

Sisters Leadership Development Initiative (SLDI)

Phase IV, Year 1 Evaluation Report

Reporting period: March 1, 2016 to February 28, 2017

The Purpose of SLDI

The purpose of the Sisters Leadership Development Initiative (SLDI) program is to increase the technology, administration, finance and leadership skills of sisters in Africa through training and education, in order to positively impact the lives of those served through their programs and ministries. This report provides information on the activities, outputs and outcomes of Phase IV, Year 1 (2016). SLDI operates in 3-year phases, and currently the program is in its fourth 3-year phase, which began in 2016 and will end in 2018.

SLDI Program Structure

Leadership & Technology Workshops

In the SLDI program, sisters complete workshops in technology and leadership over a 3-year period. Upon graduation from the program, sisters receive a laptop to assist them in continuing their work at home. The three year period is laid out as such:

- ✓ Year One: Three week-long technology workshop in the Basic Technology or Web Design track
- ✓ Year Two: A month-long leadership workshop in either the Administration or Finance track
- ✓ Year Three: A month-long leadership workshop in either the Administration or Finance track

Alumnae Workshops

After sisters complete the technology and leadership workshops, they are considered alumnae and are invited to engage in continuing education and networking through SLDI's annual alumnae workshops. In these 3-day workshops, sisters come together in each of our countries of operation to learn more about a specific topic or skill area, share successes and challenges they experience in their work, discuss emerging issues, and network.

Mentorship

Alumnae are expected to mentor at least 3 other sisters after the conclusion of the program. Mentorship broadens the impact of the program and encourages sisters to embrace a concept of leadership that embrace the sharing of skills and knowledge.

SLDI Program Evaluation

The program has five objectives; projected outputs and outcomes under each objective were determined at the onset of the phase. A variety of methods, including ASEC-developed surveys, curriculum-based assessments, interviews, and site visits were used to gather information from SLDI Participants & Alumnae, SLDI Instructors, and ASEC staff. The program evaluation has a

formative as well as summative purpose, which includes identifying any process or program concerns that may necessitate program changes as well as assessing attainment of objectives (outputs/outcomes). Below is a report on progress made in Year 1 of Phase IV towards achieving the 5 program objectives.

Objective 1: To increase leadership and technology competencies of the participants			
Activities	Projected Outputs	Projected Outcomes	Actual Outputs/Outcomes*
Conduct 4-week workshops on basic technology skills and web design in 8 countries	582 participants from 10 countries 1-2 workshops in each country 60 participants from each country except Southern Sudan (30) and Lesotho (12)	90% of the workshop groups will increase technology skills as demonstrated by a statistically significant increase in the aggregate mean score on a technology skills assessment 90% of the participants will indicate an increase in knowledge and skills related to technology 80% of workshop groups will receive an overall mean score of 7 or higher on Instructor Assessment evaluations	✓ 624 unique participants in 10 countries were served through 23 Basic Technology Track workshops and 5 Web Design Track workshops. Each country held 3 workshops, except for Tanzania which held 4, South Sudan which held 2 workshops, and Lesotho which held 1 workshop. All workshops were 4 weeks in duration. The number of participants disaggregated by country appears on the next page. ✓ 100% of Basic Technology and Web Design workshop groups who reported outcomes showed a statistically significant increase in technology skills, as evidenced in the pre-post skills assessment mean scores** ✓ 92.9% of Basic Technology track workshop groups and 100% of Web Design track workshop groups who reported outcomes received an overall mean score of 7 or higher on Instructor Assessment evaluations.**

* Activities, outputs, and outcomes related to the leadership workshops will be reported in 2017-18.

**Please see Appendix A for a listing of Pre- and Post-Workshop mean scores & Appendix B for Instructor Assessment evaluation workshop mean scores. Two Basic Technology workshops were not able to provide all evaluation survey data, and 17 of the 28 workshops provided pilot data from the Instructor Assessments.

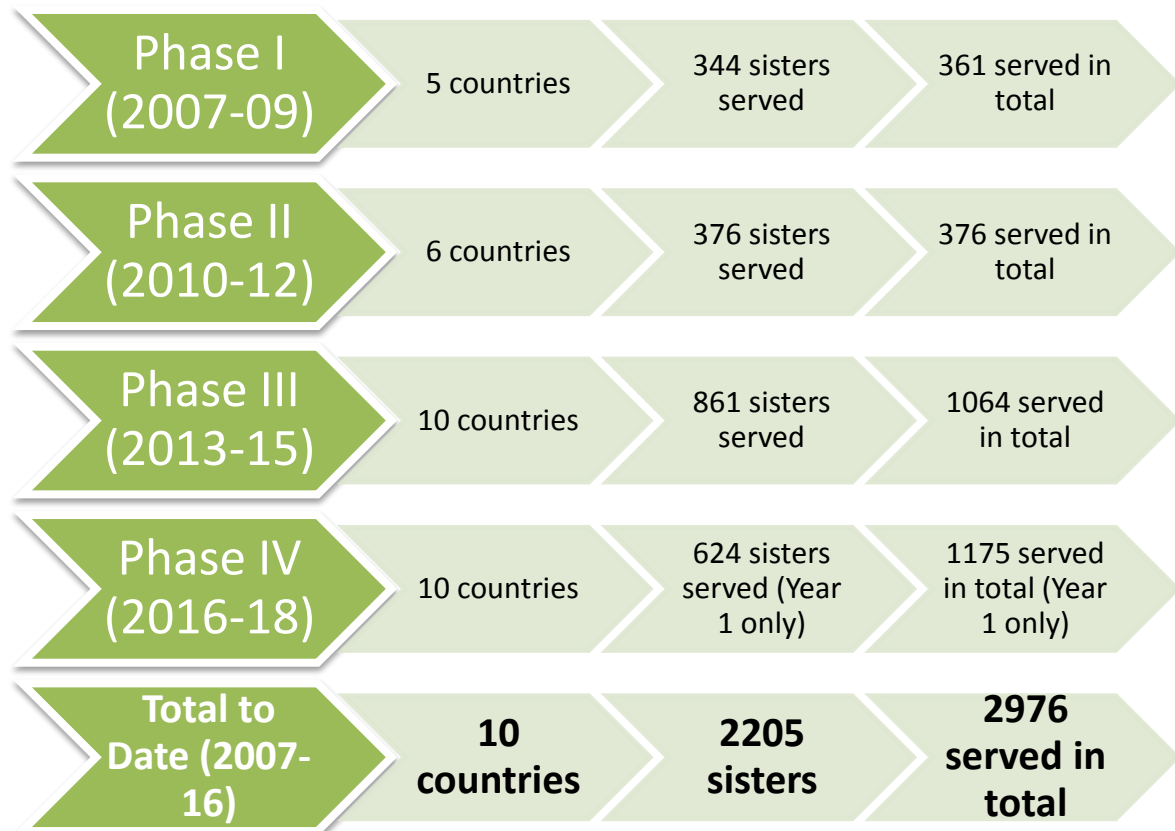
Objective 1: Additional Activities, Outcomes & Successes

2016 Participant Numbers & Demographics

Number of Participants, by Country

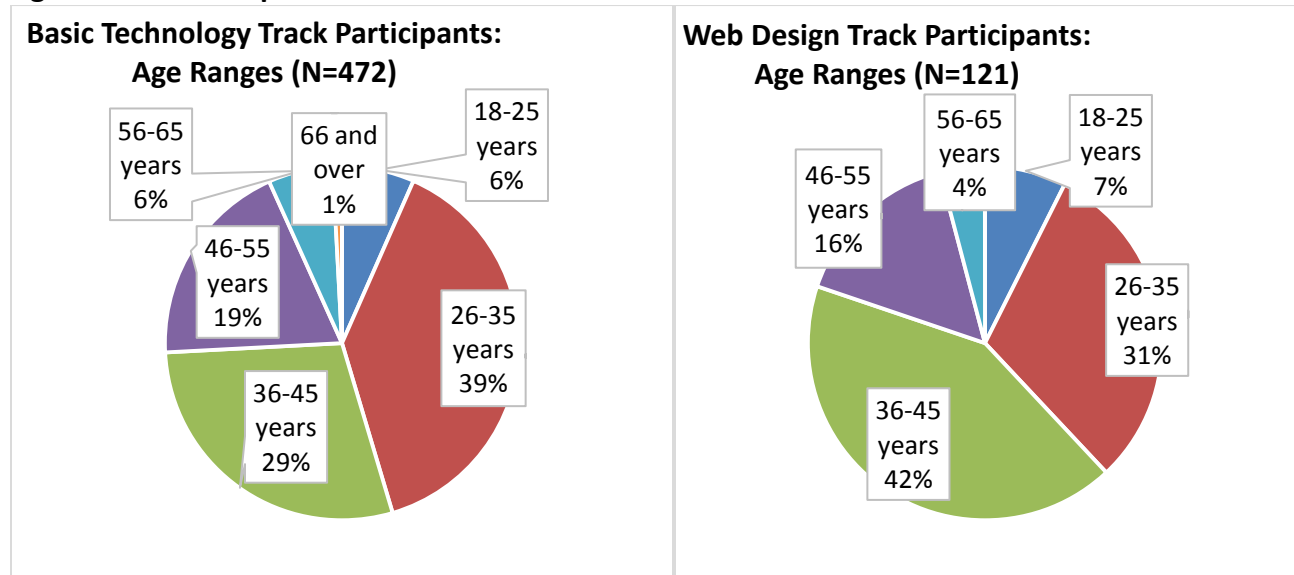
Country	Number of Basic Technology Participants	Number Previously Attending SLDI	Number of Web Design Participants	Number Previously Attending SLDI	Total Number of Participants
Cameroon	39	2	20	1	59
Ghana	60	1	0	-	60
Kenya	53	3	26	3	79
Lesotho	24	0	0	-	24
Malawi	43	0	22	0	65
Nigeria	60	0	33	2	93
South Sudan	24	0	0	-	24
Tanzania	101	0	0	-	101
Uganda	78	1	0	-	78
Zambia	40	3	21	4	61
Totals	522	10	122	10	644

- ✓ A total of 644 sisters participated in the 2016 Technology workshops, and 624 were unique participants. Twenty (20) sisters participated in SLDI previously.
- ✓ In the 2016 workshops, sisters represented 206 congregations, from 21 countries.



To date (2007-16), a total of 2205 sisters have been served through SLDI technology and leadership workshops alone, and nearly 3000 have been served through all of SLDI's program activities. Additional sisters, partners, and stakeholders were served through other funded projects, such as the Superiors workshops which took place throughout 2016. The 2016 Superiors workshops served 551 Superiors and other religious leaders in all 10 countries of operation. Please see **Appendix F** for a full report on the Superiors' workshop & survey data.

Age of 2016 Participants



2016 Participants Education & Ministries/Employment

Participants' ministry/work positions, workplaces, and highest level of education appear below.

Workshop Track	Most Common Type of Position	Most Common Work Setting	Most Common Education Level
Basic Technology	N=492 Administrator: 12.2% Teacher: 10.8% Healthcare Worker: 8.9%	N=496 Congregation: 27.8% Primary School: 11.9% Health Center: 9.3%	N=496 College Certificate: 26% Diploma: 22.4%
Web Design	N=107 Administrator: 21.5% Bursar: 11.2% Teacher: 11.2%	N=118 Congregation: 31.4% Hospital: 11.9% Primary School: 11%	N=121 Diploma: 31.4% Bachelors: 23.1%

2016 Participants Computer & Internet Access

The tables below show the percentages of Basic Technology & Web Design participants with computer and internet access at work, home, and in internet cafes.

Basic Technology Participants

Computer Access			Internet Access		
Work (N=498)	Home (N=498)	Internet Café (N=498)	Work (N=498)	Home (N=498)	Internet Café (N=498)
42.4%	38.6%	16.9%	25.3%	29.1%	21.3%

Web Design Participants

Computer Access			Internet Access		
Work (N=102)	Home (N=73)	Internet Café (N=43)	Work (N=85)	Home (N=70)	Internet Café (N=53)
86.3%	95.9%	58.1%	81.2%	92.9%	67.9%

2016 Participants Spoken & Written Language

Below are the primary spoken and written languages of participants.

Basic Technology Participants

Primary Spoken Language (N=497)		Primary Written Language (N=495)	
English	64.6%	English	69.1%
Native	29.8%	Native	25.7%
Two Languages	3.2%	Two Languages	2%
Other	1.6%	Other	2.2%

Web Design Participants

Primary Spoken Language (N=104)		Primary Written Language (N=104)	
English	93.3%	English	93.3%
Native	6.7%	Native	6.7%

2016 Participants' Skills & Knowledge

Pre- & Post-Skills Assessment Surveys

Participants were asked to rate their own skills and knowledge on multiple items related to the Basic Technology or Web Design curriculum. Participants rated their skills on a scale of 1 to 4, with 1 being not at all able to perform the skill and 4 being able to perform the skills independently. A full listing of pre- and post-survey mean scores for each workshop are provided in **Appendix A**.

- ✓ 100% of Basic Technology and Web Design workshop groups who provided pre-and post-skills assessment data showed a statistically significant increase in technology skills, as evidenced through paired sample t-tests. Two Basic Technology workshop groups, workshop #5 in South Sudan and workshop # 15 in Tanzania did not provide both pre-and post-skills assessment data and therefore could not be analyzed.

Instructor Assessment Evaluation Forms: A New Evaluation Tool

The Instructor Assessment Evaluation form is a new evaluation tool developed by ASEC staff which was used for the first time in the 2016 Technology workshops. Based on the same items and rating scale that sisters use to assess their own skill level in their pre-and post-skill assessment surveys, this form provides Instructors with an opportunity to evaluate the sisters' skills in relation to what was taught in the curriculum. This tool also provides a way for the program to triangulate the self-reported data regarding skill attainment levels. Instructors from 14 of the 23 Basic Technology workshops, and 3 of the 5 Web Design workshops completed these assessments. A listing of workshop mean scores and survey item mean score comparisons with self-assessments is provided in **Appendix B**.

- ✓ 92.9% of Basic Technology track workshop groups and 100% of Web Design workshop groups who provided Instructor Assessment evaluation data received an overall mean score of 7 or higher on Instructor Assessment evaluations. Seventeen (14 Basic Technology workshops and 3 Web Design workshops) of the 28 workshops collected Instructor Assessment evaluation data in 2016. This pilot evaluation form will be used in the 2017-18 and it is expected that all workshops will provide data from this evaluation form for the remainder of the phase.

Basic Technology Pre & Post Evaluations: Open-ended Questions

Participants were asked several open-ended questions in addition to rating their skill level on a scale. Responses were coded for themes and the results appear below.

Pre-Evaluation Open-ended Questions (Basic Technology)

Participants' qualitative responses to open-ended questions at the beginning of the workshop appear below.

What is the Most Difficult Issue You Face Regarding Technology? (N=409)

Almost half (45.5%) of sisters said a general lack of computer/technological knowledge and skills presented difficulties. Other difficulties mentioned were limited access or lack of knowledge in using the internet (9.4%), using Excel (9.2%), and using Powerpoint (5%).

Sisters commented:

"[I] do not know how to operate computers, therefore I fear."

"[The most difficult issues are] Editing, using the autocorrect, formatting the work, how to use excel, powerpoint, attach documents."

What Technology Skills and Knowledge Would You Like to Learn? (N=470)

The most common response to this question was: learning how to use Microsoft Excel (46%), followed by general computer skills (38%), using Microsoft Powerpoint (37%), using Microsoft Word (37%), using the internet (27%), using Microsoft Publisher (23%), using email (20%), and typing skills (9%).

How Do You Plan to Use Your Skills & Knowledge in Your Congregations and/or Ministries?

Emergent Theme	Number/Percentage (N=345)	
General Use in Their Ministries/Work	165 (48%)	“Analyse patients [sic] data, communicate effectively and reduce costs”
Teaching/Mentoring Others	106 (31%)	
Communication	77 (22%)	“Organize computer class for my sisters in the community”
Accounting/Managing Finances	51 (15%)	
Record Keeping	34 (10%)	
Reporting	27 (8%)	

There were also 15 sisters who said they would use their skills and knowledge to increase their effectiveness and even reduce costs in several ways, such as not paying for services they can now do themselves and decreasing the need for travel.

Post-Evaluation Open-ended Questions (Basic Technology)

Participants’ qualitative responses to open-ended questions at the conclusion of the workshop are shared below.

What are the Most Important Skills You Learned in this Workshop? (N=472)

The skill most frequently listed as important is using the functions of Microsoft Word, including creating, editing, saving and/or sharing a document (49%). Also commonly mentioned as important were the ability to use Microsoft Excel (47%), the ability to use Microsoft Powerpoint (47%), the ability to use Microsoft Publisher (33%), and the ability to use the internet (25%). Sisters shared their perspectives on the most important skills they learned:

*“Microsoft excel because the work am doing in my community, church and my place of work mostly I use calculations now. Microsoft excel will **enable me to work without struggling and using a lot of energy.**”*

*“During this workshop the skills which was more [sic] important was to know the **main parts of a computer and how to move the mouse different directions** by performing certain task, which was important to me.”*

What Skills Would You Have Liked to Learn, but Were Not Covered in the Workshop? (N=427)

About a third of sisters (33%) felt that the skills covered in the workshop were sufficient. Other stated that they needed more practice on the skills that were covered (20%) and that more time was needed for the workshop in order to better learn the skills (14.5%), and that they specifically needed more time to learn Microsoft Excel (7%).

Did this Workshop Improve Your Leadership Skills? (N=489)

When asked if the workshop improved their leadership skills, 99.6% of the sisters said Yes. Only two sisters said the workshop did not impact this area. Sisters stated that their leadership improved specifically because they gained new skills or knowledge they can use in their ministry or congregation (73%, N=470), they gained confidence/felt empowered (22%), they can perform their work more efficiently (18%), and they have the ability to share knowledge & skills with others (16%). Sisters commented:

*"It has given me confidence, and now I see I can do it. I have gained independence and **can work and do my work independently without running to somebody for help.** I will be able to go through the account with the accountant with confidence."*

*"It has improved my communication skills because I am connected to many people through email and sharing information in Google drive, Phone and type and print information, **I feel interconnected.** Recording [sic] keeping both soft and hard copy by using computer. **In sharing experiences with the Sisters from different Congregations, different age groups, different organizations has been enriching for me** and I have gained a lot from them."*

*"Yes I believe this workshop improved my leadership skills because now **I can stand on my own to do many things like collecting data, making presentation in different meetings** and preparing the feedback of the meeting. I will be able to minimize and maximize my budget due to that **many things I will be doing by myself instead of buying them or calling other people for help.**"*

If you Acquired New Skills and Knowledge, What Are the New Ways You Plan to Use Your Skills and Knowledge After the Workshop?

Emergent Theme	Number/Percentage (N=472)
Use Microsoft Excel	235 (50%)
Use Knowledge & Skills to Enhance their Ministries	235 (50%)
Use Microsoft Powerpoint	210 (44%)
Use Microsoft Publisher	167 (35%)
Use Microsoft Word	155 (33%)
Use for Financial Management/Accounts	141 (30%)
To Improve Communication	133 (28%)
Use Knowledge & Skills to Enhance their Congregations	104 (22%)
Use Knowledge & Skills to Enhance their Overall Efficiency or Effectiveness	77 (16%)
Mentoring/Sharing New Knowledge & Skills With Others	60 (13%)
Use Technology for Reporting	58 (12%)
Use Technology to Collect, Manage, Analyze and/or Store Data or Records	50 (11%)

"My ministry involves accounting so I was delighted to learn how to use Microsoft Excel. This will make my work easier in this area."

