



Higher Education for Sisters in Africa (HESA) Project

Phase I, Year III (July 2015 to June 2016) Report,
with Phase I, Year IV / Phase II, Year I
(July 2016 to June 2017) Mid-Way Status

April 24, 2017
Presented By:
Tara Gregory

ASEC



AFRICAN SISTERS
EDUCATION COLLABORATIVE

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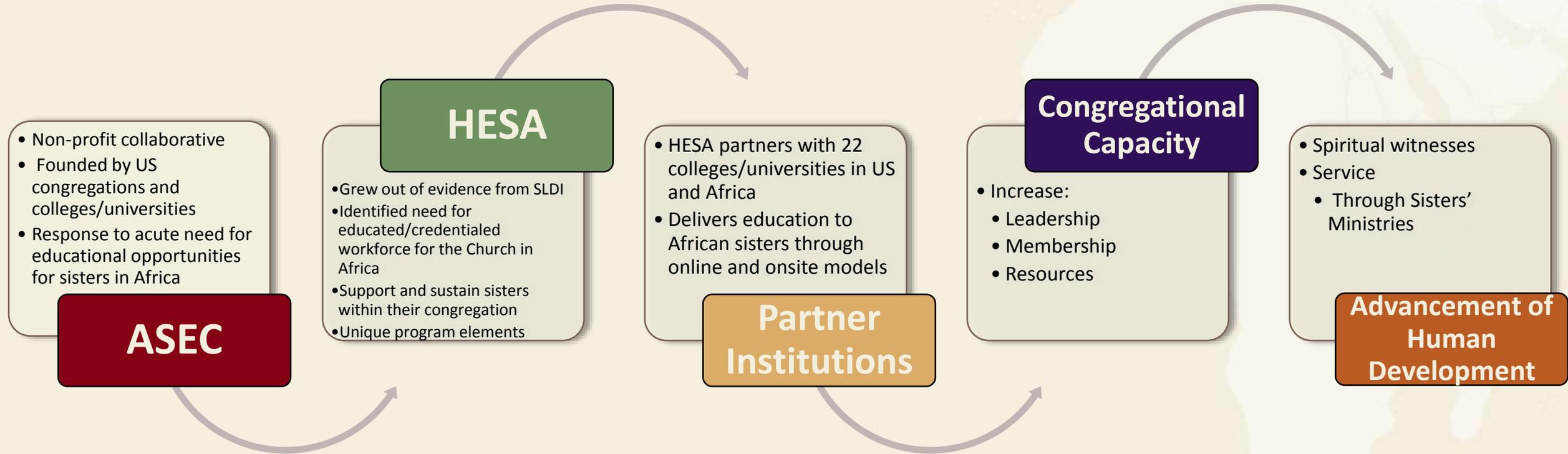
Overview of Evaluation Report

1. HESA Program Purpose and Background
2. Evaluation Model & Purpose
3. Evaluation Methodology
4. Models of Delivery, Enrollment & Growth (Objective 1)
5. Programs Offered, Student Performance & Skill Acquisition (Objective 2)
6. Resources, Workshops & Graduation (Objective 3)
7. Alumnae & Congregation Reports (Objective 4)
8. Job & Income Impact (Objective 5)
9. Enhancing & Sustaining Ministries (Objective 6)
10. Research & Best Practice (Objective 7)
11. Summary: Lessons Learned
12. The Future of HESA

Higher Education for Sisters in Africa Project

- **Overall Purpose:** Provide opportunities for Catholic Sisters in ten African countries access to higher education through two models of study- online distance learning, and onsite learning at African colleges/universities
- **Result:** To increase access to quality, affordable higher education leading to a master's degree, bachelor's degree or college diploma in relevant academic fields
- **Why:** Providing access to higher education for Sisters in Africa is a strategy to continue strengthening their vitality and resourcefulness, ensuring the sustainability of their ministries

Organizational Framework

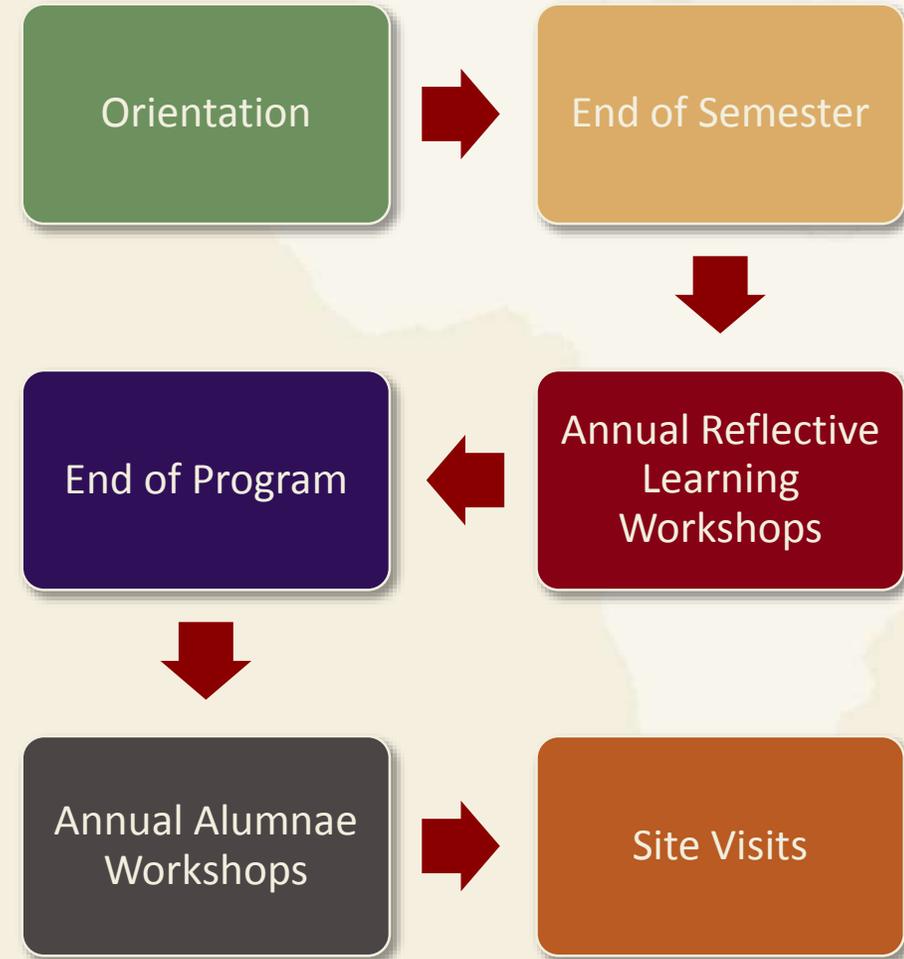


What is the Purpose of the HESA Evaluation?

- **Describe the Effectiveness of the Program:** Are we achieving our objectives? How does HESA impact individual sisters, congregations and communities?
- **Improve the Program:** What are HESA's strengths and weakness? Where can we improve?
- **Tell HESA's Story:** What is our future? What transformations are happening? What is emerging from the program?

Program Evaluation

- Both **formative** (ongoing) and **summative** (final/end of grant year) evaluation ensures the success of the HESA project
- Points for feedback have been built into the program design
- Data is collected from **students, superiors, country directors/coordinators, workshop facilitators, instructors and partners** to provide a complete depiction of project progress
- Document **reviews, surveys, interviews and site visits** are all utilized to provide both quantitative and qualitative information



Evaluation Methodology

As in other ASEC programs, HESA employs a Logic Model approach to evaluation.

