



The TESCEA approach to multipliers

CASE STUDY

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Harriet Mutonyi and Josephine Dryden

With expert contributions from: Dr Gloria Lamaro (Lecturer at Gulu University), Dr Felichesmi Lyakurwa (Senior Lecturer at Mzumbe University), Charles Mushabe (lecturer from Uganda Martyrs University) and Dr Flora Fabian (Professor at the University of Dodoma).



Effective scale-up and lasting impact of higher education transformation requires ongoing training and facilitation within institutions. Multipliers are members of university teaching staff who are trained in transformative learning, gender-responsive pedagogy, and can deliver course redesign workshops. They help to ensure as many people as possible adopt the model's principles for teaching and learning, through workshops, mentoring and a range of other activities.

1 Introduction

Any transformation of teaching and learning needs to be both sustainable and scalable. In the Transforming Higher Education for Social Change model, multipliers are critical to this process. Multipliers are members of university teaching staff who are trained in transformative learning, gender-responsive pedagogy, and can deliver course redesign workshops.

The role goes beyond simply training others, and it is for that reason we did not use the term “training of trainers”. Multipliers are champions for higher education transformation and help to ensure as many people as possible adopt the model's principles for teaching and learning. They do this not only by delivering workshops, but also through mentoring and a range of other activities. Collectively, these activities support universities, industries, communities, and governments to work together to create an improved learning experience for both male and female students.

2 Equipping multipliers

During the TESCEA project, we adopted an incremental approach to training individuals as multipliers, ensuring that they were equipped with the knowledge, resources and confidence needed to fulfil the role. This process included the following, cascading steps:

1. Identify potential multipliers

Potential multipliers were identified following their participation in the project's first course redesign workshop at each university. This was during the first year of the project when the workshops were being developed and run by facilitators from AFELT and INASP. While some people volunteered for the role, others were invited to become multipliers. The next section (Identifying Multipliers) describes the approach of each university in selecting their multipliers and assessing suitability.

TRANSFORMING EMPLOYABILITY FOR SOCIAL CHANGE IN EAST AFRICA

Transforming Employability for Social Change in East Africa (TESCEA) is helping young people in Tanzania and Uganda to use their skills and ideas to tackle social and economic problems. With partners in Tanzania, Uganda and Kenya, TESCEA supports universities, industries, communities and government to work together to create an improved learning experience for students – both women and men. This improved learning experience fosters the development of critical thinking and problem-solving skills, and allows for practical learning beyond the classroom that improves a graduate's employability.

The TESCEA partnership is led by INASP (UK), working with Mzumbe University (Tanzania), University of Dodoma (Tanzania), Gulu University (Uganda), Uganda Martyrs University (Uganda), Association for Faculty Enrichment in Learning and Teaching (Kenya) and Ashoka East Africa (Kenya).

2. **Train multipliers**

The nominated multipliers (three to four from each university) were then invited to attend a five-day intensive training in how to facilitate course redesign workshops. Later, an additional round of training was also provided, which focused on learning design and using the learning designer tool. This training formed the basis of the ‘Learning Design – Planning Effective Learning Experiences’ online course.

3. **Multipliers shadow and support**

Next, multipliers were invited to play an active role in the facilitation of the second course redesign workshop at their respective universities. This included shadowing the facilitators from AFELT and INASP, leading sessions where they felt confident, and supporting their university colleagues during group work.

4. **Multipliers take lead on facilitation**

Finally, the third round of course redesign workshops saw the roles of multipliers and facilitators from INASP and AFELT switch; the multipliers led the sessions, and the external facilitators were present to provide feedback and support, as necessary.

This was a gradual approach that ensured the consistency and quality of workshop facilitation. However, it also necessitated the long-term commitment of multipliers. The four universities used a variety of methods to incentivise individuals to become and remain multipliers.

3 Identifying multipliers

Each university approached the selection of multipliers slightly differently, but some common themes emerged. At all four universities, multipliers are members of academic staff who demonstrate an interest in transforming pedagogical practice (as described above, this often became evident during their participation in course redesign workshops). Beyond this intrinsic motivation, it is also important to select multipliers who have adequate time to devote to the role and, most importantly, a willingness to support others through this transformational journey.

“There have been several key participants in the course redesign programs who have taken up an enthusiastic role in their respective departments, championing a transformative approach to teaching and learning. These multipliers have been important over the course of the TESCEA project in shifting teaching and learning practice and in demonstrating the practical and realizable impact of transformative learning.”

