



EduSpots Online courses – Leadership and Action

Thank you to everyone for showing interest in our Leadership and Action course. This document will delve into more details on how the courses will run and hopefully will answer some questions that you may have. Interested schools should contact us at psimpson@eduspots.org.

The courses are written by Cat Davison ([click for bio](#)) and the EduSpots team, partly based on readings from an MA in Education and International Development at UCL. The **course curriculum is on page 3**.

The course costs £25/pupil for independent schools for the first (25) pupils and £20/pupil for any subsequent sign ups. 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 staff in Ghana.

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 **5 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 4/5 weekly posts**. Pupils also have the chance to apply for our **£1000 'catalyst' grant** and programme.

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 will be monitoring the pages, with extensive training in child protection.
- Extension reading suggestions will be given at the end of each post.

Feedback from our Summer 2020 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, with a new Social Entrepreneurship course launched in September 2020 too. 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**.

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.

Some comments on our courses....

'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 across the world 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!

Course curriculum

Leadership and Action (draft version –



tasks may change)

	Topic	Learning objectives	Task
1	Understanding the problem	<ul style="list-style-type: none"> How to identify specific problems that need to be addressed or are being solved. Exploring ways to build your understanding of community needs and desires. 	Pupils refer to specific service tasks they have engaged in or hope to engage in, identifying the problem and explaining how they might or have identified needs or look at the work of Crisis UK and analyse the problem of homelessness.
3	Communications	<ul style="list-style-type: none"> Understanding of building communication strategy. Simple advice on advocating for a cause. 	Elevator pitch for their organisation/cause or looking at Water:Charity's communication strategy.
4	Fundraising strategies (Sent 18/05/2020)	<ul style="list-style-type: none"> Pupils consider a range of effective fundraising strategies and reflect on various elements that lead to types of success. Pupils look at examples and critically evaluate. <p>Extension: Brief intro to social enterprise</p>	Schools share effective strategies within their own schools OR pupils look at global fundraising campaigns, looking at the 'Radiaid – Africa for Norway' campaign.
5	Ensuring your project is sustainable	<ul style="list-style-type: none"> Understanding environmental, economic and social sustainability. How to embed a sustainability policy into your work. <p>Extension: financial planning</p>	Students creating their own sustainability plan for their own project, or consider lessons learnt from Covid-19 that relate to climate action.
6	Project evaluation and impact measurement	<ul style="list-style-type: none"> Students offered basic introduction to evaluating their projects and understand different types of simple impact measurement. 	Students come up with an impact measurement strategy for their own project or consider the indicators that might be given by Oxfams 'Bicycles beating Poverty' initiative.

