

TALLIS R&D

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Research & Development Report

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Are there additional strategies that could further develop the decolonisation of the Business Studies curriculum? (A Journey)

Thomas Tallis is a large comprehensive with just under 2000 students. It has a wide range of students from diverse backgrounds reflected in the participants of this report, a Year 10 Business Class. The demographics of this class are; twenty-eight students, twenty-two male, six female, ten with pupil premium, eight SEN, 31% white British and 69% of other ethnicities (see Appendix 1 – Q2).

Decolonising the curriculum is not new; it has been doing the rounds for over twenty-five years. Decolonising the curriculum itself is contentious for some e.g. the Parliamentary Under-Secretary of State (Minister for Equalities), Kemi Badenoch, believes to do so is breaking the law because the curriculum is not colonised. As well as our esteemed PM, who in the past (2002), made his views clear by suggesting among other things that the problem with Africa, is that it is no longer ruled by the British. An indication, maybe, that some prominent people in the UK are unable to confront the country's past and accept that the present must be different.

Currently and historically, large numbers of ethnic minority students choose to study business, but this is not the reason I have chosen to focus on the decolonisation of my subject area. Decolonisation is not something to do because of the ethnic make-up of a class or school, but rather in undertaking this it is my hope that it will provide me with an opportunity to make my subject, lessons and classroom, interesting whilst at the same time include some of the missed opportunities past and present which all students are entitled to have.

Three issues proved problematic from day one. My first problem was developing an understanding as to the meaning of decolonisation, secondly, how to interpret decolonising the curriculum and finally my own mind-set. A simple Google search, and the term decolonisation had 3,340,000 results and “decolonising the curriculum” had 241,000 results. This proved particularly difficult for me as unlike other subjects such as history, art, English, there is minor (I found none) literature regarding Business Studies, in the area of colonies and decolonisation within secondary education.

There were however several references to Business regarding University, where interestingly it is the third highest degree subject undertaken at universities in the UK with a very diverse student population. An investigation undertaken by the Guardian discovered “that it is at University institutions where, racial inequality is abound and only a fifth of UK universities have committed to reforming their curriculum to confront the harmful legacy of colonialism” (Batty, 2020)

Some of the definitions and interpretations regarding decolonisation were similar to diversification and I was convinced that my own beliefs about decolonisation and its relationship to business studies was not sufficiently illustrated anywhere. I needed to find definitions and meanings that were relevant to me, for my curriculum area and would be a catalyst to additional ideas and strategies that I could employ. (See Appendix 2, where I have listed just a few of the definitions and interpretations that both motivated and yet confused me)

Discussions and meetings took place between myself and my HoD where we arrived at the conclusion that concerning decolonisation, our pedagogy was both inclusive and wide-ranging. Our students are introduced to and learn several topics such as Marketing, HR, Finance, Organisational structures, demographics, who owns what and why, to name but a few. Most of what we teach are theories and concepts that underpin the successful achievement of management and entrepreneurial skills. Our students are constantly challenged to see the viewpoints of others with regard to inequality, racism, successes, failures and unfair practices, historically and present day, why they have happened, how they have happened and what can be done (and is being done) to overcome these.

Another issue that became more apparent whilst looking at the above was my own thoughts, mind-set, this began a process of reflection and awareness on my part to the identification of any failings that I might have and whether my long held beliefs and assumptions affected my teaching methodologies and the content that I shared with my students. Therefore, I began to conduct further research to uncover the answers.

What did the research say? Books, blogs, colleagues etc.

Research was broken down into two parts – research of terminology and definition and research regarding Business Studies and decolonisation.

I conducted research into the definitions of the terminology of colonisation and decolonisation of the curriculum, but I encountered apparent lack of clarity and consensus of their meaning. Personally, most definitions appeared to be a rehash of diversification, which our department was already good at doing. James Flanigan, an English teacher suggested, “The difference between these ideas is that decolonizing is a more conscious effort to include different voices that enables students to not only see themselves but feel self-empowered.”

Dr Kay Hack (2020), agreed, suggesting that “It asks academics to question what they know, and how they know it and conversely what they don’t know and why..... taking practical steps to make sure all students from all backgrounds feel included, so that they can see reflections of themselves in what they are taught and they are assessed in a way that allows them to reach their potential.”

Lola Okolosie citing Fran Patel states, “decolonising the curriculum means exposing kids to the richness of knowledge from what he calls the “global curriculum”. Denying children a wider range of subjects and perspectives does them a disservice. So too does a lack of consideration for how material is taught and who is teaching it.”

Decolonising the curriculum is not without its detractors who like Sir John Hayes, July 2021, believes that decolonising the curriculum is sinister and states “To think that people with such a warped view of the past, present and future should be instructing our children is chilling.....Britain has made disproportionately noble contributions to the history of the world.’ Agreeing with him, Mark Lehain states that 'Schools are there to educate pupils, not evangelise for extreme ideologies or turn children into activists.”

While decolonising the curriculum can mean different things, fundamentally it is about what is being taught, by whom, how and to whom. Therefore, I need to examine my curriculum as it is about the current world of business and about advising my students of the strategies, concepts and theories, they need to employ in order to maximise their successes and minimise their failures.

Blogs/webinars/workshops

I attended several of the above and the most positive feedback/information gathered by me were from a live webinar delivered by Karen Brooke of Oshun Education and Mary Myatt, education adviser, writer and speaker.

I was fortunate to communicate with Karen, which was useful in dispelling some issues that I had encountered and helped provide focus and direction for my research. She was a valuable asset in helping me to explore good examples of the terminology and validating some of my thoughts.

One of her definitions that made sense to me was **“Decolonisation is about challenging and changing a Eurocentric curriculum which does not recognise the heritage, achievements and history of African and Asian people and tells a partial and inaccurate account of British history.”**

In addition, when I explained my own thoughts and possible strategies, she stated “I think your approach and methodology to decolonise your department is spot on... you need to have the complete buy in by your colleagues ...to be successful”

Mary Myatt's webinar was informative, easy to understand and inclusive. She works with colleagues to develop thoughtful work on the curriculum and wider school improvement. <https://www.marymyatt.com/about>. Her thoughts on decolonising the curriculum resonated with me in that she reasons that decolonising the curriculum **“should not be thought of as a deficit model only introduced to schools because of their ethnic minority students but instead is just as important to do for its own sake. It should be seen as an opportunity to fill the gaps in our current legacy of knowledge within textbooks and curricular and everyone, not just minority students would benefit thus bringing forward some of the missed opportunities of the past.”** I believe any strategies that I develop regarding decolonising my curriculum needs to be inclusive of all students because this is one of the most important ways that change will occur.

