



# Higher Education for Sisters in Africa (HESA)

Phase I Final & Phase II, Year 1 Progress Evaluation Reports  
July 1, 2013 to June 30, 2017  
& July 1, 2016 to June 30, 2017

Presented by Tara Lopatofsky  
April 25, 2018

ASEC



AFRICAN SISTERS  
EDUCATION COLLABORATIVE

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Sr. Draru Mary Cecilia

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Sr. Mary Germina Keneema	Sr. Francisca Damoah
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# Overview of Evaluation Report

1. HESA Introduction
2. Purpose of HESA Evaluation & Methodology
3. Overview of HESA Recruitment & Participation (Objective 1)
4. Fields of Study, Student Performance & Skill Acquisition (Objective 2)
5. Capacity Building in HESA (Objective 3)
6. Congregation/Superior Reports (Objective 4)
7. Position & Income Impact (Objective 5)
8. Enhancing & Sustaining Ministries (Objective 6)
9. Research & Best Practices (Objective 7)
10. Summary: Lessons Learned
11. The Future of HESA



# HESA Introduction

# Higher Education for Sisters in Africa (HESA)

- **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:** Increase sisters' 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

# Key Program Components

Ghana, HESA Orientation, 2017



**Collaborative Partnerships** with institutions in the US and Africa

Model A, Online-Onsite Hybrid  
Model B, Onsite

## Workshops

**Cohort System:** sisters are recruited in cohorts of 4-20 sisters, providing a **support network** for sisters throughout their studies

Orientation

Reflective Learning

ASEC Alumnae Meetings

# UN Sustainable Development Goals (SDGs)





# Purpose of HESA Evaluation & Methodology



# 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?
- **Success in Getting Our Story Out:** What transformations are happening? What is emerging from the program?

# Evaluation Methodology

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



## HESA Phase I and Phase II 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

# Assessment Types

Formative



Summative



*Lesotho, HESA Orientation, 2017*

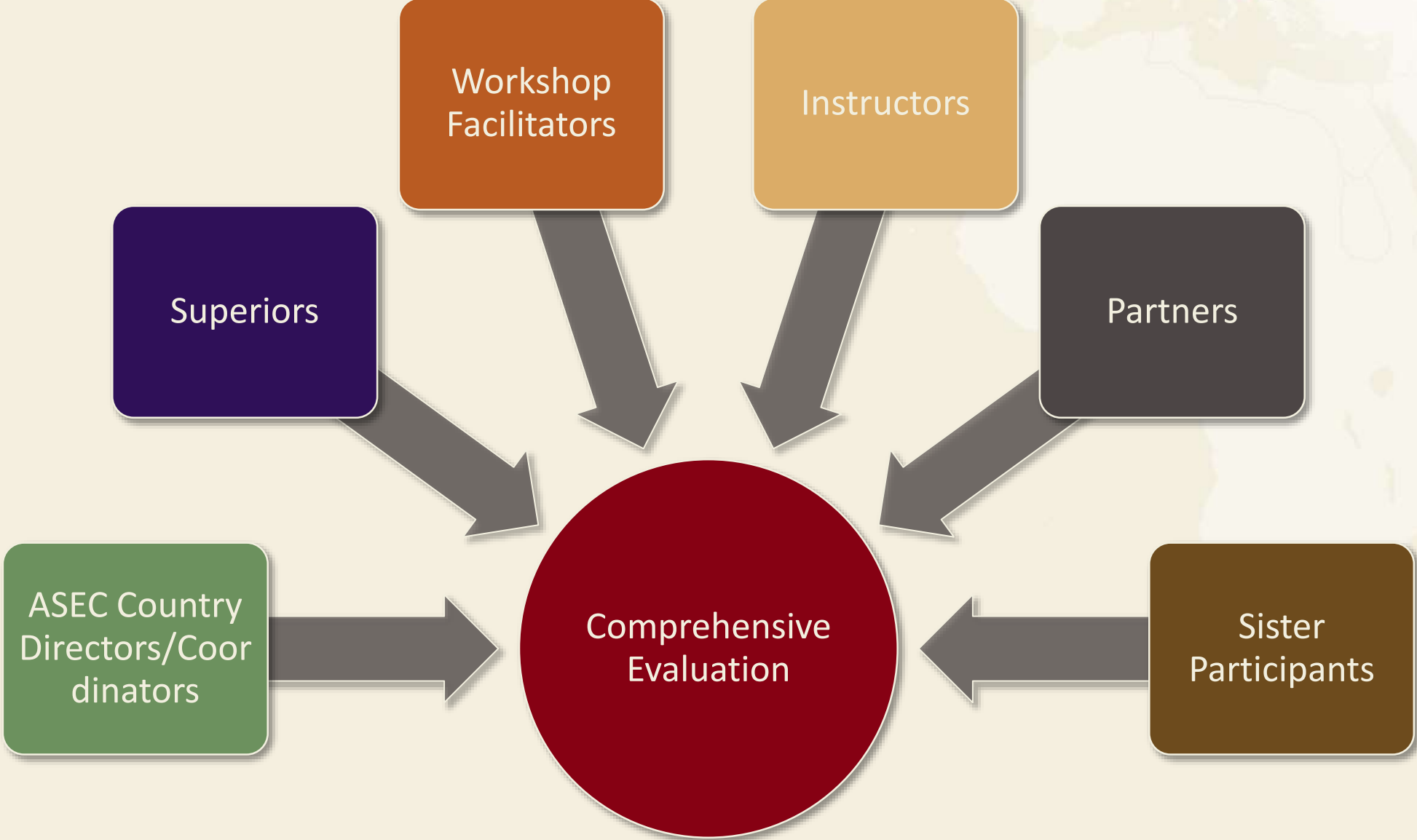


*Cameroon, Reflective Learning, 2017*

# Types of Instruments Used



# Data is Collected From:



# Points of Feedback & Assessments

## Orientation

1. General Registration Form
2. Self-Assessment Survey (Pre-Program)
3. Online Cohorts: Pre & Post Skills Assessment
4. Orientation Evaluation Survey

## End of First Semester

5. End of Semester Assessment

## Reflective Learning

6. Reflective Learning Evaluation Survey

## Other

11. Withdrawal Survey

## Alumnae

10. ASEC Alumnae Survey

## End of Program

8. Self-Assessment Survey (Post-Program)
9. End of Program Experience Assessment

## End of Online

7. End of Online Experience Survey

# New in 2016-2017

- All HESA surveys and forms were made available **online**
  - Centralized data collection and management in progress
  - Data Cleaning and Formatting
- Complete review of all evaluation surveys and forms
- Country Specific Reports
- US Partner Specific Reports
- New Forms/Surveys
  - Africa staff workshop report template
  - Faculty Course Instruction Survey
  - Participant Withdrawal/Exit Survey

To be given at HESA Orientation  
Form 5

Please respond to the following questions:


**ASEC Student ID (If Known):**

**Surname:**

**First Name:**

**College/University where you will be attending:**

**Your Email Address:**

 20%



# 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





# Objective 1: Measures of Satisfaction

- HESA Recruitment Process
- Models of Study
- Partnerships
- Overview of Workshops
- Overview of HESA Statistics
  - Enrollment
  - Retention
  - Graduation Rates



*Cameroon, HESA Orientation, 2017*

# Recruitment

1. Recruitment Announcement Letters and Intent to Apply forms sent to ASEC staff in each country

2. Letters and forms distributed to superiors within each country for identification of potential sister applicants



4. Review and approve sisters' intent forms

3. Eligible sisters, in terms of availability to take leave from their ministries, complete Intent to Apply form and return

5. In collaboration with all stakeholders, sisters then apply to ASEC partner college/university

6. Acceptance to college/university

7. ASEC Selection Committee
- Conference Major Superiors
  - Country Conference Major Superiors Education Commission
  - ASEC Country Directors/Coordinators
  - ASEC US Staff

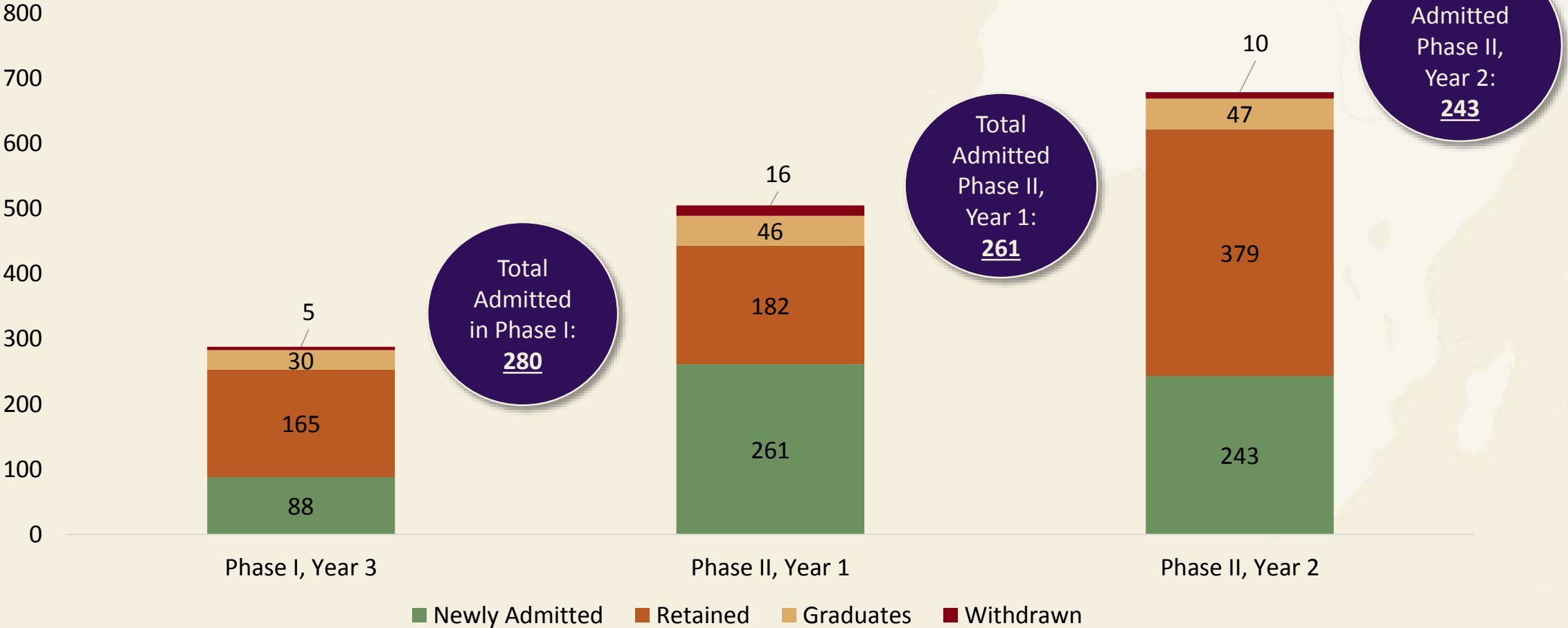
8. Notification of HESA acceptance to institution & ASEC Country Director/Coordinator

