Sisters Leadership Development Initiative

Program Evaluation Report
Phase III   2013-2014

March 21, 2014

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Special Thanks to:

Sr. Jane Wakahiu, LSOSF, Ph.D.

Program Coordinators in Africa

Grace Lines

Sisters Leadership Development Initiative

► **PURPOSE**

To provide leadership and technology training to women religious in Africa to enhance their ability to improve the educational, social, and economic conditions of their countries through their ministries

Evangelizing Sisters of Mary, Kenya

Sisters Leadership Development Initiative

Phase III Year I – Bridge

► **Program Objectives:**

   ► To increase the *technology competencies* of participants

   ► To assist participants to become *life-long learners, educators and leaders*

   ► To support the development and continuation of participant *mentoring relationships to broaden the impact of the program*

   ► To assist participants and alumnae to *use acquired skills and knowledge to enhance and sustain their ministries*

   ► To *disseminate best practices and models* of innovative access to education

CONRAD N. HILTON FOUNDATION

STRATEGIES

Membership

Build capacity to form and educate Sisters

- **To increase the *technology competencies* of participants**
- **To assist participants to become *life-long learners, educators and leaders***
- **To *disseminate best practices and models* of innovative access to education**

Leadership

Build capacity to exercise leadership effectively and develop new leaders

- **To assist participants to become *life-long learners, educators and leaders***
- **To support the development and continuation of participant *mentoring relationships to broaden the impact of the program***

Resources

Build capacity to attract and steward resources

- **To support the development and continuation of participant *mentoring relationships to broaden the impact of the program***
- **To assist participants and alumnae to *use acquired skills and knowledge to enhance and sustain their ministries***

Program Evaluation Model

► This is an objectives - focused evaluation based on the concept of a logic model

| INPUTS | OUTPUTS | PROCESS | OUTCOMES |

Program Evaluation

- **Formative—providing ongoing information for program decision making**

- **Summative—providing comprehensive review of results at conclusion of funded cycle**

Kenya Basic Technology

Informants

- **Participants**
- **Instructors**
- **Coordinators**
- **Project Director**
- **Foundation Representatives**

Zambia Basic Technology

Evaluation Measures

- **Standardized Instruments**

- **Surveys with Program Developed Measures**

- **Document Review**

- **Program Site Visits**

Kenya Basic Technology

Site Visit

► In July 2013, Sr. Rosemarie Nassif, SSND, Ph.D. & Sr. Jane Wakahiu, LSOSF, Ph.D. visited programs in Ghana, Nigeria, Kenya and Tanzania.

Nigeria Web Design

Sisters Leadership Development   Initiative

Program Components

2013-2014

► **Basic Technology and Web Design**

► **Higher Education for Sisters in Africa**

► **Alumnae Support**

► **Professional Development Training for Program Staff in Africa**

Phase III
Countries Served

- ► **Ghana**
- ► **Nigeria**
- ► **Uganda**
- ► **Kenya**
- ► **Tanzania**
- ► **Zambia**
- ► **South Sudan**
- ► **Malawi**
- ► **Cameroon**

Basic Technology and Web Design

► Eight 3-week basic technology and 4 web design workshops were held in 6 countries.

► Four computer labs were refurbished and equipped with new computers in Kenya, Uganda, Tanzania and Ghana.

Ghana Basic Technology

Basic Technology and Web Design

Participants Attending Workshops

Country	Participants	Basic Technology	Web Design
Ghana	39	39	0
Kenya	43	23	20
Malawi	15	8	7
Nigeria	42	22	20
South Sudan	17	11	6
Tanzania	45	40	5
Uganda	40	20	20
Zambia	41	20	21
Total	282	183	99

Basic Technology and Web Design

Workshops by Country

Country	Participants	Basic Technology	Web Design
Ghana	39	39	0
Kenya	57	23/3*	20/5***6*
Nigeria	42	22	20
Tanzania***	40	40	***
Uganda	48	20/8*	20
Zambia	56	20/8**	21/7**
Total	282	183	99
		* South Sudan	
		** Malawi	

Participant Descriptions

282 Sisters enrolled represented 122 congregations.

Twenty-eight Sisters had participated previously in SLDI workshops.

Participants ranged in age from 23-68 with a mean age of 39 years (SD = 9.94).

89% of the participants stated English as their primary spoken language, while 94% stated English as their primary written language.

Zambia Web Design

Primary Written Language

Country	English	Native	Other
Uganda	98%	2%	0%
Kenya	92%	4%	4%
Tanzania	81%	5%	14%
Nigeria	95%	3%	2%
Ghana	97%	0%	3%
Zambia	98%	2%	0%
South Sudan	100%	0%	0%
Malawi	100%	0%	0%

Primary Spoken Language

Country	English	Native	Other
Uganda	98%	2%	0%
Kenya	94%	4%	2%
Tanzania*	67%	22%	11%
Nigeria	83%	14%	3%
Ghana	94%	3%	3%
Zambia	96%	4%	0%
South Sudan	100%	0%	0%
Malawi	100%	0%	0%

*In Tanzania, the English language continues to be a challenge for teaching and learning. Instructors who are competent in both English and Kiswahili are used to translate content and provide needed language support.

Educational Level

Country	Primary	High School	College Certificate (2yr)	Diploma (3yr)	BA/BS	Masters
Uganda	2%	30%	13%	38%	13%	4%
Kenya	0%	10%	43%	29%	16%	2%
Tanzania	20%*	24%	24%	27%	5%	0%
Nigeria	0%	15%	12%	34%	37%	2%
Ghana	0%	40%	20%	14%	23%	3%
Zambia	0%	11%	37%	34%	16%	2%
South Sudan	0%	25%	17%	58%	0%	0%
Malawi	0%	0%	50%	38%	12%	0%

Description of Ministries

► 230 Participants reported that their ministries or institutions serve between 1-300,000 people annually.

► 25% serve 50 or fewer individuals

► 25% serve 52-240 individuals

► 25% serve between 242-685 individuals

► 25% serve between 700-300,000 individuals with only 29 organizations serving over 2000 people.

► 260 Participants report working with other sisters

  from 1-214. M= 8.29 (SD= 23.8)

► 75% reported working with 5 or fewer other Sisters and 7% work alone.

