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
Special Thanks To:

ASEC Country Directors & Coordinators:
Sr. Lina Wanjiku Ndung’u  Sr. Clementina Obembe
Sr. Joyce Karambu  Sr. Juliana Zulu
Sr. Mary Germina Keneema  Sr. Francisca Damoah
Sr. Irene Lucy Onyai  Sr. Martha Attakruh
Sr. Clarisse Remjika Jaiwo  Sr. Hilaria Chombo
Sr. Mbom Mary Cleophas Afumbom  Sr. Teresa Mulenga
Sr. Clare Abisola Adelakun  Sr. M. Tryphina Burchard
Sr. Angelina Kabwe  Sr. Maria Telesphora
Sr. Eleanora Molai  Sr. Veronica Daniel Othow

ASEC US Staff & Graduate Assistants:
Rosemary Shaver
Jennifer Mudge
Max Feldman
Amy Fedele
Melissa Frein
Jaime Herrmann
Sr. Nancy Kamau
Sneh Akruvala
Briana Luppino
Sr. Kevin Karimi
Amara Chukwunenye
Nicole Warrick
Kristina Valdez
Victoria Kelly

Executive Director: Sr. Draru Mary Cecilia
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

Collaborative Partnerships with institutions in the US and Africa

Model A, Online-Onsite Hybrid
Model B, Onsite

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

Workshops

Orientation
Reflective Learning
ASEC Alumnae Meetings

Ghana, HESA Orientation, 2017
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

Cameroon, Reflective Learning, 2017

Lesotho, HESA Orientation, 2017
Types of Instruments Used

- Document Reviews
- Surveys
- Site Visits
- Interviews
Data is Collected From:

- Workshop Facilitators
- Instructors
- Superiors
- Partners
- ASEC Country Directors/Coordinators
- Sister Participants

Comprehensive Evaluation
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
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
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

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

4. Review and approve sisters’ intent forms

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

AFRICAN SISTERS EDUCATION COLLABORATIVE (ASEC)
Enrollment Growth

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

- **Phase I, Year 3:**
  - Newly Admitted: 30
  - Retained: 165
  - Graduates: 88
  - Total: 280

- **Phase II, Year 1:**
  - Newly Admitted: 16
  - Retained: 182
  - Graduates: 261
  - Total: 461

- **Phase II, Year 2:**
  - Newly Admitted: 10
  - Retained: 379
  - Graduates: 243
  - Total: 635

**AFRICAN SISTERS EDUCATION COLLABORATIVE (ASEC)**
**ASEC-SLDI.ORG**
HESA Student Profiles

HESA Participant Age Upon Entry

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>19-25</td>
<td>20</td>
</tr>
<tr>
<td>26-30</td>
<td>128</td>
</tr>
<tr>
<td>31-35</td>
<td>164</td>
</tr>
<tr>
<td>36-40</td>
<td>176</td>
</tr>
<tr>
<td>41-45</td>
<td>132</td>
</tr>
<tr>
<td>46-50</td>
<td>62</td>
</tr>
<tr>
<td>51-55</td>
<td>28</td>
</tr>
<tr>
<td>56-60</td>
<td>13</td>
</tr>
<tr>
<td>61-65</td>
<td>5</td>
</tr>
</tbody>
</table>

Over 190 Congregations Served

Current Total: 176 Sisters

19 2-Year Scholarship Alumnae

158 SLDI Alumnae
## Enrollment: Country Serving

<table>
<thead>
<tr>
<th>Phase I &amp; Phase II</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenya</td>
<td>276</td>
</tr>
<tr>
<td>Nigeria</td>
<td>126</td>
</tr>
<tr>
<td>Uganda</td>
<td>122</td>
</tr>
<tr>
<td>Tanzania</td>
<td>94</td>
</tr>
<tr>
<td>Ghana</td>
<td>38</td>
</tr>
<tr>
<td>Zambia</td>
<td>34</td>
</tr>
<tr>
<td>Cameroon</td>
<td>18</td>
</tr>
<tr>
<td>Malawi</td>
<td>17</td>
</tr>
<tr>
<td>South Sudan</td>
<td>9</td>
</tr>
<tr>
<td>Lesotho</td>
<td>4</td>
</tr>
<tr>
<td>Democratic Republic Congo</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>739</strong></td>
</tr>
</tbody>
</table>

