

School Partnerships Guide



EDU SPOTS

EduSpots trains, equips & connects educational 'catalysts' to drive community-led change

 **tes**
schools awards
2018

Winner

International award

**Top 5% in the Unilever
Young Social
Entrepreneurs Award
2019**

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EDU SPOTS

Welcome to our school partnerships guide!

"Key to creating an inclusive and sustainable future is opening up an honest and critically aware space for discussion on local and global development, using postcolonial perspectives.

We aim to connect students from African and European contexts to collectively build their understanding of existing inequalities whilst providing them with the tools they need to lead effective social change.

Ultimately, we want to catalyse a systemic change in the way service, charity and global development is taught."

Cat Davison, Founder



CONTACT

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OUR ONLINE COURSES

Our online courses offer students a meaningful and safe environment for exploring complex themes in global development. It is crucial for us all to **recognise the importance of understanding colonial history for changing current and past racial inequalities**; central to our approach is **collaborative learning between Ghanaian and European students**. Our **safe-guarding strategy** in this process is comprehensive.

These courses are great for **extension work, service groups, student-led societies, or Geography students**. The courses are **6 weeks** long, and take 60 mins/week. Visit www.eduspots.org/onlinecourses.

During the summer term 2020 we had over 230 participants, with students from Canford School, Eton College, Marlborough College, Ghana International School, African Science Academy, Wellington College, Benenden School, Sevenoaks School, and Norwich School, alongside many others.

OUR 5 COURSES

Global Development

Running at the start of the Autumn Term and in the Summer Term

Social Entrepreneurship

Running at the start of the Autumn Term

Postcolonial Perspectives

Running the second half of the Autumn Term







Environmental Sustainability

Running in the Spring Term

Leadership and Action

Running in the Spring Term

100% strongly agreed that the course had improved their understanding of leading impactful community projects.

 <p>Week 2: Perspectives on 'Poverty'</p> <p>Reflections on last week's discussion. Here are a few comments I've picked out from last week to highlight the varied range of perspectives on the debate centred on Inoué's 'Class'...read more</p>	 <p>Week 3 - The Postcolonial Perspective</p> <p>Last week, many of you were sensitive to the idea that poverty might be best defined and measured locally, or even individually (even if we might recognise that this might...read more</p>	 <p>Week 4: Can we agree upon a clear meaning of 'development'?</p> <p>Summary of thoughts from week 5: exploring postcolonial theory it was interesting that this year, many of you felt that there were benefits to foreign donor appreciation, whereas in previous...read more</p>
 <p>Week 5 Sustainable development and climate change</p>	 <p>Week 6: Poverty and ponds: what are our moral obligations?</p>	 <p>Week 7 - Perspectives on Charity</p> <p>Last week, one of the issues raised with Singer's argu-</p>

The courses include **essay and blog competitions, a changemaker grant programme opportunity, weekly PowerPoints** allowing for student-led group discussions, and **speaker opportunities** from our Founder Cat Davison and our Ghanaian team.

100% would recommend the courses to a friend

Claudia - Marlborough College

"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 in the process."

Ibukun - African Science Academy

"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 the interaction with pupils so far away."

Ella - Brighton College

"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."

WEEKLY UPDATE

STUDENT THOUGHTS OF THE WEEK

This week's task focused upon exploring signage, asking students to reflect on the decision-making process in the naming of EduSpots' projects, considering references to donors.

"This dilemma makes very good use of the post colonial lens. It demonstrates that in order to dismantle the aggressive structures put in place by colonialism, many of which still exist, one must be deliberate with every action, including something as seemingly innocuous as a sign on a building." (Adanna, Nigeria)

It is slightly paradoxical because whilst this 'worship' of Britain could be argued to indicate the residue of British soft power over Ghanaians, forcing them to remove a sign they want to put up because Westerners believe it is 'wrong' from a postcolonial standpoint is also an attempt to impose beliefs. (Anat, UK)

"It should also be understood that the people would like to express their appreciation for the support from the British. I don't see this as acknowledging the British as superiors, but rather appreciating their effort in seeing to it that the people in the community also get to read." (George, Ghana)

Global Development

WEEK 3: POSTCOLONIAL THEORY

Broadly speaking, postcolonial approaches to development studies **highlight the cultural, social and economic legacies of colonial rule**, considering the imposition of truth-structures of various types that position the previously colonised country in the isolated and inferior role of the 'other'.

Whilst scholars differ in their approaches, **they all highlight the impact of the 'epistemic violence' (the forceful imposition of knowledge) upon the colonized individuals**, whether through causing mental illness (see Fanon's *The Wretched of the Earth*), sustaining continued separation as the 'other' or 'Oriental' (see Said's *Orientalism*), or leading to a sense of alienation from their communities and culture (Some, 1994; Adjei, 2007; Adichie, 2007).

