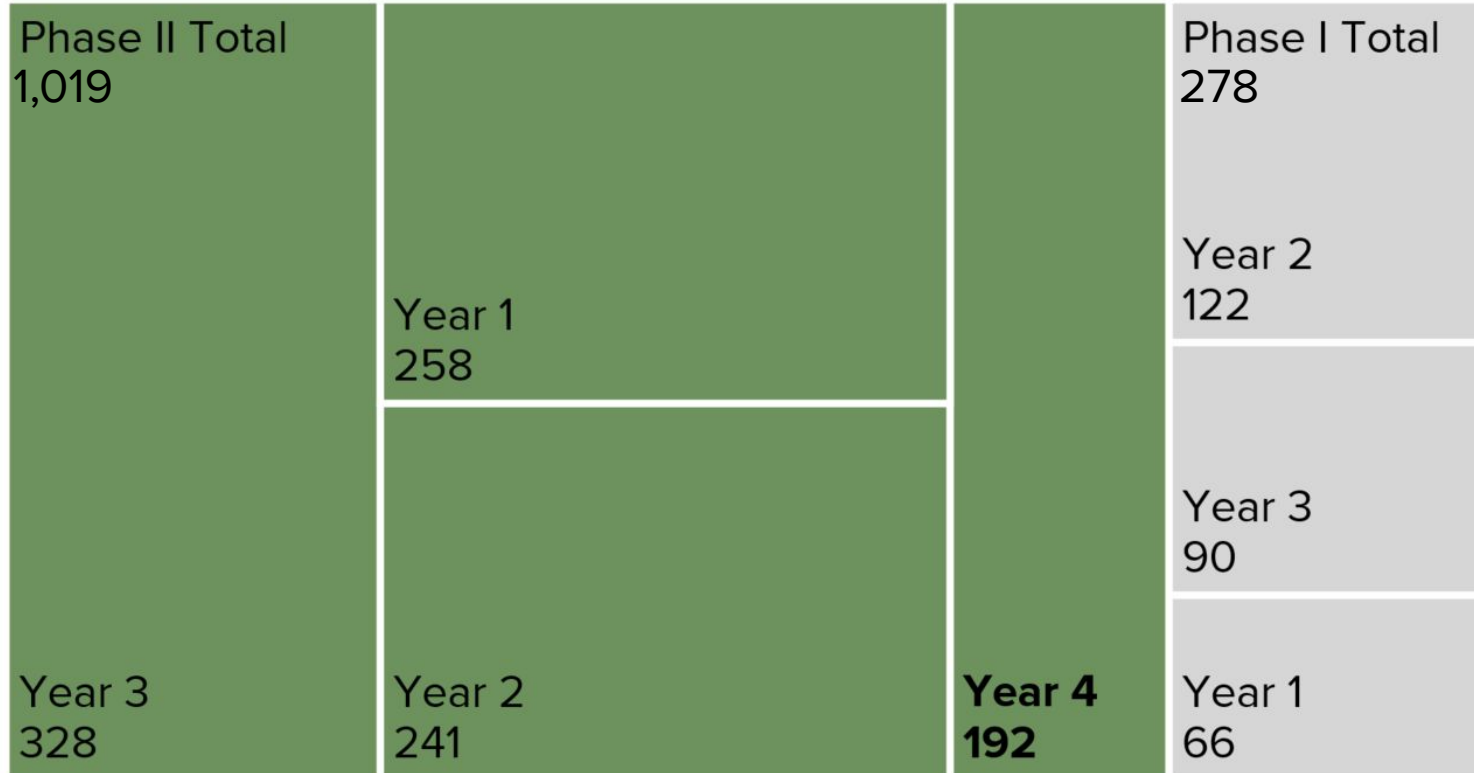
**68 Stakeholders in Attendance**

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.



