



EduSpots Online courses – Global Development

Thank you to everyone for showing interest in our Global Development online 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 info@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 pages 3**.

The course costs £25/pupil for independent schools for the first (30) 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.

Course details;

- **Providing pupils with an informed and critical education in community action and global development, which exposes pupils to different perspectives.**

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** starting on the 11th September 2022. 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 and a 'Top in Cohort' award available. 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 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 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**.

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!

The EduSpots Team



Course curriculum

Development and Action: Theory and Practice (draft, tasks may change)

	Topic	Learning Objectives	Task
1	The role of perspective	<ul style="list-style-type: none"> Understanding how your experiences act as a filter upon your view of the world. Encouraging openness to different perspectives and the possible validity of alternative perspectives. 	<ul style="list-style-type: none"> Watch Heineken advert – pupils to identify and critically examine the argument they are giving about resolving differences.
2	Perspectives on poverty	<ul style="list-style-type: none"> Pupils understand different definitions of poverty. Pupils consider different ways to measure poverty. Pupils critically reflect on the above concepts. 	<ul style="list-style-type: none"> Innocent Smoothie video – what perspective of ‘poverty’ is shown here? Are there any issues with the portrayal?
3	Postcolonial theory	<ul style="list-style-type: none"> Pupils understand the concept of postcolonial theory and thinking, and can use it as a tool to evaluate development practice. 	<ul style="list-style-type: none"> Pupils are asked to give their input into a debate about signage, using postcolonial theory.
4	Theories of development	<ul style="list-style-type: none"> Pupils understand the concept of a ‘theory’ of development. Pupils understand 4 theories: human development approach, modernisation, dependency theory and post development theories <p>Extension post: Sustainability and climate change</p>	<ul style="list-style-type: none"> Pupils return to the ‘Innocent’ smoothie ‘Chain of Good’ video, and identify which theory of development is used or suggest how the video would look when using different theories.
5	Perspectives on charity	<ul style="list-style-type: none"> Pupils explore some issues with charitable work, and ways to overcome these issues. <p>Extension post: Our moral obligations (looking at Peter Singer)</p>	<ul style="list-style-type: none"> Pupils watch the Radioaid ‘Africa for Norway’ and reflect on the arguments being made. What do they agree/disagree with?
6	Theories of change (optional)	<ul style="list-style-type: none"> Pupils look at how different charitable organisations and political groups identify needs. Pupils understand the concept of a ‘theory of change’ and can identify assumptions in various approaches. 	<ul style="list-style-type: none"> Pupils research a charity and explain their theory of change (and any difficult assumptions in it), or give the theory of change for Barefoot College, in India