We explored the possibility of using postcolonial theory as a **critical lens** or tool for analysis.

READING SUGGESTIONS

Dangaremba, T. (1988) *Nervous Conditions*, Fanon, F. (1963) *The Wretched of the Earth*, Freire, P. (1976) *Pedagogy of the Oppressed*, Wa Thiong'o, N. (1986) *Decolonising the Mind: The Politics of Language in African Literature*.

EDU SPOTS

Contact info@eduspots.org to join our online courses or visit www.eduspots.org/onlinecourses

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COMMUNITY SERVICE PROJECTS

We can create **bespoke education projects** for students to work on throughout the year as part of a weekly community service programme, CAS project, or linked to the Duke of Edinburgh's Award. The subject can be determined by the interests of students and staff in both contexts.

EXAMPLE 1: EDULIT

In 2019 we ran a **literacy focused community service project with staff and students at Sevenoaks School**. As well as providing learning opportunities on literacy and international development, students worked with our Ghanaian Head of Literacy Development to produce Ghana-relevant phonics cards and literacy resources - and see these used in practice. They also worked with a Ghanaian illustrator to create a collaborative storybook based on local events - 'Kwame's Adventures.'

EXAMPLE 2: EDUSTEM

In 2019 we also introduced a STEM-focused project which enables students to learn about teaching and learning in the Ghanaian context directly from our Head of STEM. Students then created their own science experiment videos and resources using resources that could be found locally. Physics teacher, David Roche, said: **'As a teacher, I found the experience hugely rewarding, seeing the collaborative efforts of our students and students in Ghana come to fruition.'**



Our phonics programme in action

EDUSTEM #STAYATHOME CHALLENGE WEEK 1
WHICH WOULD FLOAT ON WATER? A PEELLED ORANGE, OR AN UNPEELED ORANGE?

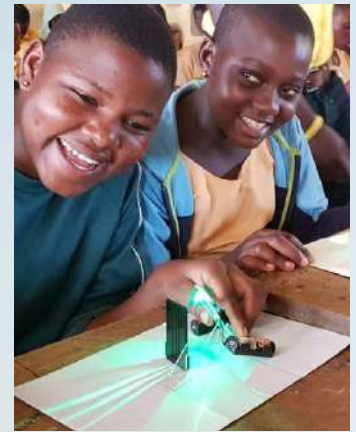
KEY EQUIPMENT
One orange, water in a glass

INSTRUCTIONS
1. Half-fill a glass with clean water
2. Place the unpeeled orange into the water. Does it sink or float?
3. Peel the orange and repeat step 2
4. Does the peeled orange sink or float?
5. Wash your hands with soap under running water...and oh, it's safe to enjoy your orange!

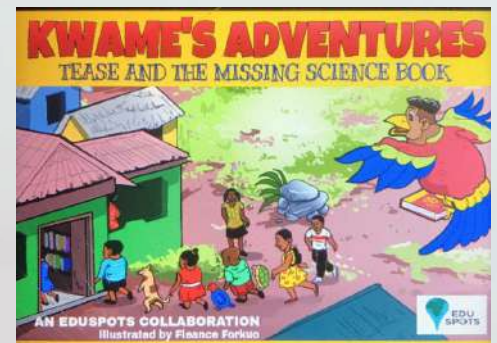
THE SCIENCE
Archimedes says when an object is immersed in water, it will experience an **upthrust** which will be equal to the volume of water it displaces. So the more water an object displaces, the more the upthrust force it experiences.

CHALLENGE YOURSELF!
Repeat this experiment with concentrated salt water (brine)!
Was there a difference? Why?
Share your results with us @eduspots

For more info on the science behind this visit:
<https://eduplots.org/relucad100-hub/eduspots-science/stayathome>



Some pupils taking part in our EduSTEM programme (above).
A storybook made in collaboration between Ghana and UK communities (below).



In 2018 we won the **TES award** for the best international project across all UK state and private schools. Colin Bell, lead judge on the award, says the charity has made students at the schools involved **"understand that they are global citizens"**, and is **"a really great example of the human touch"**.



STUDENT AMBASSADORS

"I developed my passion for cross-cultural discussion and partnerships, and consolidated my enthusiasm for sustainable development while also having the opportunity to meet some truly inspiring mentors and other educational catalysts." (Claudia, Student Ambassador)



It is a clear leadership role where pupils will directly see the change they create, and the potential to count towards the Duke of Edinburgh's Award

WHAT SUPPORT WILL STUDENTS HAVE ACCESS TO?