"I will use this technology in my ministry and in my day to day life and share with others the knowledge I have received for the betterment of the society where I live."

Web Design Pre & Post Evaluations: Open-ended Questions

Pre-Evaluation Open-ended Questions (Web Design)

Participants' qualitative responses to open-ended questions at the beginning of the workshop are shared below.

Do You Plan to Design or Manage A Website After Completing this Workshop?

Plans for Future Web Design/Management	Number/Percentage (N=119)
Plan to Create Website for Congregation	79 (64.8%)
Plan to Create Website for Place of Work/Ministry	73 (59.8%)
Plan to Create Website for Other Organization	24 (19.7%)
Unsure About Plans to Create a Website	5 (4.1%)
No Plans to Create a Website	3 (2.5%)
Plan to Manage a Website	97 (82.2%)

Despite their lack of experience in web design and management, most sisters (93.4%) plan to create a website for their congregation, ministry, and/or another organization after the workshop ends. The majority (82.2%) also plan to manage a website after the workshop.

What is the Most Difficult Issue You Encounter When Using the Internet or in Web Design/Management?

Emergent Theme	Number/Percentage (N=95)
Internet and Network Connectivity Problems	52 (55%)
Lack of General Knowledge & Skills in Web Design	20 (21%)
Lack of Knowledge About Coding	15 (16%)

"I always encounter network fluctuation/failure when using the internet"

"For the time being I can open my e mails but I do not know how to design a web site"

In addition to the issues listed in the table above, sisters also mentioned downloading/uploading, lack of suitable equipment, inserting links and pictures, conducting internet searches, using PDFs, and website security as difficult issues concerning web design and management.

What Skills and Knowledge Would You Like to Learn from This Workshop?

Emergent Theme	Number/Percentage (N=117)
How to Design/Create a Website	101 (86%)
How to Manage/Update a Website	65 (56%)
How to Use Social Media	22 (19%)
How to Use/Navigate the Internet	16 (14%)

"I would like to manage by myself how to make a web site for my work place and as well for my congregation"

"..how to update our existing congregational website in order to look more appealing"

There were a total of 12 sisters who mentioned more specific software programs and skills they would like to learn, including CSS, Gimp, Wordpress, writing online proposals, using/editing PDF documents, blogging, using a scanner, creating links in a website, photo editing, and using Google groups.

Post-Evaluation Open-ended Questions (Web Design)

Participants' qualitative responses to open-ended questions at the conclusion of the workshop are shared below.

What are Your Plans to Create and/or Manage a Website?

Plans for Future Web Design/Management	Number/Percentage (N=122)
Plan to Create Website for Congregation	82 (67.2%)
Plan to Manage a Website for Congregation	80 (65.6%)
Plan to Create Website for Place of Work/Ministry	62 (50.8%)
Plan to Manage Website for Place of Work/Ministry	50 (41%)
Plan to Create Website for Other Organization	26 (21.3%)
Plan to Manage Website for Other Organization	18 (14.8%)

"Ethiopia is a new mission for the Sisters of St. Louis. I want to be able to share information, ideas through creating website."

"Handmaids Girls College--This website will serve as a means of communication between the students, workers, parents of this College as well as many people outside this vicinity."

In their comments, sisters discussed creating and managing websites that will: publicize their work and congregations (i.e., ministries, formation, vocations); connect them with other congregations, stakeholders, grant-makers and populations they serve; and communicate information to fellow sisters within their congregations who reside in other regions/countries.

What are the Most Important Skills You Learned during the Workshop?

Emergent Theme	Number/Percentage (N=116)
General Web Design Skills	109 (94%)
Skills Using Gimp software	35 (30%)
Skills Using BlueGriffon software	32 (28%)
General Web Management Skills	28 (24%)
Skills Using CSS	26 (22%)
Skills Using Wordpress	22 (19%)
Skills Using HTML	22 (19%)
Skills Using the Internet	19 (16%)
Skills Using Social Media	18 (15.5%)
Skills in Photo Editing/Using Photos on Website	15 (13%)
Using Google Groups/Drive/Search	14 (12%)

"Creating, manipulating AND updating a website. It was so interesting to know how one can enhance AND even change pictures backgrounds AND more. Word press is just so fascinating."

"Creating a simple website and not scared to attempt a complex one. Photo editing and navigating the internet"

What Skills Would You Have Liked to Learn but Were Not Covered During the Workshop?

Emergent Theme	Number/Percentage (N=105)
All Skills Were Covered	31 (29.5%)
Need More Time in Workshop to Learn Skills	14 (13%)
Need More Practice on Skills Covered	10 (9.5%)

"I enjoyed all that was taught which was very new to me so, I did not think of something that I needed to know... . Probable [sic] in the course of practicing what I have learned, then I will desire something more."

Sisters listed a variety of software programs and skills they would like to have received more training on during the workshop, as well as programs and skills they would like to learn but were not covered in the curriculum. Among the programs covered in the workshop that sisters would like to focus on more strongly are CSS, Java script, HTML, BlueGriffon, Photoshop, using Google groups, Wordpress, and using databases. Additional programs sisters would've liked to learn about (which were not in the curriculum) are Corel draw, MySQL, PHP, and Dreamweaver. Among all the programs and skills listed in this paragraph, no more than 8 sisters agreed on any of the programs or skills that should be covered.

Did this Workshop Improve Your Leadership Skills?

When asked if the workshop improved their leadership skills, 98.2% (N=113) of the sisters said Yes. Only 2 sisters said the workshop did not impact their leadership skills.

Sisters commented on how their leadership skills improved and emergent themes are listed in the table below.

Emergent Theme	Number/Percentage (N=112)
Gained New Web Design/Management Skills	75 (70%)
Can Share Knowledge & Skills with Others	32 (29%)
Improved Upon or Can Make Use of their Creativity	31 (28%)
Improved their Communication Skills	27 (24%)
Gained Confidence/Felt Empowered	14 (12.5%)

"...I have been able to discover a lot about the computer, the internet and the website. There are things about the website that I used to see as magic but now I can touch and manipulate and create a website and upload myself."

"With my web-design knowledge I will be well connected with other institutions. It will be easier for me to communicate with our collaborators without wasting much time. I will be able to get information from different websites that are doing the same thing with me which could help me to work better. The knowledge I have acquired somehow boost my morale as a person which will make me to function better."

Sisters also shared the following comments:

*"I came to this workshop as a Novice, because I only admire people who know how to operate Computer effectively, but now am proud to say **am better than before in terms of the opportunities internet offers and especially better means of serving the people, to whom we are sent, those we are collaborating/working with.** In other words the workshop is an empowerment on modern way of preaching the good news."*

*"The workshop has fully offered me with skills that are exposing me with the **realities of the need for Technology in my work performance.** There is a lot which is expected from me by the persons I serve and the **inputs given about web designing helps me to gain more confidence, improve my communication skills.** Therefore making our institution known to the public by offering the important information selectively for better [sic]."*

*"This workshop has truly improved my ability to be a leader. As I leave this training, **I am going to create a website for [my] congregation as we don't have one at the moment.** You will soon see it on the website. **As a secretary of my congregation I will be creating groups for social media which will enable me pass information faster and effectively** to my sisters and those whom I work with."*

Objective 1: Additional Successes

- ✓ A total of 644 attendees were served through technology workshops in Phase IV Year 1 (2016), 20 of whom previously attended an SLDI workshop. Therefore the number of unique participants in 2016 is 624 sisters, exceeding the expected 582 participants. The number of attendees in 2016 more than doubled the number of attendees from Phase III, Year 1 (282 technology workshop attendees in 2013).
- ✓ In 2016, technology workshops were held in 2 additional countries (as compared to Phase III): Lesotho and South Sudan. A computer lab was established in Lesotho.
- ✓ Computer lab technicians are available to provide technology services to the sisters and to ensure that computers in the lab, as well as sisters' laptops, are in good working condition.
- ✓ An Instructor Assessment evaluation form was developed and added to the evaluation measures in 2016, in order to triangulate data from sisters' self-assessment of their skills. Seventeen (17) of the 28 workshop groups completed the Instructor Assessment evaluation forms, to provide pilot data. This evaluation tool was being tested for future use, and was useful in demonstrating that Instructors are rating sisters' skills similarly, if slightly lower, than sisters rate themselves. It is expected that all workshop groups will complete the Instructor Assessment forms in 2017-18.

- ✓ For the first time since the program's inception, SLDI evaluation forms (except for 3 forms: the Basic Technology track General Registration form, Basic Technology Pre-Skills Assessment surveys, and Instructor Assessment evaluations for both tracks) were completed online through Survey Monkey. The participants were able to complete most of their forms online, despite internet connectivity challenges and for some sisters, a total lack of computer and technology skills prior to the workshop. The sisters' successful use of online surveys is an outcome in itself, demonstrating their ability to navigate an online survey and introducing the concept of using online surveys in their own ministries and congregations.
- ✓ ASEC Regional Director Sr. Clementina Obembe served as a Basic Technology workshop Instructor for a workshop in Cameroon and ASEC Country Director Sr. Germina Keneema served as an Instructor for a Basic Technology workshop in Ghana.
- ✓ Sister participants, Instructors and ASEC Coordinators (now titled "Directors") provided overwhelmingly positive quantitative and qualitative feedback through the workshop surveys. All groups frequently commented on the technical skills and knowledge sisters acquired, which sisters plan to use in their congregations and ministries. Participants have a commitment to the program and they sometimes travel great distances to attend the workshops.
- ✓ SLDI program manuals for the 2017-18 Administration and Finance workshops were developed and will be distributed to participants in the Year 2 & 3 workshops.

Objective 1: Challenges, Lessons Learned, & Ways Forward

- ✓ In South Sudan, political instability and conflict present challenges in planning and delivering workshops. Travel within the country can be difficult and the safety of the sisters attending the workshops was a concern. Also ASEC's Country Director in South Sudan endured personal challenges and injuries this past year. Despite many difficulties, collaboration between the South Sudan Country Director, an SLDI alumna assisting the South Sudan Country Director, the East Africa Regional Director, and the US office, workshops were able to go on as planned, even if evaluation forms were not fully completed or able to be shipped. ASEC acknowledges the need for SLDI in South Sudan and will continue to serve the country despite challenges. Outgoing Executive Director, Sr. Jane Wakahiu wrote an [article](#) for Global Sisters Report, describing her experience visiting South Sudan and reaffirming the need to support the sisters and individuals who are among the most vulnerable.
- ✓ Very recently in March 2017, Sr. Rose Jane Adiero, South Sudan Country Director, passed away after a 3-month stay in a hospital in Uganda. The entire ASEC family is deeply saddened by her loss. As staff mourn Sr. Rose's passing, they are still persevering and working to maintain the SLDI program in South Sudan.

- ✓ Two workshops (one in South Sudan and one in Tanzania) were not able to provide full pre- and post-skills assessment data. In South Sudan, this was the first Basic Technology workshop to take place and there was some difficulty in distributing and completing the evaluation forms. The ASEC Regional Director in East Africa, provided assistance to South Sudan for the second Basic Technology workshop and the pre-and post-skills assessment forms were completed for that workshop. In Tanzania, unforeseen circumstance (a car accident) occurred and the pre-skills assessment survey forms were lost. The program anticipates full completion of evaluation forms in 2017-18, barring any unexpected challenges.
- ✓ In the 2016 workshop surveys, participants and Instructors requested more time for the workshops, which is consistent with past data. Over the course of the three SLDI phases, technology workshops increased from 2 weeks to 3 weeks in Phase II and from 3 weeks to 4 weeks in Phase IV. However, many sisters and Instructors still request more time for the workshops. One Instructor suggested a follow-up program be implemented to assist sisters in their development of technology skills once the workshop ends; this is one possible way forward in ensuring sisters continue their skill development after the workshop ends. Also, if participants can receive mentoring in computer skills from SLDI alumnae before and/or after their workshop, this may be a way to enhance their learning process.
- ✓ Sporadic electricity and internet access continues to be a challenge, particularly for those working in remote regions. Nevertheless, the determination and commitment of participants is evident.
- ✓ In Tanzania and in French-speaking Cameroon, proficiency in English continues to be a challenge. In Tanzania, many sisters do not begin to study English until high school. Although the lack of English skills can present challenges in teaching and learning, the use of instructors who can communicate effectively in English and Kiswahili (for Tanzanian sisters) has been helpful, as difficult content can be translated. The possibility of utilizing Instructors fluent in French and English can be explored in Cameroon.
- ✓ Participants enter the program with various levels of education and experiences, which present challenges in teaching and learning. Instructors suggested that there be a more specific selection process for determining which sisters will attend the workshops and that Superiors should understand technology issues in order to make appropriate decisions about which sisters attend the workshops. Superiors workshops were held throughout 2016 and congregational leaders received detailed information about the ASEC programs and how to select sisters for the SLDI program.

Objective 2: To assist SLDI alumnae to become lifelong learners, educators, and leaders			
Activities	Projected Outputs	Projected Outcomes	Actual Outputs/Outcomes
Provide alumnae training for participants from Phases I II & III	3-day training will be provided in 8 countries	30% of Phase I, II and III participants will attend alumnae workshops	✓ A total of nine (9) 3-day workshops were held in 9 of ASEC's countries of operation , with 407 SLDI alumnae in attendance (416 were in attendance including 9 mentees). ✓ In 2017, 25.7% of all SLDI alumnae attended the workshops.
Provide continuing education resources for alumnae	Each alumna received laptop and textbooks upon graduation	70% of alumnae will report use of laptops daily in their ministries or other work 80% of alumnae will report that their laptop has made a significant impact on their work/ministry	✓ In 2017 Alumnae survey reporting, 76% (N=345) reported using their laptops on a daily basis. ✓ In 2017 Alumnae survey reporting, 85.4% of alumnae (N=349) said their laptop has a significant impact on their ministry/work.

Objective 2: Additional Activities, Outcomes & Successes

Alumnae Workshop Participants

Country	Number of Participants	Number of Participants including HESA Alumnae*
Cameroon	42	42
Ghana	40	41
Kenya	80	85
Malawi	46	46
Nigeria	52	52
South Sudan	8	8
Tanzania	60 (including 9 mentees)	62
Uganda	64	65
Zambia	24	24
Total	407 (416 including mentees)	425

**This number includes HESA alumnae who did not also participate in SLDI. If an alumna participated in both SLDI & HESA they are counted in the middle column.*

- ✓ In 2017, an alumnae workshop was held for the first time in South Sudan.
- ✓ In 2017, HESA Alumnae were invited to attend alumnae workshops for the first time, as there are now HESA alumnae who have graduated from the program. Forty five (45) HESA alumnae and current HESA students were in attendance at the alumnae workshops.
- ✓ Among the topics covered in alumnae workshops in 2017 were: the United Nation's Sustainable Development Goals (UN SDGs), African women religious as agents of change, environmental conservation, conflict resolution, grant-writing, administration of temporal goods, succession planning, financial management, and challenges facing African women religious.

Continuing Education Resources for Alumnae

- ✓ In 2017 Alumni reporting, 92.5% of alumnae (N=358) report that their laptop is working, but 27% (N=350) reported difficulties in using their laptops. Some of the difficulties are related to the mechanical/technical functioning of the laptop (e.g., the laptop is still working, but the mouse or keyboard isn't functioning as well as it should be) and some are user-related difficulties, such as the lack of knowledge about how to use certain software.
- ✓ New survey items were added to the 2017 alumnae survey to assess how sisters are using their laptops. The table below shows some of the ways sisters are using this resource ASEC provides.

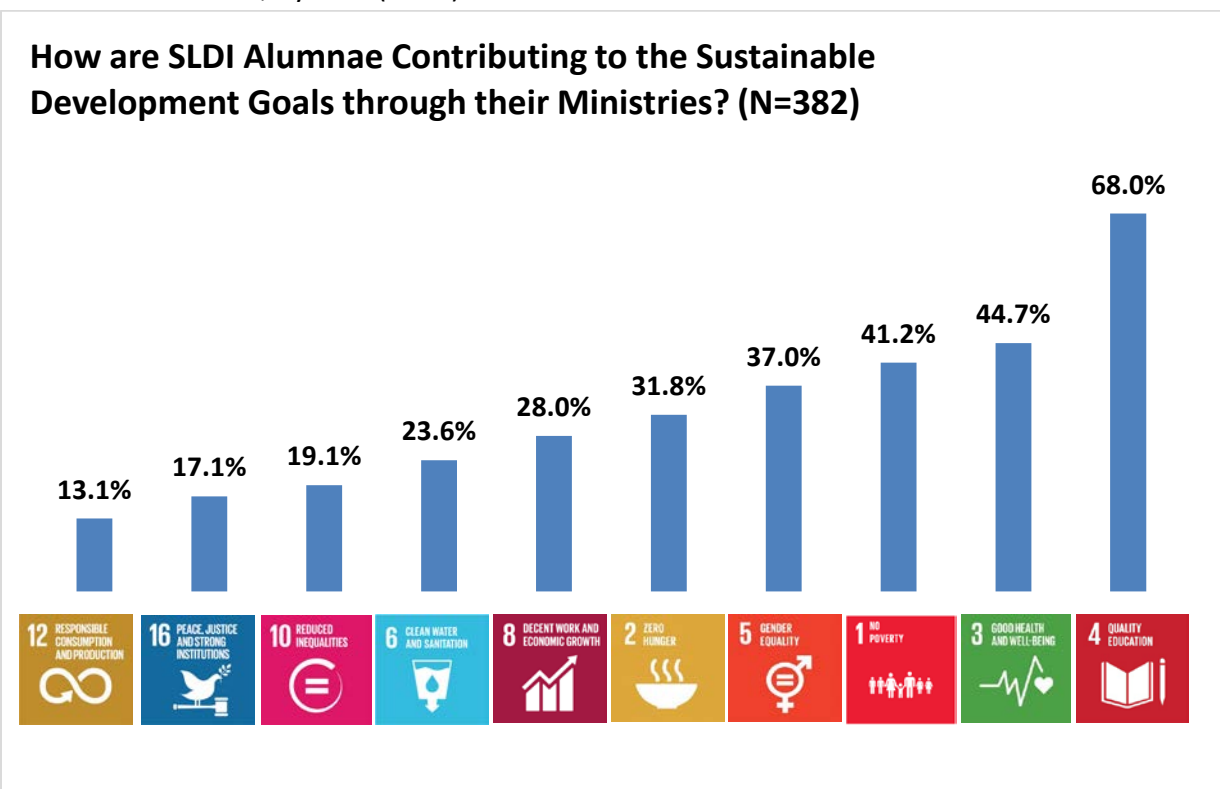
How Do You Use Your Laptop?	Percentage Who Use Laptop for This Purpose
Communication	80.6% (N=345)
Write Reports	76.4% (N=352)
Keep Financial Records	64.7% (N=337)
Share Laptop with Others	62.4% (N=322)
Grant-Writing	53.5% (N=325)
Create and Deliver Presentations	53.4% (N=328)
Collect, Manage and/or Analyze Data	38.8% (N=317)

- ✓ Sisters also received textbooks for use after the program, which they can share with fellow sisters and mentees.

