



Transforming learning by rethinking teaching

LEARNING BRIEF

Transforming Employability for Social Change in East Africa (TESCEA)



Contents

Executive summary	1
1 Introduction and background.....	2
2 The TESCEA approach to transforming teaching and learning.....	3
3 Transformative learning at the heart of the process	5
4 Addressing challenges	6
5 Sharing successes.....	7
6 Future of the approach	9
Key lessons learnt	10

Transforming learning by rethinking teaching

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Cover image: An energiser exercise at Transformative Learning workshop in Arusha, Tanzania

Credit: INASP



Executive summary

The Transforming Employability for Social Change in East Africa (TESCEA) project (2018-2021) worked with four universities in Tanzania and Uganda to redesign courses and transform the way courses were taught and learning facilitated. It aimed to equip students with 21st century skills – including critical thinking and problem solving – and to provide them with a learning experience that would prepare them for roles in business, the public sector, and to serve their communities.

An important element in TESCEA's approach to equipping students with relevant skills was to identify the skills required by the labour market and to map them onto a recognised framework for transformative learning – Fink's Taxonomy of Significant Learning. The framework was then used as a foundation to guide a course redesign process in four steps:

- Programme Alignment – Profiling the Ideal Graduate
- Transformative Learning – Developing Critical Reflective Thinking in Learners
- Course Redesign for Significant Learning and Transformation
- Learning Design – Planning Effective Learning Experiences

Woven throughout TESCEA's four-stage redesign learning journey was an emphasis on gender-responsive pedagogy, engagement with external stakeholders through a Joint Advisory Group (JAG) approach¹, and scalability through a Training-of-Trainer approach.

Central to the TESCEA approach was facilitating a shift from a one-directional model of knowledge transmission – from the lecturer to the learner – to placing learners at the heart of the teaching and learning process, by facilitating discovery, questioning and encouraging them to find answers for themselves. With this, the role of the lecturer shifted too, from a teacher-expert to a facilitator of learning.

It can be challenging for both lecturers and students to change their practice. Some resistance is inevitable, especially when the new practice is perceived as requiring more effort. Resistance can also come from senior management, especially if they fail to see the need to spend time and resources changing teaching and learning processes.

Key to addressing the challenge of resistance at all levels and enabling a shift in dynamic between all stakeholder groups is communication. There is a need to communicate what changes are happening in the teaching and learning process, why those changes are happening, and how these changes sit within the wider vision for students to graduate with the skills they need for the world beyond university.

It can also take significant time to shift attitudes to teaching and learning across all these groups. It is a gradual process that requires trying things out in practice, seeing how students are responding and then adapting and improving own practice. The learning design method is important here as it can help facilitators of learning express their ideas and share them with others for feedback.

The transformative learning approach taken in TESCEA generated a positive reaction from many students and facilitators of learning. The TESCEA evaluation² found that students' learning experience was positively impacted – 95% of students surveyed rated their learning experience as positive. Of the facilitators of learning surveyed in the evaluation, 94% believed the TESCEA approach to be effective in transforming teaching capacity amongst academic staff who have been part of the project.

An important aspect of the project was to lay the foundations for sustainability and scalability within the four partnership institutions and with higher education institutions beyond the TESCEA partnership.

To enable changes to be sustained and scaled within the partnership universities, we trained teaching staff to deliver the TESCEA redesign learning journey for their colleagues. We also ensured that the new approaches were integrated into existing policies and processes where relevant.

To enable other higher education institutions to benefit and learn from the approaches developed by the TESCEA partnership, we have developed a model to share tools, methods, and learning:

www.transformhe.org/

¹ For more on JAGs see the learning brief: How Joint Advisory Groups have supported educational transformation in the TESCEA project: <https://www.inasp.info/publications/how-joint-advisory-groups-have-supported-educational-transformation-tescea-project>

² Dooley, G., Luswata, A., Malagala, A., Milanzi, M., Ngowi, E., Nzegwu, F., Printer Otieno, A., Sikalieh, D. 2021, Transforming Employability for Social Change in East Africa: an Evaluation, <https://www.inasp.info/publications/transforming-employability-social-change-east-africa-evaluation>

1 Introduction and background

In East Africa and around the world, there can be a disconnect between what students learn at university and the skills they need when they graduate. Often this disconnect arises not so much from *what* students are taught but *how* teaching and learning takes place.