The research question was **“Are there additional strategies that could further develop the decolonisation of the Business Studies curriculum?”** and three approaches were instrumental in highlighting strategies to use in the pursuit of further decolonising the business curriculum and these were collaboration with colleagues, survey and focus group.

Meetings took place with the HoD, which were useful for identifying our accomplishments and potential areas to research. Colleagues in the department were also forthcoming with ideas, information and general support. As mentioned to me in my communication with Karen Brooke of Oshun Education, “You need to have the complete buy in by your colleagues for all your work to be successful”.

Healey et al (2014), suggests that working in partnership with the students “raises awareness of implicit assumptions, encourages critical reflection and opens up new ways of thinking, learning and working” which is why a survey and focus group were used. Research suggested that to decolonise the curriculum it was essential to gather information about what is being taught, what could be taught, who is being taught and how, and it was apparent that surveys would be a good vehicle to provide some of these answers.

The survey conducted was responded to by 26 students out of a class of 28 and was used initially provide quantitative descriptions of their thoughts, beliefs and preferences with regard to their business lessons and the topic of race, equality and discrimination and identification of any issues or potential issues they may have with regard to these topics.

I chose a focus group as a qualitative approach to gain an in-depth understanding of what the students had stated in the survey and to collect assumptions, beliefs and opinions. The focus group was also utilised to empower the students and encourage them to generate new ideas and engage in meaningful discussion with their peers and me. To remain unbiased the participants were not chosen to take part in the focus group instead they were invited to join but only if they wanted to, and permission was gathered from parents for them to take part.

I was surprised when looking further into the ethnicities and religions of my class how diverse they were. Black Africans from Somalia, Nigeria, Kenya to name a few. White British who were Muslim and white British where English was a second language. What we see on the surface can be misleading, ethnicity is so much more than continents, and hence my issue with the acronym BAME as it does not acknowledge the identities of the students in my class. A range of ethnicities, cultures and religions are in my classroom, which makes me question myself whether my lessons are as inclusive as they could be and are there students who cannot see themselves in the content that I expose them to?

I also wanted to learn whether historical colonialism and the inequalities that ethnic minorities have endured concerning their choices and successes in certain professions was a barrier in any way to the types of careers my students aspired to (See Appendix 3). Historically, some of the choices they have made are known to be historically populated by white privileged Eurocentric individuals and with numerous barriers to prevent ethnic minorities from entering those fields. It is a topic we have addressed in several topics including HR and it would appear that exposure to these inequalities plus limited successful ethnic role models has enabled them to be determined in their choice of career.

So definitely, a case here for promoting more role models that look like them and/or speaks like them as well as those that do not with a view to breaking down some of the historical stereotypes held by all ethnicities. Also evidenced by some of their responses, was that the majority of students were aware of historical racism, inequalities and barriers that ethnic minorities have to endure in the business world.

I also decided to do a comparison with adult occupations in the UK not just for my own interest but also with a view to introducing more examples of career choices, and I was intrigued as to their chances of achieving their dream jobs based on their identity. To this end, I found some interesting stats (See Appendix 9).

The focus group expanded on their thoughts regarding career choices and they agreed, amongst themselves, that ethnic minorities were shown to do and only capable of doing menial jobs by the press and media and that there were few successful ethnic role models and the opposite was true of white people (Appendix 6).

What is not widely publicised by the media is that despite the disparities such as access to finance and under representation of ethnic minorities among managers, directors and officials in the workplace, which reduces their opportunity to develop relevant business skills, knowledge and networks, ethnic minority businesses still contribute at least £74 billion a year to the UK economy.

This also links to Appendix 3 and 4 where students were asked what ethnicities were the most successful in the UK. The majority of the answers were white men and they had learnt about these individuals largely from TV. This demonstrates their subtle awareness of colonisation within the workforce but it was also interesting was the responses from different ethnic groups.

The ethnic minority students were acutely aware of the disadvantages and inequality experienced by their communities, and some of the white British students were quite vocal in their agreement and demonstrated a maturity and insight to the struggles of others and there was also a few who were unsure.

In the focus group, when this was explored further it was evident that all students appreciated the differences between them and their peers and the breakdown of stereotypes was evident. This was a useful observation, as I believe that it is the younger generation who will be the catalyst for dismantling the curriculum. Particularly with their use of social media which has allowed ethnic minorities to have a voice and a vehicle to be heard by all (Appendix 5)

For Q19 (Appendix 5) when asked about the least successful entrepreneurs in British society, most of the ethnic minority students stated they felt it was within their community and again most white British students were in agreement showing an acute awareness. What was also interesting, when this further explored in the focus group was that even amongst the ethnic minority groups there were still subtle stereotypes about other minorities too and in one case when asked if they knew any Jamaican businesses, one of the students responded by saying “they were drug dealers” but quickly said they were joking. Interesting!

Students of all ethnicities need to be involved to appreciate the successes of all ethnicities and not the negativity that they gather from the press and media (Appendix 4). It is the responsibility of teachers, as educators, to expose our students to the contributions made by all ethnicities and in doing so, challenge the myths and untruths fed to them daily by the media. This is paramount, given that the majority of the time, ethnic minorities are mainly portrayed as only being involved in menial jobs and worse, few positive headlines amplify successes of those from an ethnic minority background.

Question 11 (Appendix 1) was asked to determine how many successful ethnic UK entrepreneurs they could identify. It was not surprising that they identified out of 87 answers that 80% were white men – 12% white women and 4% Ethnic. Clearly an area I have to invest in and promote more to my students, something I haven't been as proactive as I could have been and using role models and content without addressing the comparative similarities of what I teach to colonialism.

Another question for myself is how can my white Eurocentric bias and some of the examples that I use truly inspire all of my students particularly, if they don't look like or have similar background to them am I not reinforcing the historical discriminatory status quo.

Working in partnership with the students I also wanted to discover whether regardless of ethnicity, they experienced a lack of inclusion in lessons and what if any, improvements could be made to our content. (Appendix 7). The students did not have a particular issue with the content of case studies concerning ethnicities but in the focus group expanded on what changes they would make.

Prior to the survey I had introduced the class to the Asian billionaire Issa brothers who own Asda and who had and still experience racism, unfair bias and practices against them but worked hard and were extremely successful despite the barriers and hurdles they had to climb. Their thoughts were interesting and demonstrated how, for some it was inspiring to see and be able to identify with successful people who look like and come from communities like them. (Appendix 8).