Higher Education for Alumnae after SLDI

- ✓ In 2017, 29.7% of sisters in attendance (N=340) at the Alumni Workshop report furthering their education after SLDI, 45 of whom participated in the HESA program and 56 who continued their education through other means. Of the 101 sisters who reported that they continued their education after SLDI, the most common degree pursued is a Bachelors degree. However, it is important to note that these statistics only represent sisters who responded to this question on the alumnae survey. Program data from SLDI & HESA shows that a total of 128 SLDI alumnae have gone on to participate in the HESA program (since the HESA program's inception). Of those 128 sisters, 29 have graduated and the remaining 99 are currently students in the program. Of the 128 SLDI alumnae in the HESA program, the following number of SLDI alumnae will earn or have earned: 2 Certificates, 39 Diplomas, 81 Bachelor's Degrees, and 6 Masters Degrees.
- ✓ Partnerships formed with postsecondary institutions in Africa continue to support SLDI alumnae in pursuing higher education credentials; partnerships between the Catholic University of Eastern Africa (CUEA), Tangaza College, and other universities in the US and Africa are at an advanced stage, and new partnerships have continued to form.
- ✓ A revised Alumnae survey was utilized this year, with a focus on streamlining questions for graduates of both the SLDI and HESA programs where possible. Also the survey includes questions about which United Nation Sustainable Development Goals (SDGs) alumnae are working towards in their ministries and funded projects. The alumnae survey was available online; alumnae in Nigeria and Malawi completed surveys via Survey Monkey.
- ✓ The top ten SDGs alumnae are contributing to in their ministries are shown in the graph below. Many alumnae (89.3%, N=382) contributed to more than one goal.

Alumnae Ministries, by SDG (2017)



While the graph above displays the top ten SDGs alumnae are working towards, alumnae are making contributions in their ministries towards achieving all 17 SDGs. The goals (and the percentage of alumnae working on those goals) not shown in the graph above are shown in the table below.

SDG	Percentage of Alumnae Contributing to SDG (N=382)
Goal 17: Partnerships for the Goals	13.0%
Goal 15: Life on Land	12.7%
Goal 9: Industry, Innovation & Infrastructure	12.3%
Goal 11: Sustainable Cities & Communities	10.4%
Goal 7: Affordable & Clean Energy	9.1%
Goal 13: Climate Action	8.6%
Goal 14: Life Below Water	2.6%

Objective 2: Challenges, Lessons Learned, and Ways Forward

- ✓ Although the target percentage of alumna attendance at annual workshops was lowered from 40% attendance rate to 30% (under the revised Phase IV objectives), the program did not quite meet the expected target of a 30% attendance rate (25.7% of Phase I-III alumnae were in attendance). In 2017 alumnae survey reporting, the program, for the first time, included all of Phase III alumnae in the total number of alumnae, which yields a total of 1581 alumnae--a considerably higher total number than we have used to calculate this outcome in the past. As the total number of alumnae continues to grow, it is possible the workshops, as they are structured now, may not be able to accommodate continually increasing numbers of sisters. However, attendance in 2017 was lower (407 alumnae) than in 2016 (453 alumnae), therefore strategies to increase alumnae attendance in all of the countries (apart from South Sudan, which has a very limited number of alumnae at this point) will be discussed with Country Directors and Coordinators.

Also some alumnae are meeting in zonal and/or regional meetings, and may opt not to attend an annual meeting if they have met throughout the year in an area closer to their home community. Despite SLDI not meeting its expected outcome, sisters' sense of ownership of their regional or zonal alumnae associations is a successful outcome of the program. Strategies to support alumnae in their zonal or regional association meetings were discussed at the 2017 ASEC staff meeting and will continue throughout the phase.

- ✓ Although 95.2% of alumnae report that their laptop is working, 27% report difficulties in using their laptops. Some sisters reported user-centered difficulties, which can be remedied through further skill development in using computers. Other mechanical or non-user related difficulties can sometimes be resolved by technical support staff at the SLDI computer labs.
- ✓ The program plans to employ more sisters as facilitators for alumnae workshops. The program sees value in sisters teaching sisters, and views the opportunity for alumnae to transition into facilitators as a way to support alumnae as life-long learners, educators, and leaders. There are additional plans for alumnae to work alongside current facilitators to improve their teaching/facilitation skills in the 2017-18 leadership workshops.

Objective 3: To support the development and continuation of participant mentoring relationships to broaden the impact of the program			
Activities	Projected Outputs	Projected Outcomes	Actual Outputs/Outcomes
Communicate the expectation of mentoring to potential participants and major superiors	Include expectation of mentoring in recruitment materials to sisters' supervisors	70% of participants will be aware of mentoring expectation at enrollment	✓ Information on the expectation of mentorship was shared with Superiors at the 2016 Superiors workshops, which took place in all 10 countries of operation. Further reporting on this outcome will be reported after the leadership workshops take place in 2017.
Integrate principles of mentoring into the curriculum for both tracks	Mentoring to be integrated into each session of both tracks	85% of participants will feel prepared to begin mentoring at conclusion of Year 3	✓ Reporting on this preparation for mentoring will take place in 2018.
Provide materials and resources for mentors and mentees Provide materials and resources for alumnae mentors and mentees	Materials will be available in class and/or website, such as textbooks, laptops, Google Classroom	80% of mentoring plans will demonstrate use of at least one of the provided materials and/or resources 85% of alumnae will continue mentoring others	✓ Reporting on mentoring plans (which are developed during the leadership workshops) will take place in 2017-18. ✓ In 2017 reporting 90.3% (N=351) of SLDI alumnae started mentoring. Of the 351 sisters who began mentoring, 310 are SLDI alumnae (88.3%), 7 are alumnae of SLDI & HESA (2%), and 4 are HESA alumnae (1.1%).

Objective 3: Additional Activities, Outcomes & Successes

- ✓ Mentorship of Participants In Basic Technology and Web Design workshops:
Basic Technology: 99 sisters (20.2%, N=490) report being mentored by an SLDI graduate
Web Design: 18 sisters (15.4%, N=117) report being mentored by an SLDI graduate

- ✓ In 2017, a breakdown of mentoring totals appears in the table below:

How Mentoring Took Place	Number of People Mentored (2017 Reporting)
Mentored Individually	1,843
Mentored in Groups	6,654
Mentored through Trainings	11,024
Total Number Mentored	20,754

In contrast to the numbers above, sisters reported that they mentored 2,740 individuals in 2015. In 2016 reporting, sisters were asked to clarify how many people they mentored individually, in groups, and through trainings, and they reported mentoring 20,974 individuals. The total number of mentees for 2017 reporting, which is 20,754, is on par with totals from last year's (2016) reporting. Of the 321 sisters who have been mentoring, 80% have mentored others individually, 57% have mentored others in groups and 27% have mentored others in trainings.

- ✓ The most frequently mentored topics, in both individual and group/training sessions, were: time management (72.8% in individual sessions, N=290 and 58.6%, N=251 in group or training sessions), communication (66.6% in individual sessions, N=287 and 55.9%, N=247 in group or training sessions) and teambuilding (62.6% in individual sessions, N=28 and 55.9%, N=254 in group or training sessions).
- ✓ 91.1% (N=318) of alumnae experienced challenges in mentoring, but 75% of alumnae report that they were able to overcome their challenges. The most common challenge in mentoring was lack of time/scheduling difficulties (77%, N=321), followed by cost of mentoring such as paying for food, accommodations, or travel (52%, N=321) and travel issues (45%, N=321).
- ✓ In the 2017 Alumnae surveys, new items asking alumnae to report who they mentored were added. The most frequently reported groups of people alumnae mentored were sisters from their own congregation (85%, N=328), and staff in their ministry (59%, N=324). Alumnae also mentored lay people who were not co-workers in their ministry (36.5%,

N=323), sisters from other congregations (15%, N=323), and Superiors (2.5%, N=323).

Objective 3: Challenges, Lessons Learned and Ways Forward

- ✓ Challenges in mentoring continue to persist, as sisters have many responsibilities and time, as well as travel and cost, can be difficult issues. Although most alumnae face challenges in mentoring, three quarters of them also report that they were able to overcome their mentoring challenges through applying skills learned in SLDI, such as time management skills, having the courage to ask for assistance from their Superiors, and being more adaptable in their mentoring style (sometimes mentoring in groups or over the phone) and with their own schedules. Sisters can also be encouraged to communicate and network with their fellow alumnae to discuss, and overcome, mentoring challenges.
- ✓ Some Superiors select or assign mentees for the sisters, rather than allowing sisters to develop mentor and mentee relationships naturally. Some mentees, when forced into a mentoring relationship, may appear unmotivated to their mentors. Also, some sisters are asked to mentor sisters older than them, which can sometimes make sisters feel uncomfortable. ASEC Country Directors and Coordinators reviewed these mentoring issues at the 2016 Superiors workshops, and were encouraged to speak with Superiors about these mentoring issues during the Superiors' annual assembly.
- ✓ In analyzing the alumnae surveys from 2017, it was apparent that some sisters interpreted mentoring quite broadly, including mentoring their mothers, siblings and other family members. Although it is commendable that sisters are using their skills and knowledge to help and support their families, that data was not utilized in this report. Reminders of how the SLDI program defines mentoring are needed. The issue of defining mentoring with participants and alumnae was discussed via Zoom meetings with Country Directors and Coordinators and will continue to be addressed as sisters learn about mentoring in the 2017-18 workshops.

Objective 4: To assist participants and alumnae to use acquired skills and knowledge to enhance and sustain their ministries			
Activities	Projected Outputs	Projected Outcomes	Actual Outputs/Outcomes
Provide training and continuing education resources specific to grant writing and external funding	Resources from: Google Classroom, textbooks, laptops, and in class materials	<p>20% of the participants will submit a grant for external funding during the SLDI program</p> <p>10 % of the submitted grants will be funded</p> <p>40% of the alumnae will submit a grant for external funding or engage in other fundraising efforts.</p> <p>35% of the alumnae will be successful in obtaining funds through grants or other means</p>	<p>✓ Reporting on SLDI participants (those who submitted and/or received grants after the first year of the leadership workshops) will be reported in 2018.</p> <p>✓ In 2017 Alumnae reporting (N=379), 173 sisters (45.6%) of alumnae submitted grants after completing the SLDI program. Of the 173 alumnae who submitted grants, 101 alumnae (58%) were successful in obtaining grant funds.</p>
Provide training and continuing education resources specific to leadership and program management	Resources from: Google Classroom, textbooks, laptops, and in class materials	<p>60% of participants will report using leadership and program management skills in their ministries</p> <p>80% of alumnae will report using leadership and program management skills in their ministries</p>	<p>✓ Participants' (sisters participating in the leadership workshops in 2017-18) use of leadership/program management skills will be reported in 2017-18.</p> <p>✓ 96% (N=165) of Administration track alumnae report using skills in their ministries and 95% report using their skills to benefit their congregations.</p>
Provide training and continuing education resources specific to financial management	Resources from: Google Classroom, textbooks, laptops, and in class materials	<p>60% of participants will report using leadership & financial management skills in their ministries</p> <p>80% of alumnae will report using leadership & financial management skills in their ministries</p>	<p>✓ Participants' (sisters participating in the leadership workshops in 2017-18) use of financial management skills will be reported in 2017-18.</p> <p>✓ 98% (N=138) of Finance track alumnae report using skills in their ministries and 94% report using their skills to benefit their congregations.</p>

Objective 4: Additional Activities, Outcomes & Successes

- ✓ South Sudan began reporting on funded projects for the first time in 2017. Four alumnae in South Sudan were successful in obtaining a total of \$174,481 through grants, donations and fundraising.
- ✓ After analyzing data from the 2016 alumnae survey which indicated that sisters were still in need of grant-writing assistance after completing the program, part-time grant consultants were hired in each country of operation, except South Sudan and Lesotho. These consultants provided assistance to sisters for a 6-month period. Through this pilot initiative, 48 alumnae were served in 4 countries (Tanzania, Uganda, Zambia, and South Sudan). A total of 3 consultants provided assistance for 57 projects, including grant/project proposals, business plans, policy and finance manuals, a strategic plan, an exit strategy, and a constitution. One of the consultants in Uganda, Andrew Otsieno with Wholistic Leadership (EMD), provided this summary of the consultancy project at the conclusion of the pilot phase:

“We have now successfully concluded the consultancy support services piloted for seven months (August 1, 2016 through February 27, 2017) to support SLDI Alumnae in Uganda to practice skills acquired through the SLDI program. We served a total of 23 sisters and worked on 33 documents comprising of 25 proposals, 4 business plans, 1 organizational strategy, 1 organizational constitution, 1 financial manual, and 1 exit strategy. In the final month, the demand for our services was overwhelming – and our time allocation elapsed before we could attend to some five pending proposals. The pilot project in Uganda confirmed the thirst for such services.”

Feedback indicates the consultancy services are still in demand and the program hopes to provide this service to alumnae going forward. The program continues to receive reports from consultants (including one from Kenya in March 2017) about services provided.

- ✓ In 2017 alumnae reporting, 584 grants were written and 252 were funded (43.2% successful). In 2016 reporting, 356 grants were written and 51 were funded (14% successful).
- ✓ In 2017 reporting, alumnae secured a total of \$2,168,740 in funding, including a HESA alumna who secured \$31,793, as well as multiple grants alumnae received in 2012-16 that they did not previously report. Alumnae secured \$1,974,021 in grants and a total of \$162,926 was raised through monetary and in-kind donations, as well as fundraising. A breakdown of funding sources appears in the table below. For reference, alumnae secured \$1,359,002 in 2016 reporting and alumnae reported \$2,657,428 in 2015.

Funding Sources

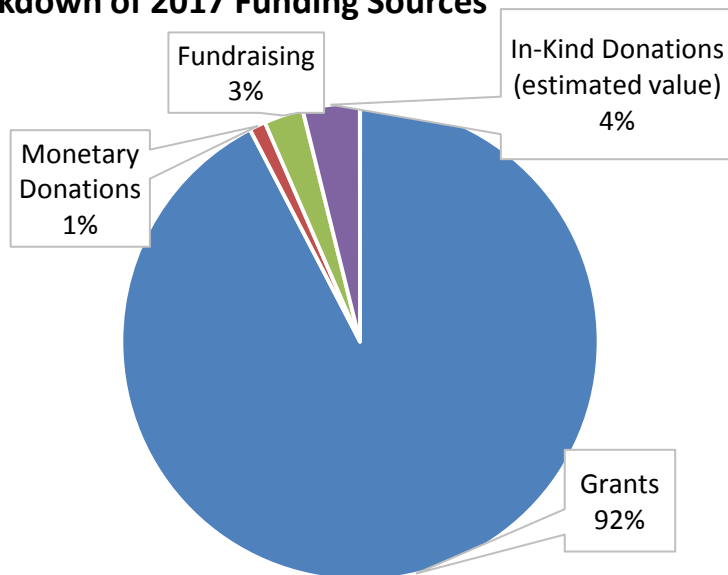
Funding Source	Amount Secured, 2012-16	Amount Secured in 2017 Reporting	Amount Secured, 2012-17
Grants	\$8,542,296	\$1,974,021	\$10,516,317
Donations (Monetary)	\$318,562	\$23,584	\$342,146
Fundraising	\$252,047	\$56,782	\$308,829
In-Kind Donations	\$77,786	\$82,560	\$160,346
Will	\$352,930	\$0	\$352,930
Loan	\$492	\$0	\$492
Savings	\$246	\$0	\$246
Unknown	\$150,003	\$0	\$150,003
2016 Mentee Total*	\$353,413	--	\$353,413
HESA Alumna	--	\$31,793	\$31,793
Totals	\$10,047,775	\$2,168,740**	\$12,216,515**

The total amount of funds obtained by alumnae and mentees, from **2012-2017**, is over **\$12.2 million dollars**

*Mentees were not surveyed in 2017

**Totals include funds received by a HESA Alumna. The 2017 reporting total without the funds secured by the HESA alumna is \$2,136,947 and grand total for 2012-17 is \$12,184,722 without the HESA alumna's funds.

Breakdown of 2017 Funding Sources



In 2017 Reporting:

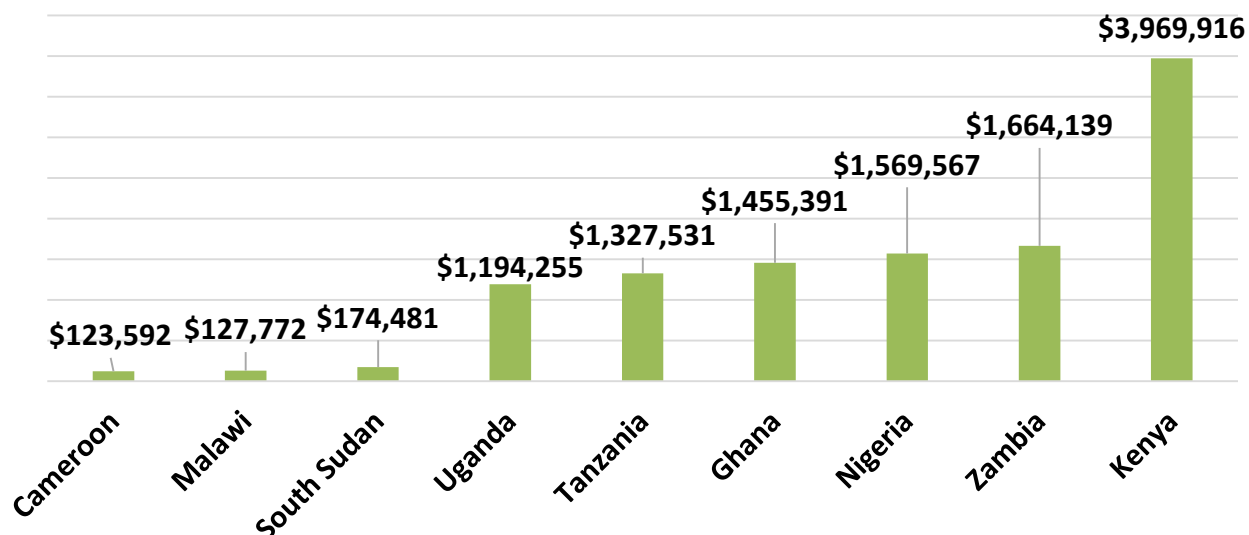
- 83.1% of the grant funds (\$1,640,947) came from sources other than the Hilton Fund for Sisters.
- 84.5% (125) of the total number of grants (148) were awarded by funders other than the Hilton Fund for sisters

Funds and Projects, by Country

The graphs below highlight alumnae funding amounts and number of projects, by country.