Type of Position Held
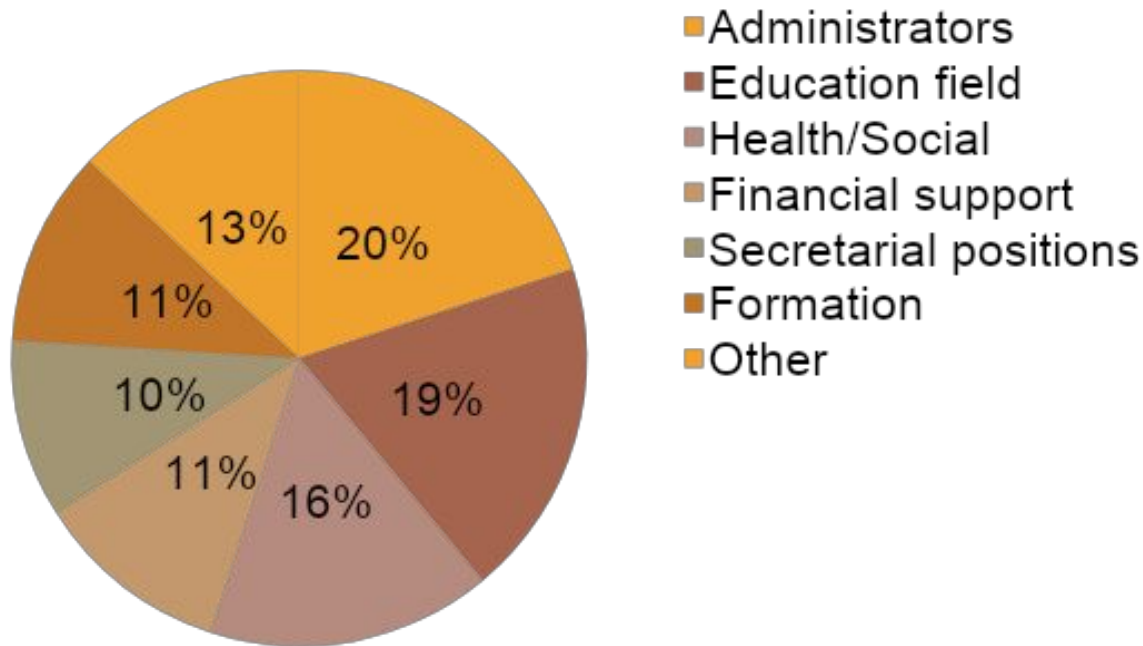
- Length of time in current position was 4.11 years.
- 77.6% in present position for five years or fewer.