CONCLUSION

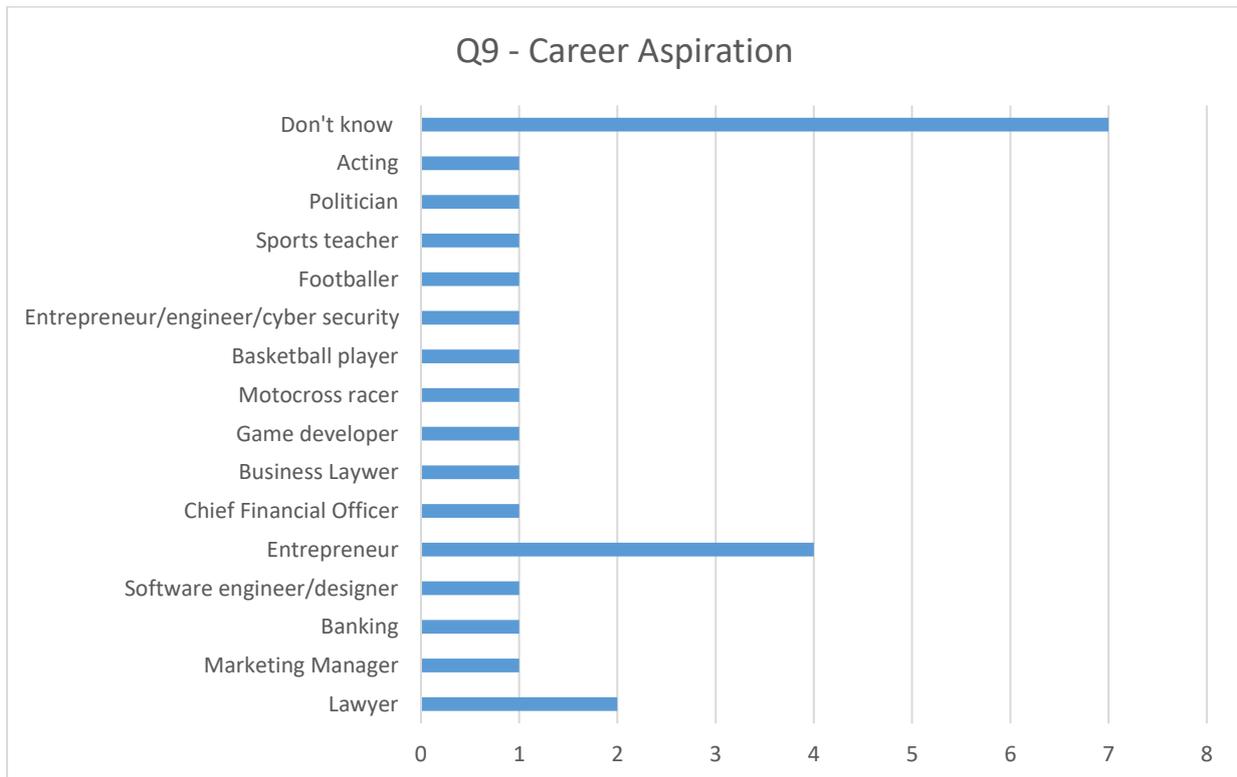
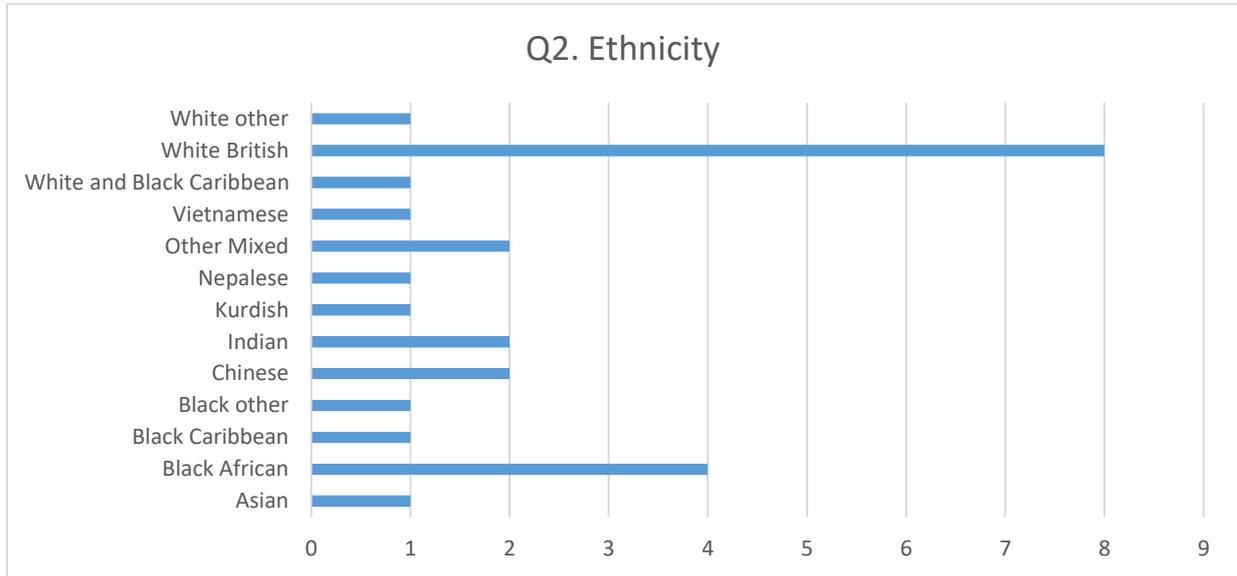
This research has at times been difficult, controversial at times but necessary. Uncomfortable topics have been read, critically questioned my own mind-set; asking myself questions such as, does the content of my lessons and my pedagogy disadvantage any particular ethnic groups or am I reinforcing colonial privilege, am I basing my lessons on my own interests and beliefs.