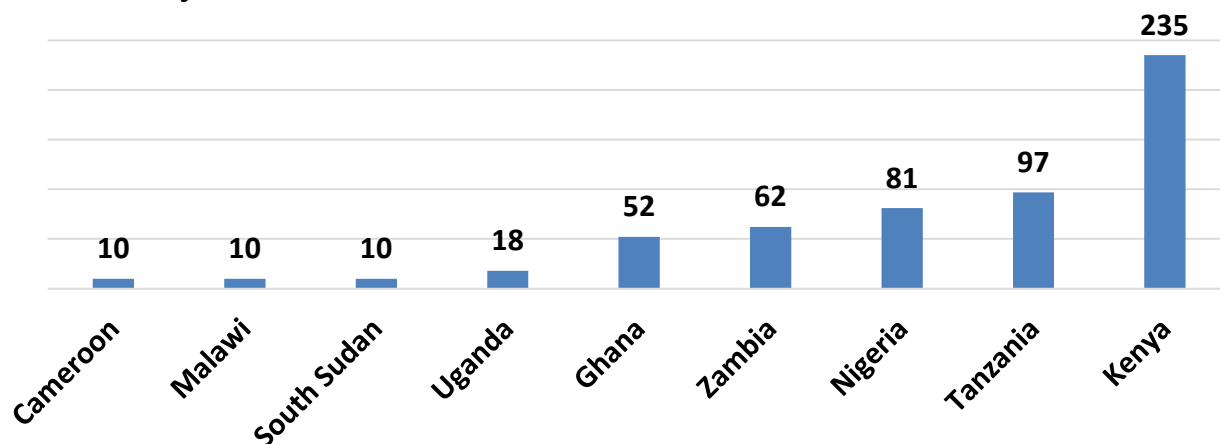
Where is the Funding Going (2012-17)?

Kenya Has a Clear Lead, Followed by Zambia & Nigeria



Where are Projects Being Implemented (2012-17)?

Highest Number in Kenya, with Tanzania and Nigeria Each Close to 100 Projects



Please note for both graphs above: South Sudan reported on funded projects for the first time in 2017. Cameroon and Malawi reported on funded projects for the first time in 2016.

Breakdown of 2017 Funds & Projects, by Country

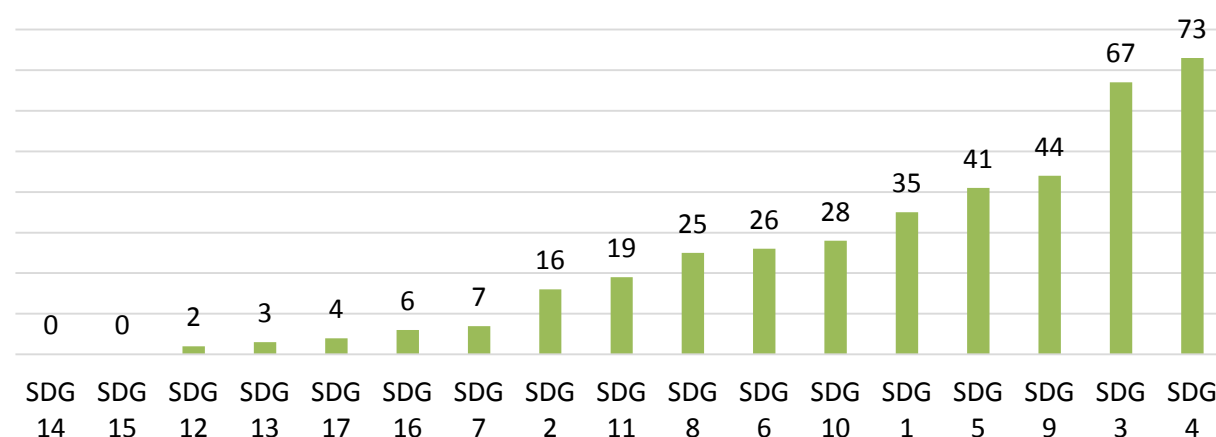
Country	Amount of Funding	Number of Projects
Cameroon	\$120,042	7
Ghana	\$138,759	7
Kenya	\$950,769*	73
Malawi	\$40,927	5
Nigeria	\$250,372	16
South Sudan	\$174,481	10
Tanzania	\$251,850	10
Uganda	\$166,303	18
Zambia	\$75,237	6
Totals	\$2,168,740	152

*Includes HESA alumna funds, amounting to \$31,793.

Alumnae Projects' Impact on Human & Social Development

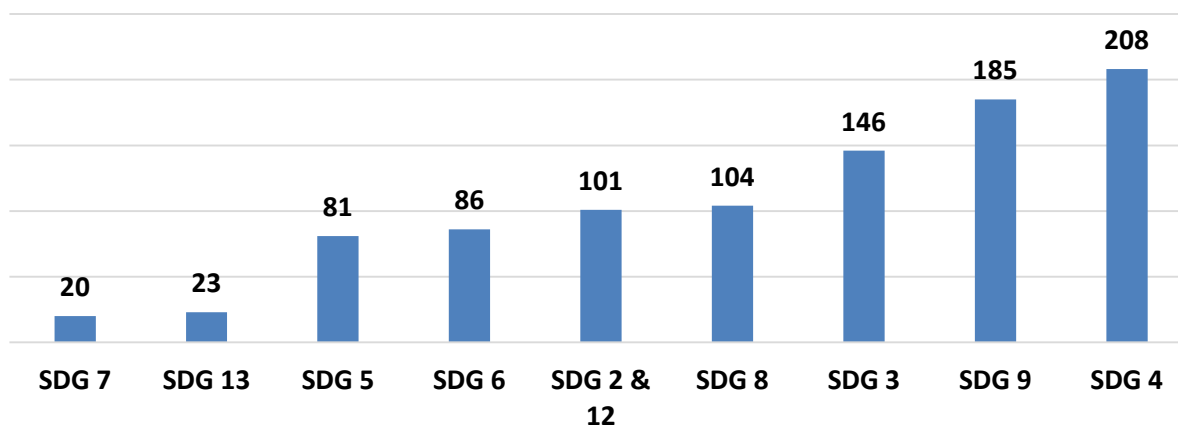
In 2017, sisters were asked to report if their funded projects were contributing to the achievement of the United Nations Sustainable Development Goals (SDGs) which focus on eradicating poverty and creating a more just world. The number of projects contributing to each of the SDGs are shown in the graph below. Projects often focused on more than one SDG.

Which Sustainable Development Goals are 2017 Alumnae Impacting with their Funded Projects? Education and Health are Top Areas

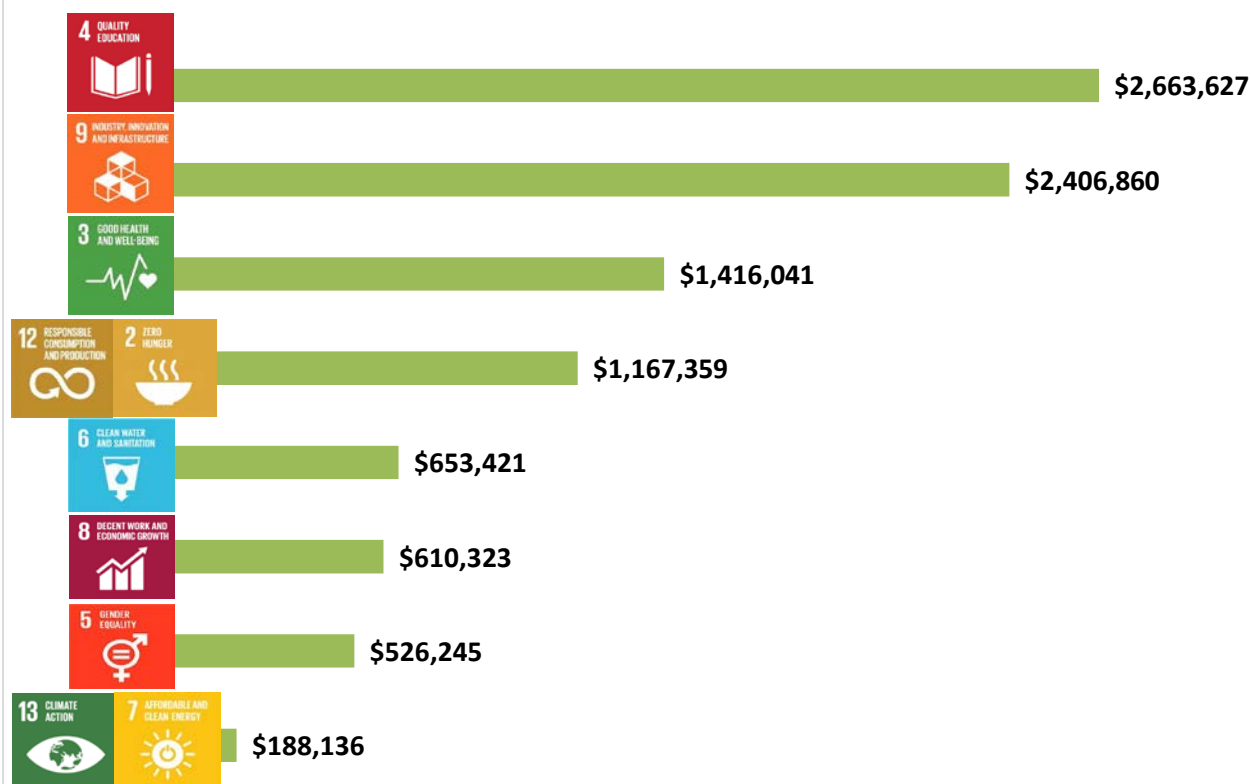


- ✓ The graph above shows the SDGs alumnae are impacting through projects reported in 2017; 2016 was the first year the program asked alumnae to specifically report on this item. Last year the program staff coded the 2012-16 alumnae projects and the corresponding funds according to the SDG the project was impacting, or area of human/social development (if the project focused on issues not specifically addressed by the SDGs). The graphs below shows how alumnae, over the past 5 years (2012-17), have impacted the SDGs according to their number of funded projects as well as funding amounts.

Which Sustainable Development Goals are Alumnae Impacting through their Funded Projects in the Past Five Years (2012-17)?
Education and Infrastructure are Key Areas



Which Sustainable Development Goals are Alumnae Impacting, by Funding Amounts, in the Past Five Years (2012-17)?
Education and Infrastructure are the Top-Funded Areas



- ✓ The table below shows a detailed breakdown of how funds were distributed among different areas of human and social development, beyond what is specified in the SDGs. Projects were coded by primary area of impact, even if they were targeting multiple areas of human/social development.

Area of Impact (on Human/Social Development)*	Funding Secured in 2017	Total Funding Secured 2012- 2017
Education	\$180,705	\$2,663,627
Infrastructure	\$768,940	\$2,406,860
Health	\$277,033	\$1,416,041
Agriculture, Food & Nutrition	\$256,921	\$1,167,359
Access to Clean Water & Sanitation	\$199,835	\$653,421
Income Generation & Skill Training	\$91,021	\$610,323
Women & Girls	\$16,414	\$526,245
Transportation	\$133,738	\$542,865
Social Work	\$34,764	\$510,069
Technology	\$30,903	\$303,399
Environmental Stewardship/Clean Energy	\$39,556	\$188,136
Equipment	\$56,580	\$147,107
Benefitting Sisters	\$30,472	\$30,472
Energy	N/A	\$12,195
Youth	\$5165	\$11,046
Unknown	\$14,900	\$1,027,350
Totals	2,136,947**	\$12,216,515

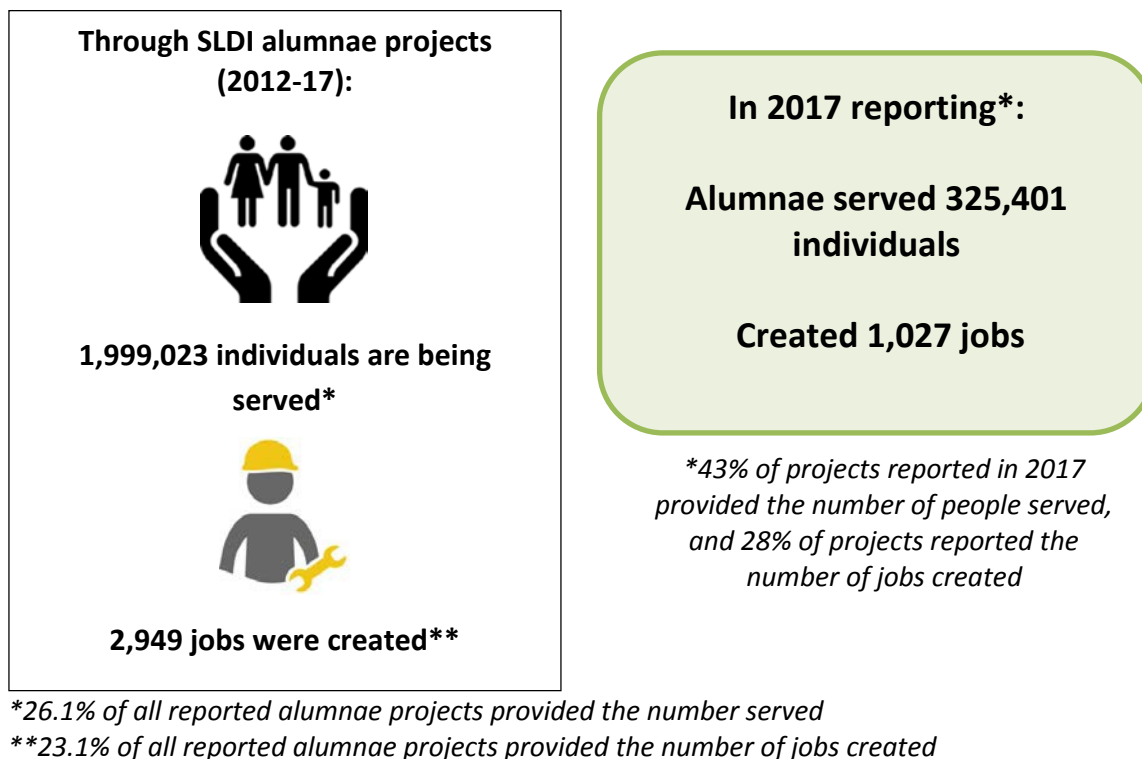
*Funding amounts for each primary area of impact (on an issue of human/social development) appear in the table above.

**Does not include HESA alumna's funds.

- ✓ Sisters reported (2012-17) that they secured funding for **598 projects, 386 of which (64.5%) addressed more than one area of human or social development.** For example, a funded project initiated by a sister working at a secondary school in Uganda enabled the construction of two classroom blocks, a water tank, an assembly hall, and administrative offices. Therefore, this project has an impact in three areas: the children's education, infrastructure improvements in the school, and access to clean water.

Project Details: Individuals Served, Jobs Created, Project Setting, & Technology

Alumnae have been asked to report how many individuals are/were served and how many jobs were created—through their funded projects alone. The numbers served and the number of jobs created appear below.



- ✓ In 2016 alumnae survey, the program began asking alumnae to share where their projects take place (e.g., urban area, rural area, etc.). Of the 119 projects that reported the type of area served in 2016 & 2017, 61% serve a rural area, 19% serve an urban area, and 12.6% serve both rural and urban areas. The remaining projects served semi-rural, semi-urban or slum areas.
- ✓ Also beginning in 2016, alumnae were asked about their use of technology in implementing their projects. While only 112 projects reported on the use of technology, 81% are using some form of technology which ranges from using computers and internet to installing solar power or water pump systems.

Alumnae Achievements

Alumnae achieve success in a variety of ways, including improved perceptions of themselves and their professional relationships, creating long-term plans, receiving promotions and salary increases, supervising employees, and using their skills to become more effective in their ministries and congregations.

Items were added to the alumnae survey in 2017 to better assess how sisters are collaborating and with whom, their long-term planning, their successes and challenges, their salary increases, and their ability to mobilize resources. The table and qualitative responses below underscore the diverse ways sisters are achieving success after completing the SLDI program.

Alumnae Leadership Achievement	Percentage of Alumnae Reporting Achievement	Breakdown of Collaborative Partners: -Sisters Outside their Congregation (32%, N=372) -Dioceses (23.5%, N=371) - Local Groups (17% N=371) - Government Offices/Ministries (13%, N=371) - NGOs (11%, N=371) - Foundations (11%, N=370)
Positively Changed Self-Perception	96.8% (N=339)	
Effectively Use Skills to Benefit Ministry	96.4% (N=336)	
Engaged in Collaboration to Benefit Ministries and/or Congregations	95.6% (N=360)	
Positively Changed Personal and/or Professional Relationships	95% (N=339)	
Effectively Use Skills to Benefit Congregation	93.6% (N=342)	
Asked to Participate in Other Leadership Activities	54% (N=347)	
Received a Promotion	48.8% (N=326)	
Implemented Audits	44.5% (N=328)	
Implemented a Financial Plan	35.6% (N=331)	
Implemented a Strategic Plan	35.5% (N=335)	
Received an Increase in Salary	33% (N=306)	
Supervise Employees for the First Time	23% (N=258)	

Greatest Success after SLDI

What was your Greatest Success after SLDI? (N=348)	What Helped You Achieve this Success? (N=300)
Use of technology and/or computer skills (63)	Use of skills or resources from SLDI (147)
Use of financial management skills (54)	Collaboration/Sharing with Others (43)
Writing Grant/Project Proposals (53)	Openness/Willingness to Learn (18)
Improved Confidence/Empowerment (41)	Feeling Confident/Empowered (16)
Improved Leadership Skills/Abilities (39)	Improved Financial Skills (11)

Greatest Challenge after SLDI

What was your Greatest Challenge after SLDI? (N=348)	What Helped You Overcome this Challenge, if you Overcame it? (N=257)
Writing Grant/Project Proposals (42)	Collaboration/Getting Help from Others (48)
Lack of Funds/Resources (42)	Persistence (29)
Resistance to Change-Self or Others (33)	Practicing/Using Skills from SLDI (24)
Lack of Time (24)	Time management (12)
Implementing Skills Learned in SLDI (18)	--

Alumnae provided some insight into their accomplishments with their responses to open ended questions about each of the achievement areas in the tables above.

✓ Perception of Self:

"Before I could not differentiate leadership from management but after SLDI I learnt that leaders lead people and managers manage resources. I learnt that leadership is doing right things and that me being a leader, I need vision, mission and dreams."

"I was able to collaborate and delegate with others. Motivating others and empowering them became a priority for me."

"I did not know I could try a project proposal. Also, I was not successful in team work, SLDI is a tool for me in team work, human resource management, and student centered input."

