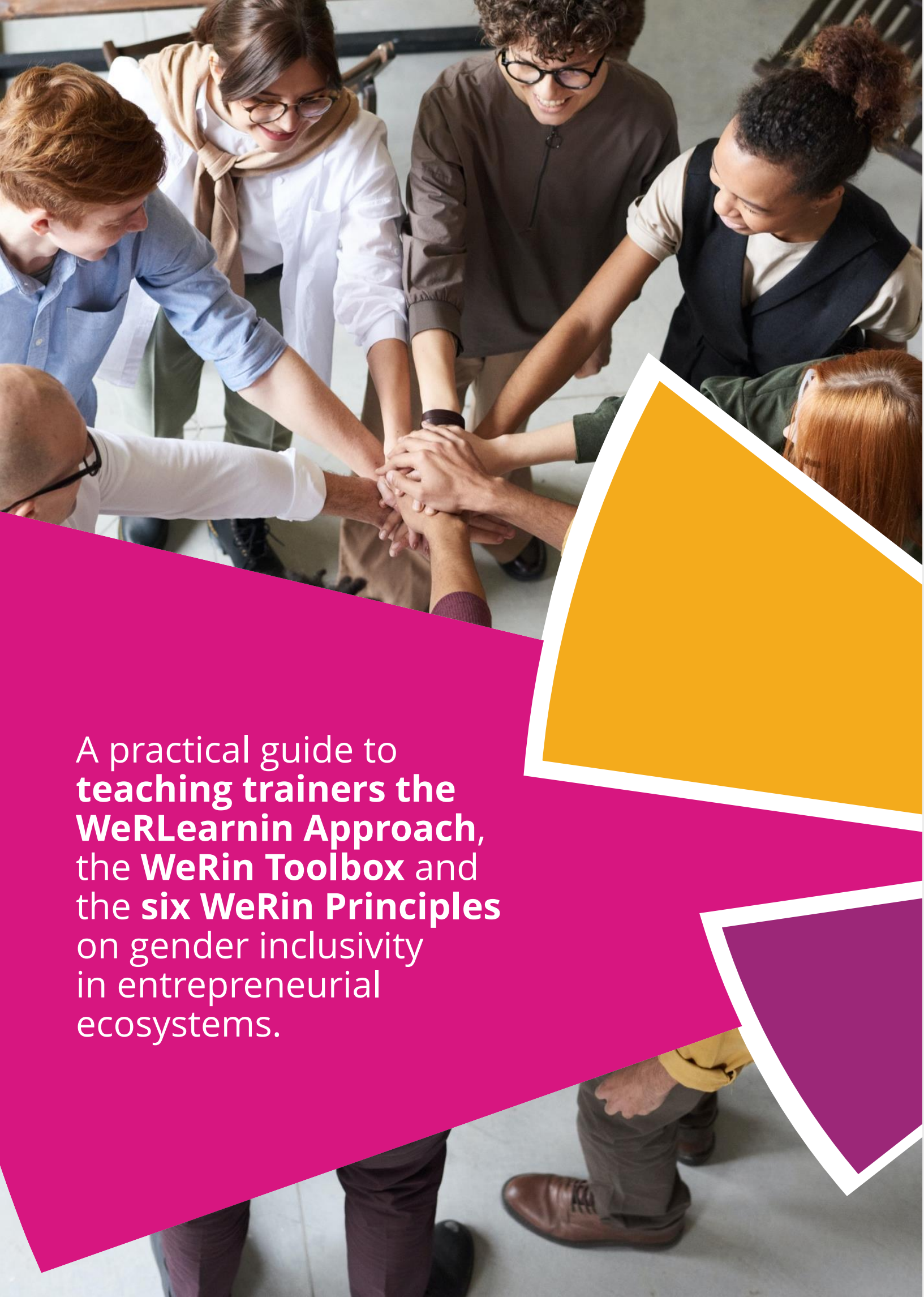




CAPACITY BUILDING

Programme &
Handbook



A practical guide to **teaching trainers the WeRLearnin Approach, the WeRin Toolbox and the six WeRin Principles** on gender inclusivity in entrepreneurial ecosystems.