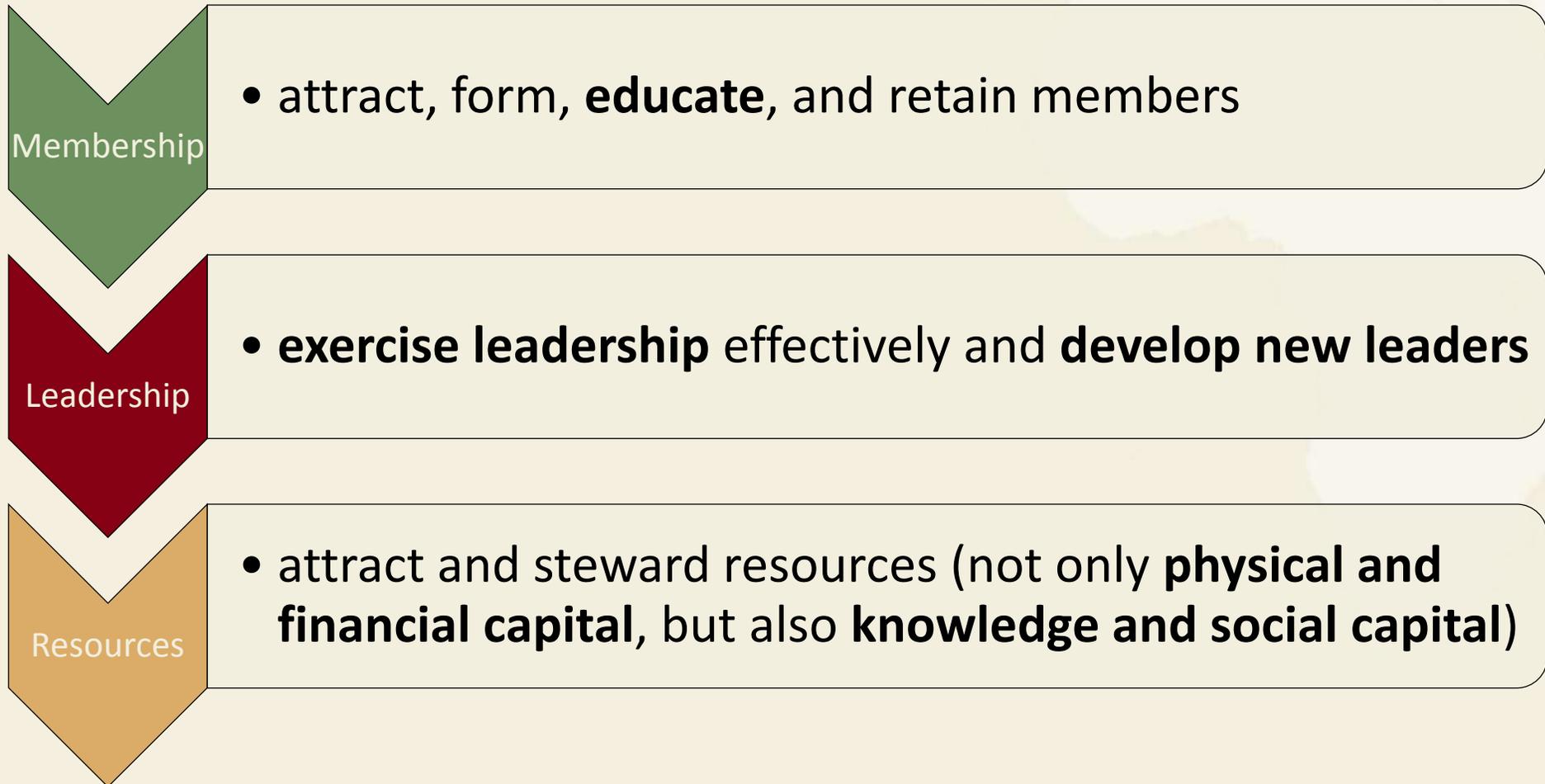


HESA Project Objectives

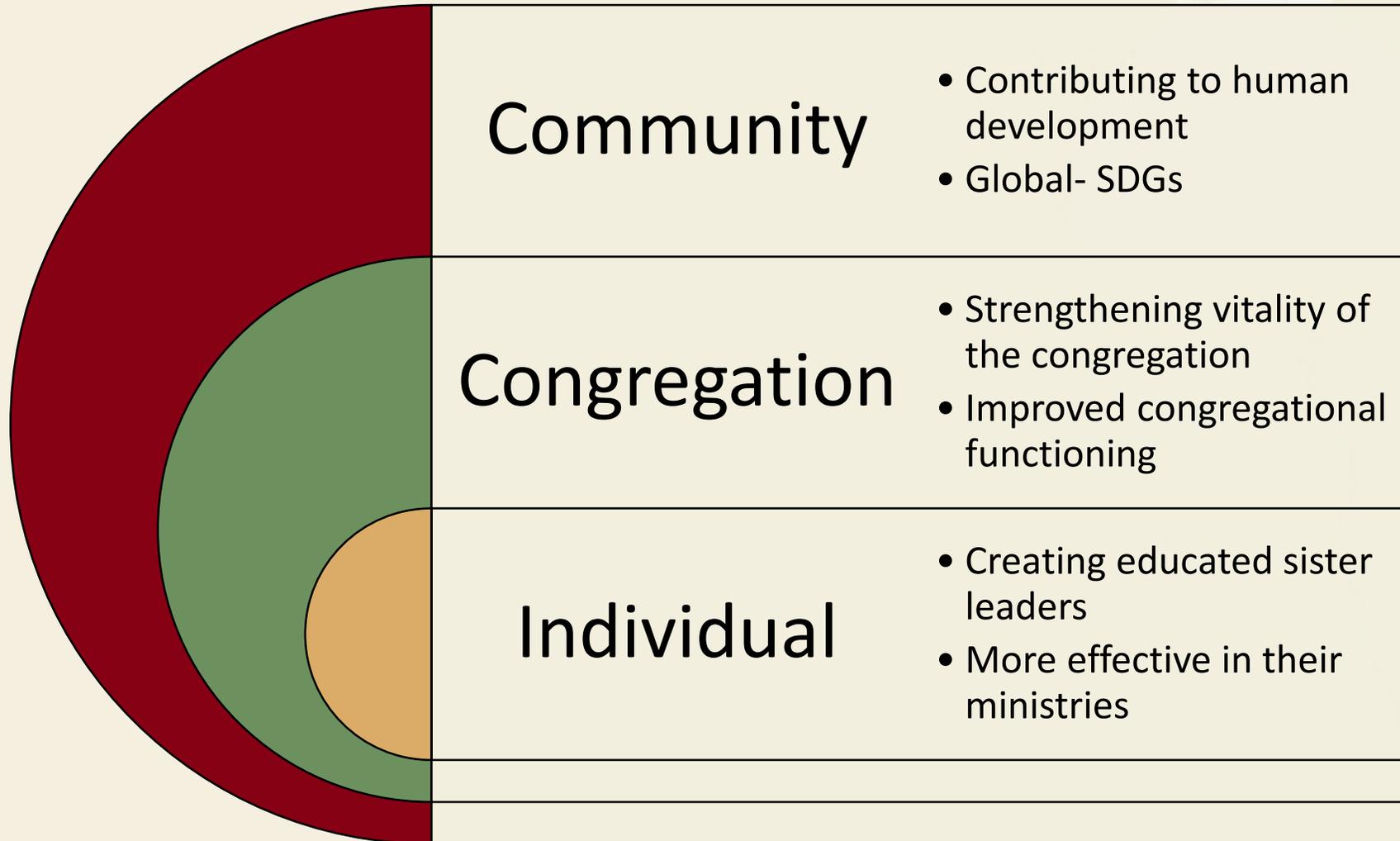
1. To provide opportunities for Catholic sisters in ten African countries to access and obtain post-secondary credentials through onsite learning in Africa and online distance learning
2. To increase African sisters' competencies and leadership capacities in their respective fields of study towards greater effectiveness in accomplishing their ministries
3. To increase the potential for African sisters to assume higher leadership responsibilities in support of their ministries and congregations
4. To increase sisters' competencies and leadership capacities to improve functioning of their congregations
5. To increase the potential for Africa through gainful income to improve functioning of their congregations*
6. To assist participants and alumnae to use acquired skills and knowledge to enhance and sustain their ministries*
7. To disseminate best practices and models of innovative access to education*

*Added for Phase II

Contributing to the Catholic Sisters Initiative Strategy



Impact Levels



UN Sustainable Development Goals (SDGs)

SUSTAINABLE DEVELOPMENT GOALS



The United Nations' aspirational "Global Goals"

Transforming our world: the 2030 Agenda for Sustainable Development

Incorporating SDGs into the evaluation, to understand how HESA fits into this agenda



Project Objective 1

To provide opportunities for Catholic sisters in ten African countries to access and obtain post-secondary credentials through onsite learning in Africa and online distance learning



Project Objective 1 Outcomes

- HESA **successfully met** this objective for Year III and is on track to meet goals for Year IV

Outcomes

Evaluation Tools

Models of Delivery

Onsite/Online Options

Enrollment

Partnerships

Retention Rates

- 98% of Sisters will complete orientation
- 95% of Sisters will complete reflective learning
- 90% of Sisters will transfer online credits to onsite institution and progress to the onsite stage after the online portion
- 95% of Sisters will complete the program in which they are enrolled
- Develop relationships with partner institutions that provide higher education for Sisters in Africa

Overview: The HESA Model



Modes of Study

Model A, Online-Onsite hybrid: sisters study one-year online (27 credits) at a partner college/university in the USA, then transfer to a partner college/ university in Africa with which both ASEC and the US college/ university are partnered and from where the final degrees are conferred.

Model B, Onsite: sisters study on campus at a partner college/university in Africa



Partnership

Partnership is central to HESA
For the online-onsite hybrid model, **Memorandums of Understanding** are signed

For the onsite model, **Frameworks of Reference** are signed between ASEC and a college/university in Africa.

22 partnerships have been signed in each of the 10 countries served by HESA



Cohort System

Cohorts of 5-20 sisters

Orientation- Opportunity to bond and receive skills essential to university success

Reflective Learning- Provides a space for networking, peer support, intervention, and skill development

Each sister receives a **laptop and a stipend for books**

Online students receive a **modem and internet data** during their studies online

HESA Phase II Additions



More Opportunities

More sisters and a diverse range of opportunities:

Varied options for degree and diploma programs at a broader range of institutions

179 sisters will enroll in Model A (Online-Onsite)

679 sisters will enroll in Model B (Onsite)

507 of these will pursue **undergraduate degrees**

172 will pursue **master's degrees**



Alumnae

Alumnae network created: Annual 3-Day **Alumnae workshops** in conjunction with SLDI program
Alumnae meetings

Skills development: **Facilitation and mentorship** roles, encourage to become researchers and data gatherers for ASEC programs

Master's degree graduates will be supported to act as facilitators for SLDI/HESA workshops

Access to **resource materials** is being provided to alumnae via the ASEC website (online tools and classes)



Research

Emphasis on research to continue propagating, teaching and honing research skills among sister-participants and alumnae of the HESA project

Disseminate information globally and ensure best practice through academic articles, conference presentations, stakeholder meetings, and increased communications.

Enrollment Summary

As of January 2017, a total of **534** sisters have been served by the HESA program

HESA currently has **471** sisters enrolled in the program

56 students have graduated from the program with a diploma, degree or certificate

8 students have withdrawn from the program (with one re-enrolling)

HESA Phase I (2013-2017) 279 Sisters Served	
Total Enrolled as of 1/1/17	216
Model A-Online	108
Model B-Onsite	171
Graduates	56
Withdrawn	7
HESA Phase II (2016-2020) 255 Sisters Served	
Enrolled as of 1/1/17	255
Model A-Online	50
Model B-Onsite	205
Graduates	0
Withdrawn	0

*Note: Phase I includes 45 sisters recruited in Phase I with funding split between Phase I & II