*Data as of 3/1/18
Models of Study

**Model A- Online/Onsite Hybrid**
- **Phase I:** 109 sisters
- **Phase II, Year 1:** 50 sisters

- Only select bachelor’s degrees
- Longer Orientation to prepare for technology use (4 weeks)
- **Phase I:** 27-42 credits completed online at US partner college/universities
- **Phase II:** Only complete 27 credits online (3 consecutive semesters)
- All online courses are pre-selected
- Online credits transfer to onsite in-country institution, where degree is conferred

**Model B- Onsite**
- **Phase I:** 171 sisters
- **Phase II, Year 1:** 211 sisters

- Traditional setting
- Diploma, bachelor’s and master’s degrees
- All fields of study
- Admitted directly to African country’s college/university
- Orientation shorter (2 days)

---

**Model A Example**
Bachelor of Education
*Serving East Africa (Kenya, Uganda, Zambia)*

- Kenya-Onsite @ CUEA
- Uganda-Onsite @ University of Kisubi
- Online: 3 semesters (27 credits)
- Onsite: 2-3 years, after transfer to onsite

Marywood University (Online/US)
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)

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel connected to the instructor and other students</td>
<td>3.88</td>
<td>.451</td>
</tr>
<tr>
<td>Online instruction is an effective way for me to learn</td>
<td>3.46</td>
<td>.663</td>
</tr>
<tr>
<td>As a result of this experience, I am comfortable taking online courses</td>
<td>3.63</td>
<td>.675</td>
</tr>
<tr>
<td>I felt supported and encouraged to continue the program by ASEC/HESA staff</td>
<td>3.92</td>
<td>.407</td>
</tr>
</tbody>
</table>
Levels of Education Offered

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Phase I</th>
<th>Phase II, Year 1</th>
<th>Phase II, Year 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>62</td>
<td>61</td>
<td>22</td>
<td>145</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>218</td>
<td>154</td>
<td>149</td>
<td>521</td>
</tr>
<tr>
<td>Master’s</td>
<td>0</td>
<td>46</td>
<td>66</td>
<td>112</td>
</tr>
</tbody>
</table>

Enrollment by Degree Type

- Diploma: Phase I 62, Phase II, Year 1 61, Phase II, Year 2 22, Total 145
- Bachelor’s: Phase I 218, Phase II, Year 1 154, Phase II, Year 2 149, Total 521
- Master’s: Phase I 0, Phase II, Year 1 46, Phase II, Year 2 66, Total 112

Overall Total: 112 Diplomas, 521 Bachelor’s Degrees, 145 Masters Degrees
Partnerships

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.

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)
Advance Consulting Limited
Christian Organizations Research and Advisory Trust (CORAT)
Enterprise Management Development Center (EMD)
Viffar Consulting Ltd.

Catholic University of South Sudan (CUoSSS)
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)
# Enrollment by Partner Institution