Online courses

Join our courses on global development, social leadership, sustainability and social entrepreneurship.

Social leadership mentoring

From our experienced team of educators from across the world.

Ambassadors group

Share your ideas with fellow ambassadors and educational 'catalysts' in the UK and Ghana.

HOW CAN STUDENTS LEAD CHANGE?

1. **Lead a weekly society** on global development or community action in their school supported by weekly presentations, tied to the online courses.
2. **Lead book and sustainable resource drives** in their school.
3. **Connect with young people** from across the world through courses and other platforms.
4. **Present their work** at our annual conference.
5. **Write blog posts** on global issues to share on our media platforms.

Meet Claudia

Claudia, a recent leaver from Malborough College, is one of our student ambassadors who following her introduction to the charity through the global development course, became directly involved. During her time at the school she helped to organise book drives alongside many other fundraising events, also travelling to Ghana and speaking at our annual conference in Techiman. She hopes to study Education and International Development at Cambridge.



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GLOBAL PARTNERSHIP PROJECTS

We want to expand our engagement with schools across the world, involving more students and teachers with EduSpots as an **active global citizens project**. We can also **partner schools with a Ghanaian community** and join our global network of educational 'catalysts'.

HOW?

Using our experience and contacts in Ghana, **we can link schools with a community in Ghana and help to build a project with this community in an area of interest remotely**. We can also help schools set up partnership-focused visits to Ghana to learn from community members running the projects and connect with Ghanaian educators.

CONFERENCES

We hold **annual conferences** in both the UK and Ghana, helping students to gain access to new ideas and diverse debates, and also collaborate on ideas. We also bring in experts in the field.



Speakers from: Stephen Tettegah, Abdul Rahman Seiba and presentations from UK student groups
Open to other schools keen to examine literacy and sustainable development

EDUSPOTS UK YOUTH CONFERENCE 2020

5th of March 2020
1:30-4:30pm
Science & Technology centre

Presented by:
Sevenoaks School • EduSpots
Pupil Ambassadors
www.eduspots.org
More information is found on the bulletin or email
cld@sevenoaksschool.org



WORLD BOOK DAY RESOURCE COLLECTIONS

We support communities in Ghana by providing books, science kits and IT equipment, as well as supporting with construction and solar power in order to create their 'spots'.

Schools in Ghana and the UK can help by organising their own book drives. So far we have donated over **80,000 books** to our communities, leading book collections across Ghana as well as in the UK. Note that we are also always fundraising for African fiction and local text books.



Pupils from Brighton College, Marlborough College, Sevenoaks School and Academic City University have all organised numerous book collections to distribute across Ghana.



HOW TO ORGANISE A BOOK DRIVE

Organizing a book drive can be tough, but with these simple tips, things can be a lot easier:



1. Get a team!

There is strength in numbers! Working together will make organisation much more efficient and enjoyable.



2. Set a date & location!

Picking a convenient date and accessible location is vital to optimizing the number of donations.



3. Share! Share! Share!

Post on your Whatsapp status, Instagram, Facebook and tell your friends to tell your friends. The more people who know the better!

We have shipped over 80,000 books over to Ghana so far!



The book drives can be done at any time of year, with a shipment from Sevenoaks every March

WHAT DIFFERENCE DO YOUR COLLECTIONS MAKE?

A volunteer teacher in Kalpohin, Northern Ghana:

“Our library receiving books meant that it was possible for each of my students to have one book each in reading sessions. Pupils have begun to fall in love with reading, having a book in hand is no longer a luxury. It has improved their written and spoken English considerably, leading to significantly improved examination results.”



FUNDRAISING

We'd love to hear from anyone who cares about our development work, and might like to fundraise for us. In the past pupils have organised danceathons, concerts, football tournaments, raffles, literary festivals, to name a few. **Crucially, we enable schools to engage with the impact they make.**

We love to see pupils **develop their leadership skills.** They can do this through taking roles as pupil ambassadors through fundraising, organising book drives, leading assemblies in our network of 30 contributor primary schools, creating educational resources and running the social media.

Watch our 'Azonto' fundraising campaign, which brought schools in Ghana together with Brighton College and Kingsford Community School!



Get direct feedback on where your fundraising goes!

Meet EduSpots UK

Volunteers of the Month
March 2020

Sevenoaks School

This group of students voluntarily organised three movie nights, publicising widely and having over 120 pupils signing up. They sold tickets and prepared pizza and pop corn for the movie night using their funds. The team raised over £1,000 to support the purchase of African fiction and textbooks for selected projects.

The EduSpots Volunteer of the Month recognises the efforts numerous volunteers in the network are making to increase access and improve education in their communities.