Erasmus+ Key Actions 2

Cooperation for innovation and the exchange of good practices - Knowledge Alliances

WP5

WeRin Capacity Building Programme & Handbook

Capacity Building Programme & Handbook Coordinator

Dr. Ana Cruz García, Munster Technological University
Design: Momentum Marketing Services Limited

Authors

Dr. Ana Cruz García and Mr. George Bulman
Munster Technological University and Rubicon Centre, Ireland

Dr. Ingrid Wakkee and Saskia Stoker (MSc.)
Amsterdam University of Applied Sciences, The Netherlands

Dr. Sue Rossano-Rivero and Dr. Iulia Stroila
FH Münster University of Applied Sciences, Germany

Dr. Kristina Detelj
University of Zagreb, Croatia

Dr. Zeynep Erden Bayazit
Istanbul Technical University, Turkey

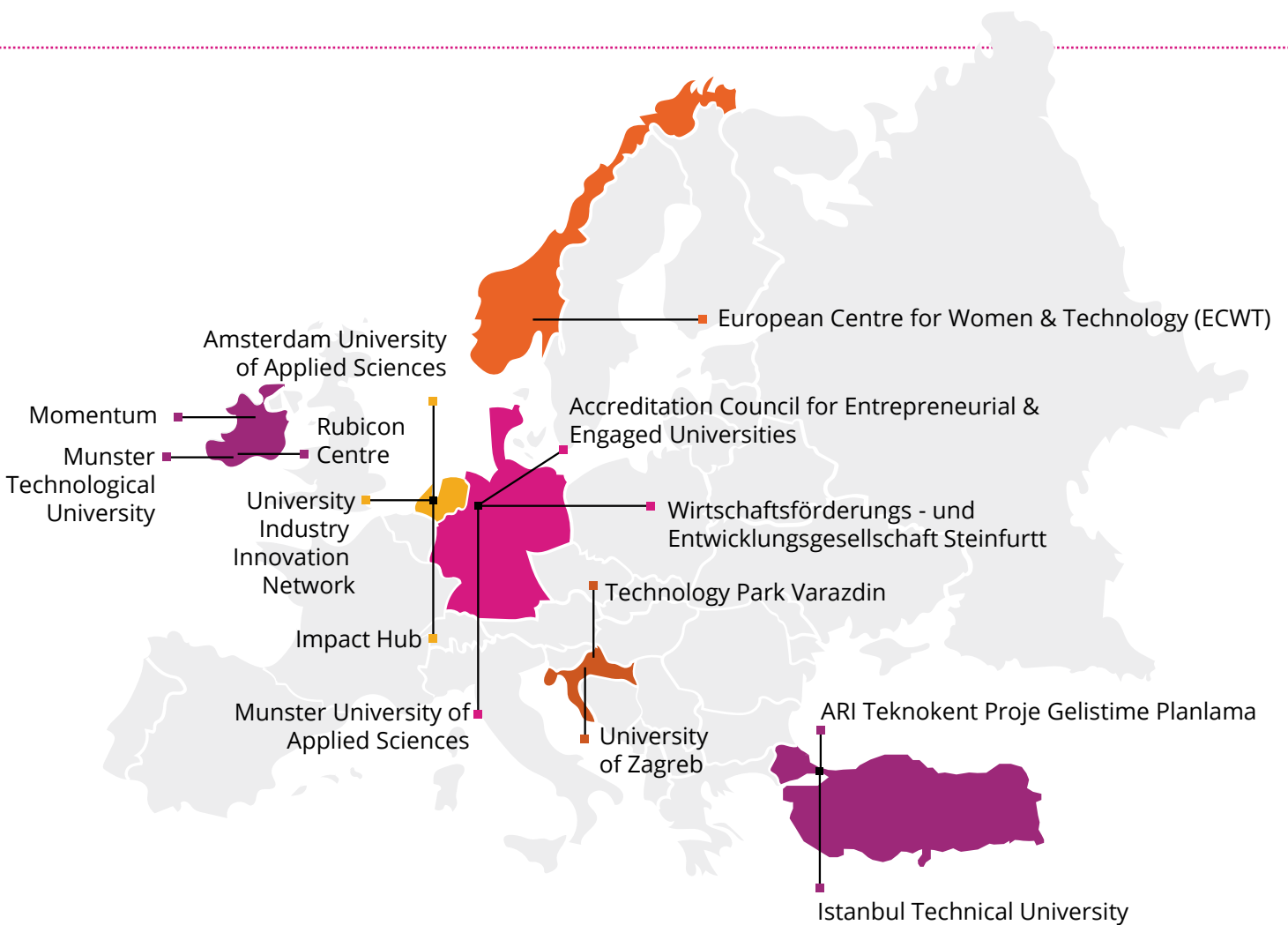
Project Leader

FH Münster University of Applied Sciences, Germany:
Acting Professor Dr. Sue Rossano-Rivero
rossano@fh-muenster.de



WHO WE ARE

Funded by the **ERASMUS+ Knowledge Alliance programme**, the Women Entrepreneurs in Regional Inclusive Entrepreneurial Ecosystems - WeRin Project unites fourteen partners from network organizations, associations, research institutes, academia and businesses based **in six countries in Europe**. Their expertise and strong reputation make a solid foundation for successful achievement of the intended project results and long-term impact



CONTENTS

01	Preface	6
02	Introduction	10
03	Target Group: Learners	15
04	Learning Methodologies	18
05	Learning Outcomes	23
06	CBS Structure	26
07	Moving forward from CBS to piloting stage	38
08	References	42



The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein



01

Preface



Preface

01

The CBS Programme & Handbook: A guide to train the educators/mentors that deliver the Pilot Test sessions in each region.

