

Higher Education for Sisters in Africa (HESA)

Advisory Board Presentation
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HESA

HESA

PHASE I: Fall 2013 – Fall 2016

HESA is currently **midway through Year 2** of the program.

The First Progress Report covered July 1, 2013 – June 30, 2014

- This presentation data makes use of the most recent progress report and has been updated to Spring 2015, while formal evaluation of Year 2 is ongoing.

Today's Agenda:

1. Program Overview
2. Evaluation Overview
3. Highlights from the Sisters



*HESA sisters at CUEA,
Kenya 2015*

HESA Program Overview

- The goal of HESA is to provide opportunities for Catholic sisters in Africa to **access higher education, via online distance learning and onsite in Africa.**
- HESA endeavors to ensure access to quality, affordable **higher education leading to a bachelor's degree** in a needed and relevant professional field for sisters in select African countries.
- HESA opens new pathways to higher education and is delivered partially via distance education with partner university and colleges in the U.S. and onsite at a number of different African university partners.



HESA sisters in Ghana participate in Orientation

HESA Program Overview

Project Objectives

The long-term desired impact of the HESA program is to provide participating sisters the opportunity utilize the knowledge, skills and resources of higher education to improve the educational, social, and economic conditions and sustainability of their religious communities and ministries.

The following program objectives have been established:

1. To provide opportunities for catholic sisters in seven African countries to access and obtain post-secondary credentials through onsite in Africa and online distance learning
2. To increase African sisters' competencies and leadership capacities in their respective fields of study toward greater effectiveness in accomplishing their ministries
3. To increase potential for African sisters to assume higher leadership responsibilities toward support of their ministries and congregations
4. To increase sisters' competencies and leadership capacities to improve functioning of their congregations

HESA Program Overview

HESA currently offers two models of delivery in order to meet the needs of sisters living in various contexts:

Model A: Hybrid of On-line and On site combining courses taken at U.S. institution (online) and universities in Africa

Students take up to 2 years of course work online at Marywood University or Chestnut Hill College then transfer credits to complete their degree onsite at Catholic University of Eastern Africa (CUEA) in Kenya or Catholic University College of Ghana (CUCG) in Ghana.

Model B: Onsite Only

HESA students are enrolled onsite receive scholarships to study at one of 11 colleges and universities. The universities signed Frameworks of Reference with ASEC.

In both models, HESA students participate in orientation and annual reflective learning coordinated by the HESA program.

HESA Program Overview

As of March 2015, there are 186 students in the HESA program including 12 graduates.

HESA Students – Mode of Study - Enrolled Students*	
Online/Onsite Hybrid	Onsite
73	101

* Does not include cohorts that have not yet started

HESA Students are enrolled in various degree, diploma and certificate programs. To date 150 are in a degree program, 34 (11 completed) are in a diploma program, and 1 completed a certificate program.

Program Type (i.e. degree or diploma) Enrolled & Graduated HESA Students	
Degree Program	152
Diploma Program	34**
Certificate Program	1**
TOTAL	186

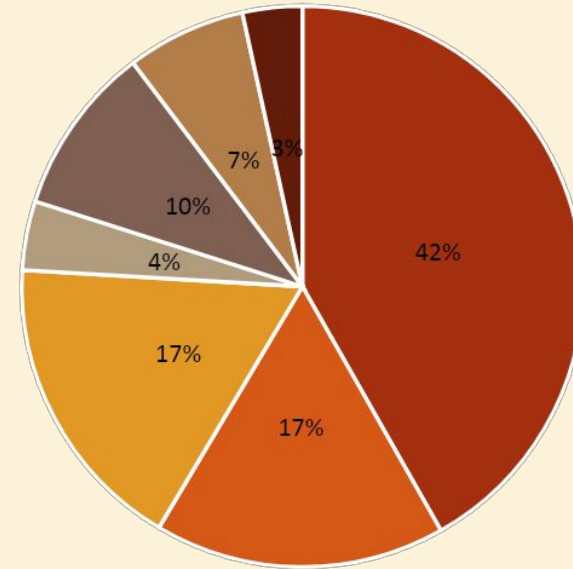
** Includes 11 Diploma graduates (Dec. 2014) and 1 Certificate graduate (July 2014)