9. Sister & Superior sign HESA Agreement & Acceptance Forms

10. Sister Admitted to HESA

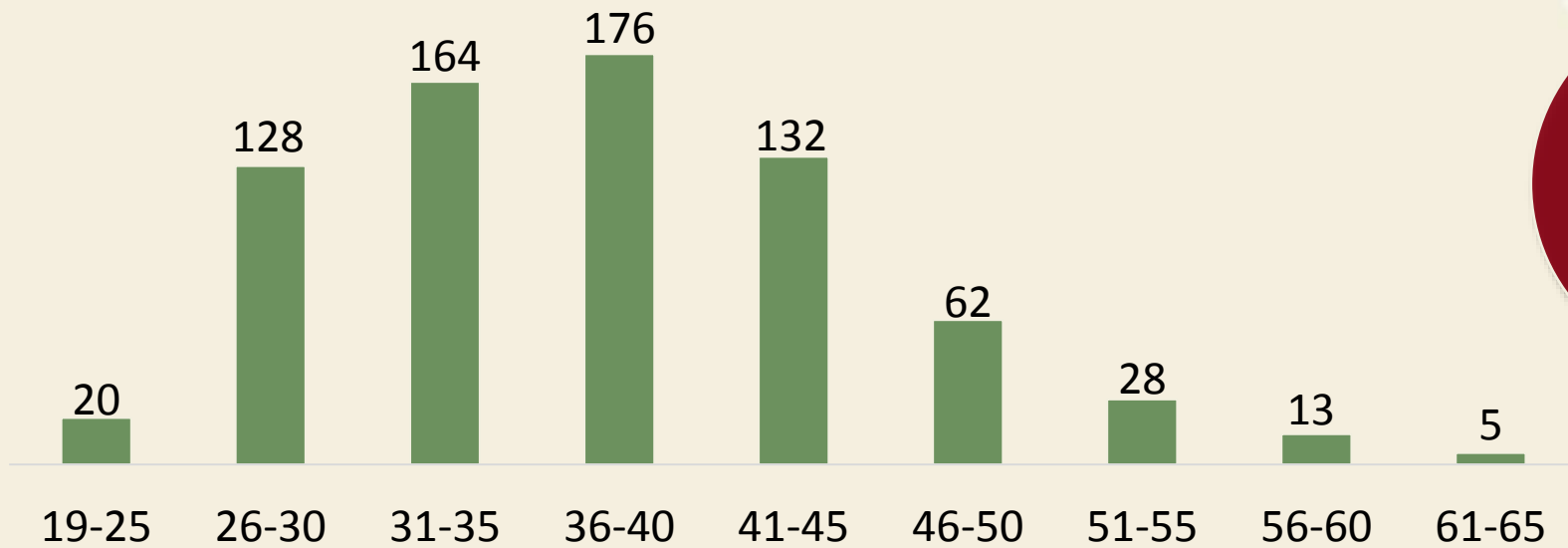
# Enrollment Growth

**HESA Overall Growth (June 2016-March 2018)**  
Total Served as of 3/1/18: 777



# HESA Student Profiles

### HESA Participant Age Upon Entry



Over 190  
Congregations  
Served

19  
2-Year  
Scholarship  
Alumnae

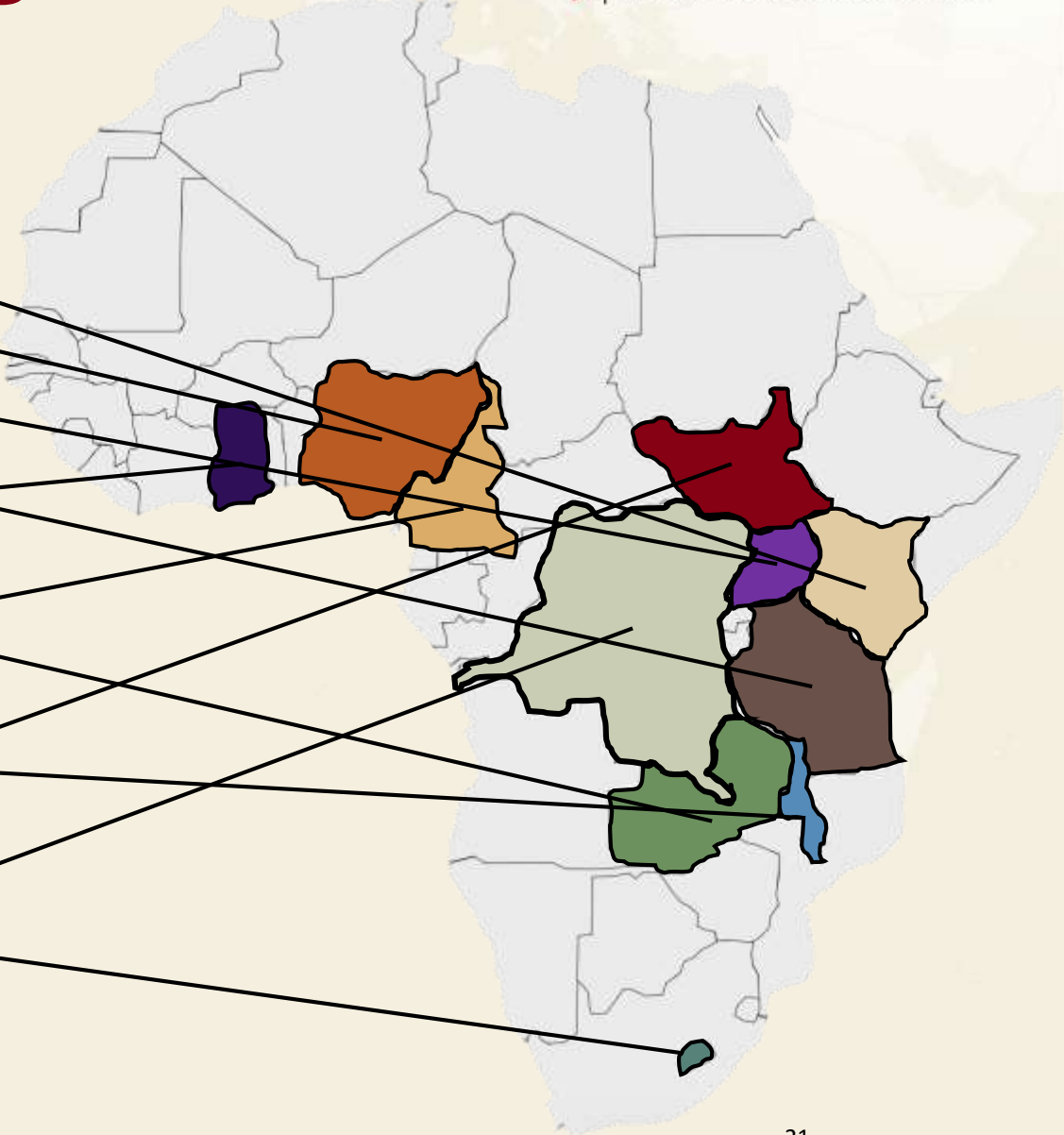
158  
SLDI  
Alumnae

Current Total:  
**176 Sisters**

# Enrollment: Country Serving

Phase I & Phase II	
Kenya	276
Nigeria	126
Uganda	122
Tanzania	94
Ghana	38
Zambia	34
Cameroon	18
Malawi	17
South Sudan	9
Lesotho	4
Democratic Republic of Congo	1
<b>Total</b>	<b>739</b>

\*Data as of 3/1/18



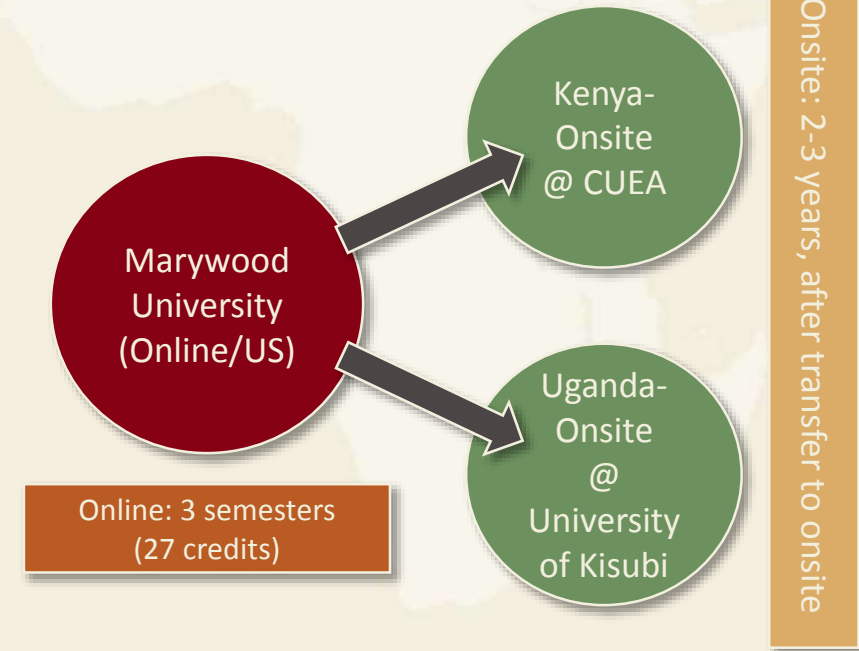
# Models of Study

<b>Model A- Online/Onsite Hybrid</b> Phase I: <b>109 sisters</b> Phase II, Year 1: <b>50 sisters</b>	<b>Model B- Onsite</b> Phase I: <b>171 sisters</b> Phase II, Year 1: <b>211 sisters</b>
<ul style="list-style-type: none"> <li>• Only select bachelor's degrees</li> <li>• Longer Orientation to prepare for technology use (4 weeks)</li> <li>• <b>Phase I:</b> 27-42 credits completed online at US partner college/universities</li> <li>• <b>Phase II:</b> Only complete 27 credits online (3 consecutive semesters)</li> <li>• All online courses are pre-selected</li> <li>• Online credits transfer to onsite in-country institution, where degree is conferred</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional setting</li> <li>• Diploma, bachelor's and master's degrees</li> <li>• All fields of study</li> <li>• Admitted directly to African country's college/university</li> <li>• Orientation shorter (2 days)</li> </ul>

## Model A Example

### Bachelor of Education

*Serving East Africa (Kenya, Uganda, Zambia)*



# Phase I Evaluation of Model A

92.6% (101/109) of sisters successfully transferred to their onsite institution

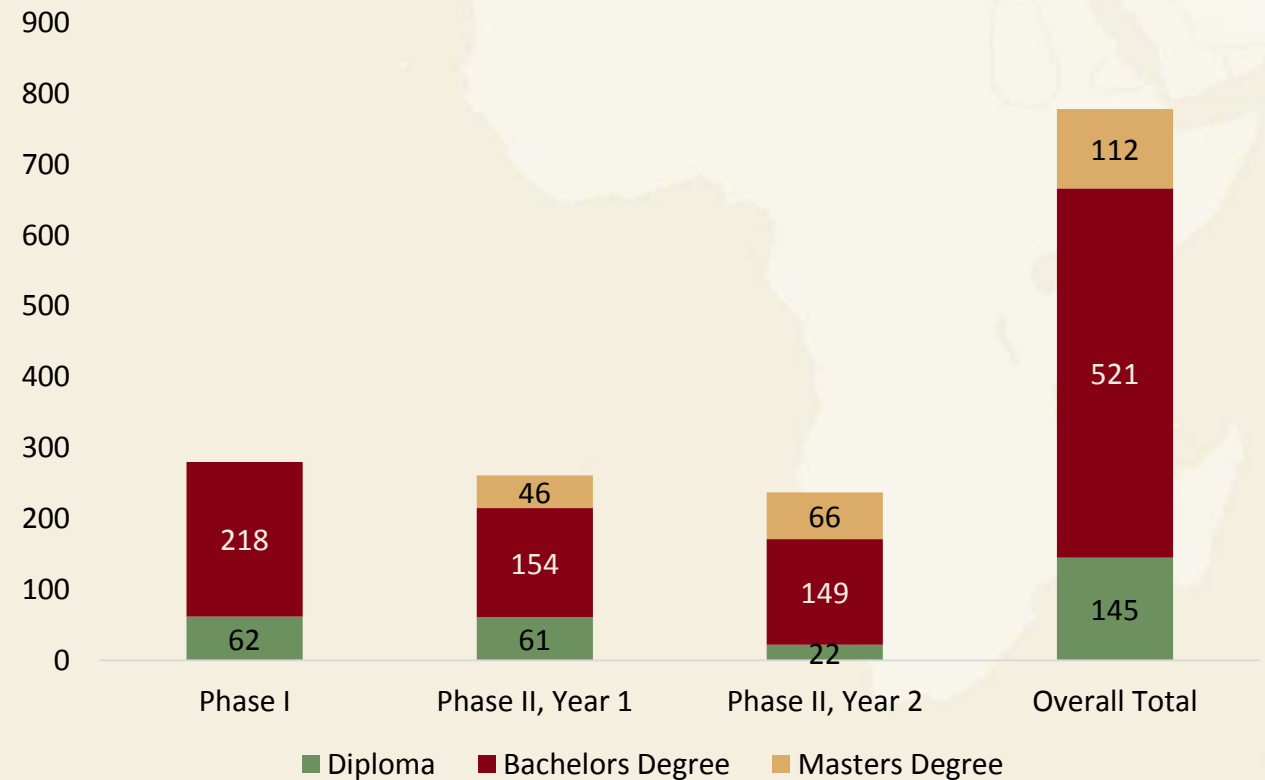
97% of sisters reported satisfaction with online studies

End of Online Experience Assessment (N=65)		
	Mean	Std. Dev.
I feel connected to the instructor and other students	3.88	.451
Online instruction is an effective way for me to learn	3.46	.663
As a result of this experience, I am comfortable taking online courses	3.63	.675
I felt supported and encouraged to continue the program by ASEC/HESA staff	3.92	.407