Women represent about 60% of higher education graduates, and their under-representation amongst start-ups is a clear challenge. Despite a rise in participation of female students in entrepreneurship education at Higher Education Institutions (HEIs), they are behind compared to their male counterparts. Even when they have participated in entrepreneurship education, they are less likely to move towards entrepreneurial careers after graduation.

If they do, these graduate female entrepreneurs are less embedded in the regional entrepreneurial ecosystem and fewer women than men participate in local incubation and acceleration programmes.

To improve this situation, the WeRin project addresses the following question: *how can we enhance the inclusivity of regional entrepreneurial ecosystems and embeddedness of female students in modules of entrepreneurship and aspiring female entrepreneurs therein, through the design of more inclusive academic and non-academic entrepreneurship education and support programmes?*

4 elements of the WeRin project are key in the delivery of answers to this question:

01

Research Results:

- Literature review: A document including the issues concerning women entrepreneurship as it has been evidenced in the literature.
- Regional scans: Documents per country unveiling how the issues found in the literature review were seen in practice by listening to the different voices of the ecosystem (women entrepreneurs, programme managers and other stakeholders, educators, and students).

02

The WeRLearnin Approach: An innovative and inclusive learning approach for female students in higher education and graduate aspiring women entrepreneurs. It is a holistic, creative, and inclusive pedagogical approach to deliver the educational resources compiled in the **WeRin Toolbox**.

03

The WeRin Toolbox: A collection of materials produced from research carried out by the consortium WeRin. It includes the following material:

- Good Practices Report and Webinars: Initiatives in the regions that foster an inclusive entrepreneurial ecosystem in Europe (gender and otherwise).
- Role models profiles: Tenacious, ambitious, resourceful, and successful female entrepreneurs role models, already embedded in the regional ecosystems, sharing their realistic advice on how they are succeeding, despite existing barriers.
- Knowledge Port: Includes articles, videos, networks, and other materials to illustrate and deliver the WeRin Principles. These resources help to teach and learn more about gender and inclusivity (or its lack of) in the context of entrepreneurial education and entrepreneurial ecosystems.

04

The Capacity Building Sessions (CBS): A programme to test and train-the-trainers that will deliver the Pilot Test sessions in each region. The CBS are training sessions to test the **WeRin Toolbox and WeRLearnin Approach** in front of an audience of WeRin partners and also external participants that are part of our main stakeholders and target groups (entrepreneurship educators, students and programme managers). These sessions are modelled based on the International CBS that took place in Cork, Ireland by MTU. It was a 2-day International CBS and included: presentations on the different WeRin principles by the partners, keynote presentations by experts on gender and inclusivity in entrepreneurship research and practice, and a tour in an incubation centre (the programme and content of this International CBS are discussed in detail in the CBS structure section of this document).

Figure 1:

Picture of WeRin partners and participants in the International CBS visiting the Rubicon Incubation Centre, MTU, Ireland.



With all the above, female entrepreneurs and students will benefit from a more innovative and inclusive learning and support approach to entrepreneurship targeted at women. Entrepreneurship educators at HEIs and the ecosystem will directly benefit from the project through the improvement of their skills and knowledge to design a more inclusive entrepreneurship education program, as well as benefit from the regional and international networks established during the project lifetime.

This CBS Programme & Handbook leads to the next stage of the WeRin project: piloting, which includes the CBS materials and exercises adapted to an audience of students only. The following sections delve into the CBS Programme & Handbook, its objectives, its content, and its learners.



02

Introduction

In this Handbook, we present the WeRin Principles to develop the pedagogical skills, knowledge and attitudes needed to use the WeRin Toolbox and to deliver the WeRLearnin Approach to the target audience.

This publication has been produced under the project co-financed by the Erasmus+ program entitled WeRin – Women Entrepreneurs in Regional Inclusive Ecosystem (621750-EPP-1-2020-1-DE-EPPKA2-KA). It is produced in the form of a Capacity Building Programme & Handbook, which contains a training programme with clear instructions to facilitate its delivery. To better ascertain these skills and knowledge, it is crucial to understand the pathway of the WeRin project as described in Figure 2.



WeRin Pathway What we have achieved!