HESA Program Overview



- Kenya: 72
- Nigeria: 30
- Uganda: 29
- Tanzania: 17

HESA Enrollment by Nation



- Kenya
- Uganda
- Nigeria
- Zambia
- Tanzania
- Sudan

HESA Program Overview

Participants & Impact: Major Growth in a Short Period

In the 2014 Progress Report:

The sisters represented 16 congregations.

Average age: 44

Currently:

The sisters represent 98 congregations.

Average Age: 36



HESA Cohort 1

HESA Program Overview

HESA and SLDI: Complimentary but Distinct Programs

- HESA and SLDI both work to increase leadership capacities in sisters
- SLDI is not a pre-requisite for the HESA program
- Completion of SLDI does not indicate preference for the HESA program
- HESA differs from SLDI in its goal toward **credentials** as well as skills for sisters
- The correlation between participation in SLDI prior to enrollment as a HESA student and multiple other variables (such as program satisfaction, technological preparedness, academic performance) is an evaluation question for HESA's annual report

The number of SLDI graduates currently enrolled as HESA students is 65, representing 34.9 percent of total participants.

HESA Program Overview

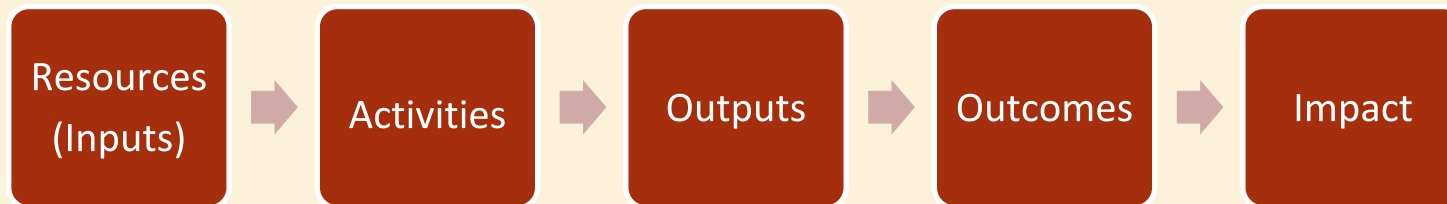
HESA – Student Fields of Study	
Field of Study Categories	# Students Enrolled
Degree - Education	95
Degree - Social Sciences (i.e. Social Work, Social Sciences, Development Studies)	12
Degree (16) & Diploma (1) Business Administration / Economics	17
Degree - Commerce	3
Degree - Accounting	5
Degree - Theology / Religious Studies	14
Degree - English & Literary Studies	3
Degree - Political Science & Diplomacy	1
Degree - Computer Science	1
Degree - Nursing	1
Diploma (32) and Certificate (1) - Leadership and Resource Management	33
Diploma - Sustainable Human Development	1
TOTAL	186

HESA Program Overview

HESA – Official Degree Programs	
Degree Title	# Students Enrolled
Bachelor of Education (B.Ed.) Various Teaching Subjects	79
Bachelor of Education (B.Ed.) Educational Management	3
Bachelor of Arts (B.A.) with Education	13
Bachelor of Arts (B.A.) Social Sciences	4
Bachelor of Arts (B.A.) Social Work	4
Bachelor of Arts (B.A.) Development Studies	3
Bachelor of Arts (B.A.) Sociology	1
Bachelor of Arts (B.A.) English & Literary Studies	3
Bachelor of Arts (B.A.) Religious Studies	3
Bachelor of Theology	10
Bachelor of Church Management and Leadership	1
Bachelor of Business Administration and Management	10
Bachelor of Economics and Business Administration	5
Bachelor of Commerce	3
Bachelor of Science (B.S.) Accounting	5
Bachelor of Science (B.S.) Economics	1
Bachelor of Science (B.S.) Political Science and Diplomacy	1
Bachelor of Science (Computer Science)	1
Bachelor of Science Nursing (BScN)	1
Diploma in Sustainable Human Development	1
Advanced Diploma in Business Administration	1
Diploma in Leadership and Resource Management	32
Certificate in Leadership and Resource Management	1
TOTAL	186