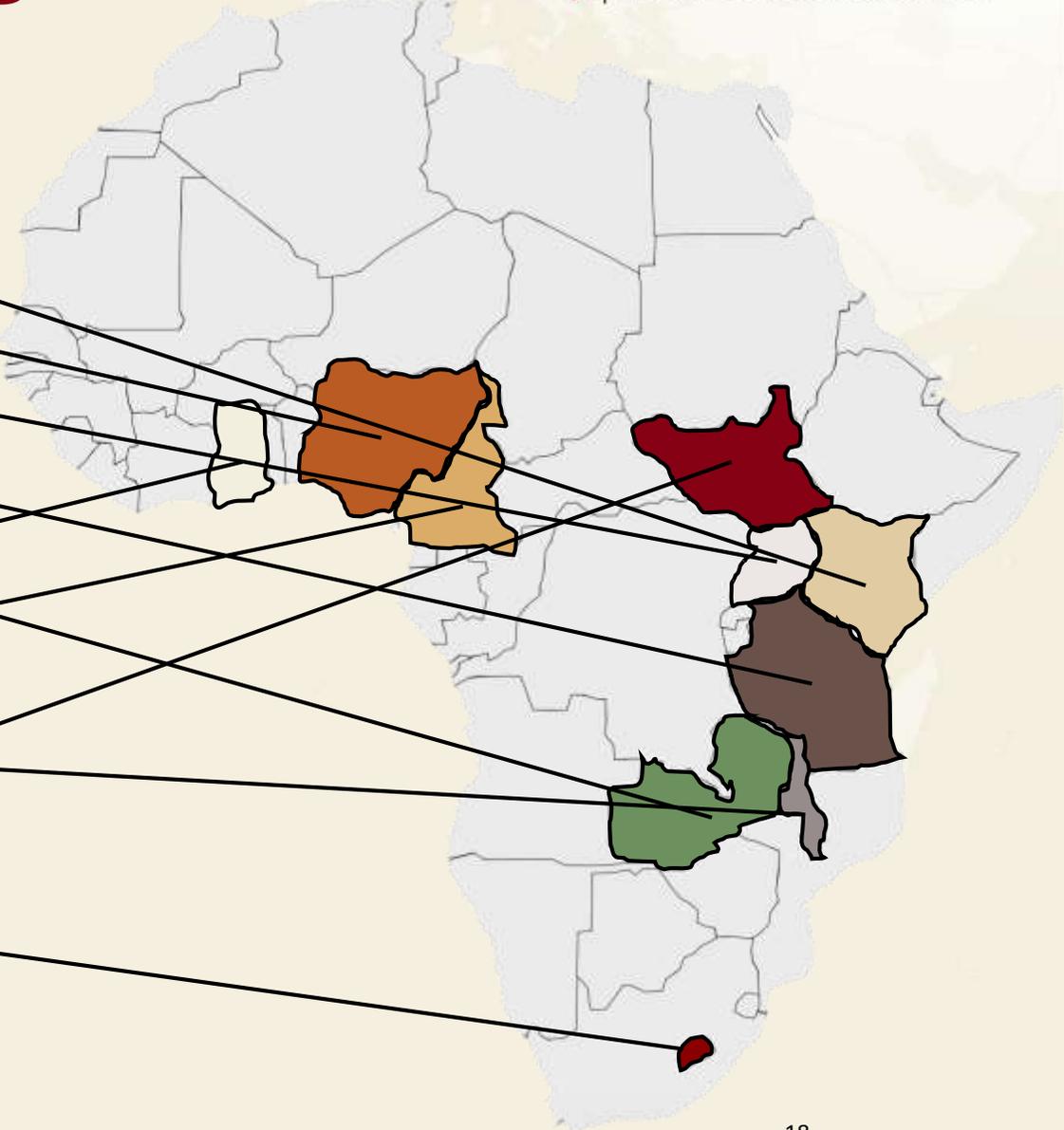
Overall Growth

Higher Education for Sisters in Africa
534 Sisters Served Since 2013



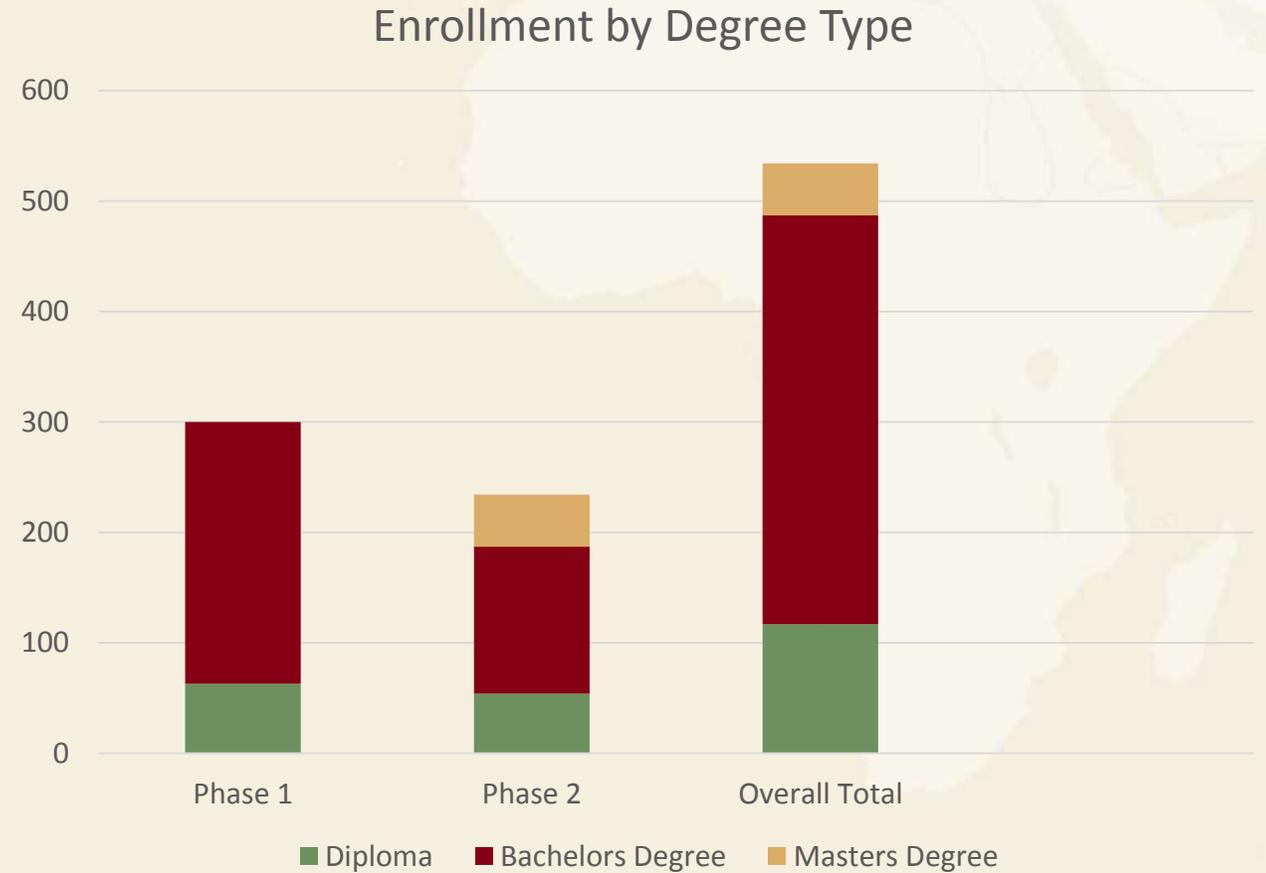
Enrollment: Country Serving

Phase I & Phase II	
Kenya	191
Nigeria	94
Uganda	74
Tanzania	67
Zambia	29
Ghana	28
Cameroon	15
Malawi	14
South Sudan	7
Lesotho	0
Total	529



Enrollment: By Degree Type

Degree Type	Phase I	Phase II	Total
Diploma	63	54	117
Bachelors	237	133	370
Masters	0	47	47



Planned Enrollment: Program Type

The planned enrollment for **August 2017** includes an additional **235** sisters.

Planned Enrollment: August 2017	
Masters	53
Degree	158
Diploma	6
Degree/Diploma	18
Total	235

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ASEC now partners with 22 institutions

The Catholic University of Malawi (CUNIMA)
Association of Women in Religious Institutes of Malawi (AWRIM)
Management and Organization Development Resources

Monze School Nursing Zambia
The Zambia Catholic University (ZCU)
Zambia Association of Sisterhoods (ZAS)
Global Telecom

The Catholic University of Eastern Africa (CUEA)
Chemchemi Ya Uzima Institute
Association of Sisterhoods of Kenya (AOSK)
Advantech Consulting Limited
Christian Organizations Research and Advisory Trust (CORAT)
Enterprise Management Development Center (EMD)
Viffar Consulting Ltd.

Catholic University of South Sudan (CUoFSS)
Religious Superiors Association of South Sudan (RSASS)

Catholic University of Health and Allied Sciences (CUHAS)
Mwenge University College of Education (MWUCE) in Moshi
Saint Augustine University of Tanzania (SAUT)
Tanzania Catholic Association of Sisters (TCAS)
Water and Environment Management Consultants (WEMA)

St. Francis Hospital Nsambya Training School
University of Kisubi (UNIK)
Uganda Martyrs University (UMU)
Association of Religious in Uganda (ARU)

National University of Lesotho (NUL)
Conference of Major Superiors, Lesotho

Catholic University of Cameroon (CATUC)
Bamenda
Conference of English-Speaking Religious (CESR)
Pan-African Institute for Development-West Africa (PAID-WA)

Catholic University College of Ghana (CUG)
Holy Family Nursing and Midwifery Training College
Ghanalan Conference of Religious (GCR)

Sacred Heart School of Nursing
Veritas University Abuja
Nigerian Conference of Women Religious (NCWR)
Hobatta Globe Nigeria Limited (HGNL)

ASEC Associate Member ASEC Charter Member
Research Initiative Partners

DePaul University, Chicago, IL
Sisters of Charity of Cincinnati, Mount St. Joseph, OH
Sisters of St. Joseph of Carondelet, Albany, NY
Saint Leo University, Saint Leo, FL

Chestnut Hill College, Philadelphia, PA
Sisters of Saint Joseph of Philadelphia, Philadelphia, PA
Marywood University, Scranton, PA
Sisters, Servants of the Immaculate Heart of Mary, Scranton, PA
Neumann University, Aston, PA
Sisters of Saint Francis of Philadelphia, Aston, PA
Rosemont College, Rosemont, PA
The Society of the Holy Child Jesus, Rosemont, PA

Center for Applied Research in the Apostolate (CARA), Georgetown University, Washington, DC

New Partnerships

Partnerships with Institutions Made (July 2015-Present)	Country	Date Signed	Type
Chestnut Hill College & Veritas University	Nigeria	September 2015	MOU
Veritas University College	Nigeria	September 2015	FOR
Catholic University of Cameroon	Cameroon	November 2015	FOR
Catholic University of Malawi	Malawi	December 2015	FOR
Regina Pacis University	Kenya	December 2015	FOR
St. Francis Hospital Nsambya Training School	Uganda	March 2016	FOR
Sacred Heart Hospital School of Nursing	Nigeria	March 2016	FOR
Catholic University of Health and Allied Sciences	Tanzania	March 2016	FOR
Mwenge University, Moshi	Tanzania	March 2016	FOR
Uganda Martyrs University	Uganda	March 2016	FOR
Holy Family Nursing and Midwifery Training College	Ghana	April 2016	FOR
Rosemont College & Veritas University	Nigeria	May 2016	MOU
Registered Nurse-Midwife Program at Monze	Zambia	June 2016	FOR
Monze Program	Zambia	June 2016	FOR
National University of Lesotho	Lesotho	June 2016	FOR
Rosemont College & Catholic University of Cameroon	Cameroon	July 2016	MOU

Enrollment: By Partner Institution

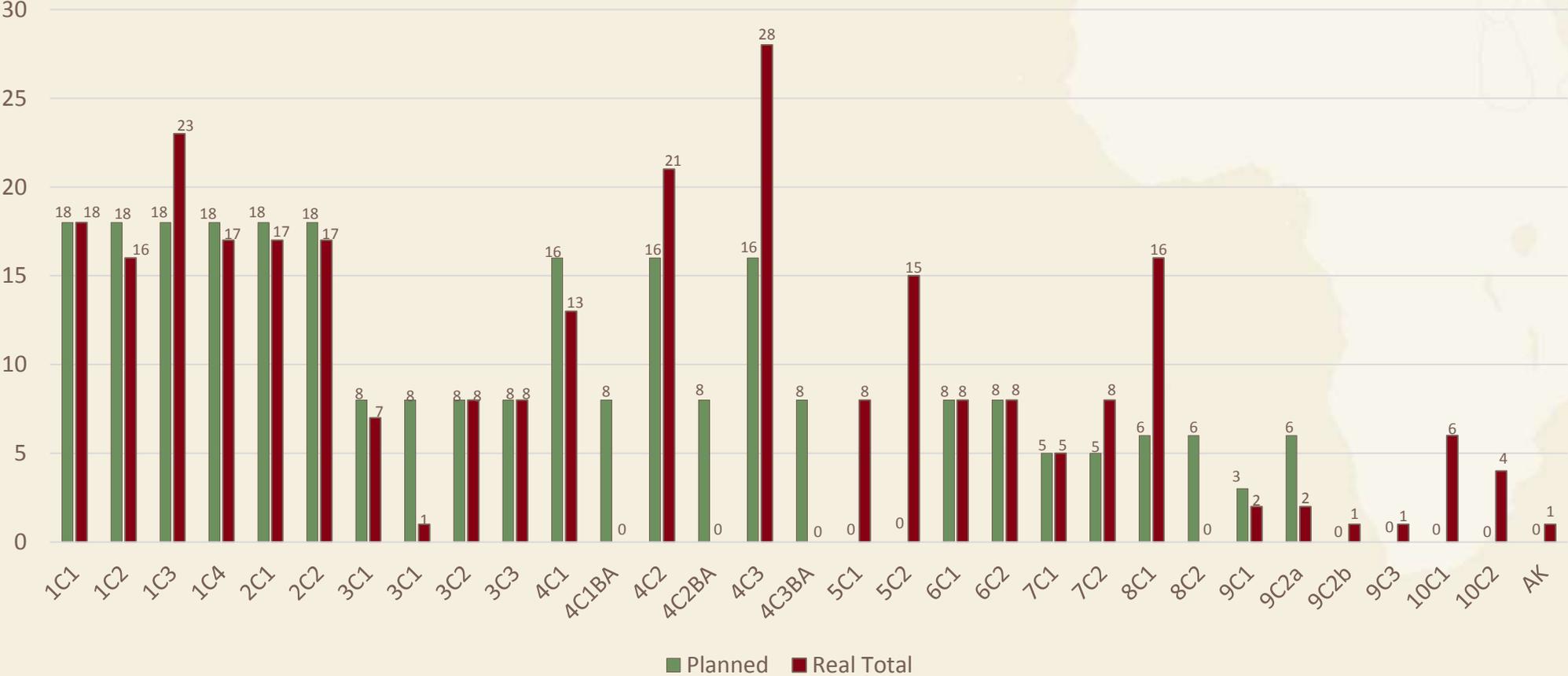
Total Enrollment by Institution		
Institutions	Countries	Totals
1. Marywood University- CUEA or University of Ghana	Online, Kenya or Ghana	95
2. Chestnut Hill College- Veritas University College (VUC) or Catholic University College of Ghana (CUCG)	Online, Nigeria or Ghana	47
3. Rosemont College- CUCG, VUC or Catholic University of Cameroon (CATUC)	Online, Ghana, Nigeria or Cameroon	16
4. Catholic University of Cameroon, Bamenda	Cameroon	5
5. Catholic University College of Ghana (CUCG)	Ghana	19
6. Holy Family Nursing and Midwifery Training College	Ghana	1
7. Catholic University of Eastern Africa (CUEA)	Kenya	45
8. Chemchemi Ya Uzima Institute	Kenya	25
9. Regina Pacis University College	Kenya	12
10. Tangaza University College	Kenya	94