## Enrolled Alumnae of ASEC Programs

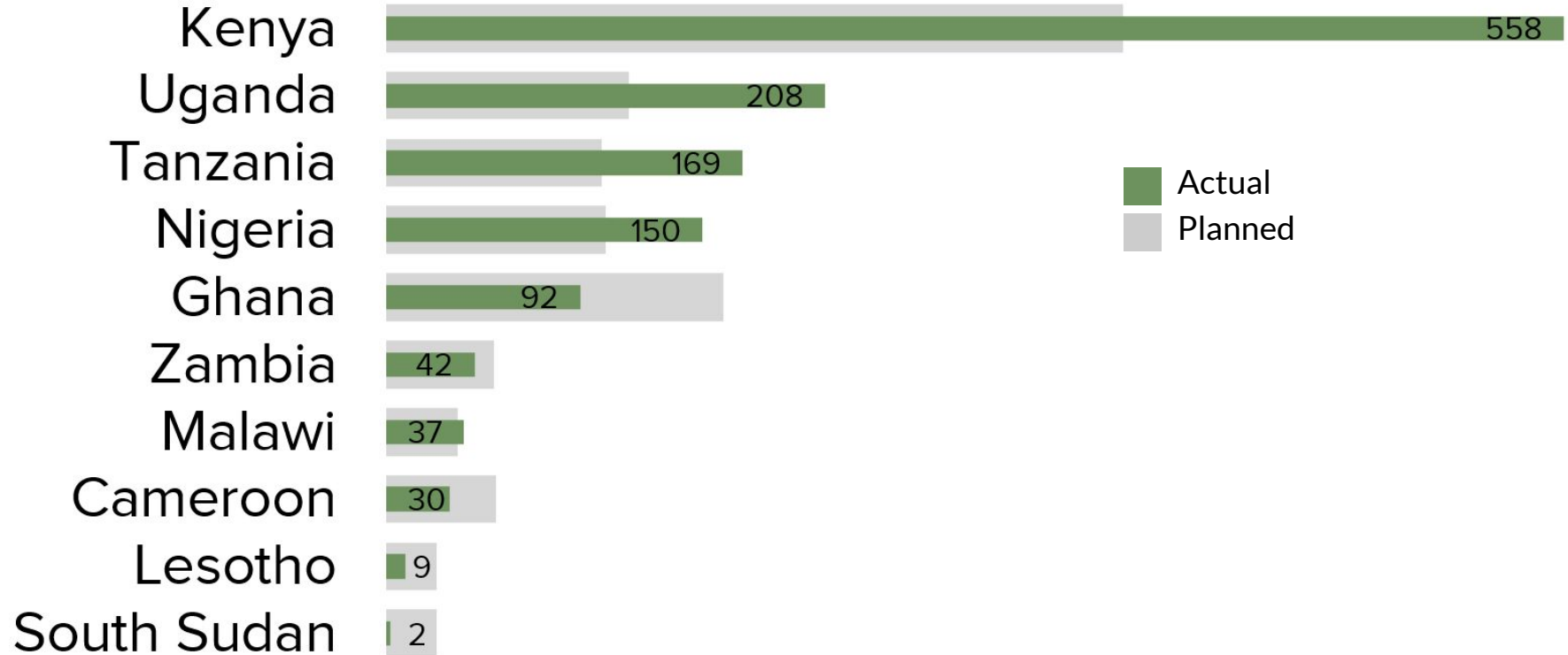
Unique Number Served  
**1,237**

**60** HESA Students Have Re-Enrolled

Alumnae of ASEC's Other Programs:

