



# Principle Structural Ecosystem Change

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## PRESENTATION DESCRIPTOR

<b>Principle name</b>	Structural ecosystem change
<b>Learning outcomes of lesson plan</b>	<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"><li>1. Regulatory rules</li><li>2. Financial institutions</li><li>3. Biases and stereotypes</li><li>4. Networking</li><li>5. Cultural norms</li><li>6. Social Safety</li></ol>
<b>Duration</b>	1 hour
<b>Expected attendees</b>	(Entrepreneurship) Educators, Programme Managers
<b>Activities suggested for this lesson plan</b>	<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"><li>• Write 3 aspects in your culture that can lead to 'biases and stereotypes' and 'social safety' against women.</li><li>• Write 3 possible solutions to start alleviating these aspects in your culture.</li></ul>

### [Link to external resources](#)

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



ENTREPRENEURSHIP EDUCATION

# INCLUSIVE ENTREPRENEURIAL ECOSYSTEM



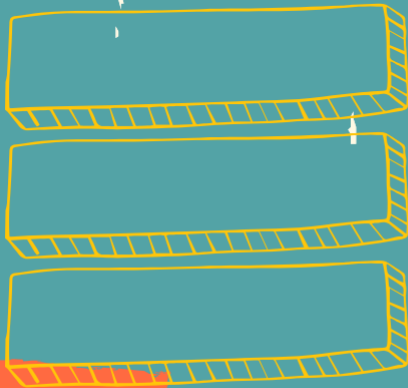
**SET OF 6 ACTIVITY CARDS**  
TAKE THE INITIATIVE TO AC  
T  
AND GAIN INSIGHT IN THE  
INCLUSIVITY OF ECOSYSTEMS

DEVELOPED BY:  
SASKIA STÖKER

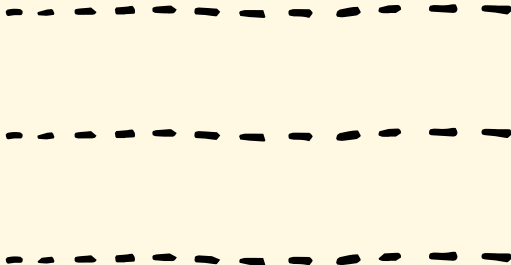


**Regulatory rules** vary per country and region, and relate to business registration and licensing, intellectual property protection, tax policies or similar. Their effect on D&I is done with –explicit or unintended- barriers to start, grow and exit for certain groups.

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

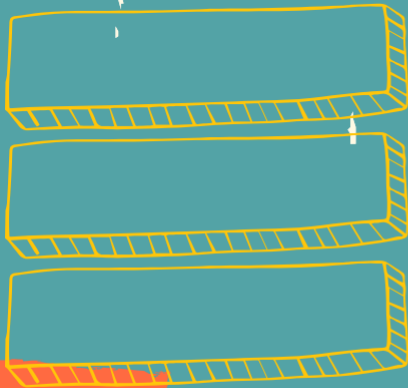
Three yellow-outlined rectangular boxes stacked vertically, intended for writing answers to the question above. Each box has a 3D effect with a hatched bottom edge.

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

Three horizontal dashed lines stacked vertically, intended for writing answers to the question above.

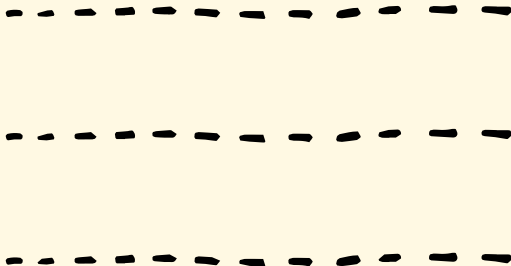
**Financial institutions** provide access to essential capital and financial services for businesses. Their effect on D&I is seen in the difficult access to capital to start and grow businesses of underrepresented groups, and thus feeding the vicious circle of inequalities.

Name 3 aspects how financial institutions affect your educational tasks?



Three yellow-outlined rectangular boxes stacked vertically, intended for writing answers to the question above.

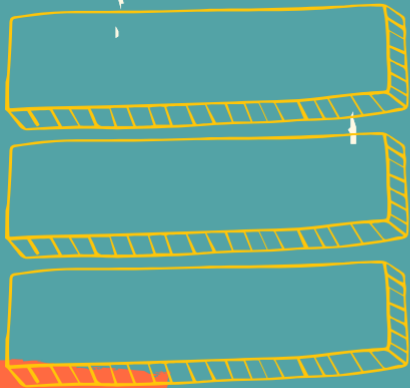
Explain in which positive actions education can help you to deal with *financial institutions*



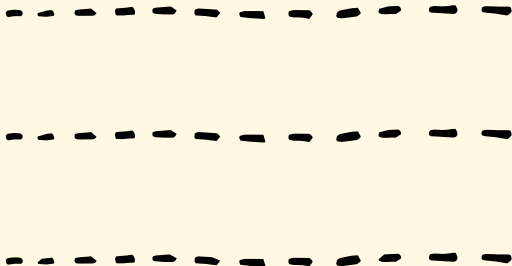
Three rows of horizontal dashed lines, intended for writing answers to the question above.