Total Enrollment by Institution, Cont'd		
Institutions	Countries	Totals
11. National University of Lesotho	Lesotho	0
13. Catholic University of Malawi	Malawi	10
14. Sacred Heart School of Nursing	Nigeria	17
15. Veritas University College	Nigeria	29
16. Catholic University of South Sudan (CUSS)	South Sudan	2
17. Catholic University of Health and Allied Services	Tanzania	6
18. Mwenge University, Moshi	Tanzania	13
19. Saint Augustine University	Tanzania	43
20. University of Kisubi	Uganda	29
21. St. Francis Hospital Nsambya Training School	Uganda	5
22. Uganda Martyrs University	Uganda	6
23. Monze Registered Nurse Training Program	Zambia	0
24. Zambia Catholic University	Zambia	14
Other: Aga Khan University	Kenya	1

Total Enrollment	534
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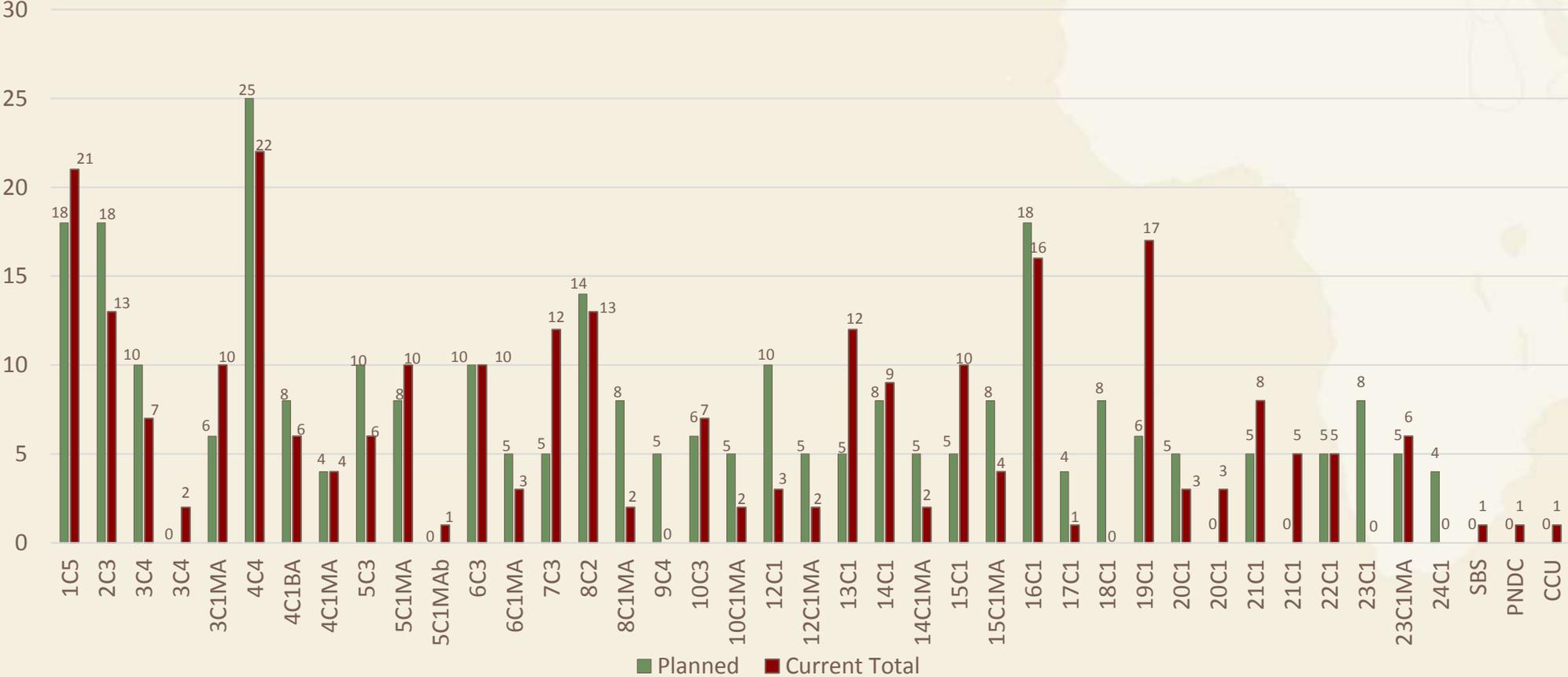
Phase I Enrollment: Per Cohort

Phase I Enrollment Planned in Grant Application Vs. Actual Totals Achieved



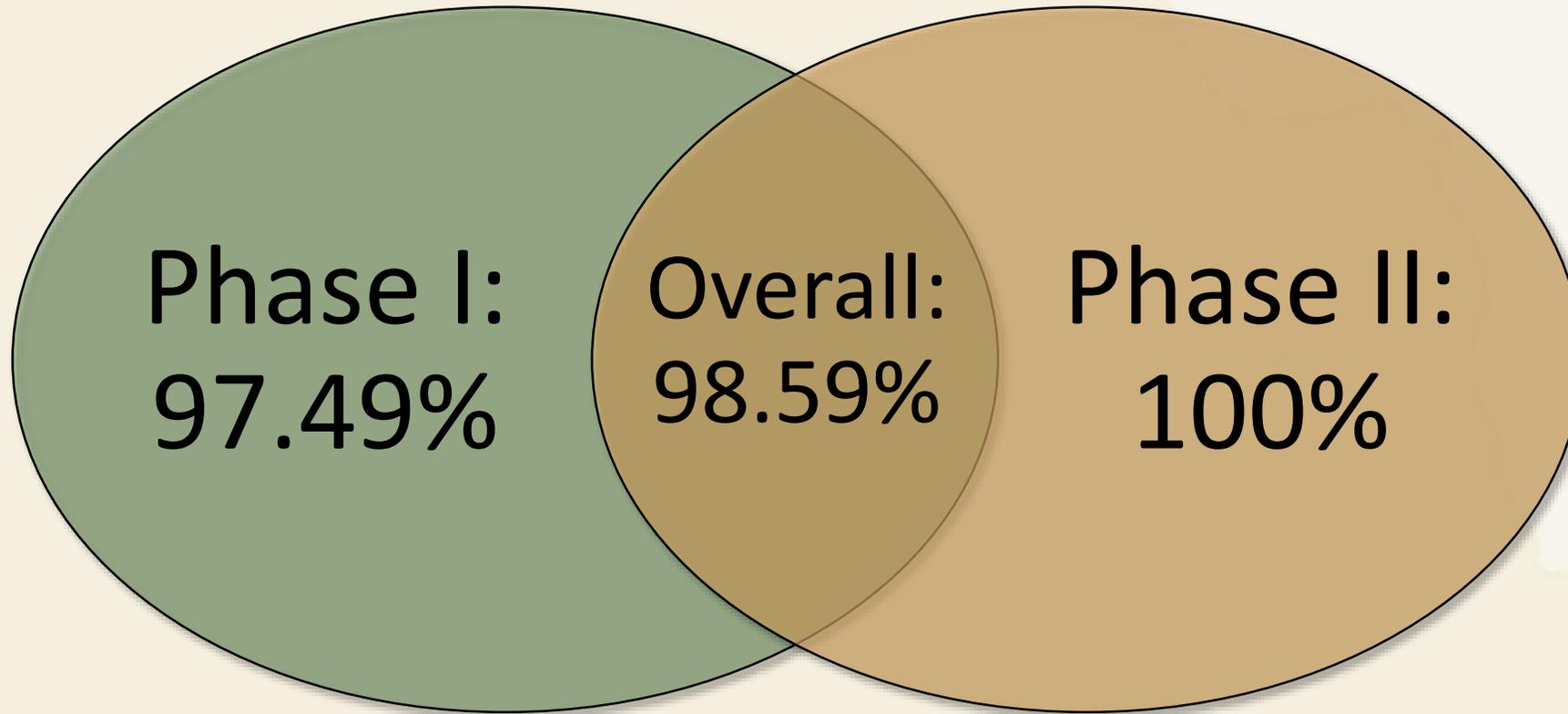
Phase II Enrollment: Per Cohort

Phase II Enrollment Planned in Grant Application Vs. Current Totals Achieved



Retention Rates

HESA is **exceeding** its benchmark goals of Phase I: 90% & Phase II: 95%



Withdrawals

- Since inception, HESA has had 8 sisters withdraw from the program.
- Completing between 12-27 credits, 7 of these students were enrolled in the online-onsite model with 1 being enrolled in the onsite model.
- One sister who dropped due to health concerns in Fall 2015, re-enrolled in Fall 2016 and is currently completing courses.