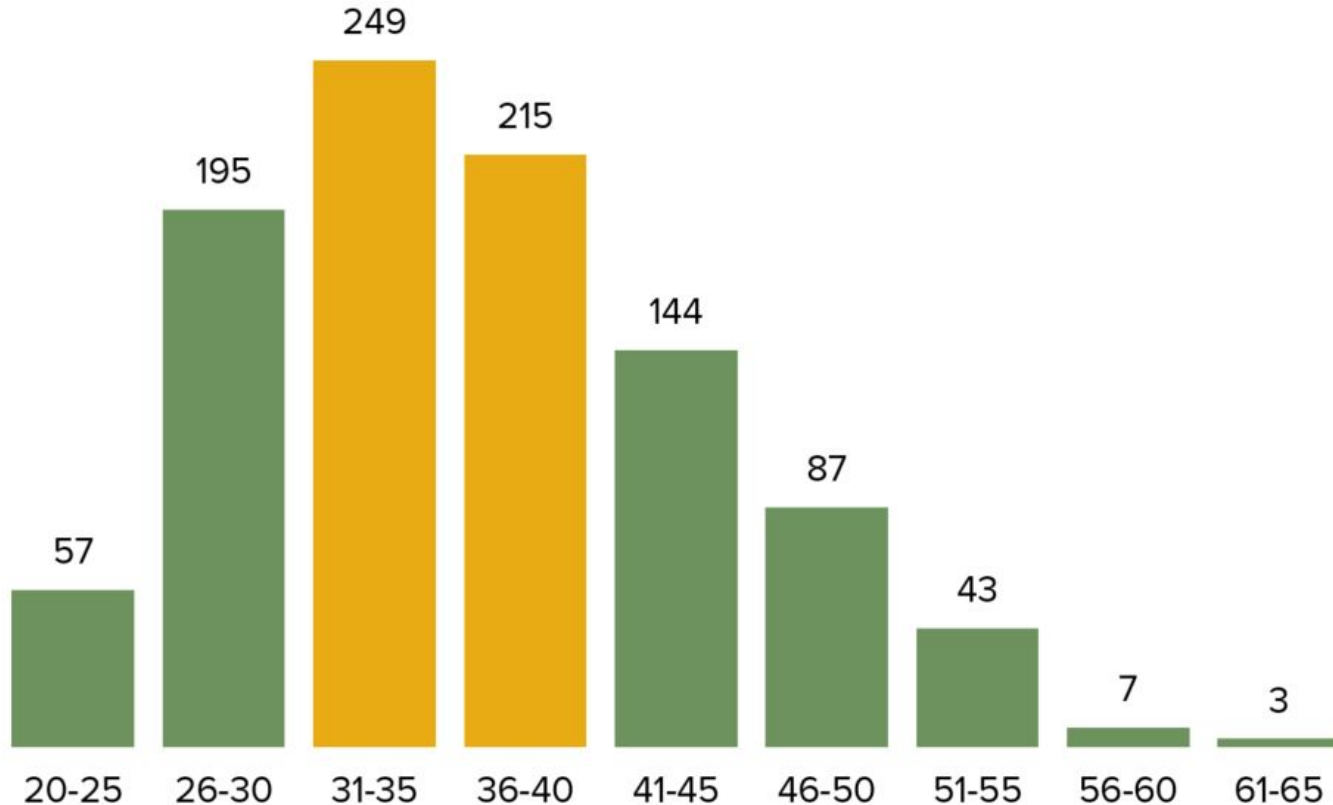
- **201** Previously Completed SLDI,  
**19** Completed More than 1 HESA  
Diploma/Degree
- **32** Previously Completed the  
ASEC Scholarship Program

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





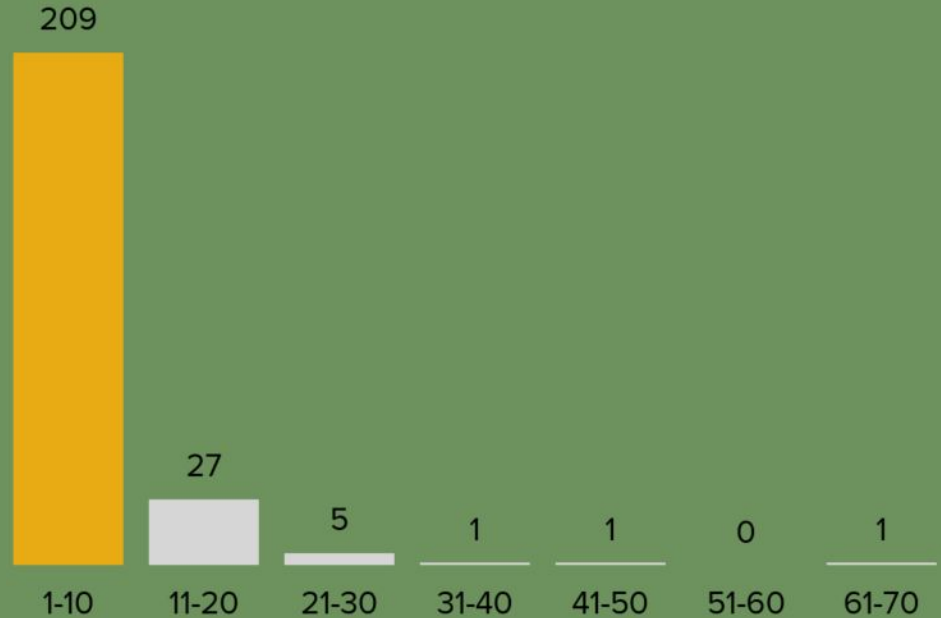
The majority of HESA sisters enter the program between the ages of **31-40**.