Early in the Transforming Employability for Social Change in East Africa (TESCEA) partnership (see box), the partners reviewed relevant literature and conducted interviews to identify key skills gaps that employers observe in graduates. Some of these skills are technical but many are so-called transferable skills, for example critical thinking, problem solving, teamwork, self-management, adaptability, and communication.

We used this insight to create a skills matrix by mapping the skills identified in the literature review and interviews onto Fink's Taxonomy of Significant Learning.³ This resulted in a guiding framework that recognises the importance of building students' transferable skills alongside mastering a body of knowledge and skills required in a particular discipline.

We then embarked on a redesign learning journey and developed and delivered a series of steps to help university teaching staff to redesign their courses with transformative teaching and learning philosophy and the above framework in mind.

The partnership included two universities in Tanzania and two in Uganda, along with supporting organisations in Kenya and the UK. Together, the partners worked to pilot a new approach to transforming teaching and learning in higher education in East Africa.

This learning brief discusses the role of transformative teaching and learning within the TESCEA approach, key elements of successful transformation and lessons learnt.

TRANSFORMING EMPLOYABILITY FOR SOCIAL CHANGE IN EAST AFRICA

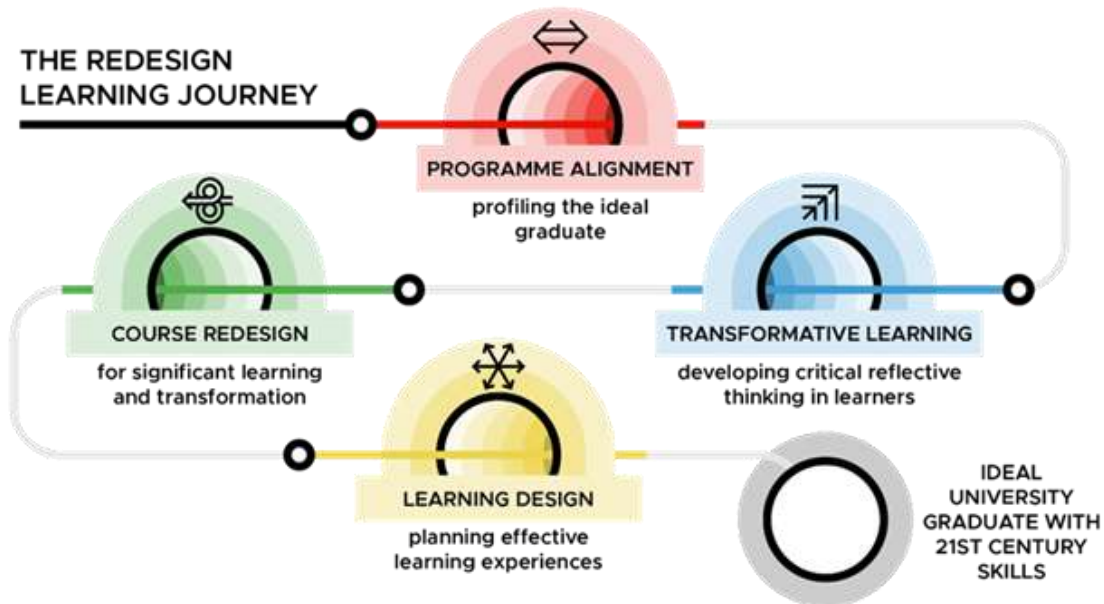
Transforming Employability for Social Change in East Africa (TESCEA) helped young people in Tanzania and Uganda to use their skills and ideas to tackle social and economic problems. With partners in Tanzania, Uganda and Kenya, TESCEA supported universities, industries, communities and government to work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

The TESCEA partnership was 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).

³ Fink, L. D. 2013. Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses. Chapter 2: A Taxonomy of Significant Learning. San Francisco, California: Jossey-Bass A Wiley Imprint.