Design

Exercises and activities to explain and share knowledge with educators, programme managers students and aspiring entrepreneurs



- 4. Principles:** Guiding principles create a structure that can offer solutions to the issues we found in the literature and identified in the regional scans.
- 5. Nudges:** Exercises to show how behaviours can be influenced and changed, for example, being more gender inclusive.
- 6. Knowledge Port:** Resources (articles, websites, videos...) that help us understand the core WeRin principles. They are a great resource for educators.
- 7. WeRin Toolbox and WeRLearnin Approach:** They include all of the pathway elements and the pedagogies to build a gender-inclusive mindset.

Discovery

Researching the existing ecosystems



- 1. Literature Review:** We learned about the issues concerning women entrepreneurs in research.
- 2. Regional Scans:** We uncovered issues in practice by listening to key voices of the ecosystems (women entrepreneurs, programme managers and other stakeholders, educators and students).
- 3. Good Practices:** We discovered initiatives already in the regional ecosystems that promote inclusivity (gender or otherwise).

Dissemination

Sharing and promoting WeRin



8. Capacity Building Session: An opportunity to put into practice the resources, to explain the WeRin Principles to entrepreneurship educators and programme managers, who can then pass this knowledge and awareness on to future students and aspiring entrepreneurs.

- 9. Piloting:** To test and validate the **WeRin Toolbox** and the **WeRLearnin Approach**.
- 10. Community of Practice:** Developing a space to connect and network.

Figure 2: The WeRin Pathway

As a central part of the project, the consortium members will organise a set of local CBS to train educators/mentors/trainers within the wider regional entrepreneurial ecosystems.

For the execution of these CBS, Munster Technological University (MTU), in cooperation with all project partners, has produced a Capacity Building Programme & Handbook. Therefore, this Programme & Handbook is a 'train-the-trainer manual', aiming at entrepreneurship educators (professors, mentors, coaches, trainers), and entrepreneurship programmes managers in HEIs, university incubators, and in non-academic organisations in charge of promoting and supporting entrepreneurship in the broader regional entrepreneurship ecosystem.

This Capacity Building Programme & Handbook transfers the knowledge from the WeRin project to them so they can pass it on and apply it to entrepreneurship students and aspiring female graduates.

The Capacity Building Programme & Handbook will facilitate the technical and pedagogical skills needed to make entrepreneurial education more inclusive, with teaching materials that bring together examples from the WeRin Toolbox and the WeRin Learnin Approach under the structure of the six **WeRin Principles** (100% inclusivity, Relatable role models, Realistic picture of entrepreneurship, Opportunity-driven entrepreneurship, Inclusive support and finance, and Structural changes in the ecosystem).

The WeRin CBS Programme & Handbook is based on the International Capacity Building Session that took place at MTU during the 22nd and 23rd May 2023. The programme that was followed during those two days in conjunction with the feedback received are included in this document, being the base to replicate the CBS in the regional ecosystems to train other trainers.



In order to develop the pedagogical skills, knowledge and attitudes, the CBS Programme & Handbook focus on the presentation of the six WeRin principles following a similar structure:

- **Theory** of what the literature says about the principle: This would include a combination of literature review with graphs and statistics to highlight the complexities of gender inclusivity in entrepreneurial ecosystems.
- **Practical exercises**, including case studies, group discussions and interactive addresses to comprehend biases and obstacles that women entrepreneurs may face in their pathway to entrepreneurship. These exercises include a reflexive process which can at times come from the external environment and at times from the individuals themselves and they invite participants to think of possible solutions to alleviate gender inequality in the entrepreneurial ecosystem.
- **Feedback sessions** from the theory and exercises above.

Through applying innovative methodologies such as problem-based learning, peer-support learning and reflective learning, the participants are expected to learn how gender inequality:

- Exists in the (regional) entrepreneurial ecosystem.
- Reflects on how systems and individuals themselves may help perpetuate this inequality.
- Explores good practices of inclusivity (gender or otherwise).

The following document presents the CBS Programme & Handbook, specifying the target group, learning methodologies, learning outcomes, structure and duration of the CBS, as well as the content and activities of it.



03

Target Group:
Learners

The main target group for this **CBS Programme & Handbook** is the **trainer**, who can include entrepreneurship educators....

....(professors, lecturers, mentors, coaches) from all educational levels and entrepreneurship programmes managers in HEIs, university incubators, and in non-academic organisations in charge of promoting and supporting entrepreneurship in the broader regional entrepreneurship ecosystem. These can be either from partners' faculty/staff members or external participants.

Unlike traditional full-time students who enter higher education directly after leaving secondary education, the trainers will be adult learners with different learning needs, as Malcolm Knowles (1970) explores in his five principles of adult learning, presented in Figure 3 below.