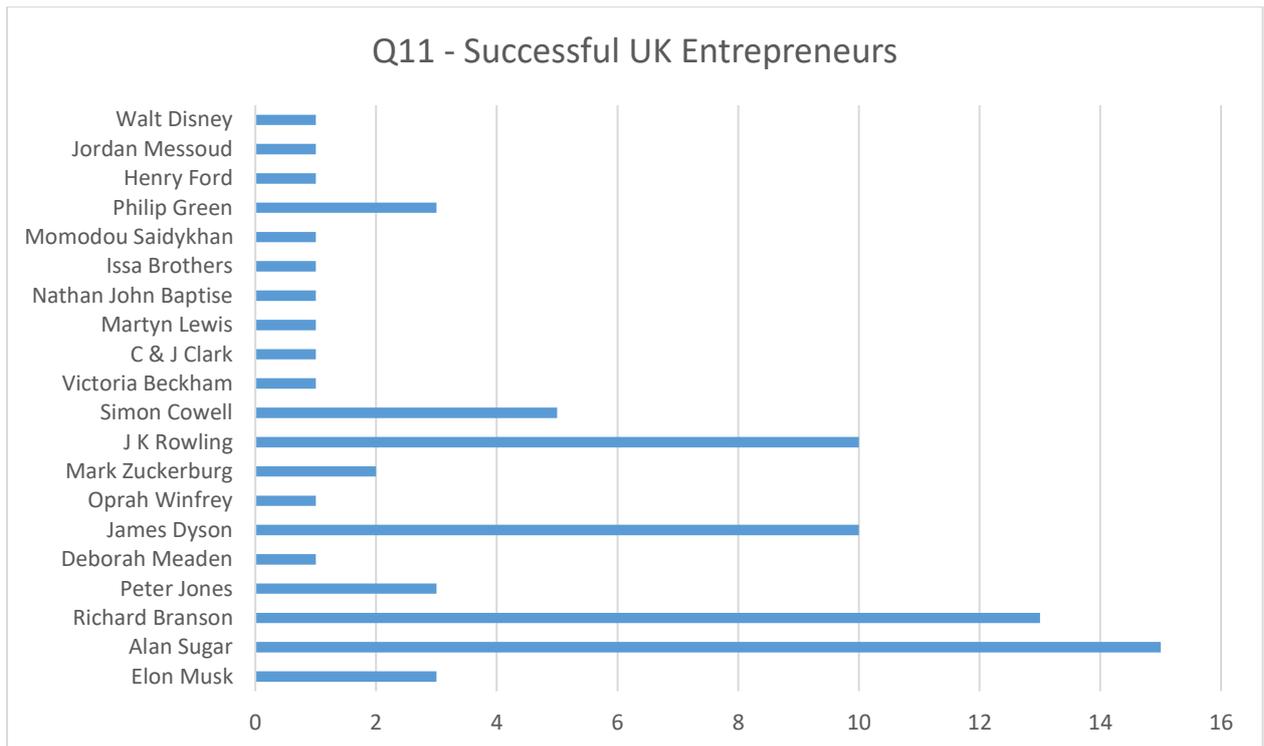
This research has opened dialogue with departmental colleagues on topics and beliefs that would not have been broached due to their uncomfortable nature but also positive in the outcomes of these discussions and thoughts and ideas of others. I have some suggestions, (Appendix 10) to assist us in not diversifying the curriculum but decolonising and breaking down stereotypes and structural inequalities.

The content of the curriculum used in the Business Department is very inclusive but we can do more concerning breaking down the ethnicities more and sharing the experiences of different ethnic groups to all. This means wherever possible using examples with the students that portray individuals who look like them and in positive ways and a commitment to consistent and sustained changes and improvements, maybe putting decolonisation on our curriculum meeting (twice a year) for discussion about any new ideas, individuals or resources we can use.

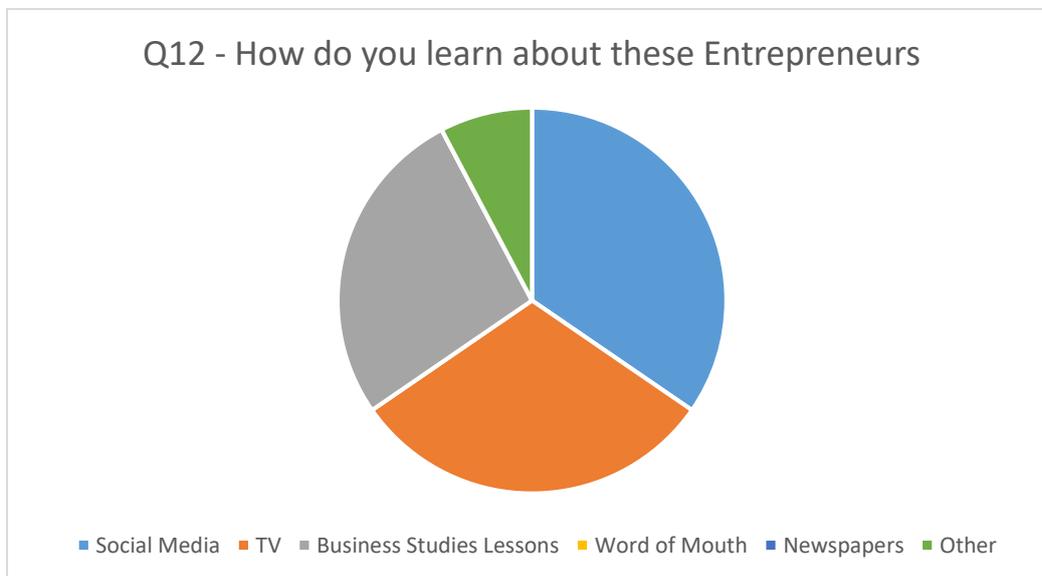
As our business students demonstrated in the focus group, they have an acute insight into issues like inequality and have some useful ideas as to how we can make changes that makes things better for everyone. Decolonising our curriculum is about breaking a cycle, about all our students recognising that individuals are valuable human beings and have something to contribute. We also have to make visible the experiences and successes of those ethnicities who have been traditionally invisible in the business world.

SURVEY AND FOCUS GROUP RESULTS



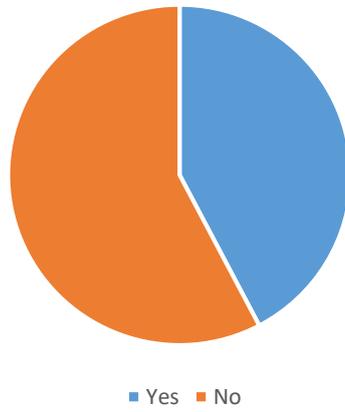


87 answers – 80% white men – 12% white women – 4% Ethnic minority men – The only ethnic minority woman was Oprah and she is American, and clearly Eurocentric white male dominate the assumptions, views etc. that my students are exposed to.



Again interesting, as I know I have mentioned the UK successful entrepreneurs in my lessons but they have mentioned TV as the media where they have encountered these entrepreneurs most. TV and newspapers again have Eurocentric owners – what information are they feeding my students.

Q13 - Do you have a family member who is an Entrepreneur/Self-employed?



Useful for future resources that we can utilise

A list of just some of the definitions for decolonisation and decolonising the curriculum that were interesting and relevant for this research and report.

