# How TESCEA made learning more relevant and built new partnerships for employability and social impact

## LEARNING BRIEF

**Transforming Employability for Social Change in East Africa (TESCEA)**

**January 2023**

# Contents

**How TESCEA made learning more relevant and built new partnerships for employability and social impact**

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Cover image: Students at Uganda Martyrs University, Uganda
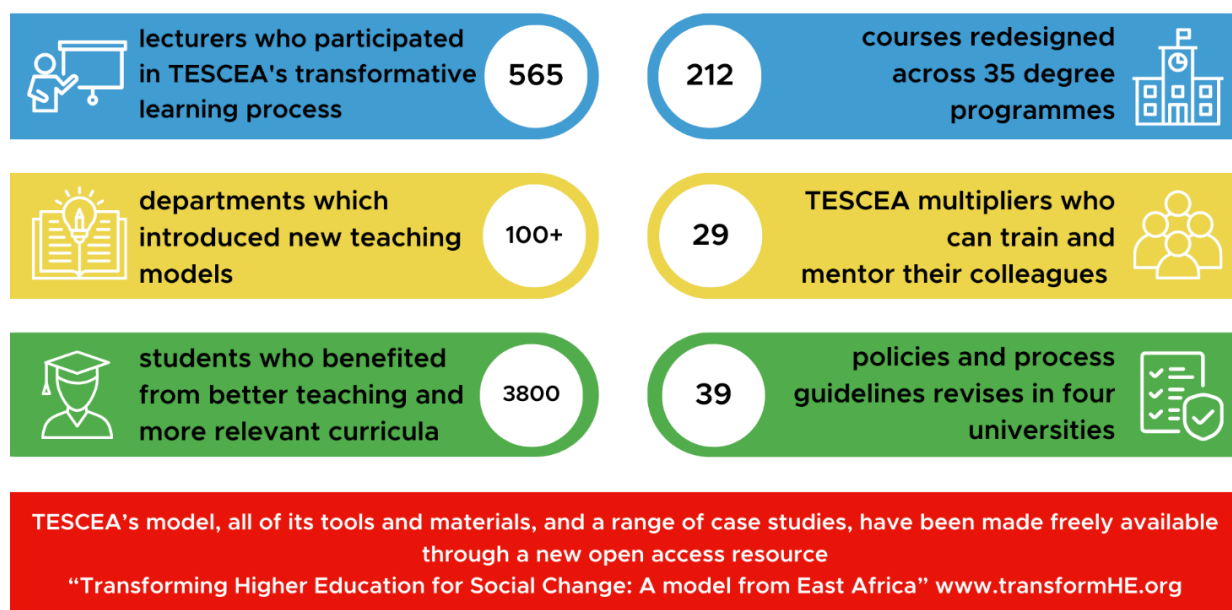
# Executive summary

East Africa's young people are bursting with talent, but employers warn that graduates are not meeting the needs of labour markets. Enrolments have risen rapidly, but quality has suffered. Students, graduates, communities, employers, and governments are frustrated. In economies with few opportunities for formal, professional employment, many graduates will need to become creators of economic activity and employment, through their own entrepreneurial ventures, or through working with smaller local businesses.

Universities must ensure that their teaching equips their students not only to secure a job when they graduate, but to adapt as new jobs emerge in new industries, and as their communities look to them to serve them in new ways. An insufficient focus on critical thinking, problem solving and other 21st century skills and competencies is a major constraint, as are the barriers to learning faced by young women.

Universities recognise the need to improve the quality and relevance of their curricula, to rethink pedagogies and to build stronger connections with communities and industries, but solutions need to move beyond islands of good teaching and to bring about change at scale. For deeper and more sustained transformation to occur, new ways of thinking and working need to be institutionalised in the fabric of universities – their policies, processes and culture – and in their outward relationships with stakeholders.

From 2018-2021 the TESCEA partnership brought together four universities, faculty development experts, social entrepreneurs, and experts in learning and capacity strengthening in a project to devise new methods of improving the quality and relevance of undergraduate teaching in East Africa. We have a tried and tested approach, that has generated evidence of significant change, and are now preparing to take this to scale.