2 The TESCEA approach to transforming teaching and learning

The TESCEA process for helping academic teaching staff to redesign their courses includes four main stages. These are represented in our “redesign learning journey”:



The process begins with **Programme Alignment** - Profiling the Ideal Graduate.⁴ This step is aimed at key academic teaching staff – including heads of departments, deans and quality assurance officers and facilitators of learning⁵ – involved in designing and delivering programmes and courses. This step helps universities to consider their vision and mission, what they are promising students when they graduate and whether this is aligned with current teaching and learning practices. It's a reflective step that helps university staff to identify strengths of the current teaching and learning provision but also gaps and inconsistencies where change might be necessary. This process also helps to ensure that any changes and interventions made are joined up across the university and across courses in each programme – so that transferable skills that start to be developed in the first year are built on and reinforced in subsequent years.

Having a clear sense of the context and inconsistencies between the university's vision for its graduates and reality helps surface the shortcomings of existing teaching and learning philosophies and related practices. This is where the next stage – **Transformative Learning** – Developing Critical Reflective Thinking in Learners⁶ – comes in. In this step, university staff – including deans, heads of departments and facilitators of learning – reflect on and critically examine their teaching and learning philosophies and habits. The participants are introduced to transformative learning theories and frameworks and have an opportunity to redefine their own philosophies based on new insights and learning. This is a very important step in a change process as it creates space and time to reflect on and question the existing practices considering new information and, as a result, creates enthusiasm and space for the development of new ways of doing things. The new frameworks and practices are not forced on the participants, but discovered by them through inquiry, reflection, and discussion.

⁴ <https://www.transformhe.org/programme-alignment>

⁵ In the TESCEA project we used the term 'facilitator of learning' instead of 'teacher', 'instructor' and 'lecturer' to reflect the learning philosophy and pedagogical approaches promoted by the project.

⁶ <https://www.transformhe.org/transformative-learning>

“After reading the Pedagogy of the Oppressed and going through TESCEA training, I felt strongly that all along I had been denying my students the right to learn. Therefore, I would do what I learn more on transformative teaching and learning in order to help students unlock their potentials to become critical thinkers and problem solvers in order to facilitate change in the communities they serve and the nation at large.”

Lecturer, Mzumbe University, Tanzania

The next step in the TESCEA redesign learning journey is **Course Redesign** for Significant Learning and Transformation.⁷ In this stage, facilitators of learning are guided and supported through a process of redesigning their courses so that these i) reflect the new philosophy and practice of transformative learning, and ii) are aligned within the programme to allow for incremental development of the body of knowledge and transferable skills. The process of course redesign is hands-on, step-by-step, and collaborative.

In the first instance facilitators of learning create concept maps to represent and prioritise key concepts of their courses. This is probably the most difficult and time-consuming step as it encourages thinking about interrelated concepts rather than topics. When the concept map is finalised, facilitators of learning use the skills matrix⁸ developed by the TESCEA partnership to define learning outcomes for each of the concepts. This is a crucial step in the process to ensure a good mix of learning outcomes that represent teaching foundational knowledge, critical thinking, problem solving and a range of other transferable skills relevant for employment. In the next two steps of the course redesign process, assessment and teaching and learning strategies are mapped against the learning outcomes for each concept. During the whole process, mixed programme teams are encouraged to review each other's courses and feedback on the overall alignment within the programme.

Redesigning courses in theory, on paper, is one thing but it is another thing to make them work in practice. If a class has hundreds of students, how can they be facilitated to do a problem-based learning activity or meaningful group work? Here is where the fourth stage, **Learning Design** – Planning Effective Learning Experiences⁹, comes in, providing space to carefully plan how to implement course changes in practice. Learning design guides the process of designing for learning, provides the means to visualise designs and enables sharing and discussion of designs.¹⁰ The TESCEA project used the Learning Designer tool¹¹ to facilitate the process of teaching and learning activity planning. It has allowed the partnership to collect examples of excellent designs representing a variety of pedagogic principles - including social learning, experiential learning, active learning in and out of class - that can be reused by others as inspiration for their teaching.¹²