DECOLONISING

“**Decolonisation** is about challenging and changing a Eurocentric curriculum which does not recognise the heritage, achievements and history of African and south Asian people and tells a partial and therefore inaccurate account of British history. Oshun Education - <https://www.oshuneducation.co.uk/about>”

“**Decolonization** involves identifying colonial systems, structures and relationships, and working to challenge those systems. It is not “integration” or simply the token inclusion of the intellectual achievements of non-white cultures. Rather, it involves a paradigm shift from a culture of exclusion and denial to the making of space for other political philosophies and knowledge systems. It’s a culture shift to think more widely about why common knowledge is what it is, and in so doing adjusting cultural perceptions and power relations in real and significant ways.” .” Keele's Manifesto for Decolonising the Curriculum Source: Journal of Global Faultlines , June-August 2020, Vol. 7, No. 1 (June-August 2020), pp. 107-110 Published by: Pluto Journals Stable URL: <https://www.jstor.org/stable/10.13169/jglobfaul.7.1.0107>”

What does it mean to decolonise the curriculum?

“The term in itself is multidimensional. It encompasses the issues of having a monolithic and Eurocentric curriculum, and the need to diversify the material taught....Therefore, many have called for the curriculum to widen its scope for more diversity of thought and culture.” Riddhi Kanetkar, <https://www.shoutoutuk.org/author/riddhi-kanetkar/>

Is decolonising the new black?

Decolonising is an incisive methodology countering the hard-right’s myopia, individualization, and competitive obsession. **Decolonising** work sets out to [destabilise epistemic understandings](#), building consensus among the marginalized about a critical understanding of the White capitalist structures that continually de-value them. As such, its aims are always collective, collaborative and anti-competitive. *Sadhvi Dar, [Jenny K Rodriguez](#) and [Angela Martinez Dy](#), **Is decolonising the new black?** Blog, LEFT OF BROWN, <https://www.leftofbrown.com/single-post/2018/07/12/Is-decolonising-the-new-black>*

“**Decolonisation** typically refers to the withdrawal of political, military and governmental rule of a colonised land by its invaders. Decolonising education, however, is often understood as the process in which we rethink, reframe and reconstruct the curricula and research that preserve the Europe-centred, colonial lens. It should not be mistaken for ‘diversification,’ as diversity can still exist within this western bias. **Decolonisation** goes further and deeper in challenging the institutional hierarchy and monopoly on knowledge, moving out of a western framework.” <https://eachother.org.uk/decolonising-the-curriculum-what-it-really-means/> - **Sofia Akel is an education activist, currently leading London Metropolitan University's race equity work. Her research examines institutional racism in higher education and how decolonisation can eradicate prevalent racial inequalities.**

“ Decolonization, process by which colonies become independent of the colonizing country. Decolonization was gradual and peaceful for some British colonies largely settled by expatriates but violent for others, where native rebellions were energized by nationalism.” *Britannica, The Editors of Encyclopaedia. "Decolonization". Encyclopedia Britannica, 7 Feb. 2020, <https://www.britannica.com/topic/decolonization>. Accessed 7th December 2020.*

Olivette Otele PhD, FRHistS is a Professor of History of Slavery and Memory of enslavement at the University of Bristol. She is a Fellow and a Vice President of the Royal Historical Society and states that “ The term **decolonising** has since evolved and refers nowadays to a process as much as to tools used to unpack, critically learn and get rid of discriminatory practices that are still plaguing several areas, including academic disciplines. <https://www.historyextra.com/period/modern/decolonise-history-curriculum-education-how-meghan-markle-black-study/> Explainer: what is decolonisation?

“**Decolonisation** is now used to talk about restorative justice through cultural, psychological and economic freedom....Decolonisation must involve challenging both conscious and subconscious racism.” Explainer: what is decolonisation? June 22, 2020 Mary Frances O'Dowd, Robyn Heckenberg <https://theconversation.com/explainer-what-is-decolonisation-131455>

DECOLONISING THE CURRICULUM

Decolonising the curriculum

When they say ‘**decolonising the curriculum**’, these activists mean we should **question whose viewpoint the information is coming from**. They believe History lessons are currently a version written from a colonial point of view.

<https://www.bbc.co.uk/bitesize/articles/z7g66v4>

“**Decolonising the curriculum** is an ongoing process which critically assesses and contextualises the arguments and assumptions of Western thought within all disciplines. It is not simply the integration of minority ethnic academics, scientists and scholars into syllabi, but it does prompt us to actively consider the incorporation into curricula of historically marginalised or suppressed knowledge.”

<https://www.sheffield.ac.uk/staff/elevate/priorities/decolonising>

Tomilola Ajayi, Why it's time to decolonise the curriculum and diversify learning, 28 October, 2020 - “**Decolonising the curriculum** involves viewing the curriculum through a critical lens, both teachers and students alike. Essentially, it means viewing teaching and learning from multiple perspectives, and questioning what is being taught. For instance, by asking: Where has this knowledge come from? Whose knowledge is this? Whose viewpoint does it represent?”

Decolonizing education means rebuilding a school system that supports all students, staff, and teachers. A system that puts forth the needs of all students and is responsive to the particular needs of each and every child. **Why Decolonizing Education is Important**, Reneeka Massey-Jones, May 21, 2019, <https://medium.com/@eec/why-decolonizing-education-is-important-77fc6b3e9085>

“Black and Minority Ethnic (BME) students are the first to feel the effects of a **white curriculum**. They find themselves under-represented and under-stimulated by the content of their curricula, with their histories, narratives and experiences omitted from mainstream discourse. The white curriculum feeds into the feeling of isolation, marginalisation, alienation, and exclusion, which is internalised as these students live under the burden of the negative stereotypes regarding their communities and do not wish to reinforce them.” Keele's Manifesto for Decolonising the Curriculum Source: Journal of Global Faultlines , June-August 2020, Vol. 7, No. 1 (June-August 2020), pp. 107-110 Published by: Pluto Journals Stable URL: <https://www.jstor.org/stable/10.13169/jglobfaul.7.1.0107>

“**Decolonising the curriculum** is to recognise that knowledge is inevitably marked by power relations.” - Decolonising is about rethinking, reframing and reconstructing the current curriculum in order to make it better, and more inclusive. Decolonisation is not a project over which one group can claim sole custodianship. Non-white and white academics and students are in this together. This will involve conscious, deliberate, non-hypocritical and diligent interest by both non-white and white members of the university in all knowledge systems, cultures, peoples and languages. Keele Manifesto for Decolonizing the Curriculum Source: Journal of Global Faultlines , Vol. 5, Nos. 1-2 (October-December 2018), pp. 97-99 Published by: Pluto Journals Stable URL: <https://www.jstor.org/stable/10.13169/jglobfaul.5.1-2.0097>