## TESCEA in numbers

| | |
|---|---|
| **565** lecturers who participated in TESCEA's transformative learning process | **212** courses redesigned across 35 degree programmes |
| **100+** departments which introduced new teaching models | **29** TESCEA multipliers who can train and mentor their colleagues |
| **3800** students who benefited from better teaching and more relevant curricula | **39** policies and process guidelines revises in four universities |

**TESCEA's model, all of its tools and materials, and a range of case studies, have been made freely available through a new open access resource
"Transforming Higher Education for Social Change: A model from East Africa" www.transformHE.org**

## Changes in teaching practices

- There is evidence of significant changes in teachers' attitudes, knowledge, and skillsets, leading to changes in teaching and assessment methods, revisions to course materials and improvements to practical engagements with businesses and communities.
- 94% of lecturers believed that the new approaches were more effective and enabled them to develop more relevant courses and more learner-centred teaching and assessment.
- Academics' use of critical thinking and problem-solving techniques increased by 43 percentage points, the use of active learning strategies by 37 percentage points, and the use of complex problem-based and team-based learning strategies by 15 percentage points.
- 72% of learning designs were judged to be good or very good. One in three detailed learning designs was judged to be excellent.

- Academics' gender-related perceptions, attitudes and teaching practices have shifted and the use of gender-responsive pedagogies increased by 45 percentage points.

## Changes in student learning practices

There is evidence of significant changes in the attitudes, learning styles and learning activities of students. Students developed greater confidence and took greater responsibility for their own learning.

- 87% of students rate their learning experience as positive.
- Students recognise their own agency, became more engaged in their learning, and use critical thinking and problem-solving approaches.
- There were positive shifts in students' behaviours and attitudes towards gender.

## Changes to institutional processes, systems and cultures

We saw notable shifts in institutional processes and policies. Senior leadership embraced the process and are encouraging further change.

- 94% of senior managers felt the changes were very important to their institution. Two thirds reported that they were very supportive of institutionalising changes.
- Managers are developing gender policies and plans to promote greater gender equity.
- Joint Advisory Groups have changed university relationships with their stakeholders in business, the community and government.
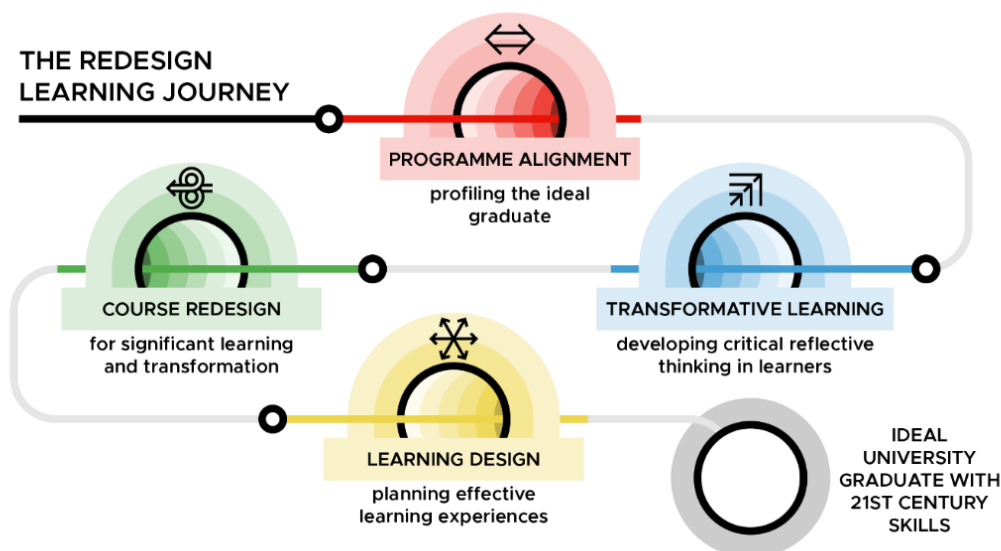
## Engaging employers and communities

Joint Advisory Groups or "JAGS" were established by each university and brought together community, public and private sector representatives in a series of regular conversations with university management, academic staff and students.

- JAGs have helped universities to re-envision the education they provide and build a stronger mutual understanding about what higher education can achieve.
- JAGs have assisted universities to understand the challenges of graduate employability better, advocating for more practice-based teaching and learning, and stronger engagement with industry.
- JAGs have demonstrated to national education policy makers how they can offer new solutions.

## A new model for scaling change

TESCEA has developed, tested and refined a "born in East Africa" model for driving and guiding transformative change in teaching and learning. It supports academic teachers, enables students, and engages leaders, communities and employers.



THE REDESIGN LEARNING JOURNEY

PROGRAMME ALIGNMENT
profiling the ideal graduate

COURSE REDESIGN
for significant learning and transformation

LEARNING DESIGN
planning effective learning experiences

TRANSFORMATIVE LEARNING
developing critical reflective thinking in learners

IDEAL UNIVERSITY GRADUATE WITH 21ST CENTURY SKILLS

# Introduction

East Africa's young people are bursting with talent, but employers warn that graduates are not meeting the needs of labour markets. In economies with few opportunities for formal, professional employment, many graduates will need to become creators of economic activity and employment, through their own entrepreneurial ventures, or through working with smaller local businesses.