Woven throughout the four-stage redesign learning journey are:

- Emphasis on gender-responsive pedagogy, ensuring the learning experience is inclusive of all learners.¹³
- Engaging external stakeholders, those who employ graduates when they leave university, which we discuss in our learning brief about the Joint Advisory Group (JAG) approach.¹⁴
- Scalability and capacity development by training and equipping what we call multipliers, facilitators of learning who have gone through this process themselves, internalised it and have been trained to help others in their institutions.¹⁵

For more information about the ‘Transforming Higher Education for Social Change – a model from East Africa’ and the toolkits and online courses that the TESCEA partnership developed to support this journey, see www.transformHE.org.

⁷ <https://www.transformhe.org/course-redesign>

⁸ Wild, J. and Omingo, M. (2020). Graduate skills for employability in East Africa: Evolution of a skills matrix for course redesign. INASP paper. <https://www.inasp.info/publications/skills-matrix-TESCEA>

⁹ <https://www.transformhe.org/learning-design>

¹⁰ Conole, G. 2013, Designing for Learning in an Open World, Springer, p. 118

¹¹ <https://www.ucl.ac.uk/learning-designer/>

¹² <https://www.transformhe.org/other-resources>

¹³ Skovgaard, M., Chapin, J. 2021, Gender-responsive teaching improves learning outcomes for both women and men, <https://www.inasp.info/publications/gender-responsive-teaching-improves-learning-outcomes-both-women-and-men>

¹⁴ Wild, J., Nzegwu, F. 2022, How Joint Advisory Groups have supported educational transformation in the TESCEA project

¹⁵ Mutonyi, H. and Dryden, J. (2021). The TESCEA approach to multipliers, TESCEA case study. <https://www.transformhe.org/case-studies/categories/multipliers>

3 Transformative learning at the heart of the process

Central to the TESCEA approach was facilitating a shift from a one-directional model of knowledge transmission from the lecturer to the learner, to placing the learner at the heart of the teaching and learning process by facilitating active learning, discovery, questioning and encouraging them to find answers for themselves. Through the adoption of the principles of Transformative Learning (see the box on the right), Experiential Learning Cycle¹⁶ and the Conversational Framework¹⁷ to guide the process of learning design, facilitators of learning provide students with opportunities to go beyond acquiring new knowledge. It enables them to practise and master transferable skills in all areas of their life, linking new knowledge and concepts to existing experiences and solving real-life challenges faced by local communities. Learning becomes authentic and relevant, and learners are agents in the teaching and learning process.

What is transformative learning?

Transformative learning prioritises:

- Learning over teaching
- Meaning making over sense making
- Knowledge creation over knowledge replication
- Transformation over information
- Becoming over knowing

“With the transformative learning we are given an opportunity to interact with our lecturers and give them our thoughts on what we think about specific topics. With the transformative learning we are given opportunity to think beyond what we are taught in class and put ourselves into the situation. For example, as a human resource person what you would do in a certain situation dealing within that specific sector. We are able to think within that world which has enabled us to evaluate between what is happening in the real world and what we are studying.”

Student, Uganda Martyrs University

“Transformative teaching and learning has made me more responsible with my own learning. I felt being empowered to manage my own learning. In the past, I felt that it is the responsibility of lecturers to teach us everything. But now I know that I have to contribute to my own learning.”

Student, Mzumbe University

It is important to note that, with the TESCEA approach, the traditional role of the lecturer shifted as well. The role has shifted from a teacher-expert in a particular discipline to a facilitator of learning who no longer takes centre stage but is there to guide the learners and help them learn.

“I started to analyse myself: if what I’ve been doing was good and successful to my students, did I manage to create creative students who are free to express themselves and to work in different kinds of environment? I realized that I tried to do this to some extent but also to some extent I was trying to fix them in the way I wanted. This training changed my mind and now I have to find ways of enabling students to participate, interact and give their ideas. As a teacher you don’t know everything.”

