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Addressing barriers to enterprise education amongst under-represented student groups

A partnership between University of the Arts London
& London South Bank University

All illustrations by Hannah Balogun



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Project Overview



Project Overview

Students from under-represented groups have traditionally experienced barriers in accessing enterprise opportunities, support and funding. 1

These students can, at times, find it hard to identify with the language of enterprise or the journeys of entrepreneurs: this can lead to a lack of engagement in entrepreneurial education.

This project seeks to identify and address barriers to engagement from students from underrepresented groups. Through co-creating activities with students from University of the Arts London (UAL) and London South Bank University (LSBU), we will develop a toolkit that reframes social enterprise education, with a focus on exploring the links between personal values, motivations, social enterprise and community impact. 2 3 4 5

Literature Review

Main findings

The Global Entrepreneurship Monitor (2019/20), which provides insights into the different stages of individuals' entrepreneurial journey, indicates that those from a BAME background reported a high rate of entrepreneurial intention which does not appear to convert into subsequent entrepreneurial activity.

Although there have been several initiatives set up to support entrepreneurship, research indicate that business support agencies such as enterprise agencies have failed to engage with BAME groups.

(O'Brien & Cooney, 2019)

Literature Review

Main findings (continued)

Research suggests poor engagement with business services have been attributed to cultural and language differences, an absence or low level of trust in officialdom, particularly by new immigrant groups, and a limited experience of engagement with mainstream services.

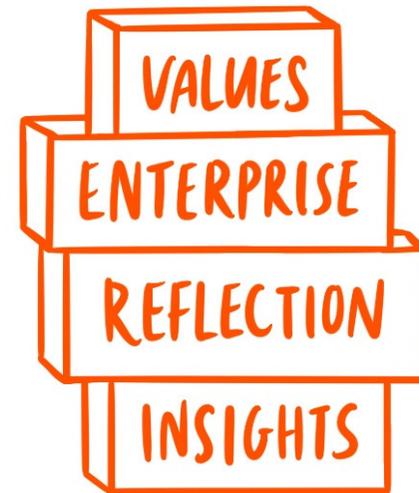
(Blackburn et al, 2008)

Barriers to accessing financial capital and the impact this has on Ethnic Minority Businesses has been unpacked in a recent report by NatWest (2020). Findings from the report indicate that many individuals within BAME communities experience disadvantage when it comes to financial security.

Research Informed Pedagogy

Identifying the main barriers to entrepreneurial learning

- Language
- Popular narratives
- Individual achievement over collective success



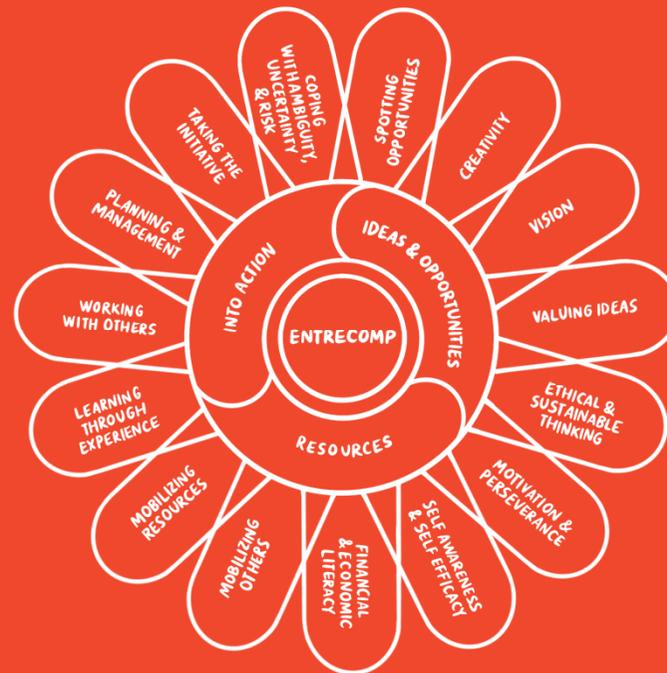
Social Capital

Why is it important when considering entrepreneurial learning

Peer support (bonding capital) is perceived as a valuable means of learning from one another, through sharing experiences, knowledge, and contacts.
(Vorley et al, 2019).