“Decolonising the curriculum involves reflecting on our assumptions about how the world is, and the legacies of Western colonialism and empire on knowledge, education and professions, especially around race. [...] It is a profoundly reflective process that is never really completed, as new people and knowledge shape the learning community.” [Centre for Learning and Teaching, University of Brighton](#)

“Decolonization involves identifying colonial systems, structures and relationships, and working to challenge those systems. It is not “integration” or simply the token inclusion of the intellectual achievements of non-white cultures. Rather, it involves a paradigm shift from a culture of exclusion and denial to the making of space for other political philosophies and knowledge systems. It’s a culture shift to think more widely about why common knowledge is what it is, and in so doing adjusting cultural perceptions and power relations in real and significant ways.” Keele University

APPENDIX 3

What ethnicity are you?	In the UK what gender do you believe is the least successful entrepreneurs and explain why.
Asian	women
Black African	Women. This is because people buy more things from men businesses than women.
Black African	Females, because society has enforced gender roles which has allocated women to the kitchen and men to go out to work every day and so women haven't had much of a chance to be fully respected in the workplace up until now
Black African	Women- Most big entrepreneurs in the UK are men
Black African	Not sure
Black Caribbean	Women as it is a patriarchal society
Black other	can be disadvantages for women a lot of the time as everything is still not equal
Chinese	I believe no gender is successful than the other. They both can be as successful based off their decisions.
Chinese	No gender will be the least successful entrepreneurs.
Indian	don't know
Indian	Both genders are equally as successful.
Kurdish	Woman but this is only because that I haven't heard of any famous entrepreneurs that are women besides a select few such as J.K Rowling, otherwise I don't know many famous ones.
Nepalese	i think women are less successful than men as they are treated unfairly
Other Mixed	I think women are more unsuccessful than man because social media puts this image that men are more powerful.
Other Mixed	none is least
Vietnamese	males because people rather choose females because its 2021 and they want a female to be the face of the business.
White and Black Caribbean	Women
White British	I feel people who are on the non-binary spectrum have the hardest challenges with their success as many people try to discourage their identity and for some reason they shame upon it. They deserve the chances that male and female entrepreneurs have but they don't as suppliers and employees who don't support them will not work for them which makes they growth harder and more stressful.
White British	Women due to discrimination faced and poor representation, less encouragement to become an entrepreneur
White British	None
White British	Equal
White British	none
White British	Not sure
White British	I wouldn't say any gender is less successful, but there are more male entrepreneurs compared to women
White British	probably females because some males think that females can't do a good job at somethings
White other	women

APPENDIX 4

What ethnicity are you?	In the UK which ethnicities do you believe are the least successful, please explain why
Asian	.
Black African	Black people. This is because of a sense of injustice and stereotypes attached to black people.
Black African	Black and ethnic groups. - refer to my answer from question 17
Black African	.
Black African	In UK Black, and Bangladeshi and Pakistani people had the highest unemployment rate out of all ethnic groups (8%)
Black Caribbean	I don't know
Black other - please state below	can be disadvantages for black people sometimes due to past experiences with racism
Chinese	According to my research I think Gypsy's are the least successful in the UK because they have the lowest population country meaning there are not many Gypsy's in the business world.
Chinese	No ethnicities will be least entrepreneurs.
Indian	don't know.
Indian	Southern Asians
Kurdish	From a subjective point of view I would say White British because I don't know many people who are British which would start a business. However, from an objective point of view there are people like Richard Branson and Alan Sugar who are very successful entrepreneurs so I wouldn't know what to say.
Nepalese	i think that colored people are less successful as the government are racist and they would rather a white man run a bad restaurant than a colored man run one that gets hundreds of customers but then they will let it run if a white man gets in charge.
Other Mixed - please state below	black because of stereotypes and english not being their first language
Other Mixed - please state below	.
Vietnamese	not sure.
White and Black Caribbean	Eastern European
White British	Any one that is not white has a big disadvantage in today's society due to people's mindsets and ideas. Obviously not everyone treats people unequally but the people who do always seem to have some sort of authority whether it's in a supply chain or being a head boss of a company. They put people down and discourage them from taking on their career path due to their ethnicity and culture which is just wrong.
White British	BIPOC due to discrimination faced, if not natively British then may be less likely to speak fluent English
White British	None
White British	Equal
White British	none
White British	Not sure
White British	I wouldn't say any specific ethnicity is less successful than any other
White British	i have no clue
White other	i don't know

APPENDIX 5

What ethnicity are you?	In the UK which ethnicities do you believe are the least successful, please explain why
Vietnamese	not sure.
Black African	Black people. This is because of a sense of injustice and stereotypes attached to black people.
Nepalese	i think that colored people are less successful as the government are racist and they would rather a white man run a bad restaurant than a colored man run one that gets hundreds of customers but then they will let it run if a white man gets in charge.
Other Mixed - please state below	black because of stereotypes and english not being their first language
Indian	don't know.
Chinese	According to my research I think Gypsy's are the least successful in the UK because they have the lowest population country meaning there are not many Gypsy's in the business world.
White British	Any one that is not white has a big disadvantage in todays society due to peoples mindsets and ideas. Obviously not everyone treats people unequally but the people who do always seem to have some sort of authority whether its in a supply chain or being a head boss of a company. They put people down and discourage them from taking on their career path due to their ethnicity and culture which is just wrong.
Indian	Southern Asians
Chinese	No ethnicites will be least entrepreneurs.
Kurdish	From a subjective point of view I would say White British because I don't know many people who are British which would start a business. However, from an objective point of view there are people like Richard Branson and Alan Sugar who are very successful entrepreneurs so I wouldn't know what to say.
Black African	Black and ethnic groups. - refer to my answer from question 17
White British	BIPOC due to discrimination faced, if not natively British then may be less likely to speak fluent English
White British	None
White British	Equal
White other	i don't know
White British	none
White British	Not sure
White British	I wouldn't say any specific ethnicity is less successful than any other
Black African	.
White and Black Caribbean	Eastern European
Black African	In UK Black, and Bangladeshi and Pakistani people had the highest unemployment rate out of all ethnic groups (8%)
Asian	.
Black other - please state below	can be disadvantages for black people sometimes due to past experiences with racism
Black Caribbean	I don't know
White British	i have no clue
Other Mixed - please state below	.