Computer and Internet Access
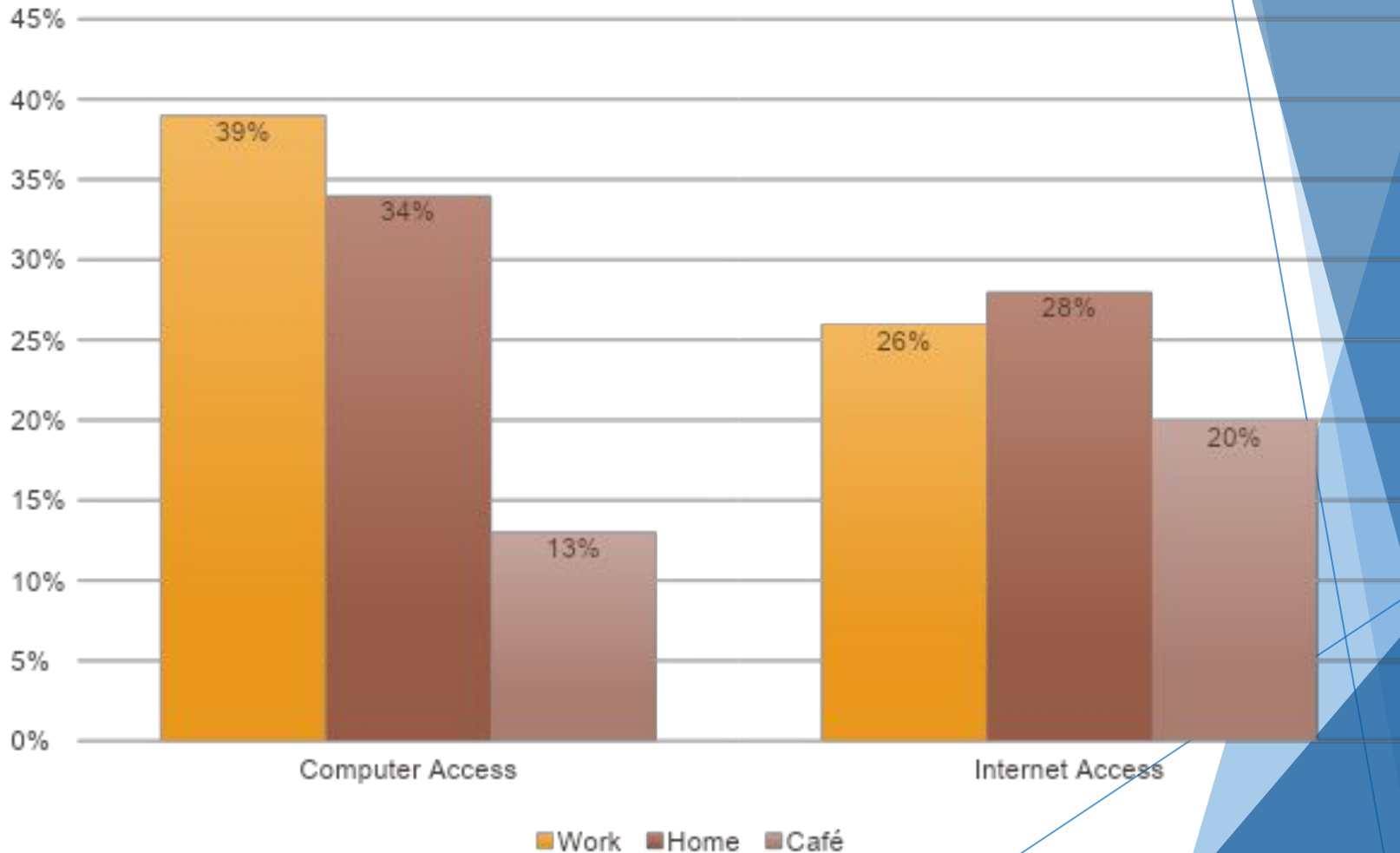
Computer Access by Country
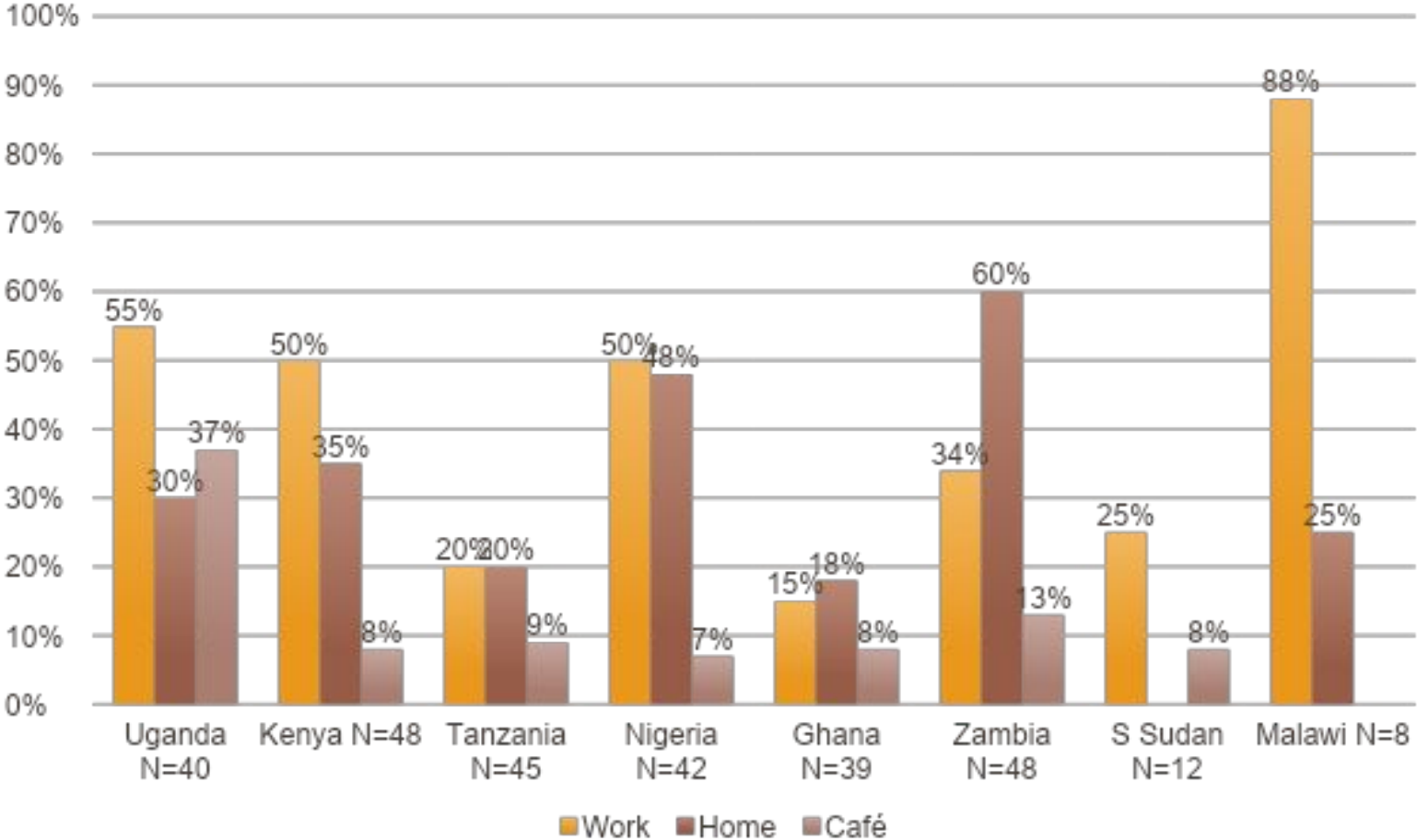
Internet Access by Country
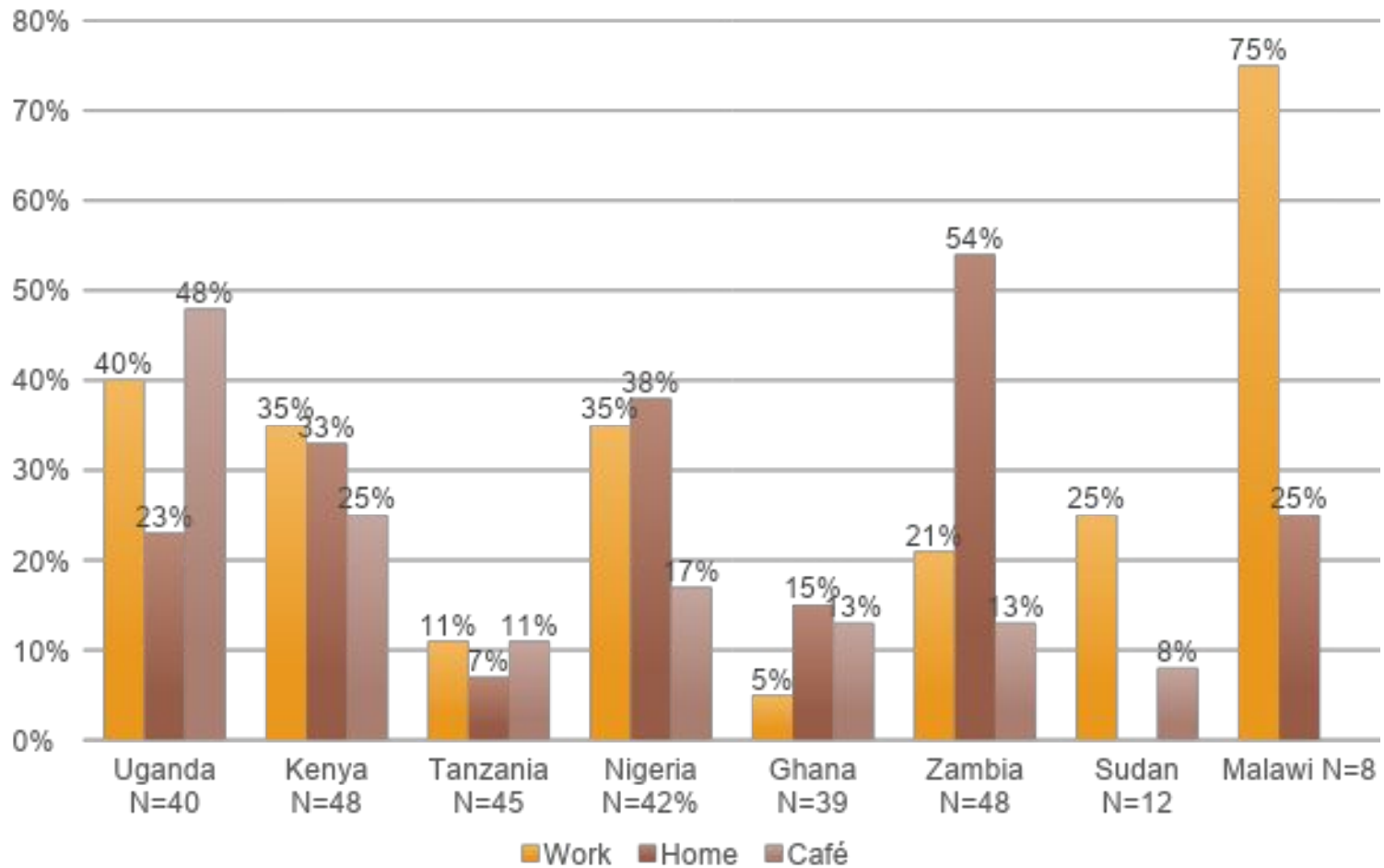
Technology Skills

Participants Profile

Minimum computer knowledge and skills

Less than adequate typing skills

Minimal use of email and internet

Only 32 % of technology participants used technology in their ministries prior to the training

Learning to Type
Kenya Basic Technology

Participant Skills and Knowledge

►Pre and Post Session curriculum focused measures were developed by the evaluator to be consistent with the syllabus for each session. The Likert type scales (response set 1-5) were constructed so that higher scores indicate higher agreement with the presented statements and general concepts. These were administered pre/post each session.

►Paired sample t-tests, a test designed to analyze changes between time one and time two, were used to identify any difference in skill and understanding from pre-session to post-session.

