

BETA VERSION



Principle Structural Ecosystem Change

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PRESENTATION DESCRIPTOR

Principle name	Structural ecosystem change
Learning outcomes of lesson plan	<p>To reflect on how the following aspects affect our educational environment and explore inclusive actions to improve the current environment.</p> <ol style="list-style-type: none">1. Regulatory rules2. Financial institutions3. Biases and stereotypes4. Networking5. Cultural norms6. Social Safety
Duration	1 hour
Expected attendees	(Entrepreneurship) Educators, Programme Managers
Activities suggested for this lesson plan	<p>Warning: While this exercise is aimed at educators, it can work for students if cards are phrased differently, particularly for the topics of 'biases and stereotypes' and 'social safety', even if there is only one nationality in the room. It could be rephrased to:</p> <ul style="list-style-type: none">• Write 3 aspects in your culture that can lead to 'biases and stereotypes' and 'social safety' against women.• Write 3 possible solutions to start alleviating these aspects in your culture.

[Link to external resources](#)

(this link is to the WeRin Knowledge Port, Principle Structural ecosystem change)



ENTREPRENEURSHIP EDUCATION

INCLUSIVE ENTREPRENEURIAL ECOSYSTEM

SET OF 6 ACTIVITY CARDS
TAKE THE INITIATIVE TO ACT
AND GAIN INSIGHT IN THE
INCLUSIVITY OF ECOSYSTEMS

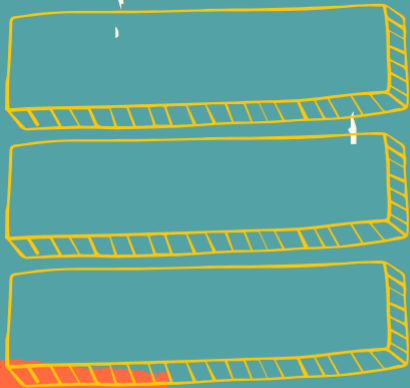


DEVELOPED BY:
SASKIA STOKER
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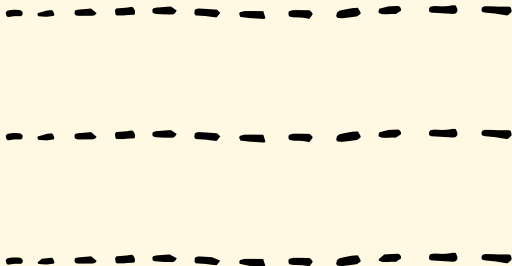


Regulatory rules vary per country and region, and relate to business registration and licensing, intellectual property protection, tax policies or similar. Their effect on D&I is done with –explicit or unintended- barriers to start, grow and exit for certain groups.

Name 3 aspects how *regulatory rules* affect your educational tasks?

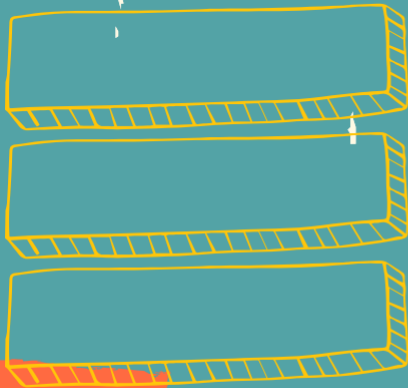
Three yellow-outlined rectangular boxes with a 3D effect, stacked vertically, intended for writing answers to the question above.

Explain which inclusive actions can you start from your position in education to deal with existing *regulatory rules*

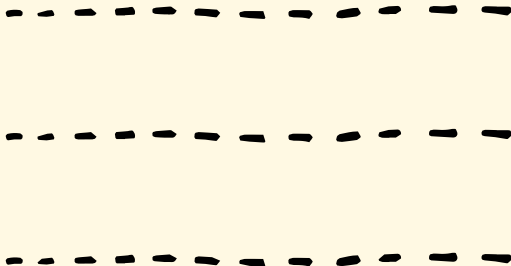
Three rows of horizontal dashed lines, intended for writing answers to the question above.

Financial institutions provide access to essential capital and financial services for businesses. Their effect on D&I is seen in the difficult access to capital to start and grow businesses of underrepresented groups, and thus feeding the vicious circle of inequalities.

Name 3 aspects how *financial institutions* affect your educational tasks?

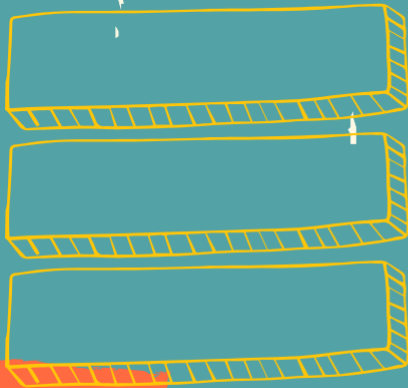
Three yellow-outlined rectangular boxes, each with a 3D effect, stacked vertically on a teal background. They are intended for writing the three aspects mentioned in the question above.

Explain which inclusive actions can you start from your position in education to deal with *financial institutions*

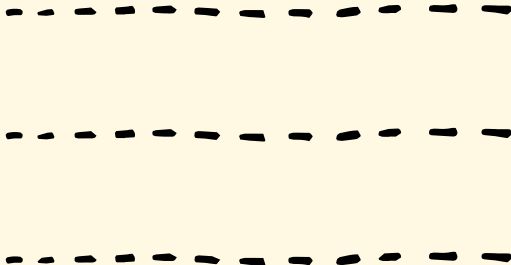
Three rows of horizontal dashed lines on a yellow background, intended for writing the inclusive actions mentioned in the question above.