If they are to realise their potential, universities need to do more to help them learn – so they can unlock their ideas and abilities and bring these to their communities, to society and to the economy. The quality and relevance of teaching and learning and their ability to anticipate future needs will be central to universities' ability to respond to these shifts. Universities must ensure that their teaching equips their students not only to secure a job when they graduate, but to adapt as new jobs emerge in new industries, and as their communities look to them to serve them in new ways.

While the challenge to which universities must rise is significant, at its heart lies the creation of spaces and environments that enable and support students to learn. An insufficient focus on critical thinking, problem solving and other

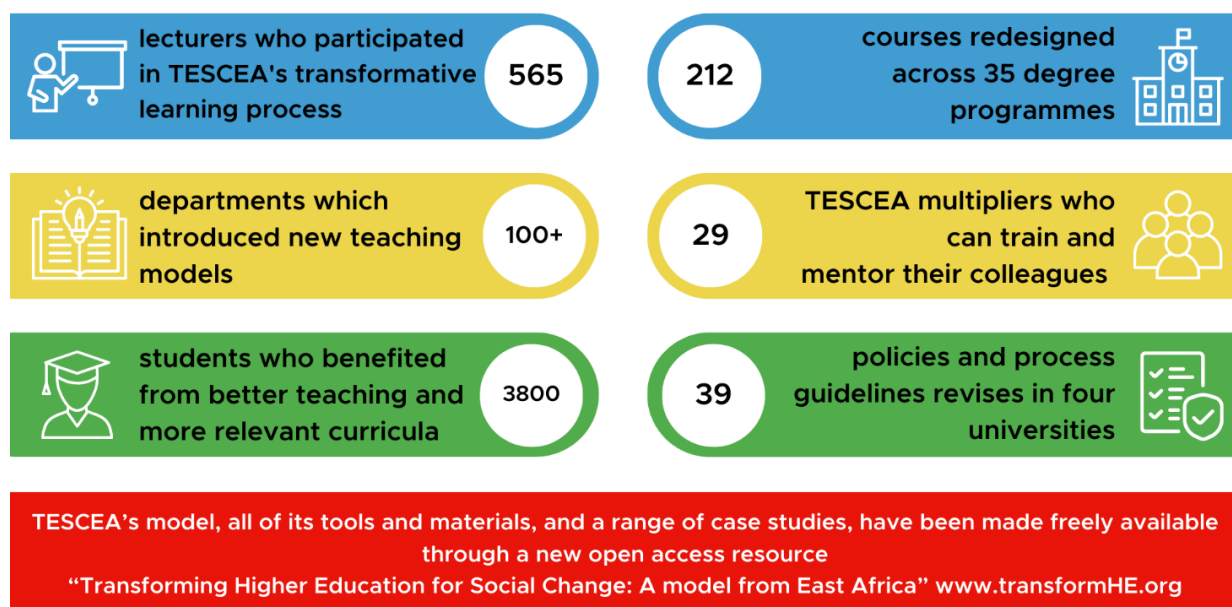> ## TRANSFORMING EMPLOYABILITY FOR SOCIAL CHANGE IN EAST AFRICA
>
> Transforming Employability for Social Change in East Africa (TESCEA) helped young people in Tanzania and Uganda to use their skills and ideas to tackle social and economic problems. With partners in Tanzania, Uganda and Kenya, TESCEA 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).

21st century skills and competencies is a major constraint, as are the barriers to learning faced by young women. Universities recognise the need to improve the quality and relevance of their curricula, to rethink pedagogies and to build stronger connections with communities and industries, but solutions need to move beyond islands of good teaching and to bring about change at scale.

From 2018-2021 the TESCEA partnership brought together four universities, faculty development experts, social entrepreneurs, and experts in learning and capacity strengthening in a project to devise new methods of improving the quality and relevance of undergraduate teaching in East Africa. Its aim was to transform learning in four universities, and to develop a model and tools for scaling change across many more universities in the future.

We have previously published learning papers covering three areas of the partnership's work, covering gender-responsive pedagogy, transformative learning, engagement with employers and communities. Here we synthesise the lessons discussed in these briefing papers and provide additional reflections on the results that were achieved and the change that we saw. We draw on the findings of a collaborative summative evaluation, conducted over six months in 2021 (reporting before the project's final completion in December of that year), as well as project completion and other reports produced by the partnership.