Facilitator of learning, Tanzania

The shift in role of academic teaching staff from a teacher-expert to a facilitator of learning helping learners to learn was also noticed by students:

“I feel very lucky to have been taught with one of the instructors who has been under the TESCEA project. And from that I can say that I see the differences from the classes that I have which are being conducted from the instructors that are under this project because the classes are conducted in a way that is more participatory and allow us to share our views and contribute to the learning journey.”

Student, University of Dodoma

¹⁶ Kolb, D. A. 1984. Experiential learning: Experience as the source of learning and development (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall

¹⁷ Laurillard, D. 2012. Teaching as a design science: building pedagogical patterns for learning and technology. London: RoutledgeFalmer

Over the course of the TESCEA project, 565 facilitators of learning (369 men and 196 women) were trained in using a transformative approach to teaching and learning. This comprised the incorporation of critical thinking, problem solving and gender-responsive pedagogy in their teaching.

4 Addressing challenges

4.1 Communicating effectively in response to resistance

It can be a big learning curve and it can feel uncomfortable to change your practice for both lecturers and students. Some resistance is inevitable, especially when students perceive new practice as requiring more effort on their side.

“The education system in Tanzania and elsewhere in Africa – from primary school, secondary school to the highest level – is focused on teachers giving information to students. When they come to the university they say: ‘oh teacher, give us the notes and we’re going to learn them and pass the exams’. Our classes are also designed to foster that kind of arrangement, as are the teaching and learning facilities.”

Facilitator of learning, Tanzania

We received diverse feedback from the students. Some were extremely happy as they saw the benefit of the new approach. Others, accustomed to the surface approach to learning, preferred to acquire new knowledge in a traditional way, by reading and memorising new content to simply pass the exams. Feedback from students will always be diverse and it is down to the university and individual facilitators of learning to manage students’ expectations and show them the benefit of the new approach.

Lecturers can also be resistant to change. Some lecturers are used to being “the expert” in the classroom and they feel comfortable in that role. Knowledge transmission requires less preparation for the classes and allows more time for academics to focus on their research. Lectures can also feel exposed when students start exploring and questioning and, inevitably, ask challenging questions to which the facilitator of learning might not have ready solutions or answers.

“Another challenge is changing myself and transforming in the way that I think I can apply this transformative learning system. You can’t change in one week. It needs time and for me to see if [the new approach] will bring me the results I expect.”

Facilitator of learning, Tanzania

Some resistance can also come from senior management, especially if they fail to see the need to spend time and resources changing teaching and learning processes within their university. To address the challenge, we invited senior management (deans and heads of the departments) to our transformative learning workshops so that they could engage with the process themselves and understand the benefits for the quality of teaching and learning in their institutions.

Key to addressing the challenge of resistance at all levels and enabling a shift in dynamics between all stakeholder groups is communication. There is a need to communicate what changes are happening in the teaching and learning process, why those changes are happening, and how these changes sit within the wider vision for students to graduate with the skills they need for the world beyond university.

In TESCEA, this communication included holding student awareness events at the universities and taking questions from students to understand more about what they want from their degree. We are also starting to see it become part of the induction process for new students at the TESCEA universities to help them understand how their courses would be run and what level of engagement would be expected of them. We heard reports from some facilitators of learning who said that, at the outset, their students were against the changes but, by the end of the semester, their students were saying it was the best course they had experienced.

“In this subject, I would say that the classroom environment is free. You have the opportunity to express yourself and present ideas in a free manner even without raising your hand. There is open communication of different views and perspectives. I am used to the type of learning, where the teacher delivers, and students only listen. Getting used to open communication and guided classroom discussion really changed my academic perspectives and thinking.”

Student, University of Dodoma

It is also important that transformative teaching and learning is reflected in the overall university communication, to potential new students and staff and to wider stakeholders. One important link here is with the universities' Joint Advisory Groups,¹⁸ who often represent potential employers.

4.2 The need for adaptability and time

It can also take significant time to shift attitudes to teaching and learning across all these groups. It is a gradual process that requires reflection on the part of both facilitators of learning and the learners. This means trying things out in practice, seeing how students react and then adapting and improving one's practice depending on what worked and what did not work. It requires flexibility and patience on the part of the facilitator of learning, especially when they get feedback from students who are completely opposed to any changes.