<table>
<thead>
<tr>
<th>Partnership</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tangaza University College (TUC)</td>
<td>143</td>
</tr>
<tr>
<td>Marywood University &amp; CUEA/UoK</td>
<td>114</td>
</tr>
<tr>
<td>Catholic University of Eastern Africa (CUEA)</td>
<td>97</td>
</tr>
<tr>
<td>Saint Augustine University (SAUT)</td>
<td>61</td>
</tr>
<tr>
<td>Chestnut Hill College &amp; CUCG/VUC</td>
<td>56</td>
</tr>
<tr>
<td>Veritas University College (VUC)</td>
<td>48</td>
</tr>
<tr>
<td>Uganda Martyrs University (UMU)</td>
<td>34</td>
</tr>
<tr>
<td>Chemchemi Ya Uzima Institute</td>
<td>34</td>
</tr>
<tr>
<td>The University of Kisubi (UoK)</td>
<td>37</td>
</tr>
<tr>
<td>Catholic University College of Ghana (CUCG)</td>
<td>24</td>
</tr>
<tr>
<td>Sacred Heart School of Nursing</td>
<td>21</td>
</tr>
<tr>
<td>Catholic University of Malawi (CUNIMA)</td>
<td>19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Partnership</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mwenge University College, Moshi</td>
<td>16</td>
</tr>
<tr>
<td>Rosemont College &amp; CUCG/VUC/CATUC</td>
<td>16</td>
</tr>
<tr>
<td>Zambia Catholic University (ZCU)</td>
<td>13</td>
</tr>
<tr>
<td>St. Francis Hospital Nsambya Training School</td>
<td>12</td>
</tr>
<tr>
<td>Catholic University of Health and Allied Sciences</td>
<td>9</td>
</tr>
<tr>
<td>Catholic University of Cameroon, Bamenda (CATUC)</td>
<td>8</td>
</tr>
<tr>
<td>Non-Partner Institution*</td>
<td>4</td>
</tr>
<tr>
<td>National University of Lesotho (NUL)</td>
<td>4</td>
</tr>
<tr>
<td>Monze Registered Nurse Training Program</td>
<td>3</td>
</tr>
<tr>
<td>Holy Family Nursing and Midwifery Training College</td>
<td>2</td>
</tr>
<tr>
<td>Catholic University College of South Sudan (CUSS)</td>
<td>2</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Phase I</th>
<th>Total: 11 Sisters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1C2</td>
<td>2 Left congregation, Health</td>
</tr>
<tr>
<td>1C3</td>
<td>3 Institution Request, Congregation Request (2)</td>
</tr>
<tr>
<td>1C4</td>
<td>1 Congregation Request</td>
</tr>
<tr>
<td>2C1</td>
<td>1 Passed Away</td>
</tr>
<tr>
<td>2C2</td>
<td>2 Congregation Request, Health</td>
</tr>
<tr>
<td>6C2</td>
<td>1 Left Congregation</td>
</tr>
<tr>
<td>7C2</td>
<td>1 Left Congregation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase II</th>
<th>Total: 20 Sisters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1C5</td>
<td>1 Health</td>
</tr>
<tr>
<td>2C3</td>
<td>2 Left Congregation, Congregation Request</td>
</tr>
<tr>
<td>4C4</td>
<td>1 Left Congregation</td>
</tr>
<tr>
<td>6C3</td>
<td>1 Institution Request</td>
</tr>
<tr>
<td>7C3</td>
<td>1 Left Congregation</td>
</tr>
<tr>
<td>15C1</td>
<td>1 Health</td>
</tr>
<tr>
<td>16C1</td>
<td>3 Internet</td>
</tr>
<tr>
<td>19C1</td>
<td>8 Institution Request</td>
</tr>
<tr>
<td>22C2</td>
<td>1 Health</td>
</tr>
<tr>
<td>21C2</td>
<td>1 Passed Away</td>
</tr>
</tbody>
</table>

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

Phase I
96.4%

Phase II, Year 1
95%

Overall
95.7%
## HESA Graduations

<table>
<thead>
<tr>
<th>Date</th>
<th>#</th>
<th>Awarded</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2014</td>
<td>1</td>
<td>Certificate</td>
<td>Kenya</td>
</tr>
<tr>
<td>Dec. 2014</td>
<td>11</td>
<td>Diploma</td>
<td>Kenya</td>
</tr>
<tr>
<td>Oct. 2015</td>
<td>3</td>
<td>B.Ed.</td>
<td>Kenya</td>
</tr>
<tr>
<td>Dec. 2015</td>
<td>4</td>
<td>Diploma</td>
<td>Kenya</td>
</tr>
<tr>
<td>Feb. 2016</td>
<td>1</td>
<td>B.S.N.</td>
<td>Kenya</td>
</tr>
<tr>
<td>May 2016</td>
<td>17</td>
<td>Diploma</td>
<td>Kenya</td>
</tr>
<tr>
<td>May 2016</td>
<td>3</td>
<td>B.Ed.</td>
<td>Kenya</td>
</tr>
<tr>
<td>May 2016</td>
<td>2</td>
<td>B.A.</td>
<td>Kenya</td>
</tr>
<tr>
<td>Dec. 2016</td>
<td>7</td>
<td>B.Ed.</td>
<td>Tanzania</td>
</tr>
<tr>
<td>May 2017</td>
<td>20</td>
<td>Diploma</td>
<td>Kenya</td>
</tr>
<tr>
<td>May 2017</td>
<td>5</td>
<td>B.Ed.</td>
<td>Kenya</td>
</tr>
<tr>
<td>May 2017</td>
<td>7</td>
<td>B.A.</td>
<td>Kenya</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>#</th>
<th>Awarded</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2017</td>
<td>6</td>
<td>B.Sc. &amp; B.Ed.</td>
<td>Nigeria</td>
</tr>
<tr>
<td>Oct. 2017</td>
<td>1</td>
<td>B.Sc.</td>
<td>Ghana</td>
</tr>
<tr>
<td>Nov. 2017</td>
<td>19</td>
<td>Bachelor’s</td>
<td>Kenya</td>
</tr>
<tr>
<td>Nov. 2017</td>
<td>4</td>
<td>Bachelor’s</td>
<td>South Sudan</td>
</tr>
<tr>
<td>Feb. 2018</td>
<td>5</td>
<td>Bachelor’s</td>
<td>Uganda</td>
</tr>
</tbody>
</table>