HESA Evaluation

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



The following four Objectives are measured used the Logic Model:

1. To provide opportunities for catholic sisters in seven African countries to access and obtain post-secondary credentials through onsite in Africa and inline distance learning
2. To increase African sisters' competencies and leadership capacities in their respective fields of study toward greater effectiveness in accomplishing their ministries
3. To increase potential for African sisters to assume higher leadership responsibilities toward support of their ministries and congregations
4. To increase sisters' competencies and leadership capacities to improve functioning of their congregations

HESA Evaluation

In addition to the Logic Model, a Theory of Change approach allows for the inclusion on higher levels of qualitative data (interviews, site visits, observations) and feedback-focused formative evaluation in periods between major reports.

Theory of Change also allows for the emergence of new evaluation factors or components of the overall impact to emerge from the experiences of participants themselves and be incorporated into the formative/process evaluation.

For Example: The emergent community described by HESA students in interviews can be evaluated as a component of increased competency in leadership and networking. Levels of engagement with the network of HESA trained sisters can measure long term impact as well as indicate short term support systems.



Sisters from different congregations bonding through HESA



HESA Evaluation

A combination of formative and summative evaluation allows for necessary changes and adjustments related to short term outcomes and maintains a clear connection to overall impact and standard measurement of long term outcomes.

Types of Evaluation Data Collection

- Surveys – participants, instructors, coordinators, major superiors
- Academic Transcripts
- Interviews
- Site Visits



Filling Out an Evaluation Survey - Currently a combination of paper and electronic formats is in use



Sisters at CUEA sharing feedback in a group meeting during the January Evaluation site visit

HESA Evaluation

Site Visits are critical to the evaluation process and have programmatic benefits as well

- Allow for strengthening of partnerships through increased dialogue
- Create a sense of voice and empowerment among program participants – their experience is meaningful
- Create greater “buy-in” for participants in survey completion and other evaluation tasks
- Allow for dialogue between institutional partners and generation of new ideas and opportunities

In January 2015, HESA evaluator Dr. Christiansen made site visits in Kenya and Uganda as part of the formative evaluation process. In depth, personal interviews and group feedback sessions with HESA students of both models, as well as various other stakeholders, provided critical insight to the challenges and successes within the program. Similar focused evaluation trips to sites West Africa are in planning stages.



Sisters Sharing Their Experience at CUEA and discussing evaluation goals

HESA Evaluation

Program Objective 1: To provide opportunities for catholic sisters in seven African countries to access and obtain post-secondary credentials through onsite in Africa and online distance learning

Activity	Evaluation(S): Sisters Enrolled in Program	Evaluation(S): MOA Signed
Implement a collaborative project with Marywood University & Catholic University of Eastern Africa	78 Enrolled: 56 Model A 22 model B	Yes
Implement a collaborative project with Chestnut Hill College & Catholic University college of Ghana	17 Enrolled New Cohort of 18-19 this Summer	Yes
Implement a collaborative project with St. Augustine University of Tanzania	16 Enrolled Recruiting 8	Yes
Implement a collaborative project with DePaul University & Tangaza College	33 Total 12 Graduates 21 Currently enrolled	Yes
Implement a collaborative project with Kisubi Christian Brothers University in Uganda	8 Enrolled Recruiting for August cohort	Yes
Implement a collaborative project with ChemChemi ya Uzima in Kenya	5 Enrolled Recruiting 5	Yes
Implement a collaborative project with Veritas University Abuja in Nigeria	16 Enrolled (combined cohorts due to political situation)	Yes
Implement a collaborative project with Catholic University of South Sudan	2 Enrolled (3 sisters enrolled elsewhere due to political situation)	Yes

