JULY 1, 2016 - JUNE 30, 2020
PHASE II
HIGHER EDUCATION FOR SISTERS IN AFRICA
Cumulative Evaluation Report

PREPARED FOR: THE CONRAD N. HILTON FOUNDATION
GRANTEE: MARYWOOD UNIVERSITY
GRANT NUMBER: 20130041 (PHASE I) & 16584 (PHASE II)
REPORT DUE DATE: OCTOBER 31, 2020

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Higher Education for Sisters in Africa (HESA)
Phase II July 2016 - June 2020
Cumulative Evaluation Report

Acknowledgements

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On the Cover: HESA Graduation Ceremony, Saint Augustine University, Tanzania, December 23, 2019
Higher Education for Sisters in Africa (HESA)
Phase II Program Evaluation Key Outcomes

**5 Objectives**

- **Objectives**
  - Provide opportunities for Catholic sisters to access & obtain post-secondary education.
  - Increase sisters’ competencies in their fields, toward greater effectiveness in their ministries.
  - Increase sisters’ capacities to strengthen the sustainability & internal systems of their congregations.
  - Assist HESA alumnae to use their acquired skills & knowledge to enhance & sustain their ministries / congregations.
  - Disseminate best practices & learnings from ASEC & HESA, as well as models of innovative access to education.

**Key Outcome Figures**

- **24 Partnerships Maintained**
- **437 Sisters Have Graduated**
- **51 Sisters Have Withdrawn**

**New Partner FORs:**
- Zambia Catholic University,
- Jordan University College &
- Catholic University Institute of Buea

**Honors/Awards:**
- 58 1st Class Honors
- 73 2nd Class Honors
- 11 Other Awards

**Top 3 Reasons:**
1. Institutional Request
2. Left Congregation
3. Personal Issues

**Workshop Successes**

- **Orientation Attendance Rate 99%**
  - 99% (n = 678) of HESA Phase II sisters reported that Orientation met or exceeded their expectations.
- **Reflective Learning Attendance Rate 94%**
  - 97% (n = 768) of HESA sisters reported that the 2020 Reflective Learning content met or exceeded their expectations.
- **HESA Alumnae Workshop Attendance Rate 39%**
  - 99% (n = 142) of HESA alumnae reported that the 2020 Alumnae Workshop met or exceeded their expectations.

**In Phase II (N = 1,020), the field of education is by far the most popular amongst HESA sisters.**

<table>
<thead>
<tr>
<th>Field</th>
<th>Yes, After HESA</th>
<th>Yes, After HESA &amp; SLD</th>
<th>Yes, After SLD</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>41%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Econ. &amp; Bus. Admin.</td>
<td>16%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Sciences</td>
<td>13%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theology &amp; Religion</td>
<td>9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities/Social Sciences</td>
<td>9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leader. &amp; Res. Man.</td>
<td>4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STEM</td>
<td>3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling &amp; Psychology</td>
<td>3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work</td>
<td>1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td>1%</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**In the 2020 ASEC Alumnae Survey, HESA alumnae met or exceeded all anticipated outcome goals for Phase II.**

- **Use of Knowledge & Skills to Benefit Congregation (n = 149)**
  - 64%
  - 19%
  - 5%
  - 12%

- **Took up Leadership Role in Ministry (n = 144)**
  - 56%
  - 13%
  - 6%
  - 25%

- **Made Improvements to Internal Systems of Congregation (n = 122)**
  - 43%
  - 8%
  - 13%
  - 36%

- **Took up Leadership Role Outside of Ministry (n = 144)**
  - 32%
  - 8%
  - 4%
  - 56%

- **Received an Increase in Earnings (n = 137)**
  - 31%
  - 9%
  - 4%
  - 57%

A total of 1,298 sisters have been served by the HESA program in both Phase I & II. A total of 1,020 were served in Phase II alone.

In both Phase I & Phase II, the majority of HESA sisters studied for bachelor’s degrees. Master’s degrees were added as a study option in Phase II.