# Levels of Education Offered

Degree Type	Phase I	Phase II, Year 1	Phase II, Year 2	Total
Diploma	62	61	22	<b>145</b>
Bachelor's	218	154	149	<b>521</b>
Master's	0	46	66	<b>112</b>

## Enrollment by Degree Type





# Partnerships

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

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  
 Ghanaian Conference of Religious (GCR)

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

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

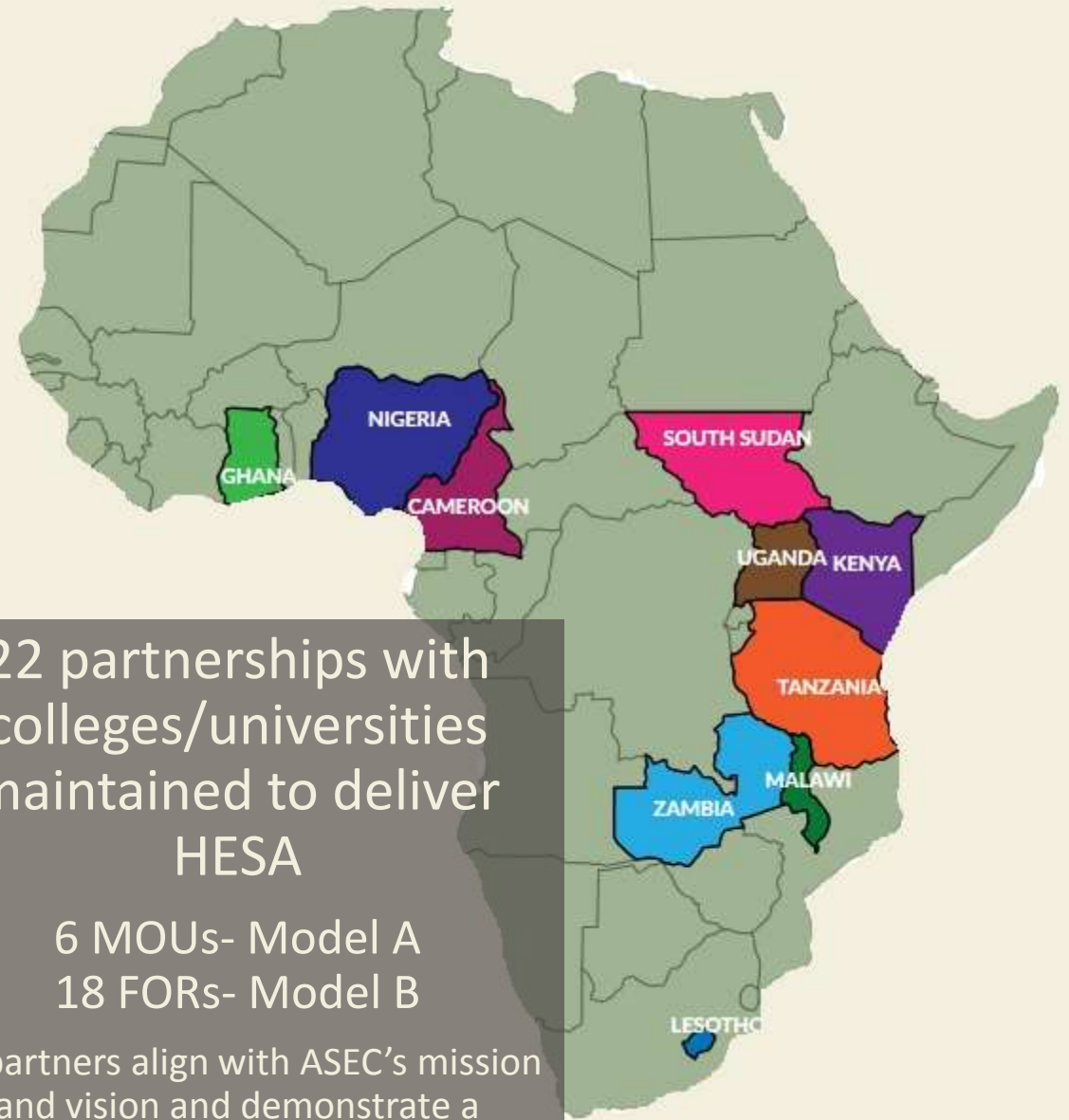
Monze School Nursing Zambia  
 The Zambia Catholic University (ZCU)  
 Zambia Association of Sisterhoods (ZAS)  
 Global Telecom

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)



22 partnerships with colleges/universities maintained to deliver HESA  
 6 MOUs- Model A  
 18 FORs- Model B  
 All partners align with ASEC's mission and vision and demonstrate a commitment to the education of women religious

# Enrollment by Partner Institution

Partnership	#
1. Tangaza University College (TUC)	143
2. Marywood University & CUEA/UoK	114
3. Catholic University of Eastern Africa (CUEA)	97
4. Saint Augustine University (SAUT)	61
5. Chestnut Hill College & CUCG/VUC	56
6. Veritas University College (VUC)	48
7. Uganda Martyrs University (UMU)	34
8. Chemchemi Ya Uzima Institute	34
9. The University of Kisubi (UoK)	37
10. Catholic University College of Ghana (CUCG)	24
11. Sacred Heart School of Nursing	21
12. Catholic University of Malawi (CUNIMA)	19

Partnership	#
13. Mwenge University College, Moshi	16
14. Rosemont College & CUCG/VUC/CATUC	16
15. Zambia Catholic University (ZCU)	13
16. St. Francis Hospital Nsambya Training School	12
17. Catholic University of Health and Allied Sciences	9
18. Catholic University of Cameroon, Bamenda (CATUC)	8
19. Non-Partner Institution*	4
20. National University of Lesotho (NUL)	4
21. Monze Registered Nurse Training Program	3
22. Holy Family Nursing and Midwifery Training College	2
23. Catholic University College of South Sudan (CUSS)	2

\*Several sisters were permitted to complete their degrees at non-partner institutions as pilots for program expansion (i.e. Aga Khan University & Cape Coast University)

\*\*Data as of 3/1/18

# Partnership Development

**Phase I:** 12 partnership agreements

**Phase II:** Added 14 partnership agreements

November 2015-December 2016

Including 6 nursing training colleges

- 19 colleges/universities in 10 African countries
- 3 colleges/universities in the US

Partnership Renewals

Currently in progress

Regina Pacis University College > CUEA



Dr. Ann Rita witnesses the signing of the CUEA MOU, January 2018

# Orientation

- Prepares sisters for success
- **Goals:** Acclimate sisters to college/university study, set goals and expectations, establish internal support system, distribute laptops, provide initial technological training
- **New to Phase II:** Development of HESA Student Handbook, structured agenda, Online Orientations taught online

Phase I: **98.9%**  
(277/280) of  
sisters  
completed  
Orientation

Phase II, Year 1: **97.7%**  
(255/261) of sisters  
completed Orientation

\*Those who did not participate in Phase II, Year 1 Orientations, participated in Year 2.

# Reflective Learning

Phase I:  
**84.7%**  
Completion  
Rate

- Held in 8 countries, each year of Phase I
- Total of 18 Reflective Learning Workshops held

Phase II,  
Year 1: **93%**  
completion  
rate

- 382 sisters participated in a Reflective Learning Workshop in Phase II, Year 1
- Total of 9 Reflective Learning Workshops were held
- 8 countries

**Goals:** Provide skill and relevant professional development, held annually, 2 days, in each country (i.e. check-in), build connections (brings together all cohorts within a country).

**Lower Completion Rate:** Policy on attending after completion of studies, tracking of “true” absence, top reasons include:

- Duties related to ministry
- Travel distance
- Political conflict
- Health/Illness

**Topics Covered Specific to each Workshop:**

- Personality Types
- Examination Anxiety
- Study Habits
- Time Management
- Effective Communication

# Withdrawals

Phase I Total: 11 Sisters		
1C2	2	Left congregation, Health
1C3	3	Institution Request, Congregation Request (2)
1C4	1	Congregation Request
2C1	1	Passed Away
2C2	2	Congregation Request, Health
6C2	1	Left Congregation
7C2	1	Left Congregation

Phase II Total: 20 Sisters		
1C5	1	Health
2C3	2	Left Congregation, Congregation Request
4C4	1	Left Congregation
6C3	1	Institution Request
7C3	1	Left Congregation
15C1	1	Health
16C1	3	Internet
19C1	8	Institution Request
22C2	1	Health
21C2	1	Passed Away

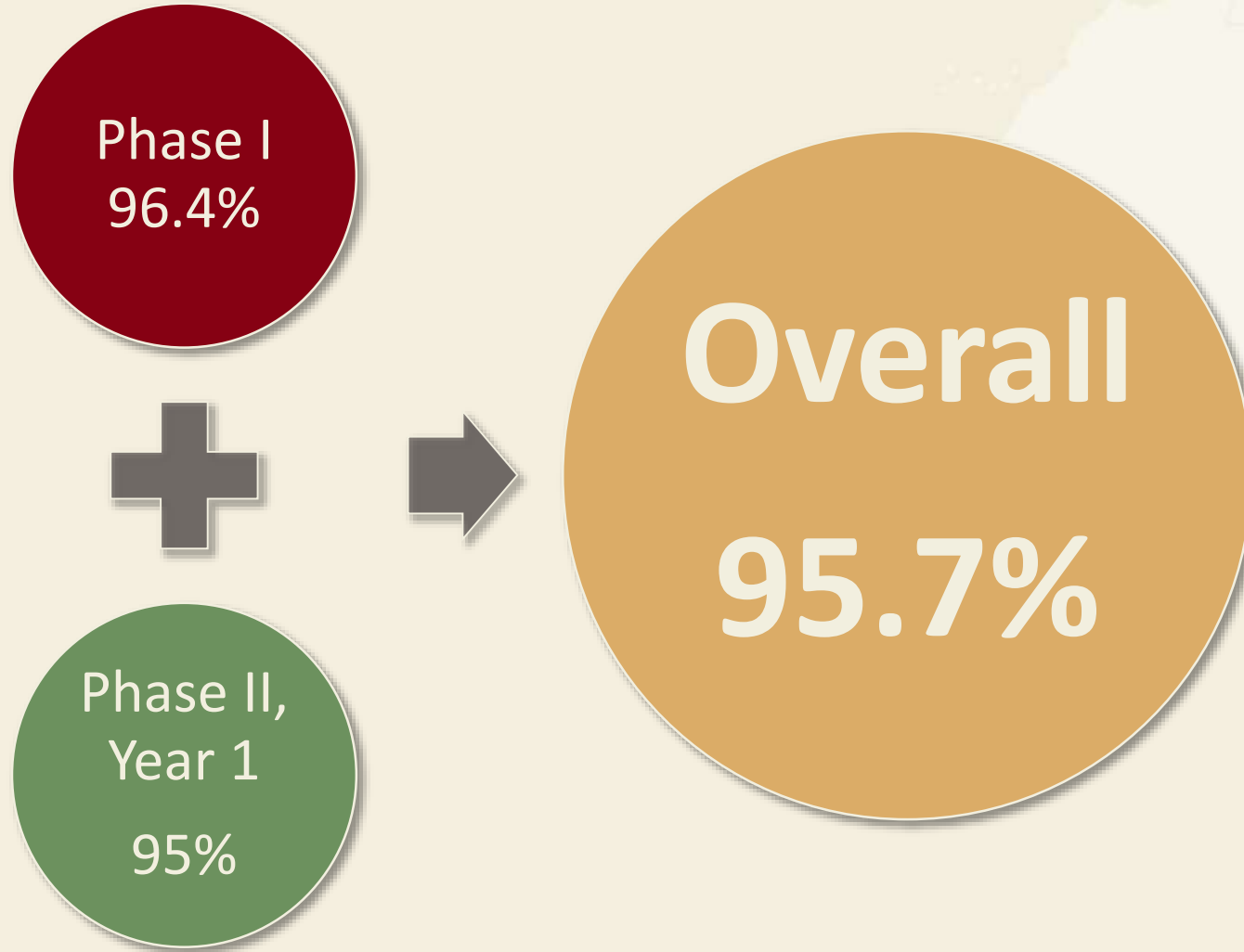
As of 3/1/18,  
**31 sisters** from Phase I and  
Phase II have withdrawn  
from the program