Biases and stereotypes prevent certain groups from fully participating and thriving. Their effect on D&I is seen in the formation of unrealistic pictures in people's thoughts and in the regulation of entry for those who 'do not belong' in entrepreneurial circles.

Name 3 aspects how *biases and stereotypes* affect your educational tasks?

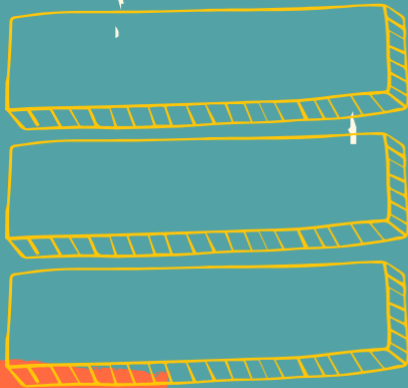
Three yellow-outlined rectangular boxes, each with a hatched bottom edge, arranged vertically on a teal background. These boxes are intended for the user to write their answers to the question above.

Explain which inclusive actions can you start from your position in education to deal with *biases and stereotypes*

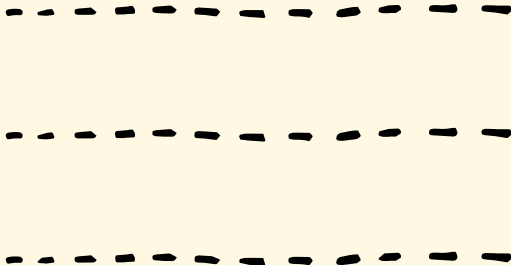
Three sets of horizontal dashed lines, each consisting of a top solid line, a middle dashed line, and a bottom solid line, arranged vertically on a light yellow background. These lines are intended for the user to write their answers to the question above.

Networking allows entrepreneurs to build relationships with other key players such as investors, mentors, and other entrepreneurs. The effect on D&I is seen in relations being open/close to share access to resources, contacts and opportunities for underrepresented groups.

Name 3 aspects how *networking* affect your educational tasks?

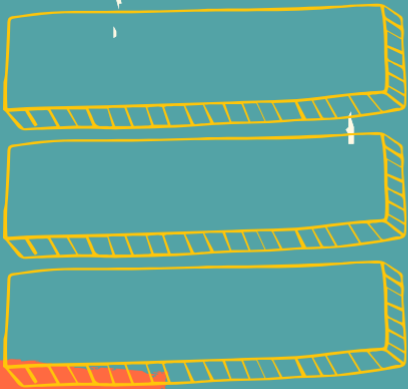
Three yellow-outlined rectangular boxes stacked vertically, intended for writing the three aspects of networking that affect educational tasks.

Explain which inclusive actions can you start from your position in education to deal with existing *networking practices*

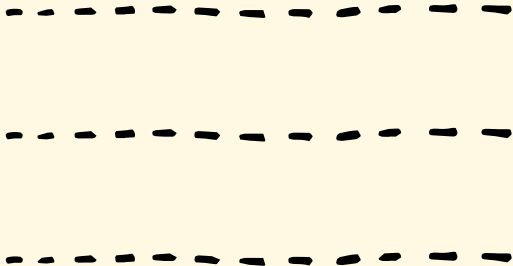
Three rows of dashed lines, intended for writing the explanation of inclusive actions to deal with existing networking practices.

Cultural norms are shared values, attitudes, and beliefs influencing how people think and behave. Their effect in D&I is seen in the roles pre-assigned for underrepresented groups, and in the formation of common languages and channels of communication.

Name 3 aspects how *cultural norms* affect your educational tasks?

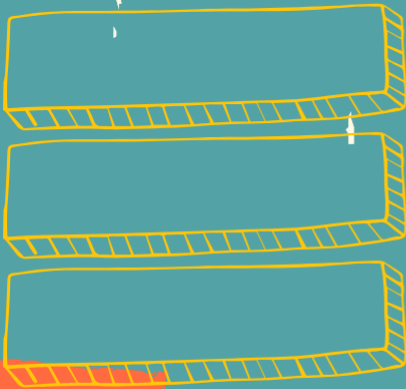
Three yellow-outlined rectangular boxes, each with a 3D effect, stacked vertically on a teal background. They are intended for writing the three aspects of how cultural norms affect educational tasks.

Explain which inclusive actions can you start from your position in education to deal with existing *cultural norms*

Three sets of horizontal dashed lines, each consisting of a top solid line, a middle dashed line, and a bottom solid line, stacked vertically on a light yellow background. They are intended for writing the inclusive actions to deal with existing cultural norms.

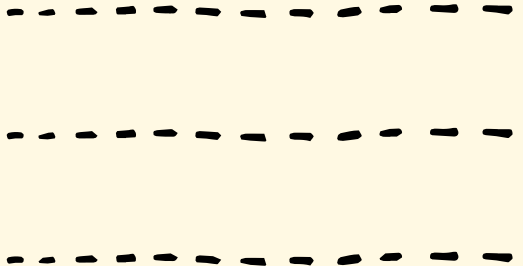
Social safety net programs are important for entrepreneurial ecosystems. (but what are they??). Their effect in D&I is noticeable in supporting initiatives to of inclusion, encouraging risk and innovation and reducing economic inequality.

Name 3 aspects how *social safety* affect your educational tasks?



Three yellow-outlined rectangular boxes stacked vertically, intended for writing the three aspects of social safety's impact on educational tasks.

Explain which inclusive actions can you start from your position in education to deal with existing *social safety*



Three rows of dashed lines, intended for writing the inclusive actions that can be started from one's position in education to deal with existing social safety.