



## EduSpots Free Online Courses 2019-2020

### Course Aims

1. To encourage pupils in the UK and Africa to **critically reflect on key themes and issues in education and international development**.
2. To enable pupils to discuss these themes **with pupils from different contexts**, with a focus **on the inclusion of the often excluded voice of African youth** in both the content and discussion forum.
3. To encourage pupils reflect **on ways to act in the interests of global justice**, exploring different notions of social justice, with a focus on community-led and sustainable action, dignity and voice.
4. To bring together **social leaders to co-develop education projects**, sharing experiences and ideas.

### Course Format

- The 10 week courses are in the form of a **blog post** which is sent out directly to pupils in both the UK and across Africa who sign up by email (see [www.readingspots.org/developmentcourse](http://www.readingspots.org/developmentcourse) for last year's posts which will be improved).
- Pupils read the post (and watch linked videos) and respond to a task by writing a post (one paragraph). They have to comment on another students' post, responding to questions. **It shouldn't take more than 30-60 mins/ week**.
- Pupils will **receive a certificate at the end if they complete the course**, with those offering the most thoughtful responses receiving a distinction. We will also run an **essay competition**, and pupils have the chance to apply for our 'changemaker' grant and programme.
- We will also send out potential PowerPoint slides for anyone interested in running an **accompanying Development Discussion Group** with suggested extension reading.
- The course (in its 3<sup>rd</sup> year) is mostly written by Cat Davison, based on readings from an MA in Education and International Development at UCL, incorporating African perspectives and scholars, and includes responses from the group each week to give it a sense of being 'live'.
- The course will be closely monitored with further probing questions asked by our UK and Ghanaian team: Stephen Tettegah (Head of Education and Leadership Development), Ali Eliasu (Head of STEM and Sustainability), Helen Denyer (Head of Partnerships), Cat Davison (Eduspots Chair)

### Payment and Opportunities

- This course is currently free, but we would love UK schools to **consider fundraising towards one of the £1000 'Changemaker' grants** that many African pupils on the forum will be applying for.
- We can organise a **global learning partnership with one of the 'changemakers'** so that the partnership is transformative on both sides rather than transactional.
- Schools in both contexts can also choose to **participate in our book drive on World Book Day (14<sup>th</sup> March 2020)**. These books will be sent to the 'changemaker' projects, and to our 'spots' across Ghana.
- We can also **organise global learning partnerships between UK schools and Ghanaian communities in subjects such as English, STEM, crafts** – just let us know what your aspirations are.
- We also hope to organise a conference hosted by Sevenoaks School in late February, with a theme of pupil-led change.

### Course Topics and Dates: Part 1: Education and Sustainable Development

|    | Topic   | Deadline                                    |
|----|---|---|
|    | <i>Sign up</i>  | <i>Friday 4<sup>th</sup> October latest</i> |
| 1  | Perspectives on Development                                       | Monday 7 <sup>th</sup> October 2019         |
| 2  | Perspectives on Poverty   | Monday 14 <sup>th</sup> October 2019        |
| 3  | Postcolonial Theory   | Monday 21 <sup>nd</sup> October 2019        |
| 4  | Theories of Development   | Monday 28 <sup>th</sup> October 2019        |
| 5  | Suffering and moral obligations                                   | Monday 4 <sup>th</sup> November 2019        |
| 7  | Perspectives on foreign aid                                       | Monday 11 <sup>th</sup> November 2019       |
| 8  | Development and climate justice                                   | Monday 18 <sup>th</sup> November 2019       |
| 9  | Literacy and development or Gender and development                | Monday 25 <sup>th</sup> November 2019       |
| 10 | Action and the path ahead   | Monday 2 <sup>nd</sup> December 2019        |
|    | <i>Essay competition and changemaker applications entries due</i> | <i>Monday 6<sup>th</sup> January 2020</i>   |
|    | <i>Certificates awarded and competition winners announced</i>     | <i>Monday 13<sup>th</sup> January 2020</i>  |



