Sisters Leadership Development Initiative (SLDI)

Phase IV, Year 2 Evaluation Report

Reporting period: March 1, 2017 to February 28, 2018

The Purpose of the SLDI Program

The purpose of the Sisters Leadership Development Initiative (SLDI) program is to provide technological, administrative, financial and leadership training to Catholic sisters in Africa, in order to positively impact the lives of those served through sisters' ministries. This report provides information on the activities, outputs and outcomes of SLDI Phase IV, Year 2 (2017). SLDI operates in three-year phases; currently the program is in its fourth three-year phase, which began in 2016 and will end in 2018.

SLDI Program Structure

Leadership & Technology Workshops

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

- ✓ Year One: A month-long technology workshop in the Basic Technology or Web Design track
- ✓ Year Two: A month-long leadership workshop in the Administration or Finance track
- ✓ Year Three: A month-long leadership workshop in 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 three-day workshops, sisters come together in each of ASEC's 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 three 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 fosters 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. The current Assistant Director of Program Evaluation revised the Phase IV outputs and outcomes prior to last year's (2016) SLDI program evaluation

progress report and received approval from the then-acting Executive Director of ASEC and the Conrad N. Hilton Foundation to use the revised outputs and objectives moving forward. A variety of methods, including ASEC-developed surveys, curriculum-based assessments, in-person interviews, and site visits were used to gather information from SLDI participants and alumnae, SLDI instructors, and ASEC staff to evaluate the program. 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.

The SLDI Program Objectives are as follows:
1. To increase leadership and technology competencies of the participants
2. To assist SLDI alumnae to become lifelong learners, educators and leaders
3. To support the development and continuation of participant mentoring relationships to broaden the impact of the program
4. To assist the participants and alumnae to use acquired skills and knowledge to enhance and sustain their ministries
5. To disseminate best practices and models of innovative access to leadership

SLDI Reporting on Progress towards Objectives
This document is a report on progress made in Year 2 (2017) of Phase IV towards achieving the five program objectives. For each objective, a table will be provided, highlighting whether or not each output and outcome was achieved. Further details on the outputs and outcomes are provided, as well as additional outcomes and successes not specified under the objective table. Notable challenges and recommendations for the future are also included.

Summary of Phase IV, Year 2 Evaluation Outcomes
In the past grant year, the SLDI program met nearly all of its expected outputs and outcomes, with specific successes including: dynamic workshop implementation in all 10 countries, consistent and effective communication among ASEC staff in the U.S. and Africa, outstanding alumnae achievements in human and social development, and engagement of participants in evaluation (including completing most evaluation forms online). An area the program would like to continue enhancing is its engagement with and support of alumnae. Program staff are developing strategies to more fully engage alumnae in: continuing education opportunities; facilitation of trainings or workshops; collaboration among alumnae and their congregations; and the identification of sisters with expertise in SLDI curricular content areas. Alumnae also have the potential to assist in data collection, research on Catholic sisters in Africa, and building the administrative and financial capacity of other sisters and congregations. The program is committed to evolving along with the needs on the ground, and uses data from various stakeholders to make informed decisions about program improvement and growth.

Table of Contents

1   SLDI Phase IV, Year 2 (2017) Progress Report Overview

This report provides information on the activities, outputs and outcomes of SLDI Phase IV, Year 2 (2017).

1.1   Progress to Date & Successes and Challenges

These areas are addressed in the body of the report, below.

1.2   Additional Support Received

No additional support was needed. There were sufficient staff to support program implementation.

1.3   Completion of the Project

The program, as outlined, was completed in a timely manner. All objectives were attained, with only two outcomes falling slightly below the expected target. Under Objective 2, it was expected 30% of alumnae from Phase I-III would attend the annual alumnae workshops, but only 24% of alumnae attended. Possible reasons for lower attendance and strategies to more fully engage alumnae are detailed under Section 5 (Objective 2: Challenges & Recommendations for Improvement) and in other sections throughout the report. Under Objective 1 it was expected that 80% of Finance workshops groups would receive a mean score of 7 or higher on the Instructor Assessment; 68.8% of Finance workshop groups achieved this mean score. Outcomes related to Instructor Assessments of sisters' skills were added in the SLDI Phase IV evaluation to better gauge sisters' skill attainment. Discussion of this outcome appears in Section 2 (Objective 1: Additional Activities, Outcomes & Successes).

1.4   Printed Publications

See Appendix E for publications referencing this project and references for any publicity given to this grant.

1.5   Recommendations

Recommendations for program improvement are detailed under each of the program's 5 objectives in Sections 3, 5, 7, 9, and 11, below.

Objective 1: To increase leadership and technology competencies of the participants				
Activities	**Projected Outputs**	**Actual Outputs**	**Projected Outcomes**	**Actual Outcomes***
Conduct 4-week administrative leadership workshops in 10 countries	388 participants from 10 countries 2 cohorts	✓415 participants in 2 cohorts of Administration workshops	90% of Administrative workshop groups will increase administration skills and leadership competency as demonstrated by a statistically significant increase in the mean scores on Self-Assessments 80% of Administration workshop groups will receive an overall mean score of 7 or higher on Instructor Assessments	✓100% of Administration workshops demonstrated statistically significant difference in mean scores on Pre/Post Skill Self-Assessments ✓80% of Administration workshops** received an overall mean score of 7 or higher
Conduct 4-week financial leadership workshops in 10 countries	388 participants from 10 countries 2 cohorts	x 380 participants in 2 cohorts of Finance workshops	90% of Finance workshop groups will increase finance skills and leadership competency as demonstrated by a statistically significant increase in the mean score on Self-Assessments 80% of Finance workshop groups will receive an overall mean score of 7 or higher on Instructor Assessments	✓100% of Finance workshops demonstrated statistically significant difference in mean scores on Pre/Post Skill Self-Assessments x 68.8% of Finance workshops** received an overall mean score of 7 or higher

Please see Appendix A for a listing of all Pre-and Post-Workshop Skills Self-Assessment mean scores & Appendix B for Instructor Assessment evaluation workshop mean scores. Additionally, an outcome related to conducting technology workshops was reported in last year's progress report and an outcome related to sisters increasing their core competency leadership skills/capacity will be reported next year.

**Not all workshop groups reported Instructor Assessment scores. Please see Section 1.2.2 for more detail.*

2   Objective 1: Additional Activities, Outcomes & Successes

2.1   Participant Numbers

Number of Participants, by Country

Country	Number of Administration (AD) Track Participants in 2017	Number of AD Track Continuing from SLDI 2016	Number of Finance (FN) Track Participants in 2017	Number of FN Track Continuing from SLDI 2016	Total Number of Participants in 2017	Total Number of Unique Participants in 2017
Cameroon	40	26	40	16	80	38
Ghana	46	36	36	19	82	27
Kenya	59	29	50	19	109	61
Lesotho	12	7	11	5	23	11
Malawi	43	33	39	26	82	23
Nigeria	53	44	46	35	99	20
S. Sudan	16	6	15	5	31	20
Tanzania	51	46	48	45	99	8
Uganda	52	34	51	31	103	38
Zambia	43	18	44	16	87	53
Totals	**415**	**279**	**380**	**217**	**795**	**299**

A total of 795 sisters participated in the 2017 Administration and Finance workshops, which exceeds the projected 776 sisters to be served. A projected 388 sisters were to be served in each of the Leadership workshop tracks; 415 were served through Administration workshops and 380 were served through Finance workshops. While the program missed its target number to be served through the Finance workshops by 8 sisters, the program exceeded its target number to be served in the Administration workshops, and the overall number served.

Of the 624 sisters who participated in the 2016 SLDI technology workshops, 496 sisters returned to continue their participation in the program in 2017, which results in a 79.5% retention rate from Year 1 to Year 2. In 2017, 299 sisters were new unique participants. In the 2017 workshops, sisters represented 30 countries and over 320 congregations.

In addition to the SLDI technology and leadership workshops, sisters, partners, and stakeholders are served through SLDI's other funded activities, such as workshops for General Superiors which took place throughout 2016. The 2016 Superiors workshops served 551 General Superiors and other religious leaders in ASEC's 10 countries of operation. Other SLDI activities in past years include capacity-building research workshops, an SLDI Partner meeting,

and a Canon Law training. The infographic below shows the number of sisters and stakeholders served since the inception of SLDI in 2007.

SLDI Program Participants, 2007-2017

Phase	Countries Served	Unique Sisters Served Through SLDI Workshops	Total SLDI Stakeholders Served*
Phase I (2007-09)	5 countries	344 sisters served	361 total served
Phase II (2010-12)	6 countries	376 sisters served	376 total served
Phase III (2013-15)	10 countries	861 sisters served	1064 total served
Phase IV (2016-18)	10 countries	923 sisters served (Years 1 & 2)	1474 total served (Years 1 &2)
Total to Date (2007-17)	10 Countries	2504 Sisters Served	3275 Total Served

Includes number of sisters served through SLDI Leadership and Technology Workshops, but also includes those served by other SLDI activities, such as workshops for General Superiors, and specialized trainings mentioned above.

2.2 Participants' Skills & Knowledge

2.2.1 Sister Participants' Pre- & Post-Skills Self-Assessment Surveys

Participants were asked to rate their own skills and knowledge on multiple items related to the Administration or Finance curriculum. Examples of items on the surveys include: *I understand the concept of strategic planning* (Administration track) and *I understand how to record financial transactions in the books of account* (Finance track). Participants rated their skills on a Likert-type scale of 1 to 4, with 1 being that they strongly disagree they understand and/or can

perform the skill and 4 being strongly agree they can understand and/or perform the skill. Sisters rated their skills at the beginning of the workshop and at the conclusion of the workshop. A full listing of pre- and post-survey mean scores for each workshop are provided in **Appendix A**.

- 100% of Administration and Finance workshop groups demonstrated statistically significant increases in skills related to their respective curricula, as evidenced through paired sample t-tests.

2.2.2   Instructor Assessment Evaluation Forms: A New Evaluation Tool in 2016

The Instructor Assessment Evaluation form was developed for the Phase IV, Year 1 (2016) evaluation and was used again in 2017. 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 each sisters' skills in relation to what was taught in the curriculum. Instructors also provide an overall rating of each sister, on a scale of 1 to 10, with 1=Very Poor Skills and 10=Exceptionally Skilled.

- 80% of Administration track workshop groups who submitted Instructor Assessment forms (10 of the 18 Administration workshops) received an overall mean score of 7 or higher. 68.8% of Finance workshop groups who submitted Instructor Assessment forms (16 of the 18 Finance workshops) received an overall mean score of 7 or higher. A listing of workshop mean scores and survey item mean score comparisons with sisters' Post Skills Self-Assessments is provided in **Appendices B & C.**

- In Appendix C, mean scores reveal that sisters rate themselves higher on every item (or skill) than their instructors rate them, and the difference in the mean scores is statistically significant. Data from last year did not reveal this level of difference between sisters and instructors mean scores, therefore the program will continue use of this evaluation tool to collect further data.

- Notably, when participants' data was not disaggregated by workshop, the overall mean score among all Administration participants who were rated by instructors was 7.38 (N=297). The overall mean score of all Finance workshop participants who were rated by instructors was 7.48 (N=349).

2.3   Pre & Post Skill Assessments: Open-ended Questions

Participants in the Administration & Finance track 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.

2.3.1 Participants' Skills

Participants were asked open-ended questions about the skills they expected to gain (at the beginning of the workshop) and then the skills they feel they actually gained and how they will implement those skills in their ministry or congregation (at the end of the workshop). Responses were coded for themes and appear in the table below. Note that *AD* is used for Administration track participants and *FN* is used for Finance track participants.

In both tracks, participants reported gaining grant-writing skills and planned to implement those skills. Also participants in both tracks planned to mentor others in the skills and knowledge they gained. Coded themes among responses to the open-ended questions, as well as selected full responses to open-ended questions about skill expectations, skill gains and skill implementation are provided below.

Coded Themes from Responses Open-Ended Questions Related to Workshop Skills

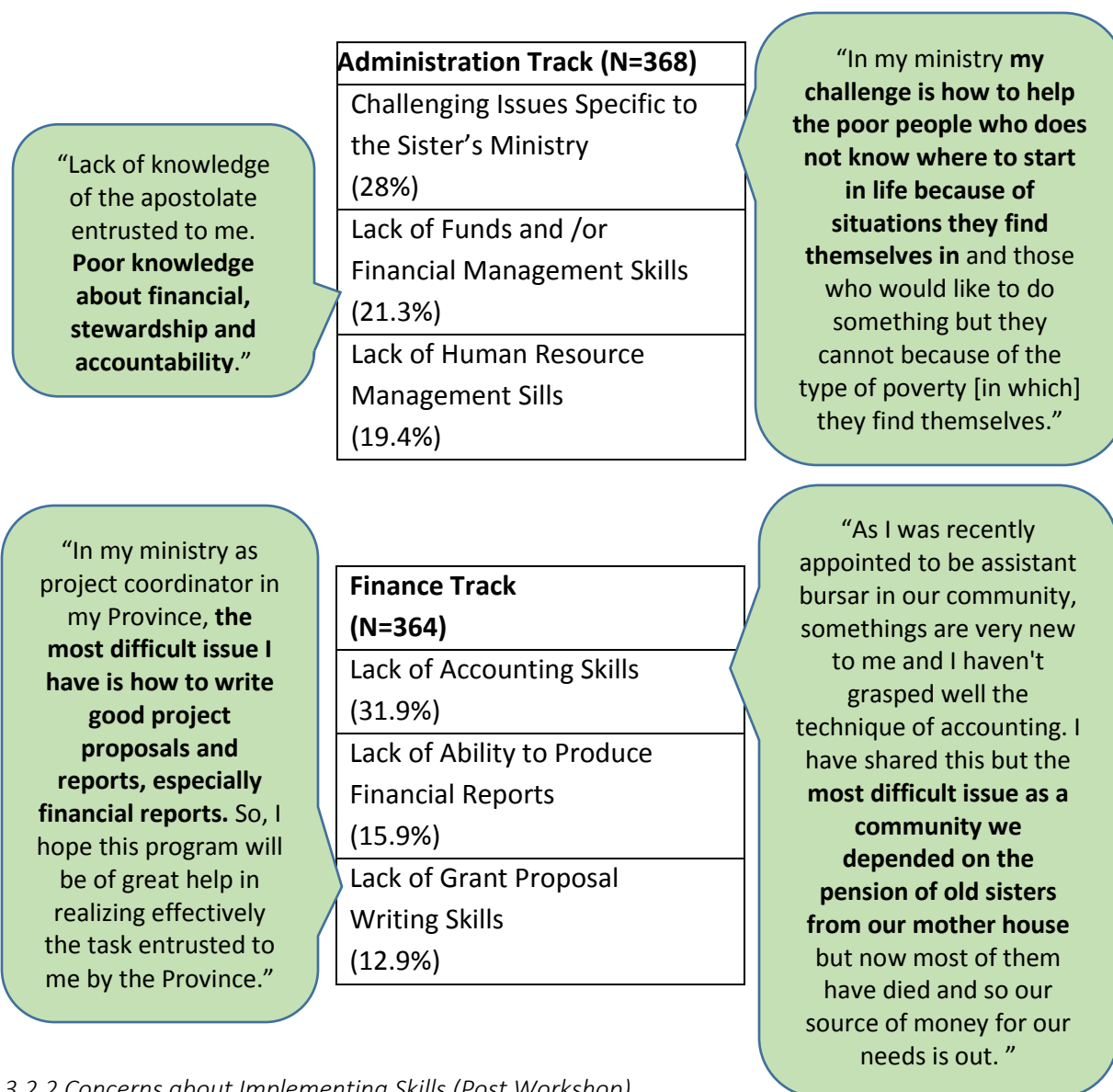| Skills Participants Expected to Gain (Pre Workshop)		Skills Participants Gained (Post Workshop)		Skills to be Implemented (Post Workshop)	
AD (N=369)	FN (N=368)	AD (N=373)	FN (N=358)	AD (N=374)	FN (N=359)
Leadership (52.2%)	Accounting (50.5%)	Leadership (48.3%)	Accounting (41.3%)	Mentor Others (31.8%)	Improve Accounting Procedures (25.3%)
Administration Skills (28.4%)	Finance Management (25%)	Grant-Writing (23.1%)	Grant-Writing (33.5%)	Become More Effective Leader (25.7%)	Mentor Others (21.4%)
Grant Writing (14.1%)	Financial Reporting (20.7%)	Strategic Planning (20.1%)	Report Writing (20.7%)	Write Grant Proposals (14.7%)	Write Grant Proposals (20.9%)

Selected Full Responses to Open-Ended Questions Related to Workshop Skills

	Administration Track	Finance Track
Skills Expected to Gain (Pre Workshop)	"**I am taking up the development office in my region and this program is going to help me build confidence and passion** in proposal grant writing for my congregation. In vocation promotion ministry this program will help me develop good communication skills as I interact with young people."	"I would like to know about accounting and finance terms and how to use them effectively. I would also like know about auditing and what it entails in order to become an expert and practice it. Above all, I wish to learn how to write projects to receive grant and account for it, to development our missions and our world. **I would like to be integrally equipped for a better tomorrow**."
Skills Gained (Post Workshop)	"Mentoring: How to pass skills and knowledge to others in different areas that I am conversant with, for example human resource management. **With what I have acquired, I am confident and I belief [sic] I will be much more efficient and effective.** Proposal writing; I had very little knowledge on this area. But through our very able facilitator I have a wide range of knowledge that will help me identify problems that can be used as problem statements for proposals. **I also have skills in monitoring and evaluation, collaboration and networking.**.."	"When in college I remember that most of the accounting principles were learnt on the basis of passing the examinations and [not] really to understand them fully. **Even when it comes to study most of the times I used the memorizing way of study so as to pass the exams. But now with this training I have come to understand how to generate the income statement, financial position and finally prepare the cash flow statement without reffering [sic] to the notes** for I fully know what to consider in all theses [sic] reports. I have acquired the accounting concepts of the financial reports."
Skills to be Implemented (Post Workshop)	"**I will help in the formulation of the congregation strategic plan** since I am a member of the committee… . I will also make the leadership team aware of the need for contracts for our workers…to avoid being in conflict with the laws of the country."	"Since I am now appointed by the Mother General in the Congregational office as a Bursar, I **will be able to use the new knowledge in the office** in recording and interpreting the financial statements for the General Council **so that they can make better informed decisions**."
	"I am going to mentor other sisters so that they may too benefit from the richness I have found in this course. **I will be the first one to change my ways of doing things so that others may appreciate the transformation that I feel within me** at the end of this track."	"**I will work zealously to change and improve the accounting procedures of our congregation.** Thus I will protect our property with the internal and external control system that we are going to improve."