An example of bonding capital with respect to entrepreneurship is the way in which the younger generation's 'exposure to successful entrepreneurs from their parents' generation, and within their ethnic enclave, increases the likelihood of young ethnic people starting their own businesses'
(Fairchild, 2010: Cited in Wishart, 2020)

Growth and Evaluation



Project Evaluation

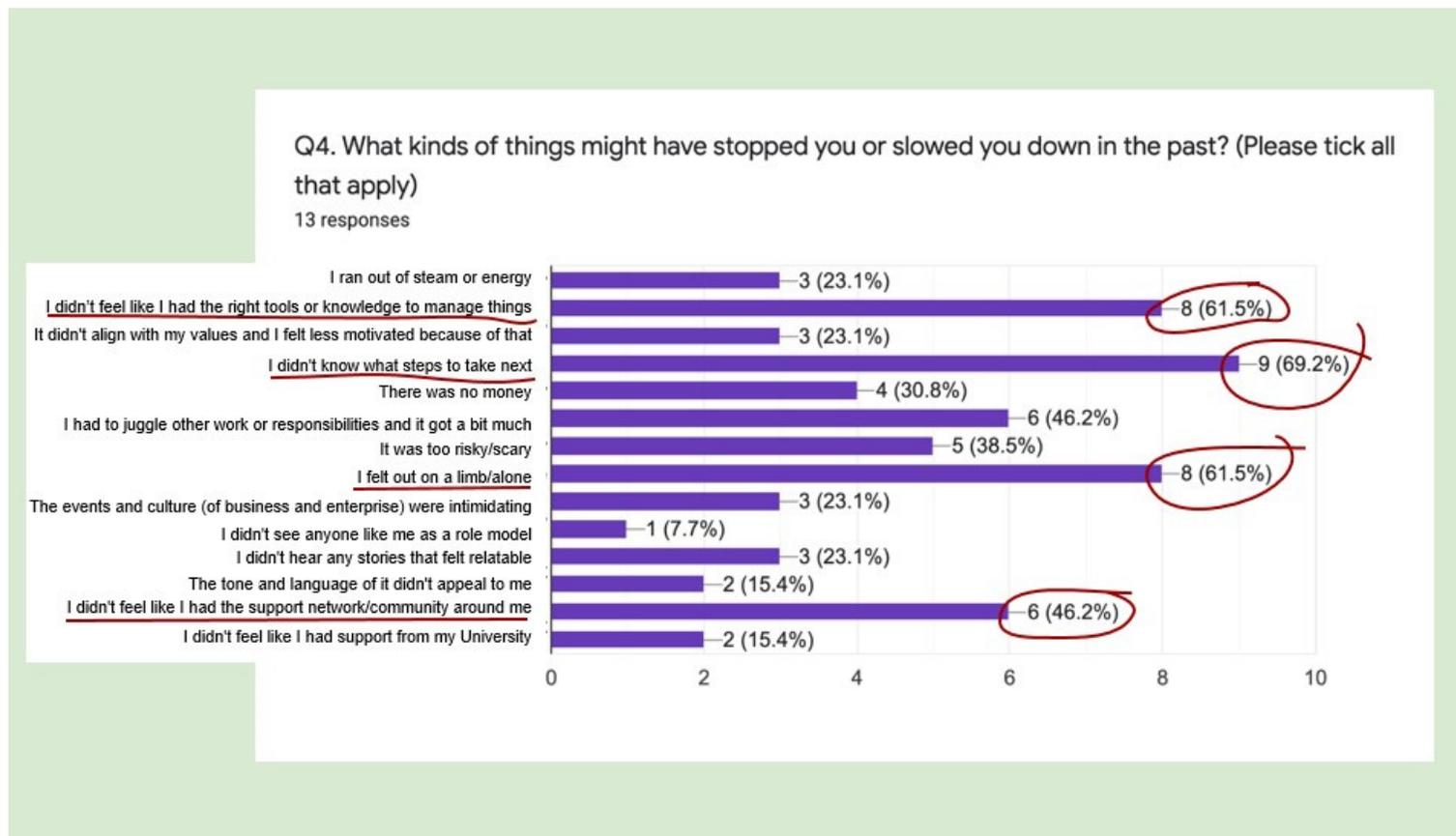
Valuing & Mobilising Past Experiences

One of the students commented that **their experience of helping family businesses with their website or social media, had not been something that they had considered as a skill as it was just something that they could do. Now they are aware that this is something useful that could help them in the future.**

“It is nice understanding more that your values can stem from personal and life experience and this shapes what you are doing now. The values can be from outside of the curriculum and change over time as your personal values and experience change.”

Evaluation

What has stopped or slowed you down in the past?