## Part 2: Education, Leadership, and Action (topics to be confirmed, with this gives an indication)

This course mainly designed for pupils, teachers and community 'changemakers' who already have a project in mind and want to develop their idea further through the online platform.

|    | Topic  | Deadline                                |
|----|--|---|
|    | Sign up  | By Monday 13 <sup>th</sup> January 2020 |
| 1  | Perspectives on leadership   | Monday 20 <sup>th</sup> January 2020    |
| 2  | Understanding the context – researching your problem   | Monday 27 <sup>th</sup> January 2020    |
| 3  | Developing a theory of change  | Monday 3 <sup>rd</sup> February 2020    |
| 4  | Communication and community engagement   | Monday 10 <sup>th</sup> February 2020   |
| 5  | Social entrepreneurship  | Monday 17 <sup>th</sup> February 2020   |
| 6  | Community mapping and market research<br><i>NB possible UK youth changemaker conference this week</i>        | Monday 24 <sup>th</sup> February 2020   |
| 7  | Environmental impact and sustainability  | Monday 2 <sup>nd</sup> March 2020       |
| 8  | Fundraising strategies   | Monday 9 <sup>th</sup> March 2020       |
| 9  | Activism and advocacy  | Monday 16 <sup>th</sup> March 2020      |
| 10 | Measuring social impact  | Monday 23 <sup>rd</sup> March 2020      |
|    | Deadline for competition for all posts<br><i>NB possible Ghanaian youth changemaker conference this week</i> | Monday 6 <sup>th</sup> April 2020       |
|    | Certificates awarded   | By Monday 27 <sup>th</sup> April 2020   |

### Schools previously involved:

Brighton College, Sevenoaks School, Marlborough College, Roedean School, Repton School, African Science Academy, students and teachers across the EDduSpots and Teach for Ghana network

#### Feedback from Pupils:

*Ella (aged 16, Brighton College):*

'Lots of things at school make me think. But this course has really made me think about what I'm thinking. Mostly I have learnt not to look at Africa through the lens of someone who has grown up in England, but to take the time to understand it from the perspective of those that live there. It's been hard to reconcile the fact that good intentions are often misguided and can lead to stereotypes of poverty in developing countries being made worse. So it's a bit like learning to walk again.'

*Ibukun (aged 18, African Science Academy and Minerva University)*

'The most unique component of the course is the cross communication between groups of African and European students. The course enabled me to gain a new perspective on social issues through this interaction with pupils so far away.'

*Claudia (aged 18, Marlborough College):*

This course revealed to me the dialectic nature of education. I was under the spell of my own preconceptions about Sub-Saharan African countries and the 'single story' that Western media often narrates of those countries. The course challenged me to argue with myself. I now measure the success of my own actions by testing if I've learnt something totally alien to me in the process. This online course made me realise that I wanted to study Education and International Development further both practically and theoretically.'

*Cedella (aged 18, African Science Academy)*

'It was an incredible experience. I had the opportunity to share my views on critical social issues with other young people like myself across the globe. I learnt a lot from other perspectives on how social issues can be addressed.'

*Jamie (aged 17, Marlborough College):*

The Reading Spots online course not only introduced me to a new way of thinking that is more fair, but it also opened my eyes to many of the problems that we have in our world. From the first post I was considering philosophical ideas that I had never heard of before.'

*Lee (aged 16, Brighton College):*

'The course has really helped me to consider some of the harmful stereotypes that are so prevalent in the UK. I had not really thought about all the colonial roots of development and the continued exploitation of some countries by large corporations, I definitely feel that my eyes have been opened to an injustice I hadn't perceived before. We often hear about children in African countries but rarely do we hear about everyday lives and opinions of teenagers.'

*NB: Our organisations is currently undergoing a name change from 'Reading Spots' to Edusspots. We are currently (July 2019) a registered charity as Reading Spots in the UK (number 1166734), and Edusspots in Ghana.*