**Total Graduated as of 3/1/18**: 123

*Kenya, Graduation, 2018*
## Phase I
### Objective 1: Outcomes and Outputs

<table>
<thead>
<tr>
<th>1. Expected Outcomes &amp; Outputs</th>
<th>1. Actual Outputs &amp; Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 233 sisters served (185 degrees, 48 diploma)</td>
<td>✓ 280 sisters served (218 bachelors degrees, 61 diploma, 1 certificate)*</td>
</tr>
<tr>
<td>• 95% of sisters will receive a degree or diploma in their field</td>
<td>✓ 96.4% retention rate</td>
</tr>
<tr>
<td>• 98% of sisters will complete Orientation</td>
<td>✓ 98.9% Orientation completion rate</td>
</tr>
<tr>
<td>• 95% of sisters will complete Reflective Learning</td>
<td>• 84.7% Reflective Learning completion rate</td>
</tr>
<tr>
<td>• 90% of sisters will successfully transfer online credits to onsite institutions (Model A)</td>
<td>✓ 93.5% of sisters successfully transferred online credits to onsite institutions (Model A)</td>
</tr>
<tr>
<td>• 90% of sisters will report satisfaction with online studies and resources</td>
<td>✓ 97% (N=65) of sisters reported satisfaction with online studies and resources</td>
</tr>
</tbody>
</table>

*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

- **279** sisters served (56 masters degrees, 223 bachelors degrees/diploma)
- **95%** of sisters will receive a degree or diploma in their field
- **98%** of sisters will complete Orientation
- **95%** of sisters will complete Reflective Learning
- **90%** of sisters will successfully transfer online credits to onsite institutions (Model A)
- Sign Memorandums of Understanding (MOU) and Frameworks of Reference (FOR) with partner institutions

### 1. Actual Outputs & Outcomes

- **261** sisters served (46 masters degrees, 215 bachelors degrees/diploma)*
  - **95%** Phase II, Year 1 retention rate
  - **98%** Orientation completion rate
  - **93%** Reflective Learning completion rate
  - No Phase II students have completed their online studies, on-track to transfer (Model A)
  - HESA continues to partner with 22 colleges/universities in the US and Africa, renewing MOU/FORs as necessary

*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

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

### HESA Academic Fields of Study

- **Education**: 255 (47%)
- **Leadership & Resource Management**: 83 (15%)
- **Business Administration/Economics**: 78 (14%)
- **Nursing/Medical Science**: 46 (8%)
- **Theology/Religious Studies**: 41 (7%)
- **Social Work/Human Development**: 29 (5%)
- **Other**: 9 (2%)
Example Fields of Study
Academic Performance

<table>
<thead>
<tr>
<th>Model of Study</th>
<th>Phase I (N=262)</th>
<th>Phase II, Year 1 (N=74)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online-Onsite Hybrid</td>
<td>B (3.49)</td>
<td>A (4.4)</td>
</tr>
<tr>
<td>Onsite</td>
<td>B (3.11)</td>
<td>B (3.0)</td>
</tr>
</tbody>
</table>

**Phase I Academic Performance**

- **B**: 35%
- **High B**: 26%
- **High C**: 11%
- **C**: 9%
- **D**: 1%
- **High A**: 2%
- **A**: 15%