The five principles of adult learning

Adults bring life experiences and knowledge to learning experiences

02



01

Adults are internally motivated and self-directed



03

Adults are goal oriented



04

Adults are relevancy oriented



05

Adults are practical



Figure 3: The five principles of adult learning (Malcolm Knowles, 1970)

When delivering the CBS Programme & Handbook, it is crucial to bear in mind these learning needs to clarify the relevance and outcomes of the CBS to them (as trainers that will pass on the knowledge, skills, and pedagogies) while offering many opportunities for them to bring onboard their life experiences and knowledge. While the trainer will have extensive knowledge on entrepreneurship, they may not have enough knowledge or experience in gender inclusivity in the (regional) entrepreneurial ecosystem.

Therefore, exercises are designed to create awareness of gender barriers and biases while offering flexibility to discuss solutions and alternatives. This knowledge can then be passed on to (female) students and aspiring (female) entrepreneurs to see how this awareness can help them deal with these issues in their own businesses/realities.

Using a model created by Dempsey and Burke (2022), the four crucial elements that impact learners' well-being in training were considered and the handbook exercises were adapted to reflect them:

01

Curriculum choices that make learning practical and relevant to the trainer's lives. For example, exercises that illustrate the influence of cultural and social media on presenting some models of entrepreneurship in favour of others.

02

Pedagogical choices that help trainers create, enact, and experience knowledge. The handbook contains the structure 'theory followed by practical exercises', including games and role-plays where they can experience the theory that has been previously presented; for example, putting themselves on the shoes of a woman entrepreneur applying for funding.

03

Epistemic agency via collaborative learning with significant peer group interactions. Some exercises require group interactions in smaller or bigger groups. These groups include people of different genders, nationalities, races, ethnicities, etc., and, therefore, it helps present gender and entrepreneurship in context. All trainers and educators can learn from these contexts to see how they affect entrepreneurship differently.

04

Relationships, being intra- or inter-personal. The aim of the exercises is that relationships are triggered not only by their peers, but also within themselves to make them more aware and active on gender equality and equity in their daily interactions.



04

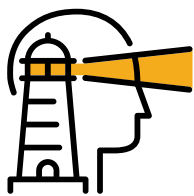
Learning Methodologies



Learning Methodologies

04

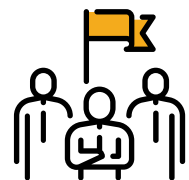
01
Reflective
Learning



02
Problem-based
Learning

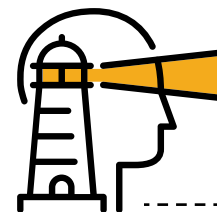


03
Peer Support
Learning



are the pedagogical approaches which will be practiced in the CBS delivery process.

The so-called “learners” in this session refers to the target group defined previously. However, it is worthy and relevant to keep in mind that the learning methodologies that will follow also apply to (female) students and aspiring (female) entrepreneurs when the trainers work with them with the content and exercises presented in subsequent chapters of this document.



01 Reflective Learning

Reflective Learning approach is an active and stimulative learning approach, which appears to be widely practiced in both face-to-face learning environment and online learning environment. It motivates the learners to absorb new knowledge and perspectives through reflections and reviews.

In the learning process, the learners are encouraged to identify and explore the questions and solutions from different angles regarding inclusive entrepreneurship.

Below are some samples questions:

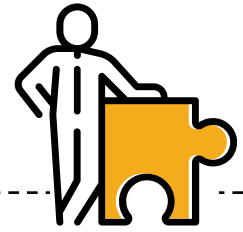
- What is an inclusive entrepreneurship?
- What are the visible and invisible barriers ahead of us?
- Why do we need to learn about inclusive entrepreneurship?
- How could we reach inclusive entrepreneurship?
- How could we improve the external environment for female entrepreneurs?

Reflective learning can be practiced individually or facilitated in small groups (Dublin City University, 2011). Learners not only learn from the successful experiences, but also gain valuable lessons from the failures or from the cases that did not work out. This learning approach also encourage learners to build self-directed learning ability. Through reviews and reflections in a small group, learners could deepen their understanding on inclusive entrepreneurship and be encouraged to step on their own entrepreneurship path.



HIGHLIGHTS

- **Review and reflections:** learners are encouraged to consider the problems they identified, review the process of how they come up with solutions, and reflect what they learned on the next stage plan.
- **Experience sharing:** learners are not only learning from existing models and cases, but also learning from the experiences that they have and those from their peers.
- **Group discussion:** it is a process for inspiring others and being inspired by the others. It also helps the learners to learn from peers which facilitates peer-support learning.



02 Problem-based Learning

Problem-based Learning has played an important role in teaching and learning. It is an innovative and learner-centred approach that integrate theory and concepts, models and case studies, and reflections and practices together (De Graaf & Kolmos, 2003).