✓ Effectively Using Skills to Benefit Ministry:

*"I have used knowledge gained such as leadership skills and management, finance management, conflict management and resolution. **It has made my work easier and manageable.** Been able to work on community projects and influence community members to do same."*

*"Being a principal of a vocational institute, **I effectively use and exercise the knowledge and skills to benefit my ministry** in that I do resource mobilization in a way of fundraising, applying managerial and leadership skills to ensure better service delivery in my ministry, and many others such as motivating others."*

*"I work in Project Office of the Diocese, **guiding the religious and Priests to write successful projects, and guide them in their choice of donors.**"* –From an alumna who was promoted to Diocesan Project Desk Manager after SLDI

✓ Engaged in Collaboration to Benefit Ministries and/or Congregations:

*"My **ability to collaborate improved in collaborating with different non-governmental organizations, government officials and other public figures.**"* -An alumna who collaborated with MILD MAY Uganda & Uganda Cares, both of which are nonprofits that address HIV prevention and treatment, the Office of Third Deputy Prime Minister for East African Affairs, the Palle Moeller foundation, and Ndeeba Women's Association

*"The **collaboration with different sisters in different congregations purposely helped to be more effective and efficiency [sic] in managing finances and the resources in my congregation so that no resource is wasted.**"*

✓ Positively Changed Personal and/or Professional Relationships:

*"The **sisters respect me and they come for consultation**. There is **networking with other lay people who are experts** in the field of project planning and management. I **expose myself to new ideas** for better working relationships with different personalities."*

*"I **cooperated with my Superior and Administrator** to put in place all the books of account properly and they accepted my idea which changed all our communities."*

*"I have **gained courage to take risks and to look for experts** for gaining more knowledge. I **have more friends for advice** to develop the areas of my work, especially the farm."*

✓ Effectively Using Skills to Benefit Congregation:

*"In reference from the institution that am heading, it acts as a way of raising income of the congregation, exposure for my congregation of the institutions it manages to public and to the rest of the world, for example **after carrying out a successful project, it's the congregation that gets praises** thus it benefits."*

*"All the course and skills I learned I have been applied [sic] them by **helping novices by giving them short course and seminar, and come and see [for] our aspirants**."*

*"Before completing the SLDI program I was not able to give the report but **now I can do it!**"*

✓ Greatest Success & Challenge after SLDI:

*"Writing grants for the renovation of the community. The **knowledge I gained in SLDI was a key factor that enabled me to write for the grants**."*

*"My **collaboration with my boss (Superior) changed**. I took on all the jobs that I felt needed my concern; even when it is not my duty."*

*"**Self confidence that enhance me to achieve my degree and being elected as Economy General** of the congregation is a success."*

*"My greatest success after completing my SLDI is **how to use the computer in my accounting in my ministry** and writing different reports using computer."*

✓ Greatest Challenge after SLDI:

“I could see clearly where things are not going right and make my contribution. I had to digress from the old way of doing my work. It was not easy; since there are [sic] ‘set way’ of doing already in place. I was daring enough to share my knowledge with my Superior (boss); even when it brings conflict.”

“Limited sources of income yet high expenses. I prepared cost control methods and I was able to earn profits despite the limited sources of income.”

“The reference of translating knowledge of proper financial management to those who have not got the training. The challenge was handle through organization of workshop in financial capacity building.”

Alumnae Grant-Writing Abilities & Challenges, Mobilizing Resources & Sustainability

Several new questions about mobilizing resources, grant-writing and project sustainability were also added to the 2017 Alumnae survey. Interestingly, a majority of alumnae reported that SLDI not only improved their ability to write grant/project proposals, but also improved their skills in mobilizing local resources, fundraising, and attending to project sustainability.

Survey Item	Percentage of Alumnae Reporting Achievement
Improved Ability to Write Grant Proposal	91.4% (N=315)
Improved Ability to Ensure Project Sustainability*	85.1% (N=275)
Improved Ability to Mobilize Local Resources*	84.2% (N=285)
Improved Ability to Fundraise	78% (N=288)
Experienced Obstacles in Grant-Writing	66% (N=294)
Contacted Someone for Assistance in Grant-Writing*	46.8% (N=308)
Act as a Resource Person on Grant-Writing*	40.5% (N=309)

*New survey item in 2017

Responses to open-ended questions related to grant-writing, mobilizing resources & sustainability provided a more in-depth look at alumnae’s quantitative responses:

✓ Sustainability:

“-Cutting costs of the operating expenses*-Have discipline with finances to manage the cashews properly**-Be focused on what I want to achieve**-Plough back the money in the project and save half of it for the future.”**“We have **developed a saving culture** as a school/community and use the funds well by putting other small projects to support the big ones.”*

✓ Mobilizing Local Resources:

*“Through influencing the community members, **we mobilized through the district and got 100 orange seedlings and two bulls for wealth creation.**”**“Mobilizing women groups to **create their own local fund pool** to support their groups and families.”**“Because of the good leadership skills I gained from SLDI course, **many parents have put more trust in me therefore they appreciate the work I do by supporting all the projects and its sustainability.**”*

✓ Fundraising:

*“**Helped my parish priest to make a ...church building and at the health centre to equip dental department.**”*

✓ Acting as a Resource Person:

*“After completing SLDI I **was appointed to a committee that oversees the projects and proposals.** Each individual sister is responsible for writing a proposal for the project they run. As part of the process, the proposals come to the committee members for approval before we forward to the donor. I also assist in compiling project reports for the various reports because they are also forwarded to the team. Each year there is about 10-13 projects that we forward as a team...”**“I have **assisted other sisters in institutions** and other responsibilities by giving them guidelines and reviewing their project proposals before submitting them to funders.”*

Alumnae Use of Data

In the 2017 alumnae survey, a final set of new items were added, to assess if there were changes in how sisters use data before and after they participated in SLDI. Responses to those items appear in the table below.

Use of Data, Pre- and Post SLDI Participation

	Percentage of Sisters Engaging in Data-related Tasks, <u>Pre</u> -SLDI Participation	Percentage of Sisters Engaging in Data-related Tasks, <u>Post</u> -SLDI Participation
Collect Data	46% (N=294)	80% (N=294)
Manage Data	38% (N=274)	80% (N=277)
Use computer software or programs to manage data	46.5% (N=284)	81.5% (N=293)
Analyze Data	31% (N=265)	76% (N=272)
Create Reports Using Data	36.8% (N=280)	80% (N=290)
Share data with stakeholders	30% (N=260)	72% (N=272)
Create a committee, office or any coordinated group who is responsible for collecting, managing, analyzing, and/or reporting data	16% (N=259)	51% (N=260)

Objective 4 Challenges, Lessons Learned, and Ways Forward

- ✓ The alumnae survey, with the addition of new questions, has become quite lengthy. Feedback about this issue has been provided by Country Directors and Coordinators and discussions on how to reduce the survey length were held. The program will continue to look for ways to make the survey less burdensome. While not a full solution, completing the survey online eliminates the need for alumnae to writing their responses.
- ✓ Although grant-writing success rose in 2017 reporting as compared to 2016 reporting, data shows that only 75 alumnae reported funded projects in 2017, indicating (as past data has also indicated) a disparity among sisters in their in grant-writing skills, i.e., that specific sisters excel repeatedly in grant-writing while others remain less successful. This data may provide some justification to continue providing part-time consultants to assist sisters in grant-writing and other activities, particularly sisters who have not yet been successful in grant-writing. Determining ways that successful alumnae can share their skills with others should be explored as well.
- ✓ 91.4% of alumnae report that SLDI prepared them to write grant proposals, which is slightly less than what was reported last year (99.2% in 2016 Alumni survey). However, this year 66% of alumnae reported obstacles in grant-writing, lower than what was reported in 2016 (80.2%). When coding qualitative responses, *Identifying donors and knowing their requirements/areas of interest* was the most frequently mentioned obstacle, as it was in 2016

reporting. Qualitative responses to obstacles they encountered were coded for themes and appear in the table below.

Obstacles In Grant Writing (N=212)
1. Identifying donors and knowing their requirements/areas of interest (17)
2. Lack of time to write (15)
3. Lack of knowledge and skills in grant-writing (14)
4. Meeting donor needs (13)
5. Language barriers (12)

Note: Number in parenthesis is the number of sisters who listed this obstacle in their response to this open-ended survey question.

- ✓ Sisters receive resources during the SLDI program to aid them in identifying donors, but the program can examine ways to help sisters expand their skills in this area. Sisters who are successful in grant-writing, or who are part of grant-writing/grant proposal committees for their congregations may be an important yet untapped resource for others.
- ✓ Communicating with Superiors about how to best position sisters to succeed in grant writing is also an ongoing process and was addressed explicitly in the Superiors trainings which took place throughout 2016.
- ✓ As we have begun to use Google Classroom to share resources and information, there are plans to share information about grant-writing in the 2017-18 workshops--and with alumnae.
- ✓ In 2016, SLDI employed part-time grant consultants in 8 of our countries of operation (excluding South Sudan and Lesotho). This service was well-utilized among 4 countries (Uganda, Tanzania, South Sudan, and Zambia), but sisters in 4 countries (Cameroon, Ghana, Kenya, Malawi, and Nigeria) did not utilize this service. A report of services provided in Kenya was submitted in March 2017 but would not fall under the timeline of this report. Discussions about why the service was utilized or not will take place with Country Directors and Coordinators.
- ✓ While the program receives ample data from alumnae, particularly concerning funded projects, often there is a need to follow up on the details of projects that alumnae report, which takes time and effort on the part of multiple staff. In meetings with ASEC staff and Graduate Assistants, the idea of recruiting Monitoring and Evaluation (M&E) staff in each country of operation to follow up on alumnae projects and act as an “on the ground” presence to support the program evaluation has been raised. At this point in time there may not be funds to support this level of staffing. However employing M&E staff, who would be able to follow up/gather details on alumnae projects throughout the year, offer assistance to alumnae on evaluation-related concerns, and serve as a support to Country Directors and Coordinators may be a way forward in the future.

Objective 5: To disseminate best practices and models of innovative access to education			
Activities	Projected Outputs	Projected Outcomes	Actual Outputs/Outcomes
Disseminate SLDI newsletters in East and West Africa	Disseminate newsletters annually	<p>At least 500 copies of annual newsletter will be distributed in each of the 10 countries of operation</p> <p>At least 75% of SLDI alumnae and/or Superiors from congregations involved with SLDI and HESA will be on the e-newsletter distribution list</p>	<p>✓ A total of 800 newsletters will be distributed by the end of March 2017. Approximately 300 newsletters were distributed to sisters and Superiors in ASEC's 10 countries of operation in Africa. Another 500 newsletters are planned to be shipped to all 10 countries (50 newsletters per country) by the end of the grant year.</p> <p>✓ ASEC Coordinators in Africa present on the program's purpose and progress, and provide reports, to Superiors at the Annual Superior Generals meetings in Africa, with over 550 Superiors in attendance throughout 8 countries.</p> <p>✓ All (100%) SLDI participants through 2016 who provided an email address were added to ASEC's e-newsletter mail distribution list.</p>
Provide information regarding project via SLDI website	Monitoring and updating of materials/ information posted on SLDI website (and/or Google Classroom)	80% of program participants and alumnae will demonstrate increased knowledge and use of Website and/or Google Classroom to access resources	<p>✓ Google Classroom was available as a resource (containing articles, videos, and other electronic resources) for all workshop participants and their Instructors.</p> <p>✓ Please see Appendices C & D for detailed information on ASEC web traffic.</p>
Facilitate the development and dissemination of research studies by faculty, staff and graduate students	3-5 competitive research awards and/or research dissemination awards available	<p>3 - 5 proposals will be funded</p> <p>95% of those funded will result in reports and presentations</p> <p>60% of those funded will result in peer-reviewed publication(s)</p>	<p>✓ 35 researchers in Africa received partial funding to contribute chapters to a book tentatively titled <i>Transformative Partnerships: The Role of Agencies, Foundations, and Institutions in Promoting Strategic Social and Sustainable Change for Women in Africa</i>. Upon final completion and approval of their chapters, the remaining funds will be awarded in 2017. It is expected that the book should be published in 2018, with all 35 researchers publishing chapters within the book.</p>

Objective 5: Additional Activities, Outcomes & Successes

Engaging Superior Generals

- ✓ Throughout 2016, congregational leaders in each of ASEC's 10 countries of operation gathered at week-long workshops. At the workshops, Superiors were taught some of the leadership, administrative, and financial skills in the SLDI curriculum, providing them with a snapshot of what sisters receive in the SLDI program and building their own skills in these areas. They also learned about ASEC's programs in more detail which the program anticipates will aid in the process of selecting participants for the SLDI and HESA programs, and in the Superiors' general understanding of ASEC's purpose. Superiors had the opportunity to network among themselves, share challenges and successes, and create new connections among congregations. A total of 551 Superiors were served through 10 workshops.
- ✓ Superiors who attended the workshop were provided with a *Congregational Leadership Training Course Book*, which was developed by ASEC. This 83-page booklet contains detailed information about concepts and skills taught in the workshop as well as many skills and concepts that were not possible to cover during the workshop, but are part of the SLDI curriculum. Topics covered in the booklet include leadership styles, strategic planning, fundraising, proposal writing, budgeting, resource management, succession planning, and much more.
- ✓ Two surveys of Superior Generals were conducted in 2016 with Superiors in eight countries. A Pre-Superiors Workshop survey was distributed in order to collect data about the Superiors' congregations, sisters and ministries. Ideally, Superiors were to complete this survey while at home in their congregations, so as to have convenient access to data or records needed to answer the survey questions. However most Superiors completed this survey while attending the Superiors' workshop. A second General Superiors survey was distributed to Superiors while they attended a Superiors workshop and collected information about long-term planning, benefits and challenges for their congregations, and their perspectives on the SLDI and HESA programs, including impacts of these programs. There were 130 responses to the Pre-Survey and 149 responses to the General Survey. Data from these surveys has been analyzed and is presented in **Appendix F**.

Web Traffic

- ✓ As mentioned above, Google Classroom was used to share resources such as articles, readings, videos and websites, with all program participants.
- ✓ ASEC's website traffic and Facebook presence increased considerably in the past 6 months, after a Web Content Manager was hired. Please see **Appendices C & D** for the Google Analytics on web traffic. Appendix C shows overall website trends from the 2015 and 2016 grant years. Appendix D shows web traffic changes from 2015 to 2016 by country.

Dissemination of Research & Best Practices

- ✓ During this past grant year, ASEC signed an agreement with the Center for Applied Research in the Apostolate (CARA) at Georgetown University to create a Visiting Scholar program. This program allows for one African sister to visit and conduct research at CARA, centered on Catholic sisters in Africa. The first visiting scholar, Sr. Bibiana Ngundo arrived from Kenya in January 2017. In March 2017 she spent one week with ASEC staff learning more about ASEC and determining possible collaborations on research projects. She also reviewed program evaluation forms and made recommendations. A second scholar is expected to begin the program in the summer of 2017.
- ✓ ASEC's next book project, tentatively titled *Transformative Partnerships: The Role of Agencies, Foundations, and Institutions in Promoting Strategic Social and Sustainable Change for Women in Africa*, is underway and 30 chapters have been accepted for publication in the book. ASEC provided partial funding to 35 researchers in Africa this past year, to enable them to conduct research and write chapters for the book. A panel of reviewers was created for this book project, to review submitted chapters and assess if the chapter is suitable for publication. All approved book chapters will be published in the book.
- ✓ Although there have not been any new publications or presentation in the past year, there were a number of news articles and online publications related to ASEC's activities and programs. Please see **Appendix E** for a listing.

Other Activities

Technology Advances

- ✓ ASEC launched a new website this past year, and increased its social media presence. An online staff portal, or intranet, was also created to house a majority of the forms, reports, procedures, and policies necessary for implementing and evaluating ASEC programs.
- ✓ Currently the development of a new database, PowerVista, is underway. This database will serve as a centralized data repository for all ASEC data. All sister participant data and program evaluation data will eventually be housed in this database, as well as all evaluation forms.

Staffing/Staff Training

- ✓ In 2016, eight new Country Coordinators in Africa were hired, as well as 3 US staff (Web Content Manager, Data Manager, and HESA Program Evaluator), 3 Graduate Assistants, and a Research Assistant.
- ✓ Staff in the US and in Africa had opportunities to engage in professional development and attend trainings or conferences.

- ✓ A staff training for ASEC staff, including 8 newly hired Country Coordinators, took place in January 2017 in Dar es Salaam, Tanzania. In attendance were 2 Regional Directors, 7 Country Directors, 8 Country Coordinators, 3 US staff, and 2 Board Members. The training was facilitated by US staff and CORAT facilitator, Naomi Wambui. The training centered on ASEC's infrastructure development, program policies and procedures, evaluation procedures and forms, reporting, and performance development. The training also provided an opportunity for many staff to meet one another for the first time in person, and share in teambuilding activities. Additionally, the Board Members present engaged the Africa staff in the strategic planning process and collected their feedback on planning for ASEC's future into 2020.

Events

- ✓ The Hilton Foundation and ASEC co-organized a convening in October 2016 titled, *Catholic Sisters: Champions of Sustainable Development*. The convening, held in Nairobi, Kenya, created an opportunity for African Major Superiors, non-governmental organizations (NGOs), government agencies, and grant-making foundations to learn more about each other's work and develop connections to maximize their impact on sustainable development. With over 200 in attendance, the majority of which were congregational leaders throughout ASEC's 10 countries of operation, the convening was the first of its kind, bringing together individuals from religious life, government, and civil society. The goals of the convening included placing the work and voices of African Catholic sisters in the spotlight, connecting their work with the United Nation's Sustainable Development Goals (UN SDGs), and forging new partnerships and relationships among the attendees. Catholic sisters in Africa have been working towards human and social development for many years, but are often not recognized as major contributors to sustainable development in Africa. By inviting attendees from different sectors, this convening aimed to broaden lay people's perceptions of sisters and to encourage sisters to frame their work in the more universally understood language of the UN. Sisters' giving voice to their own lives and ministries, and sharing their successes and challenges, was a major success of the convening.

During the convening, Superiors shared which SDGs their congregations are contributing to, and many are contributing to multiple SDGs. The breakdown of how many congregations are working towards select goals appears below. A more detailed report on the outcomes of the Convening will be shared by researchers at Center for the Study of Religion and Civic Culture (CRCC) at the University of Southern California (USC). In collaboration with staff at ASEC, CRCC staff developed a survey of the convening participants' experiences. CRCC staff will analyze the survey data and share with ASEC and the Hilton Foundation.



168
congregations



157
congregations



128
congregations



117
congregations



112
congregations



104
congregations



100
congregations

Additionally, in a Convening panel session with 6 congregational leaders there was a noticeable focus among congregations on Goal 7: Affordable & Clean Energy, in addition to the goals listed above and to the left.

Site Visits & Interviews

✓ Kenya:

While in Nairobi for the Convening co-organized by the Hilton Foundation and ASEC, ASEC US staff conducted 26 individual interviews and 2 focus groups with SLDI alumnae, and visited 8 SLDI alumnae/mentee ministries. Staff also interviewed 2 SLDI mentees, and 7 lay staff that an SLDI mentee mentored. ASEC staff were accompanied by researchers from the Center for the Study of Religion and Civic Culture (CRCC) at the University of Southern California (USC) for select interviews and site visits. ASEC US staff also observed a half day of the Superiors General training and conducted a focus group with Superiors. During the Superiors training, staff observed the Superiors' group work on grant proposals and observed a session led by Melanie Lidman from Global Sisters Report (GSR), who spoke to the Superiors about writing articles for GSR. In addition to engaging with the sisters and Superiors, staff conducted a focus group with several CORAT consultants who have served as Instructors in the SLDI program. Below is a listing of sites visited, and the SLDI alumnae/mentees staff interviewed at those sites:

- Cordis Maria Medical Home, Sr. Lilian Njuguna, SLDI Alumna
- Ukweli Home of Hope-Street Boys Rehabilitation Program, Sr. Catherine Wanza, SLDI Mentee
- Association of Sisters in Kenya (AOSK) office, Sr. Josephine Muthoni Kwenga (Justice and Peace Department), Sr. Celestine Adhiambo (Finance Office), and Sr. Agnes Wamuyu (AOSK Secretary General), all of whom are SLDI Alumnae
- Holistic HIV/AIDS Program, Sr. Mary Wambui, SLDI Mentee. This project serves children with HIV/AIDS and their caregivers. Sr. Mary passed on the skills and knowledge she learned from her mentor to her supervisees at the HIV/AIDS program. Sr. Mary's staff

agreed to be interviewed by ASEC staff and they shared the value of the mentorship they received, including feeling more competent, self-motivated, responsible and able to work independently. Sr. Mary's staff also engaged in stakeholder mapping to maximize their resources; collaboration with other local groups to better serve their clients; and continued sharing of knowledge through financial seminars, child protection trainings, and self-reliance groups in the local area. Also, this project receives a grant from USAID. The need for accurate and detailed reporting for their funder prompted the congregation to create a Monitoring and Evaluation office, with an M&E Coordinator and a Data Clerk. The project collects baseline and endline surveys, conducts household assessments, and monitors children and parents/caregivers on a regular basis. Data is displayed in the office, so that visitors can readily see the program's achievements and areas of need. The M&E office at the Evangelizing Sisters of Mary compound could potentially serve as a model for other congregations.