Dr David Monk, Gulu University

The team of multipliers at each university has evolved over time; with new multipliers being trained and others having to leave the role due to a change in circumstances. As the team at Uganda Martyrs University (UMU) reflects, a natural momentum can build over time, where established multipliers help to identify and support new members:

“The pool of multipliers has evolved and grown throughout TESCEA because the multipliers that were trained first continued to give support... This helped the multipliers to evolve and grow faster and with confidence.”

The University of Dodoma team stresses the importance of maintaining the multiplier team at a size that can be supported fully to facilitate quality workshops:

“With TESCEA, we had a limited number of multipliers in order to maintain the quality; having large numbers, although it could have made scale up easy, it may however, affect quality.”

Incentivisation

The TESCEA universities identified several methods to both incentivise multipliers and recognise their contributions. This mini case explores some of the universities' approaches, however, it is important to recognise that all multipliers are primarily motivated by their belief in this transformational approach.

- **Certificates of accomplishment**

At Gulu University, multipliers are awarded certificates in anticipation of a change in the university's promotion criteria. The TESCEA team is advocating for these certificates to "carry promotion points by policy" in the future.

- **University recognition**

Mzumbe University also emphasises the importance of recognition, especially from university management:

"Multipliers and TESCEA project members have been recognised by University management during high meetings as well as during Mzumbe University Alumni day"

Dr Felichesmi Lyakurwa, Mzumbe University

For more on the importance of senior management engagement, please read the dedicated case study.

- **Financial compensation (time)**

For the duration of the TESCEA project, universities financially compensated their multipliers for the time spent on workshop delivery and related activities. However, in anticipation of the end of TESCEA, all universities are exploring alternative sources of funding; for example, establishing an institutional budget for multipliers.

- **Financial compensation (expenses)**

In addition to time, some universities have also endeavoured to meet their multiplier's expenses. For example, Mzumbe University provided their multipliers with transport to and from workshops/events, and the University of Dodoma provided support with connectivity through the provision of data bundles.

4 The contribution of multipliers

Lecturers are often exceptionally busy, and becoming a multiplier means additional work. All universities stress the importance of recognising multipliers for their commitment and contributions. As Gloria Lamaro at Gulu University observes, multipliers not only facilitate workshops but are also committed to leading by example:

"[Multipliers] offer themselves, sacrificing their time, working on their own and developing their own learning designs, redesigning their own course and using it as models."

Thanks to the multipliers, all four universities within the TESCEA project have been able to facilitate additional course redesign workshops for other faculty members without the support of external facilitators. Looking forward, these multipliers will continue to play an important role in their institutions by planning and affecting future activities for the professional development of faculty, as well as participating in TESCEA's community of practice.

Beyond TESCEA, multipliers at the four universities have used their skills to support their institutions in other ways, especially during the COVID-19 pandemic.

Multipliers support training delivery during the COVID-19 pandemic

The COVID-19 pandemic caused disruptions at each of the universities involved in the TESCEA project. In Uganda, restrictions prompted Gulu University and Uganda Martyrs University (UMU) to transition to online delivery. With their expertise in pedagogy, multipliers have been key figures in this process, supporting their colleagues with adjusting their courses and developing online methods of assessment.

In November 2020, multipliers at UMU developed an e-learning and multimedia training for staff involved in the TESCEA programme. However, the Deputy Vice-Chancellor for Academic Affairs requested that this training be expanded to include all academic staff at the university. The training covered three aspects: transformative learning, course redesign and e-learning. The sessions included a variety of 'mock teaching sessions' in which participants had the opportunity to test different facilitation methods and, with the support of the university's ICT department, they were guided through the development of online content.

"We felt this would enable the university to be allowed to reopen after several months of closure during the lockdown. It also gave us an opportunity to reach out to everyone on transformative learning approaches, including those who had ignored them before"

Charles Mushabe, UMU

This opportunity allowed the rapid scaling up of transformative learning to all departments in the university. Further, the university got permission from the government (through the National Council of Higher Education) to reopen using online teaching and learning, thanks in part to the delivery of the training offered by multipliers. It also saved the university a significant amount, compared to if they had hired external trainers.