2.3.2   Difficulties Participants Experience in Their Ministries & Concerns about Implementing Skills

1.3.2.1. Difficulties in Ministries (Pre Workshop)

Participants were asked to describe difficulties they face in their ministries. Understanding the challenges sisters face in their work, and potentially finding ways to address those challenges through skills developed in the workshops, and afterwards, is useful for both the program evaluation and the sisters. Participants can identify difficulties at the onset of the workshop and share among themselves during workshop discussions. Responses were coded for themes and appear in the tables below. Selected full responses to this question are shown as well.

"Lack of knowledge of the apostolate entrusted to me. **Poor knowledge about financial, stewardship and accountability**."

Administration Track (N=368)
Challenging Issues Specific to the Sister's Ministry (28%)
Lack of Funds and /or Financial Management Skills (21.3%)
Lack of Human Resource Management Sills (19.4%)

"In my ministry **my challenge is how to help the poor people who does not know where to start in life because of situations they find themselves in** and those who would like to do something but they cannot because of the type of poverty [in which] they find themselves."

"In my ministry as project coordinator in my Province, **the most difficult issue I have is how to write good project proposals and reports, especially financial reports.** So, I hope this program will be of great help in realizing effectively the task entrusted to me by the Province."

Finance Track (N=364)
Lack of Accounting Skills (31.9%)
Lack of Ability to Produce Financial Reports (15.9%)
Lack of Grant Proposal Writing Skills (12.9%)

"As I was recently appointed to be assistant bursar in our community, somethings are very new to me and I haven't grasped well the technique of accounting. I have shared this but the **most difficult issue as a community we depended on the pension of old sisters from our mother house** but now most of them have died and so our source of money for our needs is out."

1.3.2.2 Concerns about Implementing Skills (Post Workshop)

When participants were asked about concerns they have in implementing the skills gained from the workshop, 59.1% (N=384) of Administration track participants and 64.6% (N=359) of

Finance track participants reported having concerns. However, upon review of the sisters' qualitative responses to this question it was apparent that the majority of respondents did not interpret the question as intended by the evaluator. Many sisters explained how they would implement their skills instead of explaining concerns (i.e., potential challenges or problematic issues) about implementing their skills. The table below shows coded responses among sisters who did report potential concerns, i.e. challenges, in applying the skills learned in the workshop.

In future SLDI evaluation surveys, this question will be rephrased so that the word "concern" is not used. The revised question will read: *Do you think you will encounter problematic issues/challenges in applying what you've learned in your ministry? If yes, please explain the problematic issues/challenges you think you may encounter.*

Coded Themes from Responses to Open-Ended Question about Concerns in Applying Skills

Administration Track (N=63*)	Finance Track (N=60*)
Resistance to change from others (19)	General concerns about ability to apply skills (16)
Need more grant-writing skills (11)	Resistance to change from others (13)
Lack of necessary materials, equipment, and/or resources (8)	Concerns about mentoring (13)
Need more human resource management skills (7)	Need more grant-writing skills (5)

This is the total number of sisters who provided responses that expressed a concern and not a description of how they would implement their skills

Other concerns included: a need for more mentoring sills, lack of time, impact of political instability on implementing skills, need for further monitoring and evaluation skills, need more insight into developing a mission & vision, heavy workload, lack of ability to use technology, poor availability of internet, lack of ability to give an accountability and/or to engage in record keeping, obtaining approval from those in power (General Superiors or others) to fully implement their skills, and a general need for more training, skills, and practice.

2.3.3   Importance of Grant-Writing
Among Administration track participants, 95% (N=380) reported that grant-writing is important for their congregation/ministry. However, most sisters (88.9%, N=377) reported entering the workshop having never written a grant proposal.

Among Finance track participants, 95.4% (N=350) reported that grant-writing is important for their congregation/ministry. However, most sisters (90.5%, N=349) reported entering the workshop having never written a grant proposal.

In both tracks the most common reason provided as to how grant-writing will improve their ministry or congregation was that grants will assist them in better meeting the needs and gaps in their ministries, particularly in terms of serving poor and marginalized populations (Administration track: 59.3%, N=337 and Finance Track: 70.6%, N=313).

Selected full responses as to why grant-writing is important appear below.

Responses Describing the Importance and Purpose of Grant-Writing

Administration Track	Finance Track
"We are an indigenous congregation that is situated in the northern part of Nigeria that has so many challenges. **The frequent religious crisis has so much affected the socio-economic life of our people in that they look up to us for relief.** Grant writing will open an avenue for collaboration with kind and generous people to make an impact in the lives of our people."	"**I am a leader of many people most of whom are affected by drought and the effects of war**. Most of them cannot sustain themselves so for my ministry to be effective I need to write to people of good will to support my ministry. I need the skills to be able to convince benefactors to support my ministry."
"My Congregation has numerous projects to be realised. Since the economic state of the Congregation is so difficult, the request for grant is the best option to help support these projects which from within we cannot afford but which are at the same time so important to our mission with the poorest of the poor**. Having many candidates, their formation which is one of our priorities faces numerous challenges to get the necessary and sufficient equipments for their proper formation.** For this reasons, grant writing is very important to us as a Congregation.**"	"Our congregation works for and with the poor young people and women who cannot support their education. Most of our missions are supported by the efforts of many donors who are supporting us. So the development office is fully working for project proposals for grants. The **grant writing also helps in networking with others thus, gaining new ideas and ways of thinking**. It improves lifestyle of every beneficiary of each project."
"**90% of our ministries depend on grant writing and funding to survive because they are not for money making**: We run Day Centre for children with intellectual challenge, the School for deaf and hard of hearing children, we engage in anti trafficking and advocacy work, care of the earth/water preservation through cutting of eucalyptus trees and we do pastoral work. In all these ministries we get very little allowance for the Sisters working there.**"	"We need to **attain financial viability to apply for Pontifical Statutes.** We need help to get our own institutions where by **we can have job opportunities and earn better salaries** for the smooth running of our congregation. The professional training of our Sisters is paramount."

At the end of the workshop, sisters reported whether or not they felt prepared to write a grant proposal. Among Administration track participants 84.8% (N=389) said they felt prepared to write a grant proposal. Of the sisters who felt unprepared to write a grant proposal, 38 offered explanations as to why they felt unprepared. The most common reported reason as to why sisters felt unprepared was that they need more knowledge, skills and practical exercises in grant-writing (50%, N=38).

Among Finance track participants, 96.7% (N=361) said they felt prepared to write a grant proposal. Of the sisters who felt unprepared to write a grant proposal, 10 offered explanations as to why they felt unprepared. The most common reason as to why sisters felt unprepared was that they need more skills and/or assistance (80%, N=10), need more practice (30%, N=10), and/or they need to be in a position where the General Superior allows for the sister to write a proposal (20%, N=10).

2.3.4 Leadership Capacity

Participants were asked to describe their leadership style, including any changes they observed in themselves, after participating in the workshop.

Coded Themes from Responses to Open-Ended Question about Leadership Style

Administration Track (N=374)	Finance Track (N=367)
Will Engage in Democratic/Participatory Leadership (24.9%)	Will Serve as a Steward (19.9%)
Will Engage in Servant Leadership (18.7%)	Will Be More Accountable (15.5%)
Will Seek to Empower Others (13.4%)	Will Delegate More (15.3%)

Sisters also reported they will act as leaders in the following ways: engage in more teamwork and better communication, use a blend of leadership styles learned, lead by example, better understand differences among people, be more self-aware, motivate colleagues and supervisees, and demonstrate integrity.

Some participants commented:

"In my leadership style as a servant leader I have learnt that a servant leader is not there for power and for position. The intention of a servant leader is not just to enjoy foe [sic] personal interest but to attend to the need of others, to be empathetic, to listen, to motivate, to influence, to encourage and to **really serve as Jesus Christ himself served and gave us example**."

"I have to be an [sic] **whole embracing leader who involves others in different ways of managing the organization based on their abilities, skills and knowledge**. I however remain

accountable to all that goes on as a leader- stewardship. I should lead with love, respect, integrity and by example."
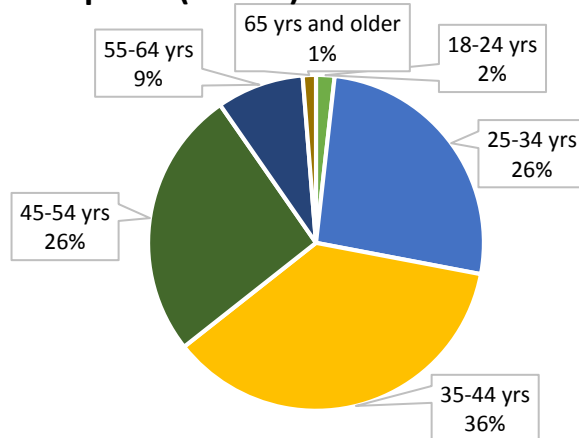
"**I learned that my leadership style must change.** I am invited to communicate better, and share responsibilities instead of doing all by myself, and also trusting that others have contributions to make and allow them to do so in order to enrich our work."

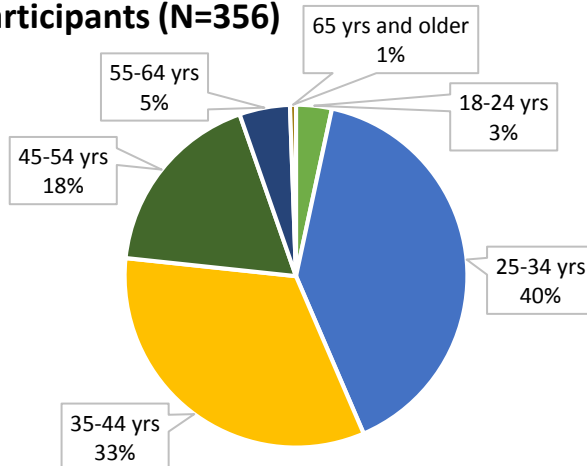### 2.4   2017 Participant Demographics

2.4.1   Participant Ages

2017 Participants' Ages

Ages of 2017 Administration Track Participants (N=393)

- 65 yrs and older 1%
- 55-64 yrs 9%
- 18-24 yrs 2%
- 25-34 yrs 26%
- 45-54 yrs 26%
- 35-44 yrs 36%

Most participants in the Administration track (88%) were between the ages of 25-54. The average age was 41 years old.

Ages of 2017 Finance Track Participants (N=356)

- 65 yrs and older 1%
- 55-64 yrs 5%
- 18-24 yrs 3%
- 45-54 yrs 18%
- 25-34 yrs 40%
- 35-44 yrs 33%

Most participants in the Finance track (73%) were between the ages of 25-44. The average age was 38 years old.

2.4.2   2017 Participants' Ministries & Education Levels

Participants' ministry/work positions, work settings, and highest level of education upon entry into the program this year appear below.

2017 Participants' Ministries & Education Levels

Workshop Track	Most Common Type of Position	Most Common Work/Ministry Setting	Most Common Education Level
Administration	N=353 Administrator: 22.1% Teacher: 22.1% Healthcare: 10.5%	N=371 Congregation: 22.4% Primary School: 15.1% Secondary School: 12.9%	N=380 Diploma: 28.4% College Certificate: 26.3%
Finance	N=321 Bursar: 21.8% Teacher: 13.4% Administrator: 10.9%	N=338 Congregation: 23.1% Primary School: 14.5% Secondary School: 12.7%	N=344 College Certificate: 27.9% Diploma: 25%

2.4.3   2017 Participants' Computer Skills

Participants were asked to rate their emailing, word processing and internet navigation skills at the beginning of the workshop. In both tracks, most participants rated their skills in all three areas as basic.

2017 Participants' Basic Computer Skills

	Administration Track			Finance Track		
	Very Good	**Basic**	**None**	**Very Good**	**Basic**	**None**
Email Skills	35.3% (N=388)	63.1% (N=388)	1.5% (N=388)	36.5% (N=351)	61.3% (N=351)	2.3% (N=351)
Word Processing Skills	39% (N=387)	58.1% (N=387)	2.8% (N=387)	39.9% (N=353)	57.5% (N=353)	2.5% (N=353)
Internet Usage Skills	34% (N=388)	63.9% (N=388)	2.1% (N=388)	32.6% (N=353)	64.3% (N=353)	3.1% (N=353)

2.4.4   2017 Participants' Computer & Internet Access

The tables below show the percentages of Administration & Finance track participants with computer and internet access at work, home, and in internet cafes.

2017 Administration Participants' Computer & Internet Access (N=393)

Computer Access			Internet Access		
Work	Home	Internet Café	Work	Home	Internet Café
57%	57.8%	18.1%	44.3%	48.3%	27%

2017 Finance Participants' Computer & Internet Access (N=356)

Computer Access			Internet Access		
Work	Home	Internet Café	Work	Home	Internet Café
60.7%	59.6%	27.5%	51.4%	55.6%	34.6%

2.4.5   2017 Participants' Spoken & Written Language

Below are the primary spoken and written languages of the 2017 participants.

2017 Administration Participants' Spoken Language

Primary Spoken Language (N=386)		Primary Written Language (N=387)	
English	80.1%	English	84.5%
Native	16.1%	Native	12.7%
Other	3.9%	Other	2.8%

2017 Finance Participants' Written Language

Primary Spoken Language (N=349)		Primary Written Language (N=342)	
English	75.6%	English	80.7%
Other	19.5%	Native	14.3%
Native	4.5%	Other	5%

2.5   Workshop Feedback

Sister participants, workshop instructors and ASEC staff (Country Directors and Coordinators) who were present at the workshops were asked to rate items related to the curriculum content, instruction of the sessions, accommodations for and environment of the workshop, if/how parties participated in the sessions, and the resources available for the workshop. Survey respondents rated items such as *The instructor related course content to practical situations, The curriculum was relevant and practical for the participants and their ministries*, and *The classroom environment was favorable for learning*. Items were rated on a Likert-type scale of 1 to 4 with 1=Strongly Disagree, 2=Disagree, 3=Agree, and 4=Strongly Agree.

Overall, sister participants, instructors and ASEC staff reported satisfaction with the workshops, as all items on the workshop surveys received mean scores of 2.9 or above, and most items (92%) received mean scores above 3.5. Administration track participants mean scores were slightly higher overall than those of Finance track participants.

Items that received the highest ratings were: Engagement with other students was helpful for learning (among participants in both tracks), participants were willing to learn and enthusiastic (among instructors in both tracks) and the curriculum was relevant and practical for sisters' ministries and instructors presentations were clear and understandable (among ASEC staff in both tracks). Items that received the lowest mean scores among all three respondent groups were related to a lack of time to cover the curricular content, the adverse effects of varying education levels among the participants, and technology issues related to unstable internet, electricity, and computers. In the workshop survey responses, highlighted in the table below, ASEC staff provided insight into the challenges, successes of the workshops and provided useful suggestions for improvement.

ASEC Staff Responses: Successes & Challenges of the 2017 SLDI Workshops

Successes	Challenges
All sisters completed their evaluation forms; many completed online	Time needed to assist participants with online evaluation forms; assisting some sisters with general computer skills
Instructors were effective; good interactions between sisters, instructors & ASEC staff. Lessons incorporated spirituality	Multiple instructors completing the Instructor Assessment form for a sister or lack of completion of Instructor Assessments
ASEC Coordinators able to carry out their role successfully; overall good organization of workshops	Sisters dropping out of the workshop and/or not reporting on time
Participants were serious/understood the content/gained skills and knowledge; participants bonded with one another	Higher demand than spots available in the workshop
Video conferencing between participants and Asst. Director of Program Evaluation*	Lack of English fluency in some countries
Successful procurement of laptops in some countries	Sisters varying education levels
Met attendance expectations despite challenges with sisters attendance	Attendance issues-sisters arriving late, not attending with late notice and sister must be replaced, etc.

In 2017, video conference sessions were offered to all workshops so that participants could learn more about the purpose & process of ASEC's evaluation and the SLDI program outcomes.

Sr. Eleanora, ASEC Director in Lesotho, shared her perception of the workshop's success: "Once a more reliable WIFI modem was installed, there was no interruption of the internet. This facilitated the teaching and the learning process significantly. The atmosphere of the whole month of the workshop was very conducive, thanks to the organization of good catering services, study groups, group liturgy and prayer facilitation, a welcoming local community and above all a good facilitator. The existing auto-finance projects of the sisters of different Congregations around Maseru offered a lot of supportive experience and material to explore during the course. A field trip that was made helped to rouse the interest of the sisters and to value what is already being done by others. We managed to organize an evening radio broadcasting session whereby participating sisters prepared and shared with listeners about ASEC and about their workshop."

Lastly, ASEC staff also reported the changes they observed in the participants from the start of the program to the end of the program:

- Sisters transitioned from shy and timid individuals to confident and skilled individuals who know how to work as a team
- A sense of bonding among sisters; a team spirit
- Sisters who were downtrodden about problems in their ministries or congregations now have the skills and knowledge, and zeal, to make positive changes.
- Able to use an online survey platform
- Able to engage in group discussions
- Skill improvements in: finance, presentation (using PowerPoint), drafting grant proposals, use of laptops, and English literacy
- Improved creativity and openness
- Able to identify past mistakes and improve the work in their ministries

Full responses related to the changes observed in participants include:

"Some participants expressed that **[the workshop] was the best thing that ever happened to them**. Many were able to identify where they had been making mistakes in their ministry. Some left with ready project proposals for follow up as they could not believe they could do that."

