



EduSpots online course – Social Entrepreneurship

Thank you to everyone for showing interest in our Social Entrepreneurship course in the Spring Term. 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 our Head of School Partnerships, George Tunnacliffe, at gtunnacliffe@eduspots.org by **Friday 22nd January**. The course officially starts on **Monday 25th January**, and will run for 6 weeks (**with a week break during half term – w/c 12th February**), the last week commencing on **Monday 8th March**.

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 42 communities in Ghana and towards the salary of our staff in Ghana.

Course details;

- This course offers an **introduction to the concept and history of social entrepreneurship**, as well as practical and theoretical information in regards to building a social enterprise.

Signing Up

Please email us with the names and emails 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** (with a week break during half term). 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 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.’

‘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

Social Entrepreneurship: Theory and Practice (draft, tasks may change)

	Topic	Learning Areas	Task
1	Social Entrepreneurship: definitions and history	<ul style="list-style-type: none"> ● Defining ‘social enterprise’ ● Spectrum of socially focused business models ● History of social enterprise ● Profile of a social entrepreneur 	<input type="checkbox"/> To look at the Barefoot College model, and explain whether it is a social enterprise or not giving detailed information to justify your response.
2	The social value proposition and identifying a social business opportunity	<ul style="list-style-type: none"> ● What we mean by a ‘social value’ proposition. ● Community mapping and research ● Examples of different social enterprises and their ‘value’ propositions. 	<input type="checkbox"/> Find a social enterprise and write out their social value proposition. Comment on another person’s example, evaluating whether it presents a strong social value proposition, explaining any strengths or weaknesses.
3	Social Enterprises: different models	<ul style="list-style-type: none"> ● Exploring of the various different models of social enterprises (e.g. subsidisation models and employment models) 	<input type="checkbox"/> Discussions of the strengths and weaknesses of different models. Pick one model, give an example, and talk about the strengths and weaknesses?
4	Developing a theory of change	<ul style="list-style-type: none"> ● Explanations of theories of change, looking at various examples. ● Analysing assumptions made in theories of change. 	Choice between: <ul style="list-style-type: none"> ● Spotting and analysing assumptions in the EduSpots theory of change. ● Creating their own theory of change. ● Writing a new theory of change for ‘Ripples Education’.
5	Creating your own social business model	<ul style="list-style-type: none"> ● Looking at the social business model canvas as a tool for business plan. ● Covering the core elements of business planning: social value propositions, market analysis, marketing and sales, financial planning, competitor analysis. 	<ul style="list-style-type: none"> ● Students presented with a sample model social business canvas to evaluate.
6	Social impact measurement	<ul style="list-style-type: none"> ● Creating a project evaluation ● The SDGs ● Potential programmes to support you 	<input type="checkbox"/> What might be a good indicator to use for a goal of a social project you know or are working on? What challenges might you face in trying to measure the indicator you have chosen? Which SDGs does the project relate to? <input type="checkbox"/> Which indicators do you think Project Maji might use to measure the impact of their water stations? What challenges might they face in their evaluation? Which SDGs does their work link to?