Basic Technology

The measure used such questions as:
- I am able to create and navigate a Microsoft Word document
- I am able to print a document
- I understand how to access and navigate the Internet
- I understand how to manage an email account

Country	N	Pre Mean	Pre SD	Post Mean	Post SD
Kenya	26	1.96	0.66	4.58*	0.58
Ghana	20	2.20	0.89	4.25*	0.64
Ghana	19	1.74	0.99	4.42*	0.77
Nigeria	22	2.36	0.79	4.09*	0.61
Tanzania	20	2.45	0.51	4.25*	0.12
Tanzania	20	1.50	0.51	4.80*	0.41
Uganda	28	2.00	0.67	4.89*	0.32
Zambia	28	2.11	0.74	4.93*	0.26

*A statistically significant increase from pretest to post-test was found in all the workshops with significance at $p < 0.001$

Classroom Methods

Individual Instruction
Kenya Basic Technology

Group Instruction Zambia Basic Technology

Student Presentations
Ghana Basic Technology

MY SUCCESS STORY

My Success story

I am very happy for those who gave us the opportunity to attend this Basic computer training. May the Good Lord bless and reward you all .Before this course I could not do anything in the computer but now I can use the computer quite well. Thanks be to God, to our teachers and to my community. This will enable me to help the people of God in so many different ways. I am very happy.

Sr. Maryrose Aghanu
Nigeria

Sr. Leonida Adrapia, Uganda

Certificates Awarded

 "This workshop has helped me a lot and I loved everything I have experienced and acquired. Now I am able to do many things using a computer. Apart from that I now know why computer literacy is vital to success in today's world."

Sr. Millicent Agyemang, SIJ

Ghana Group 2
Basic Technology

Web Design Skills

- **Participants' Profile**

- Strong proficiency with word processing

- Knowledge of the Internet

- Proficiency with Windows file management

- 60% of participants stated that they did not use the Internet in their ministries and only 1 participant managed a website for her ministry.

Learning a New Skill
Uganda Web Design

Web Design

The measure explored the participants' self-evaluation of their abilities using questions such as:
- I am able to edit pdf files
- I am able to navigate and explore the internet
- I understand how to manage Windows files
- I understand how to use website hosting software

Country	N	Pre - Mean	Pre - SD	Post - Mean	Post - SD
Uganda	20	2.35	0.75	3.45*	0.51
Nigeria	20	2.30	0.57	3.60*	0.50
Zambia	28	1.96	0.69	3.82*	0.55
Kenya	31	2.58	0.72	3.84*	0.37

A significant increase from pretest to post-test was found in all the workshops with significance at $p < 0.001$.

Kenya Web Design

Zambia Web Design

Checking the New Websites

Work of - **Sr. Jane Rose Adiero, SHS, South Sudan**
http://www.rose-jane.net63.net/

Work of **Sr. Benedicta Osih, DC, Nigeria**
http://asec-sldi.net/nig0009/history.html

Work of **Sr. Agnes Wamuyu, Kenya**
http://www.aoskenya.co.ke/?page_id=2405

Certificates Awarded

"I thank ASEC for the good work they are doing in empowering us African sisters. I feel empowered, enlightened and nourished as I go back to my congregation, ready to work and to teach others what I have learned from ASEC."

A Kenyan Participant

Kenya Web Design

Sr. Lisa and Participant
Nigeria Web Design

Sr. Maureen and Participant
Zambia Web Design

Workshop Assessments

Participants

The measure focused on:
- the presentation of the material
- resource material
- impact of the environment on learning
- time spent on topics
- the extent to which the participant understood the material

Workshop	N	Mean	Standard Deviation
Basic Technology	183	4.78	0.44
Web Design	99	4.46	0.46
Overall	282	4.68	0.56

Participant Recommendations

Basic Technology

► Increase length to one month

► Hold an advanced technology workshop focused on Excel and Access

Web Design

► Increase length to one month

► Smaller class sizes

► Continuing technical support as they develop their websites

One participant pointed out, *"The course is very interesting but very wide therefore it needed more time......the weeks were very short for me to learn properly."*

Instructors

- A Post-Session assessment used a Likert-type scale to rate: pre-Session arrangements, impact of the site on teaching and learning, and extent of the opportunity to collaborate on the development of the evaluation materials.

- The Assessments were completed by seventeen instructors in eight countries for the 12 sessions. The mean score was 4.44 (SD = 1.19) indicating agreement with the positive statements.

Coordinators

► A Post-Session assessment used a Likert-type scale to rate: pre-Session arrangements, clarity of instructor's presentations, the learning environment and time allotted for instruction.

► The Assessments were completed by eight coordinators in eight countries for the 12 sessions. The mean score was 4.68 (SD = .023) indicating agreement with the positive statements.

Though both the quantitative and qualitative analysis were separated by the type of workshop, there were no significant differences based on group, so aggregate findings are presented for instructors and coordinators.

Workshop Assessment

Coordinators

- ► The course materials were well prepared and presented; instructors used visual aids and simple language to explain the content of the workshops.

- ► It was difficult to cover the course content in the time allotted.

- ► The varying skills of the students made instruction challenging.

- ► Unreliable electricity and technology remain issues in some countries.

Instructors

- ► Impressed with students' eagerness to learn, their use of new skills, and overall improvement in technology abilities at the conclusion of the workshop.

- ► Difficult to manage their course in the time allotted, and recommended that the time be extended to 4 weeks.

- ► It was recommended that class size be limited to 20 for basic technology and 15 for web design.

- ► The varying skills of students made teaching challenging, prompting some instructors to continue to support the need for lab assistants for the courses.

Portfolio Pilot

- Portfolio assessment was introduced to complement self-report surveys used by the project.

- During three basic technology workshops, instructors were asked to guide participants in developing "portfolios" of their work.

- A rubric was developed for the instructor's use.

- The content of the portfolio were assignments that routinely would be completed in the workshop.

Publisher Document Uganda

Evaluation

► Three instructors who piloted the portfolio reported that using the projects to develop a "portfolio" for assessment did not negatively impact their instruction and that they understood the rubric and its use (mean score on a 5-point Likert-type scale was 4.33).

► The rubric was not used consistently by the instructors to assess students' work.

► Further review with the coordinators revealed that it was not fully understood what was expected. This was addressed by Sr. Jane during the coordinators' training in January and additional materials were developed for the instructors and the coordinators for use in the future.

Higher Education for Sisters in Africa

Signing of agreement with CUEA

To increase access to higher education for Sisters in Africa a collaborative pilot project between ASEC and Catholic University of Eastern Africa (CUEA) was begun in 2012

Participants

- ► The sisters represent 16 congregations.

- ► The mean age was 41 and SD=9.55, ranging from 28-57.

- ► The average length of time in their position was 4.1 years (SD=3.14).

- ► 61% in their current position for five years or less.