"At the beginning of the program you see the participants working as individuals because they are now getting to know themselves, but **at the end there is a strong team work** which is so amazing."

"Some sisters even if they were prepared to come for the workshop, they were not sure if they

would be allowed to continue or be able to get anything since they new [sic] very little about finance, or computer or Excel. But **afterwards they were very happy and confident when talking about finances. None of them failed the test they were given. They enjoyed it so much that they nicknamed one another the finance terminologies**. For example, Ledger, Asset, Auditor, and so on."

2.6   Attendance at Workshops

A total of 795 attendees were served through leadership workshops in Phase IV Year 2 (2017), exceeding the 776 projected to be served. Of the 624 sisters who participated in the 2016 SLDI technology workshops, 496 sisters returned to continue their participation in the leadership workshops in 2017, which results in a 79.5% retention rate from Year 1 to Year 2.

2.7   Use of Online Surveys & Evaluation Form Tracking

All workshops completed Pre and Post Skills Assessments, Participant Workshop surveys and Instructor Workshop surveys. A high level of dedication from the staff in Africa, as well as a new survey tracking system that involved communication between the US and Africa offices at the beginning and end of each workshop contributed to the success in receiving evaluation forms. In 2017, 27 of the 36 workshops completed all surveys online, 6 utilized both online and paper surveys and 3 utilized only paper surveys.

2.8   Computer Lab Technicians

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.

2.9   The Instructor Assessment Form

The Instructor Assessment form, piloted in 2016, was utilized again in 2017. Although not all workshop groups completed the form, 26 of the 36 workshops submitted the forms, resulting in 72% completion rate. This is a higher completion rate than last year, which was 60.7% (17 of the 28 workshop groups completed the Instructor Assessment evaluation forms). Although in 2016 the instructors rated sisters' skills similarly, if slightly lower, than sisters rate themselves, this year (2017) instructors rated the sisters lower on every skill item than the sisters rated themselves. The program will continue to use this form to add to the existing data.

2.10   South Sudan Country Director

Sr. Veronica Daniel Othow was hired as Country Director in South Sudan following the death of the former Country Director, Sr. Rose Jane Adiero. In 2017 Sr. Veronica successfully organized and implemented an administration workshop, finance workshop and an alumnae workshop, with the guidance of Regional Director of East Africa, Sr. Lina Wanjiku Ndung'u. Sr. Veronica is continuing to grow in her role and has persevered through difficult and sometimes frightening

circumstances due to instability and conflict in the country.

2.11   Commitment Level of Participants

Sisters demonstrate commitment to the program and they sometimes travel great distances to attend the workshops. Particularly in South Sudan, where political instability can affect travel safety, sisters still took the risk to travel to the workshop and were able to proceed with the workshop peacefully. Several workshops reported that one of their successes was a 100% attendance rate.

2.12   Use of Online Video Conferencing with Participants

Recognizing the need to provide a better explanation of the purpose of program evaluation and to share evaluation outcomes with participants, the Assistant Director of Program Evaluation piloted 12 sessions with SLDI participants this past year to attempt to meet those needs. In the sessions, the Asst. Director shared the SLDI evaluation model, process, and outcomes with sisters currently attending Administration or Finance workshops. Discussion about why the program asks sisters to complete evaluation forms and why evaluation is valuable for any program or project were incorporated into the sessions. Also, the Asst. Director shared some country-specific outcomes with participants, which appeared to be of great interest to them. Sisters were encouraged to ask questions and share their perspectives on evaluation. Sessions were offered to all ASEC countries, and three countries utilized this opportunity: Cameroon, Kenya and Uganda. Eleven sessions were held via Zoom online video conferencing sessions, and one session was held in person in Kenya, while the Asst. Director was in country with the service learning program.

ASEC staff who participated in the sessions provided positive feedback and reported that sisters were interested to learn more about the evaluation and outcomes specific to their country. The Asst. Director and several other US staff discussed the possibility of creating a video for all SLDI workshop sessions, explaining the purpose of the SLDI evaluation, the program's evaluation model, objectives and processes, and some key outcomes. The video would be played at the beginning of all workshops prior to sisters completing the evaluation forms, and the Asst. Director would schedule an online video conference session to discuss participants' evaluation-related questions, concerns and comments. Updates on the feasibility of this idea will be provided in next year's progress report. Until a video can be created, these video conference sessions will be offered again for the 2018 SLDI workshop participants.

2.13   Country Reports

All ASEC Country Directors and Coordinators received reports specific to their country of operation at the 2018 Staff Meeting, held in Zambia. These reports summarized evaluation

outcomes from 2016 data on SLDI, the Higher Education for Sisters in Africa (HESA) program[1], SLDI and HESA alumnae achievements, and alumnae success stories. It is anticipated that these reports will be produced annually.

2.14   Program & Evaluation Manuals

ASEC staff and Graduate Assistants developed an SLDI Program Manual and an ASEC Evaluation Manual. Both are intended for staff use. The SLDI Program Manual contains information about the program structure and design, program delivery, and other pertinent information to program operations. The ASEC Evaluation Manual contains the SLDI evaluation model, objectives, procedures, timelines, and information about accessing evaluation forms and data. The manuals were created to concretize procedures and processes and to help ensure program consistency and sustainability into the future. The manuals are currently under review by the Academic Committee of the Board. The manuals will be updated annually.

3   Objective 1: Challenges & Recommendations for Improvement

3.1   Political Instability & Conflict

3.1.1   South Sudan

Political instability and conflict continue to 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. Internet access is also a significant concern.

3.1.2   Cameroon

The country continues to face struggles with stability due to conflict between English-and French-speaking regions of Cameroon. Internet access is an ongoing problem and the ability of French-speaking sisters to participate in SLDI is a concern.

3.1.3   Kenya

A few workshop sessions had to be rescheduled due to events surrounding the rerun of the presidential election but no major interruptions occurred.

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[1] This ASEC program, initiated in 2013, holistically and financially supports sisters in obtaining diplomas, Bachelor degrees and Masters degrees.

3.2 Internet & Electricity Access

3.2.1 Internet Access

Unstable, intermittent and generally unreliable internet service was one of the most frequently mentioned challenges among instructors and ASEC staff, in both the Administration and Finance tracks. The US office surveyed all country offices about their internet packages and is attempting to gather information so that internet service can be upgraded or changed, as deemed necessary.

3.2.2 Electricity Issues

Unstable electricity service was frequently mentioned as a challenge in the ASEC Director and Coordinator workshop surveys. The issue was also raised at the 2018 Staff Meeting in Zambia. Two countries are considering solar power as an alternative energy source.

3.3 Time Allotted for SLDI Workshops

In the 2017 workshop surveys, participants and instructors requested more time for the workshops, which is consistent with the past two years of data. Over the course of the SLDI program, leadership workshops have increased in length from 2 weeks (in Phase I) to 4 weeks (in Phase III and continuing in Phase IV). However, many sisters and instructors still request more time for the workshops. The program will consider this request as staff prepare a grant request for the next phase of SLDI.

3.4 English Proficiency

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 was helpful (In Tanzania), as difficult content can be translated. The possibility of utilizing instructors fluent in English and French will be explored in Cameroon.

3.5 Varying Education Levels of Participants

Participants enter the program with various levels of education and experiences, which present challenges in teaching and learning. Instructors and ASEC staff expressed concerns about the participants' varying education levels in this year's workshop surveys. Several instructors suggested that there be a more specific selection process for determining which sisters will attend the workshops. For the next phase of SLDI, the program application will include more specific criteria for a sister's entry into the program. The application form will include brief assessments of the sister's English language and computer skills, to be completed by both the

sister and her General Superior.

Additionally, each year the program holds two workshops in each track, in each country of operation (except for South Sudan and Lesotho). One instructor specifically recommended that the program sort sisters by experience and knowledge/skill level into the two workshops; the curriculum would remain the same but one workshop would serve sisters with less knowledge and experience and the other workshop would serve sisters with more knowledge and experience. The program will likely utilize this recommendation and may use data from Instructor Assessments, where possible, to aid staff in Africa in the process of organizing sisters of different skill and experience levels into each workshop. However, even if sisters are organized into workshops by experience and knowledge levels, there will still be variance. The program will consider pairing participants who have more knowledge with those who have less through a buddy system, which could also assist in developing mentoring skills. As another strategy to alleviate this issue, ASEC staff may focus on building the capacity of instructors to teach students of different educational levels during ASEC partner trainings scheduled to take place in June 2018.

3.6   Engaging General Superiors

Survey outcomes indicate that there should be continued outreach to General Superiors to: help them better understand ASEC's programs; encourage them in supporting a sister through all three years of the program (i.e., ensure she can attend each year's workshop); and help position sisters to succeed once they complete the program. For the next phase, Superiors will be asked to sign documentation agreeing to allow the sister participant to complete all three workshops over the three-year period of the program.

Building the leadership skills and capacity of Superiors would also be beneficial. Organizing future General Superiors workshops is recommended. Additionally, data from surveys administered to General Superiors during ASEC's 2016 Superiors workshops provided useful information about congregations and sisters; administrating the survey in future Superiors workshops is recommended as well.

3.7   Evaluation Related Concerns

3.7.1   Rephrasing Specific Survey Question

As stated in Section 1.3.2.2, one question about sisters' "concerns" about applying their skills after the workshop will be changed to "Do you think you will encounter *problematic issues/challenges* in applying what you've learned in your ministry? If yes, please explain the problematic issues/challenges you think you may encounter." The use of the word "concern" appeared to have different meanings for the evaluator and many of the participants.

3.7.2 Access to Survey Data

The evaluation team plans to provide ASEC Country Directors and Coordinators copies of completed surveys or survey outcomes, specific to their country of operation. It is anticipated that all countries will receive individualized reports on their country's 2017 outcomes after April 2018; all staff did receive country specific reports using 2016 data.

3.7.3 Online Survey Options

There were difficulties with survey respondents abilities to re-do an online survey, and for instructors, they occasionally encountered challenges in replying multiple times to a single survey (when assessing each sister on her skill attainment). Both of these issues have been resolved by changing the online survey settings.

3.7.4 Instructor Assessment forms

Although the completion rate for the Instructor Assessment form was higher in 2017 than in 2016, there are still some instructors who did not complete this form. Changes were made to the online Instructor Assessment form to increase ease of use and to ensure the form can be completed multiple times (for multiple sisters) by one instructor. Also, the instructors' contracts for the 2018 workshops were edited to include a statement that ASEC expects instructors to complete this evaluation as part of their role as an SLDI instructor.

3.8 Laptop Disbursement

The program encountered challenges in certain countries regarding the shipment of laptops from the US. Unforeseen issues occurred such as in-country fees, delays that occurred in Kenya, and a two-year hold on shipment in Nigeria. The shipment of Nigeria's laptops was finally executed on March 26, 2018. In the future, ASEC has decided that laptop procurement will occur within ASEC's 10 countries of operation with properly identified vendors. The program anticipates that these logistical changes will lead to a smoother and more efficient procurement process in the future.

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 SLDI alumnae in attendance (331 were in attendance including mentees). X In 2018, 19% of all SLDI participants (N=1581) and 24% of all SLDI graduates (N=1253) attended the workshops. Please see Section 4.1 (Alumnae Workshop Attendance) for further detail.
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 2018 Alumnae survey reporting, **71.1% (N=287) reported using their laptops on a daily basis.** ✓ In 2018 Alumnae survey reporting, **88.2% of alumnae (N=292) said their laptop has a significant impact on their ministry/work**

4 Objective 2: Additional Activities, Outcomes & Successes

4.1 Alumnae Workshop Attendance

A total of 362 sisters attended the 2018 alumnae workshops, and 301 were SLDI alumnae, which results in 19% of all former SLDI participants (N=1581) attending the 2018 workshops. However, reviewing the alumnae attendance numbers using the total number of SLDI graduates to date (1253 sisters) instead of the total number of sisters who have participated in SLDI through Phase III (1581 sisters), the attendance rate would be 24%. Both percentages are below the program's expected target of 30% and represent a decrease in attendance from last year which was 25.7% (N=1581). Notably, the percentage of alumnae in attendance last year would've been 32% (N=1253) using the total number of SLDI graduates, not participants.

In 2018, HESA Alumnae were invited to attend alumnae workshops for the second time, as a growing number of HESA students are graduating from the program. A total of 31 HESA alumnae were in attendance at the 2018 alumnae workshops. Also 28 sisters who are SLDI alumnae and are also alumnae of or current students in the HESA program attended the workshops, as did 30 mentees.

The table below shows attendance numbers for all 2018 alumnae workshops. Reasons for decreased attendance and strategies to increase alumnae engagement appear in Section 5 (Objective 2: Challenges & Recommendations for Improvement).

2018 Alumnae Workshop Attendance Numbers, by Country

Country	Number of SLDI Alumnae	Number of HESA Alumnae	Number of SLDI & HESA Alumnae (or Current HESA Students)	Number of Mentees	Total in Attendance
Cameroon	37	0	3	0	40
Ghana	26	0	0	0	26
Kenya	46	20	20	0	86
Malawi	29	0	0	26	55
Nigeria	26	2	0	0	28
South Sudan	10	0	0	0	10
Tanzania	30	4	1	4	39
Uganda	51	5	4	0	60
Zambia	18	0	0	0	18
Totals	**273**	**31**	**28**	**30**	**362**

Note: This table reflects the number of unique sisters participating in the alumnae workshops

4.2   Alumnae Workshop Content

Among the topics covered in the 2018 alumnae workshops were: income generating activities, environmental conservation, human resources management, labor laws, social media, globalization, resource mobilization, accountability, report writing, teambuilding, and communication.

4.2.1   Innovative Workshops

Despite falling short of the expected percentage of alumnae attendees, ASEC Country staff held practical and creative workshops for the alumnae in their countries. Some examples of how alumnae were engaged in workshops this year include:

- Environmental Conservation in Malawi: Alumnae planted to trees during the alumnae workshop, demonstrating sisters' efforts to conserve the environment. Malawi has experienced drought, deforestation and soil erosion, all of which affect agriculture and livelihoods. Sr. Teresa Mulenga, ASEC Country Coordinator in Malawi stated in an article for ASEC's website:

  > "Peoples' perception has been that the place of a religious sister is the chapel. However, today Malawi alumnae planted trees with the view of conserving the environment which really surprised a lot of people. This is in line with the call from Pope Francis to conservation the environment which is a response to God's call. …the action chosen to mitigate the effects of environmental degradation is in tandem with the United Nations Sustainable Development Goals."

  The workshop also focused on labor laws and teambuilding in workplaces. Additionally, the alumnae committee made a resolution to work collaboratively in the next year to write grant proposals to address human trafficking within the country.

- Soap-Making Training in Uganda: The ASEC Uganda Country Director & Coordinator partnered with Ms. Caroline Bonareri Tirisa, a lecturer at Makerere University Business School, to train sisters in skills that will generate income for their congregations and ministries. The sisters learned to make soap and exercise books. Sisters also built on their resource mobilization and effective report writing skills during the workshop. In an article on ASEC's website, Sr. Okecha Ester Pia remarked, "This has been a wonderful workshop, very practical and involving, with a lot of hands on activities and ways of raising resources, it should be continued so that we can be empowered with skills to sustain our ministries and communities."

- Globalization & Social Media in Tanzania: Alumnae learned about our globalizing world and how social media can be used to spread the word of God, as well as the work sisters do in their ministries.

- Human Resource Management and Labor Laws in Zambia: Sisters learned detailed information about labor laws, including recent changes to the laws, practical labor case examples, and differences between labor and church laws. Continued development of sisters' human resource management skills, such as utilizing job descriptions, conducting staff performance appraisals, and the details of using a dispensary code of conduct, was a central topic in the workshop.

- Building Partnerships across Congregations and Reviewing SLDI Evaluation Outcomes in Cameroon: Sisters shared how they applied the skills gained from SLDI in their ministries, and formed groups to develop projects within social, education and health ministries. The group projects were formed as a means to meet local needs and to ensure skill implementation going forward. Sisters also reviewed SLDI evaluation outcomes, including the performance of alumnae in their country versus other ASEC countries. Learning about these outcomes served as a motivation to the sisters.

4.3   Satisfaction with Alumnae Workshops

Sisters reported satisfaction with the alumnae workshops; 99.3% (N=274) of attendees said the workshop met or exceeded their expectations. The most commonly reported beneficial aspects of the workshops were (N=270): grant proposal writing (17.8%), sisters sharing experiences (i.e., successes and challenges, real world examples) with one another (17.4%), and receiving practical training such as soap-making (15.6%).

4.4   Continuing Education Resources for Alumnae

4.4.1   Use of Laptops

In 2018 reporting, 89.3% of alumnae (N=298) report that their laptop is working, but 27.5% (N=298) reported difficulties in using their laptops. The most common difficulty reported was battery issues (31.7% of those who reported difficulties). Other difficulties were related to the mechanical/technical functioning of the laptop (e.g., the laptop shuts off without warning or it is running slow), problems with access to electricity or internet, and two sisters reported their laptop was stolen. Five sisters reported problems that were repaired.

New survey items related to laptop use were added in the 2017 Alumnae survey; data on those items was collected in 2018 as well. The table below highlights how sisters are using this resource ASEC provides. Report writing, communication and financial record keeping were the

top three uses of laptops.