**Phase II, Year 1 Academic Performance**

- **High A**: 12%
- **A**: 25%
- **High B**: 8%
- **C**: 16%
- **High D**: 7%
- **D**: 15%
- **High C**: 0%
- **B**: 17%
Skill Acquisition: Model A Orientation

Orientation Pre and Post Skill Growth
Phase I & Phase II, Year 1

Pre-Mean  |  Post-Mean
-----------|-----------
Powerpoint  |  Microsoft Word  |  Skype  |  Writing
2.243  |  2.51  |  1.646  |  1.675
3.918  |  3.9  |  3.86  |  3.75
**2018 ASEC Alumnae Survey**

**Mentorship**

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

*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.**

---

"I was able to mentor many other people. Thanks to the knowledge I learned in the program.

-HESA Alumna, 2018"

"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"

---

*Veritas Graduation, Nigeria, 2017*
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

<table>
<thead>
<tr>
<th>2. Expected Outcomes &amp; Outputs</th>
<th>2. Actual Outputs &amp; Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 90% of sisters will receive higher credentials in their field of work or ministry (diploma or degree)</td>
<td>✓ Sisters enrolled in 49 unique fields of study</td>
</tr>
<tr>
<td></td>
<td>✓ 95.7% overall retention rate</td>
</tr>
<tr>
<td>• 95% of sisters will demonstrate greater effectiveness in accomplishing their ministries</td>
<td>• 85% (N=336) of sisters are averaging a grade of B or above, demonstrating progress toward greater effectiveness in accomplishing their ministries</td>
</tr>
<tr>
<td>• 90% of sisters will report providing some level of mentorship or skill sharing with other sisters in their communities</td>
<td>• 57% (N=37) of HESA alumnae reported mentoring others after completing HESA, continued monitoring is needed</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Online/Onsite Orientation (N=107)</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course content met my expectations</td>
<td>3.77</td>
<td>.424</td>
</tr>
<tr>
<td>The remote delivery of course content was an effective method for learning</td>
<td>3.60</td>
<td>.598</td>
</tr>
<tr>
<td>The remote delivery method of course content was as effective as face-to-face instruction</td>
<td>3.56</td>
<td>.626</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Onsite Orientation (N=168)</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The orientation met my expectations</td>
<td>4.56</td>
<td>.623</td>
</tr>
<tr>
<td>The environment was favorable for learning</td>
<td>4.68</td>
<td>.669</td>
</tr>
<tr>
<td>The instructor’s presentations were clear and understandable</td>
<td>4.74</td>
<td>.516</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I gained specific skills from participating in the HESA program that I otherwise would not have achieved</td>
<td>3.91</td>
<td>.394</td>
</tr>
<tr>
<td>I felt the HESA Orientation and semester reflection activities added positive value to my education</td>
<td>3.88</td>
<td>.430</td>
</tr>
<tr>
<td>I feel participating in HESA made me a better student</td>
<td>3.91</td>
<td>.324</td>
</tr>
<tr>
<td>I felt more confident as a result of participating in the HESA program</td>
<td>3.92</td>
<td>.267</td>
</tr>
</tbody>
</table>

“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
HESA Phase I Pre Vs. Post Mean Self-Assessment Scale Results

N=60, HESA Graduates, Paired Samples T-Test

<table>
<thead>
<tr>
<th>Scale</th>
<th>Correlation</th>
<th>Sig.</th>
<th>Mean</th>
<th>SD</th>
<th>Std. Error Mean</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Efficacy</td>
<td>.246</td>
<td>.058</td>
<td>-3.133</td>
<td>5.476</td>
<td>.707</td>
<td>-4.433</td>
<td>59</td>
<td>.000</td>
</tr>
<tr>
<td>Self-Regulation</td>
<td>.080</td>
<td>.542</td>
<td>-1.417</td>
<td>4.630</td>
<td>.598</td>
<td>-2.370</td>
<td>59</td>
<td>.021</td>
</tr>
<tr>
<td>Need for Cognition</td>
<td>.684</td>
<td>.000</td>
<td>-1.467</td>
<td>7.317</td>
<td>.945</td>
<td>-1.553</td>
<td>59</td>
<td>.126</td>
</tr>
</tbody>
</table>