Reasons for Withdrawal

1 sister left their congregation

3 sisters dropped due to health concerns/issues

1 sister dropped due to poor performance

1 sister was admitted to a university with the support of her congregation, online credits were accepted as transfer credits

2 sisters left due to congregational responsibilities

Workshop Participation





Project Objective 2

To increase African sisters' competencies and leadership capacities in their respective fields of study towards greater effectiveness in accomplishing their ministries



Project Objective 2 Outcomes

- HESA **successfully met** this objective for Phase I and is on track to meet goals for Phase II

Evaluation Tools

Fields of Study

Overall Performance

Skill Acquisition

End of Experience Surveys

Alumnae Surveys

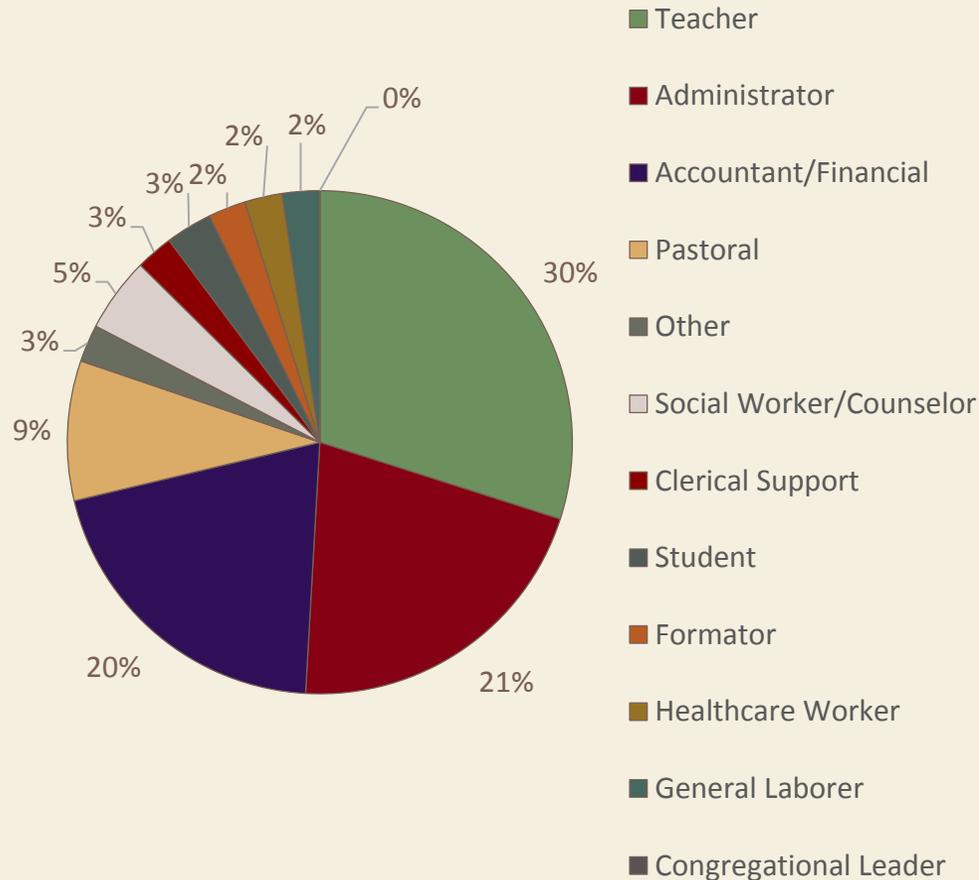
This objective focuses on the **individual impact** HESA has on each sister within their ministry, congregation and community.

Outcomes

- 95% of sisters will receive a degree or diploma **in their field**
- 95% will demonstrate greater effectiveness **in their ministries**
- 85% will report increase responsibility **in their congregation** or workplace after completion of the program
- 90% will report providing some level of mentorship or skill sharing with other sisters **in their communities**

HESA Student Input Data: Background

Position Held Upon Entry: Phase I



Phase I: Level of Education Upon Entry to the HESA Program

Diploma (3 Years)	36.7%
College Certificate (2 Years)	30.4%
High School	12.6%
Form IV	10.3%
Form VI	8%
BA/BA/Bed	1.1%
Masters	.05%

Individualized Fields of Study

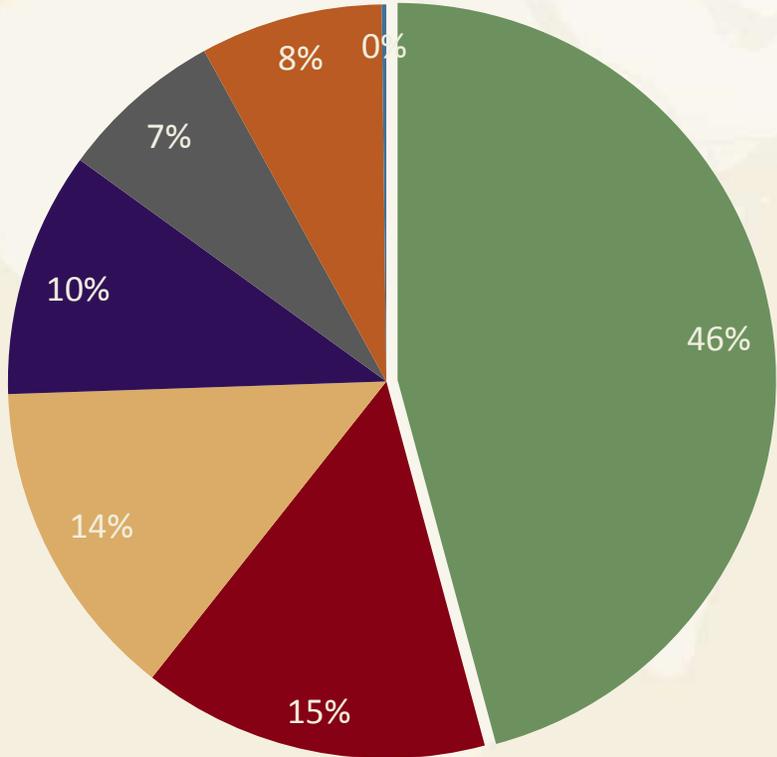
HESA students are currently enrolled in **31** unique programs

These programs fall into **6** core academic fields of study

HESA Academic Fields of Study

Fields of Study	
Education	235
Business Admin./Economics	76
Leadership & Resource Mgmt.	71
Nursing/Medical Sciences	54
Theology/Religious Studies	40
Social Work/Human Dev.	36
Other	1
Total	513

- Education
- Business Admin/Economics
- Leadership And Resource Management
- Nursing/Medical Science
- Social Work/Human Dev.
- Theology/Religious Studies
- Other



My experience as a HESA student was quite good because the courses that I took were relevant to what I was longing to pursue in life. The Courses focused on current issues, topics and practical assignments. –Sr. Ruth Nasimiyu Makonge, HESA Graduate

Phase I: Student Performance

Phase I: GPAs By Model

Online-Onsite	3.44
Onsite	3.09



Graduating Sisters' GPAs

Online-Onsite	3.07
Onsite	3.35



*It was not an easy task to study as I was managing a school. But I was determined that I need it to help the society in a better way. My determination helped me to balance everything.
–Sr. Marie Therese, HESA Graduate*

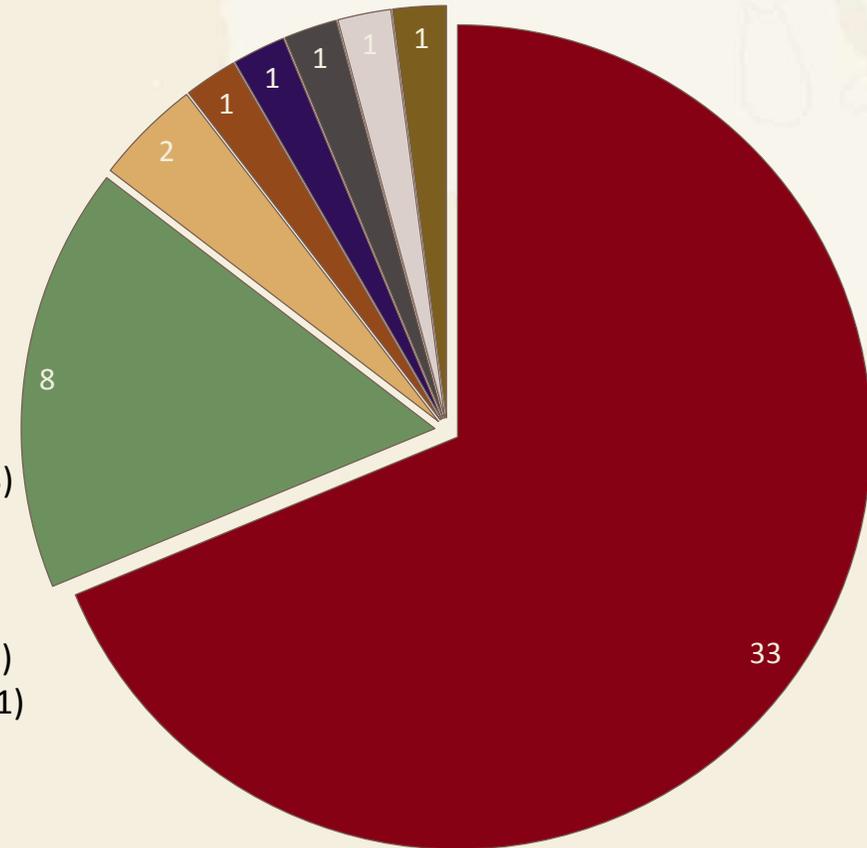
Graduating Sisters

To date, **56** sisters have graduated from the HESA Program

1 sister has earned a certificate
33 sisters have earned diplomas
22 sisters have earned degrees

- Diploma in Leadership and Resource Management (33)
- Bachelor of Education (8)
- Bachelor of Arts in Social Science (2)
- Bachelor of Science, Nursing (1)
- Bachelor of Arts in Social Sciences and Social I Work (1)
- Certificate in Leadership and Resource Management (1)
- Bachelor of Arts in Religious Studies (1)
- Bachelor of Commerce (1)

Credentials Earned



Projected Graduations

49 sisters will graduate in Spring 2017

- May 2017- **38** in Kenya from **Tangaza** (28) and the **Catholic University of Eastern Africa** (10)
- July 2017- **11** in Nigeria from **Veritas**
- **2** in South Sudan from the **Catholic University of South Sudan**
- **8** in Ghana from the **Catholic University of Ghana**



Pre vs. Post Self Assessment

- **General Self-Efficacy Scale** - An individual's belief in own ability to respond to novel or difficult situations and deal with any associated obstacles or setbacks

Self-Efficacy	Average Score	Avg. Std. Deviation
Pre-HESA Program	32.03	.713
Post-HESA Program	35.28	.515

Statistically significant improvement of scores (Average 3.25 points), sisters feel more confident in their ability to respond to difficult situations post-program

***Improvements seen in general self-efficacy abilities Post- Program**

Pre vs. Post Self Assessment

- **Need for Cognition Scale-** Measures the tendency for an individual to engage in and enjoy thinking
- **Leadership and Entrepreneurial Scale-** Measures potential for leadership qualities within business settings

Need for Cognition	Average Score	Avg. Std. Deviation
Pre-HESA Program	6.35	1.22
Post-HESA Program	13.98	1.03

Sum of average scores increased by 7.63

*Improvements seen in both cognitive and leadership abilities Post- Program

Leadership & Entrepreneurial

Sum of average scores increased by 6.87

	Average Score	Avg. Std. Deviation
Pre-HESA Program	110.2	.895
Post-HESA Program	117.07	.767

Mentorship and Skill Sharing

- **62%** of HESA alumnae reported beginning to mentor others **after completing the HESA program**

Who are HESA Alumnae Mentoring?