Ways in Which Alumnae Utilize Their Laptops, 2018 Reporting

How Do You Use Your Laptop?	Percentage Who Use Laptop for This Purpose (N=313)
Write Reports	71.6%
Communication	69%
Keep Financial Records	56.5%
Create and Deliver Presentations	49.8%
Share Laptop with Others	41.2%
Grant-Writing	38.3%
Collect, Manage and/or Analyze Data	37.4%

4.4.2   Textbooks & Program Manuals

Sisters received two textbooks for use after the program: *Servant Leadership for Congregation,* by K. Hallstead (2010) and *Redeeming Administration: 12 Spiritual Habits for Catholic Leaders in Parishes, Schools, Religious Communities, and Other Institutions,* by A. Garrido (2013). Participants are encouraged to share these texts with fellow sisters and mentees. Sisters also received an SLDI Program Manual which contains information related to the curriculum for the track in which they participated.

4.5   Higher Education for Alumnae after SLDI

4.5.1   Pathway from SLDI to HESA

In 2018, 26.5% of sisters in attendance (N=313) report furthering their education after SLDI, 21 of whom report participation in ASEC's Higher Education for Sisters in Africa (HESA) program and 62 of whom continued their education through other means. Of the 83 sisters who reported that they continued their education after SLDI, the most common degree pursued is a Bachelor's degree. However, it is important to note that these statistics only represent sisters who responded to this question on the 2018 Alumnae survey. SLDI and HESA program evaluation data shows that a total of 158 SLDI alumnae have gone on to participate in the HESA program (since the HESA program's inception). Of those sisters, 65 have graduated, 88 are current students, 1 sister deferred her education, 2 sisters withdrew and 5 have a pending status for admission into the HESA program. Of the 158 SLDI alumnae in the HESA program, the following number of SLDI alumnae will earn or have earned[2]: 2 Certificates, 41 Diplomas, 101 Bachelors' degrees, and 17 Masters' degrees.

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[2] Three (3) sisters completed more than one degree.

4.5.2   Partnerships to Support Sisters' Higher Education

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 University College, and other universities in the U.S. and Africa are at an advanced stage. One SLDI alumnae in Kenya, Sr. Consolata Aloo, works for the international organization Porticus in their Catholic Scholarship Program, housed at Tangaza University College. In her position, she assists sisters and lay people in obtaining scholarships for higher education programs.

4.6   Alumnae as Workshop Instructors

The program plans to continue employing 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. In the 2018 Alumnae workshops, three SLDI alumnae facilitated sessions or hosted site visits for alumnae: Sr. Consolata Aloo taught resource management in Kenya, Sr. Jovita Obiakor taught finance management in Nigeria, and Sr. Evetha Mlingi hosted a Field Trip at Magadu Commercial Centre & Grail Sisters business Centre in Tanzania. Sr. Consolata shared the following comment regarding her experience facilitating sessions at the Alumnae workshop in Kenya:

> "As an alumni, I appreciate the continued support that is given to the alumni to get them grounded in their ministries, let it continue. I admire the idea that alumni can take part in instruction. This demonstrate [sic] how the programs, SLDI/HESA has shaped our lives to be able to share with one another and beyond."

4.7   Alumnae Survey

4.7.1   Revisions to Alumnae Survey

A revised alumnae survey, first utilized in 2017, was used again this year. The survey includes questions that apply to both SLDI and HESA alumnae and includes questions about the United Nation's Sustainable Development Goals (SDGs)[3] alumnae work towards in their ministries and funded projects.

In the 2018 alumnae survey, two survey questions were revised to use language deemed more appropriate by several staff who are sisters. Instead of asking if sisters received promotions after participation in SLDI or HESA, the question was rephrased to: "Have you taken on any leadership role(s) within your ministry? This could be formally or informally, such as providing

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[3] The United Nation developed 17 goals as part of a global agenda to end poverty and injustice by 2030.

more effective supervision to your team, getting assigned to a role with more responsibilities, and/or receiving a promotion." A separate question asked alumnae if they were asked to participated in any leadership activities outside their ministry.
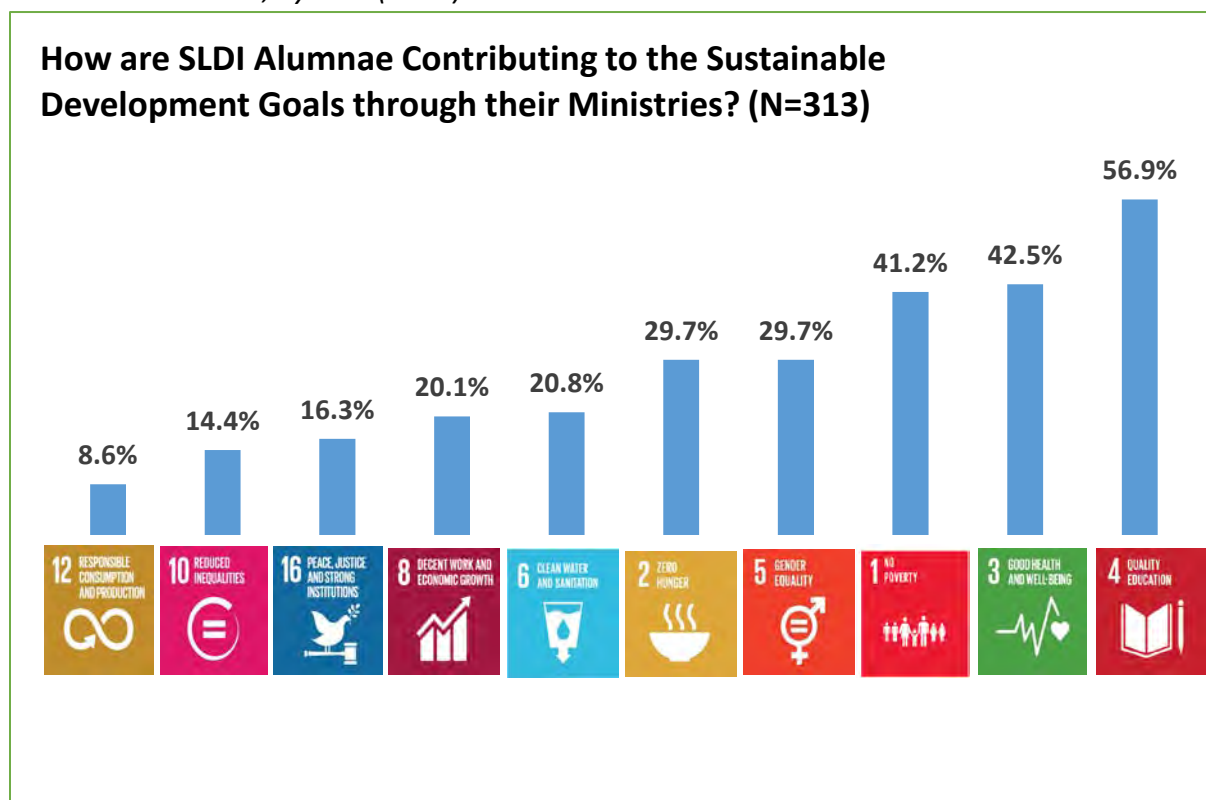
4.7.2   Use of an Online Survey

Alumnae in all countries except Ghana, Uganda and South Sudan completed the Alumnae survey online, which is an increase in online survey utilization from last year when only two countries utilized the online Alumnae survey.

4.8   Alumnae Contributions to the United Nation's Sustainable Development Goals

The top ten SDGs alumnae are contributing to in their ministries are shown in the graph below. Many alumnae (92%, N=313) contribute to more than one goal.

Alumnae Ministries, by SDG (2018)

Alumnae report that their work most often contributes to the ten goals shown above and the same top ten goals were reported last year in 2017, with some variance in the order. 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 (N=313):

- SDG 17: Partnerships for the Goals (7.3%)
- SDG 9: Industry, Innovation & Infrastructure (6.4%)
- SDG 13: Climate Action (6.1%)
- SDG 11: Sustainable Cities and Communities (5.8%)
- SDG 7: Clean Energy (5.4%)
- SDG 15: Life on Land (5.1%)
- SDG 14: Life Below Water (2.9%)

5 Objective 2: Challenges & Recommendations for Improvement

5.1 Strategies to Increase Alumnae Engagement

Although the target percentage of alumna attendance at annual workshops was lowered from 40% attendance rate to 30% as of 2017 reporting (under the revised Phase IV objectives), the program did not meet the expected target of a 30% attendance rate. The total number of SLDI alumnae is still 1581 alumnae which is the same number as in 2017; new alumnae will be added after sisters graduate from the program in 2018. Notably, although there were 1581 participants in SLDI from 2007-2015, the total number of graduates (sisters who completed the entire SLDI program), is 1253.

Alumnae workshop attendance declined from 453 attendees in 2016 to 407 attendees in 2017, and now 362 in 2018. As the total number of alumnae continues to grow, and the program seeks new and/or more effective ways to engage alumnae, it is anticipated that there will be changes to the alumnae workshops. Evaluation feedback in 2018 indicates the reasons for lower attendance include:

- Cost of travel to the workshop, particularly for sisters in larger countries such as Tanzania and Nigeria. In Nigeria there was a fuel scarcity, making transport more expensive.
- Time used for travel to the workshop is sometimes almost equal to the length of the workshop.
- In Ghana, a sister in one congregation passed away and the burial date fell within the date of the workshop, preventing some sisters from attending.
- For some countries, the workshops were held during school periods which prevented some in education ministries from attending.
- Transitioning interim Executive Directors from March to November 2017 may have played a role in lower attendance numbers; the former permanent Executive Director, who was also the SLDI Program Director, helped to organize these workshops. In light of this transition, and to help manage the growth of SLDI, Jaime Herrmann was promoted to Assistant Director of SLDI.

- Echoing issues from 2017, some alumnae participate in zonal and/or regional alumnae 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.

Recommended potential strategies to increase alumnae engagement, through alumnae workshops and other means, include:

- 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 can be more fully developed in the next phase of SLDI.
- Allowing more time for the workshop; perhaps extending the workshop to one week. Sisters, instructors and ASEC staff all provided feedback that the workshop should be longer to gain deeper understanding of the content and to allow for more sharing of sisters' experiences (i.e., successes and challenges) in their ministries.
- Stipends to assist some sisters in traveling to the workshops could be provided.
- Workshop planning will begin earlier in the year, which should be easier with a new Executive Director in place and an Assistant Director of SLDI.
- Staff will seek to schedule workshops at times that fall on school holidays and/or at times that will be conducive to most sisters' schedules, when possible.
- Staff will engage in earlier communication with General Superiors about the alumnae workshop and its benefits.
- Include more practical exercises and topics.
- Recruit prominent presenters to gather interest in attending the workshops.
- Alumnae suggested holding multiple workshops in a year (possibly in different zones or regions where alumnae live) and/or targeted trainings for alumnae throughout the year.
- Consider incentivizing attendance at alumnae workshops, as was done with news story submissions for the ASEC website. ASEC staff held a competition throughout the past year to determine which country could submit the most news stories. At the ASEC staff meeting in January 2018, a prize was awarded to Malawi for submitting the most stories. News story submissions increased throughout the year, overall.
- Intensify efforts to strategically identify alumnae who excel in various areas of the SLDI curriculum, such as grant-writing, strategic planning, evaluation, etc. Position those sisters to train others, whether through alumnae workshops, targeted trainings for congregations, or other opportunities for skill transfer and capacity building. Alumnae with expertise in evaluation and research can be tapped as data collectors or field officers to assist ASEC in assessing its impact on social and human development.
- Organize alumnae awards in each country to honor alumnae who excel in different skill areas, possibly with a plaque and/or small monetary reward.
- Invite alumnae's mentees to attend the 2019 alumnae 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 Superior Generals	Include expectation of mentoring in recruitment materials to sisters' Superiors	70% of participants will be aware of mentoring expectation at enrollment	✓ **75.5% (N=749) of participants reported that they were aware of mentoring expectation** at the beginning of the 2017 workshops.
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 outcome will take place in 2018 and will be included in next year's Phase IV, Year 3 progress report.
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 2018. ✓ In 2018 reporting **98.4%, or 250, (N=254) of SLDI alumnae were mentoring others.**

6 Objective 3: Additional Activities, Outcomes & Successes

6.1 Mentoring Overview
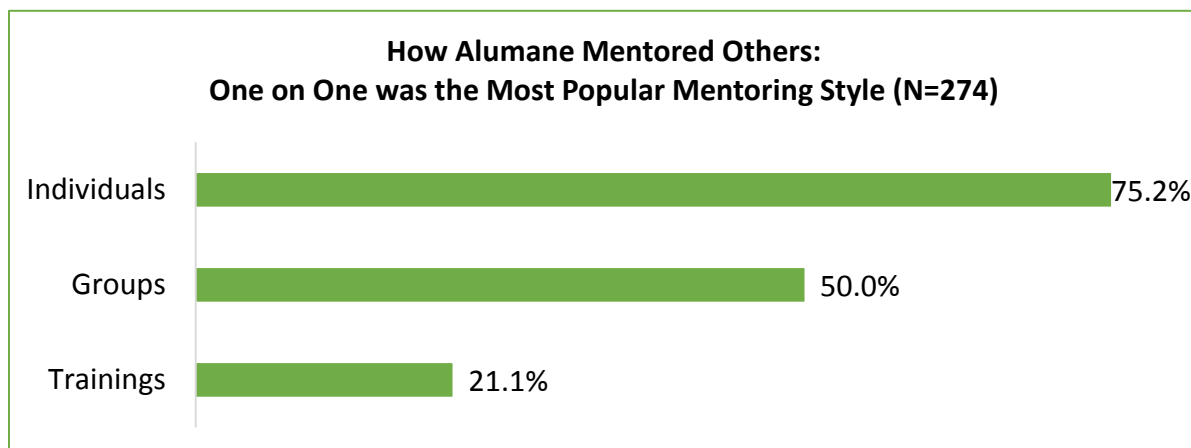
6.1.1 SLDI & HESA Alumnae Serving as Mentors

According to data from the 2018 alumnae survey, a total of 250 SLDI alumnae are mentoring and 24 HESA alumnae are mentoring, which results in a total of 274 sisters mentoring. Fourteen (14) of the total 274 mentors are both SLDI and HESA alumnae. The information below in section 6.1.2, 6.2, and 6.3 is reported for all SLDI and/or HESA alumnae.

6.1.2 Mentoring Numbers & Mentoring Style

A breakdown of 2018 alumnae survey mentoring numbers and styles appear in the table and graph below.

Mentoring Style & Number of Mentees, 2018 Alumnae Reporting

How Mentoring Took Place	Number of People Mentored (N=274)
Mentored Individually	1,089
Mentored in Groups	3,612
Mentored through Trainings	2,958
Total Number Mentored	**6,035**

How Alumane Mentored Others:
One on One was the Most Popular Mentoring Style (N=274)

- Individuals: 75.2%
- Groups: 50.0%
- Trainings: 21.1%

In 2015 alumnae reported a total number of 2,740 mentees, and in 2016 reporting, alumnae were asked to clarify how many people they mentored individually, in groups, and *through trainings*, and they reported mentoring 20,974 individuals. In 2017, 20,754 mentees were

reported. This year's number marks a significant drop in the number of reported mentees, although the overall number of people mentored is still quite a high. It is possible the lower number of reported mentees was due to fewer alumnae completing the Alumnae survey this year. Also at the alumnae workshops, staff provided clarifications on the definition of what ASEC considers mentoring (i.e., sharing skills and knowledge learned in SLDI with other sisters, colleagues or lay people), so this may have limited potentially inaccurate reporting of mentees.

6.2   Groups Mentored by Alumnae

The most frequently reported group of people alumnae mentored were sisters from their own congregation, followed by colleagues and supervisees, then lay people. This year's (2018) data on the groups of people sisters mentored is similar to rates reported last year (2017). Sisters consistently demonstrate that they share their skills and knowledge with fellow sisters and the past two years of data on sisters mentoring colleagues and lay people indicates that the SLDI program impacts people outside the sisterhood. The graph below highlights the different groups of people alumnae are mentoring.

Alumane Mentees: Reaching Beyond the Sisterhood (N=274)

Superiors General	Sisters in Different Congregation	Lay People	Colleagues or Supervisees	Sisters in Same Congregation
3.3%	16.4%	36.1%	47.4%	79.2%

6.3   Mentoring Topics

The most frequently mentored topics in individual sessions were (N=206): time management (84.5%), communication (68.4%), and problem solving (67.5%). In group or training sessions, the most frequently mentored topics were (N=195): time management (70.8%), teambuilding (64.1%), and communication (60.5%). Other topics mentored in both individual and group or training sessions included: building confidence, grant-writing, strategic planning, evaluation and

research, conflict management, human resources management, fundraising, stress management, budgeting, keeping financial records, computer and internet skills, and public speaking/facilitation skills.

7   Objective 3: Challenges & Recommendations for Improvement

7.1   Mentoring Challenges

Among alumnae who are mentoring, 89.4% (N=245) experienced challenges in mentoring, however 75.8% (N=236) of alumnae report that they were able to overcome their challenges. The most common challenge in mentoring (N=245) was lack of time/scheduling difficulties (75.9%), followed by cost of mentoring such as paying for food, accommodations, or travel (51%) and lastly, travel issues (45.3%).

7.2   Overcoming Mentoring Challenges

Challenges in mentoring continue to persist, as sisters have many responsibilities. Finding the time to mentor others, and in some cases, obtaining funds to travel or make other mentoring accommodations can present difficulties. Yet even though most alumnae experienced mentoring challenges, the majority were able to overcome those challenges. Examples of how alumnae overcame their challenges include:

- Practicing time management and encouraging mentees to do the same. Some alumnae created timetables and worked to strictly adhere to those schedules.
- Being flexible and patient.
- Asking for assistance with travel and meal costs from their congregation or engaging in cost sharing with mentees. One sister described her efforts to raise funds for mentoring costs, as well as her scheduling strategy: "I started rosary making project to help facilitate transport and writing materials, scheduling training immediately after Congregational meeting to ensure the targeted members are available. Planning group training during school holidays to get the youths on board."
- Beginning with sisters closest to them, in their community, to avoid travel costs and time issues.
- One sister reported she sorted mentees into different mentoring groups based on their education levels.
- One sister utilized online video conferencing.