# Our key achievements

Between 2018 and 2021, 565 lecturers participated in the transformative learning process, exploring new methods of teaching, and rethinking their roles as "facilitators of learning". Over 100 departments have introduced new teaching models and academic staff have re-designed 212 courses across 35 degree programmes. There are now 29 "multipliers" who can now train and mentor their colleagues in course redesign, transformative learning, and gender-responsive pedagogy. Most importantly, 3,800 students have benefited from better teaching and more relevant curricula and have been inspired to take more responsibility for their own learning.

Between them the four universities have made revisions to 39 policies and process guidelines, to embed transformative learning and gender-responsive pedagogies at the heart of their institutions. Gulu established a dedicated gender unit and a graduate certificate course in transformative learning and teaching, and Uganda Martyrs established a new centre for staff development.

| | | | |
|---|---|---|---|
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## Changes in teaching practices

There is evidence of significant changes in teachers' attitudes, knowledge, and skillsets. These have resulted in changes in teaching and assessment methods, revisions to course materials and improvements to practical engagements with businesses and communities.

- **94% of lecturers believed that the new approaches were more effective**, and enabled them to develop more relevant courses, **more learner-centred teaching and assessment strategies**, and provide better quality materials to their students.
- Lecturers indicated that their use of **critical thinking and problem-solving techniques** had increased by 43 percentage points, the use of **active learning strategies** (such as role plays, fishbowl debates and peer teaching) by 37 percentage points, the use of **complex problem-based and team-based learning strategies** by 15 percentage points.
- **Gender-responsive approaches** are becoming an integral part of how academic staff prepare their teaching. Academics' gender-related perceptions, attitudes and teaching practices have shifted and the use of gender-responsive pedagogies increased by 45 percentage points.
- The proportion of academics who believed that lecturing was the most effective approach dropped by 21 percentage points, while those that believed that teaching for concepts and principles mattered more than conveying facts increased by 13 percentage points. The proportion of lecturers who preferred students to listen and take notes decreased by 21 percentage points.
- The proportion of lecturers who assumed that their students brought little knowledge of their own to class decreased by 26 percentage points.
- **72% of learning designs were judged to be good or very good**, in the extent to which they included clear learning outcomes, realistic and authentic learning activities, clear assessment methods, a focus on key skills and designed to foster dispositions such as social responsibility and caring for communities and the environment.

> *"Students are not empty vessels; they have a lot in their minds, they have their assumptions, they have their imaginations. When you give them the opportunity to interact, to share what they have, they will learn how to solve problems themselves."*
>
> *(Lecturer, Dodoma)*

- One in three detailed learning designs was judged to be excellent with a complete sequence of teaching and learning activities, and two thirds demonstrated some such sequences.

## Changes in student learning practices

We observed significant changes in the attitudes, learning styles and learning activities of students. Students developed greater confidence and took greater responsibility for their own learning.

- **87% of students rate their learning experience as positive**.
- Students made shifts in their thinking, **recognising their own agency**, becoming **more engaged in their learning**, and using **critical thinking and problem-solving** approaches.
- There were positive increases in the proportion of students feeling they were better able to: apply facts, theories and methods in practice; examine their own views on issues; change the way they thought about a concept; understand another's views; formulate their own questions; connect ideas from their studies to their own experience; clarify personal values and ethics; and understand the consequences of their actions.
- The gender-responsive design of TESCEA contributed to positive **shifts in students' behaviours and attitudes** with increased levels of interaction and awareness raising in classroom settings.

> *"Me as a learner being involved made me feel like I am valued [...] If I say something it can be listened to. I have a platform to air out my needs […] 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

## Changes to institutional processes, systems, and cultures

In addition to changes to academic practice, we saw notable shifts in institutional processes and policies, with senior leadership embracing the process and encouraging further change.

- **94% of senior managers** felt the changes were **very important to their institution.**
- Two thirds reported that their **institutions were very supportive of institutionalising changes** (and a further 28% moderately so).
- In all universities, senior management either have developed or are working to **develop gender policies and plans** to promote greater gender equity in and outside the classroom.
- Joint Advisory Groups have **changed university relationships with their stakeholders in business, the community and government**. Members have given inputs to course redesign, acted as specialist advisors to academics, brokered relationships to other organisations, mentored students and served as guest speakers.

## FURTHER IN-DEPTH ACCOUNTS OF TESCEA'S LEARNING

Transforming learning by rethinking teaching (Joanna Wild, 2022)

How Joint Advisory Groups have supported educational transformation in the TESCEA project (Joanna Wild and Femi Nzegwu, 2022)

Gender-responsive teaching improves learning outcomes for both women and men (Mai Skovgaard, Jennifer Chapin, Flora Fabian, 2021)

**To read more about TESCEA's achievements, see our evaluation report:**

Transforming Employability for Social Change in East Africa: An Evaluation (Gary Dooley et al, 2021)

For further case studies see www.transformhe.org/case-studies and for all other TESCEA publications see www.transformhe.org/publications

# Why TESCEA? The problems we set out to address

TESCEA was inspired by our ambition to address a series of connected problems.