HESA Evaluation

Project Objective 2: *To increase African sisters' competencies and leadership capacities in their respective fields of study toward greater effectiveness in accomplishing their ministries*

*Outcomes: 90% will complete a degree in their major;
85% will demonstrate greater effectiveness in their ministries (this is primarily an individual level measurement, whereas objective 4 measures larger impact/effectiveness)*

Project Objective 3: *To increase potential for African sisters to assume higher leadership responsibilities toward support of their ministries and congregations*

*Outcomes: 90% will complete a degree in their major;
85% will report an increase in responsibilities in their workplace post-graduation*

Activity	Evaluation (S):	Evaluation (S):	Evaluation (F):	Evaluation (S & F):
Provide Education Specific to Mission Responsibilities	Completion of Degree Comparison of Degree to Current and Anticipated Ministry Role	Academic Transcripts Orientation Curriculum Impact of Educational Knowledge on Ministry Survey (annual)	Interviews with Sisters during Program Semester Assessment End of Experience Survey	Self Reporting of Success through Ongoing Contact Long Term Tracking of Post-graduation Ministry Position

HESA Evaluation

Project Objective 4: To increase sisters' competencies and leadership capacities to improve functioning of their congregations

Outcomes: 90% will complete their degrees; 95% will report improved organizational functioning relative to sisters' education

Activity	Evaluation (S):	Evaluation (S):	Evaluation (F):	Evaluation (S & F):
Provide Education Specific to Mission Responsibilities and Leadership Training	Completion of Degree Orientation Curriculum Comparison of Degree to Current and Anticipated Ministry Role	Academic Transcripts Impact of Educational Knowledge on Ministry Survey (annual)	Interviews with Sisters during Program Semester Assessment End of Experience Survey	Self Reporting of Success through Ongoing Contact Long Term Tracking of Post-graduation Ministry Position



Sisters at Kisubi Christian Brothers University in Uganda

HESA Evaluation

The First HESA Graduates - Cohort 4C1 – Tangaza College, Kenya Diploma in Leadership and Resource Management



Graduation December 6, 2014

HESA Evaluation

Cohort 4C1 - Tangaza College, Kenya

- 11 sisters graduated with a Diploma in Leadership and Resource Management December 2014
- 1 sister completed a Certificate in Leadership and Resource Management July 2014
- 1 sister will complete her Diploma in Leadership and Resource Management December 2015



Participant Data:

- 13 sisters representing 11 congregations in Kenya
- Average Age: 40 (Range 36-50, SD 5.18)
- Position at Program Start: 61% (8) had positions in Finance,
39% (4) in administrative or support roles
- Average Length of Time in Position: 4.66 years (SD 3.31)
- Previous Education: 61% held college certificate in finance
39% had some post-high school education

HESA Evaluation

Of the 11 HESA Diploma graduates from Tangaza, the average cumulative GPA was 67.91 (Range 58.98 – 72.08), which is a very high B level.

This is a strong indicator of both individual and programmatic success. 4 sisters (36%) achieved the highest category (Excellent) of marks for their overall educational performance.

Tangaza Grading Scale		# of HESA graduates Cum. GPA
Above 70%	A (plain) Excellent	4 (36%)
60% - 69%	B (plain) Good	6 (54%)
50% - 59%	C (plain) satisfactory	1 (>10%)
40% - 49%	D (plain) poor	0
0% - 39%	F (plain) fail	0



Celebrating success at graduation

Participant End of Program Experience Assessment Tangaza 4C1

Likert Type Scale (1-4) Assessing Overall Program Experience

General Assessment of Overall Program Experiences	Min.	Max.	Mean.	SD
I gained specific skills from participating in the HESA program that I would otherwise have not achieved.	4	4	4.0	.000
I felt the HESA Orientation and Semester Reflection activities experience added positive value to my education.	3	4	3.92	.289
I feel participating in HESA made me a better student.	4	4	4.0	.000
My fellow HESA cohort was a resource for me during my program.	3	4	3.75	.452
I felt connection to my fellow classmates that were not HESA participants.	3	4	3.64	.505
The overall quality of my classroom experiences met my expectations.	3	4	3.67	.492
I was able to balance my studies, my work and my personal responsibilities.	3	4	3.73	.467
I felt more confident as a result of participating in the HESA program.	4	4	4.0	.000