Sisters can also be encouraged to communicate and network with their fellow alumnae to discuss, and overcome, mentoring challenges.

7.3   Clarification of Mentoring Expectations

Some congregations and communities are small in number and sisters may need to branch out to other congregations or lay people to meet their mentoring expectation. While sisters are expected to mentor three fellow sisters after completing the program, those can be sisters from any congregation and the program also encourages sisters to serve as mentors to colleagues in their ministries, lay people in need of skill development, and even their Superiors, if appropriate. If an alumna cannot mentor three fellow sisters, she is free to mentor other people in need of the skills and knowledge she can impart. However, she should make a concerted effort to share her skills and knowledge with fellow sisters. This information was reiterated to all staff at the 2018 ASEC staff meeting.

7.4   Engaging General Superiors in Supporting Mentorship

As stated in last year's (Phase IV Year 1) progress report, some Superiors select or assign mentees for the sisters, rather than allowing sisters to develop mentoring relationships naturally. 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. Discussions with Superiors about mentoring will continue this year as well. It is recommended that another Superiors workshop be held in the near future, and mentoring should be included in the workshop agenda.

7.5   Continued Tracking of Mentees

Tracking mentees has proven challenging and the number of reported mentees has fluctuated greatly from 2015-2018. The development of a centralized ASEC database is underway; it is anticipated this database will assist staff in monitoring and reporting the number of mentees per sister. Additionally, staff are considering the development of an online form for mentees to report their experiences in mentoring, including any successes they achieved, and/ or challenges they faced. Mentees are expected to attend the 2019 alumnae workshops and can be surveyed at that time.

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	40% of the alumnae will submit a grant for external funding or engage in other fundraising efforts. 35% of the alumnae will be successful in obtaining funds through grants or other means	✓ In 2018 Alumnae reporting **151 SLDI alumnae (48.2%, N=313) submitted grants after completing the SLDI program**. Of the 151 alumnae who reported submitting grants, **62 SLDI alumnae (41.1%) were successful in obtaining grant funds.**
Provide training and continuing education resources specific to leadership and program management	Resources from: Google Classroom, textbooks, laptops, and in class materials	80% of alumnae will report using leadership and program management skills in their ministries	✓ **92.1% (N=127) of Administration track alumnae report using skills effectively in their ministries**. 92.1% (N=126) report using their skills to benefit their congregations.
Provide training and continuing education resources specific to financial management	Resources from: Google Classroom, textbooks, laptops, and in class materials	80% of alumnae will report using leadership & financial management skills in their ministries	✓ **90.6% (N=106) of Finance track alumnae report using skills in their effectively ministries.** 88% (N=108) report using their skills to benefit their congregations.

Outcomes regarding SLDI participants' grant funding will be shared in next year's Phase IV, Year 3 progress report. Participants' use of leadership, program management & financial skills will be shared in next year's Phase IV, Year 3 progress report.

8   Objective 4: Additional Activities, Outcomes & Successes

8.1   Overall Grant-Writing Success

Currently the program assesses grant-writing success in two ways: the number of sisters who are successful in obtaining grants and number of submitted grants that are successful. For example, 1 sister out of 10 may be successful in grant-writing, which yields a 10% success rate among sisters obtaining grants. However, if 40 grant proposals were submitted (whether 1 sister or 5 sisters authored those 20 grants), and 20 proposals were granted, the success rate for number of grants received would be 50%.

When assessing the number of alumnae who are successful in grant-writing, this year's reporting, as stated in the Objective table above, showed that 151 SLDI alumnae (48.2%, N=313) submitted grants after completing the SLDI program and 62 SLDI alumnae (41.1%) were successful in obtaining grant funds. Alumnae[4] also reported submitting 435 grants, of which 146 were successful (32.2%). The program met its expected outcomes in regards to the number of sisters who have been successful in grant-writing.

In 2018 reporting, alumnae secured $1,514,566 which includes $13,559 secured by 2 HESA alumnae. While this amount is less than 2017's reported funds which totaled $2,168,740, there were fewer Alumnae surveys completed this year. Also, there appears to be an ebb and flow to reported grant funds. For reference, alumnae secured $1,359,002 in 2016 reporting and reported $2,657,428 in 2015.

Alumnae demonstrate consistent success in grant-writing though it should be noted that specific sisters appear to excel in grant-writing, or are perhaps better positioned in their ministry to succeed in this area. From 2012-2018, 311 SLDI alumnae and 2 HESA alumnae reported that they secured funds[5] for needed social and/or human development projects; this is about 25% of the total SLDI graduates (N=1253) through 2015. Also, it is likely that there are alumnae who secure funds, but do not report the funds to ASEC because they have not competed the Alumnae survey. The program plans to explore ways to more effectively engage alumnae not only in reporting the funds they secure, but to also more effectively engage alumnae with expertise in grant-writing and resource mobilization to assist sisters and congregations that are lacking skills in these areas. Further details on how to better engage alumnae in these areas appears in Section 9 (Objective 4: Challenges and Recommendations for Improvement). A breakdown of reported funding sources and the impact of alumnae's funded projects, appear in Section 8.2.

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[4] Refers to alumnae of both the SLDI and HESA programs
[5] Include grants, monetary and in-kind donations and monies from fundraising

8.2   Funding for Human & Social Development Projects Secured by Alumnae

8.2.1   Total Amounts & Type of Funding Sources
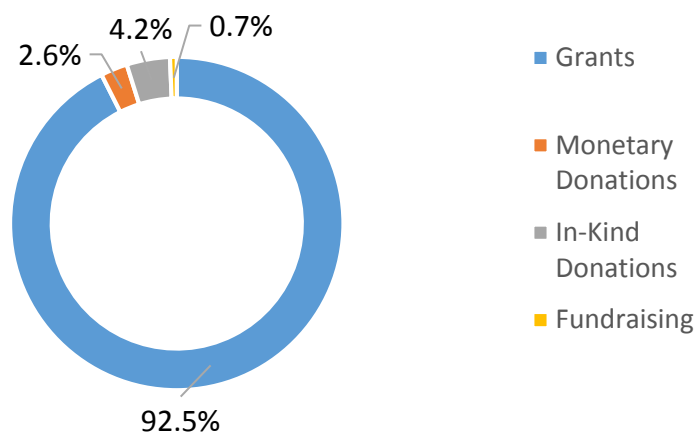
Reported Funding Sources, by Type

Funding Source	Amount Secured, 2012-17	Amount Secured in 2018 Reporting	Amount Secured, 2012-18	
Grants	$10,516,317	$1,400,958	$11,917,275	The total amount of funds obtained by alumnae and mentees, from **2012-2018,** is over **$13.7 million dollars**
Donations (Monetary)	$342,146	$40,061	$382,207	
Fundraising	$308,829	$9912	$318,741	
In-Kind Donations	$160,346	$63,635	$223,981	
Will	$352,930	N/A	$352,930	
Loan	$492	N/A	$492	
Savings	$246	N/A	$246	
Unknown	$150,003	N/A	$150,003	
2016 Mentee Total*	$353,413	N/A	$353,413	
HESA Alumnae	$31,793	$13,559	$45,352	
Totals	**$12,216,515****	**$1,514,566****	**$13,731,081****	

*Mentees were not surveyed in 2017 or 2018

**Totals include funds received by HESA Alumnae. Without the funds secured by the HESA alumnae, the total amount secured in 2018 is $1,501,007 and grand total for 2012-18 is $13,685,729.

Types of Funding Sources (2018): Most Funds Secured Through Grants

- Grants
- Monetary Donations
- In-Kind Donations
- Fundraising

2.6%   4.2%   0.7%

92.5%

In 2018 Reporting:
- 90.5% of the grant funds ($1,267,793) came from sources other than the Hilton Fund for Sisters.
- 83.6% (N=55) of the total number of grants were awarded by funders other than the Hilton Fund for sisters

8.2.2   Funds Mobilized, by Country

Alumnae in Cameroon mobilized the most financial resources during the past year, followed by alumnae in Kenya and Nigeria. Looking at total funds from 2012-2018, Kenya alumnae are maintaining their position as the clear leader in securing funds for projects, with over $4.3 million. Kenya and other countries served by SLDI since the onset of the program[6] in 2007, such Nigeria and Ghana, have secured higher amounts, whereas countries served by SLDI later in the program, such as Cameroon, South Sudan and Malawi, secured lower amounts but have had less time to do so. Interestingly, SLDI began serving sisters in Zambia in 2010, and alumnae in Zambia have secured the second highest funding amount. The funding differences among the alumnae from each country reinforces the need to identify sisters who excel in grant-writing and resource mobilization as a strategy to continue supporting alumnae.

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

Where is the Funding Going (2012-18)?
Kenya Has a Clear Lead, Followed by Zambia & Nigeria

Country	Amount
Malawi	$151,052
South Sudan	$329,162
Cameroon	$592,681
Uganda	$1,225,556
Tanzania	$1,399,206
Ghana	$1,476,826
Nigeria	$1,769,340
Zambia	$1,859,325
Kenya	$4,318,062

Please note: 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.

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[6] Ghana, Kenya, Nigeria, Tanzania and Uganda have been served by SLDI since 2007. Zambia has been served since 2010 and Cameroon, Malawi, and South Sudan have been served since 2013.

2018 Reported Funds* & Projects, by Country

Country	Amount of Funding	Number of Projects
Cameroon	$469,089	9
Ghana	$21,435	4
Kenya	$348,146	10
Malawi	$23,280	2
Nigeria	$199,773	5
South Sudan	$154,681	7
Tanzania	$71,675	7
Uganda	$31,301	5
Zambia	$195,186	3
Totals	**$1,514,566***	**52**

*Includes funds secured by HESA alumnae, amounting to $13,559.

8.2.3   Alumnae Projects' Impact on Human & Social Development

In 2017, the program began asking sisters to report if their funded projects were contributing to the achievement of the United Nation's Sustainable Development Goals (SDGs), which focus on eradicating poverty and creating justice. This reporting continued in 2018. In 2016 the program staff coded the 2012-16 alumnae projects and the corresponding funds according to the SDGs or area of human/social development (if the project focused on issues not specifically addressed by the SDGs).

Over the past six years (2012-18), alumnae reported that they secured funding for 650 projects, 426 of which (65.5%) addressed more than one SDG, or area of human/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:

1. The children's education (SDG #4)
2. Infrastructure improvements in the school (SDG #9)
3. Access to clean water (SDG #6)

Additionally, as mentioned in Section 8.1, in the 2012-18 reporting period about 25% of all SLDI alumnae who graduated from SLDI reported securing funds for projects. In the past year of reporting alone (2018), about 3.3% of all SLDI alumnae (42 sisters) reported funds for projects. Given the low percentage of alumnae reporting funded projects, it is quite possible many funded projects have gone unreported from 2012-2018, and that the impact on human and social development is far larger than the current data indicate. The number of projects reported in 2018 that are contributing to each of the SDGs are shown in the graph below. Alumnae reported a total of 52 funded projects in 2018.
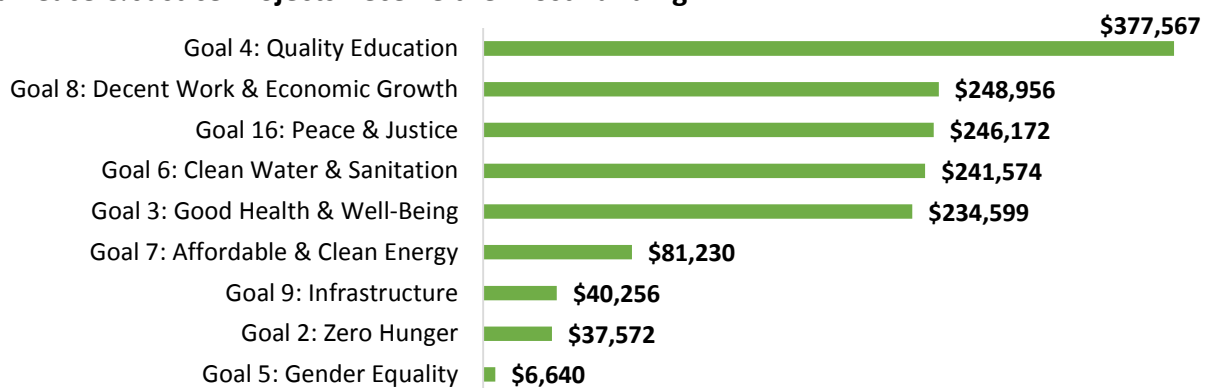
Which Sustainable Development Goals are Alumane* Impacting with their Funded Projects? Health and Education are Top Areas (2018 reporting)

Includes 2 HESA Alumnae projects

The graph below shows how alumnae, in 2018 reporting, have impacted the SDGs according to funding amounts. Amounts include funds secured by HESA alumnae, which accounts for $13,559 of the total amount reported in 2018.

Impact of 2018 Alumnae* Funded Projects: Education, Economic Growth and Peace & Justice Projects Receive the Most Funding

Goal	Funding
Goal 4: Quality Education	$377,567
Goal 8: Decent Work & Economic Growth	$248,956
Goal 16: Peace & Justice	$246,172
Goal 6: Clean Water & Sanitation	$241,574
Goal 3: Good Health & Well-Being	$234,599
Goal 7: Affordable & Clean Energy	$81,230
Goal 9: Infrastructure	$40,256
Goal 2: Zero Hunger	$37,572
Goal 5: Gender Equality	$6,640

Includes 2 HESA Alumnae projects

The table below shows how different countries' alumnae contributed to the SDGs in 2018 reporting. It should be noted that among funds coded under SDG 4: Quality Education, $287,169 of the $377,567 was used to construct school classrooms, school buildings or computer labs.

Funds Secured by Alumnae, by Country, 2018 Reporting

	Cameroon	Ghana	Kenya	Malawi	Nigeria	S. Sudan	Tanzania	Uganda	Zambia
Goal 2: Zero Hunger		$70	$6,779			$18,327	$12,396		
Goal 3: Good Health & Well-Being	$41,734		$137,509	$8,280	$29,400	$2,500	$14,771	$405	
Goal 4: Quality Education	$24,712	$4,670	$9,890		$138,109	$5,000			$195,186
Goal 5: Gender Equality		$1,695	$4,945						
Goal 6: Clean Water & Sanitation			$165,090		$32,264	$37,500		$6,720	
Goal 7: Affordable & Clean Energy				$15,000		$66,230			
Goal 8: Decent Work & Economic Growth	$156,319	$15,000	$23,933			$25,124	$11,800	$16,780	
Goal 9: Infrastructure	$152						$32,708	$7,396	
Goal 16: Peace & Justice	$246,172								

The graph below highlights the top funding amounts alumnae have secured to help achieve various SDGs, as reported over the past six years (2012-18). Education, infrastructure and healthcare continue to be the top three areas for which alumnae projects receive funding.

Which Sustainable Development Goals Have Alumane Impacted in the Past Six Years (2012-18)?
Education and Infrastructure are the Top-Funded Areas

$3,041,194

$2,447,116

$1,650,640

$1,204,931

$894,995

$859,279

$532,885

$269,366

8.2.4   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. Again it is important to note that only 3.3% of SLDI alumnae reported projects in 2018 and about 25% of alumnae reported projects in 2012-18. And among those reported projects, not all projects provided the number of people served, the number of jobs created, the type of region served, and/or whether or not technology was used in the project. Further detail is provided in below.

Through SLDI alumnae projects (2012-18):

2,058,866 individuals served*

3,340 jobs created**

In 2018 reporting*:

Alumnae served 59,843 individuals

Created 391 jobs

*78.8 % of projects reported in 2018 provided the number of people served, and 57.7% of projects reported the number of jobs created

*30% of all reported alumnae projects provided the number served
**25.4% of all reported alumnae projects provided the number of jobs created

8.2.4.1   Region Served

Of the 43 projects reporting the type of area served in 2018, 25 (58%) serve a rural area, 14 (32.6%) serve an urban area, 2 (4.6%) serve both urban and rural, and 2 (4.6%) serve semi-urban areas. Similar to last year's outcomes, most projects are serving a rural area.

8.2.4.2   Use of Technology in Funded Projects

Of the 52 projects reported in 2018, 18 report using some form of technology which ranges from using computers and internet to digitizing financial systems. Since 2016 when this question was first included in the Alumnae survey, through 2018, a total of 83.8% (N=130) projects report using technology.

8.2.5   Alumnae Grant-Writing Abilities, Mobilizing Resources & Sustainability

Similar to last year's outcomes, 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. Quantitative data on these skill areas appears in the table below.

Alumnae Achievements in Mobilizing Resources & Promoting Sustainability, 2018 Reporting

Survey Item	Percentage of Alumnae Reporting Achievement
Improved Ability to Write Grant Proposal	87.6% (N=241)
Improved Ability to Ensure Project Sustainability*	79.5% (N=220)
Improved Ability to Mobilize Local Resources*	83.3% (N=227)
Improved Ability to Fundraise	74.4% (N=227)
Contacted Someone for Assistance in Grant-Writing*	52.6% (N=234)
Act as a Resource Person on Grant-Writing*	30.1% (N=239)

New survey item in 2017

8.2.5.1   Open Ended Responses

Responses to open-ended questions related to grant-writing, mobilizing resources & sustainability provided a more in-depth look at alumnae's achievements in these areas.

Sustainability:

"I purchase durable and cost effective materials which reduce cost at the long run. Wastage of materials is also reduced in my ministry. **Monitoring and evaluation all the activities help my project to be sustainable**."

"I started a group of women where they had been trying to come up with skills which would help them to be self reliance [sic] and **today they are able to sustain the project without asking sisters for assistance.**"

"As I begin the ministry **I involve the local people and staff** in order to be part of the vision, mission and once all own the project sustainability is assured."