The learning design stage in the learning journey is important here, helping facilitators of learning develop appropriate ways to implement the changes in their classes. Learning designs developed in the Learning Designer tool are printable and facilitators of learning can use them as a step-by-step guide in class. After the class, the facilitators of learning can reflect on their design:

- What went well, what didn't go so well?
- Was the group work successful and if not, what were the obstacles? What can be done differently next time?
- Were the times assigned for activities accurate or do some activities need more/less time?
- Were some of the activities more engaging for students than others?
- What were the outcomes of formative assessment exercises? What is the evidence of learning?

The facilitators of learning can adapt their original designs in the Learning Designer tool to account for what they have observed in the class and improve the learner experience next time.

It is also possible to share learning designs with students ahead of class so that they know what to expect in advance. The students can then feedback on their actual experience and provide suggestions for future classes.

Learning designs can be also used as inspiration for other facilitators of learning – they can be a source of excellent pedagogical ideas that are transferable between the disciplines.

For examples of pedagogical patterns developed through the TESCEA partnership and other resources to support lecturers and institutions in their transformative teaching and learning journey, see www.transformhe.org/other-resources

5 Sharing successes

The transformative learning approach taken in TESCEA generated a positive reaction from many students and facilitators of learning. The TESCEA evaluation¹⁹ found that, as a result of the project as a whole, students' learning experience was positively impacted – 95% of students surveyed rated their learning experience as positive.

"This kind of learning is very very very important for the future of this world. It should continue."

Student comment in TESCEA evaluation

"Involving us as learners. Me as a learner being involved made me feel like I am valued. My opinion is valued. If I say something it can be listened to. I have a platform to air out my needs. It is so important because this is what I feel is lacking in the education system [...] Every time you involve learners in the change making processes it makes them feel like they are valued"

Student, Gulu University

Of the facilitators of learning surveyed in the evaluation, 94% believed the TESCEA approach to be effective in transforming teaching capacity amongst academic staff who have been part of the project.

¹⁸ Nzegwu, F., Wild, J., Idraku, F., Nkandu, J. The roles and impact of the JAGs in educational transformation: TESCEA case study, forthcoming

¹⁹ Dooley, G., Luswata, A., Malagala, A., Milanzi, M., Ngowi, E., Nzegwu, F., Printer Otieno, A., Sikalieh, D. 2021, Transforming Employability for Social Change in East Africa: an Evaluation, <https://www.inasp.info/publications/transforming-employability-social-change-east-africa-evaluation>

The evaluation of the TESCEA project surveyed 90 facilitators of learning (22% were women) at the start of the project as a baseline and then followed up by surveying 83 facilitators of learning (37% women) in the final year of the project. Differences demonstrated in the results between baseline and follow up, as shown in the table below, are all statistically significant.

Teacher's practice conducted often/very often	Baseline %	Follow-up %	Change
Use of critical thinking techniques	37	80	43
Use of gender-responsive pedagogy	46	91	45
Active learning techniques such as role play, fish-bowl debate, peer teaching etc in their practice	31	68	37
Use of small groups to discuss issues and present to the whole class.	73	82	9
Prefer students to listen and take notes while I am lecturing	30	9	-21
Use of small group project work, extended over several class sessions followed by class presentations.	58	69	11
Plan my teaching with the assumption that most of my students have very little useful knowledge of the topics to be covered.	40	14	-26
Adopt complex problem-based learning, team-based learning approaches in my classrooms very often	36	51	15

At the University of Dodoma in Tanzania, Mohamed Kaluse, who is a facilitator of learning in business, shared how he had a complete switch in mindset about teaching and learning following the TESCEA workshops, and this was reflected in the popularity of his classes. To help bring students on board with his changing approaches, he wrote a letter to his students at the start of the semester to explain how his classes would run and why they were changing.

"...This course will give both of us a key to our future life, by providing necessary skills to make us an "eagle" "a positive minded people", give us confidence, and the ability to see opportunities out of many social problems, and willingness to create solutions. This will make sure that we survive in any world that we will be thrown in to.