HESA Cohort 1

Type of Position Held
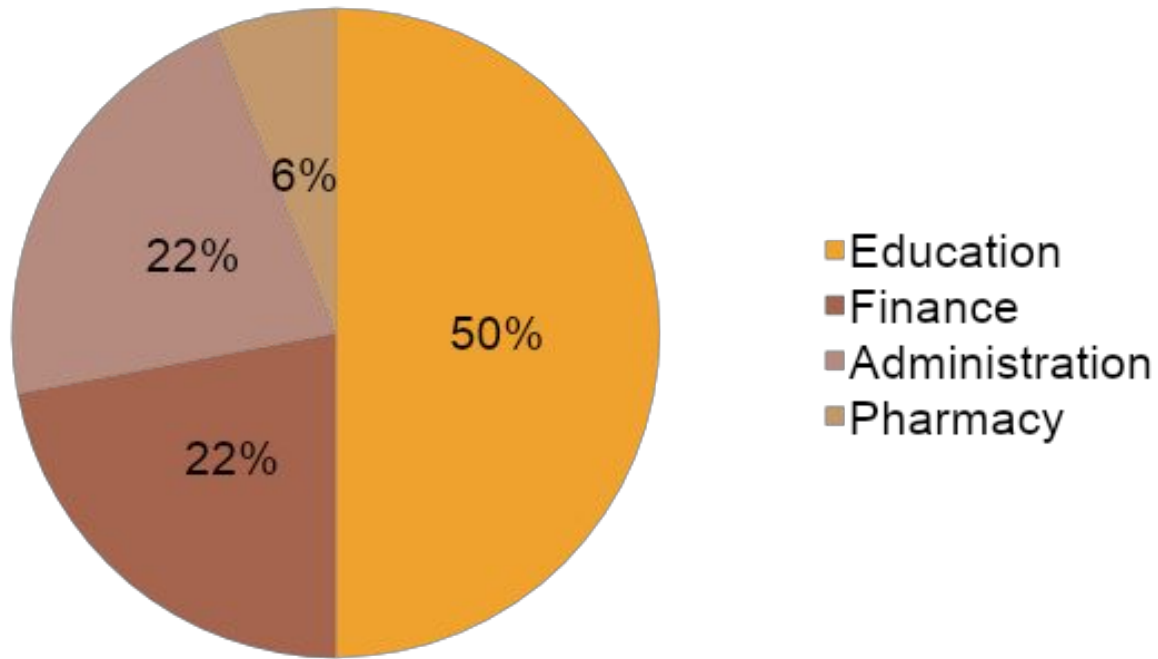
Progress to Date

HESA Participants completed 21 undergraduate credits

► University 102

► English 160

► Psychology 251

► Education 315

► Education 414 A

► Religious Studies 201

► Education 311

Reflective Learning Workshop

Transitioned to CUEA

University 102

HESA Evaluation

- Orientation/University 102

- Online Faculty/Program Staff Meetings/Semester

- Semester 1 Jan-May 2013
  - Mid Semester
  - End of Semester

- Reflective Learning Workshop

- Fall Semester Aug-Dec 2013
  - End of Semester/End of MU Experience

Mid-Term Assessment of Online Learning

Going Well

- Benefited from using Moodle and forums as methods to communicate with their instructors

- Gained much useful knowledge about online learning.

Obstacles

- Technical problems
- Skype sometimes failing to work
- Lacking computer skills
- Difficulty they had with the English course
- Language barrier has effected communication with instructors

*Sr. Jane met with faculty to discuss issues and identify support needed for faculty and students.

End of Semester Assessment of Online Learning

Going Well

- Helpful instructor
- Positive support from HESA and ASEC coordinators and other participants
- Use of English has improved
- Improved communication with instructors.
- Improved clarity of the assignments

Obstacles

- Ongoing computer and network problems
- Power failures
- Challenging work load; most still managing full time ministry duties
- Time management issues

Based on faculty and student input, a consultant in distance learning was engaged to assist in tailoring the courses to further support students needing assistance with the use of English.

Reflective Learning Workshop

Three day reflective learning workshop Summer 2013
Faculty from CUEA and Marywood University

Focus

- ► Online learning issues
- ► Academic goals and plans
- ► Program expectations of Marywood and CUEA
- ► Peer support

Evaluation

- ► Clarified course requirements
- ► Provided time management strategies
- ► Assisted students in clarifying academic and professional goals
- ► Provided peer support

End of Experience Assessment

The measures included questions as:
- Skype has been an effective learning tool for me this past semester
- I felt supported and encouraged to continue the program by ASEC/HESA staff
- I was able to understand the instructor's expectations for the assignments in this course.

HESA			
Topics	N	M	SD
General Assessment	14	3.45	0.35
ASEC/HESA Student Support	14	3.69	0.19
EDUC 414A- History of Education	14	3.91	0.17
RST 201- Intro to the Bible	14	3.83	0.22
EDUC 311- Educational Psychology	14	3.84	0.28

One Sister stated, "*This was a good experience for me because it kept me busy, it made me plan for my work; thus I learned how to manage time.*"

Another Sister commented," *It was hard for me to work, and go on with my studies, but I persevered.*"

Another stated, "*This has encouraged me also to be a teacher in order to share my knowledge with the others as they have been to us.*"

Also, "*Actually I feel that my expectation to be a better and more advanced teacher are met and still being met, as I continue with learning as an undergraduate education student.*"

And, "*The teachers at Marywood University are good and nice to students, thus motivating me to work hard. It enabled me and others to learn from instructors who were well qualified, while still in my own country.*"

Alumnae

- 501 Alumnae of the Leadership Program of SLDI

- Alumnae associations are growing

- Organizational structures are in place

- Newsletters are distributed

- Alumnae surveys distributed annually at workshops and to those not attending

- 233 Alumnae attended 2014 workshops

Uganda Alumnae Association Officers

Sisters Leadership Development Initiative

► Assuming leadership roles, mentoring individuals, providing training to others and acquisition of external funds are measurable outcomes of the project objectives.

Uganda Alumnae

LEADERSHIP

► 120 of the 233 alumnae reporting assumed positions with higher level of responsibilities

► Sr. Irene Oparku SIJ, Ghana, writes that her administrative skills helped her when she was appointed Headmistress in a Basic School that was in great financial crisis. She says "the skills learnt has enable me to promote good working relationships…this has brought about effective teaching and learning in the school. The school Basic Education Certificate Examination continues to be the best in the district".