## Reasons for Withdrawal, Ranked:

1. Institution Request
2. Left Congregation
3. Congregation Request
4. Health
5. Internet Access
6. Death

\*data as of 3/1/18

# Retention Rates



# HESA Graduations

Date	#	Awarded	Country
July 2014	1	Certificate	Kenya
Dec. 2014	11	Diploma	Kenya
Oct. 2015	3	B.Ed.	Kenya
Dec. 2015	4	Diploma	Kenya
Feb. 2016	1	B.S.N.	Kenya
May 2016	17	Diploma	Kenya
May 2016	3	B.Ed.	Kenya
May 2016	2	B.A.	Kenya
Oct. 2016	7	B.Ed.	Kenya
Dec. 2016	7	B.Ed.	Tanzania
May 2017	20	Diploma	Kenya
May 2017	5	B.Ed.	Kenya
May 2017	7	B.A.	Kenya

Date	#	Awarded	Country
July 2017	6	B.Sc. & B.Ed.	Nigeria
Oct. 2017	1	B.Sc.	Ghana
Nov. 2017	19	Bachelor's	Kenya
Nov. 2017	4	Bachelor's	South Sudan
Feb. 2018	5	Bachelor's	Uganda
<b>Total Graduated as of 3/1/18</b>			<b>123</b>



*Kenya, Graduation, 2018*



# Phase I

## Objective 1: Outcomes and Outputs

1. Expected Outcomes & Outputs
• <b>233</b> sisters served (185 degrees, 48 diploma)
• <b>95%</b> of sisters will receive a degree or diploma in their field
• <b>98%</b> of sisters will complete Orientation
• <b>95%</b> of sisters will complete Reflective Learning
• <b>90%</b> of sisters will successfully transfer online credits to onsite institutions (Model A)
• <b>90%</b> of sisters will report satisfaction with online studies and resources

1. Actual Outputs & Outcomes
✓ <b>280</b> sisters served (218 bachelors degrees, 61 diploma, 1 certificate)*
✓ <b>96.4%</b> retention rate
✓ <b>98.9%</b> Orientation completion rate
• <b>84.7%</b> Reflective Learning completion rate
✓ <b>93.5%</b> of sisters successfully transferred online credits to onsite institutions (Model A)
✓ <b>97%</b> (N=65) of sisters reported satisfaction with online studies and resources

\*18 sisters in pilot cohort 1 at Marywood (1C1) were funded by the SLDI Phase III bridge grant

\*18 sisters in cohort 4 at Marywood (4C1) received funding from HESA Phase I for first 2 semesters and the remainder from HESA Phase II

# Phase II, Year 1

## Objective 1: Outcomes and Outputs

1. Expected Outcomes & Outputs
<ul style="list-style-type: none"> <li>• <b>279</b> sisters served (56 masters degrees, 223 bachelors degrees/diploma)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>95%</b> of sisters will receive a degree or diploma in their field</li> </ul>
<ul style="list-style-type: none"> <li>• <b>98%</b> of sisters will complete Orientation</li> </ul>
<ul style="list-style-type: none"> <li>• <b>95%</b> of sisters will complete Reflective Learning</li> </ul>
<ul style="list-style-type: none"> <li>• <b>90%</b> of sisters will successfully transfer online credits to onsite institutions (Model A)</li> </ul>
<ul style="list-style-type: none"> <li>• Sign Memorandums of Understanding (MOU) and Frameworks of Reference (FOR) with partner institutions</li> </ul>

1. Actual Outputs & Outcomes
<ul style="list-style-type: none"> <li>• <b>261</b> sisters served (46 masters degrees, 215 bachelors degrees/diploma)*</li> </ul>
<ul style="list-style-type: none"> <li>✓ 95% Phase II, Year 1 retention rate</li> </ul>
<ul style="list-style-type: none"> <li>✓ <b>98%</b> Orientation completion rate</li> </ul>
<ul style="list-style-type: none"> <li>• <b>93%</b> Reflective Learning completion rate</li> </ul>
<ul style="list-style-type: none"> <li>✓ No Phase II students have completed their online studies, on-track to transfer (Model A)</li> </ul>
<ul style="list-style-type: none"> <li>✓ HESA continues to partner with 22 colleges/universities in the US and Africa, renewing MOU/FORs as necessary</li> </ul>

\*13 sisters previously completed certificate/diploma/degree programs in HESA Phase I, then reapplied for HESA Phase II to further their education



## Objective 2

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



# Objective 2: Measures of Satisfaction

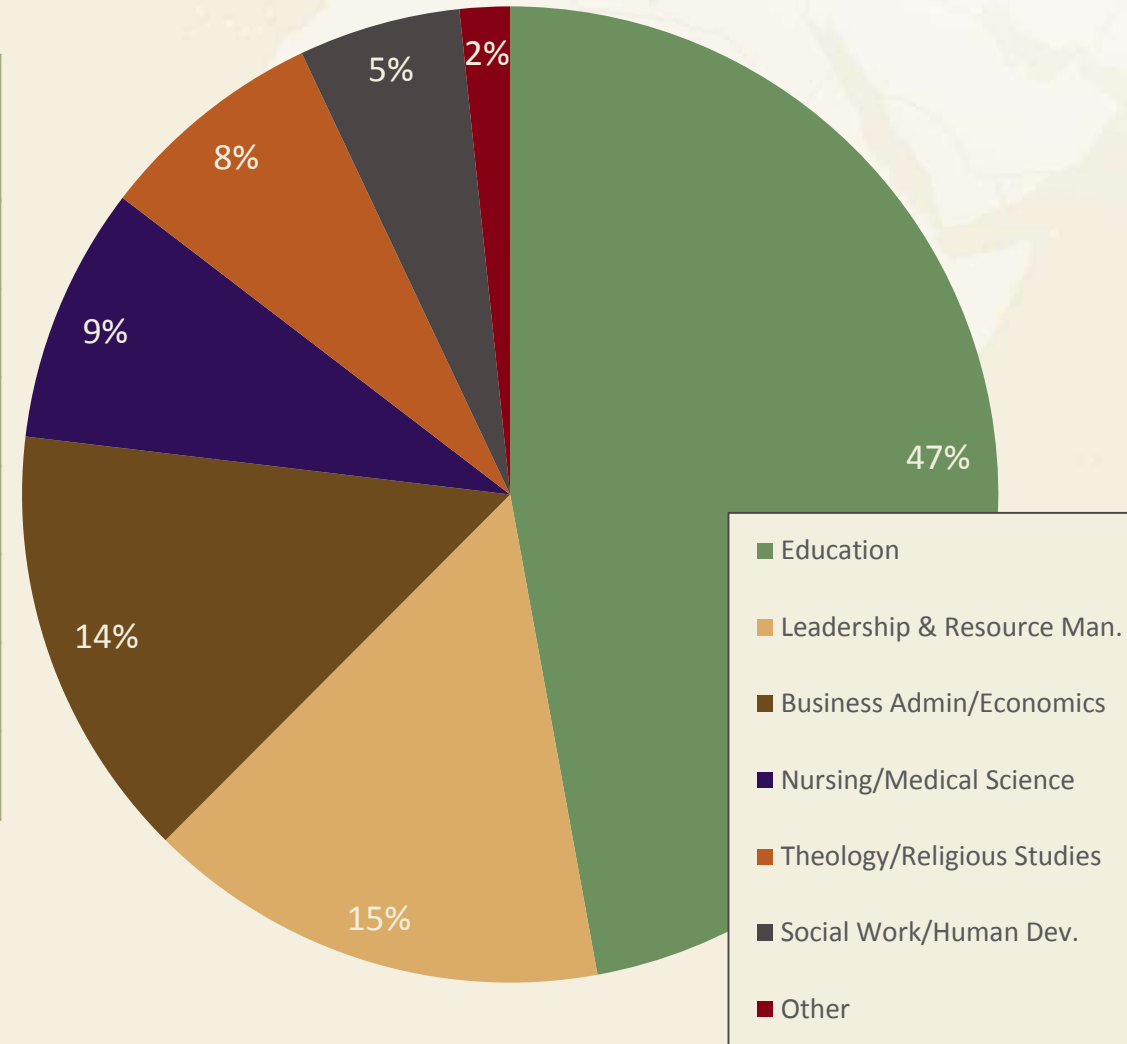
- Fields of Study
- Academic Performance
- Skill Acquisition
- Online/Onsite Model Orientation



# Core Academic Areas

Core Academic Areas	Phase I	Phase II, Year 1	Total
Education	151	104	255
Leadership & Resource Management	55	28	83
Business Administration/Economics	36	42	78
Nursing/Medical Science	1	45	46
Theology/Religious Studies	21	20	41
Social Work/Human Development	14	15	29
Other	2	7	9

HESA Academic Fields of Study



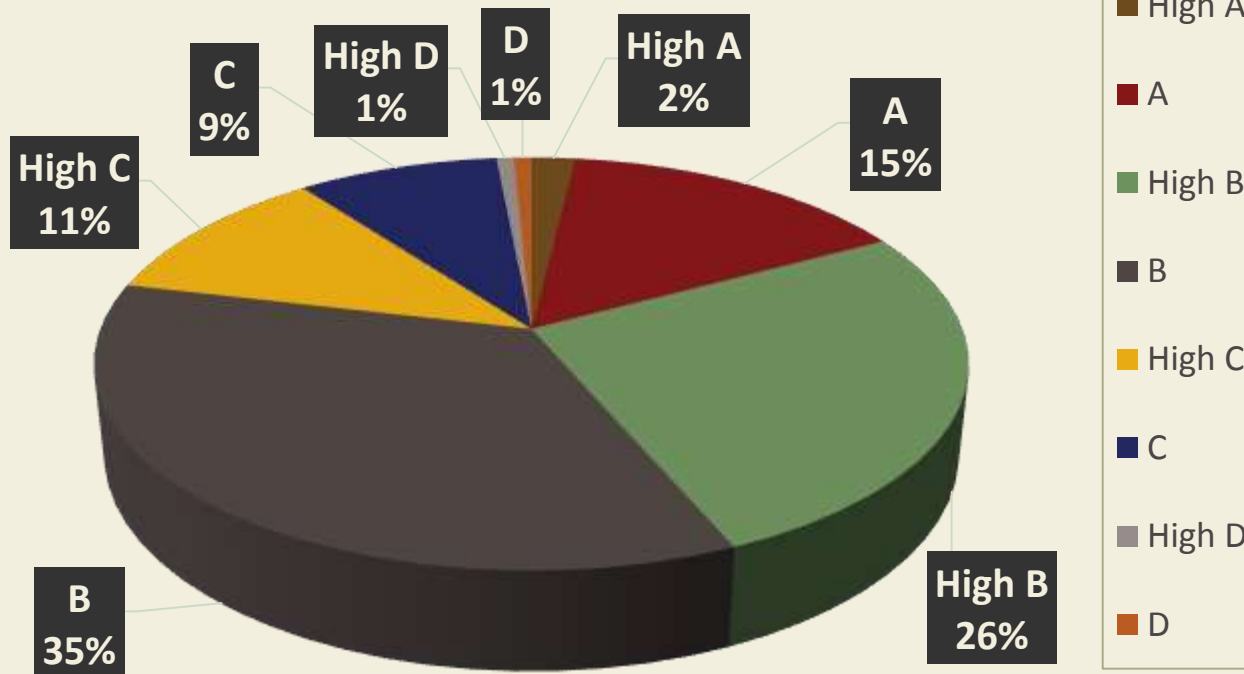
# Example Fields of Study



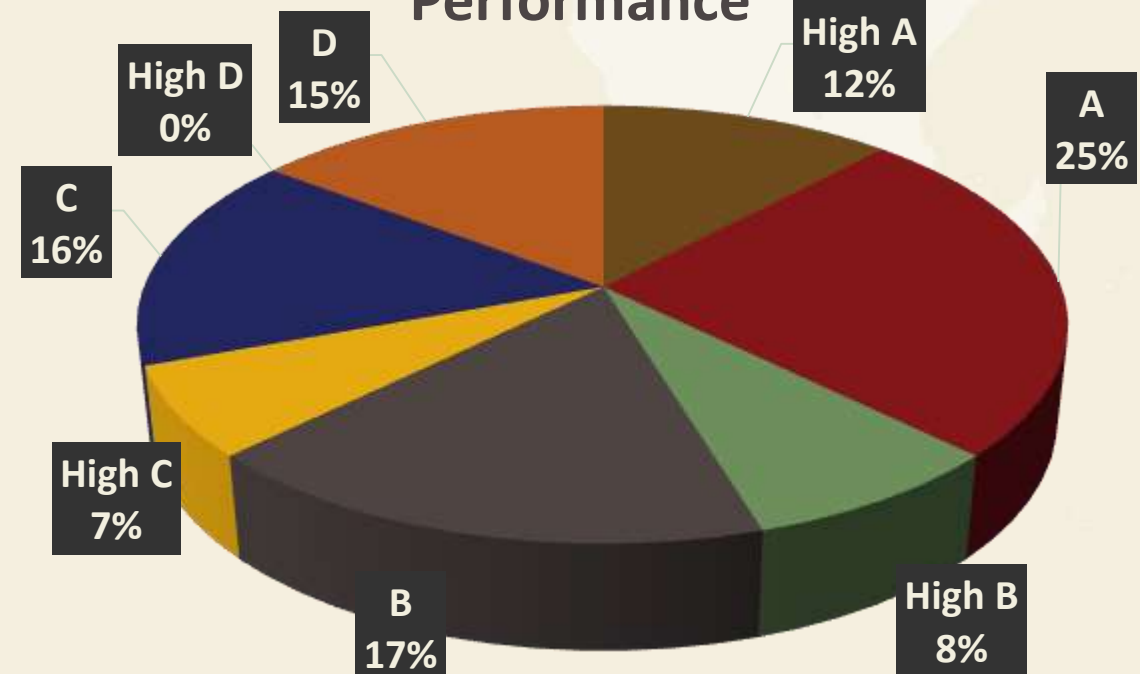
# Academic Performance

Average Cumulative Letter Grade/GPA		
Model of Study	Phase I (N=262)	Phase II, Year 1 (N=74)
Online-Onsite Hybrid	B (3.49)	A (4.4)
Onsite	B (3.11)	B (3.0)