The demonisation of Raheem Sterling has been led by white men in the media – there is a solution - The difference in treatment of white and black players in the papers is astounding. If they don't change their act – and newsrooms don't diversify – I wouldn't be surprised to see a media blackout by those affected. Leon Mann, Monday 10 December 2018 17:50 – Independent

Media coverage of ethnic minority Britons 'promotes racism' - Poll finds 78 per cent of respondents shared deep concerns about the impact of the media's portrayal of minorities - Thursday 09 January 2014 17:36 – Independent “Four out of five people believe that media coverage of ethnic minority Britons promotes racism. It could be that ethnic minority groups are represented negatively because they are underrepresented in positions of power – both in society/ government and within the media itself.

A further reason why such negative representations are so common could be the lack of black voices among media professionals, meaning the white majority just go along with the racial victimization of young black youth by the government and police. However, such negative representations may be changing in the age of New Media, which gives more power to ethnic minorities to challenge stereotypes and power inequalities in society more directly.

Most journalists agree that media coverage of Meghan has been problematic

Percentage who say coverage of Meghan Markle has been:



*Answers are to the question: Thinking about media coverage of Meghan Markle that you have seen, do you feel any of it was racist in tone or presentation? Based on responses from 721 journalists

Chart: Press Gazette • Source: Press Gazette Race and Media Survey 2021

Black journalists are most likely to say they have seen coverage of Meghan that has been racist

Percentage who think that coverage of Meghan Markle has been racist, by ethnicity of respondent



Answers are to the question: Thinking about media coverage of Meghan Markle that you have seen, do you feel any of it was racist in tone or presentation? Based on responses from 721 journalists

Chart: Press Gazette • Source: Press Gazette Race and Media Survey 2021

The Sun's unnecessary and unpalatable attack on Benjamin Zephaniah in 1987



APPENDIX 7

What ethnicity are you?	Please expand on your answer for Question 21 explaining how your suggestion would be useful, relevant or an improvement to the case studies you have experienced so far.
Asian	i don't know
Black African	There should be more black people business case studies
Black African	I think age and ethnicity would be a good addition because a lot has changed in the world of business for example there are much younger successful business persons and people of ethnicity in the industry. There are also many new different entrepreneurship's therefore I think we need to modify the curriculum.
Black African	Each entrepreneur would have different experiences for different businesses.
Black African	Use younger ages which will help students see how younger people have managed it
Black Caribbean	As it can require different parts of your business knowledge creating variation avoiding boredom
Black other - please state below	Everyone is different so lots of people could benefit from learning different things or learning about people similar to them
Chinese	Choose differently business that are in real life and not fictional.
Chinese	Because they are loads of different type of business. For example, selling car or opening a business that sell houses.
Indian	Age because you can not ask a year 7 a year 11 question because they wouldn't know.
Indian	Newer case studies would apply to the current world better and may be more useful in understanding what to do.
Kurdish	If the type of the business is not mentioned it could be extremely bad for the student as if they structure an answer about a business which sells clothes when it is actually based on a business which sells cars, they could lose various marks from saying it needs to be seasonal or if they talk specifically about clothes.
Nepalese	maybe keep it relevant to people our age as some case studies might talk about pubs or something that us children haven't experienced so we may get a bit stuck.
Other Mixed - please state below	because age doesn't look at skin colour , background etc so age would be fair
Other Mixed - please state below	something relatable to all business students example , in exam boots was a case study which a large male percentage would not shop in or have a lot of knowledge on whereas girls know it gets business as they buy sprays, make up etc
Vietnamese	in 2021 we can tell if a page is setup for dropshipping and its very clearly obvious, all people think is about money and ways to become rich via crypto or starting small business.
White and Black Caribbean	Because people will judge you by your race and they won't really buy from you
White British	Q 20
White British	Sometimes it is a bit unclear what market the business is operating in, as well as the scale the business is operating at
White British	I'm not sure
White British	Sometimes it isn't clear what type of business is being run or how big the business is
White British	we had less time in school
White British	We should learn more about a business type that we would most likely use
White British	I think there are no questions that relate to gender and they should be asked as gender does have an effect on businesses
White British	i don't know i just picked one at random
White other	i don't know

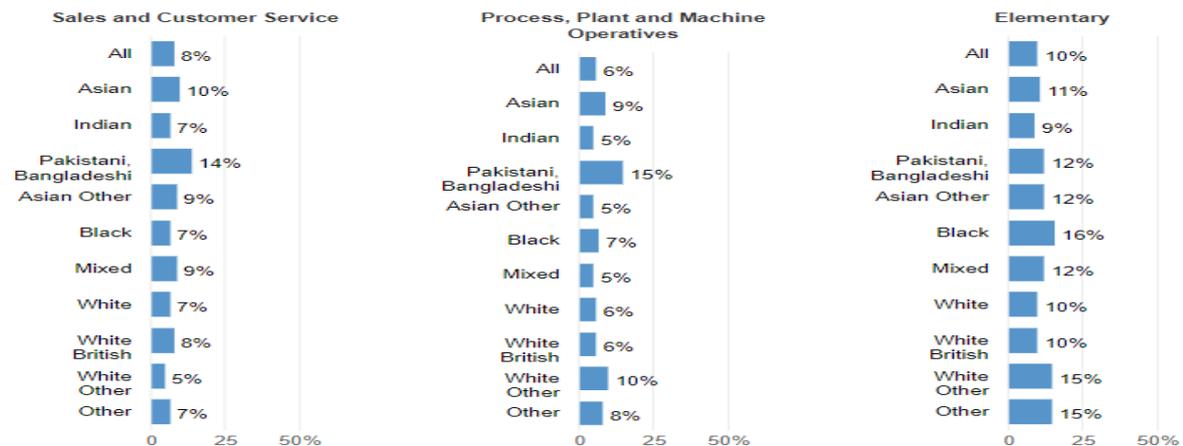
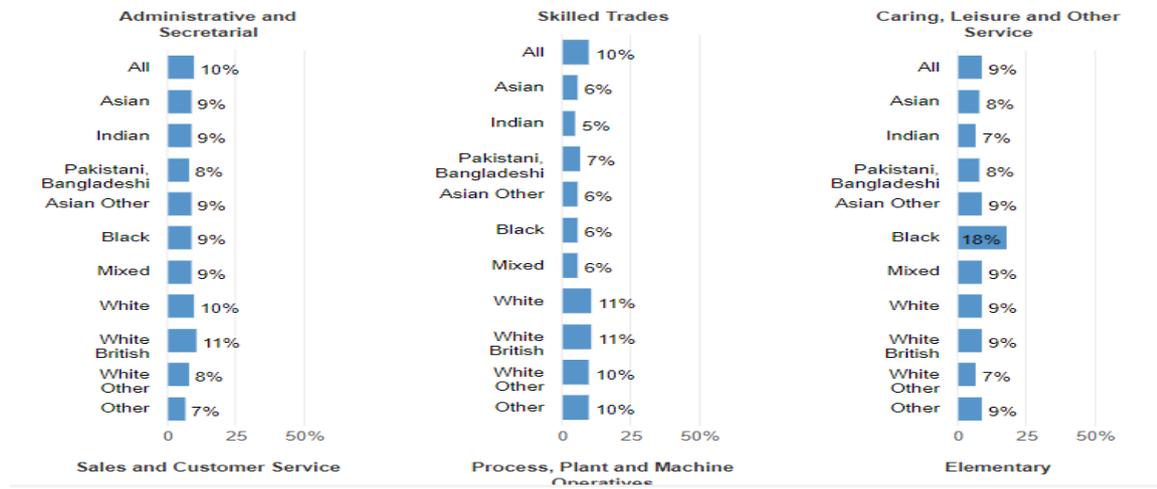
APPENDIX 8