Mobilizing Local Resources:
"I have been a member of the Outreach Committee in the Hospital. We basically **mobilise funds and drugs locally so that we are able to offer free medical examination and treatment.**"

Fundraising:
"I have been organizing little fundraising for my congregation and the youth last year…**got money from the fund raising to buy a little land for skill acquisition center.**"

Acting as a Resource Person on Grant-Writing:
"Some sisters who are writing grants are **always advised to get in touch with me to evaluate before submission**. Some sisters on their own make phone calls seeking advise on how to write grant. I have had to assist sisters writing grants Online and with budgeting."

8.3   SLDI Consultancy Project

In 2016 part-time grant consultants were hired in each country of operation, except South Sudan and Lesotho; alumnae in South Sudan are able to receive services from the consultant in Uganda and Lesotho does not yet have alumnae. In 2016, these consultants provided assistance to sisters for a 6-month period, serving 48 alumnae in 4 countries (Tanzania, Uganda, Zambia, and South Sudan). The project grew in 2017 and consultants reviewed 91 projects for 64 unique alumnae in 4 countries (Kenya, Nigeria, Tanzania and Uganda). Projects included mostly grant/project proposals, but consultants also assisted alumnae with Memorandums of Understanding, project planning, contract agreements, policy development, strategic frameworks and implementation of same, quarterly & achievement reporting, facilitation assistance, and organizational documents.

Feedback from countries utilizing the consultants indicates that the consultancy services are useful and still in demand but three countries ASEC serves (Cameroon, Ghana, and Malawi) did not utilize the consultants. Discussions with ASEC staff in Cameroon, Ghana and Malawi will take place to determine a way forward. Consultancy will be offered for another six months and at the end of that period, the project will be re-evaluated. Also the program may identify alumnae who excel in grant-writing, or other areas, to employ as consultants in the future.

8.4   Alumnae Leadership Achievements

In addition to securing needed funds for human and social development across ASEC's countries of operation, alumnae achieve success in other ways, evidenced in improved

perceptions of themselves and their professional relationships, creation of long-term plans, achievement of leadership positions within and outside their ministries, collaboration, salary increases, employee supervision, and utilization of newly acquired skills to become more effective in their ministries and congregations. The table below highlights alumnae achievements in the areas assessed.

Alumnae Achievements, 2018 Reporting

Alumnae Leadership Achievement	Percentage of Alumnae Reporting Achievement
Improved Ability to Collaborate	98.5% (N=261)
Positively Changed Personal and/or Professional Relationships	94.6% (N=259)
Positively Changed Self-Perception	94% (N=251)
Effectively Use Skills to Benefit Ministry	91.5% (N=248)
Effectively Use Skills to Benefit Congregation	89.5% (N=248)
Supervising Employees	82.5% (N=251)
Received Leadership Role/Promotion in Ministry	82% (N=255)
Received Leadership Role Outside her Ministry	52.9% (N=255)
Implemented Audits	48.3% (N=238)
Implemented a Strategic Plan	36.3% (N=248)
Received an Increase in Salary	36% (N=239)
Implemented a Financial Plan	34.9% (N=238)

Breakdown of Alumnae's Collaborative Partners (N=261):
-**Sisters Outside Their Congregation: 33.7%**
-**Diocese: 31.4%**
-**Local Groups: 18.8%**
-**Government: 16.1%**
-**Foundations: 15.7%**
-**NGOs: 1.9%**

Alumnae provided some insight into their achievements with their responses to open ended questions about selected achievement areas.

Perception of Self:
"I have been seeing myself as a leader unlike before when I felt I was just a worker who needs to be followed up by the matron. **I started taking initiative, sharing my ideas, able to talk in public for example**, calling workers attention when they do not do the right thing unlike before when I had to report everything to the matron."

Effectively Using Skills to Benefit Ministry:
"SLDI- I make plans for my class as their class teacher on how to attain the best results in academics. **I evaluate my work and identify new strategies on how to attain my goals**. I

remain focused towards achieving my vision and mission at work place. HESA- I trained as a teacher and **I am happy to work with learners, as a science instructor girls have come to belief that sciences is for all**."

Positively Changed Personal and/or Professional Relationships:
"The relationship with other congregations was built and we have created opportunities to exchange ideas about finances and proposal writing. I do not struggle alone instead **I have identified sisters to share with the different challenges encountered**."

Effectively Using Skills to Benefit Congregation:
"**I serve [as a] Resource Person in organizing Seminars** or workshops for teachers and non teaching staff in our Nursery/Primary schools in the Province. Teaching other sisters in my congregation on grant writing, documentation and reporting, presentation of reports on PowerPoint.

Engaging in Collaboration to Benefit Ministries and/or Congregations:
"**I work…with The Leaders Guild (TLG). Develops competent and holistic servant leaders** and managers, including Catholic Religious Sisters, who lead self, others, and organizations with integrity. This is done through workshops, coaching and conferences."

"The **congregation collaborated with Equity and KCB banks sponsorship programs** in order to ensure needy children who are not able to continue with secondary education have got chances to enroll to secondary and even to further studies."

"I work in organization run by association of catholic sisters championing a just and peaceful world, where in my program **we collaborate with other organizations in sensitizing the communities on their rights and responsibilities.**"

"…whenever we are asked to look for someone who can inspect our project **we invite a sister from a different congregation to come and inspect our project.**
[Also] the Government Hospital send their patients our nutrition center for feeding e.g the undernourished. We mobilize the local business people to work with us helping the poor in our area."

8.5 Greatest Successes & Challenges after SLDI

Sisters reported what they identified as their greatest success and challenge after completing SLDI. Coding of qualitative data revealed that grant-writing was the most common success as well as the most common challenge. Also whereas some sisters' greatest success was in the area of mentoring or confidence, some had their greatest challenge in sharing information with others who were resistant to change and in applying what they learned in SLDI. Opportunities to create bonds between sisters who are excelling in areas that other sisters struggle with may be a positive way forward.

Open-ended responses were coded for themes and appear in the table below, followed by selected full responses.

Alumnae's Greatest Successes & Challenges after SLDI, 2018 Reporting

Greatest Success (N=233)	Greatest Challenge (N=226)
Grant-writing (30)	Grant-writing (42)
Mentoring (29)	Others' Resistance to Change (35)
Increased Confidence (29)	Difficult to Apply Skills from SLDI (29)
Applying Accounting Skills (26)	Change in Ministry and/or Responsibilities (27)
Use of Computer Skills (21)	Lack of financial resources (25)

Greatest Successes after SLDI:

"Expanding the project by **adding more departments to the hospital and upgrading the Clinic to hospital level.** The knowledge I got from SLDI program helped me to succeed."

"As a leader **I initiated the opening a community outside country Uganda**. As a vicar I have been involved in major decisions in our region where we have mobolised [sic] funds and have **constructed schools for our congregation and open new communities.**"

" Ensuring that all our offices were digitized and in **using technology in keeping all finance records**. The challenge was to embrace change."

Greatest Challenges after SLDI:

"**Dealing with change.** We had a change management workshop at the project level that helped me and the staff to cope since its inevitable."

"Getting goodwill donors to support congregation and **efforts to improve financial management at provincial levels.** [What helped me overcome the challenge was] creating good relationships and understanding situation of conflict and war. Delegating capable sisters to solve financial issues in provinces."

"I have problems in **completing grant proposals**. I am seeking assistance from other alumnae who succeeded in writing the grant proposals."

8.6 Alumnae Use of Data

Questions about data usage were added in last year's alumnae survey and were included again this year. Across all items in this category, alumnae report engaging in data-related tasks much more frequently after the SLDI program, compared to how frequently they were interacting with data before the program. This aligns with outcomes from last year. Strategies on how alumnae who are particularly skilled in utilizing data can share their skills to a wider audience are under consideration.

Use of Data, Pre- and Post SLDI Participation, 2018 Reporting

Data-Related Task	Percentage of Sisters Engaging in Data-related Tasks, Pre-SLDI Participation (N=185)	Percentage of Sisters Engaging in Data-related Tasks, Post-SLDI Participation (N=226)
Collect Data	50.8%	75.2%
Manage Data	35.7%	63.3%
Use computer software or programs to manage data	50.8%	75.2%
Analyze Data	24.3%	55.8%
Create Reports Using Data	40.5%	70.4%
Share data with stakeholders	22.7%	49.6%
Create a committee, office or group who is responsible for collecting, managing, analyzing, and/or reporting data	14.6%	36.7%

8.7 Completion of Alumnae Survey Online

Most Alumnae surveys this year were completed online, with the exception of alumnae in Uganda, Ghana and South Sudan. This marks a significant change from years past when most surveys were completed on paper. The process of cleaning, managing and analyzing the data was much more efficient with the increased use of online surveys.

9   Objective 4: Challenges & Recommendations for Improvement

9.1   Assisting Alumnae to Bolster Grant-Writing Success

Grant-writing success dipped slightly in the past year as compared to last in terms of total amount secured and percentage of grants that were successful, although the expected grant-writing outcomes were still met. Additionally, there were fewer alumnae surveys submitted in 2018 and therefore less data from alumnae to analyze. Currently, alumnae can only report a funded project through the annual Alumnae survey, although a few sisters reported their funded projects through news story submissions for the ASEC website. Staff are planning to create *Alumnae Project Reporting* and *Alumnae Project Update* forms, available to alumnae year-round. These forms will enable sisters to report on a project for which they obtained funds, or report an update on an existing project already reported to ASEC. The forms will also ask in-depth questions about funded projects and will provide alumnae with a way to update ASEC on their project's progress. The program anticipates that this will increase not only the amount of data collected on alumnae funded projects, but also the richness and quality of the data.

In addition to efforts to increase reporting, the program acknowledges that sisters excel in different skill areas. In 2018 reporting, 42 sisters reported funded projects and in 2017, 75 alumnae reported funded projects. A total of 311 SLDI alumnae to date (2012-2018) have reported grants to ASEC, which may not represent the actual number of alumnae receiving grants, but does suggest the possibility of 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. The relatively low number of alumnae reporting grants provides some justification to continue employing part-time consultants to assist sisters in grant-writing---and to utilize alumnae who are grant-writing "experts" to train, and perhaps serve as consultants for, other sisters and congregations. Determining specific ways that successful alumnae can share their skills with others will be explored in the next phase of SLDI.

9.2   Obstacles in Grant-Writing

This year 63.6% (N=214) of alumnae reported obstacles in grant-writing, which is slightly lower than what was reported the previous year (66% in 2017 Alumnae survey). When coding qualitative responses, *Identifying donors and knowing their interests/criteria was* the most frequently mentioned obstacle, as it was in 2016 reporting. Qualitative responses related to obstacles in great-writing were coded for themes and appear in the table below.

Coded Responses Related to Grant-Writing Obstacles, 2018 Reporting

Obstacles In Grant Writing (N=142)
1. Identifying donors and their interests/criteria (29)
2. Discouraged by negative replies to grant proposals (23)
3. Lack of time to write grant proposals (20)
4. Need more grant-writing skills* (17)
5. Lack of reply from donors (13)

Some of the skills sisters said they are lacking include: writing e-grants, evaluation, creating log frames, creating a budget, producing financial reports, creating a problem statement, and conducting needs assessments.

Additional challenges include: lack of internet access, obtaining permission and timely response from those in authority positions, not being placed in a ministry or position where she can write proposals, lack of writing skills, and lack of English proficiency, among others.

Sisters receive resources during the SLDI program to aid them in identifying donors, including access to donor resources on the student portal of the ASEC website, but the program can examine ways to help sisters expand their skills in this area. In video conferencing sessions with SLDI participants this past year, the Asst. Director of Program Evaluation shared names of foundations and other donors who have funded SLDI alumnae projects in the past. Additionally, through future General Superiors workshops, congregational leaders can be sensitized to the issues of placing sisters in appropriate ministries or positions (and collaborating with those in higher positions who give approval or input into proposals).

Sisters who are successful in grant-writing, or who are part of grant-writing committees for their congregations may be an important yet untapped resource for others. The program can assist in identifying alumnae within each country who have exceptional grant-writing and resource mobilization skills and develop ways for these successful alumnae to share their skills.

9.3   Engaging More Alumnae in the Grant-Writing Consultancy Project
Although the consultancy project has been successful in Uganda, Kenya, and Tanzania and with less frequency in Nigeria and South Sudan, alumnae in Cameroon, Ghana, and Malawi have not utilized this service at all. ASEC staff in countries with low or no participation in this project will be asked to collaborate in determining how to best engage alumnae in utilizing this service.

9.4   Additional Evaluation Staff in Africa
As stated in last year's progress report, often there is a need to follow up on the details of funded 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, or an equivalent position, was raised. These staff would work in ASEC's countries of operation to follow up on alumnae projects and act as an "on the ground" presence to support the program evaluation as well as the alumnae. 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 could help ASEC more effectively assess the program's impact. These staff members could also assist in recruiting alumnae for annual alumnae workshops or other activities, connecting alumnae with one another, facilitating evaluation and/or research related trainings for alumnae, and/or providing information on alumnae who are serving as experts or resource people (in specific skill areas) for their congregations and/or ministries. These staff could potentially be recruited from the current pool of SLDI alumnae.

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	At least 500 copies of annual newsletter will be distributed in each of the 10 countries of operation	✓ **A total of 500 newsletters were distributed in all 10 ASEC countries through February 2018.** Another 100 newsletters will be given to Regional Directors in East & West Africa for dissemination. Additionally, ASEC Directors & Coordinators in Africa present on the program's purpose and progress, and provide reports, to Superiors at the Annual General Superiors meetings in Africa, with over 550 Superiors in attendance throughout 8 countries.
		At least 75% of SLDI alumnae and/or Superiors from congregations involved with SLDI and HESA will be on the e-newsletter distribution list	✓ **All (100%) SLDI participants through 2017 who provided an email address were added to ASEC's e-newsletter mail distribution list.**
Provide information regarding project via SLDI website	Monitoring and updating of materials/ information posted on 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	✓ All participants were given access to the ASEC Student Portal, which directed them to resources on sustainable development and potential donors. ✓ Please see **Appendices D & E** for detailed information on ASEC web traffic.

Objective 5:			
To disseminate best practices and models of innovative access to education (continued)			
Activities	**Projected Outputs**	**Projected Outcomes**	**Actual Outputs/Outcomes**
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	3 - 5 proposals will be funded 95% of those funded will result in reports and presentations 60% of those funded will result in peer-reviewed publication(s)	✓ **35 researchers in Africa received partial funding to contribute chapters to a book** tentatively titled *Transformative Partnerships: The Role of Agencies, Foundations, and Institutions in Promoting Strategic Social and Sustainable Change for Women in Africa.* Upon final completion and approval of their chapters, the remaining funds were expected to be awarded in 2017, but with a leadership transition at ASEC, the book project was delayed and eventually transferred to Sr. Jane Wakahiu at the Conrad N. Hilton Foundation. Please see Section 10.3.2 below for more details. It is still expected that all 35 researchers will publish chapters in the book and upon publication, ASEC will award the remaining funds to the researchers. ✓ **ASEC staff presented at 5 conferences,** sharing ASEC evaluation outcomes and research on ASEC programs/Catholic sisters in Africa

10 Objective 5: Additional Activities, Outcomes & Successes

10.1 Engaging General Superiors

10.1.1 Annual General Superiors Meetings
ASEC Country Directors and Coordinators continue to present on the program's purpose and progress, and provide reports, to Superiors at the Annual General Superiors meetings throughout ASEC's countries of operation in Africa.

10.1.2 General Superiors Workshops
After successfully carrying out Superiors workshops in 10 countries in 2016, the program plans to hold Superiors workshops again, with an emphasis on engaging Superiors who did not participate in the 2016 workshops. Evaluation feedback from various stakeholders suggests that Superiors workshops are an ongoing need and would be well-received.

10.2 Web Traffic & Online Resources

10.2.1 Online Resources for Participants
The ASEC Student Portal on the ASEC website is available to all SLDI participants and alumnae. The portal offers resources on potential donors and sustainable development, as well as SLDI program schedules. Google analytics showed that there were 563 users in the past grant year and a total of 6,205 web sessions.

10.2.2 ASEC Website Traffic
ASEC's website traffic declined slightly over the past grant year compared to the previous year. This is to be expected though, seeing as the new ASEC website was launched last year and traffic increased at that point. However, Facebook page likes within the reporting period increased from 632 to 819 (by 187) and Twitter followers increased from 359 to 403 (by 44). Please see **Appendices D & E** for the Google Analytics on web traffic. Appendix D shows overall website trends from the 2016 and 2017 grant years. Appendix E shows web traffic changes from 2016 to 2017 by country.

10.3 Successful Navigation of Organizational Transition & Hiring of New Executive Director
In March 2017, ASEC experienced a loss with the departure of Sr. Jane Wakahiu, LSOSF, Ph.D., as ASEC Executive Director. However, ASEC is grateful for the opportunity to continue working with Sr. Jane in her new role as Director of Catholic Sisters Program at the Conrad N. Hilton Foundation. After Sr. Jane left her role as Executive Director, the organization had two co-interim Executive Directors for several months, Sr. Margaret Gannon, IHM, Ph.D., and Dr. Jane

Farr, both ASEC Board Members. In September 2017, Sr. Marcia Sichol (former Executive Director of the Hilton Fund for Sisters) took over as interim Executive Director. After a comprehensive search, ASEC selected Sr. Draru Mary Cecilia, LSMIG, Ph.D., a sister from Uganda, as its new Executive Director. She began her role in November 2017. The organization experienced challenges that accompany transition during the March-November 2017 period when ASEC lacked a permanent Executive Director & SLDI Program Director. Staff in the U.S. and Africa assumed additional responsibilities to ensure all ASEC programs and activities continued to run effectively. With the hiring of Sr. Draru and the promotion of Jaime Herrmann to Assistant Director of SLDI in October 2017 the period of transition is coming to a close and an increased sense of stability is returning to the organization. ASEC is situated to continue its dynamic service of sisters in Africa under the capable leadership of Sr. Draru.