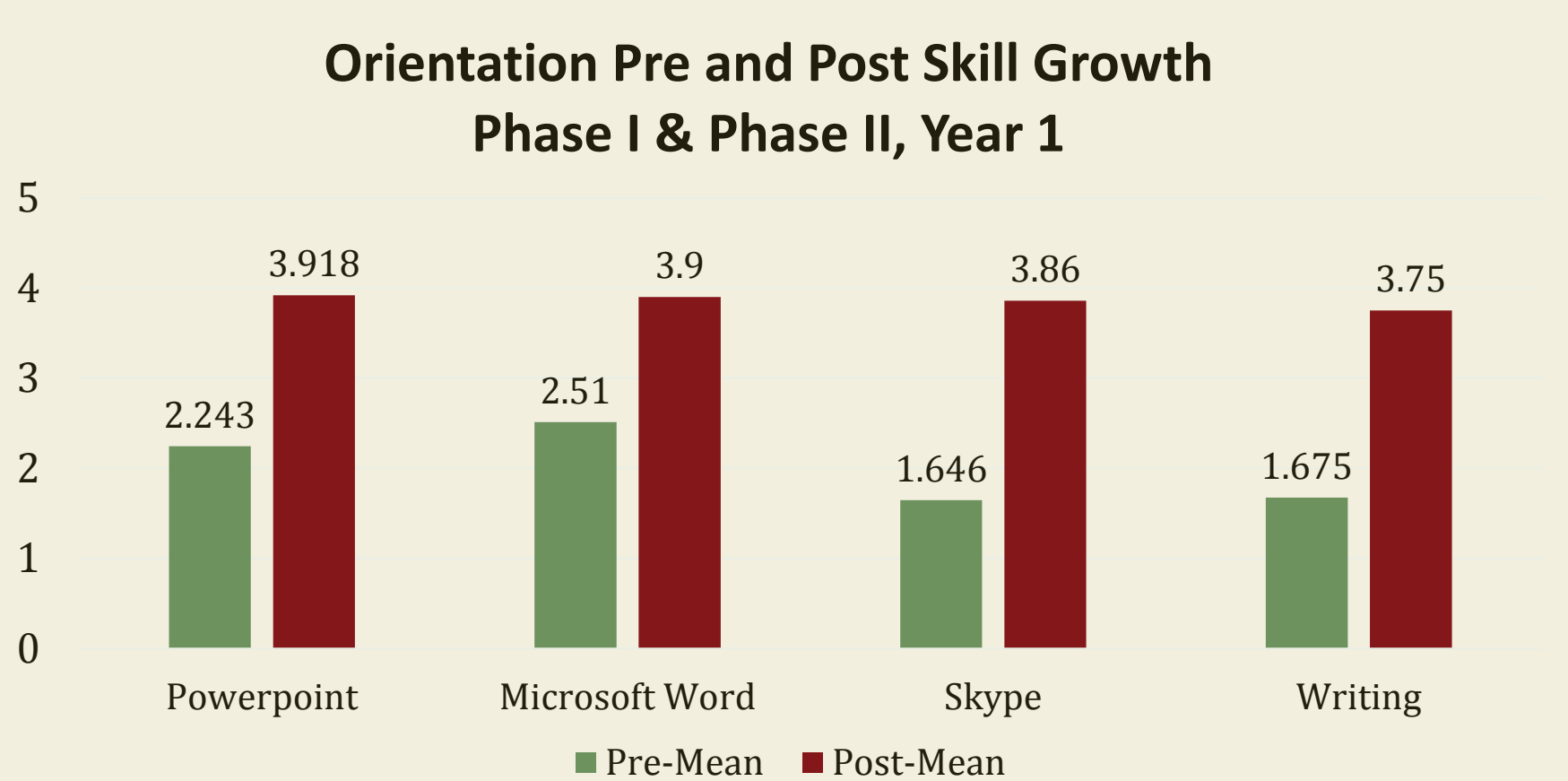
## Phase I Academic Performance



## Phase II, Year 1 Academic Performance



# Skill Acquisition: Model A Orientation





# 2018 ASEC Alumnae Survey Mentorship

*I was able to mentor many other people. Thanks to the knowledge I learned in the program.*  
-HESA Alumna, 2018

## 2018 ASEC Alumnae Survey

Question	HESA Students N=49		Only HESA Grads n=37	
	Yes	No	Yes	No
Have you begun to mentor others after completing HESA?	54% (14)	46% (12)	57% (13)	43% (10)

\*An additional 11 HESA students (7 HESA Alumnae) indicated they began mentoring others after completing SLDI  
 \*\*HESA Students includes those attending the Alumnae Workshop as an SLDI Alumna, not yet graduated



Veritas Graduation, Nigeria, 2017

*I can stand on the truth and give advice and plans on different issues, such as insisting on educating my fellow sisters.*  
-HESA Alumna, 2018

# Phase I

## Objective 2: Outcomes and Outputs

### 2. Expected Outcomes & Outputs

- **90%** of students will complete a degree or diploma in their major
- **85%** of the participants will demonstrate greater effectiveness in accomplishing their ministries

### 2. Actual Outputs & Outcomes

- ✓ Enrollment goals met (**See Objective 1**)
- ✓ Sisters enrolled in **32** unique fields of study
- ✓ **89%** (N=37) of HESA alumnae reported working in a position where they can effectively use the knowledge and skills they gained from the HESA program to benefit their ministry
- ✓ **85%** (N=37) of HESA alumnae felt that HESA improved their ability to write grant proposals, improving the functioning of their ministries

# Phase II, Year 1

## Objective 2: Outcomes and Outputs

### 2. Expected Outcomes & Outputs

- **90%** of sisters will receive higher credentials in their field of work or ministry (diploma or degree)
- **95%** of sisters will demonstrate greater effectiveness in accomplishing their ministries
- **90%** of sisters will report providing some level of mentorship or skill sharing with other sisters in their communities

### 2. Actual Outputs & Outcomes

- ✓ Sisters enrolled in **49** unique fields of study
- ✓ **95.7%** overall retention rate
- **85%** (N=336) of sisters are averaging a grade of B or above, demonstrating progress toward greater effectiveness in accomplishing their ministries
- **57%** (N=37) of HESA alumnae reported mentoring others after completing HESA, continued monitoring is needed



## Objective 3

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



# Objective 3: Measures of Satisfaction

- Qualitative Responses
  - Orientation Survey
  - Reflective Learning Survey
- Degree Completion
  - End of Experience Survey
  - Pre & Post Self-Assessment



*Tanzania, Orientation, 2017*

# Capacity Building: Orientation

- High satisfaction reported with all Orientation Workshops
- Responses indicate higher confidence and greater capacity to serve as a result of participation

Online/Onsite Orientation (N=107)	Mean	SD
The course content met my expectations	3.77	.424
The remote delivery of course content was an effective method for learning	3.60	.598
The remote delivery method of course content was as effective as face-to-face instruction	3.56	.626
Onsite Orientation (N=168)	Mean	SD
The orientation met my expectations	4.56	.623
The environment was favorable for learning	4.68	.669
The instructor's presentations were clear and understandable	4.74	.516

“ **How was this Orientation most helpful to you?**

*The Orientation helped me understand myself and prepared me psychologically to begin the journey of my studies*

*I have been reawakened and my fear faded. I now believe I can make it*

*It helped me understand that I need to lead myself in order to lead others*

*It gave me the ability to know what is ahead of me and provided me with the necessary skills and information to achieve the best out of life.*

# Capacity Building: Reflective Learning

- Phase I
  - 97% (N=711) of sisters found the workshop helpful
  - 4.23 (Mean, on 5-point Likert type scale) overall satisfaction with the performance of the laptops
- Phase II, Year 1
  - 96% (N=382) of sisters found the workshop helpful
  - 3.7 (Mean, on 4-point Likert type scale) overall satisfaction with the performance of the laptops

“ **Did this workshop provide information to support student progress in the HESA program? Please, explain.**

*Yes...it encourages us to know ourselves and how to overcome difficulties in our studies*

*Yes, because so many issues were addressed which made me to resolve my fears and also gives me more tips to forge ahead*

*Yes, this training provided awareness on how to manage my stress during HESA program also will be helpful in my future life*

*The information was good because it enlightened us on how to work together, support each other and find solutions to challenges that come our way and not to be afraid of them creatively and be critical thinker, not just being there without analyzing situations and doing my best to get into issues with confidence*

# End of Experience Survey

End of Experience Survey (N=81)	Mean	SD
I gained specific skills from participating in the HESA program that I otherwise would not have achieved	3.91	.394
I felt the HESA Orientation and semester reflection activities added positive value to my education	3.88	.430
I feel participating in HESA made me a better student	3.91	.324
I felt more confident as a result of participating in the HESA program	3.92	.267

*“The HESA program benefitted me in many areas, not only in my academic performance. I was able to meet many people and learnt many things from them. I was also able to open up because it was the kind of exposure which enabled me to have connections with different people.  
-HESA Phase I Graduate*



# Pre and Post Self-Assessment

HESA Phase I Pre Vs. Post Mean Self-Assessment Scale Results								
N=60, HESA Graduates, Paired Samples T-Test								
Scale	Correlation	Sig.	Mean	SD	Std. Error Mean	t	df	Sig. (2-tailed)
Self-Efficacy	.246	.058	-3.133	5.476	.707	-4.433	59	.000
Self-Regulation	.080	.542	-1.417	4.630	.598	-2.370	59	.021
Need for Cognition	.684	.000	-1.467	7.317	.945	-1.553	59	.126

- Participant’s belief in their ability to respond to new or difficult situations  
**Statistically significant** difference (Pre M=30.52, SD=4.8; Post M=33.65, SD=4.033)
- Participant’s attention control in the pursuit of a goal and ability to regulate thoughts, feelings and actions  
**Statistically significant** difference (Pre M=28.28, SD=3.36; Post M=29.70, SD=3.46)
- Participant’s ability to engage in and enjoy thinking  
**NO significant difference** found (Pre M=8.53, SD=8.968; Post M=10, SD=9.41)

# Phase I

## Objective 3: Outcomes and Outputs

### 3. Expected Outcomes & Outputs

- **85%** of the participants will demonstrate greater effectiveness in accomplishing their ministries

### 3. Actual Outputs & Outcomes

- ✓ **89%** (N=37) of HESA alumnae reported working in a position where they can effectively use the knowledge and skills they gained from the HESA program to benefit their ministry
- ✓ **85%** (N=37) of HESA alumnae felt that HESA improved their ability to write grant proposals, improving the functioning of their ministries

# Phase II, Year 1

## Objective 3: Outcomes and Outputs

### 3. Expected Outcomes & Outputs

- **85%** of sisters will report increased responsibility in their congregation or workplace after graduation/completion of the program