Evaluation

Future ambitions and skills they will need

Entrecomp Framework Most Relevant for Future Ambitions

11 Creativity
11 Planning and management
10 Having a vision of the future
10 Valuing ideas
10 Thinking ethically and sustainably
10 Staying motivated
8 Developing financial knowledge
8 Working with others
7 Coping with uncertainty and risk
7 Learning by doing
7 Believing in yourself
6 Taking initiative
5 Spotting opportunities
5 Mobilising others
2 Mobilising resources

(out of 13)

10 Working with others
9 Believing in yourself
9 Staying motivated
9 Taking initiative
8 Creativity
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7 Having a vision of the future
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4 Thinking ethically and sustainably
4 Mobilising others

(out of 13)

Evaluation

Impact on Learning About Yourself

“The values session impacted me the most. It was because **I was totally unaware of my values. Attending the session was more like diving into myself and exploring each part of it. I learnt who I am, what interest and motivates me. I gave much thought to it even after the session and found it very useful.** Before this, I had conflicting ideas of myself but **the session cleared so much things in my mind in terms of what I like and what I want to do further.**”

HONOURING YOUR VALUES...



Evaluation

Impact on Learning About Yourself



“Highlighting my values and then **working out how/where my values link with my business idea** was really interesting because **I never really thought of it.**”

Post Project Evaluation

What would you take, leave, share or add?

Take	Leave
Understanding of values	Self-doubt in my ideas
Importance of values	Fear of failure
More self reflection	Fear of pitches/presentations
Asking other students for help who have knowledge/expertise	Thinking that I need to have all the money already before I start a social enterprise/business
Funding Opportunities	Social enterprises doesn't mean you can't make money
Ikigai	Lack of understanding about how values impact business
Taking opportunities/chances	

Post Project Evaluation

What would you take, leave, share or add?

Share	Add
Importance of networking	More team building type discussions
Benefits of networking/partnering with people	More time in the workshops and to do prep work
IP	Platform to add ideas in one place
Benefits of getting to know yourself, values and what motivates you	Ways of keeping up the network we created here
Importance of values	More financial knowledge
Importance of sharing experiences with peers/friends	More in-depth knowledge
Ikigai exercise	

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Learnings and Impact

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Impact on Students

- We maintain collaborative spaces with peer support
- Students awareness of social enterprise and desire to practice has increased
- Students have taken ownership of their journey and deciding what next steps are best for them to take



Impact on Students

10/13 had some kind of experience running their own enterprise or contributing to a family business.

This included:

Running and supporting independents - market stalls, and selling product online/offline (baking, print media and jewellery).

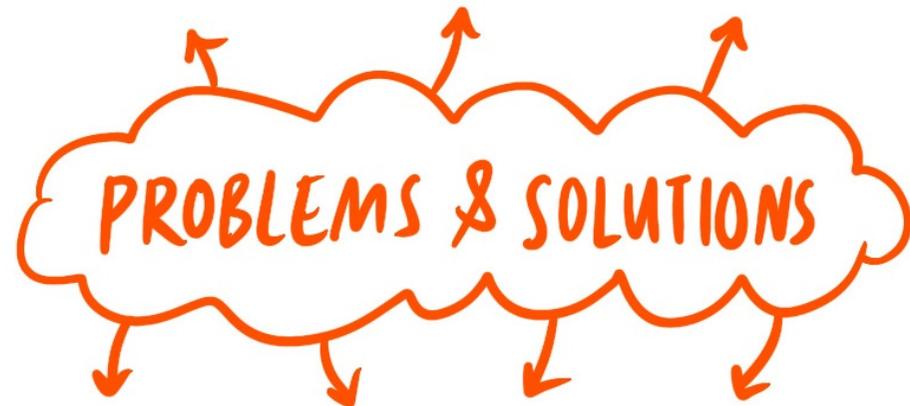
Contributing to family businesses - setting up websites, socials and marketing and assisting with day to day procedures.

Coordinating initiatives and topical projects - ideas, planning and facilitation of webinars and social engagements over lockdown. Sync-ed through UAL.

Developing community enterprise or peer networks - generating partnerships, hosting and contributing ideas and activities (creative and beyond).

Impact on Institutions

- Reflecting on the responsive spaces we have created with students to ensure they are effective
- More focused enterprise opportunities around financial skills and practical steps for starting up



Impact on Institutions

- Examples of how we've implemented some of the themes from what we've learnt
- Considering the entrepreneurial legacy that builds on the notion of the collective
- The lifecycle of a project outliving the evaluation period to promote intrapreneurship



Methodology

We encourage student's "interventions in the world as transformers of that world".
(Paolo Freire, 1970)

“Education can only be liberatory when everyone claims knowledge as a field in which we all labour”. An ‘open learning community’ where ‘all contributions are valued resources’ and students are seen as whole human beings (with complex lives and experiences), striving “not just for knowledge in books, but knowledge about how to live in the world,” not just seekers of “compartmentalized bits of knowledge”.
(hooks, 1994)



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Thank you