57% mentored **sisters within** their congregation

31% mentored **staff** working in their ministry

31% mentored **lay people**

15% mentored **sisters in another** congregation

What are HESA Alumnae Mentoring?

1. Time Management

2. Using the Internet

3. Computer Programs (Word, Excel, email)

4. Problem Solving & Communication

How are HESA Alumnae Mentoring?

53% mentored others **individually** (Avg 12 total)

28% mentored other in **groups** (Avg 36 total)

17% completed **trainings/workshops**(Avg 28 total)



Project Objective 3

To increase the potential for African sisters to assume higher leadership responsibilities in support of their ministries and congregations



Project Objective 3 Outcomes

- The HESA program is **on-track to meet** this objective for Phase I and Phase II, continued data collection is needed as sisters graduate from the program.

Evaluation Tools

Student Resources

Workshop Assessments

Leadership & Confidence
Levels

Graduates

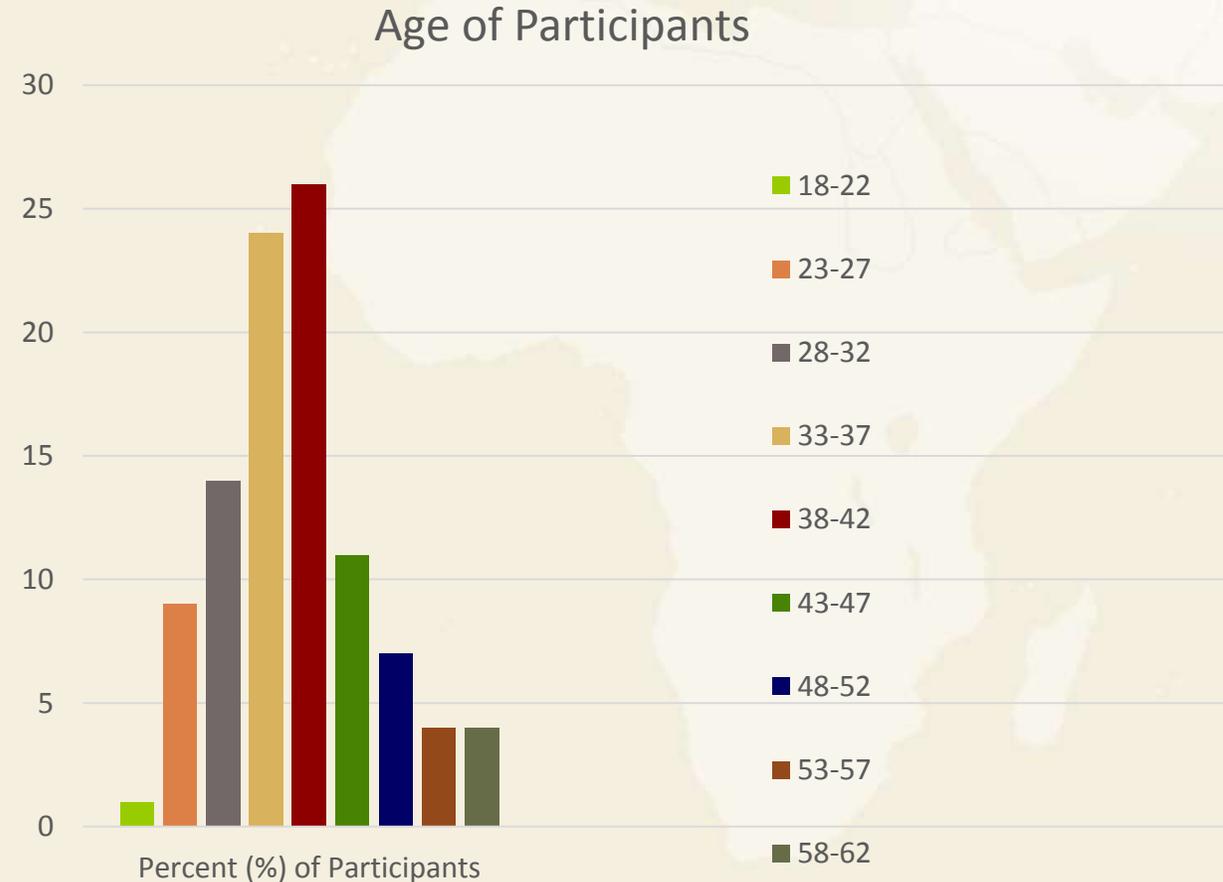
End of Experience Surveys

Outcomes

- 90% of sisters will receive higher credentials in their field of work or ministry (diploma or degree)
- 85% will report increased responsibility in their congregation or workplace after graduation/completion of the program

HESA Student Input Data: Non-Traditional Students

- 50% of all participants are between the ages of 33-42
- Only 1% of participants are within the “traditional” Bachelors post-secondary education age range of 18-22
- Need to provide sisters extra support as they reenter formal education



Orientation for Online Students Pre-Skills vs. Post-Skills

Topics	Pre-Mean	Std. Dev.	Post-Mean	Std. Dev.	Change
Learning Platforms (Moodle/Blackboard)	1.63	1.01	3.86	.316	2.23
APA Style	1.34	.704	3.54	.696	2.2
Library	1.5	.942	3.54	.601	2.04
PowerPoint	2.06	1.15	3.94	.195	1.88
Microsoft Excel	1.83	1.04	3.64	.58	1.81
Writing a Research Paper	1.85	.997	3.64	.486	1.79
Skype	2.15	1.23	3.93	.264	1.78
Microsoft Word	2.91	1.08	3.93	.249	1.02
E-Mail	2.89	.993	3.87	.365	.98

- Assessment given at beginning and conclusion of orientation for online students
- **Orientation for online students has been successful** in providing an increased sense of sisters' capacity with respect to the skills needed for their academic study

Reflective Learning

- In 2016, Reflective Learning Workshops were held in **Ghana, Kenya, Nigeria and Uganda.**
- **Sample Topics Covered in 2016:** Personality Types, Anxiety, Stress Management, Motivation, Study Habits, Academic Honesty, Time Management, Communication, Religious/Student Life Balance



Uganda, University of Kisubi, Reflective Learning, May 2016

Reflective Learning Outcomes

Selected Responses from RL Survey	Mean	Std Dev
There was sufficient opportunity for me to share my experiences with others	4.38	.737
The open discussion related to the program and online learning allowed me to express my concerns	4.36	.667
The information in the time management presentation will be helpful to plan for next semester	4.76	.431
Participation in this workshop assisted me in setting goals	4.67	.471
My laptop is satisfactory for the tasks that need to be performed during the semester	4.67	.554
The workshop content met my expectations	4.41	.581

“This workshop has really provided me with information to support my progress in the HESA program...I am challenged to know myself, and it is in so doing that I will be able to relate or interact with others.”

“Success in every aspect is anchored on time management and self awareness. This has and will help me to integrate my religious life demands, academic life and social life.”

Solidifying a Network of Sisters



- Sisters are placed in **Cohorts**, to develop relationships with sisters in other congregations
- Relationships with other sisters are encouraged at all workshops
- **100%** of HESA graduates who completed the 2017 Alumnae Survey report **keeping in contact with 4 or more** sisters whom they met during the HESA program
- HESA workshop integration of UISG sisters studying at CUEA

End of Experience Survey

- Results indicate that HESA is a overwhelming **positive** experience
 - **ALL** sisters reported **gaining skills** from HESA they otherwise would not have achieved
 - **ALL** sisters reported feeling more **confident** as a result of participating in the HESA program
 - A majority of the sisters report a desire to **continue their education**

“I gained /acquired more skills and knowledge that has greatly helped me to have courage and competence in doing my apostolate.”

“Having responsibilities while studying gave me a sense of belonging to the congregation. It meant that the congregation’s leaders believed in my capabilities which raised my self-esteem.”

Selected Responses from End of Program Survey	Mean	Std Dev
I gained specific skills from participating in the HESA program that I would otherwise have not achieved	4.00	.000
I felt the HESA Orientation and Semester Reflection activities experience added positive value to my education	3.89	.323
I felt more confident as a result of participating in the HESA program	4.00	.000
I feel participating in HESA made me a better student	3.94	.236

Additional Comments End of Experience Survey

Do you have any comments or concerns you would like to add?

I real thanks to the HESA program for what they did for me, I appreciate what I got and I promise to use what I acquired. Thank you, may God bless you in this new year.

I would like to say that I am so grateful and may God bless HESA more and more, so that she will be able to help many more young Sisters.

Mine is to thank ASEC, SLDI and HESA for empowering me to the person I am today. Long live Hilton Foundation and God bless you.



CUEA Graduation, Kenya, October 2016

Reports of Increased Leadership

Of the HESA graduates who completed the 2017 ASEC Alumnae Survey:

- **76%** reported currently working in a position in which they can **effectively use the knowledge and skills** they gained to benefit their **ministry**
- **70%** reported currently working in a position in which they can **effectively use the knowledge and skills** they gained to benefit their **congregation**
- **82%** reported a **change in their perception of themselves as a professional and/or leader** after completing the HESA program



Project Objective 4

To increase sisters' competencies and leadership capacities to improve functioning of their congregations



Objective 4 Outcomes

- Achievement of this objective is **in progress**. HESA is working towards building an alumnae network and tracking improvements in congregational functioning.

Evaluation Tools

Graduation Rates

End of Experience Surveys

Alumnae Surveys

Superior Surveys

Site Visits

Outcomes

- 95% of sisters will complete a degree or diploma in their major
- 90% of congregations will report improved organizational functioning relative to sisters' education

Factors that Contribute to Congregational Health

Survey given to Superior Generals and congregational leaders regarding importance of specific characteristics in creating a healthy congregation

Scale of Importance: 1-No Importance to 5-Very Important.