Most commonly **1 to 10** sisters are served per congregation.

# 244

## Congregations Served





96%  
Overall  
Retention Rate

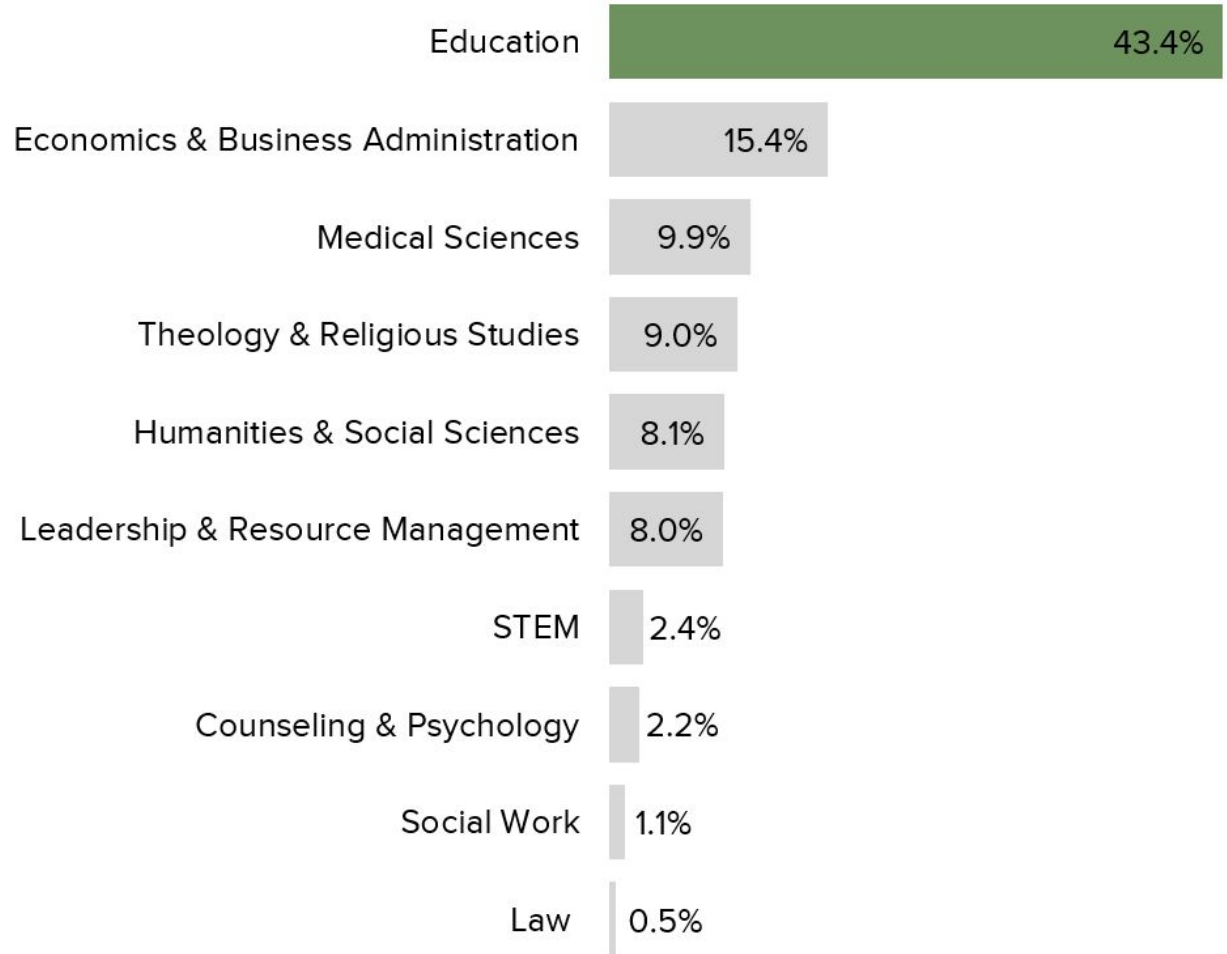
---

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

Total Graduates	428
First Class Honors	20%
Second Class Honors	28%

# Overall Enrollment Status Summary

Phase I & Phase II

Phase I	
Enrolled	11
Graduated	254
Withdrawn	13
Phase II	
Enrolled	808
Graduated	174
Withdrawn	37