- Evangelizing Sisters of Mary Secondary School, Sr. Ruth Nasimiyu Makonge, SLDI Alumna
- Cottolengo Orphanage, Sr. Margaret Kaleli, SLDI Alumna
- Benedictine Sisters Dispensary, Health & Dental Services, & Solar Power Project- Sr. Jacinta Mwangangi, Sr. Lioba Chepwambok Kibor, and Sr. Lusina Jeptoo Ngeny, all SLDI Alumnae. Also Sr. Bernadette Nzuve, SLDI Mentee.
- Assumption Sisters of Nairobi Education & Development Office, Uzima Hospitality Center, Agricultural Projects and Garment Program, Sr. Florence Mercy Mwangi, SLDI Alumna

✓ South Sudan:

In December 2016, Sr. Jane Wakahiu, outgoing ASEC Executive Director and Sr. Lina Wanjiku, ASEC East Africa Regional Director visited ASEC's country office, SLDI workshop site, and the Catholic University of South Sudan.

✓ Tanzania:

While in Dar es Salaam for the ASEC staff training, US staff were able to visit the ASEC office in Morogoro as well as other ASEC program (non-SLDI) sites, and observed the Tanzania Alumnae meeting. Staff also visited an alumna, Sr. Priscah Muthoni, and conducted an interview with her. Sr. Priscah is Headmistress at the Holy Cross Nursery & Primary School, which as of January 2017 was #1 in the district, #6 in the region (Dar es Salaam) and #58 in the nation, based on school exam scores. Sr. Priscah has been very successful in engaging the parents of students in fundraising efforts. She and her predecessors have raised approximately 59 million Tanzanian shillings (about \$26,400) from parents to construct 7 buildings for the school compound, among other smaller projects. The school also received a \$15,000 grant from the Koch foundation to build a dining room.

Objective 5: Challenges, Lessons Learned, & Ways Forward:

- ✓ Developing an additional program, the Visiting Scholar program, and devoting time to additional events, such the October Convening in Nairobi and the ASEC Staff Training posed challenges in terms of staffing resources. However, with 2 Graduate Assistants (GAs) for the HESA program and 2 GAs for the SLDI program, as well as a Research Assistant, some responsibilities could be shared.
- ✓ The US & Africa staff training was valuable for all involved and allowed for discussion on and clarification of many issues, as well as development of new policies and procedures. Conducting annual staff trainings that bring together all staff (or as many as possible) from the US and Africa is a recommended way forward.
- ✓ At the October Convening and in Superiors trainings, the need for a centralized repository of data on Catholic Sisters in Africa was raised and discussed. While ASEC is collecting some useful data on congregations and sisters in its countries of operation through the Superiors surveys, collection and management of data on congregations would be best managed by sisters themselves, with a repository located in Africa. Discussions on this issue will continue to take place.
- ✓ With the organization experiencing a transition as it searches for a new Executive Director, the current book project may be delayed. The former Executive Director was spearheading that initiative and resigned in March 2017. ASEC is continuing its plans to publish the book, even if it is published later than expected.

Summary: SLDI Critical Success Factors

ASEC identified critical success factors that have been essential to increasing SLDI growth and impacts and to continuously strengthening the program:

- With the number of participants and alumnae sharply increasing in Phase III and Year 1 of Phase IV, continue to streamline program implementation and the evaluation process through increased use of technology and online tools.
- Focus on program design and plans, curriculum, implementation, and evaluation.
- Engage SLDI stakeholders in the evaluation process, including ASEC Board members, Staff, SLDI Instructors, Coordinators, and SLDI Alumnae. In 2016, two focus groups were held with stakeholders in the US and seven groups were held with stakeholders in East and West Africa. Valuable input for the Phase IV evaluation was gained through these focus groups.

- Embody ASEC's core values in the evaluation process.
- Tailor curriculum to the needs of Sisters in Africa and engage in ongoing assessment and development of curriculum. Former Executive Director, Sr. Jane Wakahiu met with Instructors to listen to their feedback on the curriculum and integrated their input as appropriate. It is anticipated that an incoming Executive Director will engage in the same curriculum development. Curriculum was updated in preparation for Phase IV training to include ideas proposed by instructors, coordinators and participants.
- Continue to engage sisters through relevant and practical alumnae workshops so that they can sustain their networks, improve their work, and share experiences. Engaging alumnae through regional or zonal alumnae associations is helpful in maintaining networks and alumnae taking ownership of their associations is encouraged.
- Establish partnerships and build relationships with organizations and individuals including national associations of sisters, public and private organizations, and college and universities.
- Integrate learning into ongoing program activities and systems and act on feedback from the participants amicably.
- Conduct research and disseminate results through the SLDI website and national and international conferences to share best practices.
- Increase opportunities for participants to access continuing education and upgrade their credentials to meet global demands.
- Ensure a dynamic, culturally competent, and knowledgeable leader replaces former Executive Director, Sr. Jane Wakahiu, in order to build upon the significant and valuable contributions of Sr. Jane. Competent leadership is integral to ASEC's partnership maintenance and development, financial management, and effective program planning and implementation.

Appendix A: Basic Technology & Web Design Pre-and Post-Skills Assessment Mean Scores

2016 Basic Technology Workshops Paired Sample t-tests

Country	Workshop	N	Pre Mean	Pre SD	Post Mean	Post SD	Sig. Level
Zambia	1	20	2.1506	.60657	3.8222	.21397	.000
Malawi	2	20	1.4983	.51364	3.6421	.39695	.000
Uganda	3	26	1.4588	.53440	3.7344	.19810	.000
Kenya	4	25	1.2889	.34354	3.9362	.09621	.000
South Sudan	5	13	--	--	--	--	--
Tanzania	6	25	1.2961	.43243	3.7743	.26196	.000
Zambia	7	18	1.8941	.63487	3.7924	.23104	.000
Nigeria	8	30	1.5812	.57421	3.6737	.35499	.000
Tanzania	9	25	1.2350	.33588	3.9815	.03938	.000
Uganda	10	25	1.2149	.32269	3.7863	.29473	.000
Kenya	11	28	1.6203	.58170	3.6656	.28724	.000
Ghana	12	19	1.7241	.53541	3.6486	.43046	.000
Malawi	13	22	1.7319	.71258	3.7605	.34931	.000
Nigeria	14	28	1.5644	.46438	3.7277	.22846	.000
Tanzania*	15	26	--	--	3.9362	.10187	--
Cameroon	16	16	1.5561	.35787	3.6752	.26780	.000
Ghana	17	18	1.4123	.44449	3.5420	.36024	.000
Ghana	18	22	1.3777	.40978	3.6765	.22517	.000
Uganda	19	26	1.4576	.68375	3.8253	.17263	.000
Cameroon	20	19	1.7484	.54544	3.7091	.21091	.000
Tanzania	21	25	1.3392	.59684	3.7067	.25219	.000
Lesotho	27	24	1.5036	.50610	3.4916	.31438	.000
South Sudan	28	9	1.6383	.60754	3.4026	.44255	.000

*Unfortunately, the Pre-skills assessment survey forms from workshop #15 in Tanzania were lost in a car accident (all people involved are fine) therefore the pre-mean scores were not able to be included in this report. Also, pre-and post-mean scores from workshop #5 in South Sudan were not able to be included in this report.

2016 Web Design Workshops Paired Sample t-tests

Country	Workshop	N	Pre Mean	Pre SD	Post Mean	Post SD	Sig. Level
Kenya	22	25	1.44	.381	3.53	.345	.000
Nigeria	23	31	1.82	.824	3.27	.446	.000
Cameroon	24	19	1.59	.265	3.41	.403	.000
Zambia	25	17	2.39	.874	3.73	.177	.000
Malawi	26	15	2.40	.891	3.44	.415	.001

Amended Appendix B: Instructor Assessment Overall Mean Scores & Mean Score Comparisons of Self-Assessments & Instructor Assessments

In an effort to triangulate sisters' self-assessment data, an assessment completed by the workshop instructor was developed and implemented in 2016. In both tracks, sisters were rated on a scale of 1 to 10 for their overall skill attainment in the workshop, with 1 being Not at All Skilled and 10 being Exceptionally Skilled. Please note the Instructor Assessment evaluation was a new form being piloted in 2016, and not all workshops completed the assessments. In 2017, it is expected that the assessment will be completed in all workshops.

2016 Basic Technology Instructor Assessment Evaluation Overall Mean Scores

Workshop Number	Country	N	Overall Mean Score	Standard Deviation
1	Zambia	20	8.95	.686
3	Uganda	26	6.58	.857
4	Kenya	25	9.52	.770
5	South Sudan	12	7.08	.900
7	Zambia	18	8.67	.907
8	Nigeria	29	6.93	1.307
10	Uganda	24	7.54	.884
12	Ghana	18	7.78	1.478
13	Malawi	23	8.96	1.397
16	Cameroon	19	8.53	1.645
17	Ghana	19	7.11	1.243
18	Ghana	21	7.90	.768
20	Cameroon	18	8.89	.758
27	Lesotho	22	8.82	1.708
All Workshops	All Countries	294	8.07	1.460

2016 Web Design Instructor Assessment Evaluation Overall Mean Scores

Workshop Number	Country	N	Overall Mean Score	Standard Deviation
23	Nigeria	33	7.00	1.199
25	Zambia	21	8.24	2.095
26	Malawi	22	9.05	0.950
All Workshops	All Countries	76	7.93	1.676

2016 Basic Technology & Web Design Self-Assessments and Instructor Assessments

In addition to the Instructor providing an overall skill rating, Instructors and sisters rated sisters' skill level in multiple curricular areas. In Basic Technology workshops, sisters were rated on their skill attainment in: Microsoft Word, Excel, Powerpoint, and Publisher, as well as skills related to using the internet and email. In Web Design workshops, sisters were rated on their skill attainment in: using a flash drive, using a scanner, editing PDF files, entering and formatting text on a website, making a link in a website, inserting graphics in a website, navigating the internet, and using the following software/programs: WordPress, BlueGriffon GIMP software, FileZilla, and CSS. Sisters' skill attainment on the items above was rated on a scale of 1 to 4, with 1 being Not at All Able to Perform the Skill and 4 being Able to Perform the Skill Independently. Comparisons of how sister participants and instructors rated sisters on their skills levels post-workshop are shown below. Independent t-tests were conducted on each item of the surveys, to determine if there were statistically significant differences in the mean scores of the sisters' self-ratings and the Instructors ratings of the sisters. Significance levels of those tests appear in the tables below. Also, the higher mean score for each item is highlighted in dark orange.

Basic Technology Skill Assessed	Sisters' Self-Assessment Post Mean Score	Instructor Assessment Post Mean Score	Significance Level
Word: Create a document	3.93	3.96	.109
Word: Edit, cut, copy, and paste text	3.95	3.92	.245
Word: Check spelling and grammar	3.93	3.66	.000***
Word: Use the AutoCorrect feature	3.73	3.54	.000***
Word: Create a table	3.96	3.79	.000***
Word: Add graphics and clip art	3.84	3.71	.000***
Word: Print a document	3.82	3.64	.000***
Word: Prepare a mail merge	3.64	3.29	.000***
Word: Format headers and footers	3.83	3.65	.000***
Word: Format margins and page breaks	3.78	3.41	.000***
Excel: Manage worksheets	3.87	3.84	.593
Excel: Create a chart	3.89	3.61	.000***
Excel: Use formulas and functions	3.86	3.41	.078
Excel: Enter and edit data	3.76	3.85	.018*
Excel: Prepare outputs	3.59	3.72	.003**

Basic Technology Skill Assessed	Sisters' Self-Assessment Post Mean Score	Instructor Assessment Post Mean Score	Significance Level
Powerpoint: Create a new slide	3.96	3.98	.165
Basic Technology Skill Assessed (continued)	Sisters' Self-Assessment Post Mean Score	Instructor Assessment Post Mean Score	Significance Level
Powerpoint: Select different layouts and designs	3.91	3.80	.000***
Powerpoint: Use charts and graphics	3.83	3.75	.018*
Powerpoint: Enter and edit text	3.88	3.92	.117
Powerpoint: Apply animation and transitions	3.84	3.79	.124
Email: Create an account	3.87	3.92	.051
Email: Create and send a message	3.93	3.94	.800
Email: Attach a document	3.80	3.81	.793
Publisher: Create a file using text & template	3.81	3.93	.000***
Publisher Enter and edit images in	3.82	3.85	.315
Internet: How to access	3.81	3.86	.139
Internet: How to search for information	3.82	3.70	.000***

***p≤.001, **p≤.01, *p≤.05

Of the 27 overlapping items in the Basic Technology Self-Assessment and Instructor Assessment, 15 items showed statistically significant differences in the mean scores. In 12 of those 15 items, sisters' self-assessment mean scores were higher than the Instructors' mean scores.

Microsoft Word Skills: Eight (8) out of the 10 items showed statistically significant differences in the mean scores. On all 8 of those items, sisters' self-assessment mean score was higher than the Instructors' mean score.

Microsoft Excel Skills: Three (3) out of the 5 items showed statistically significant differences in the mean scores. On 2 of those 3 items, the Instructors' mean score was higher than the sisters' self-assessment mean score.

Microsoft Powerpoint Skills: Two (2) out of the 4 items showed statistically significant differences in the mean scores. On both of those items, sisters' self-assessment mean score was higher than the Instructors' mean score.

Microsoft Publisher: One (1) of the 2 items showed a statistically significant difference in the mean scores, and for this item the Instructor assessment mean score was higher than the sisters' self-assessment mean score.

Email Skills: There were no statistically significant differences in these mean scores, but the Instructors' mean scores for all 3 items were higher than the sisters' self-assessment mean scores.

Internet Skills: One (1) of the 2 items showed a statistically significant difference in the mean scores, and for this item the sisters' self-assessment mean score was higher than the Instructors' mean score.

Web Design Skill Assessed	Sisters' Self-Assessment Post Mean Score	Instructor Assessment Post Mean Score	Significance Level
Use a flashdrive	3.91	3.95	.484
Use a scanner	3.27	3.44	.154
Edit PDF files	3.32	3.09	.045*
Use WordPress to create a website	3.18	3.24	.636
Use BlueGriffon software	3.46	3.40	.548
Use GIMP software	3.63	3.64	.947
Use FileZilla software	3.17	2.84	.005**
Use CSS	3.03	3.13	.413
Enter and format text on a website	3.49	3.79	.001***
Make a link in a website	3.55	3.68	.165
Insert graphics on a website	3.55	3.97	.000***
Navigate the Internet	3.75	3.99	.000***

Of the 12 items above, 5 items had statistically significant differences in the mean scores. On 3 of those 5 items, the Instructors' mean score was higher than the sisters' self-assessment mean score.

Appendix C: Overview of ASEC Web Traffic, 2016 & 2015 Grant Years

Audience Overview

Mar 1, 2016 - Feb 28, 2017
Compare to: Mar 1, 2015 - Feb 28, 2016



Overview

Mar 1, 2016 - Feb 28, 2017: Sessions

Mar 1, 2015 - Feb 28, 2016: Sessions



Sessions

47.02%

32,841 vs 22,338



Users

26.31%

7,644 vs 6,052



Pageviews

92.40%

104,913 vs 54,529



Pages / Session

30.87%

3.19 vs 2.44



Avg. Session Duration

21.53%

00:04:58 vs 00:04:05



Bounce Rate

-16.89%

45.97% vs 55.32%



% New Sessions

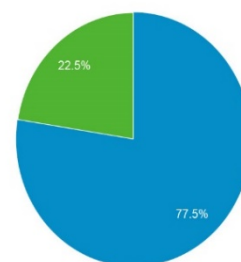
-11.75%

22.54% vs 25.53%

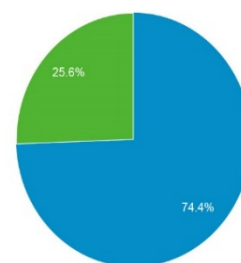


Returning Visitor New Visitor

Mar 1, 2016 - Feb 28, 2017























Mar 1, 2015 - Feb 28, 2016



Although it is not possible to determine exactly who (program participants, instructors, donors, etc.) is visiting the ASEC website, the trend over the past grant year is that there have been an increasing number of sessions, users, and pageviews, as well as increases in average session length. New sessions decreased slightly. Percentages in green denote an increase from the previous year while red denotes a decrease. The line graph shows a generally higher number of sessions in the past grant year than the previous year.

Please note: a session is defined as the amount of time a user spends on the website from when they first visit the site until the time they leave the site. The number of sessions does not reflect the number of unique website visitors; one person can have multiple sessions over time.

Appendix D: ASEC Website Traffic, by Country, 2016 & 2015 Grant Years

Country	Sessions	% Sessions
1. Kenya		
Mar 1, 2016 - Feb 28, 2017	7,932	 24.15%
Mar 1, 2015 - Feb 28, 2016	4,363	 19.53%
% Change	81.80%	23.66%
2. Uganda		
Mar 1, 2016 - Feb 28, 2017	7,693	 23.42%
Mar 1, 2015 - Feb 28, 2016	3,421	 15.31%
% Change	124.88%	52.96%
3. United States		
Mar 1, 2016 - Feb 28, 2017	5,212	 15.87%
Mar 1, 2015 - Feb 28, 2016	3,330	 14.91%
% Change	56.52%	6.46%
4. Nigeria		
Mar 1, 2016 - Feb 28, 2017	4,621	 14.07%
Mar 1, 2015 - Feb 28, 2016	5,210	 23.32%
% Change	-11.31%	-39.67%
5. Ghana		
Mar 1, 2016 - Feb 28, 2017	1,217	 3.71%
Mar 1, 2015 - Feb 28, 2016	195	 0.87%
% Change	524.10%	324.51%
6. Zambia		
Mar 1, 2016 - Feb 28, 2017	1,130	 3.44%
Mar 1, 2015 - Feb 28, 2016	1,121	 5.02%
% Change	0.80%	-31.44%
7. Tanzania		
Mar 1, 2016 - Feb 28, 2017	785	 2.39%
Mar 1, 2015 - Feb 28, 2016	311	 1.39%
% Change	152.41%	71.69%
8. United Kingdom		
Mar 1, 2016 - Feb 28, 2017	596	 1.81%
Mar 1, 2015 - Feb 28, 2016	373	 1.67%
% Change	59.79%	8.68%
9. Germany		
Mar 1, 2016 - Feb 28, 2017	408	 1.24%
Mar 1, 2015 - Feb 28, 2016	224	 1.00%
% Change	82.14%	23.89%
10. Malawi		
Mar 1, 2016 - Feb 28, 2017	396	 1.21%
Mar 1, 2015 - Feb 28, 2016	112	 0.50%
% Change	253.57%	140.49%

Web traffic increased in all the reporting countries of operation, except for Nigeria which decreased considerably. Notably, web traffic increased slightly in Germany and the U.K. where some of the donors for SLDI alumnae projects are located.