- 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

<table>
<thead>
<tr>
<th>3. Expected Outcomes &amp; Outputs</th>
<th>3. Actual Outputs &amp; Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 85% of the participants will demonstrate greater effectiveness in accomplishing their ministries</td>
<td>✓ 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</td>
</tr>
<tr>
<td></td>
<td>✓ 85% (N=37) of HESA alumnae felt that HESA improved their ability to write grant proposals, improving the functioning of their ministries</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Educational Area</th>
<th>% Indicating Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>60.7</td>
</tr>
<tr>
<td>Formation</td>
<td>54.7</td>
</tr>
<tr>
<td>Teaching</td>
<td>53.6</td>
</tr>
<tr>
<td>Accounting/Finance</td>
<td>48.1</td>
</tr>
<tr>
<td>Counseling</td>
<td>33.8</td>
</tr>
<tr>
<td>Spirituality</td>
<td>28.9</td>
</tr>
<tr>
<td>Medical Doctors</td>
<td>27.4</td>
</tr>
<tr>
<td>Technology/Computer Science</td>
<td>24.4</td>
</tr>
<tr>
<td>Theology</td>
<td>23.7</td>
</tr>
<tr>
<td>Canon Law</td>
<td>20.7</td>
</tr>
<tr>
<td>Business Administration</td>
<td>19.4</td>
</tr>
<tr>
<td>Psychology</td>
<td>18.5</td>
</tr>
<tr>
<td>Social Work</td>
<td>16.3</td>
</tr>
<tr>
<td>Communications</td>
<td>13.3</td>
</tr>
<tr>
<td></td>
<td>12.7</td>
</tr>
<tr>
<td></td>
<td>11.0</td>
</tr>
</tbody>
</table>
### 2018 ASEC Alumnae Survey

#### Congregational Impact

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

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

<table>
<thead>
<tr>
<th>Question</th>
<th>HESA Students N=49</th>
<th>Only HESA Grads n=37</th>
</tr>
</thead>
<tbody>
<tr>
<td>After completing HESA has your income level increased?</td>
<td>Yes: 45% (18)</td>
<td>Yes: 55% (17)</td>
</tr>
<tr>
<td></td>
<td>No: 55% (22)</td>
<td>No: 45% (14)</td>
</tr>
<tr>
<td>After completing HESA, did you implement audits in your place of work?</td>
<td>Yes: 38% (13)</td>
<td>Yes: 37% (12)</td>
</tr>
<tr>
<td></td>
<td>No: 62% (21)</td>
<td>No: 63% (21)</td>
</tr>
<tr>
<td>Do you feel HESA improved your ability to fundraise?</td>
<td>Yes: 81% (30)</td>
<td>Yes: 90% (27)</td>
</tr>
<tr>
<td></td>
<td>No: 19% (7)</td>
<td>No: 10% (3)</td>
</tr>
<tr>
<td>Do you feel HESA improved your ability to write a grant proposal?</td>
<td>Yes: 75% (24)</td>
<td>Yes: 85% (22)</td>
</tr>
<tr>
<td></td>
<td>No: 25% (8)</td>
<td>No: 15% (4)</td>
</tr>
<tr>
<td>Do you feel HESA improved your ability to mobilize local resources?</td>
<td>Yes: 88% (30)</td>
<td>Yes: 96% (26)</td>
</tr>
<tr>
<td></td>
<td>No: 12% (4)</td>
<td>No: 4% (1)</td>
</tr>
</tbody>
</table>
2018 ASEC Alumnae Survey

<table>
<thead>
<tr>
<th>Question</th>
<th>HESA Students N=49</th>
<th>Only HESA Grads n=37</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>64% (28)</td>
<td>69% (25)</td>
</tr>
<tr>
<td></td>
<td>36% (16)</td>
<td>31% (11)</td>
</tr>
</tbody>
</table>

"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

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currently Enrolled</td>
<td>36</td>
<td>12</td>
</tr>
<tr>
<td>HESA Alumnae</td>
<td>9</td>
<td>37</td>
</tr>
<tr>
<td>Total HESA Participants</td>
<td>45</td>
<td>49</td>
</tr>
</tbody>
</table>