- Enrolments in East African higher education have increased rapidly, but quality has suffered
- The quality and relevance of learning, coupled with a limited graduate labour market left many students dissatisfied and many employers and communities frustrated.
- Academic teachers were often unprepared for the role they need to play and felt unable to make the changes needed with the expertise and resources available to them.
- For young women, the university experience was often defined by discriminatory practices, gender insensitive pedagogy, sexual harassment, male dominated leadership and underestimation of female lecturers' and students' abilities.

# TESCEA's goal and approach

TESCEA's goal was to enable graduates to develop the skills, competencies, and dispositions that they needed to secure future opportunities and contribute to their societies. It was founded on three mechanisms of change:

1. Enabling academics to teach for critical thinking and problem-solving (not the acquisition of knowledge).
2. Ensuring that degree programmes are relevant to the opportunities and situations graduates would encounter after university.
3. Learning within and across the partnership to enable it to adjust its approach.

To achieve this, we recognised that:

1. Academics would need to be inspired and supported as individual professionals, to explore new methods, and to engage with stakeholders beyond the university.
2. Learning environments would need to be created through a process of collaboration between academics and their students, communities, and employers.
3. Academics would need to see the changes and to learn from these in real time, to maintain momentum, which meant focusing on redesigning curricula at the course level and taking new courses into the classroom as quickly as was possible.
4. We needed to enable new practices to spread beyond an initial core of departments and academics, by engaging senior leadership, revising institutional policy and processes, and by creating pathways that were flexible enough for universities to tailor the approach.
5. We needed to harness digital tools and learning platforms to provide continued support to academics as they changed their practice.
6. The process needed to be firmly rooted in East African universities and the experiences and knowledge of African educators and their students, and that academics themselves needed to be the ones leading that change.

# Transformative learning

TESCEA sought to improve the alignment between what students learnt during their time at university and the skills, dispositions, and knowledge they would need to succeed as graduates.

To do this it employed a series of connected strategies:

- Inspiring and enabling academics to think about their foundational philosophies of teaching and learning and assisting them to identify how they could teach in new, learner-centred ways.
- Making course more relevant, by identifying the skills that graduates would need on graduation to secure employment, develop entrepreneurial ventures, or to be of wider service to their communities, and embedding these into curricula.
- Re-designing at the course level, so that changes could be made to more manageable units of teaching, and so that academics could prepare courses to be taught in the following semester, and thereby put their new ideas into practice in the classroom and see how their students responded.
- Making learning more inclusive, by working with academics to make their classrooms and their teaching strategies gender responsive.

- Enabling universities to identify the wider changes they would need to make to institutional systems, processes, structures, practices, and cultures to provide the enabling environment for this type of learning.

TESCEA's approach to transformative learning began by identifying the skills that were required by the local labour market, alongside a broader collection "21st century skills", and mapping these onto a framework for transformative learning (Fink's Taxonomy of Significant Learning) and using this as the basis for the course re-design process.

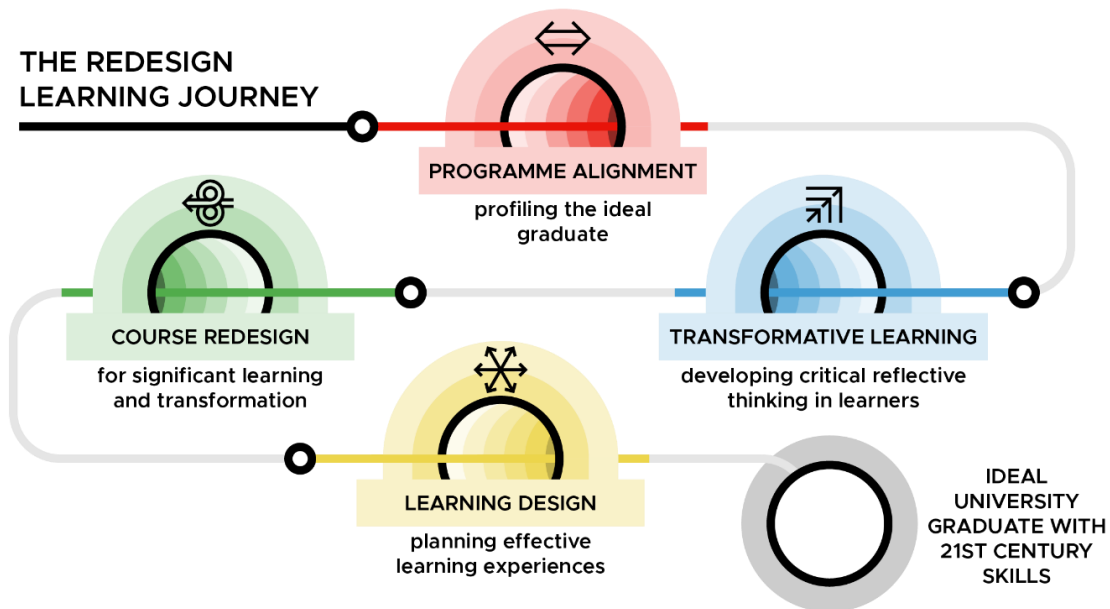This process had four steps – represented in the re-design learning journey.