Appendix E: ASEC Research, Publications, and News Articles, March 2016-February 2017

Publications

No new publications at this time, but works are in progress.

Presentations

No new presentations at this time, but plans to present are in progress.

Online Articles

Global Sisters Report:

Q&A with Sr. Mary Owusu Frimpong, bringing health care to the margins:

<http://globalsistersreport.org/blog/q/ministry/q-sr-mary-owusu-frimpong-bringing-health-care-margins-39011>

Sisters of Africa gather with spiritual hearts to focus on UN development goals:

<http://globalsistersreport.org/blog/gsr-today/trends/east-africa-sisters-gather-spiritual-hearts-focus-un-development-goals-42861>

Sisters in Africa discuss efforts to protect environment, address climate change:

<http://globalsistersreport.org/news/environment/sisters-africa-discuss-efforts-protect-environment-address-climate-change-42951> (Same article published on National Catholic Reporter website: <https://www.ncronline.org/preview/sisters-africa-discuss-efforts-protect-environment-address-climate-change>)

In South Sudan, Catholic sisters are beacons of faith, hope:

love: http://globalsistersreport.org/column/spirituality/south-sudan-catholic-sisters-are-beacons-faith-hope-love-45171?utm_content=buffer4793f&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer

New York Times:

Pope Francis Says Panel Will Study Whether Women May Serve as Deacons:

<http://www.nytimes.com/2016/05/13/world/europe/pope-says-hes-open-to-studying-whether-women-can-serve-as-deacons.html?hp&action=click&pgtype=Homepage&clickSource=story-heading&module=second-column-region®ion=top-news&WT.nav=top-news>

CANAA:

Catholic Sisters in Africa Explore Means of Engaging in UN Sustainable Development Goals at Nairobi Convention:

http://www.canaafrica.org/index.php?option=com_content&view=article&id=767:catholic-sisters-in-africa-explore-means-of-engaging-in-un-sustainable-development-goals-at-nairobi-convention&catid=16:latestnews&lang=en

CISA:

KENYA: Conference Discusses Role of Catholic Sisters in SDG's:

<http://www.cisanewsafrika.com/kenya-conference-discusses-role-of-catholic-sisters-in-sdgs/>

Little Sisters of Mary Immaculate in Gulu:

Catholic Sisters, Champions of Sustainable Development Goals:

<http://lsmig.org/index.php/28-latest-news/60-catholic-sisters-champions-of-sustainable-development-goals>

AMECA News Blog:

KENYA: Six AMECEA Countries among the Beneficiaries of ASEC:

<http://amecea.blogspot.com/2016/10/kenya-six-amecea-countries-among.html>

Appendix F: Major Superior Workshops & Surveys

I. Major Superiors Workshops

Throughout 2016, congregational leaders in each of ASEC's 10 countries of operation gathered together at week-long workshops. At the workshops, Superiors were taught some of the leadership, administrative, and financial skills that make up the SLDI curriculum, providing them with a snapshot of what their sisters receive in the SLDI program and building their own skills in these areas. They also learned about ASEC's programs in more detail, which will aid in the process of selecting sisters to participate in the SLDI and HESA programs, and in their general understanding of ASEC's purpose. Superiors had the opportunity to network among themselves as well, sharing challenges and successes and creating new connections among their congregations. A total of 551 Superiors were served through 10 workshops.

Superiors left the workshop with a *Congregational Leadership Training Course Book* in hand, which was developed by ASEC. This 83-page booklet contains detailed information about concepts and skills taught in the workshop as well as many skills and concepts that were not possible to cover during the workshop, but are part of the SLDI curriculum. Topics covered in the booklet include leadership styles, strategic planning, fundraising, proposal writing, budgeting, resource management, succession planning, and much more.

The cover of the *Congregational Leadership Training Course Book*, distributed to all Superiors who attended the 2016 Superiors' workshops.



Participants at Superiors Workshops

Country	Number in Attendance
Cameroon	44
Ghana	38
Kenya	118
Lesotho	25
Malawi	52
Nigeria	74
South Sudan	8
Tanzania	46
Uganda	84
Zambia	62
Total	551

During the workshops, Superiors also completed surveys about their sisters and congregations. Information collected from those surveys appears below.

II. Pre-Workshop Superiors Survey

This survey was intended to be distributed to Superiors before the workshops began, while they were still at home in their congregations. This was done to provide them with the opportunity to gather data needed to answer survey questions while it was easily accessible. Although many did not complete the survey before the workshop, there was a good response rate (N=130). Thirty-two (32) congregations completed the pre-survey who did not complete general survey. **Please note: the N value represents congregations, not individuals. Therefore, an N of 130 translates into 130 congregational leaders responding to the survey on their congregation's behalf.**

This survey assessed congregational demographics, including age of sisters, new and retiring members, education levels, and types of ministries sisters work in. The survey also assessed congregations' income and expenditures, the type of projects they operate and how congregations are using and formalizing financial procedures.

A. Survey Respondents: Congregational Leaders

Surveys Received, by Country

Country	# Surveys Received	Percentage
Nigeria	2	1.5
Tanzania	36	27.7
Malawi	6	4.6
Cameroon	12	9.2
Ghana	10	7.7
Kenya	49	37.7
Uganda	15	11.5
Total	130	100.0

Survey respondents represent
✓ 121
congregations
✓ 25,995 sisters

B. Type of Congregation

	Number	Percentage
Institute of diocesan right	44	33.8
Institute of pontifical right	83	63.8
Contemplative order	3	2.3
Total	130	100.0

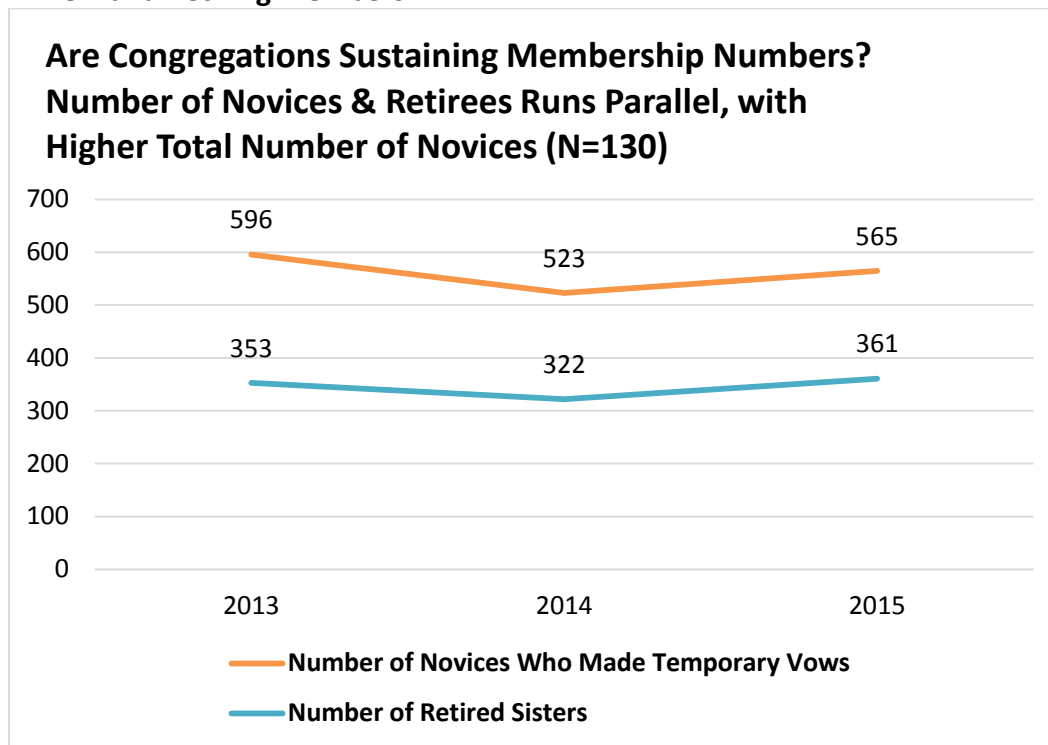
C. Congregational Membership

i. Age of sisters

The 35-44 age group had the largest number of sisters, followed by the 25-34 age group, and the 45-54 age group. These numbers are similar to what was reported in 2014, with most sisters falling into the 35-44 age group, followed by 45-54, then 25-34. Slight upticks in the 20 or younger, 21-24, and 25-34 age groups in 2016 may indicate some growth in the number of younger members, but there was also a small increase in the 65 or older group as well. Middle-aged sisters in the 35-44, 45-54, and 55-64 groups all saw slight decreases in 2016.

Age Group	2014 (N=80)		2016 (N=130)	
	2014 Number of Sisters	2014 Percentage	2016 Number of Sisters	2016 Percentage
20 or younger	28	0.33%	155	1.0%
21-24	331	3.90%	859	5.5%
25-34	1556	18.40%	3239	20.7%
35-44	2122	25.10%	3872	24.8%
45-54	1957	23%	3067	19.6%
55-64	1398	16.50%	2107	13.5%
65 or older	1071	12.70%	2322	14.9%

ii. New and Retiring Members



This data reflects trends observed in the 2014 Superiors Survey, which showed that over the course of 4 years (2011-2014), the number of retirees and novices were both increasing, with novices having slightly higher total numbers than retirees. It is also encouraging that in the 2016 Superiors Survey, the total number of novices over the 3-year (2013-15) reporting period continues to remain higher than the number of retirees: 1,036 sisters retired while 1,684 became novices.

Snapshot of Women Entering the Sisterhood (N=130)

Stage of Becoming a Sister	Reported Numbers
Aspirants in formation houses	950
Novices	1115
Postulants	1029
Candidates/aspirants	1520

D. Education Levels

Level of Education	Number of sisters who EARNED this degree	Number of sisters WORKING TOWARDS this degree
Certificate (1 year college)	878	282
Certificate (2 year college)	979	317
Certificate (3 year college)	590	218
Diploma (3 year college)	1132	358
Bachelor's degree	1457	557
Master's degree	515	244
Doctoral or professional degree	99	55
Total	5650	2031

Given the total number of sisters reported in this survey (25,995):

- ✓ **About 22% have earned post-secondary education**
- ✓ **About 8% are in the process of earning post-secondary education.**

E. Employment/Ministries

Sisters' Ministries: Education, Healthcare and Social Services

Education Ministries	Number of Sisters
Nursery/pre-school	564
Primary/elementary school	1312
Secondary/High school	985
College/university	269
Vocational or technical school	274
Total in Education Ministries	3404
Healthcare Ministries	Number of Sisters
Hospital	878
Health clinic	808
Home healthcare	192
Total in Healthcare Ministries	1878
Social Service Ministries	Number of Sisters
Counseling	257
Pastoral work	1705
Social services for children (including orphanages)	814
Social services for the elderly	114
HIV/AIDS related programs	341
Social services for people with disabilities	150
Programs focused on peace and/or conflict resolution	126
Church related programs (parishes, catechists, refugee services, etc.)	1481
Social services for women and/or girls	824
Total in Social Services Ministries	5812

Total number of reported sisters working in education, healthcare and social services is 11,094 sisters.

F. Sisters Serving in Positions of Congregational/Spiritual Leadership

Congregational/Spiritual Leadership Position	Number of sisters
Congregational leadership	1109
Pastoral leadership	512
Formation houses/programs	697
Retreat directors/sabbatical programs	218
Total in Congregational/Spiritual Leadership	2536

Also, 611 sisters among the reporting congregations have participated in SLDI leadership training and 522 have participated in other leadership trainings.

G. Projects Operated by Congregations: Agricultural & Construction Projects Most Common

Type of Project	Number of Projects
Agricultural	362
Construction Benefiting Sisters	348
Construction Benefitting Lay People	347
Nursery Schools	246
Environmentally-friendly Projects /Sustainable Energy	195
Primary Schools	183
Dispensaries	157
HIV/AIDS Programs	146
Secondary Schools	145
Skill/Economic Development Centers	132
Spiritual/Retreat/Pastoral/Renewal centers	126
Hospitals	121
Health Clinics/Infirmarys	103
Orphanages	90
Arts & Craft Stores/Projects	87
Farming/Agricultural Schools/Colleges	86
Boarding Houses	85
Rental Homes	75
Three year or Diploma Colleges/Institutes	52
Bakeries	34
Counseling Centers	31
Colleges/Universities	26
Rehabilitation Centers	26
Retirement/Elderly Homes	24
Bookshops	19
Nursing Schools	11
Publishing Houses	8
Refugee/Displaced Persons Centers	6

H. Income & Expenditures

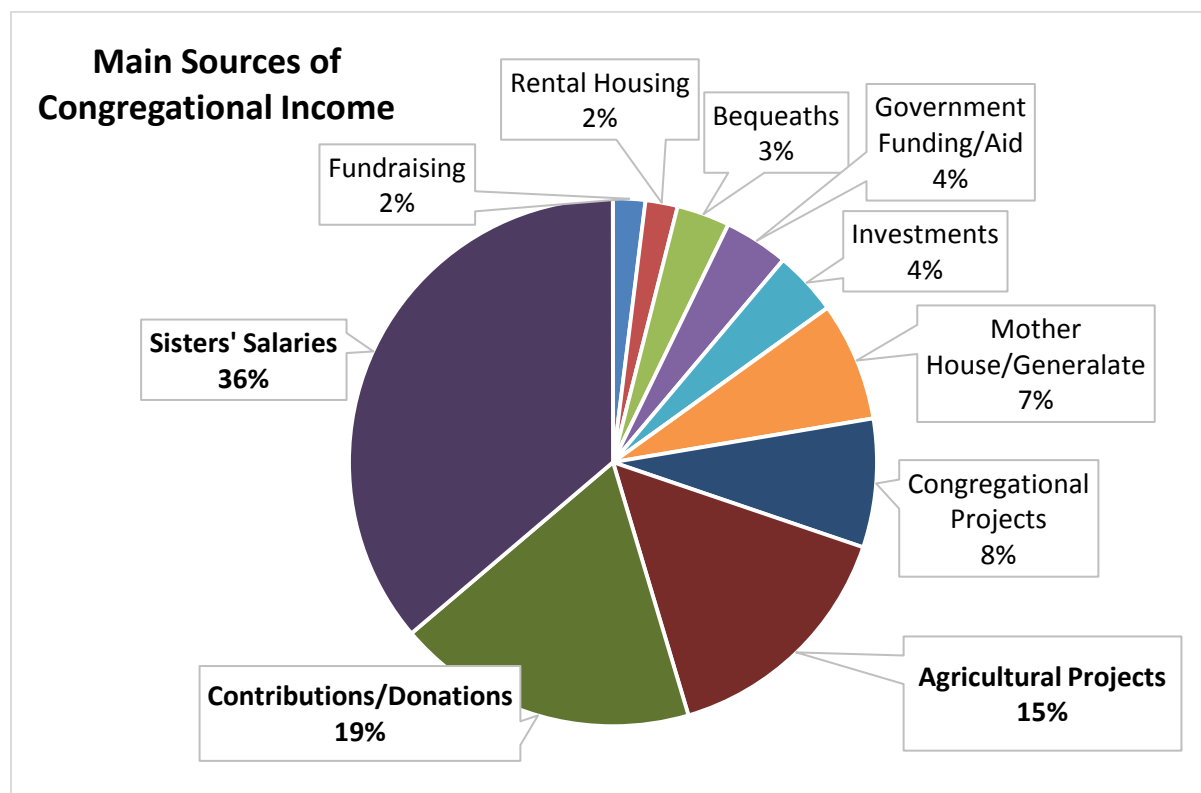
i. Congregations' Income Sources (N=130)

In the first table below, *Congregations' Income Sources*, congregations reported on how they earn income. The most common sources of income (i.e., how congregations obtain funds) among reporting congregations were donations, agricultural projects and contributions from projects run by sister, in that order. In the pie chart below, the main sources of income are reported. Out of 101 congregations reporting, 50 congregations reported more than one main source of income. The most frequently reported main sources of income (i.e., how much money is coming from each source) were sisters' salaries, donations, and agricultural projects, in that order.

Types of Income Sources

Source	Number Who Earn Income Via this Source	Percentage Who Earn Income Via this Source
Donations	89	68.5%
Agricultural Projects	71	54.6%
Contributions from Projects Run by Sisters (some may include sisters' salaries)	64	49.2%
Grants	53	40.8%
Fundraising	34	26.2%
Other Sources*	26	20%
Rental Housing	21	16.2%
Endowments	5	3.8%

*Other income sources listed included Sisters' projects (11), the Generalate or Mother House (5), investments (4), other provinces (3) and sisters' salaries (2).



This chart highlights the sources of incomes Congregational leaders listed as their main sources of income. In other words, these were the sources yielding the highest amount of income for congregations.

Sisters' Salaries

Salary Amount	Number of Sisters	Percentage of Sisters
Under \$200 monthly	3426	65.0%
\$201-\$500 monthly	1480	28.2%
\$501-\$700 monthly	191	3.6%
\$701-\$999 monthly	102	1.9%
\$1,000-\$1,999 monthly	34	0.65%
\$2,000-\$2,999 monthly	8	0.15%
Over \$3,000 monthly	3	0.06%

For the 5,244 sisters for whom congregations (N=130) reported a salary, the majority (65%) make less than \$200/month. Taken together with sisters who make between \$201-\$500/month, 93.2% make \$500 or below/month, which is similar to data from 2014 Superiors survey. Superiors in 2014 (N=80) reported salary ranges for approximately 4199 sisters, of whom 3886 (92.5%) were paid under \$500/ month.

Considering that over a third of congregations report that their main source of income is sisters' salaries (see Main Sources of Congregational Income chart above), financial sustainability of congregations may be improved by sisters accessing opportunities to increase their salaries, and/or attain the skills to seek income from other sources.