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Phase I Total 278</th>
<th>Phase II Total 1020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s Degrees</td>
<td>216</td>
<td>576</td>
</tr>
<tr>
<td>Master’s Degrees</td>
<td>274</td>
<td></td>
</tr>
<tr>
<td>Diplomas</td>
<td>62</td>
<td>170</td>
</tr>
</tbody>
</table>

*Includes 1 certificate

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At the conclusion of Phase II of the Higher Education for Sisters in Africa (HESA) program, evaluation outcomes indicate that sisters are earning diplomas/degrees that are relevant to their ministries and needed within the context of their communities. With increased educational credentials, HESA alumnae report positive impacts on their ministries, congregations, and human development. Challenges encountered in the phase included an initial lack of organizational infrastructure and issues with data management, academic dishonesty, and textbook/accommodation funding.

HESA has grown to serve 1,298 sisters (both in Phase I and II) from 243 congregations in 10 African countries since its inception in 2012. In the final year of Phase II, 192 sisters were recruited to bring the total Phase II enrollment to 1,020. Of the 1,298 total sisters served by the program, 810 are currently enrolled online or onsite at 24 partner higher education institutions (HEIs) and 437 have graduated from the program. In total, 51 sisters have withdrawn from the program, accounting for an overall retention rate of 96%.

Analysis of each of HESA’s established program objectives (Phase I and II) shows that the program has met all of it’s anticipated output and outcome measures. The success of the program can be attested to by the award of the HESA Phase III grant by the Conrad N. Hilton Foundation, set to begin July 1, 2020.

Five Objectives

1. Provide opportunities for Catholic sisters to access & obtain post-secondary education.
2. Increase sisters’ competencies in their fields, toward greater effectiveness in their ministries.
3. Increase sisters’ capacities to strengthen the sustainability & internal systems of their congregations.
4. Assist HESA alumnae to use their acquired skills & knowledge to enhance & sustain their ministries / congregations.
5. Disseminate best practices & learnings from ASEC & HESA, as well as models of innovative access to education.

A total of 1,298 sisters have been served by the HESA program in both Phase I & II. A total of 1,020 were served in Phase II alone.

<table>
<thead>
<tr>
<th>Phase I &amp; II Enrollments</th>
<th>Levels of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>274 Masters</td>
<td>792 Bachelors</td>
</tr>
<tr>
<td>231 Diplomas</td>
<td>1 Certificate</td>
</tr>
</tbody>
</table>

96% Overall Retention Rate

99% of students in Phase II reported that Orientation content met or exceeded their expectations.

96% Phase II Successful Online to Onsite Transfer Rate

39% of HESA graduates attended the 2020 ASEC Alumnae Workshops.

Kenyan HESA students pose with ASEC Staff and Marywood University President in 2019.
Data regarding the impact of the HESA program was gathered during Phase II using the End of Experience Assessment, ASEC Alumnae Surveys, the 2019 ICB Congregation Survey, site visits to the ministries of HESA alumnae, and focus groups. These tools, among others, have assisted in capturing the impact of the program at the ministerial, congregational, and human development levels. They have also informed program delivery and have resulted in several program adjustments to address challenges. During Phase II adjustments have included - development of various handbooks, collection of data regarding sisters’ academic awards and final research contributions, the addition of four new partnerships, and allocation of study supply stipends at Reflective Learning Workshops. With these adjustments, the long-term desired impact of the HESA program will continue to be realized and it is anticipated that HESA participants will continue to strengthen the sustainability and systems of their congregations and positively impact human development through their various ministries.

In Kitale, Kenya, street children are a particularly vulnerable group of people who have been impacted by COVID-19. These street children consist of boys who have left their homes to live among the streets of Kenya. Sr. Winnie Mutuku earned her Diploma from Tangaza University College (TUC) through the HESA program in May 2016. She has since gone on to obtain a Bachelor’s degree in Social Communication, also from TUC. Following her education, Sr. Winnie founded her own organization to reach this vulnerable group of street children in January 2020, called Upendo Street Children (USC). Sr. Winnie and USC have persevered in their work throughout the COVID-19 pandemic, continuing to serve despite challenges.

**Alumna Spotlight**

Sr. Winnie Mutuku, DC

**Institution:** Tangaza University College, Kenya

**Credentials:** Diploma in Leadership and Resource Management

**Graduated:** May 2016

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