It follows the steps below (Dobson & Bland Tomkinson, 2012; De Graaf & Kolmos, 2003):

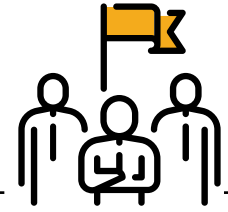
- Deliver learning content.
- Identify problem(s).
- Identify learning objectives and tasks/assessments.
- Analyse problem(s).
- Collect information.
- Discussion and report.
- Reflection.

By facilitating small group discussions, the learners could bounce ideas with peers in a positive learning environment and gain from it. The learners/learning groups are encouraged to perform and demonstrate the solutions to the class and share their learning reflections with the other learners and the lecturer. By combining an explicitly review and reflection, the critical thinking ability is strengthened. Problem-based learning contributes to building up a dynamic education programme for promoting inclusive entrepreneurship in HEIs.



HIGHLIGHTS

- **Self-directed:** encourages learners to explore and examine all the possibilities when facing a problem.
- **Learner-centred:** learners are initiated and motivated to analyse and solve the given problem, rather than following the leads given by a lecturer.
- **Teamwork:** learners interact with other learning group members which could enhance teamwork ability.
- **Critical thinking:** learners could learn how to critically analyse the given scenario and apply the learning content they have learned on problem solving.



03 Peer Support Learning

Peer Support Learning is an effective learning approach which support learners to learn from each other. This instructional approach could bound learners together and enhance their abilities and skills on critical thinking, teamwork and communication (Western Governors University, 2022). It also assists them to critically review and consolidate what they have gained from learning content and research. Moreover, new knowledge is generated, and knowledge gap is filled in the process of peer discussion (Tullis & Goldstone, 2020). Sharing opinions with others and receiving feedback and reflections from peers broaden learners' views and introduce varied perspectives to them, which is important to an inclusive entrepreneurship education programme.



HIGHLIGHTS

- Through facilitating group discussions, learners benefit from the process of discussion and share insights and thoughts with peers.
- It encourages interaction and engagement in class.
- New knowledge and new perspectives are introduced to learners which could inspire them to explore new solutions to existing problems and challenges.





05

Learning Outcomes

01

To train trainers in the WeRin Principles, as per the International CBS Programme.



02

To provide trainers with the knowledge, mindset, and pedagogy to teach gender inclusivity in entrepreneurial ecosystems.



03

To provide trainers with a structure to replicate the International CBS in regional contexts.



04

To guide trainers on different ways of adapting exercises to teach these to students in the piloting stage.





06

CBS Structure



CBS Structure

06

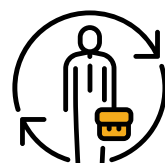
01

International CBS
Programme
Duration



02

CBS
Duration



03

CBS Content:
The WeRin
Principles





01 International CBS Programme

The content for this document is based on the 2-day International Capacity Building Programme, which aimed to introduce and test the WeRin Principles, WeRin Toolbox and WeRLearnin Approach to entrepreneurship educators, programme managers and a small sample of students.

The following structure was proposed and put into practice during the International CBS in Cork, Ireland. It is recommended to followed it to replicate the CBS in regional ecosystems, making the necessary adaptations according to availability and resources of each partner.

Figure 4: WeRin partners and participants in the CBS, MTU, Ireland.



Day 1

Time	Event: Day 1	
9:30-9:45	Welcome and preliminary words on gender, inclusivity, and entrepreneurial ecosystems by a WeRin partner	
9:45-10:15	Keynote speaker (can be online if the person cannot make it in loco): someone with experience in entrepreneurship (even better if female), to share some insights on the topic, one's research, experiences, etc.; e.g., women entrepreneurs, academics, and/or programme managers. In Cork (online): Dr Lorna Treanor, Associate Professor of Entrepreneurship and Innovation, University of Nottingham, United Kingdom. Title: 'Women's Entrepreneurship and Neoliberalism'.	
10:15-10:30	WeRin: Reflections until now, 'What is this capacity building event about?' by a WeRin partner	
10:30-11:00	Coffee break	
11:00-11:45	WeRin Principle: Realistic picture of entrepreneurship	Following the instructions given by Dr. Iulia Stroila and Dr. Sue Rossano-Rivero, FH Münster University of Applied Sciences
11:45-12:30	WeRin Principle: 100% inclusivity	Following the instructions given by Dr. Ana Cruz García, Munster Technological University, and Mr. George Bulman, Rubicon Centre
12:30-13:30	Lunch	
13:30-14:15	WeRin Principle: Relatable role models	Following the instructions given by Dr. Zeynep Erden Bayazit, Istanbul Technical University
	Closing Day 1	