### 3. Actual Outcomes & Outputs

- ✓ **100%** of sisters (N=47) demonstrated growth in all skill categories in Post-Orientation Survey



## Objective 4

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



# Objective 4: Measures of Satisfaction

- 2016 ASEC Superior Survey
- ASEC Alumnae Survey

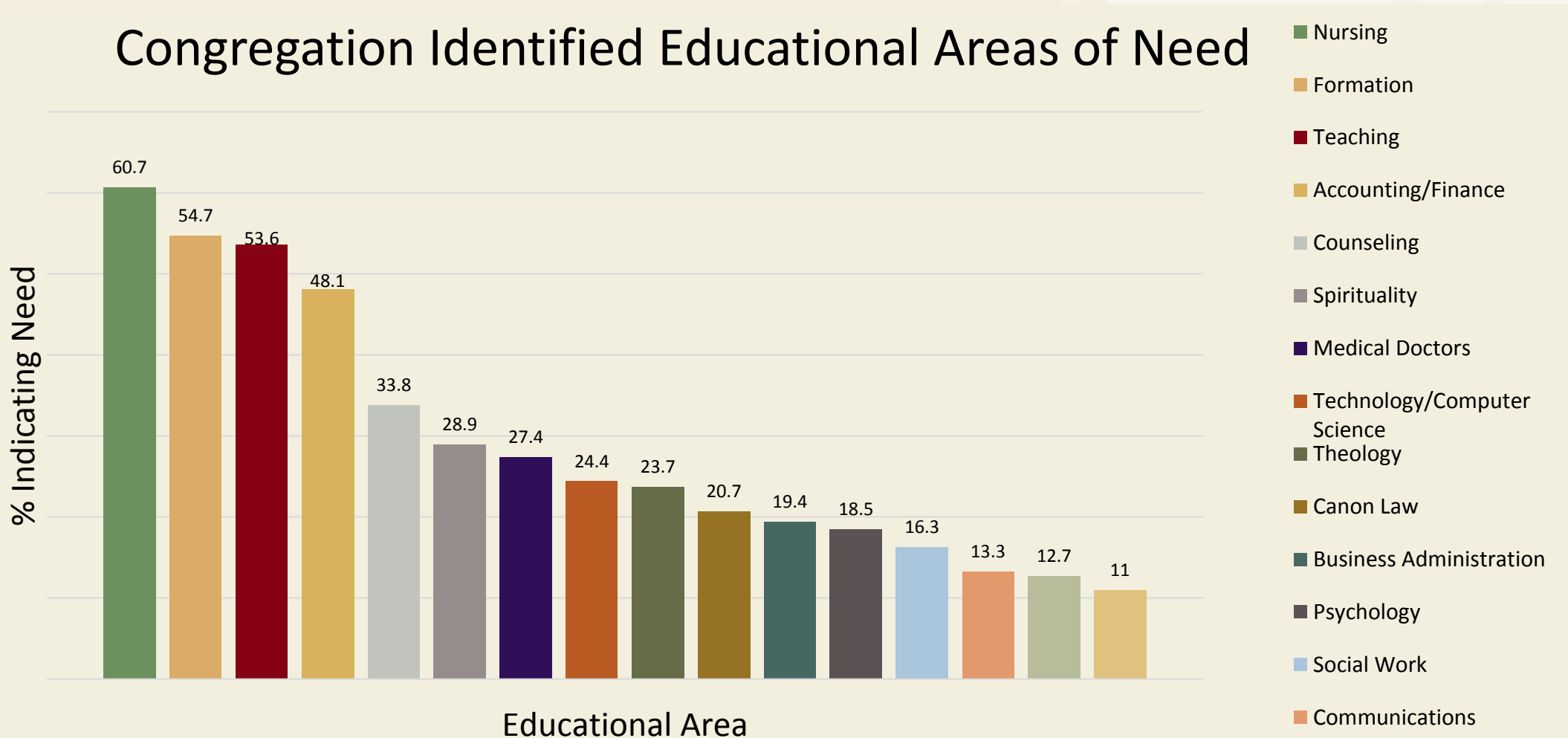


*Kenya, Alumnae Meeting, January 2018*

# 2016 ASEC Superior Survey

90.2% of superiors reported have a somewhat to very positive experience with HESA

## Congregation Identified Educational Areas of Need



# 2018 ASEC Alumnae Survey Congregational Impact

## 2018 ASEC Alumnae Survey

Question	HESA Students N=49		Only HESA Grads n=37	
	Yes	No	Yes	No
After completing HESA, did you implement a strategic plan for your congregation, or others?	20% (8)	80% (31)	21% (7)	79% (26)
After completing HESA, did you implement a financial plan for your congregation, or others?	20% (8)	80% (33)	21% (7)	79% (26)
Do you feel HESA improved your ability to ensure project sustainability?	81% (29)	19% (7)	86% (25)	14% (4)
<b>Are you working in a position where you can effectively use the knowledge and skills you gained from HESA to benefit your CONGREGATION?</b>	90% (38)	10% (4)	<b>97% (33)</b>	3% (1)



Tanzania, ASEC Alumnae Workshop, January 2018

Sisters have only recently graduated from the HESA program, further evaluation is needed

# Phase I & Phase II, Year 1

## Objective 4: Outcomes and Outputs

### 4. Expected Outcomes & Outputs

- 90% of congregations will report improved organizational functioning relative to sisters' education

### 4. Actual Outputs & Outcomes

- ✓ **97% (N=37)** of HESA Alumnae report working in a position where they can effectively use the knowledge and skills they gained from the HESA program to benefit their congregation, continued tracking for Phase II needed
- ✓ **90.2%** of congregational Superiors report having a positive experience with the HESA program
- ✓ HESA is meeting congregational educational areas of need





## Objective 5

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



# Objective 5: Measures of Satisfaction

- Baseline Salary Data
- Entering Ministry Position Titles
- ASEC Alumnae Survey



*Kenya, Tangaza Graduation, May 2017*

# 2018 ASEC Alumnae Survey

## Gainful Income

“My salary helps the congregation leadership team.  
-HESA Alumna, 2018

### 2018 ASEC Alumnae Survey

Question	HESA Students N=49		Only HESA Grads n=37	
	Yes	No	Yes	No
After completing HESA has your income level increased?	45% (18)	55% (22)	55% (17)	45% (14)
After completing HESA, did you implement audits in your place of work?	38% (13)	62% (21)	37% (12)	63% (21)
Do you feel HESA improved your ability to fundraise?	81% (30)	19% (7)	90% (27)	10% (3)
Do you feel HESA improved your ability to write a grant proposal?	75% (24)	25% (8)	85% (22)	15% (4)
Do you feel HESA improved your ability to mobilize local resources?	88% (30)	12% (4)	96% (26)	4% (1)



Tanzania Reflective Learning, 2016

# Promotion in Ministry Titles/Positions

## 2018 ASEC Alumnae Survey

Question	HESA Students N=49		Only HESA Grads n=37	
	Yes	No	Yes	No
After completing HESA have you taken on any leadership role(s) within your ministry? This could be formally or informally, such as providing supervision to your team, getting assigned to a role with more responsibilities and/or receiving a promotion.	64% (28)	36% (16)	69% (25)	31% (11)

“ Before attending the HESA programme I was less confident with few skills and less experience but after attending the programme I’m full of confidence, have skills and necessary knowledge and experience.  
–HESA Alumna, 2018

# Phase II, Year 1

## Objective 5: Outcomes and Outputs\*

### 5. Expected Outcomes & Outputs

- 85% of sisters will report an increase in earnings within 3 years after completion of diploma or degree
- 85% of sisters will report greater responsibility or promotion in title in their congregation or workplace

### 5. Actual Outputs & Outcomes

- **55%** (N=37) of HESA Alumnae report receiving an income increase after completing the HESA program
- Sisters have recently graduated, continued monitoring of sisters' income is needed to assess this outcome
- **69%** (N=37) of HESA Alumnae report receiving a promotion after completing the HESA program
- Sisters have recently graduated, continued monitoring of sisters' income is needed to assess this outcome

\*New to Phase II



## Objective 6

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



# Objective 6: Measures of Satisfaction

- ASEC Alumnae Workshop Participation
- Congregational Reports of Enhanced Ministries



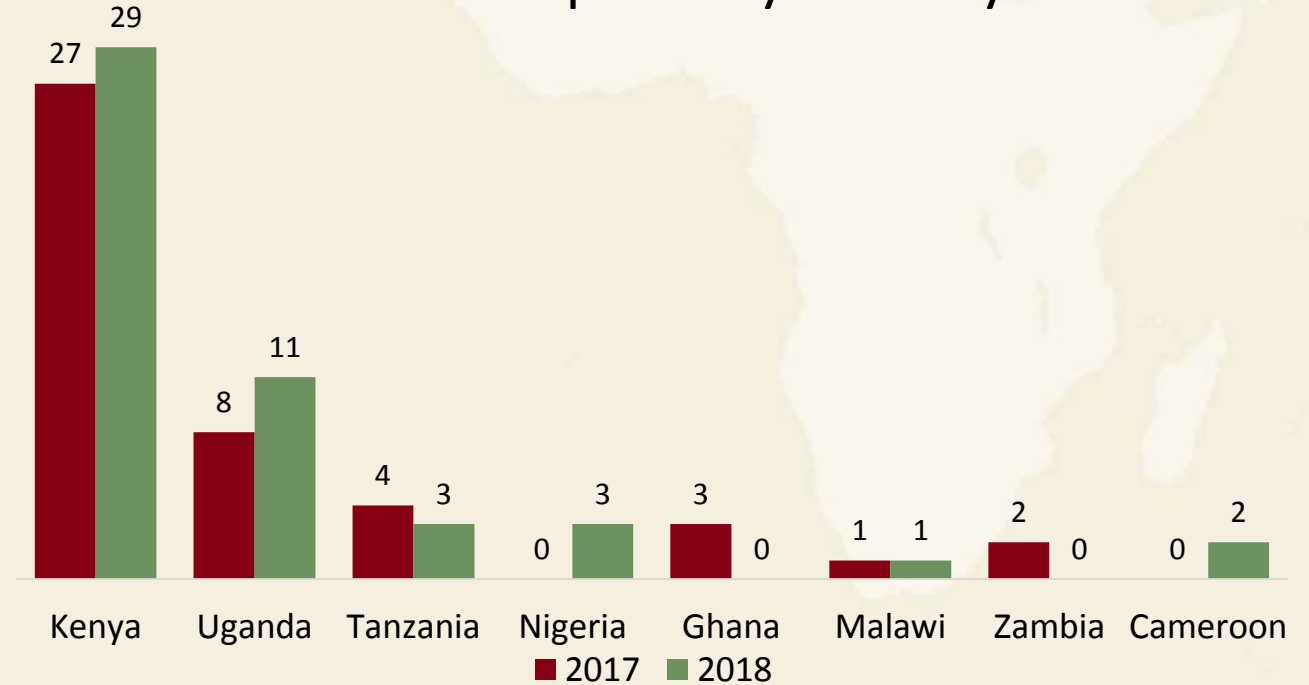
*Uganda, Alumnae Workshop, January 2018*

# ASEC Alumnae Workshops

- HESA graduates were invited to attend Alumnae Workshops in 2017 & 2018

	2017	2018
Currently Enrolled	36	12
HESA Alumnae	9	37
Total HESA Participants	45	49

2017 & 2018 HESA Alumnae Workshop Participants by Country





# 2018 Alumnae Workshop Evaluation

HESA participant reported **most beneficial topics** covered at 2018 Alumnae workshops:

- Project Management
- Liquid Soap Making
- Book Making
- Resource Mobilization
- Team Building/Networking
- Customer Service
- Globalization

Question	All HESA Participants N=49		
	Exceeded Expectations	Met Expectations	Did Not Answer
Please rate your overall experience at the Alumnae Workshop.	16% (8)	51% (25)	33% (16)
	Yes	No	Did Not Answer
During the Alumnae Workshop did you form NEW relationships with sisters you did not already know?	88% (43)	12% (6)	0% (0)