Leadership Alumnae
Individual Mentees by Country
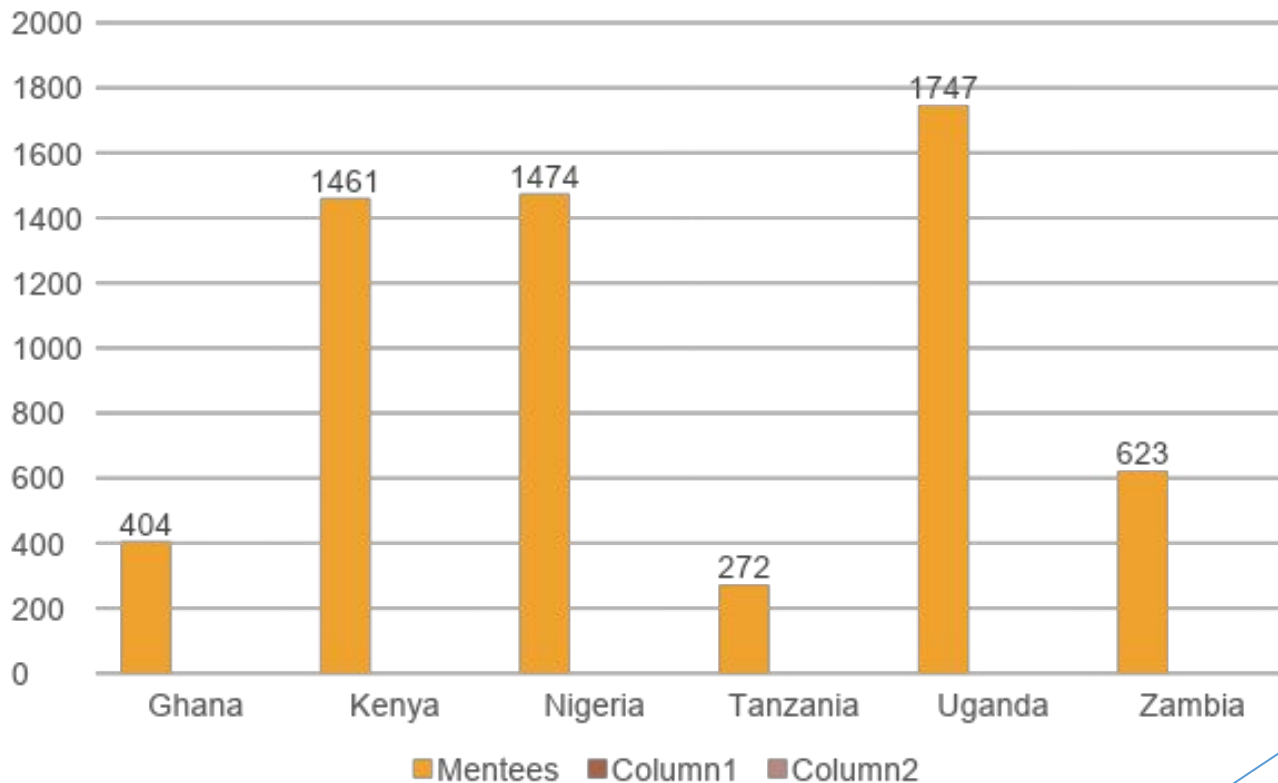
Total Mentees to Date   5,981

Funding Received by Phase I Leadership Program Alumnae
to implement or sustain projects in their congregations or communities

	Total Secured Funding (USD)	Total Secured Grants (USD)	Alumnae securing funding	Alumnae securing grants
Ghana	469,539	463,231	10	8
Kenya	1,963,133	1,785,900	39	30
Nigeria	205,733	74,144	10	5
Tanzania	255,094	250,754	9	9
Uganda	807,415	773,847	19	15
Total	**$3,700,914**	**$3,347,876**	**88**	**68**

88 Participants (33%) have been successful in raising over **$3,700,914** in external funds (including grant writing, donations, and fund raising)

68 Participants (25%) secured funds through grant writing from one or more funding sources. Total amount of secured grant funding was **$3,347,876**

Funding Received by Phase II Leadership Program Alumnae to implement or sustain projects in their congregations or communities

	Total Secured Funding (USD)	Total Secured Grants (USD)	Alumnae securing funding	Alumnae securing grants
Ghana	806,874	805,474	12	10
Kenya	233,982	200,996	13	8
Nigeria	348,156	254,666	11	6
South Sudan	10,000	0	1	0
Tanzania	69,527	65,731	5	2
Uganda	194,030	178,803	14	9
Zambia	591,244	577,904	17	15
Total	$2,253,813	$2,083,574	73	50

73 Alumnae (31%) have been successful in raising over **$2,253,813** in external funds (including grant writing, donations, and fund raising)

50 Alumnae (21%) secured funds through grant writing from one or more funding sources. Total amount of secured grant funding was **$2,083,574**

Funding Received by Phase II Leadership Program Alumnae
to implement or sustain projects in their congregations or communities

	Total Secured Funding (USD)	Total Secured Grants (USD)	Alumnae securing funding	Alumnae securing grants
Ghana	806,874	805,474	12	10
Kenya	233,982	200,996	13	8
Nigeria	348,156	254,666	11	6
South Sudan	10,000	0	1	0
Tanzania	69,527	65,731	5	2
Uganda	194,030	178,803	14	9
Zambia	591,244	577,904	17	15
Total	**$2,253,813**	**$2,083,574**	**73**	**50**

73 Alumnae (31%) have been successful in raising over **$2,253,813** in external funds (including grant writing, donations, and fund raising)

50 Alumnae (21%) secured funds through grant writing from one or more funding sources. Total amount of secured grant funding was **$2,083,574**

Grants Received by Phase I and II Leadership Program Alumnae to implement or sustain projects in their congregations or communities

|	Total Secured Funding (USD)	Total Secured Grants (USD)	Alumnae securing funding	Alumnae securing grants
Ghana	1,276,413	1,268,705	23	19
Kenya	2,197,115	1,986,896	52	38
Nigeria	553,889	328,810	21	11
South Sudan	10,000	0	1	0
Tanzania	324,621	316,485	14	11
Uganda	1,001,445	952,650	33	24
Zambia	581,244	567,904	17	15
Total	**$5,954,727**	**$5,431,450**	**161**	**118**

161 Participants (32%) have been successful in raising over **$5,954,727** in external funds (including grant writing, donations, and fund raising)

118 Participants (23%) secured funds through grant writing from one or more funding sources. Total amount of secured grant funding was **$5,431,450**

Conrad N. Hilton funds spent to date on SLDI program from inception is $5,455,512

Funding by Conrad N. Hilton Fund for Sisters to Alumnae by Number of Grants Awarded

► Among 118 participants who secured funds through grant writing, *31% (37)* have received funds from the Conrad N. Hilton Foundation.

31%

69%
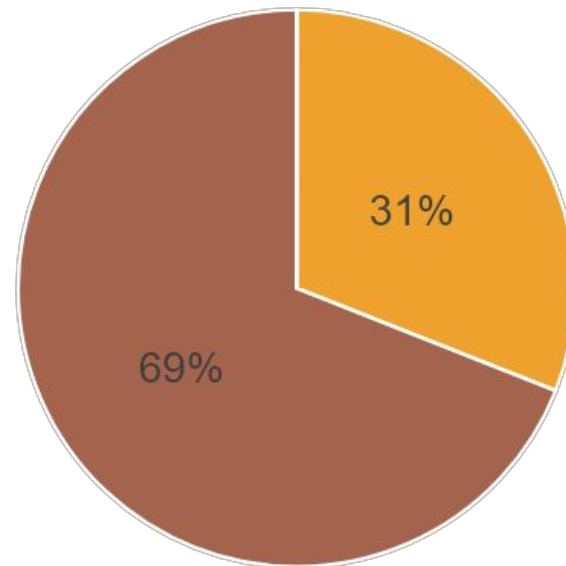
■HILTON
■OTHER

Funding by Conrad N. Hilton Fund for Sisters to Alumnae by Dollars Awarded

► The total amount of grant funding from the Conrad N. Hilton Foundation was *$328,425*, which is *6%* of the total amount ($5,431,450) of grant funding that participants have secured.