HESA Evaluation

Participant End of Program Experience Assessment Tangaza 4C1

Likert Type Scale (1-4) Assessing Overall Program Experience

ASEC/HESA Student Support	Min.	Max.	Mean.	SD
Communicating with the ASEC/HESA staff helped to ease my difficulties.	3	4	3.83	.389
I felt supported and encouraged to continue the program by the ASEC/HESA staff.	3	4	3.92	.289
The ASEC/HESA staff addressed my concerns in a timely manner.	3	4	3.67	.492
The funds provided were enough to cover my needs.	3	4	3.42	.515

Participant End of Program Experience Assessment Tangaza 4C1

Likert Type Scale (1-4) Assessing Overall Program Experience

Experience in the Classroom (Answer with regard to your overall, general, experience in all of your classes.)	Min.	Max.	Mean.	SD
I had an opportunity to provide feedback to my classroom instructors.	1	4	3.58	.900
I was able to get clarification from my instructor when I needed it.	1	4	3.67	.888
I was able to understand the instructor's expectations for the assignments.	1	4	3.33	.888
The number of assignments within my courses was doable.	1	4	3.08	.900
The language level in the courses was appropriate for me.	1	4	3.67	.888
There was effective use of technology in my classes.	1	4	3.67	.888

The minimum score may represent an outlier as it was the only survey to include response that were not 3 or 4 in ranking, but given the small sample it is not possible to determine if it is significant. As other cohorts complete the survey this will become more apparent.

HESA Evaluation

Emergent Questions: How does participation in HESA affect the self-esteem and individual self confidence of sisters?

Overall:

I felt more confident as a result of participating in the HESA program.	4	4	4.0	.000
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As a Student:

I feel participating in HESA made me a better student.	4	4	4.0	.000
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Open Ended Question: Do you feel that participating in the HESA program benefitted you in areas other than your academic performance/achievement?

“Yes, Through Presentations in class. I can now speak **fearlessly** in front of people.”

“Yes, Social life and **personal growth**.”

Open Ended Question: Do you have additional comments or concerns you would like to add?

“I thank the HESA program for giving me the support and encouragement which made me gain skills which has made me **more confident in life**.”

Qualitative Responses can be coded using “fearless,” “confidence,” “personal growth” (as just a few examples) to identify expressions of increased self-confidence in numerous survey questions and can be measured for frequency and distribution based on other variables (location, cohort, etc.)

HESA Evaluation

Formative Evaluation Insights: What is working? What is a challenge?

- *Sisters report generally high satisfaction with the laptops and feel it is a critically valuable piece of the program.*
- *Instructors in the U.S. partners are reporting increased performance and adjustment on the parts of both students and instructors.*
- *Sisters report Orientation and Reflective Learning Workshops as valuable.*
- *Sisters report feeling a sense of camaraderie with fellow HESA sisters. "It is like another congregation." Sisters feel the HESA coordinators are supportive. In Uganda, sisters refer to the coordinator as "our mother who takes cares of us."*
- *Instructors report positively about their experience with sisters in the classroom and sisters contribute to the greater learning environment of the schools by participating in clubs and activities.*
- *Sisters in some regions struggle with internet access and network availability. This can affect class work.*
- *There has been some confusion over terminology (Fall/Spring semesters for example) and communication sometimes faces cultural barriers.*
- *Changing government regulations, as well as different government regulations in different national contexts, have been difficult to navigate.*
- *The political situations in Nigeria and South Sudan present particular challenges.*
- *Some sisters struggle to acclimate to the schedule and rigor of higher education.*
- *Sisters that are in remote ministries report more difficulty than those in urban areas.*
- *Some sisters struggle with transportation, housing, or personal expenses .*
- *Some congregations are resistant to remove sisters from ministry positions or pay for expenses in different economic regions (such as Ugandan sisters staying in Nairobi).*

HESA Evaluation

HESA Related Publications and Ongoing Research Projects

Cabral, Gail. (2015). Reflections on “Ubuntu”: Experiences Teaching African Catholic Sisters. Comparative and International Education Society Conference, Washington D.C., March 8-13, 2015.