Day 2

Time	Event: Day 2	
9:15-10:00	Keynote speaker (can be online if the person cannot make it in loco): someone with experience in entrepreneurship (even better if female), to share some insights on the topic, one's research, experiences, etc; e.g., women entrepreneurs, academics, and/or programme managers. In Cork: Professor Helle Neergaard Editor in Chief IJGE, Co-editor IJEBR, ECSB Fellow, European Entrepreneurship Educator Laureate 2018, Aarhus University, Denmark. Title: 'Understanding women in entrepreneurship. Inclusive strategies for education'	
10:00-10:15	Coffee break	
10:15-11:00	WeRin Principle: Opportunity-driven entrepreneurship	Following the instructions given by Ms. Kristina Detelj, University of Zagreb
11:00-12:00	Tour in an incubation/start-up centre of the region	
12:00-13:15	Lunch and group photo	
13:15-14:00	WeRin Principle: Inclusive support and finance	Following the instructions given by Ms. Saskia Stoker, Amsterdam University of Applied Sciences
14:00-14:45	WeRin Principle: Structural ecosystem change (regional views)	Following the instructions given by Ms. Saskia Stoker, Amsterdam University of Applied Sciences
14:45-15:30	Wrap-up session. 2 take-home ideas	By a WeRin partner
	Closing session and certificate delivery by a WeRin partner	



02 CBS Duration



The aim of the CBS is to provide a structure to train trainers into the WeRin Principles so that the International CBS Programme can be replicated in the different regions, especially to trainers who did not attend the International CBS in Cork and can then use the WeRin knowledge and resources to make entrepreneurship education more inclusive.

Depending on the amount of trainers to train in the regional ecosystems and depending on their expertise, the duration to teach each principle could be reduced from what is indicated in the programme. During the International CBS in Cork all the exercises were delivered to trainers and students who are not related to the WeRin project.

Therefore, time was given to introduce the programme and to run through the principles from scratch as no previous knowledge was required.

If trainers in regional ecosystems have previous knowledge or experience in gender inclusivity in entrepreneurial ecosystems, the duration could be reduced as they may not need all the explanations that was necessary in the International CBS. However, the structure of a 2-day event should be followed when replicating regionally, to ensure the transmission of all relevant information to the participants.



03 CBS Content: The WeRin Principles

What follows now are the content and exercises to be used to explain all the different WeRin Principles throughout the 2-day CBS, including the feedback that was given after their in-person delivery in the International CBS, in Cork.

The feedback was constructive with two main suggestions:

01

Some aspects that were delivered for trainers would need to be adapted for students. For example, the exercise used for the Principle Structural ecosystem change would require knowledge and experience with entrepreneurship and systemic structures that students may not have. It was then suggested that this principle will need to be modified considerably for delivery to students, or only be targeted to educators and programme managers.

02

Some of the examples were country-specific and may not apply to all countries. For instance, the quotes by women entrepreneurs used in the Principle 100% Inclusivity presentation are from Ireland. They could be modified for other countries.

Below is a suggested order of the principles with a rationale attached to it. Complete presentations with learning outcomes follow.

- **Realistic picture of entrepreneurship** – To understand the entrepreneurship journey as a collective process of value creation with elements of failure and recovery. This journey applies to all genders, but with specific barriers to women entrepreneurs.
- **100% inclusivity** – To explore these barriers in the journey that prevent 100% inclusivity, explain the context where they could come from, and reflect on possible solutions or alternatives.
- **Relatable role models** – To illustrate gender barriers and limitations in the role models that educators are presenting to students/entrepreneurs, and to introduce WeRin suite of examples of role models (“the changemakers”).
- **Opportunity-driven entrepreneurship** – To analyse barriers to opportunity-driven entrepreneurship and to illustrate how necessity-driven entrepreneurship may at times be more an option for women. This principle examines gender factors that may lead to that and reflects on solutions.
- **Inclusive finance & support** – To examine gender barriers specific to finance and funding and to reflect on solutions.
- **Structural ecosystem change** – To look at gender inclusivity beyond the entrepreneurial ecosystem; for example, in cultural norms, societal biases and stereotypes, to examine their relationship and applicability to the entrepreneurial ecosystem.

As addition to the programme, and as it was evident in the International CBS, it is advisable to bring guest speakers to the classroom if possible, such as:

- Women entrepreneurs (successful or not).
- Academics who have researched the topic of gender and entrepreneurship.
- Programme managers of women-only programmes and/or mixed programmes.

It is also advisable, if possible and as reflected in the International CBS programme, to do a site visit of an incubation/start-up centre from the region to learn from seeing entrepreneurs and incubation managers, and even asking them questions about their pathway through entrepreneurship.