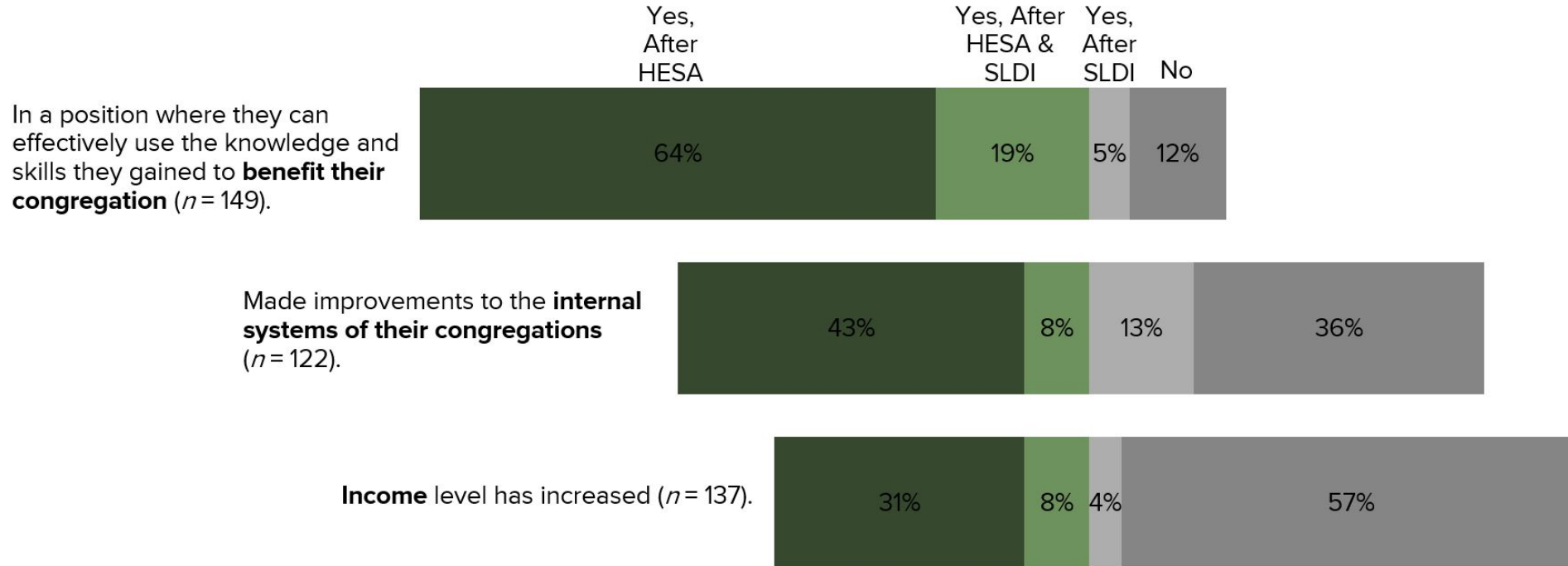
---

Increase African sisters' capacity  
to strengthen the sustainability  
& internal systems of their  
congregations.