10.4 Dissemination of Research & Best Practices

10.4.1 Visiting Scholar Program

ASEC successfully continued its partnership with the Center for Applied Research in the Apostolate (CARA) at Georgetown University to collaboratively implement the Visiting Scholar program. The program selects a Catholic sister working in Africa to conduct research on some aspect of religious life in Africa. The second recipient of the CARA-ASEC Visiting Scholar Fellowship was Sr. Florence Emurayeveya, an SLDI alumna (Phase I, Project Directors track) in Nigeria and a sister of Eucharistic Heart of Jesus (EHJ). Sr. Florence has a BS in Economics/Adult Education from the University of Benin and received her Masters in Education in 2010 from the University of Lagos. She has been the Project Manager of EHJ for 12 years and has been changing lives through grant-writing and efficient supervision of projects. She has been an active alumna of SLDI. As part of the Visiting Scholar program Sr. Florence worked on her proposed research topic: "The impact of statistical records and information management on the overall performance of women religious services in Lagos State." During her week-long visit to ASEC's U.S. office, Sr. Florence assisted ASEC staff in reviewing program evaluation forms and made recommendations for improvement. Collaboration on future research was discussed.

A third scholar was selected to begin in June 2018. The scholar is from Zambia, in the Southern/Central region of ASEC's countries of operation (Lesotho, Malawi, and Zambia); Sr. Florence Emurayeveya represented the West Africa region (Cameroon, Ghana and Nigeria). The first scholar, Sr. Bibiana Ngundo, represented the East Africa region (Kenya, South Sudan, Tanzania, and Uganda).

10.4.2 Book Project

A 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 but leadership of the project was transferred from ASEC to Sr. Jane Wakahiu, Former ASEC Executive Director and current Director of Catholic Sisters Program at the Conrad N. Hilton Foundation. This transfer of responsibility took place due to Sr. Jane's initial leadership on the project and a lack of ASEC staff members (during ASEC's transition period without a permanent Executive Director) to lead or work on this project. ASEC's former Interim Executive Directors, Dr. Jane Farr and Sr. Margaret Gannon asked Sr. Jane to continue leading this project. To date 30 chapters have been accepted for publication and the book is in the editing stage. ASEC provided partial funding to 35 researchers in Africa, 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. Although the book project has been delayed, the book is still expected to be published and is in the editing stage. ASEC will provide the remaining funds due to the researchers upon publication, as well as funds to cover printing costs.

10.4.3 Listing of Publications, Presentations & Online Articles

For a listing of this past year's publications, conference presentations and online articles regarding ASEC, please see **Appendix F**.

10.5 Technology Advances

10.5.1 Database Development

ASEC is currently in the process of developing a centralized database to house information about all ASEC program participants. The database will help ASEC more consistently and accurately manage data across its programs, especially as the programs continue to grow. After careful consideration, the Data Manager and Asst. Director of Program Evaluation, with input from the HESA Program Evaluator, Asst. Director of HESA and others, decided to discontinue use of the PowerVista database due to poor tech support, inability to sustain ASEC's growing data into the future, and an ineffective data entry and uploading process. The Data Manager continues to review software packages that will best fit our needs and in the meantime, staff are working collaboratively to prepare (i.e., clean and normalize) existing data for upload into a database that will be customized to ASEC's needs. HESA program data is expected to be correctly structured for upload into a database by May 2018; SLDI and Scholarship program data will then be prepared.

10.6 Staffing

10.6.1 New Staff

In addition to hiring an Executive Director, in January 2018 ASEC hired an Assistant Director of Development, Sr. Nancy Kamau, LSOSF, a sister from Kenya. Filling this position took some time but securing a full-time staff member dedicated to securing and diversifying funds also contributes to stability within the organization. A new Country Coordinator, Sr. Joyce Karambu, was hired in Kenya, and Sr. Veronica Daniel Othow began as the Country Director in South Sudan. Additionally, the Web Content Manager hired two unpaid interns who are students at Marywood University.

10.6.2 Staff Development

Staff in the U.S. and in Africa had opportunities to engage in professional development and attend trainings or conferences. Many staff in Africa are pursuing higher education degrees, and two U.S. staff are in doctoral programs. Staff share opportunities for professional development with each other as those opportunities arise, resulting in U.S. staff delivering 5 presentations at conferences. Please see **Appendix F** or a full listing of conference presentations.

10.7 2018 Staff Training

A staff training for ASEC staff took place in January 2018 in Livingstone, Zambia. In attendance were 2 Regional Directors, 8 Country Directors, 8 Country Coordinators, and 5 U.S. staff (including Executive Director, Sr. Draru). The training was facilitated by U.S. staff and a session on conflict management and resolution was facilitated by the ASEC Regional Directors, Sr. Lina Wanjiku and Sr. Clementina Obembe. Also every ASEC Country Director & Coordinator jointly delivered presentations including information on their country's political, educational, social, financial and environmental issues, as well as their successes and challenges in their work with ASEC. They also shared emergent needs and issues within their countries. These presentations were extremely beneficial in helping all staff understand more about each country and how ASEC programs and partnerships are functioning within each country. Also U.S. staff held productive "lunch and learn" sessions with each Country Director and Coordinator to better understand their unique needs, successes and challenges.

The training sessions delivered by U.S. staff centered on ASEC's programming and evaluation, as well as program policies and procedures, evaluation procedures and forms, and the development of program and evaluation manuals and a HESA student handbook. The training also provided an opportunity for staff to come together and discuss the organization's significant transition in the past year, including challenges and successes during that period. The training was enlightening for all involved and plans to move ASEC forward in terms of

partnerships, programming, and communication were established.

The staff training was originally slated as a training between ASEC staff and ASEC partners including partner universities, Secretary Generals, and SLDI instructors. However the decision was made to conduct a training only for ASEC staff due to the significant transition occurring with the organization in the past year and the need to solidify internal program structures and procedures. Trainings between ASEC staff & partners are now being scheduled and should take place in June 2018, in both East and West Africa.

10.8 Site Visits & Interviews

10.8.1 Zambia Alumnae Site Visits & Interviews

10.8.1.1 Site Visit & Interview: Sr. Constancia Lungu, SLDI Alumna (2012 Graduate of Basic Technology & Finance tracks)

Sr. Constancia is a Nurse by profession and the Facilitator-In-Charge at the Makunka Rural Health Centre, which is owned by the Catholic Diocese of Livingstone and managed by the Little Sisters of St. Francis. The hospital offers: HIV/AIDS outreach, malaria treatment, home based care services, general medical screening, health education and school health services. The building is run on solar energy and has running water.

In an interview with Sr. Constancia she discussed how the SLDI program impacted her ministry, commenting that it improved her work and productivity, and bolstered her computer skills. It helped her plan and gain competence in her work. She is now able to create PowerPoint presentations and type documents which assists her in her business and financial reporting system. The health clinic's funders have done 3 audits of the center, all of which the clinic passed. Sr. Constancia attributes this success to the skills she gained in SLDI, stating, "I was able to audit my reports before they even audit me." Additionally, the SLDI program instruction on grant-writing helped her acquire grant funds for both the clinic vehicle and the staff house. She has also been able to more effectively supervise her 15 direct reports, mentor her staff, and has taught them the skills she learned; this made it possible for her to assign the midwife as the person in charge when she was on an extended leave.

One of the clinical officers spoke positively of Sr. Constancia passing her skills to the staff at the centre, which he said helps all of them to work more effectively. Sr. Juliana Zulu (ASEC Coordinator in Zambia) stated that the hospital "may look small, but what is happening here is quite big." Sr. Constancia also provided ASEC staff with a report about the health centre, which includes information about the services provided, achievements, challenges, and recommendations, as well as photos.

10.8.1.2 Interview: Sr. Rose Moonze, SLDI Alumna (2012 Graduate of both Administration and Finance tracks)

Sr. Rose is currently working as a Treasurer General and Projects Manager for her congregation, but is a teacher by profession. In her interview, Sr. Rose stated that SLDI helped her gain skills in teamwork, administration, budgeting, strategic planning, grant-writing, report-writing, financial reporting for the congregation and its projects, and bookkeeping. She has been very successful in mobilizing funds and writing grants, with an eye towards empowering local communities and encouraging a sense of self-sustainability among the local people. After the SLDI program she said she became a resource person for the congregation and the other sisters, and feels she can be anywhere and help different groups of people in any department because of the skills that she gained. She secured over $57,000 through grants and fundraising, including:

- $28,000 grant from Toyota Zambia and $12,000 in grants from Johannes and Firelight to construct a classroom block and obtain furniture for the James Carboy School (8 employed, 126 served)
- $10,000 grant from the Loyola Foundation to fence in the convent allowing sisters to live in a non-threatening environment; 100 + served by the affected sisters
- $2,916 from fundraising efforts for the James Carboy School to support/sustain the school construction project
- $4,445 from a local business and community members who donated money and time toward the construction of classrooms
- Funds raised through community poultry and vegetable sales

10.8.2   Kenya Site Visits & Interviews

10.8.2.1 Site Visit & Interview: Sr. Felistas Jematia Chesire, SLDI Alumna (2009 Graduate of Finance track), HESA Alumna, & current HESA Student pursuing her Master's degree. Staff also interviewed Sr. Felistas' supervisor, Sr. Caroline.

Sr. Felistas is the Financial Administrator of the Kwetu Home for Street Boys and other congregational projects. The Kwetu Home is for boys who formerly lived in the slums, some of whom abused drugs and alcohol. The slums served are located throughout Nairobi, including Mukuru, Kibera, Githurai, and Ruai among others.

One of Sr. Felistas' responsibilities is to mobilize local resources. She travels through the community looking for support; local companies have donated oil, soap, and other items. There is a dispensary on the Kwetu Home compound that sees 539 patients per month; many in the community come for medical treatment because it is known as one of the best in

the area. The dispensary has both a doctor and a chemist. This is an income generating project for the congregation and the school it operates, and has been open for 2 years. The sisters intend to expand the program as it has been successful. Income generating projects have been implemented to assist the home in being self-sustainable. There are cows and goats on property to sustain the boys' home.

Sr. Felistas reports that SLDI taught her how to mobilize resources and she knew she needed to "go local." The property also has a greenhouse and a fish pond to promote agribusiness. The congregation employs 5 full time employees and 3-4 daily workers to manager their farm. They grow maize, French peas, tomatoes and chilies which is managed by drip irrigation, a bore hole and solar power. There is a need to install a separate pipe and bigger water tanks to sustain the irrigation, the sisters have a short term plan to accomplish this. A school on the same compound has 246 students and was founded in March 2014. They are building a computer lab as the school is growing. The sisters want to build a new wing to house boarding schools and eliminate the competition. The home employs 56 people in the school, home and farm.

Following the site visit, ASEC staff conducted an interview with Sr. Felistas, and Sr. Caroline, Sr. Felistas' supervisor. Sr. Felistas, as the Finance Administrator with a Bachelors of Commerce degree from Catholic University of Eastern Africa (CUEA) with a specialization in accounting, identified the need to separate the income generating projects to better identify which are successful. She oversees 3 accountants and facilitates resource mobilization. She is also currently in the Masters of Finance program at CUEA. She says that before participating in ASEC programs she "didn't even value myself" and now she "found myself calm, competent and able to do something." She reports that SLDI and HESA have impacted her life positively. She is also one of the leaders of the group of HESA sisters in Kenya.

10.8.2.2 Site Visit & Interview: Sr. Consolata Aloo, SLDI Alumna (2009 Graduate of Finance track)

Sr. Consolata is the Coordinator of Catholic Scholarship Program with Porticus housed at Tangaza University College. She has been one of the most successful grant writers among SLDI alumnae, according to SLDI program evaluation data. She has written grants to benefit her congregation and its apostolates, and shares her skills with other sisters through a resource committee. She secured approximately $750,000 in funds for her congregation as of last year's SLDI progress report and facilitated sessions on resource mobilization at Kenya's alumnae workshop in January 2018. She had never written a grant prior to participating in SLDI. She now assists sisters and other Catholic lay people in obtaining scholarships to further their education. She was profiled as a success story in last year's SLDI program evaluation presentation to the ASEC Advisory board. An interview was conducted with Sr. Consolata in

her office at Tangaza, in which she described the positive impact SLDI had on her ministry and congregation.

10.8.2.3 Interview: SLDI & HESA Alumnae Focus Group: Sisters Mary Magdalene Kanini Mutua, SLDI Alumna (2015 Graduate of Administration track), Delvin Mukhwana, HESA Alumna and Josephine Kwenga, 2015 Graduate of Administration track)

These three sisters were interviewed at the Tumaini Center in Nairobi, Kenya. They all currently work for the Justice and Peace Commission of the Association of Sisters of Kenya. The sisters shared the positive impact of the SLDI and HESA programs on their work and self-perception. They also reported that there is a need for sisters to learn self-care and how to "slow down."

10.8.2.4 Additional Interviews & Site Visits
- Site Visit: St. Francis Hospital, located at the Little Sisters of St. Francis compound in Kasarani, site of ASEC Service Learning in Kenya. Sr. Esther Wairimu (HESA Alumna) is the CEO of the hospital; she was recently promoted from assistant CEO.
- Focus Group at the Catholic University of Eastern African (CUEA) with 8 current HESA students.
- Site Visit: Meeting/Celebration with HESA Students and Signing of Memorandum of Understanding with CUEA

11 Objective 5: Challenges & Recommendations for Improvement

11.1 Web Traffic
Overall, web traffic decreased slightly in the 2017-18 grant year as compared to the previous grant year, but after the launch of a new website the year prior, a slight reduction in traffic can be expected. The site continues to be updated with sisters' news stories and country specific data was added to the site as well. As mentioned earlier, plans to develop forms alumnae can submit to provide information on new projects, or updates on current projects, would serve as an evaluation and educational tool, as well as a means to publicize alumnae's work on the ASEC website. Also social media presence has increased in the past year, and the Web Content Manager continues to engage sisters on those platforms.

11.2 Research Initiatives

11.2.1 Encouraging Sisters and University Faculty to Engage in Research on Catholic Sisters in Africa
There is still a pressing need for more scholarship on the lives and work of Catholic sisters in

Africa. Research is crucial in measuring the impact of ASEC's programs and alumnae contributions to the UN SDGs. ASEC's Executive Director plans to work intently on bolstering ASEC's research initiative. Utilizing alumnae or other sisters with expertise in evaluation and/or research to assist in collecting data about alumnae projects on an ongoing basis could enhance the accuracy and depth of ASEC's alumnae data as well as help build sisters' capacity to conduct their own program/project evaluations and research. Plans to engage faculty in research are underway as well.

11.2.2   Visiting Scholar Program

ASEC would like to collaborate with Visiting Scholars on research, but this has not yet occurred, due to ASEC staff's lack of time to engage in research and limited time spent with the Visiting Scholar when she is in the U.S. However, some ASEC staff collaborated with Fr. Thomas Gaunt at the Center for Applied Research in the Apostolate (CARA) and the first two Visiting Scholars on a proposal to present at the Society of Scientific Study of Religion conference. ASEC will continue to explore opportunities for collaboration with Visiting Scholars, and CARA.

11.3   Possibility of an ASEC Research Fellowship

To promote research on Catholic sisters in Africa, ASEC is exploring the possibility of developing a research fellowship. Fellows would be given a stipend to conduct research focused on Catholic sisters in Africa and/or the impact of ASEC's programs or alumnae on human and social development in Africa. Faculty at ASEC partner institutions of higher education, with special priority given to sisters, would be candidates for this fellowship.

11.4   ASEC Employee Handbook

Much progress has been made in the past year towards creating written procedures, many of which were organized into one ASEC's three program manuals (for SLDI, HESA, and ASEC's Service Learning program), the ASEC Evaluation manual, and/or the HESA Student Handbook. All of these manuals and the HESA Student Handbook will be reviewed for approval by the ASEC Board of Director's Academic committee. An Employee Handbook is still needed, for U.S. staff and staff in ASEC's 10 African countries. Next year, it is expected that a Graduate Assistant will coordinate efforts, with much input from staff and perhaps others with expertise in human resources, to create this handbook.

11.5   Continuing to Engage ASEC Partners

Although the ASEC training in 2018 was intended to include ASEC partners, the training focused only on staff due to reasons stated above in Section 10.7. Trainings involving ASEC partners are currently being planned; one training will take place in West Africa and another in East Africa. Trainings are expected to occur in June 2018 and will be facilitated by ASEC U.S. staff.

12 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 an increasing number of participants and alumnae, there are ongoing efforts to continue streamlining program evaluation through increased use of technology and online tools. SLDI has transitioned to online survey usage (except in some cases of failing internet or power) and is developing a centralized database to house and manage all program participant data.

- Continue to focus on program design and plans, curriculum, implementation, and evaluation, and increase the focus on alumnae. Staff and Graduate Assistants created manuals for program operations and evaluation procedures.

- Embody ASEC's core values in the evaluation process and engage SLDI stakeholders in the evaluation process, including ASEC Board members, ASEC staff, SLDI instructors, and SLDI alumnae. In 2017, video conference sessions discussing SLDI evaluation objectives, processes and outcomes were offered to all SLDI participants; ASEC staff in Kenya, Uganda, and Cameroon took part in this opportunity. Also SLDI instructors in Kenya were engaged in ongoing assessment of SLDI evaluation forms. Continued engagement with SLDI partners will take place in June 2018 via SLDI Partner Trainings.

- Tailor the SLDI program curriculum, as well as content for alumnae workshops, to the needs of sisters in Africa. Engage in ongoing assessment and development of curriculum. Meetings with SLDI instructors and Secretary Generals to discuss the curriculum and program strengths and areas of improvement are scheduled to take place in during the SLDI Partner Trainings in June 2018.

- Continue to engage sisters through relevant and practical alumnae workshops so that they can sustain their networks, improve their work, and share experiences. Strategies to strengthen alumnae engagement were detailed under Objective 2 in this report.