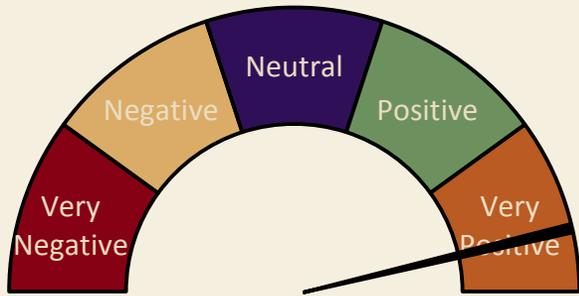
Theme	Mean	Std Dev
Vision & Planning	4.88	0.357
Finances	4.65	0.713
Education, Careers/Ministries, & Support of Sisters	4.56	0.721
Leadership, Individual Choice, & Decision-Making	4.55	0.745
Relationships	4.43	0.845
Membership	4.20	1.012

Education Questions	Mean
Sisters work responsibilities are in line with the charism of the congregation	4.82
Sisters feel fulfilled in their ministries	4.56
Sisters are in positions where they can best use their skills and talents	4.55
Sisters have the opportunity to pursue their academic education	4.43
Sisters have the opportunity to pursue their professional development	4.35

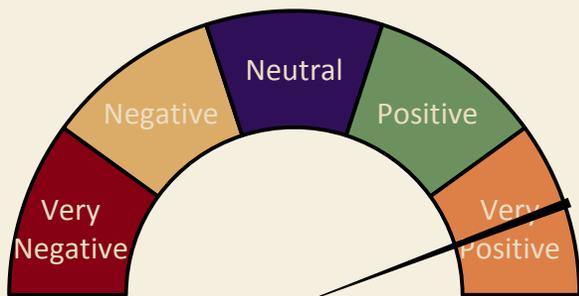
Superior Survey

46.3%

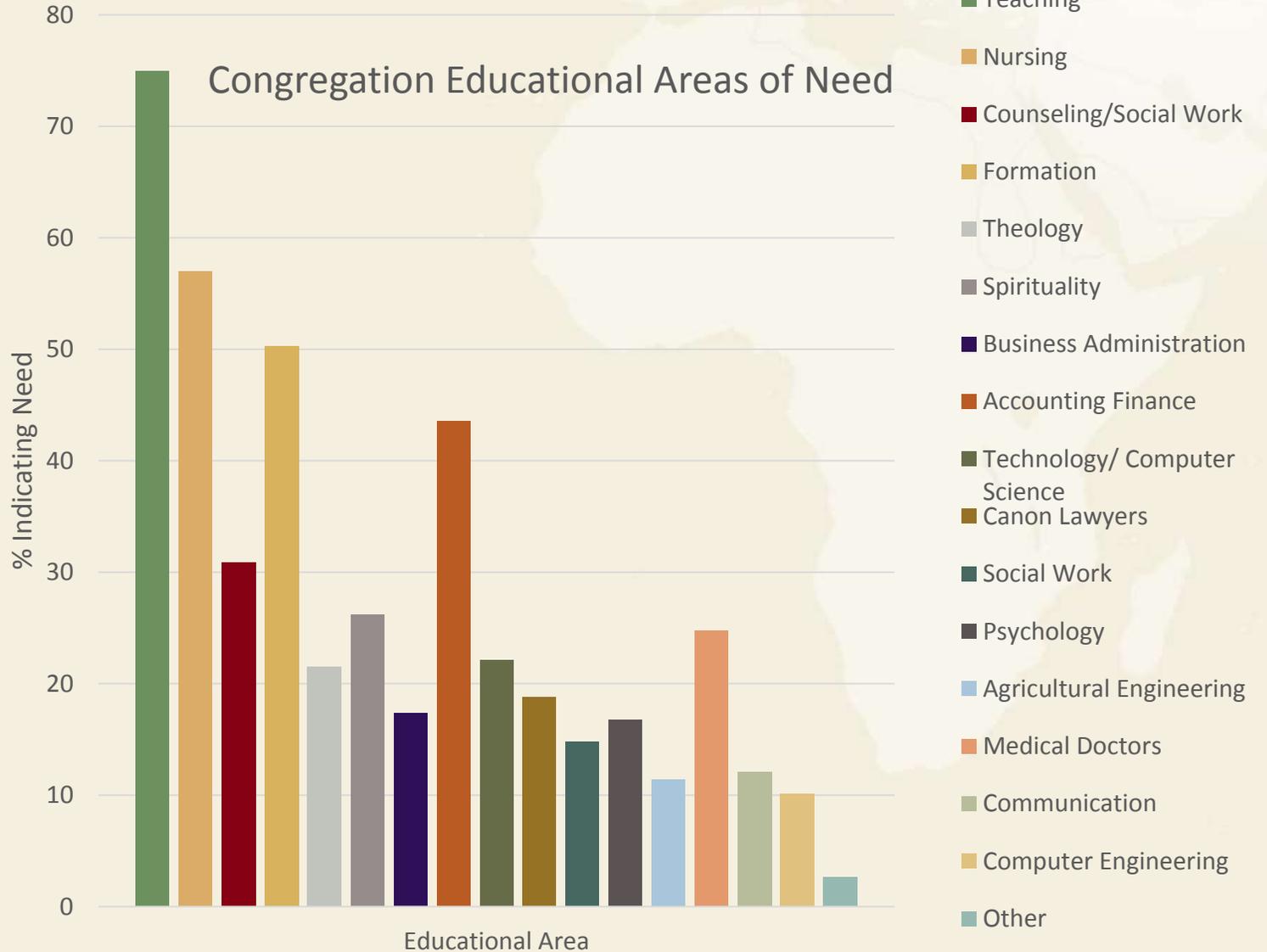
Superiors attending workshop who had sisters in their congregation participate in HESA



Online-Onsite Satisfaction



Onsite Satisfaction



Site Visits

19 Site visits conducted by US ASEC staff between July 2015 to April 2017 alone

- 18** Partner Institution administrative in-person visits
- 3** HESA Graduations Attended
- 2** Alumnae ministry tours
Alumnae interview & focus group sessions
- 1** Staff Training in Tanzania
Convening on sisters and sustainable development

Countries Visited by US Staff

A map of Africa with labels for the following countries: Ghana, Nigeria, Cameroon, Uganda, Kenya, Tanzania, Zambia, Malawi, Lesotho, South Sudan, and USA.

Reports of Increased Congregational Functioning

Sr. Ruth Nasimiyu Makonge

Graduated from HESA: December 2015

Institution: Tangaza University in Kenya

Credential Received: Diploma in Leadership and Resource Management

Current Position: Appointed Congregation's Superior

Successes: Created **Strategic Plan** for her congregation to direct their efforts to achieve long-term goals, manages and **leads 45 sisters** in the community plus novices, **wrote 3 grant proposals** and received 2 for her congregation



Additional Reports of Increased Congregational Functioning

I wrote (a case study) on finding out factors contributing to persistence of Female Genital Mutilation (FGM) in agricultural communities...I have always wanted to do something more on helping women to abandon some of the retrogressive cultures that have tied them down and bound them from developing holistically as dignified human beings. Armed with the findings, I hope to get some funds so that I can address them and contribute to the reduction of FGM in Kisii County where it is still a staggering 97%.

- Sr. Thecla Nyakerario Mokuu, HESA Graduate





Project Objective 5

To increase the potential for Africa through gainful income to improve functioning of their congregations



Objective 5 Outcomes

- This objective aims to assess the financial impact of the HESA program on sisters' income, tracking of the outcomes will continue long-term as sisters graduate from the program

Outcomes

85% of sisters will report an increase in earnings within 3 years after completion of a diploma or degree program

85% of sisters will report greater responsibility or promotion in title in their congregation or workplace

Evaluation Tools

End of Experience Surveys

Alumnae Surveys

Superior Surveys

Site Visits

Post HESA Income and Job Title

In the 2017 ASEC Alumnae Survey:

- 64% of sisters reported receiving a promotion after completing the HESA program
- 55% of sisters reported their income level increased after completing the HESA program



*Currently I work as the **personal Secretary of the Vice Chancellor of The Catholic University of Eastern Africa (CUEA)**. It is a demanding job and sometimes quite draining; nevertheless I always enjoy doing it and give it my best -Sr. Bilbiana Shilwatso*

Post-HESA Income

- Tracking of income will continue within the Alumnae Surveys to report on the 3 year indicator
- Current reports vary due to lack of currency indications and sisters' compensation plans through their congregations and ministries
- For example, **only 20 graduates reported** entry and projected income levels in the End of HESA Experience Surveys
- **All** sisters who reported both entry and projected levels indicated **increases**

Income Increase	Number of Sisters Reporting
0-500	13
501-1000	1
1001-1500	2
1501-2000	3
2001-2500	0
2501-3000	0
3001-3500	0
3501-4000	0
4001-4500	0
4501-5000	1

*9 sisters did not report entry level income

**2 sisters did not report projected income level

***12 sisters did not report neither entry nor projected income levels



Project Objective 6

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



Objective 6 Outcomes

- The outcomes of this objective will continue to be tracked long-term as sisters graduate from the program. Current results indicate that HESA has been **successful** in assisting sisters in using their skills and knowledge to enhance and sustain their ministries

Outcomes

85% of congregations will report improved organizational functioning relative to sisters' education

Evaluation Tools

Alumnae Survey

Site Visits

Interviews with HESA graduates

HESA Graduates: Enhancing and Sustaining their Ministries



Sr. Petronilla Kyomugisha

Graduated: October 2015

Degree: BA in Education

Current Position: Head of Asoli Girls' Vocational Senior Secondary School in Northern Uganda



Sr. Ann Kamene

Graduated: May 2016

Degree: BA in Development Studies

Current Position: Director of the Chesire Home for Girls



Sr. Mercy Florence

Graduated: December 2014

Degree: Diploma in Leadership and Resource Management

Current Position: Accounts clerk at the congregational general bursar's office and an acting coordinator of ASN Education and Development Office



Sr. Esther Wairimu Mwangi

Graduated: May 2016

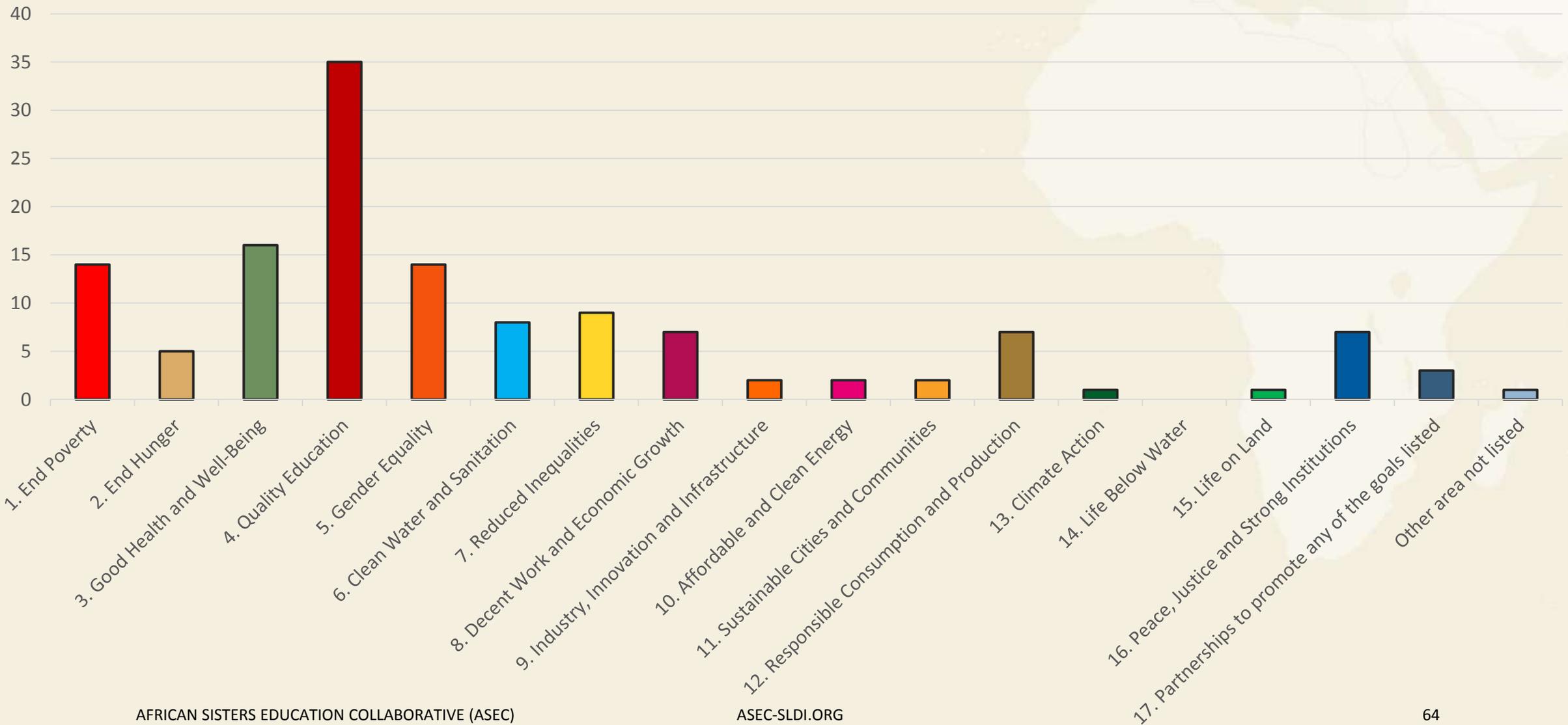
Degree: BS in Nursing

Current Position: Deputy CEO of Saint Francis Hospital in Kenya, also currently studying for her master's degree