HESA participants' **suggestions for improvement:**

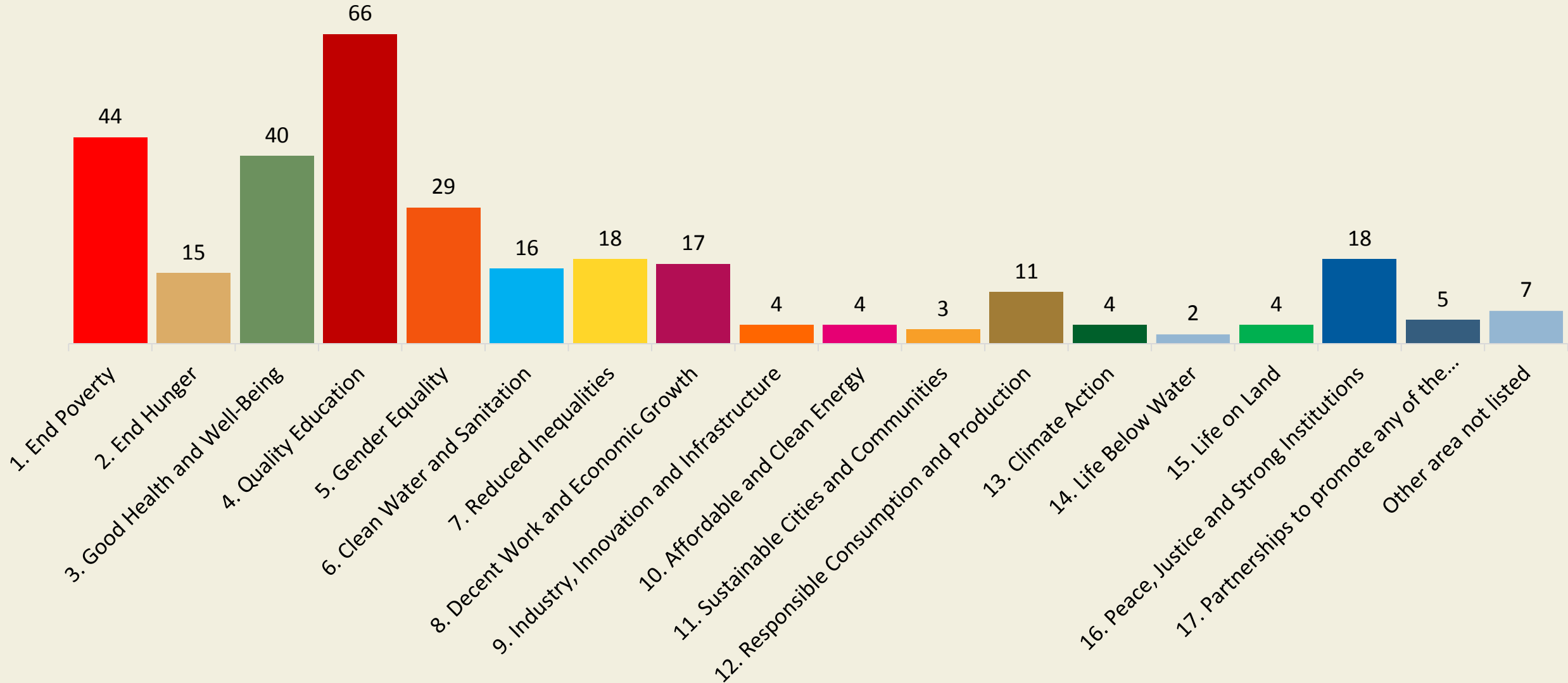
- Lengthen workshop time
- Vary venue location each year
- Create a donor catalogue to share with participants
- Vary facilitators, include ASEC alumnae as facilitators
- Include more practical topics



*Alumnae Workshop, Cameroon, 2018*

# 2017 & 2018 ASEC Alumnae Survey

## Number of HESA Alums Working Towards Achievement of SDG



# 2018 Alumnae Survey

## Reported Leadership Roles Achieved After Completion of HESA

- Chairperson of a congregational project's Board of Management
- Directress of the Development Office
- Head of Department
- Peer Counselor Group Patroness
- House Animator
- Member of the Education Advisory Board
- Chairlady of Diocese Sisterhood
- Community Superior
- Manager
- Head teacher, Principal
- Sent to Represent Employer at International Conferences
- Various Committee Memberships

**88%** of HESA participants report continuing or planning to continue their education after completion of the program

“After completing my BA in Religious Studies, the skills I received have helped me in dealing with the pastoral community where I am currently working. The community is violent to newcomers, also they use weapons to attack opponents. Critical thinking skills have been of great help to me.  
—HESA Alumna, 2018

# 2018 ASEC Alumnae Survey

## Individual Impact

Question	HESA Students N=49		Only HESA Grads n=37	
	Yes	No	Yes	No
Did participating in HESA improve your ability to collaborate?	100% (47)	0% (0)	100% (37)	0% (0)
Are you working in a position where you can effectively use the knowledge and skills you gained from HESA to benefit your MINISTRY?	86% (37)	14% (6)	89% (32)	11% (4)
After completing HESA, did your perception of yourself as a professional and/or leader change?	97% (35)	3% (1)	97% (31)	3% (1)
After completing HESA did your personal or professional relationships change?	90% (36)	10% (4)	91% (31)	9% (3)

# Phase II, Year 1

## Objective 6: Outcomes and Outputs

### 6. Expected Outcomes & Outputs

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

### 6. Actual Outputs & Outcomes

- Phase II sisters have yet to graduate from the program, continued monitoring is needed to assess this objective



## Objective 7

To disseminate best practices and models of innovative access to education



# Objective 7: Measures of Satisfaction

- Conference Presentations
- Publications
- ASEC on the Web
- Research Initiatives



*Women's and Gender Studies Conference, From L-R: Kimberly Shaheen, Heather Wimmer, Tara Lopatofsky, Rosemary Shaver, and Sneha Akruvala, April 2017*

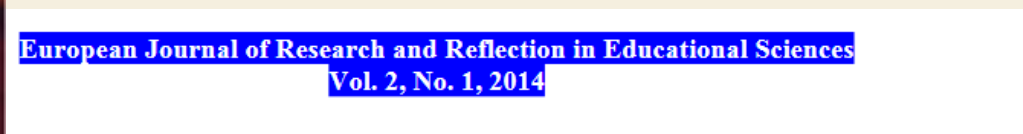
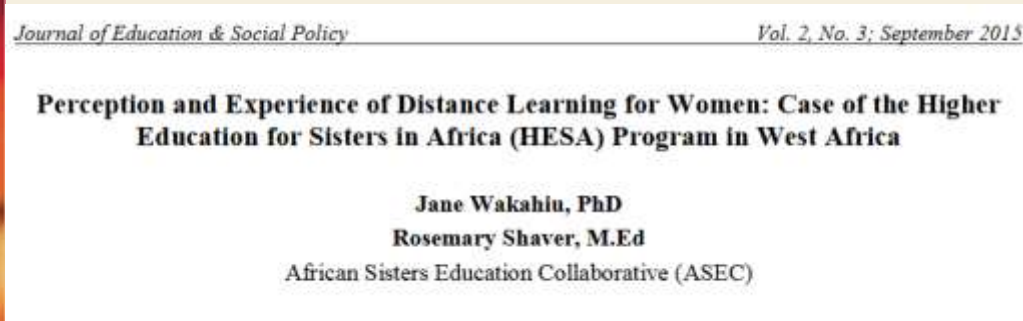
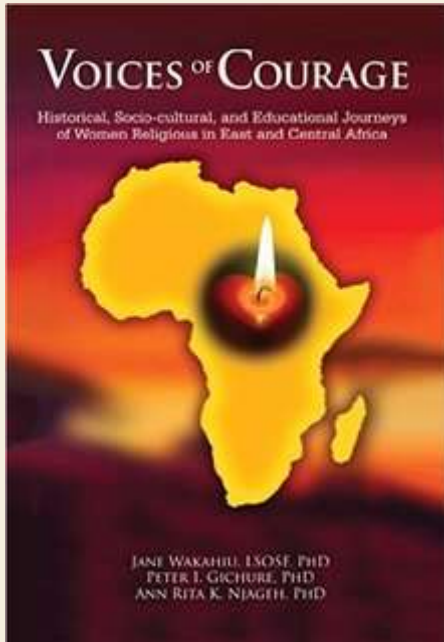
# Conference Presentations

## HESA Conference Presentations (2013-Present)

1. Cabral, G. (2015). Reflections on “Ubuntu”: Experiences Teaching African Catholic Sisters. Comparative and International Education Society Annual Conference, Washington D.C, March 8 -15, 2015.
2. Chukwunyenya, A., Herrmann, J., Shaver, R.A., Lopatofsky, T. (2017). Promoting Leadership and Ethics in Sub-Saharan Africa: Meeting the United Nation’s Sustainable Development Goals through Education. Values and Leadership Conference, Los Angeles, California, October 5-7, 2017.
3. 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, Pennsylvania, April 10-11, 2017.
4. Shaver, R.A. & 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 and Girls Conference, Newport News, Virginia, March 3-5, 2016.
5. Wakahiu, J. (2014). Overcoming barriers: Building women leaders in Africa via distance learning education. Sixteenth International Leadership Association Global Conference, San Diego, California, October 30- November 2, 2014.
6. Wakahiu, J. & Shaver, R.A. (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 6-10, 2016.
7. 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.



# News Articles, Online & Print Publications



**EFFICACY OF ONLINE DISTANCE LEARNING: LESSONS FROM THE HIGHER EDUCATION FOR SISTERS IN AFRICA PROGRAM**

**Jane Wakahiu, PhD**  
Executive Director of the African Sisters Education Collaborative (ASEC)  
at Marywood University, Scranton, Pennsylvania

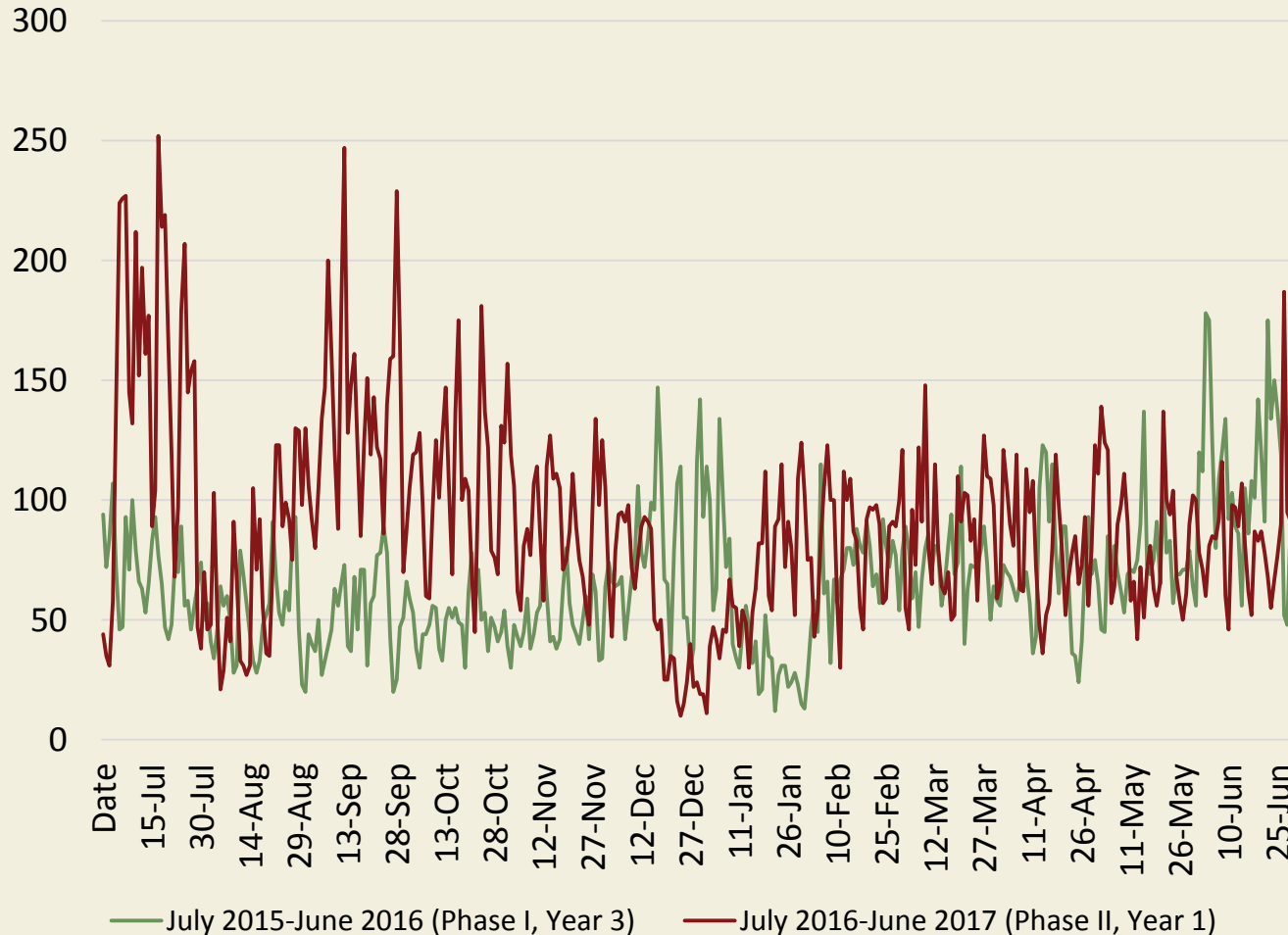
**Simon Kangethe, PhD**  
Dean, Faculty of Education at the Catholic University of Eastern Africa (CUEA)  
Nairobi, Kenya

