

EduSpots Online Courses – Postcolonial Perspectives

Thank you to everyone for showing interest in our Postcolonial Perspectives course. This document will delve into more details on how the courses will run and hopefully answer some questions that you may have. Interested schools should contact our Head of School Partnerships, Poppy Simpson, at psimpson@eduspots.org by **Thursday 28th October**. The course officially starts on **Monday 1st November**, and will run for 6 weeks, the last week commencing on **Monday 6th December**.

The courses are written by Cat Davison ([click for bio](#)) and the Ghanaian EduSpots team, based on a wide range of readings and from an MA in Education and International Development at UCL, with advice from a number of professionals in the development field. The **course curriculum for the Postcolonial Perspectives course, which is new for 2021, is on page 3**.

The course costs £25/pupil for independent schools. Schools (rather than pupils) donate the funds to EduSpots (UK registered charity 1166734) directly which will be used to support our education programmes across 40 communities in Ghana and towards the salary of our Leadership Coaches in Ghana.

Course aim

- **Enabling students to understand different meanings of postcolonialism, and expose students to key themes, debates and scholarship in the field of postcolonial studies, asking them to apply these theories to development practice and wider social conversations.**

Signing Up

Please email us with the names of the students that are participating on the course. This will enable us to identify them on the platform for reporting and certification. We will then send out the weekly blog post to the contact teacher to share on to students.

How will the courses work?

This course will run over a **6 week period**. It runs in the form of a **blog post** which is sent out directly to participants or can be sent via teachers.

Pupils complete a task then comment on another students' post, responding to questions. It should take **60 minutes per week**. A team of educators from Ghana and the UK will offer monitoring of participants and regular feedback.

Pupils will **receive a certificate at the end if they successfully complete the course**, with those offering the most thoughtful responses receiving a distinction. To complete the course they will have to **complete a minimum of 5/6 weekly posts**.

Other core points:

- Comments have a word limit and have to be approved by a moderator before going live on the comments section
- The courses will be private (pupils will be given a password to access)
- Pupils should use first names only and pupils will be given guidelines for commenting

- A team of experienced staff from Ghana and the UK with extensive training in child protection will be monitoring the pages.
- Extension reading suggestions will be given at the end of each post.

Feedback from our previous courses

We have run an online course in international development over the last three years, and during COVID-19 we ran a Community Action and Global Development course. We have been proud to see that feedback on our courses has been overwhelmingly positive. Across our Community Action and Global Development courses during the summer term 2020, we had **248 participants**, with **distinctions being given to 64 participants**. Schools participating include Canford School, Wellington College, Oundle School, Oakham School, Eton College, Ghana International School, Westminster School, St Paul's, and many more.

Key statistics:

- 100% would recommend the courses to a friend.
- 94% **strongly agreed or agreed** that the course has improved their understanding of global development.
- 94% **strongly agreed or agreed** that the course exposed them to different perspectives surrounding development.

'I've understood and learned throughout the Community Action course, the importance of; fundraisers and how to raise as much as possible, making good elevator pitches, understand the problem, make the project sustainable, implement good communication as this is very important, create a successful theory of change, and later on evaluate all my steps. Which have for sure given me a great insight on how to lead an impactful project.'

'The Global Development course has highlighted the importance of understanding global issues and has enabled us to think critically and holistically about several issues that we often overlooked or underappreciated.'

'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.'
Cedella (aged 18, African Science Academy)

'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. I 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.'
Lee (aged 16, Brighton College)

About us

Alongside running these courses, EduSpots also works to connect, train and equip educational leaders in Ghana who believe in the power of education as a tool for community-led change. We are a collaborative project between Ghanaian community members, pupils and teachers, and UK schools. We help to create learning spaces known as Spots.

For more information about the charity itself please visit <https://eduspots.org/about-us/> or follow us on **@eduspots**. If you have any questions about the courses or the charity please do not hesitate to contact us at info@eduspots.org. We look forward to working with you!

The EduSpots Team



Course curriculum

Postcolonial Perspectives

| | Topic | Learning Objectives | Task |
|------------|--|---|---|
| Pre-course | Introduction | Discussion of courses aims and positionality of authors. | Research the colonial relationships (past and present) between two countries |
| 1 | What is a postcolonial perspective? | <ul style="list-style-type: none"> We explore the diverse meanings of 'postcolonialism' – ranging from after-colonialism, to condition, political and literary theories, and anti-colonialism. We also explore aims of postcolonialism more broadly. We hear from Ato Quayson, Ghanaian literary critic. | Students read the <i>Onion's</i> satirical 'Clinton Deploys Vowels to Bosnia', and analyse the issues presented, relating this analysis to theories of postcolonialism. |
| 2 | Postcolonialism and development | <ul style="list-style-type: none"> Reality of colonialism (past and present), looking at Akala's <i>Natives: Race and Class in the Ruins of Empire</i> Theories of development in competition (modernisation, human development approaches, and post development approaches) Development language and binaries | Students read about the movement linked to Black Lives Matter to take down statues representing slave traders. Students offer their ideas on what the correct modern response to these statues is. |
| 3 | Key texts & literature | <ul style="list-style-type: none"> Chinua Achebe – an introduction and <i>Things Fall Apart</i> Franz Fanon – <i>Black Skin, White Masks</i> and <i>Wretched of the Earth</i> Tsitsi Dangaremba and <i>Nervous Conditions</i>, and her argument about the need to invest in a cultural economy. | Students consider EduSpots' book delivery strategy, and offer their opinion on the balance between providing western books (which can be obtained at low cost) versus fundraising to invest in African fiction. |
| 4 | Orientalism | <ul style="list-style-type: none"> Said on Orientalism & criticisms Syed and <i>Rebel Ideas: The Power of Diverse Thinking</i> Spivak & Bhabha | Students look at previous Disney films and analyse them following an understanding of Orientalism. They advise on how Disney should respond to accusations of racism. |
| 5 | Postcolonialism and education | <ul style="list-style-type: none"> Adichie – and the 'Single Story' Exploring Freire's Pedagogy of the Oppressed Current day syllabi | Students look at the current Ghanaian and UK curriculums on colonialism, and suggest changes. |
| 6 | Othering, agency and paths forward | <ul style="list-style-type: none"> Humanitarian sector response Wider repercussions Self-learning & unlearning privilege Agency in problem solving Partnership-based approach | Create a mini guide book for students leading service projects that aim to support people from previously colonized nations. |