2017 & 2018 HESA Alumnae Workshop Participants by Country

<table>
<thead>
<tr>
<th>Country</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenya</td>
<td>27</td>
<td>29</td>
</tr>
<tr>
<td>Uganda</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Tanzania</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Nigeria</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Ghana</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Malawi</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Zambia</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Cameroon</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Question</th>
<th>Exceeded Expectations</th>
<th>Met Expectations</th>
<th>Did Not Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please rate your overall experience at the Alumnae Workshop.</td>
<td>16% (8)</td>
<td>51% (25)</td>
<td>33% (16)</td>
</tr>
</tbody>
</table>

**All HESA Participants N=49**

<table>
<thead>
<tr>
<th>Did You Form NEW relationships with sisters you did not already know?</th>
<th>Yes</th>
<th>No</th>
<th>Did Not Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the Alumnae Workshop did you form NEW relationships with sisters you did not already know?</td>
<td>88% (43)</td>
<td>12% (6)</td>
<td>0% (0)</td>
</tr>
</tbody>
</table>

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
Number of HESA Alums Working Towards Achievement of SDG

1. End Poverty: 44
2. End Hunger: 15
3. Good Health and Well-Being: 40
4. Quality Education: 29
5. Gender Equality: 16
6. Clean Water and Sanitation: 18
7. Reduced Inequalities: 17
8. Decent Work and Economic Growth: 4
9. Industry, Innovation and Infrastructure: 4
10. Affordable and Clean Energy: 3
11. Sustainable Cities and Communities: 11
12. Responsible Consumption and Production: 4
13. Climate Action: 2
14. Life Below Water: 4
15. Life on Land: 5
16. Peace, Justice and Strong Institutions: 7
17. Partnerships to promote any of the: 18
Other area not listed: 5

Total: 66
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

<table>
<thead>
<tr>
<th>Question</th>
<th>HESA Students N=49</th>
<th>Only HESA Grads n=37</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did participating in HESA improve your ability to collaborate?</td>
<td>100% (47)</td>
<td>100% (37)</td>
</tr>
<tr>
<td>Are you working in a position where you can effectively use the</td>
<td>86% (37)</td>
<td>89% (32)</td>
</tr>
<tr>
<td>knowledge and skills you gained from HESA to benefit your MINISTRY?</td>
<td>14% (6)</td>
<td>11% (4)</td>
</tr>
<tr>
<td>After completing HESA, did your perception of yourself as a professional and/or leader change?</td>
<td>97% (35)</td>
<td>97% (31)</td>
</tr>
<tr>
<td>After completing HESA did your personal or professional relationships change?</td>
<td>90% (36)</td>
<td>91% (31)</td>
</tr>
</tbody>
</table>
## 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 Sneh Akruvala, April 2017
### Conference Presentations

**HESA Conference Presentations (2013-Present)**


News Articles, Online & Print Publications

- 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 3rd most viewed page (July 2016-June 2017)
- Frequent News Stories
• Online staff portal (Intranet)
  • Easier access
  • Forms
  • Reports
  • Policies/procedures
• Social media presence
  • Facebook
  • Youtube
  • Twitter
  • ASEC email accounts
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

6-Month Post-Convening Report was produced by the CRCC (Shared with ASEC and the Conrad N. Hilton Foundation)
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

<table>
<thead>
<tr>
<th>7. Expected Outcomes &amp; Outputs</th>
<th>7. Actual Outputs &amp; Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide networking for sisters to share experiences and skills</td>
<td>✓ ASEC held its first Convening in Kenya in October 2016</td>
</tr>
<tr>
<td>• Academic journal articles and books will be published using ASEC and HESA specifically, as case studies</td>
<td>✓ Social media and ASEC news stories continue to be shared</td>
</tr>
<tr>
<td>• At least 2 conference presentations will spread best practices on ASEC and HESA</td>
<td>✓ ASEC’s second book continues to be edited for publication</td>
</tr>
<tr>
<td>• Sisters will contribute to the growing body of literature on women religious</td>
<td>✓ 2 conference presentations were conducted this year on the HESA program by ASEC staff</td>
</tr>
<tr>
<td></td>
<td>✓ ASEC hosted its first visiting scholar from Kenya in March 2017</td>
</tr>
</tbody>
</table>
Summary