*Figure 1: Representation of the process of re-designing teaching and learning developed by TESCEA*

- Programme alignment: during which academics and university leadership profiled the "ideal graduate" that their institution sought to develop and use this as the basis for aligning teaching to a larger goal.
- Transformative learning: during which lecturers were guided through a process of thinking about how to develop critical and reflective thinking in their learners.
- Course redesign: during which lecturers built on the first two steps and worked to align their courses to the wider institutional and programme goals, and to ensure they were teaching for clear learning outcomes.
- Learning design: the final step went deeper to prepare more detailed lesson plans – or learning designs – so that lecturers could determine how to translate course designs into specific learning activities and plans for the classroom.

The overall aim of this process was to help academics make a shift from a teaching style that was often based on a transmission of knowledge from lecturer to student, to put learners at the centre of the process and think about how they could facilitate this process such that students were discovering knowledge, critically engaging with, and questioning ideas, and seeking their own answers to build knowledge themselves. Academics thus moved from being "teacher experts" to "facilitators of learning".

Change takes time, especially when it relies on first shifting attitudes, before learning new techniques and developing new practices. The learning design method is important because it enables academics to articulate their ideas and share them with others for feedback. Also important is taking new approaches and lesson plans into the classroom, to try them in practice and see how students respond and adapting them accordingly.

## What we learnt

- **Communication is vital to change.** It was important to communicate what changes were happening and why, and to academics, managers, students, and external stakeholders. This helped to engage the university community, build support, and overcome resistance or scepticism.

- **It takes time and adaptability to effect change.** Shifting attitudes to teaching and learning is a gradual process requiring reflection, from both academics and students, patience, and a willingness to try things out and adjust them.
- **Building a team of experienced trainers and mentors, or "multipliers", is critical.** Academics need support, guidance, and encouragement to make these changes and rely on colleagues to support them as they do.
- **Engaging leaders from the outset and throughout the change process is key.** Deeping and sustaining change require shifts in wider university policy, practice and culture. Leadership and management need to be part of the process, so they can see the value in making and driving those changes.

To access TESCEA's toolkit for transformative learning see: www.transformhe.org/tools-and-resources

# Gender-responsive pedagogy

> *"I consider gender issues from the first levels of lesson preparation, class implementations, assessment, class examples, classroom sitting plan, and even representativeness."*
>
> Male academic, Tanzania

From the outset, TESCEA recognised that improving learning required us to address gender equity, and to ensure that all students have a higher education environment which is safe, open, and conducive to learning.

Transformative learning emphasises "meaning making over sense making" and "becoming over being", which means students need to engage critically with what they learn, question their own and others' assumptions, and relate what they learn to real-life experience. Gender was critical to this process, and we integrated an approach to gender-responsive pedagogy into the transformative learning and course re-design process, to enable lecturers to think about how they could address gender gaps in the classroom and help their students to think about wider campus life.

We found that much prior work on gender-responsive teaching and learning was done in a European context and did not represent the lived experiences of East African teaching staff and their students. Where it did address East African environments, it focused on secondary education. In response we developed an approach that specifically targeted adult learners, and which ensured a focus on both women and men as learners.

A gender working group – composed of women and men – served as a crucial reference point to formulate a strategy and guide the development of the approach, while "gender champions" helped to push the agenda across their institutions. Building on foundations laid by the Forum for African Women Educationalists and others at school level, we outlined seven teaching and learning spaces in which a gender lens was needed and identified six dimensions that needed to be reviewed by each academic as they designed and delivered their teaching.