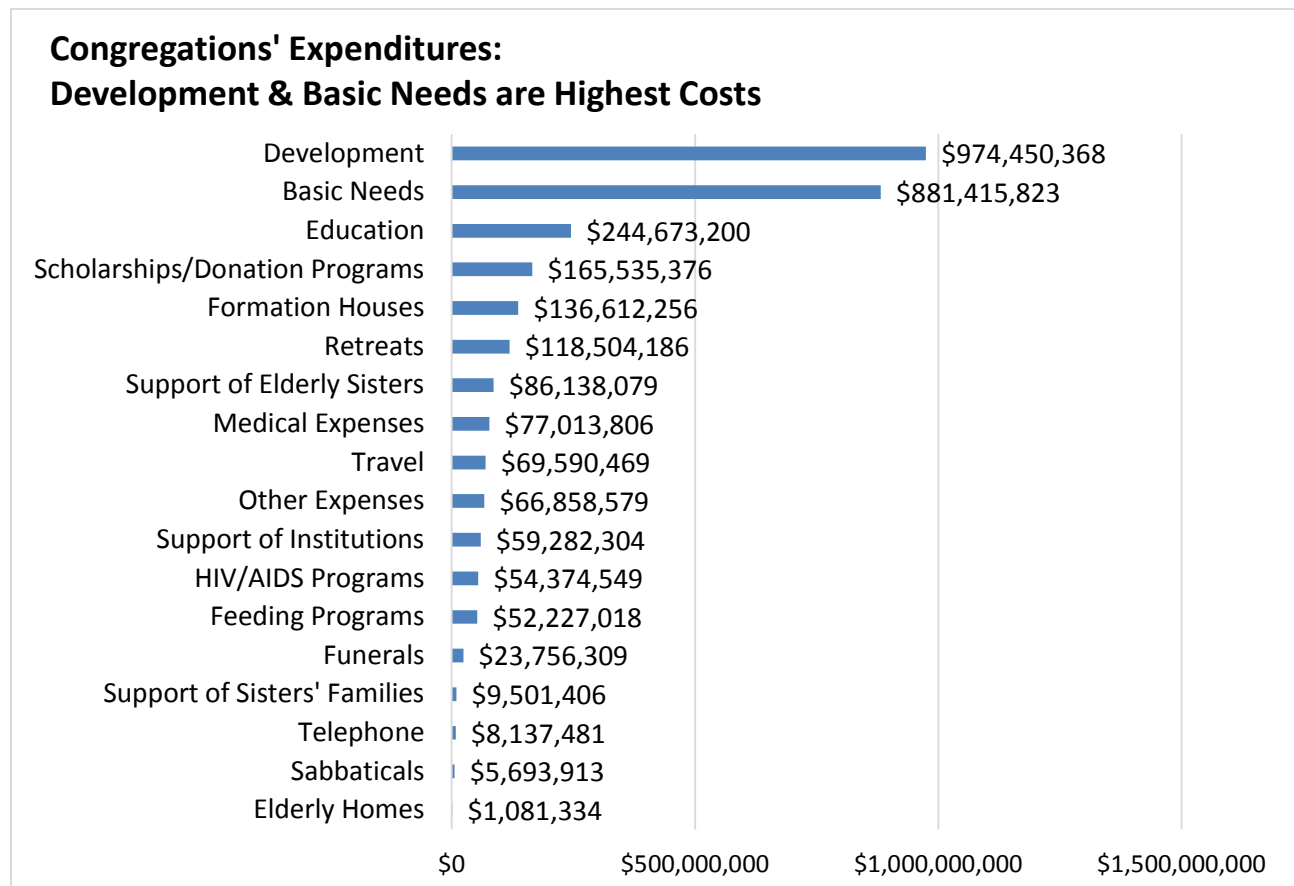
Salary ranges were adjusted in the 2016 survey, acknowledging that the ranges listed in 2014 were skewed towards higher salaries. More granular information was needed at lower salary ranges.

Changes in survey response categories related to salary

Salary Ranges in 2016 Superiors Survey	Salary Ranges in 2014 Superiors Survey
Under \$200 monthly	<\$500 monthly
\$201-\$500 monthly	\$500-\$999 monthly
\$501-\$700 monthly	\$1000-\$1999 monthly
\$701-\$999 monthly	\$2000- \$2999 monthly
\$1,000-\$1,999 monthly	\$3000- \$3999 monthly
\$2,000-\$2,999 monthly	\$4000- \$4999 monthly
Over \$3,000 monthly	\$5000- \$5999 monthly
	Over \$6000 monthly

ii. Congregations' Expenditures

A breakdown of how congregations used their funds appears in the graph below.



I. Financial Practices & Policies (N=130)

83.8% of congregations report that they operate using a budget. More information on congregations' financial practices and policies appears below.

	Percent Who Implement	Percent Who Have Policy in Place
Use Financial Manuals	44.6%	40%
Cash Flow Statements	48.5%	44.6%
Record Financial Transactions	83.1%	76.2%
Prepare Financial Statements	74.6%	65.4%
Use Internal Controls	66.2%	60.8%
Conduct Regular Audits	37.7%	36.9%

J. How Often Sisters and Novices Engage in Inter-Congregational or Inter-Faith Programs

Respondents reported how often sisters and novices engage in collaborative programs, whether with other congregations or with people of other faiths. Results appear in the table below.

	Frequency	Percentage
Annually	42	32.3
Quarterly	31	23.8
Monthly	7	5.4
Weekly	9	6.9
Daily	4	3.1
Other	8	6.2
Two answers	22	16.9
Total	130	100.0

III. General Superiors Survey

This survey was completed by congregational leaders while they were attending one of 10 Superiors' workshops developed and implemented by ASEC. These workshops were intended to offer Superiors a basic foundation of leadership skills, similar to what their sisters' receive in the SLDI program, and to increase their understanding of ASEC programs. The workshops were also an opportunity for congregational leaders to share their successes and challenges and to expand their networks. Superiors left the workshop with a booklet produced by ASEC, titled the *Congregational Leadership Training Course Book*, which provides information on the leadership skills and concepts they learned during the workshop.

The General Superiors survey asked Superiors to report on their congregation's strategic and financial planning, technology usage, challenges they are facing as well as what would benefit their congregations, and their experiences with the SLDI and Higher Education for Sisters in Africa (HESA) programs.

As with the Superiors' Pre-Survey, respondents are congregational leaders who shared information about their congregation as a whole. Therefore the N value represents congregations (although the surveys were completed by individual congregational leaders).

A. Survey Respondents, by Country (N=149)

Country	Frequency	Percentage
Nigeria	26	17.4
Tanzania	38	25.5
Malawi	5	3.4
Cameroon	6	4.0
Ghana	11	7.4
Kenya	53	35.6
Uganda	10	6.7

B. Long-term Planning, Technology & Data Usage

A majority of congregations surveyed reported that they engage in long-term planning, and use technology & data. Long-term financial planning may be an area still in need of development.

How Many Congregations Using Long-term Planning, Technology, and/ or Data?
71% (N=145) have a strategic plan in place
55% (N=138) have a long-term financial plan in place
85.5% (N=145) use computer software programs in their operations
61.9% (N=139) have a website
73.4% (N=128) regularly collect data about their congregation

C. Challenges and Areas of Potential Benefit among Congregations

Congregational Leaders were asked to rate the impact of certain challenges as well as the impact of potential benefits on their congregations.

i. Challenges for Sisters in their Ministries

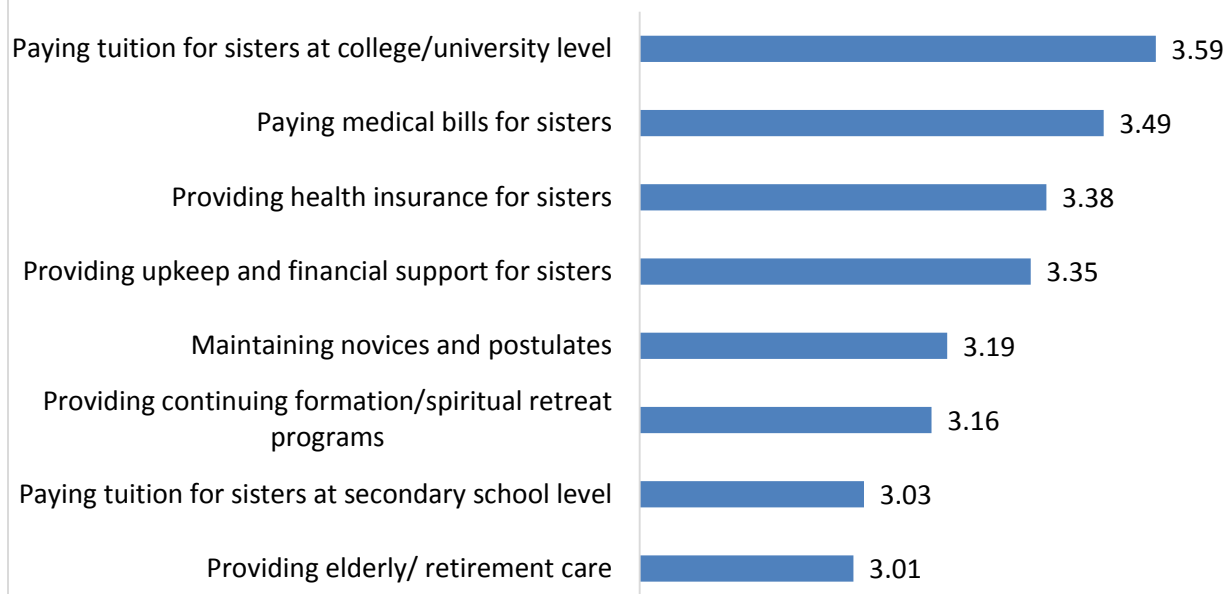
Challenge	N	Percentage who Experience Challenge
Finances to sustain projects	146	91.3%
Transportation to work sites	145	66.7%
Dealing with diocese	145	46.5%
Harsh weather	144	37.2%
Political upheaval/conflict situation	147	35.9%
Other challenges	149	21.2%

Finances and transportation were the most frequently reported challenged sisters face in carrying out their ministries.

ii. Challenges & Benefits for Congregations

In the next set of survey questions, respondents were asked to rate each item on a scale of 1 to 4, with 4-Great Impact, 3-Some Impact, 2-Little Impact, and 1-No Impact. Mean scores of the respondents' answers appear below.

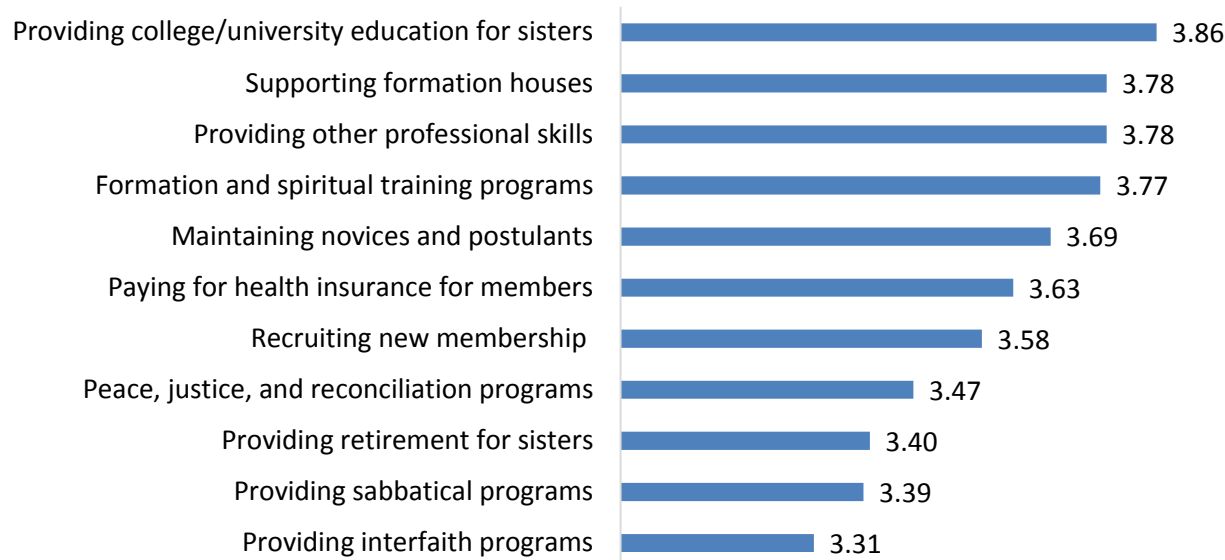
Challenges Facing Congregations: Mean Scores*



*Standard Deviation and N values of Challenge Survey Items

Challenge	SD	N
Providing elderly/ retirement care	1.082	94
Paying tuition for sisters at secondary school level	0.968	113
Providing continuing formation/spiritual retreat programs	0.940	146
Maintaining novices and postulates	0.884	145
Providing upkeep and financial support for sisters	0.764	142
Providing health insurance for sisters	0.902	133
Paying medical bills for sisters	0.775	144
Paying tuition for sisters at college/university level	0.712	138

Impact of Potential Benefits on Congregations: Mean Scores **



** Standard Deviation and N values of Potential Benefit Survey Items

Potential Benefits	SD	N
Providing interfaith programs	0.905	137
Providing sabbatical programs	0.900	138
Providing retirement for sisters	0.922	126
Peace, justice, and reconciliation programs	0.837	139
Recruiting new membership	0.767	147
Paying for health insurance for members	0.762	140
Maintaining novices and postulants	0.690	147
Formation and spiritual training programs	0.596	146
Providing other professional skills	0.625	147
Supporting formation houses	0.517	147
Providing college/university education for sisters	0.452	144

All items under “Challenges” had a mean score of 3.01 or higher, which indicates all items have some adverse impact on congregations. Similarly, all items under “Potential Benefits” had a mean score of 3.31 or higher. Among the challenges listed, *Paying tuition for sisters at college/university level* was highest mean score, followed by *Paying medical bills for sisters*. Respondents also rated *Providing college/university education for sisters* the highest among all potential benefits for congregations. Accessing postsecondary education for sisters presents both the biggest challenge (in terms of cost), and potential benefit, to congregations.

These results could be interpreted as evidence for the continuation of the HESA program, to provide ongoing assistance to congregations in educating their sisters. The results could also suggest an ongoing need for programs like SLDI. Not all sisters will have the qualifications or be

granted the opportunity to pursue postsecondary education yet sisters can still receive leadership and skill development training to perform their roles more effectively. *Providing other professional skills* (along with *Supporting formation houses*) had the second highest mean score among potential benefits for congregations.

Quick Stat: Challenges or Opportunities for the Future?
How Sisters Envision Religious Life in Africa in 10 Years:
❖ **67.9% foresee an increase in religious life**
❖ **32.1% foresee a decrease in religious life**

D. ASEC Programs: Sisters Leadership Development Initiative (SLDI) & Higher Education for Sisters in Africa (HESA) Impact on Congregations

i. SLDI

In this section of the survey, questions centered on the participation levels and impact of the SLDI program on sisters and congregations.

a. Participation Levels

84% (N=145) of congregations have sisters who participated in SLDI. Respondents rated the impact SLDI is having in multiple areas, on a scale of 1 to 5, with 5-Strongly Agree, 4-Agree, 3-Neutral, 2-Disagree, 1-Strongly Disagree.

SLDI Impact on Congregations (N=149)	Mean Score	SD
Time invested in SLDI training is valuable for the congregation	3.99	1.722
Time invested in SLDI training is valuable for the sisters	3.97	1.749
Sisters are applying the knowledge and skills they gained in the SLDI training	3.92	1.630
There are recognizable positive changes in how sisters' handle finances	3.72	1.600
There are recognizable positive administrative changes in the sisters' projects	3.64	1.632
Sisters have mentored other sisters in their ministries	3.61	1.691
SLDI participants show increased ability to plan and implement goals	3.55	1.600
Sisters show increased ability to assess projects and community needs	3.54	1.634
There are recognizable positive impacts in the communities because of the SLDI program	3.52	1.592
Sisters have facilitated workshops or trainings within the congregation	3.31	1.631
Sisters have facilitated workshops or trainings within the local community	3.21	1.579
Fundraising activities are evident in the sisters' ministries	2.89	1.658

Highest rated items speak to SLDI's value for sisters and congregations, and that sisters are using the skills they gain.

Top rated items speak to the value and skills SLDI brings to sisters and their congregations. Positive changes in both financial and administrative skills were among the top five highest mean scores in this category.

The lowest mean score, related to sisters' fundraising activities, may indicate a need for continued support in this area, or an increased focus on this aspect of the SLDI training. Also the phrasing of the fundraising survey item may need revision, as it could be interpreted broadly, including grants and donations as fundraising activities, or narrowly, as only fundraiser events organized by the sister. When asked more specifically (later in the survey) if sisters have raised funds or written grants for the congregation, 51.2% (N=125) of respondents said yes. This result could still indicate a need for more training in this area, but does demonstrate that over half of SLDI alumnae represented in this survey have brought in funds for their congregations.

b. Technology Impact:

Respondents rated their sisters' ability to use computers, on scale from 1 to 5, with 1-Not Skilled and 5-Very Skilled.

Technology Skill	N	Mean Score	SD
Use of Email	82	4.82	0.389
Use of Word Processing	83	4.57	0.629
Operation of Computer	82	4.46	0.632
Use of Excel	83	4.25	0.824
Use of Powerpoint	80	4.05	1.0299
Create/Design Website	74	3.32	1.074
Maintain Website for the Congregation or a Project	72	3.18	1

When asked their overall satisfaction with the laptop initiative, respondents' mean score was 3.78 (N=118, SD=1.67) on a scale of 1 to 5 with 1 being Very Dissatisfied and 5 being Very Satisfied.

c. Other SLDI Impacts:

- ✓ 97.5% (N=122) of respondents see positive impact(s) on the congregation and ministries after sisters complete the SLDI program
- ✓ 98.4% of respondents see positive impact(s) on the individual sisters after they complete the SLDI program
- ✓ 99.2% of respondents would encourage other sisters to participate in SLDI

ii. HESA

a. Participation Levels

About 54% (N=128) of respondents have sisters enrolled in the HESA program.

32.3% (N=127) participated in an online hybrid program through HESA

37.1% (N=124) participated in an onsite program through HESA

(Roughly a third of respondents did not answer this question)

b. Fields of Study

Respondents were asked to tick their top three fields of study that are priorities for their congregations. The percentage of respondents who ticked each field of study is listed below.

Respondents were also asked about the type of degrees that are most needed in their congregations and that table appears below as well.

Field of Study	Percentage
Nursing	60.7%
Formation	54.7%
Teaching	53.6%
Accounting/Finance	48.1%
Counseling	33.8%
Spirituality	28.9%
Medical Doctors	27.4%
Technology/Computer Science	24.4%
Theology	23.7%
Canon Law	20.7%
Business Administration	19.4%
Psychology	18.5%
Social Work	16.3%
Communications	13.3%
Agricultural Engineering	12.7%
Computer Engineering	11.2%

Type of Degree in Demand (N=100)

Diploma	12%
Bachelors	47%
Masters	31%
Doctorate	10%

c. Satisfaction with Onsite & Online Models

Mean scores were calculated after respondents rated their experience with the program models on scale of 1-5, with 1-Very Negative and 5-Very Positive.

Onsite: 4.23 (SD=1.292, N=48)

Online Hybrid: 4.46 (SD 0.840, N=41)

Program Model Preference

	Frequency	Percentage
Online Hybrid Program	18	14.2%
Onsite Program	61	48%
School-based Program	33	26%
Two answers	15	11.8%

d. Ability to Contribute to Sisters' Education

Respondents rated their ability to contribute to sisters' education regarding several areas of support, with 5-Full Support and 1-No Support. Respondents rated items that were related to contributions of time as more feasible than contributing financially.

Support to be Provided by Congregation	N	Mean Score	SD
Provide time off for study	127	4.24	1.146
Provide a travel allowance	130	3.98	1.158
Provide time for an internship/ teaching practice	123	3.59	1.348
Pay for board and room expenses	123	3.50	1.314
Pay for books/stationary	121	2.95	1.139
Pay tuition fees	119	2.50	1.213
Provide a laptop	120	2.40	1.305

IV. Summary:

The Superior surveys provide some foundational data about the demographics, finances, ministries and long-term planning of congregations in ASEC's ten countries of operation. Also, Superiors shared their perceptions of the SLDI and HESA programs, which is useful in evaluating both programs. Studies that collect data about congregations, their histories, and their plans for the future will be integral in helping sisters in Africa maintain (or improve) their membership, resources and leadership capacity.