**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?

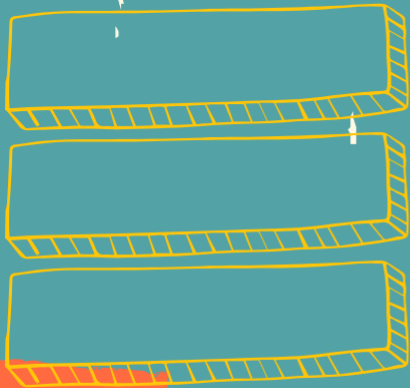
Three yellow-outlined rectangular boxes are stacked vertically on a teal background. Each box is designed to look like a 3D object with a hatched bottom edge, suggesting they are intended for writing or drawing answers to the question above.

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

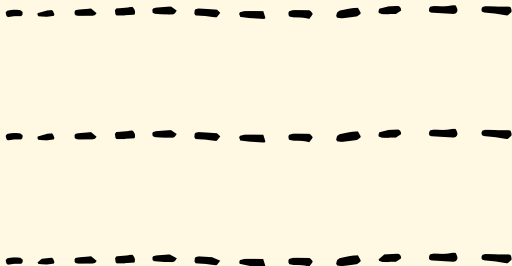
Three horizontal dashed lines are spaced vertically on a light yellow background. These lines are intended for writing an explanation of inclusive actions to address biases and stereotypes.

**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?

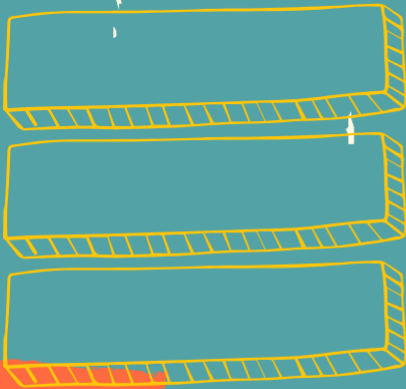
Three empty rectangular boxes with yellow outlines and a 3D effect, intended for writing the three aspects of networking's impact on educational tasks.

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

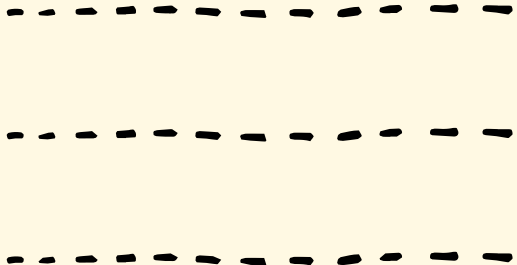
Three horizontal dashed lines, intended for writing the inclusive actions to deal with existing networking practices.

**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 with a 3D effect, arranged vertically on a teal background. Each box is intended for a student to write one of the three aspects mentioned in the question above.

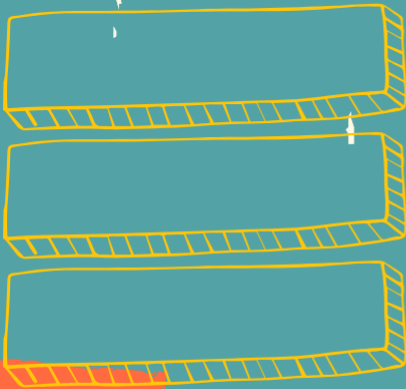
Explain which inclusive actions can you start from your position in education to deal with existing *cultural norms*

Three sets of horizontal dashed lines, arranged vertically on a light yellow background. Each set is intended for a student to write an explanation of inclusive actions.

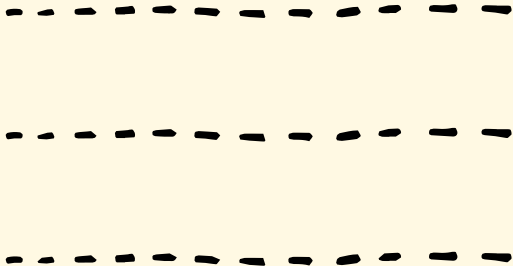


**Social safety net** programs are important for entrepreneurial ecosystems. (but what are they??). Their effect in D&I is noticeable in supporting initiatives to of inclusion, encouraging risk and innovation and reducing economic inequality.

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

Three yellow-outlined rectangular boxes stacked vertically, intended for writing the three aspects of how social safety affects educational tasks.

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

Three rows of horizontal dashed lines, intended for writing the explanation of inclusive actions to deal with existing social safety.



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