"Transforming you will be my key happiness. I want to see you shining, and from that skills, you work for yourself, family, friends, community, and national at large by exploring all opportunities and resources around you. Business is a life journey endeavour and through it, we can accomplish our dreams and be able to support those we care about.

"What you get from this semester should not be for passing exams but for making you a transformed society and the betterment of our nation and world at large and the University of Dodoma is here to help you."

Excerpt from letter sent to students by Mohamed Kaluse, University of Dodoma

At Gulu University in Uganda, Docus Alowo, facilitator of learning in agriculture has directly experienced the benefit of introducing active learning approaches in students' engagement:

"Students have now gotten used that they will not sit in position for two hours or so in my class because I use blended learning activities like think-ink-pair-share, pyramid discussion. They have come to love it and actually one commented 'madam, you give us a lot of work but at least we don't sleep off because it is very interactive and we understand right from class."

6 Future of the approach

The project concentrated on a select number of degree programmes at the four institutions, but from the outset the intention was to build a model that would firstly enable the four universities to progressively extend it to other degree programmes – sustaining, deepening and scaling the change across the institution – and secondly provide a foundation for wider scaling in partnership with other universities in the region.

6.1 Sustainability and scale up at the four TESCEA partnership institutions

During the course of the project, we trained “multipliers”, in order to enable the approaches to be extended to further degree programmes. Multipliers are members of university teaching staff who are trained in the TESCEA redesign learning journey and who can facilitate workshops for their colleagues. In addition to delivering redesign workshops, the multipliers also support their colleagues in adopting the new approaches to teaching and learning through e.g., mentoring.²⁰

Another important factor in ensuring sustainability at the partnership universities is senior management buy in and integration of the approach into institutional policies and processes. Each university team conducted policy reviews within their institutions to help institutionalise the approach. These reviews have led to updating of existing policies and processes where relevant, e.g., to include teaching for critical thinking and problem solving, as well as gender-responsive pedagogy in staff appraisal criteria. The reviews have also led to the creation of new initiatives including the development of a postgraduate certificate programme in transformative teaching and learning at Gulu University, which is to be completed by all lecturing staff at the institution and will count towards promotion.

6.2 Scale out beyond the TESCEA partnership institutions

To enable other higher education institutions to benefit and learn from the approaches developed by the TESCEA partnership, we have developed a model to guide others in applying the four-stage redesign learning journey: www.transformhe.org.

‘Transforming Higher Education for Social Change – a model from East Africa’ provides an extensive set of resources specifically designed to support lecturers and institutions in low resource settings to transform their teaching and learning practices. These resources include:

- [Toolkits and online courses](#) which guide lecturers and institutions through the TESCEA redesign learning journey
- [Case studies](#) on how we approached various aspects of the project, including our approach to training multipliers and engaging with students, senior management and external stakeholders
- [Publications](#) sharing learning and impact of our approaches and the model

The TESCEA partnership continues to seek opportunities to apply or extend our model to support transformation in other universities, regions and countries. We can be contacted at TransformHE@inasp.info.

²⁰ Mutonyi, H. and Dryden, J. 2021. The TESCEA approach to multipliers, TESCEA case study. <https://www.transformhe.org/case-studies/categories/multipliers>

Key lessons learnt

Each step in the TESCEA redesign learning journey was a crucial component to facilitate irreversible transformation of teaching and learning practices at the four TESCEA partner universities.

Successful implementation of this approach requires:

- Clearly communicating the changes and the reason for them to all the stakeholders
- Achieving buy-in across the university, including senior leadership
- Flexibility and adaptability on the part of those delivering the redesign learning journey and teaching staff undergoing the change process
- Recognition that change is incremental and will take time

Sustainability and scale up of the approach within the partner universities will require:

- Senior management buy-in and integration of the approach into policies
- Trained multipliers who can deliver the redesign learning journey to their colleagues at the university and are empowered to do so

Other higher education institutions can benefit and learn from the approaches developed by TESCEA partnership by accessing the resources and toolkits available at: www.transformhe.org