Lessons Learned in Phase I & The Future of Phase II
Notable Successes

Cohort System
- Support Network/Networking
- Created own governing system

ASEC’s Strategic Plan
- 2016-2017 development
- Mission, vision, values and 6 strategic directions
- Highly collaborative process

International Union Superiors General Partnership
- UISG sponsored sisters studying at select partner institutions (CUEA)
- Attend HESA workshops, create peer network
Notable Successes, Cont’d

**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
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. 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
Sr. Felistas Jematia Chesire, ASE
## Challenges and Adjustments

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time Management</strong></td>
<td>Fixed topic covered at HESA Orientation and Reflective Learning</td>
</tr>
<tr>
<td>• #1 cited challenge amongst HESA students</td>
<td>• Goal Setting/Prioritizing</td>
</tr>
<tr>
<td><strong>Reflective Learning Attendance</strong></td>
<td>• Emphasis on attendance</td>
</tr>
<tr>
<td>• HESA fell below projected goals</td>
<td>• Must submit request in writing</td>
</tr>
<tr>
<td>• Illness, inability to travel, prior commitments</td>
<td>• Policy on transition to Alumnae Workshops</td>
</tr>
<tr>
<td><strong>Cameroon Country Status</strong></td>
<td>• Some sisters moved to French speaking areas to complete online studies (Chestnut Hill/Rosemont College)</td>
</tr>
<tr>
<td>• English/French speak protest in 2016</td>
<td>• English proficiency barrier</td>
</tr>
<tr>
<td>• Strike amongst teachers at partner university</td>
<td></td>
</tr>
<tr>
<td>• Sisters unable to complete coursework</td>
<td></td>
</tr>
<tr>
<td><strong>South Sudan Recruitment</strong></td>
<td>• Continue to serve the country despite challenges</td>
</tr>
<tr>
<td>• Political instability and conflict</td>
<td>• New ASEC Country Director, Sr. Veronica Othow appointed</td>
</tr>
<tr>
<td>• Civil War 2013-2015, 2.2 million people displaced</td>
<td></td>
</tr>
<tr>
<td>• February 2017 UN declare famine</td>
<td></td>
</tr>
<tr>
<td>• ASEC Country Director passed away March 2017</td>
<td></td>
</tr>
</tbody>
</table>
## Challenges and Adjustments

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staffing Resources</strong></td>
<td>• New staff: Data Manager, HESA Program Evaluator, Assistant Director of</td>
</tr>
<tr>
<td>• Addition and growth of programs</td>
<td>Development</td>
</tr>
<tr>
<td>• Special Events</td>
<td>• Graduate Assistants &amp; Research Assistant</td>
</tr>
<tr>
<td>• Executive Director</td>
<td>• Improved communication, use of technology</td>
</tr>
<tr>
<td><strong>Stabilizing Program Infrastructure</strong></td>
<td>• New policies and procedures</td>
</tr>
<tr>
<td></td>
<td>• Staff Manuals have been created</td>
</tr>
<tr>
<td></td>
<td>• Streamlining information and data management</td>
</tr>
<tr>
<td></td>
<td>• Online evaluation forms</td>
</tr>
<tr>
<td><strong>Evaluation Department Restructuring</strong></td>
<td>• All HESA evaluation tools and practices reviewed</td>
</tr>
<tr>
<td><strong>Transcript Collection</strong></td>
<td>• ASEC country staff encouraged to identify a partner liaison to increase</td>
</tr>
<tr>
<td></td>
<td>communication</td>
</tr>
<tr>
<td><strong>Laptops</strong></td>
<td>• Procurement</td>
</tr>
<tr>
<td></td>
<td>• Policy on SLDI Alumnae, when to receive new laptop</td>
</tr>
<tr>
<td><strong>Online Curriculum</strong></td>
<td>• Students were completing 27-42 credits online</td>
</tr>
<tr>
<td></td>
<td>• Students now complete only 27 online</td>
</tr>
<tr>
<td></td>
<td>• Discussion with partner institutions about acceptable courses</td>
</tr>
<tr>
<td></td>
<td>• Pilot completely online program at Veritas in Nigeria</td>
</tr>
</tbody>
</table>
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!