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#OurCollectiveFuture



OUR JUST GIVING PAGE

Join the EduSpots community

We create education spaces in rural Ghana to increase access to...

justgiving.com/80

PURCHASING LOCAL AFRICAN BOOKS

This helps children engage more with the stories that they are reading, leading to better learning and cultural identity.

FUNDING OUR CHANGEMAKER PROGRAM

Our Changemaker program enables student and teachers with a clear and sustainable plan for an education project to receive a £1000 grant and mentoring to make it a reality.

BUILDING NEW LIBRARIES

EduSpots libraries empower volunteers and individuals in rural communities in Ghana with the tools, knowledge and mindset to advance their educational opportunities.

BUYING EDUCATIONAL EQUIPMENT

Many of the locations that we work with struggle to afford the materials that are necessary to teach children and encourage their STEM learning.

PAYING FOR SHIPPING OF BOOK DONATIONS

We handle the logistics of getting the books from the UK to where they are needed in Ghana.

FITTING SPOTS WITH SOLAR PANELS

No running costs ensure that children can work after sunset in a safe and sustainable environment.

CHANGEMAKER GRANTS

Our changemakers receive a £1000 grant and mentoring to start their own education project. We can also partner schools keen to fundraise, with a specific 'changemaker' project.



We support the Changemakers every step of the way, also introducing them to other educational 'catalysts' through trainings and conferences. Alongside this we are also able to link schools up with changemakers in Ghana to show them the human impact of their fundraising through online conversations.

The grants are available for those in both the UK and Ghana. We have an ambition to see more students from the UK set up their own sustainable education projects.

- Youth changemakers
- Teacher changemakers
- Community changemakers

[FIND OUT ABOUT SOME OF THE GRANTS](#)

MEET OUR CHANGEMAKERS

EduSpots Youth Changemaker: Seiba Abdul Rahman

During her stay at the African Science Academy she applied for a changemaker grant. Seiba used the grant to create a Spot in Bimbilla where she was given a classroom to start her project. The Spot was furnished with books and is now open from 8am to 9:30pm daily and is run by community volunteers. The Spot has evolved and now has a reading club, and holds mentoring sessions with future plans including an environmental awareness club.



EduSpots Teacher Changemaker: Yvonne Peters Asamoning

"I consider myself an educator, a mentor and a community developer. With this grant I intend to provide a sustainable sanitary pad plan to girls in Tamale with accompanying mentoring support. They will be able to start their own small businesses thereby discouraging a dependency culture."

Yvonne is one of 3 'teacher changemakers' selected for a £1000 grant to lead a community education initiative whilst contributing ideas to the wider EduSpots network.



WHO WE ARE

Our vision is of a world where people feel able to create the future they want to see.

WHO IS INVOLVED?

We are a passionate cross-cultural team, and have links with over 40 schools including Sevenoaks School, Brighton College, African Science Academy, Marlborough College, Benenden School, Canford School, Eton College, Academic City University, and Ghana International School. In addition to this we work with volunteers from across 40 communities across Ghana.



OUR STORY

Cat Davison, a philosophy teacher, first visited Ghana in 2012 as part of a school partnership; in 2015, together with a cross-continental group of students and colleagues and after studying an MA in Education and International Development, we saw the potential to establish a new project that created sustainable 'spots' led by communities, whilst also offering a **critical education in sustainable, community-centred and decolonized development.**

In 2018, we were delighted to win the Tes 'International Award' for the best UK international education project, sponsored by the British Council, for our work at Brighton College. In 2019 we changed our name from 'Reading Spots' to 'EduSpots' in order to represent our diverse range of activities which stretch beyond literacy to STEM, sustainability and leadership development.

Fast forward to 2020, and we have supported **300 educational catalysts** through the creation of 40 community-led education 'spots' (many run by solar), developed **4 online courses**, organised **4 conferences**, and created **EduLIT, EduSTEM, and changemaker** programmes. **Our impact is vast**, through a sustainable and low-cost model. We'd love you to join our collective story.



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SPEAKER TALKS

We are happy to offer talks in person or on zoom - with our UK or Ghanaian team. We are used to leading whole school assemblies, enrichment talks, or training sessions.

After Cat Davison delivered an online enrichment talk to Canford students on ethical dilemmas in global development, Ben Vessey, Headmaster, commented: *'Superb and most grateful. She was excellent.'*



@EDUSPOTS



If you would like to join our project, we would love to hear from you! We hope you can be part of creating **#ourcollectivefuture**.



CONTACT INFO@EDUSPOTS.ORG FOR
MORE INFORMATION

EduSpots is UK registered charity 1166734