"Teamwork enabled us to do a lot of things we would not normally have managed. Each one motivated the others, and where we lacked a skill, someone would go out to acquire it and share with others. The impact of our work on the entire university was more satisfying than any remuneration we would have received in exchange"

Charles Mushabe, UMU

Training of multipliers also continued during the pandemic. For more information, read the blog post: [Pivoting to remote support for transforming higher education: what we have learnt.](#)

5 Challenges encountered

During the implementation of the multiplier approach within the TESCEA project, we encountered a number of challenges. These included:

- **Incentives**
Some multipliers felt that there were not enough financial or other incentives to be a multiplier. See the box on the previous page to find out more about approaches used to incentivise participation as multipliers.
- **Willingness to volunteer**
Being a multiplier is a voluntary activity and some universities encountered challenges in attracting volunteers.
- **Balancing time with other roles**
Being a multiplier requires a time commitment, which needs to be balanced and accommodated within busy faculty schedules.
- **Personalities and differing priorities**
University leadership, managers, lecturers, students all have their own interests, which can impact how effectively the multiplier approach works in practice.
- **Infrastructure and structural limitations**
Effective use of multipliers requires access to relevant tools, including internet connections and

appropriate stationery for group work. It also requires appropriate class sizes that enable meaningful discussions.

- **Conceptual limitations**
Faculty development is a field that most faculty are not familiar with. In some cases, concepts were used or referred to which multipliers were not familiar with.
- **Resistance from colleagues**
The multiplier approach is new to many of the faculty, and some are resistant to it. Some question the expertise of their multiplier colleagues, instead expecting external facilitators.

Recognising these challenges, the universities have developed some adaptations to how they nurture and use multipliers. These include:

- **Identifying the level of awareness and interest at the start**
“After selecting the courses to be redesigned, I will use a short survey to know the level of awareness and how interested faculty members are in a new approach (transformative learning) to teaching - learning. I will take those most interested to be multipliers.”
Professor Flora Fabian, University of Dodoma
- **Understanding motivations better**
“Conduct prior survey to interpret individual interest, aspirations and commitment; conduct pre-selection meetings to provide clear information on what is required and expectations and select those whom money is not their only motivator to participate.”
Gloria Lamaro, Gulu University
- **Select people with time to commit**
“I would go for those with less responsibility elsewhere and outside [of a] leadership role.”
Gloria Lamaro, Gulu University
- **Overcoming resistance**
Ensure multipliers are well prepared and feel confident to facilitate the sessions. This requires adequate prior planning (see planning sessions in the facilitation notes in the toolkits, for example).
- **Conceptual limitations**
As a team, during the planning sessions, discuss some of the terms that the multipliers are not so familiar with. Over time, as a team, engage in some lunchtime book discussions on teaching and learning.

Impact of the multiplier approach beyond TESCEA

The impact of multipliers extends beyond the TESCEA project. As discussed in the previous box, multipliers at the Gulu University and Uganda Martyrs University have been instrumental in their institution's transition to online delivery. Multipliers at TESCEA's Tanzanian universities are similarly in high demand. At Mzumbe University, multipliers have begun working in collaboration with the institution's 'Unit for Teaching Skills and Distance Learning', who are drawing upon their pedagogical expertise to strengthen activities. What is more, they have been invited to participate in additional projects at the institution:

“...team is now planning for establishing synergy with P1 of the P1 VLIR-OUS project [which supports university partnerships that are searching for answers to global and local challenges], whereby some multipliers will facilitate sessions to other campuses of the university on gender responsive pedagogy.”

Dr Felichesmi Lyakurwa, Mzumbe University

On a similar note, when the University of Dodoma won an innovation fund, which involved training students to develop and pitch their innovative ideas, it was the team of multipliers that provided mentoring to those participating, supporting the development of their ideas and the management of seed money. members, ensure community participation in curriculum development and reviews, and documenting and sharing experiences of community engagement activities with university partners.

6 Beyond TESCEA

All four universities intend to maintain the multiplier approach as part of the continued application of TESCEA approaches to develop critical thinking and problem-solving skills.

"I will continue the multiplier approach, because the University of Dodoma is a huge institution and not easy to reach everyone at the same time. The multiplier approach is good for scale up and sustainability. We shall approach instructors for new courses that we plan to introduce curriculum redesign who will be interested to become [a] multiplier through the Principals/Director/Deans."

Professor Flora Fabian, University of Dodoma

Advocacy to new university staff and senior university management are important parts of ensuring the sustainability and scale-up of TESCEA, in which multipliers play a key role. At Gulu University, for example, multipliers will be provided with an institutional budget to continue scale-up and will be connected with the university's Centre for Innovation in Teaching and Learning, which was designed to expedite the planning of activities across faculties and make it easier to lobby for management's support. You can read more about this engagement with senior management in the dedicated case study.

For more case studies of TESCEA approaches see
www.transformhe.org

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Cover image: A face-to-face workshop at Mzumbe University in 2019

Credit: TESCEA team

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