Christiansen, S. & Christiansen, J. “Identifying Constraints and Support Systems in Leadership Development for Women Religious in Africa” [Newly funded research project, time period April 2015 to October 2015]

Christiansen, S. “In Her Own Words: Empowerment, International Aid and Women Religious in East Africa.” [Ongoing research]

Wakahiu, J. & Kangethe, S. (2014). Efficacy of online distance learning: lessons from the higher education for sisters in Africa program. *European Journal of Research and Reflection in Educational Sciences*, 2(1), 1-25.

Wakahiu, J. & Shaver, R. “Perception and Experience of Distance Learning for Women: Case of HESA in West Africa” [Ongoing Research]

There is an active call for research proposals to encourage collaboration and research related to HESA.

HESA Highlights from Sisters

Thank you very much for the new email account you created for me. I hope you are fine. I am fine, I am now used to the new job environment. I am forever grateful to ASEC, SLDI, HESA for the great opportunities offered to make me an empowered person. Without HESA, I could not have a Diploma at this moment, the Leadership skills I gained from Tangaza University College have made a difference in my life and work. As I keep praying, dreaming and hoping for another chance to further my education, I thank God for your great work and self-less giving to the people of Africa.

*With best wishes and Love.
Sr. Bibiana, Kenya*



HESA Highlights from Sisters

"...Because some of us, the education we attained is not really enough and the world is going on everyday - new things are coming up. And as far as my vows and ...my work of as a religious in evangelization, I have to be on to match on with the world as it grows; because if I don't acquire the knowledge and the skills, how will I be able to evangelize the people of god? How will I be able to support myself, my institute, my fellow sisters?"

Because we are helping - if now you are helping us, you are too- you are empowering us with education, if ... I successfully [attain] that education, I will be able to help other sisters too, such as ...we may help ourselves as the institute as a whole and help the people from which within our communities.

Because mostly here, people in our communities when they look at the religious they think that everything you know and everything you have for them. You have to help them. How?...They believe in us. You have to help. ...Maybe they know that we don't have money to support them financially but at least when they come to you, there is a way how you can handle their situation, how you can give counsel.

So everything as a religious when you talk of empowerment, you are contributing to my devolvement as a person, as well as the devolvement [of the] the institute, my institution and as well as the whole community in which I am working.

Sr. Resty Nanteza, Uganda



HESA Highlights from Sisters

"...I asked the novice mistress to give me a chance and share what I have received and many sisters are still calling and because of my personal duties assigned by the superiors, some I have not reached. They are eager. When somebody says that Sr. Specioza came and shared with us about leadership, they were very happy, privileged. And I said that I will continue following you whether you are putting them in practice. That is mentoring.

I started mentoring and my mentee, they are appreciating. And they are many sisters who feeling they need more. They need me to go there. ..I can pass that information to you, or we can pass that information to you. Now we are six who got that leadership last year, but every sister is now busy because everybody is eager to hear what we received. So we were empowered and we are trying to empower others."

-Sr. Specioza Aliganyira



HESA Conclusion

- *HESA continues to grow in number and impact. The evaluation, like the program, is in early phases, but indicators are strong that the program will meet or exceed the modest program objectives.*
- *There is clear potential for expansion of the HESA model and this program promises to inform other programs and ventures across Africa and the wider world as well.*
- *We look forward to sharing the full evaluation report with complete data when the reporting year is complete.*

Thank you.

Questions and Comments are Welcome.