- 16 publications regarding HESA since 2013
  - Two academic journal articles
  - One book

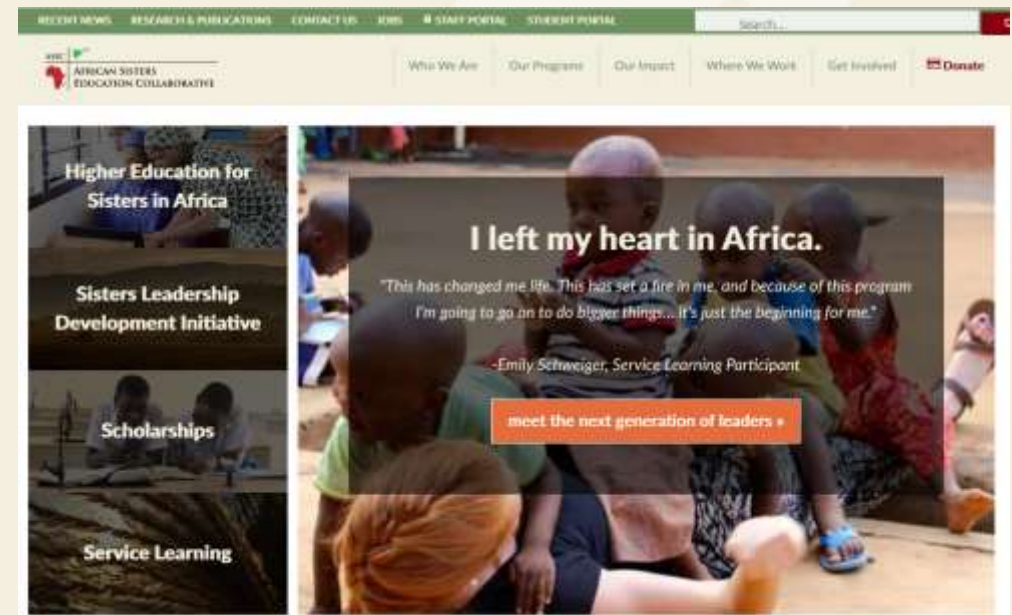
*In Progress-  
Transformative  
Partnerships: Role of  
Agencies, Foundations,  
Institutions in Promoting  
Strategic Social and  
Sustainable Change for  
Women Religious in Africa*

# Online Tools and Web Traffic

**Total Website Sessions**  
Phase II, Year 1 vs. Phase I, Year 3

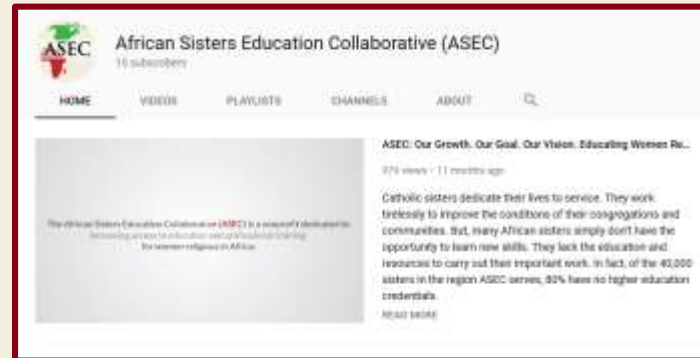


- ASEC Website
  - Web Content Manager
    - Hired in September 2016
  - HESA page 3<sup>rd</sup> most viewed page (July 2016-June 2017)
  - Frequent News Stories



# Online Tools and Web Traffic, Cont'd

- Online staff portal (Intranet)
  - Easier access
    - Forms
    - Reports
    - Policies/procedures
  - Social media presence
    - Facebook
    - Youtube
    - Twitter
- ASEC email accounts



ASEC  
AFRICAN SISTERS  
EDUCATION COLLABORATIVE

## ASEC Staff Portal

---

- Home
- Forms & Documents
- SLDI
- HESA
- Scholarship Program
- Committees
- ✓ Staff Training 2018
- Discussion Forum

# 2016 Convening

**When:** October 16-18, 2016

**Where:** Nairobi, Kenya

**Who:** Over 200- African women religious superiors, government leaders, NGOs, grant-making foundations, representatives from multilaterals (from each country ASEC serves)

**Organizers:** Conrad N. Hilton Foundation, ASEC, The Center for the Study of Religion and Civic Culture (CRCC)

**Theme:** Champions of Sustainable Development in Africa

- Networks
- Knowledge
- Solidarity

**Goal:** Develop an understanding of the objectives and ideas anchoring the work of the Conrad N. Hilton Foundation and the Catholic Sisters Strategic Initiative, to understand the extent to which ASEC and the Conrad N. Hilton Foundation are achieving their objectives in Africa and to identify where their approach can achieve an even higher degree of impact



# Visiting Scholar Program

- In collaboration with the Center for Applied Research in the Apostolate (CARA)
- African sisters visit the US for 6 months and conduct research on Catholic Sisters in Africa
- 2 sisters per year



*Sr. Bibiana Ngundo, January 2017*



*Sr. Florence Emurayeveya, December 2017*

# Phase II, Year 1

## Objective 7: Outcomes and Outputs

### 7. Expected Outcomes & Outputs

- Provide networking for sisters to share experiences and skills
- Academic journal articles and books will be published using ASEC and HESA specifically, as case studies
- At least 2 conference presentations will spread best practices on ASEC and HESA
- Sisters will contribute to the growing body of literature on women religious

### 7. Actual Outputs & Outcomes

- ✓ ASEC held its first Convening in Kenya in October 2016
- ✓ Social media and ASEC news stories continue to be shared
- ✓ ASEC's second book continues to be edited for publication
- ✓ 2 conference presentations were conducted this year on the HESA program by ASEC staff
- ✓ ASEC hosted its first visiting scholar from Kenya in March 2017



# Summary

## Lessons Learned in Phase I & The Future of Phase II

# Notable Successes



## Cohort System

- Support Network/Networking
- Created own governing system

### STRATEGIC PLAN

ASEC 2020:  
STRENGTHENING  
CAPACITY AND  
SUSTAINABILITY OF  
WOMEN RELIGIOUS  
IN AFRICA

## ASEC's Strategic Plan

- 2016-2017 development
- Mission, vision, values and 6 strategic directions
- Highly collaborative process



## International Union Superiors General Partnership

- Framework of Reference signed in Feb. 2016
- UISG sponsored sisters studying at select partner institutions (CUEA)
- Attend HESA workshops, create peer network



# Notable Successes, Cont'd



*Zambia, Staff Meeting, 2018*

## Africa Staff Meetings

- Multi-Country Participation
- Tanzania- 2017, Zambia- 2018
- Ensure adequate training of new employees and transition under new leadership
- Implementation of new policies and procedures

## Site Visits to stakeholders in the US & Africa

- Phase I- 25 visits/meetings conducted (14 in Africa, 11 in US)
- Online Faculty Meetings
- Create stronger buy in amongst constituencies



*CUEA Partnership Program, 2018*

# Exemplary HESA Alumnae

Sr. Mary Sarah Chandiru, MSMMC

Bachelor of Business Administration  
University of Kisubi, Uganda

**Graduated:** January 2018

**Grant:** Spiritual Retreat for 126 Missionary  
Sisters of Mary Mother of the Church

**Donor:** Aid in Need

**Received:** \$6,780



*Sr. Mary Sarah Chandiru*



*University of Kisubi HESA Orientation, 2014*



# Exemplary HESA Alumnae



Sr. Felistas Jematia Chesire, ASE

SLDI Finance Track, 2009

Bachelor of Commerce, Graduated 11/2017

Masters in Business Administration, In Progress

**Institution:** Catholic University of Eastern Africa

**Current Ministry:** Financial Administrator of the Kwetu Home for Street Boys and other congregational projects



*Kwetu Dispensary*



*Sr. Felistas Chesire*



*New school computer lab*



*Street boys at Kwetu Home*



*Greenhouse for Agribusiness*

# **Sr. Felistas Jematia Chesire, ASE**

# Challenges and Adjustments

Challenge	Adjustment
<p><b>Time Management</b></p> <ul style="list-style-type: none"> <li>#1 cited challenge amongst HESA students</li> </ul>	<p>Fixed topic covered at HESA Orientation and Reflective Learning</p> <ul style="list-style-type: none"> <li>Goal Setting/Prioritizing</li> </ul>
<p><b>Reflective Learning Attendance</b></p> <ul style="list-style-type: none"> <li>HESA fell below projected goals</li> </ul>	<ul style="list-style-type: none"> <li>Emphasis on attendance</li> <li>Must submit request in writing</li> <li>Illness, inability to travel, prior commitments</li> <li>Policy on transition to Alumnae Workshops</li> </ul>
<p><b>Cameroon Country Status</b></p> <ul style="list-style-type: none"> <li>English/French speak protest in 2016</li> <li>Strike amongst teachers at partner university</li> <li>Sisters unable to complete coursework</li> </ul>	<ul style="list-style-type: none"> <li>Some sisters moved to French speaking areas to complete online studies (Chestnut Hill/Rosemont College)</li> <li>English proficiency barrier</li> </ul>
<p><b>South Sudan Recruitment</b></p> <ul style="list-style-type: none"> <li>Political instability and conflict</li> <li>Civil War 2013-2015, 2.2 million people displaced</li> <li>February 2017 UN declare famine</li> <li>ASEC Country Director passed away March 2017</li> </ul>	<ul style="list-style-type: none"> <li>Continue to serve the country despite challenges</li> <li>New ASEC Country Director, Sr. Veronica Othow appointed</li> </ul>

# Challenges and Adjustments

Challenge	Adjustment
<b>Staffing Resources</b> <ul style="list-style-type: none"> <li>• Addition and growth of programs</li> <li>• Special Events</li> <li>• Executive Director</li> </ul>	<ul style="list-style-type: none"> <li>• New staff: Data Manager, HESA Program Evaluator, Assistant Director of Development</li> <li>• Graduate Assistants &amp; Research Assistant</li> <li>• Improved communication, use of technology</li> </ul>
<b>Stabilizing Program Infrastructure</b>	<ul style="list-style-type: none"> <li>• New policies and procedures</li> <li>• Staff Manuals have been created</li> <li>• Streamlining information and data management</li> <li>• Online evaluation forms</li> </ul>
<b>Evaluation Department Restructuring</b>	<ul style="list-style-type: none"> <li>• All HESA evaluation tools and practices reviewed</li> </ul>
<b>Transcript Collection</b>	<ul style="list-style-type: none"> <li>• ASEC country staff encouraged to identify a partner liaison to increase communication</li> </ul>
<b>Laptops</b>	<ul style="list-style-type: none"> <li>• Procurement</li> <li>• Policy on SLDI Alumnae, when to receive new laptop</li> </ul>
<b>Online Curriculum</b>	<ul style="list-style-type: none"> <li>• Students were completing 27-42 credits online</li> <li>• Students now complete only 27 online</li> <li>• Discussion with partner institutions about acceptable courses</li> <li>• Pilot completely online program at Veritas in Nigeria</li> </ul>

# Current Recommendations

## Evaluation

- Continue to develop a comprehensive database
- HESA Phase II Evaluation Objectives
- Include tracking of academic final projects/research contributions, award as part of the HESA End of Experience Survey
- Shorten survey length, develop a means to “save as you go”
- Monitoring and Evaluation Staff

## Program

- Explore the addition of potential partnerships that will increase sisters’ access to applicable fields of study
- Expansion to diploma level in some countries
- Clarify curriculum and Memorandums of Understanding for Model A
- Increase alumnae engagement
  - Increase length of Alumnae Workshop

# HESA Song





# Questions & Comments

Thank you!