HESA Students' Ministries & SDGs

Number of HESA Alums Working Towards Achievement of SDG



Grants received by HESA Graduates

- So far, 8 HESA Alumnae have reported applying for and receiving substantial grants after graduating from the HESA program

*The leadership course I undertook at Tangaza University College, through HESA, has enabled me to be more professional in the way I handle leadership issues. This especially pertains to general management of an organization, proposal writing, through which I have been able to get funds to manage the facility and personnel.
-Sr. Victorine Akoth Nyawade, HESA Graduate*

My greatest accomplishment since graduation is that in college, we learned how to write grants and I can say that I wrote for one and it came back positively. I am very happy. –HESA Graduate



*Mgorole Orphanage Center, Tanzania Site Visit
January 2017*



Project Objective 7

To disseminate best practices and models of innovative access to education



Objective 7 Outcomes

- HESA has **met** this goal for Phase I and is on track to meet this goal for Phase II

Outcomes

Academic journal articles and books will be published using ASEC, and HESA specifically, as case studies

At least 3 conference presentations will spread best practices on ASEC and HESA

Sisters will contribute to the growing body of literature on women religious

Evaluation Tools

Number of Publications and Presentations

Submitted by Sisters and Staff

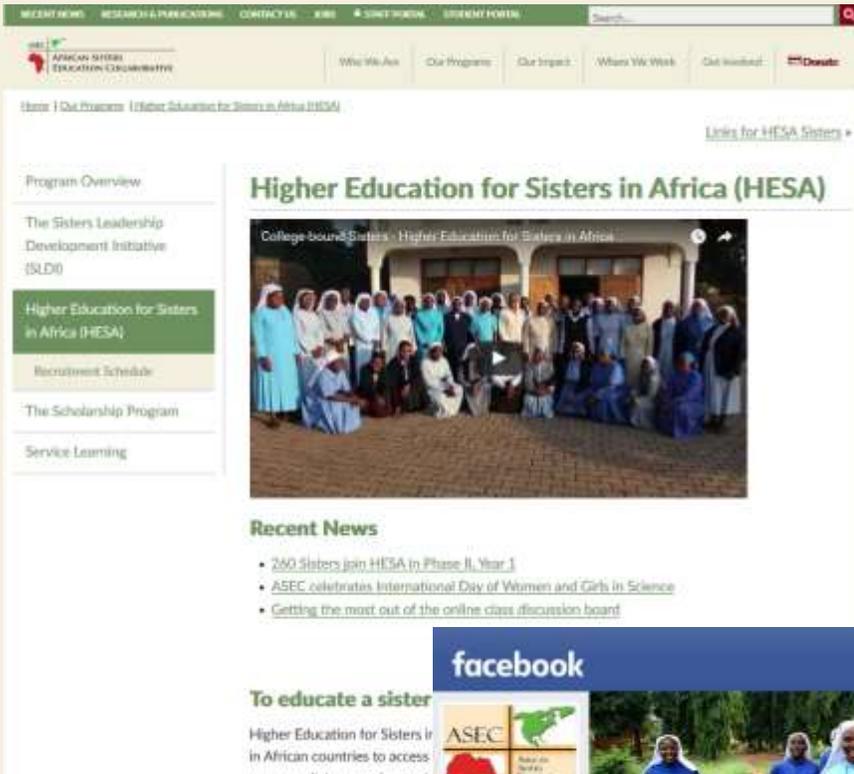
Stories of the Holy Spirit at Work

HESA students, staff, coordinators, facilitators and stakeholders are now able to **submit stories of their ministries and experiences for publication** in:

- ASEC annual and monthly newsletters
- ASEC Website News Feed
- Utilizing Social Media: Facebook, Twitter



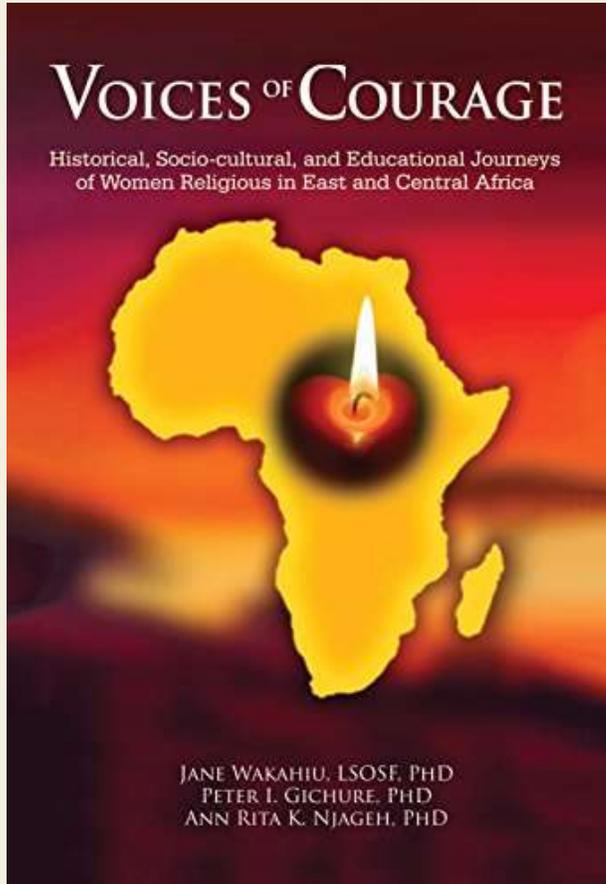
HESA on the ASEC Website



- The HESA program page is the **most popular** page on the ASEC website with **14,859** visits in 2016
- Second most popular is the ASEC News Page
- 82.9% of website traffic from social media comes from **Facebook**, 15.2% comes from **Twitter**
- HESA is continuing to work to increase exposure:
 - Social Media
 - Sharing



Publications



Wakahiu, J., & Shaver, R. (2015). **Perception and Experience of Distance Learning for Women: Case of the Higher Education for Sisters in Africa (HESA) Program in West Africa.** *Journal of Education and Social Policy*, 2(3), 93-110.

Wakahiu, J., Gichure, P. I., & Njageh, A. R. (2015). *Voices of courage: historical, socio-cultural and educational journeys of women religious in East and Central Africa.* Scranton, PA: African Sisters Education Collaborative.

Preparing new book for publication: Transformative Partnerships

I am happy to have expressed interest with ASEC in contributing to a research study with the title, "Trans-formative Partnership". My abstract was approved and I was allowed to proceed with the research study. If this succeeds to the end, it will be my first chapter contribution in life as an author. This is very exiting for me. If it was not for the HESA Program, I would never have grown to this level in regard to my academic writing and research. This is already an achievement that I am very proud of.

—Sr. Esther Wairimu Mwangi

Conference Presentations

- Shaver, R. & Wakahiu, J. (2016). **Collaborative partnerships to provide educational access to women religious in Sub-Saharan Africa: The case of the Higher Education for Sisters in Africa (HESA) project.** Global Status of Women & Girls Conference, Newport News, VA, March 3-5, 2016.
- Wakahiu, J. & Shaver, R. (2016). **Perceptions and Experiences of Distance Learning for Women Religious in East and West Africa: Case of the HESA Program.** Comparative and International Education Society, Vancouver, Canada, March 5-10, 2016.
- HESA Graduate Assistants. (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.
- Up-Coming:
 - Wakahiu, J., Shaver, R. & Gregory, 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.
 - Gregory, T. (2018). **A Phenomenological Approach to Understanding Women Religious in Africa: Perspectives of Post-Secondary Education in Consecrated Life.** Qualitative Report Conference, Fort Lauderdale, Florida, January 11-13, 2018.



Summary

Lessons Learned in Phase I & The Future of Phase II

Catalysts for a Global Sisterhood



*Sacred Heart Primary School Painting, ASEC Alumnae Ministry
Tanzania, January 2017*

Evaluation evidence indicates that HESA participants are:

- Resources, creating a network for women and girls internationally
- Sharing journeys, insights and stories
- Being spiritual witnesses and serving those in need

Challenges and Interventions

Managing the Transition from Phase I to Phase II

Progress toward stabilizing program infrastructure

- **Growth in students:** Consistency, collaboration with SLDI, dissemination of HESA procedures and policies
- **Growth in staff:** Training for new staff, collaboration, communication, appropriate dispersal of tasks
- **Data Management:** Incorporating database platform Powervista, organizing existing data to match new formats
- Continuing to **capture the expanding number of African cultures, ministries and feedback** in evaluation



*ASEC staff in Africa conduct meeting with US staff via Zoom
Staff Training, Tanzania
January 2017*

Implementing Recommendations



Aga Khan Graduates, February 2016

- Receive evaluative input from coordinators, new staff, faculty
- Streamline Program Data Collection
 - Consolidate, formalize processes, coordination of staff
- Clearer process for textbook funds
 - Firm deadlines to ensure books arrive on time
 - Directors give adequate information to Superiors about textbooks
- Campaign to increase HESA alumnae network participation
 - Country Coordinators, need for workshop facilitators (Alumnae may fill this role)
 - Dates for all workshops solidified in more timely manner, to ensure complete participation

Where is HESA going?



ASEC staff in Africa review the Strategic Plan, Staff Training Tanzania, January 2017

- Electronic forms, more precise tracking and introduction of comprehensive database
- ASEC's Strategic Plan
 - Contributing to the overall strategic goals for ASEC
 - UN's Sustainable Development Goals
 - Enhance and grow the HESA Alumnae Association
- Obtaining sister journalists and researchers in every country
 - Emphasis on research in workshops
 - Social Media Training and encouragement
 - ASEC website, monthly and annual newsletter
 - Publication support



SUSTAINABLE DEVELOPMENT GOALS

1 NO POVERTY



2 ZERO HUNGER



3 GOOD HEALTH AND WELL-BEING



4 QUALITY EDUCATION



5 GENDER EQUALITY



6 CLEAN WATER AND SANITATION



7 AFFORDABLE AND CLEAN ENERGY



8 DECENT WORK AND ECONOMIC GROWTH



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



10 REDUCED INEQUALITIES



11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



14 LIFE BELOW WATER



15 LIFE ON LAND



16 PEACE, JUSTICE AND STRONG INSTITUTIONS



17 PARTNERSHIPS FOR THE GOALS





Questions & Comments

Thank you!

ASEC



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