> *"The language I use in class is inclusive, the examples I use are inclusive and using a language that uplifts both male and female students."*
>
> Female academic, Tanzania

**Teaching and learning spaces**

1. Teaching and learning methodologies and activities
2. Teaching and learning materials
3. Classroom interactions
4. Classroom management and setup
5. Language
6. Learning spaces and campus life
7. Assessment

**Gender lens**

• representation
• equality vs equity
• stereotypes
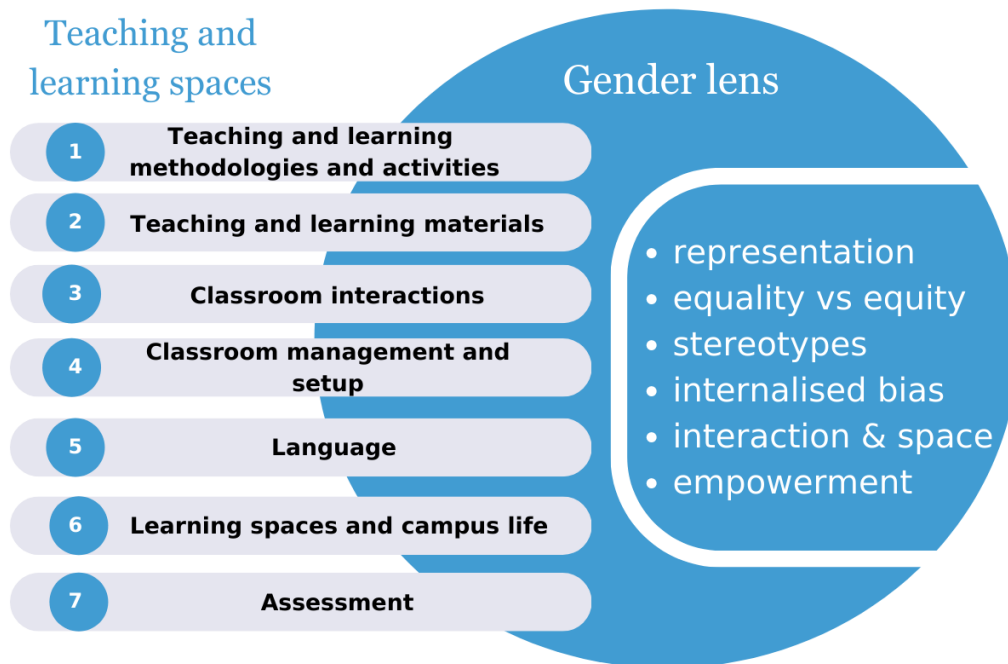• internalised bias
• interaction & space
• empowerment

*Figure 2: Applying a gender lens to teaching and learning – seven spaces and six dimensions.*

## What we learnt

- Gender responsive pedagogy helps both academics and students to make changes to the way they interact in the classroom and beyond. Lecturers considered the way their lessons, teaching materials and classroom activities were gendered. The adjustments they made increased the participation of both women and men students in the classroom, but with a particular impact for young women's ability to engage in and lead class discussions and group work.
- Changing attitudes and practices takes time, but it is also possible to effect immediate change. While re-designing curricula requires considerable work over a sustained period, educators have the power to change conversations. Raising awareness of gender and proving practical support enabled lecturers to make more immediate changes, including the language they used and the way they managed the classroom.
- Starting with pedagogy and curricula can open-up the conversations needed to make wider change. Enabling academics to reflect on and make changes to their teaching practice built the momentum and provided an entry point to think about wider change in the institution.
- Challenging gender requires "space to breathe". Creating deeper change requires many people and actions at several levels – from academic staff, university leadership, and students themselves – to create an institutional environment and a teaching and learning culture that is gender equitable. Doing so takes time, and is complex, and ensuring space and openness to dialogue is key.

> To access TESCEA's framework for gender-responsive pedagogy see:
> www.inasp.info/publications/gender-responsive-pedagogy-higher-education

# Employer and community engagement

One of TESCEA's core goals was to avoid "business as usual", and that was especially true in the way universities related to their wider stakeholders – immediate local communities, employers, organisations representing businesses, and government.

To do that we needed a new approach that moved beyond short-term relationships for specific projects or student placements – and which both employers and universities found dissatisfactory and frustrating – to create new mechanisms that enabled stakeholders to build lasting relationships with universities, and to work in partnership with academics, university leadership and students to shape teaching and learning.

Joint Advisory Groups or "JAGS" were established by each university. They were intended to help universities understand the skills and competencies that their graduates would need to succeed beyond

their studies – so that these could be reflected in teaching programmes – and to enable stakeholders to understand how they could support universities to enhance learning.

JAGs brought together community, public and private sector representatives in a series of regular conversations with university management, academic staff and students.

As relationships evolved, JAG members came to act as advisors, as brokers of relationships to other organisations, as student mentors, and as guest speakers. Gulu emphasised relationships with local organisations in agriculture, business, and medicine, while Mzumbe included representatives from the prime minister's office and national youth employment and entrepreneurship bodies, and Dodoma with national industry and business sector organisations. At Uganda Martyrs they met every six weeks, at Dodoma and Mzumbe quarterly, while Gulu's engagement with its JAG happened more organically.