6%

94%

◻HILTON ◻OTHERS
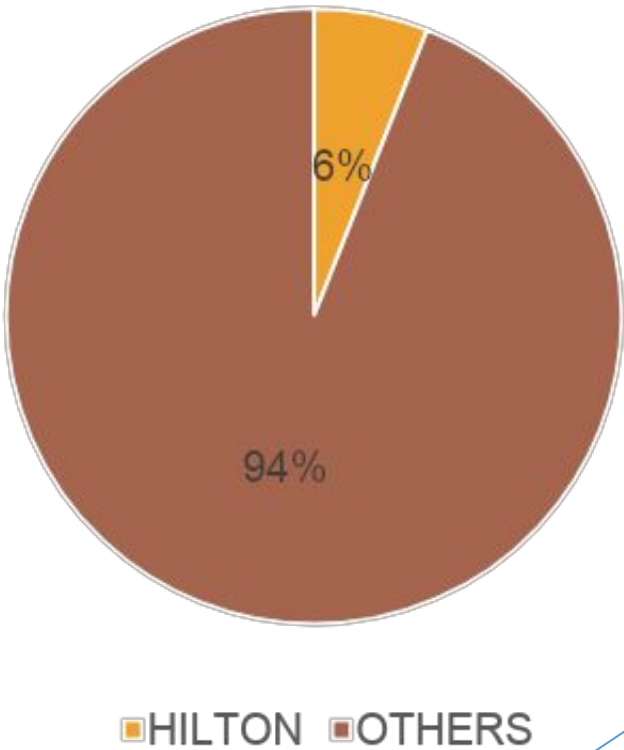
Selected Other Funders

- Safaricom Foundation

- Johnson and Johnson Foundation

- Aid to the Church in Need

- eRko-Christian Children Communities Movement

- Trocaire: Kildare, Ireland

Use of Grant Funds Awarded in Phases I and II
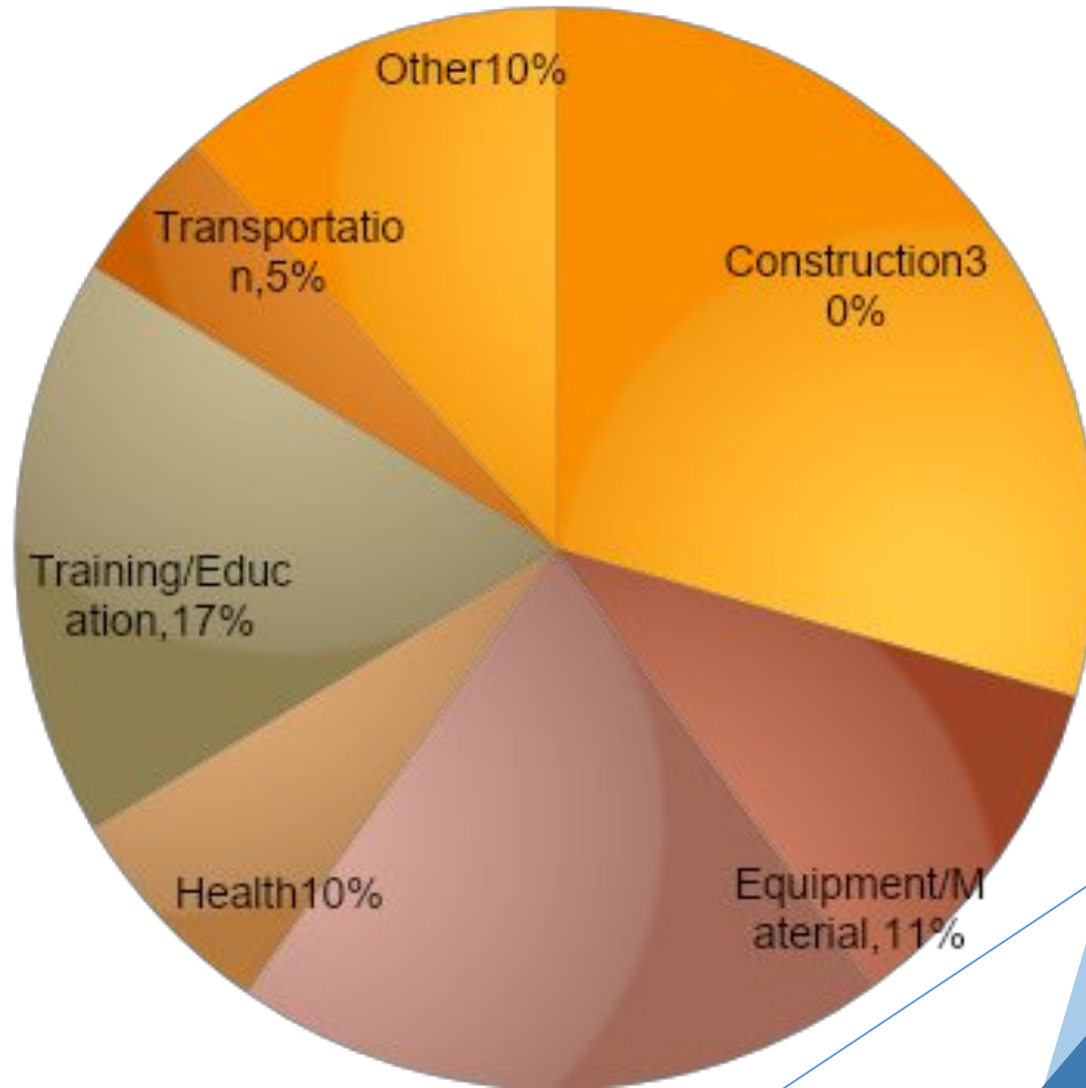
Sisters Leadership Development Initiative Alumnae

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Sr. Christine Nakibuka, Missionary Congregation of Evanelizing Sisters of Mary, and Sr. Rosemarie Nassif, SSND, Ph.D. at the Farm project Kngata Roupai, Kenya

Sisters Leadership Development Initiative Alumnae

Sr. Margaret, acquired new funds for an MRI machine for St. Francis Hospital, Kenya

Sr. Henrietta of Sisters of Saint Louis in Kumasi. Project has empowered local women by creating jobs and teaching skills

Sr. Susan, Assumption
Sisters in Nigeria

- Zero Grazing Project...funded by a local woman sponsor

- Irrigation Farm.... partly funded by the Hilton Fund for Sisters($15,000) and local contributions)

- Fish Pond...partially supported by the Ministry of Fishery.

- Sr. Robinal Nankya, LSOSF, Uganda, raised $4,000 from parents and local donors for playground equipment and fencing.

- Sr. Mary Susan Tibisima, LSOSF, Uganda, received a grant from the Hilton Fund for Sisters for four water storage tanks for the Kayunga School and community.