- Sustain relationships with organizations and individuals who support ASEC, including national associations of sisters, public and private organizations, and college and universities. Develop new relationships as the need arises.

- Integrate learning into ongoing program activities and systems and act on feedback from the participants amicably.

- Conduct research and disseminate results through the ASEC 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.

- Competent leadership is integral to ASEC's partnership maintenance and development, financial management, and effective program planning and implementation. The hiring of Sr. Mary Cecilia Draru, Ph.D., LSMIG, after a period of transition with three interim Executive Directors, will create stability and progress within ASEC.

Appendix A: Administration & Finance Pre-and Post-Skills Assessment Mean Scores

Sister participants in both workshop tracks assess their own skills in areas related to the workshop curriculum at the beginning of the workshop and again at the end of the workshop. Sisters rate themselves on a Likert-type scale of 1 to 4, with 1 being that they strongly disagree that they understand and/or can perform the skill and 4 being they strongly agree that they understand and/or can perform the skill. A paired sample t-test was completed for each workshop group, to determine if differences (comparing pre-workshop to post-workshop assessments) in sisters' self-assessment mean scores were statically significant. All workshops demonstrated statistically significant changes in mean scores from the beginning to the end of the workshop. Significance levels below .05 are considered statistically significant.

2017 Administration Workshops Paired Sample t-tests

Country	Workshop	N	Pre Mean	Pre SD	Post Mean	Post SD	Sig. Level
Lesotho	1	12	2.1094	0.49149	3.4740	0.28009	.000
Kenya	2	30	2.0633	0.67416	3.8238	0.27989	.000
Zambia	3	19	2.9269	0.55272	3.6287	0.28849	.000
Malawi	4	19	2.9178	0.66798	3.6493	0.24007	.000
South Sudan	5	11	1.2898	0.14327	3.6818	0.23627	.000
Uganda	6	25	1.7338	0.47585	3.7545	0.18494	.000
Ghana	7	22	2.3305	0.81234	3.5667	0.31404	.000
Kenya	8	30	1.9460	0.62571	3.6773	0.34496	.000
Nigeria	9	27	1.9591	0.84516	3.7189	0.37089	.000
Cameroon	10	19	2.7332	0.76772	3.6275	0.20705	.000
Tanzania	11	27	2.7792	0.27175	3.7698	0.32295	.000
Malawi	12	21	1.9733	0.77156	3.5486	0.60427	.000
Ghana	13	21	2.0933	0.79722	3.7178	0.18761	.000
Nigeria	14	24	2.1327	0.52254	3.7700	0.19407	.000
Zambia	15	19	2.8689	0.61709	3.5012	0.42938	.002
Uganda	16	25	1.5499	0.50603	3.4268	0.29221	.000
Tanzania	17	25	1.3030	0.45690	3.6518	0.30803	.000
Cameroon	18	19	1.8981	0.76612	3.5184	0.38555	.000

Note: In May 2018, SLDI instructors in Kenya, along with the Asst. Director of Program Evaluation determined that several items on the Administration Pre-and Post-Skills Assessment would fit better in the 2018 Pre- and Post-Skills assessment. The Asst. Director of Program Evaluation subsequently revised the Pre-and Post-Skills Assessment forms, removing nine items and adding a different adding nine items that would better assess skills taught in the 2017 Administration workshops. Sisters in workshops 1-7 did not have the opportunity to rate themselves on these nine items, as it was recognized in May 2017 that changes were needed.

2017 Finance Workshops Paired Sample t-tests

Country	Workshop	N	Pre Mean	Pre SD	Post Mean	Post SD	Sig. Level
Nigeria	19	20	2.0212	0.67138	3.2684	0.34062	.000
Tanzania	20	24	1.2961	0.54651	3.6996	0.27037	.000
Ghana	21	19	1.3737	0.79301	3.3853	0.40132	.000
Cameroon	22	21	2.3037	0.72904	3.6809	0.24476	.000
Zambia	23	21	1.8673	0.65517	3.5539	0.48012	.000
Malawi	24	20	2.1207	1.07300	3.3342	0.32546	.000
Uganda	25	25	1.0918	0.18030	3.5022	0.35232	.000
Nigeria	26	21	1.8691	0.74077	3.5302	0.36641	.000
Ghana	27	16	1.7488	0.68079	3.3957	0.41718	.000
Cameroon	28	18	1.6699	0.67440	3.5141	0.32878	.000
Kenya	29	26	1.6495	0.63228	3.6118	0.35674	.000
Tanzania	30	23	1.3773	0.42769	3.2016	0.37769	.000
South Sudan	31	15	1.5649	0.71017	3.6386	0.35182	.000
Lesotho	32	12	2.2149	0.66705	3.5658	0.54564	.000
Kenya	33	24	1.8203	0.75752	3.7654	0.28107	.000
Malawi	34	19	1.7030	0.90513	3.3713	0.36172	.000
Uganda	35	24	1.4145	0.61168	3.5026	0.58276	.000
Zambia	36	20	2.2237	0.68724	3.3741	0.59658	.000

Appendix B: Instructor Assessment Overall Mean Scores

In an effort to triangulate sisters' self-assessment data, ASEC developed an Instructor Assessment, which was implemented for the first time in 2016, and was used again in 2017. In both tracks, the instructors were asked to rate sisters on a scale of 1 to 10 on their overall skill attainment in the workshop, with 1 being Not at All Skilled and 10 being Exceptionally Skilled. The target outcome was that 80% of the workshop groups would have an overall 7 mean score or higher. The program met its targeted outcome in the Administration track, with 80% of workshops groups receiving an overall mean score of 7 or higher, but did not meet this expected outcome in the Finance track, with 68.8% of workshops groups receiving a mean score of 7 or higher.

Please note the Instructor Assessment evaluation was a new form being piloted in 2016. Not all workshops groups completed this evaluation form last year, or this year. In workshops 9 and 14 in Nigeria sisters received evaluations from more than one of their instructors; in these cases, the averages of the scores from each instructor were used.

2017 Administration Instructor Assessment Evaluation Overall Mean Scores

Workshop Number	Country	N	Overall Mean Score	Standard Deviation
1	Lesotho	N/A	N/A	N/A
2	Kenya	30	7.1	.995
3	Zambia	N/A	N/A	N/A
4	Malawi	8	7.5	2.000
5	South Sudan	11	8.36	.809
6	Uganda	N/A	N/A	N/A
7	Ghana	22	7.55	.963
8	Kenya	30	6.83	1.020
9	Nigeria	27	7.31	.834
10	Cameroon	N/A	N/A	N/A
11	Tanzania	N/A	N/A	N/A
12	Malawi	N/A	N/A	N/A
13	Ghana	21	7.76	1.136
14	Nigeria	28	7.61	.643
15	Zambia	N/A	N/A	N/A
16	Uganda	25	8.24	1.877
17	Tanzania	25	6.08	1.320
18	Cameroon	N/A	N/A	N/A

Note: The Instructor Assessment forms assess the same items as the Pre-and Post-Skills Assessment surveys. Therefore, similar to what was noted in Appendix A, SLDI instructors in Kenya, along with the Asst. Director of Program Evaluation determined that several items on the Administration Instructor Assessment would fit better in the 2018 Instructor Assessment. The Asst. Director of Program Evaluation subsequently revised the Instructor Assessment forms, removing nine items and adding a different nine items that would better assess skills taught in the 2017 Administration workshops. Sisters in workshops 1-7 did not have the opportunity to rate themselves on these nine items, as it was recognized in May 2017 that changes were needed.

2017 Finance Instructor Assessment Evaluation Overall Mean Scores

Workshop Number	Country	N	Overall Mean Score	Standard Deviation
19	**Nigeria**	19	8.21	1.134
20	**Tanzania**	24	8.92	.282
21	**Ghana**	19	7.32	1.376
22	**Cameroon**	19	8.24	.609
23	**Zambia**	21	8.48	1.078
24	**Malawi**	19	6.95	1.224
25	**Uganda**	25	6.16	1.344
26	**Nigeria**	N/A	N/A	N/A
27	**Ghana**	17	7.47	.874
28	**Cameroon**	19	8.26	.452
29	**Kenya**	26	6.69	1.012
30	**Tanzania**	24	5.88	1.191
31	**South Sudan**	N/A	N/A	N/A
32	**Lesotho**	12	7.08	.900
33	**Kenya**	24	8.84	.817
34	**Malawi**	19	7.84	.765
35	**Uganda**	25	7.08	2.019
36	**Zambia**	20	6.00	1.026

Appendix C: Mean Score Comparisons of Sisters' Self-Assessments & Instructor Assessments

In addition to the instructor providing an overall skill rating for each sister, instructors rated sisters' skill and knowledge levels in multiple curricular areas. In both the Instructor Assessment and the sisters' Post Skills Self-Assessment, sisters' skill attainment levels on the items below were rated on a Likert-type scale of 1 to 4, with 1 being that she (or the instructor) strongly disagrees that she understands and/or can perform the skill and 4 being she (or the instructor) strongly agrees that she understands and/or can perform the skill.

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.

Mean scores for each item on the assessments, as well as the significance levels of the independent t-tests appear in the tables below. Also, the higher mean score for each item is highlighted in dark green. In both tracks, the sisters mean scores on every item were higher than the instructors' mean scores, and the differences between sisters' and instructors' scores were statistically significant. Significance levels below .05 are considered statistically significant.

Administration Skill/Knowledge Assessed	Sisters' Self-Assessment Post Mean Score	Instructor Assessment Post Mean Score	Significance Level
Understands the Concept of Stewardship and Accountability	3.8499	3.2181	.000
Understands Integrity and Fundamentals of Effective Management	3.7647	3.1443	.000
Change & Change Management	3.7649	3.0186	.000
Strategic Planning	3.6175	3.0595	.000
Develop the Vision and Mission for a Project	3.6335	2.8959	.000
Understands How Vision, Mission, and Change are Integrated	3.6375	2.9071	.000
Carry Out an Analysis of Both External And Internal Environments	3.5929	3.0632	.000
Stakeholder Analysis	3.7229	3.1264	.000

| Administration Skill/Knowledge Assessed (continued)	Sisters' Self-Assessment Post Mean Score	Instructor Assessment Post Mean Score	Significance Level
Strategic Issue Identification (Strategy Formulation)	3.4400	2.7807	.000
Strategy Implementation, Monitoring, and Evaluation	3.5936	2.8141	.000
Strategic Planning Principles	3.5462	3.0225	.000
Establish a Mentoring Relationship and a Mentoring Plan	3.6870	3.0473	.000
Define Leadership and Explain Various Leadership Styles and Qualities	3.8286	3.1448	.000
Understand the Relationship Between Leadership and Management	3.8071	3.0839	.000
Ethical Leadership	3.6768	3.1919	.000
Effective Communication	3.8575	13.913	.000
Networking	3.5627	2.9530	.000
Computer Skills	3.4548	2.6465	.000
Basics of Human Resource Management	3.7826	2.9765	.000
Understands Performance Appraisals	3.7143	2.8552	.000
Understands Challenges to Human Resource Management	3.7263	2.9779	.000
Understands the Concept of Team Spirit	3.8721	3.2973	.000
Effective Writing Skills	3.4246	2.8851	.000
Conduct a Needs Assessment	3.3769	2.7953	.000
Develop Grant Proposals	3.1641	2.7718	.000

| Finance Skill/Knowledge Assessed	Sisters' Self-Assessment Post Mean Score	Instructor Assessment Post Mean Score	Significance Level
Understand the concept of stewardship	3.8016	3.4885	.000
Understands general accounting	3.5137	3.2363	.000
Understands principles of financial management	3.5422	3.1375	.000
Understands budgeting and budgetary controls	3.5831	3.1580	.000
Understands basic accounting procedures	3.5831	3.1667	.000
Can record financial transactions in the books of account	3.5574	3.1805	.000
Can prepare a bank reconciliation statement	3.5109	3.0694	.000
Can post transactions in a ledger book	3.5109	3.2601	.000
Understands the extraction of the trial balance	3.4356	3.0870	.000
Can accurately prepare financial reports.	3.4481	2.9195	.000
Can analyze a financial statement to make informed decisions	3.3033	2.9914	.000
Understands how to use internal controls to safeguard organizational assets	3.5286	3.1748	.000
Can use Excel in processing financial transactions	3.5385	3.1839	.000
Understands accrual and cash basis of accounting in recording financial transactions	3.3770	3.0632	.000
Understands how to use an audit for reporting and internal control	3.3452	2.9078	.000
Understands resource mobilization	3.5808	3.3247	.000
Able to write project proposals and grants	3.4301	3.0289	.000
Can explain stock records and control	3.5320	3.2436	.000
Understands the application of technology for accounting procedures	3.3315	2.9797	.000

Appendix D: Overview of ASEC Web Traffic, 2017 & 2016 Grant Years

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 users but a slightly decreasing rate of sessions, page views, average session length, and bounce rate. This decrease in 2017-18 is likely because the new ASEC website went live in the 2016-17 period, which sparked new activity; web activity has since settled slightly. The line graph shows a generally lower number of sessions in the past grant year than the previous year, with a few exceptions. The sessions tend to follow a parallel trend though, throughout the year, when comparing 2017-18 to 2016-17.

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 E: ASEC Website Traffic, by Country, 2017 & 2016 Grant Years

Mar 1, 2017 - Feb 28, 2018
Compare to: Mar 1, 2016 - Feb 28, 2017

Country	Users	% Users
1. United States		
Mar 1, 2017 - Feb 28, 2018	3,876	36.66%
Mar 1, 2016 - Feb 28, 2017	2,264	28.99%
% Change	71.20%	26.43%
2. Kenya		
Mar 1, 2017 - Feb 28, 2018	1,083	10.24%
Mar 1, 2016 - Feb 28, 2017	955	12.23%
% Change	13.40%	-16.25%
3. Nigeria		
Mar 1, 2017 - Feb 28, 2018	757	7.16%
Mar 1, 2016 - Feb 28, 2017	432	5.53%
% Change	75.23%	29.41%
4. Tanzania		
Mar 1, 2017 - Feb 28, 2018	626	5.92%
Mar 1, 2016 - Feb 28, 2017	525	6.72%
% Change	19.24%	-11.94%
5. Uganda		
Mar 1, 2017 - Feb 28, 2018	433	4.09%
Mar 1, 2016 - Feb 28, 2017	320	4.10%
% Change	35.31%	-0.07%
6. India		
Mar 1, 2017 - Feb 28, 2018	395	3.74%
Mar 1, 2016 - Feb 28, 2017	123	1.58%
% Change	221.14%	137.16%
7. Zambia		
Mar 1, 2017 - Feb 28, 2018	328	3.10%
Mar 1, 2016 - Feb 28, 2017	192	2.46%
% Change	70.83%	26.16%
8. United Kingdom		
Mar 1, 2017 - Feb 28, 2018	260	2.46%
Mar 1, 2016 - Feb 28, 2017	463	5.93%
% Change	-43.84%	-58.53%
9. Ghana		
Mar 1, 2017 - Feb 28, 2018	239	2.26%
Mar 1, 2016 - Feb 28, 2017	280	3.59%
% Change	-14.64%	-36.96%
10. Malawi		
Mar 1, 2017 - Feb 28, 2018	237	2.24%
Mar 1, 2016 - Feb 28, 2017	157	2.01%
% Change	50.96%	11.48%

Web traffic showed a variety of increases and decreases, by country. Traffic increased in the U.S., Nigeria, India, Zambia and Malawi, and decreased in Kenya, Tanzania, Uganda (very slightly), the UK, and Ghana.

Appendix F: ASEC Research, Publications, and Online Articles, March 2017-February 2018

Publications

Lopatofsky, T. (Ongoing) A Phenomenological Approach to Understanding Women Religious in Africa: Perspectives of Post-Secondary Education in Consecrated Life. [Ongoing research].

Conference Presentations

Akruvala, S., Lopatofsky, T., Shaheen, K., Shaver, R. A. & Wimmer, H. (2017). Embracing diversity of women religious in sub-Saharan Africa: The role of tailored higher education in achieving the sustainable development goals through ministry. Wilkes University and King's College Women's and Gender Studies Conference, Wilkes-Barre, PA, April 10-11, 2017.

Akruvala, S., Karimi, K., Luppino, B., and Mudge, J. (2017.) Deconstructing leadership to foster systemic change. Human Sciences Institute Conference, Salt Lake City, UT, September 26-30, 2017.

Chukwunenye, A., Herrmann, J., Lopatofsky, T., and Shaver, R. (2017). Promoting Leadership and Ethics in Sub-Saharan Africa: Meeting the United Nation's Sustainable Development Goals through Education. The 22nd Annual Values and Leadership Conference, Los Angeles, CA, October 5-7, 2017.

Karimi, K., Luppino, B., and Mudge, J. (2017). Deconstructing leadership to reconstruct communities: Implementing a servant leadership development program with women religious in sub-Saharan Africa. Wilkes University and King's College Women's and Gender Studies Conference, Wilkes-Barre, PA, April 10-11, 2017.

Wakahiu, J., Shaver, R.A. & Lopatofsky, T. (2017). Opportunity for the periphery: Using technology to deliver higher education in Africa. United States Distance Learning Association Conference, Indianapolis, Indiana, April 30-May 3, 2017.

Online Articles

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http://www.canaafrica.org/index.php?option=com_content&view=article&id=1125:kenya-based-regional-catholic-university-renews-partnership-for-education-of-african-nuns&catid=16:latestnews&Itemid=103&lang=en

University of Southern California Center for Religion and Civic Culture. (2017, July 20). *Catholic sisters: Champions of sustainable development.* Retrieved from:
http://crcc.usc.edu/catholic-sisters-champions-of-sustainable-development/?utm_campaign=coschedule&utm_source=linkedin_company&utm_medium=Conrad%20N.%20Hilton%20Foundation