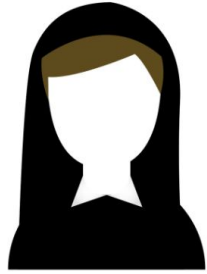
Objective 3



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

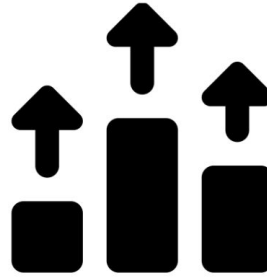


# Improvements Made to Internal Systems of Congregations



**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 benefitted from HESA Alumnae improvements.

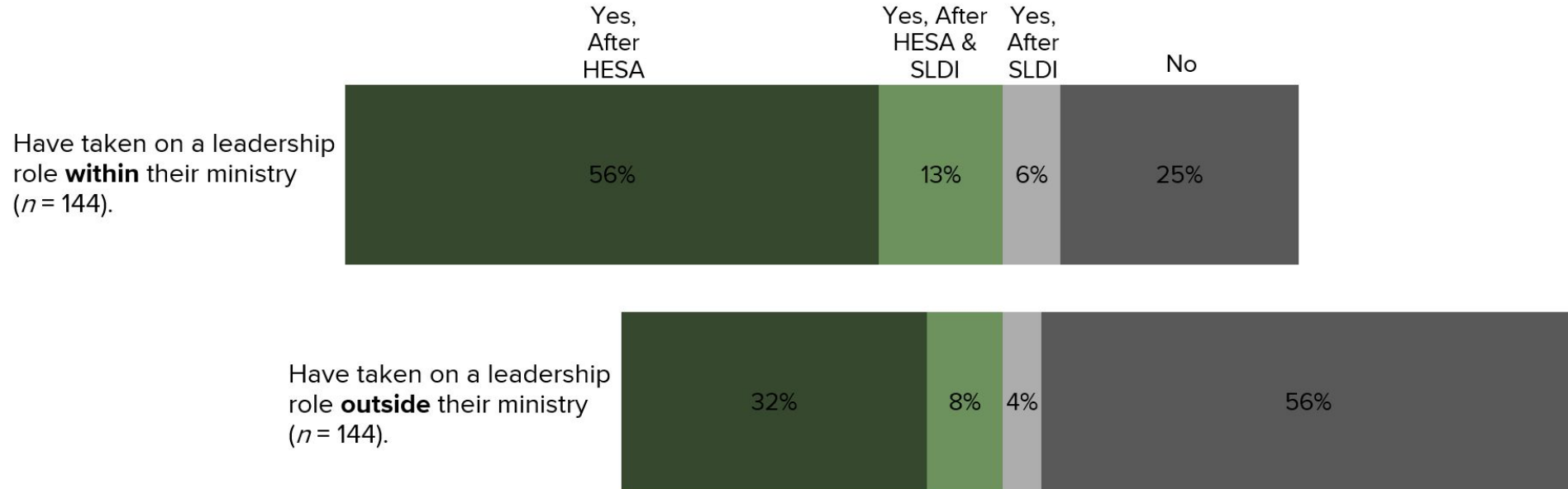
---

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.



---

**Disseminate** best practices & learnings from ASEC & the HESA program, as well as models of innovative access to education.

Objective 5



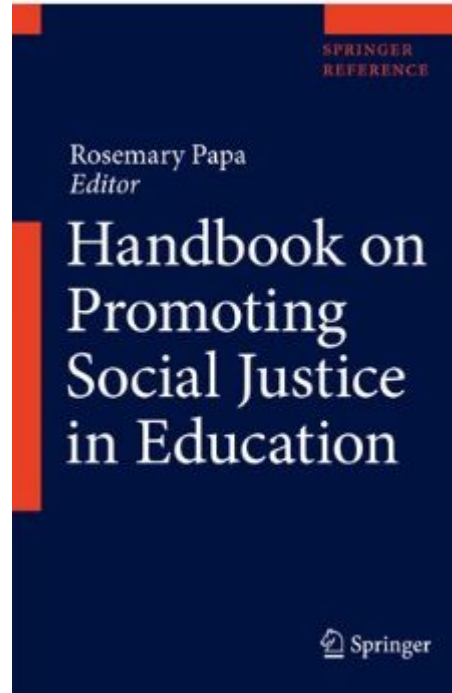
# Sharing Best Practices & Highlighting Impact

Since April 2019:

5 publications have been completed

5 conference presentations were delivered

All highlighting the impact of Catholic sisters in Africa



CENTER FOR APPLIED RESEARCH IN THE APOSTOLATE

Fall 2019



## Special Report

Placing Social Science Research at the Service of the Church in the United States Since 1964

### Special Report on International Women Religious in the United States

Sr. Kevin Karim, L.SOSF, M.A., M.S.W. | Michael J. DeFélice  
Fr. Thomas P. Gaunt, SJ, Ph.D. | Mary L. Gautier, Ph.D.