- Sr. Patrica Kyambuu, SM, Kenya, was awarded 2 grants…APHIA and Misean Cara for $98,863 for a ministry of the congregation in Lodwar that cares for orphaned and vulnerable children and those with HIV/AIDS.

Lodwar, Kenya

- Sr. Victoria Doroba, SCO, Zambia, obtained $15,000 for improvement to the out patient department of a health center…however she is currently attending Tangaza College.

- Sr. Emelda Ukaumunna, MMM, Kenya, was awarded $67,425 from the McCarthy Family Foundation and $10,000 from the Hilton Fund for Sisters for patient care in a HIV/AIDs program.

- Sr. Judith Athieno, Sisters of the Sacred Heart of Jesus in Uganda received $40,000 for convent renovations from Comboni Missionaries.

Words of Thanks

"I want to appreciate the wonderful work you are doing for African sisters.

"May God bless you all."

"Thank our sponsors/funders and initiators for making the opportunity possible"

"Long live ASEC, Long live SLDI"

Program Staff in Africa

- **Project Directors**
- Sr. Lina Wanjiku, SI, East Africa
- Sr. Clementina Ombebe, OSF, West Africa
- **Program Coordinators**
- Sr. Francisca Damoah, SIJ, Ghana
- Sr. Maureen Malashya, SHS, Zambia
- Sr. Germina Keneema, MSMMC, Uganda
- Sr. Tryphina Burchard, SST, Tanzania
- Sr. Hilaria Chombo, SBVM, Malawi
- Sr. Clarisse Jaiwo, SST, Cameroon

COORDINATORS PROFESSIONAL DEVELOPMENT WORKSHOP

The workshop topics included "Effective Report Writing", "Grant Writing", "Quick Books", "Stewardship, Accountability & Integrity", and "Financial Accountability".

	N	Mean	Standard Deviation
General Evaluation	8	3.96	0.07
General Information	8	3.96	0.01
Clarity of Instruction	8	3.83	0.22
Time	8	3.28	0.23
Role/Job Description	8	3.81	0.16
Program Components	8	3.73	0.23

The highest mean scores were related to "Communicating with ASEC/HESA staff helped ease my difficulties"; "I felt supported and encouraged to continue the program by the ASEC/HESA staff";

Evaluation

Most Important Topics

- ASEC mission

- Structure of the programs

- Coordinator's role

- QuickBooks and preparing financial reports

- Report and grant writing

Continued Need

- Information/materials related to:

- Mentoring

- Development and use of the portfolio

- Technical support and a software package for a database

- Effective report writing

Evaluation Summary
Objective 1—To increase technology competencies of the participants

Outputs and Outcomes

- ❑ 8 Basic Technology and 4 Web Design Workshops were conducted across 8 countries
- ❑ 282 Sisters were enrolled/Proposed 268
- ❑ Textbooks were provided in both courses
- ❑ Instructors are experienced in their fields
- ❑ Computer Labs were upgraded in 4 countries
- ❑ A statistically significant difference was noted from pre/post on self report curriculum based assessments
- ❑ Responses to open ended questions on workshop evaluations and classroom assignments indicated that participants demonstrated increased skills at completion of training
- ❑ The mean scores on workshop evaluations of instructors, coordinators and participants demonstrate agreement with positive statements in measure

Objective 2—To assist SLDI alumnae to become lifelong learners, educators, and leaders

Outputs and Outcomes

- 3-day alumnae workshops were held in 6 countries
- 233 alumnae attended 47% (40% proposed)
- 120 alumnae have assumed administrative positions or received promotions
- Alumnae Association infrastructures in place
- 18 alumnae enrolled in the HESA program and have transitioned to CUEA
- 89% of the HESA students attained a GPA of 2.8 or higher (90% proposed)
- The mean scores on student evaluations of their HESA online education experience demonstrated "somewhat agreement" with positive statements during the first semester and "agreement" at the end of the experience

Objective 3—To support the development and continuation of participant mentoring relationships to broaden the impact of the program

Outputs and Outcomes

❑ Students are encouraged to share their skills with their colleagues in their ministries and in their congregations

❑ Materials are available on the website to support mentoring

❑ Students now have technology textbooks to assist them in sharing information

❑ 233 alumnae reported mentoring 1,265 new individuals; and presenting over 450 workshops

❑ Total # of individuals mentored by Leadership alumnae is 5,981 to date

Objective 4—To assist participants and alumnae to use acquired skills and knowledge to enhance and sustain their ministries

Outputs and Outcomes

- ❑ The workshop curriculum include skills and projects that students can use in their ministries

- ❑ Alumnae associations and workshops provide opportunities for participants to network and share knowledge and opportunities

- ❑ Alumnae have secured $5,954,727 via grants, donations and general fundraising in order to sustain their projects and contribute to the growth of their congregations

- ❑ A number of alumnae have acquired grants in excess of $300,000

- ❑ Projects include congregation based construction; agriculture, education, health care and social services

Objective 5—To disseminate best practices and models of innovative access to education

Outputs and Outcomes

❑ Annual Newsletter is published

❑ A restructured website includes information about the program and success stories of the participants

❑ Research on the program has been published and presented at national and international conferences

Ongoing Program Evaluation

The program evaluation plan for Phase III, Years 2 and 3 includes the following:

- ► Skills assessment and workshop evaluations during leadership training workshops
    - ► Portfolio implementation and assessment
- ► Survey of Phase I and Phase II participants who did not attend alumnae workshops

- Survey of mentees identified by Phase II participants
  - Alumnae are asked to provide contact information for mentees
- Survey of major superiors of Phase I and Phase II participants
  - Needs assessment
  - Impact on the participant's ministry
  - Impact on congregation
- Annual survey of program coordinators

  Resources needed to improve program

  Recommendations (formative and summative)

SLDI Research Publications and Conference Presentations

Wakahiu, J. (2013). Making a Difference: Role of Women Religious in Bridging Democratic Leadership in Africa. *Journal of Leadership, Accountability and Ethics, 10*(5), 78-95.

Wakahiu, J. (2013). Mentoring: A Model for Cultivating Leadership Competencies in Kenyan Women Religious. Advancing Women in Leadership Journal, 33, 132-141.

Clauss, K., Wakahiu, J. & Salvaterra, M. (2013). Using Technology to Educate Women Religious in Africa. *American International Journal of Social Science*, 2(6), 29-37.

Conference Presentations

Wakahiu, J., *Sustainable Leadership: Lessons from a Leadership Development Program in Africa*. Ethnographic and   Qualitative Research Conference. Las Vegas. February   2014.

Stein, E., DeVries, K., & Keller, D. *African sisters mutual aid alumnae groups: A mixed-methods study*. Annual Symposium of the International Association for Social Work with Groups (IASWG), Boston. June 2013.

Stein, E., DeVries, K., & Keller, D. *African Sisters Mutual Aid Alumnae Groups*. The Institute for Public Policy & Econo Development Research Symposium.   Scranton. April 2013.