The JAGs have helped universities to re-envision the education they provide and build a stronger mutual understanding about what higher education can achieve. They have assisted universities to understand the challenges of graduate employability better, advocating for more practice-based teaching and learning, and stronger engagement with industry, and demonstrated to national education policy makers how they can offer new solutions.

> *"It has been a dream to bring together in one room, students, employers, industries, and lecturers… Lecturers got to hear directly from employers about the challenges facing graduates and students at the same time heard what is expected from them... It was really an amazing experience."*
>
> *Lecturer, Mzumbe University*

## What we learnt

- **A shared vision developed together.** By involving stakeholders in the process from the beginning, a shared vision has been developed and deeper relationships have been fostered as a result. Members have seen that universities are serious about change, and have been willing to offer further support.
- **Senior leadership.** It is important for JAG members to see that the university's senior management are committed and involved, and eager to sustain the model.
- **Flexibility and a willingness to adapt**. On the part of JAG members, this included leveraging their professional networks to bring in new contributors, while for universities it meant inviting JAG members into several areas of the university's operations.

> To read more about TESCEA's approach to community and employer engagement see
> https://www.inasp.info/publications/how-joint-advisory-groups-have-supported-educational-transformation-tescea-project

# Achieving change through partnership

Driving change in higher education is difficult. While the need for new practices is widely accepted, identifying what to change and how to do this is challenging. Convening the mix of expertise and experience needed to rethink long-established practices and enabling academics and their stakeholders to shift their thinking, behaviours, and to reconsider existing policies and structures requires creativity, agility, patience, persistence, and a deep commitment to learning.

The partnership that TESCEA created, and the way in which partners brought that to life in day-to-day ways of working and decision making, was essential to the change we were able to achieve. Partnership went beyond a structure for organising different inputs and actors: it was an intentional effort to create something that no single organisation could do alone, and in the process to generate new thinking from a process of learning and doing together. It was put into practice by collaborative ways of working, consensus-based decision making, and a commitment to learning, so that we could revise and adjust our approach.

## What we learnt

- **Respect, humility and building trust.** A commitment to listen, to recognise that each partner had expertise, and to be open and transparent in decision making, helped to foster a culture of respect and trust, a willingness to challenge each other, and an ability to solve problems together. It meant that TESCEA felt like a genuine partnership, and this helped the team to

weather the significant stresses imposed by the pandemic, as well as the familiar challenges of complex change projects.

- **Partnership at many levels.** Our partnership grew from the "core organisations" to encompass partnership at different levels: amongst the project's leadership team; amongst functional teams across the partnership, from MEL to communications; between universities and their stakeholders which underpinned the JAGs; amongst local teams to design and facilitate the change process.

To read more about how TESCEA approached partnership see our forthcoming chapter "Collaboratively reimagining teaching and learning in East Africa". In L. Czerniewicz & C. Cronin (Eds.), *Higher Education for Good: Teaching and Learning Futures*

# What next? Our plans to scale TESCEA

TESCEA's first phase has given us a proof of concept, evidence that the approach works, and a body of resources, materials, expertise and experience of how – as a partnership – we can lead transformative learning in African higher education. We now want to take this to scale across the region to support many more academics and transform learning for many more young people. Working in partnership with universities, governments, and philanthropy – but most importantly African experts – we want to help a generation to realise their potential and be equipped to meet the needs of their societies.

In TESCEA's next phase we plan to:

- **Build our evidence base** and learn more about graduate outcomes through a longer-term longitudinal evaluation process.
- **Strengthen our understanding of employability and entrepreneurship** including pathways in the informal and formal sector, graduate entrepreneurship ecosystems, and practice-based curricula.
- **Expand and deepen community-engaged learning for innovation** by fostering new connections with government, regulators and the private sector, enabling universities to support local innovators and stimulate new employment opportunities.
- **Deepen the focus on inclusive learning and gender-responsive pedagogy** by ensuring that academics and leaders have the confidence and expertise to change learning cultures, and to ensure that all students thrive.
- **Strengthen the focus on digital and blended learning**, to equip academics to make use of new technologies and tools, and to enhance inclusivity and cost-effectiveness for students.
- **Connect academics from across institutions in a lively learning community**, through both in-person and digital spaces, to share expertise and knowledge and support and mentor each other.



T E S C E A

If you share the same ambitions for African higher education, get in touch – we are actively seeking new partnerships and new investment to scale this further. Contact Jon Harle, INASP Director of Programmes to discuss further at jharle@inasp.info