What ethnicity are you?	If you answered No to Question 23 - What surprised you about this news? How did it make you feel? - Please answer as detailed as you can.
Asian	i don't know
Black African	I didn't know who they were before the conversation.
Black African	It made me feel that it may be because they weren't of British heritage that they didn't get any media coverage. Because everybody loves Asda but they don't get any recognition like Jeff bezos (etc)
Black African	.
Black African	Made me feel happy since they didn't have nothing when they were younger and now there helping there family
Black Caribbean	It surprised me as they had upscaled their business massively to have the opportunity to do so
Black other - please state below	Not any different Asda is still the same
Chinese	It made me feel surprised that someone else owned ASDA since they were people that i didn't know that just became the new owners.
Chinese	I was shocked to hear the story of the two brothers and how they got the business
Indian	They started from petrol stations.
Indian	I wasn't too surprised.
Kurdish	I was surprised that it was bought because they loaned a lot of money to buy Asda but I also felt and wondered if Asda would change to how it normally was. Also, it surprised me to see a different ethnicity buying a large corporation and it made me feel happy that it wasn't a white British person which happens a lot in this country.
Nepalese	it was nice to see the fact that two Asian people went from the bottom to the top and gave out a reputation to colored people.
Other Mixed - please state below	I felt quite shocked at first because of how the way the government has treated these brothers but I think that it was well deserved.
Other Mixed - please state below	nothing i don't know them
Vietnamese	.
White and Black Caribbean	Because there from an ethnic background
White British	I was surprised at the massive loan and risk they took in order to by the company.
White British	I was surprised that they managed to pay so much money for Asda without yet having the money and that they were able to receive such a large loan for the business.
White British	It was a surprise because they they are petrol magnets that have purchased a big supermarket brand
White British	That they kept going and didn't fail but kept growing
White British	i don't know
White British	Well I was shocked because I didn't know there was any new owners

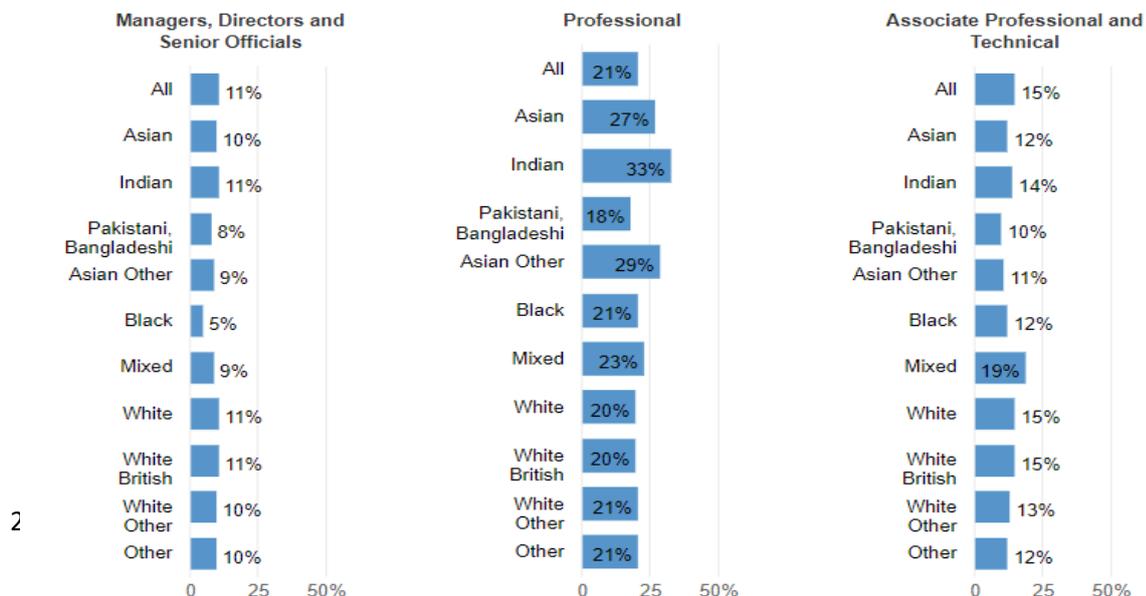
White British	I was surprised that a large National company, like Asda, had been sold to new owners.
White British	i don't really know that much about them
White other	it made me surprised

APPENDIX 9

Occupations by ethnic groups - Published 15/5/20 - Last updated 9/11/20
<https://www.ethnicity-facts-figures.service.gov.uk/work-pay-and-benefits/employment/employment-by-occupation/latest>



Percentage of workers in each ethnic group employed in different types of occupation



SUGGESTIONS FOR FURTHER DECOLONISING THE BUSINESS CURRICULUM

- Diversify materials and content (even further where possible – this requires an audit that is being undertaken by SH and myself)
- Involve students in the creation of knowledge, content, and curriculum; (as per suggestions from student in Focus Group)
- Prepare a register of parents/carers from diverse ethnicities and their careers/enterprises. Use the register to build of list of speakers who would be happy to share their experiences, either face-to-face or remotely.
- Encourage parents/carers/family members etc., who would be willing, to record their experiences with regards to their jobs, work life balance and inequalities faced as well as positive stories.(SH)
- Hold a career day – again involving students and parents/carers/family members from as many different (ALL) ethnicities as possible, who are willing to come in and promote discuss their careers, successes, failures, barriers and otherwise.
- Once or twice a year, hold ‘focus groups’ specifically to discuss curriculum content.
- Once or twice a year – (could be attached) to curriculum meeting, brainstorm fresh ideas, topics, and individuals to include in our content.

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