The Center for Applied Research in the Apostolate (CARA) has published recent studies that provide insight into trends of religious life in the United States over the last 20 to 30 years. These studies highlight trends of international women religious arriving in the 19th and 20th century as well as those arriving late 20th to the 21st century.

Currently, the United States has slightly over 44,000 women religious and at least 4,000 international sisters. The name "international women religious" refers to two categories of sisters. First, there are women religious who have joined a U.S. religious institute after coming from abroad. The second category covers women religious who joined a religious institute outside the United States before arriving.

This Special Report presents characteristics of international women religious in the United States over the last 20-30 years: their ages, where they come from, their ministries, vocations, and formation in the United States, and their reasons for coming.

Currently, there are international religious institutes present in 110 arch/dioceses and eparchies, notably including Baltimore, Brooklyn, Chicago, Dallas, Detroit, Galveston-Houston, Kansas City Kansas, Los Angeles, Miami, New York, Newark, Philadelphia, Phoenix, Portland Oregon, San Antonio, and Washington (Do & Gaunt, 2019).

Much research has documented the decline in vocations in the United States. Berrelleza, et al., (2014) observe that "decline alone does not capture the full picture and the full narrative of religious institutes of women cannot

rely on generalizations but requires nuance" (p.7). This report explores the present narrative and recent trends of international women religious in the United States.



Sr. Florence Emurayeyeva, EHI a CARA Visiting Scholar.

#### Key Findings

- There are at least 4,000 international women religious in the United States.
- There are two types of international women religious: those joining religious life in congregations founded in the United States and those arriving from congregations founded outside of the U.S.
- The international women religious tend to be younger than the average age of women religious in U.S.-based institutes.
- The most common ministry for international sisters is in parish ministries.
- Many international women religious are in the United States in pursuit of an education.



# ASEC Two-Year Scholarship Program

Program Evaluation Update  
Through April 2020



# 2019 ASEC Two-Year Scholarship Key Outcomes



Total of **369** Scholarships  
Have Been Awarded  
Top Fields of Study:

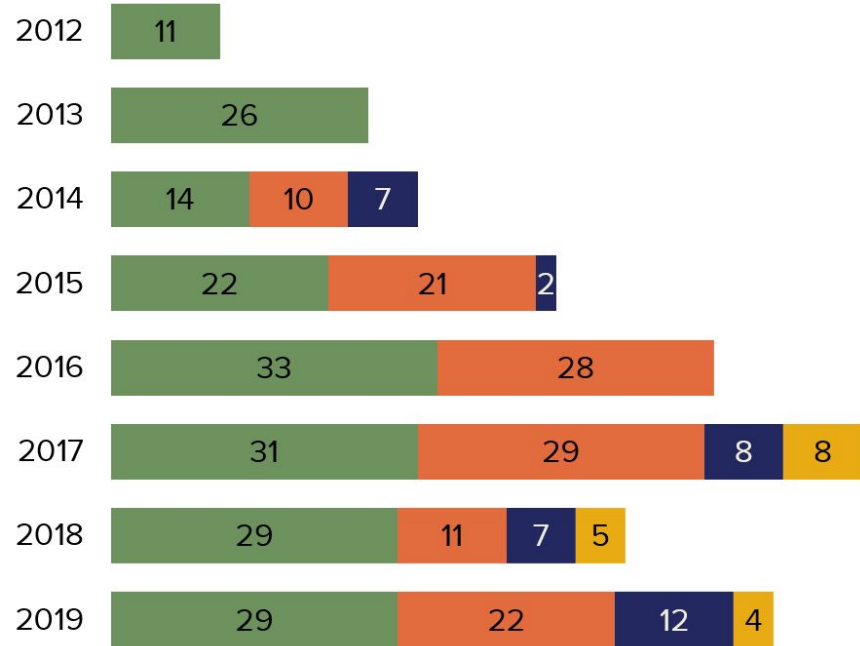
1. Form Level
2. Education
3. Medical Sciences



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/ASECAdvisoryBoard>

Thank you!