Realistic picture of entrepreneurship (according to the WeRin project)

- Including a holistic view of entrepreneurship; not only good example stories, but also sharing **lessons learned** and **failure experiences** from all types of entrepreneurs.

PRESENTATION DESCRIPTOR	
Principle name	Realistic picture of entrepreneurship
Learning outcomes of lesson plan	<ol style="list-style-type: none"> 1. Understand the role of entrepreneurship in creating social value in addition to economic value. 2. Comprehend the collaborative nature of entrepreneurship and the importance of building effective networks and partnerships. 3. Appreciate the significance of failure as a part of the entrepreneurial journey. 4. Develop a mindset that embraces failure as a learning opportunity and motivates iterative improvement and adaptation.
Duration	1 hour
Expected attendees	(Entrepreneurship) Educators, Programme Managers, Third level students
Activities suggested for this lesson plan	<ol style="list-style-type: none"> 1. Reflection exercises on one's purpose. 2. Exercise on collaboration & network mapping. 3. Case study.
<p>1. Link to good practices, regional scans, meet the changemakers and literature review</p> <p>2. Link to references and list of resources (this link is to the WeRin Knowledge Port, Principle Realistic Picture of Entrepreneurship)</p>	



Click on the image to see the presentation of this principle.

100% inclusivity (according to the WeRin project)

- Targeting gender barriers and obstacles for women entrepreneurs with a view to **fostering wider inclusivity**.
- Promoting **inclusive and diverse entrepreneurship** in the ecosystem and in networks (cooperation and equality of all).
- Raising **awareness** of hidden biases.

PRESENTATION DESCRIPTOR	
Principle name	100% inclusivity
Learning outcomes of lesson plan	<ol style="list-style-type: none"> 1. To learn about barriers and biases on women entrepreneurship in the ecosystem. 2. To reflect on how these biases can also be inside the individual. 3. To critically examine the context that influences the idea of 100% inclusivity. 4. To critically evaluate women entrepreneurs' voices on the topic of inclusion: biases, obstacles and solutions.
Duration	1 hour
Expected attendees	(Entrepreneurship) Educators, Programme Managers, Third level students
Activities suggested for this lesson plan	<ol style="list-style-type: none"> 1. 'Attributes for men and women entrepreneurs', to highlight how gender biases can be engrained in us all. 2. 'Voices of women entrepreneurs on the topic of inclusion', to learn how 100% inclusivity may be or not for women entrepreneurs. A critical view of solutions is also included.
<p>Link to references and list of resources (link to the WeRin Knowledge Port for 100% Inclusivity principle)</p>	

WeRin

Principle 100% inclusivity

Prepared by
Dr. Ana Cruz García
George Bulman

Partners:
-Munster Technological University
-Rubicon Centre

Co-funded by the Erasmus+ Programme of the European Union

This programme has been co-funded with support from the European Commission. The author is solely responsible for this publication (communication) and the Commission accepts no responsibility for any use that may be made of the information contained therein.

Click on the image to see the presentation of this principle.

Relatable role models (according to the WeRin project)

- Making female role models more visible in the entrepreneurial ecosystem, including in entrepreneurship education **at the earlier education stages**.
- Presenting known, as well as unknown, **local examples** (they are more accessible and relatable, boosting the motivation and confidence of potential women entrepreneurs).

PRESENTATION DESCRIPTOR	
Principle name	Relatable role models
Learning outcomes of lesson plan	<ol style="list-style-type: none"> 1. Understand the importance of role models in career progress. 2. Understand implicit gender biases in entrepreneurship. 3. To reflect on how to create a diverse set of role models in the entrepreneurship ecosystem.
Duration	1 hour
Expected attendees	(Entrepreneurship) Educators, Programme Managers, Third level students
Activities suggested for this lesson plan	<ol style="list-style-type: none"> 1. Reflection exercise on how to make making Female role models more visible. 2. Inviting a female entrepreneur for showcasing a role model.
<p>Link to references and list of resources (link to the WeRin Knowledge Port for principle Relatable Role Models)</p>	





WeRin

Principle Relatable Role Models

Prepared by
Dr. Zeynep Erden Bayazit

Partner:
Istanbul Technical
University – Management
Engineering Department

Co-funded by the Erasmus+ Programme of the European Union

This programme has been co-funded with support from the European Commission. The author is solely responsible for this publication (communication) and the Commission accepts no responsibility for any use that may be made of the information contained therein.

Click on the image to see the presentation of this principle.

Opportunity-driven entrepreneurship (according to the WeRin project)

- Changing the **narratives** that describe entrepreneurship from solo hero to ecosystem networks and the resource providers.
- Including broader aims of entrepreneurship, such as **sustainability, social mission, and value creation** instead of focusing only on profit & business growth.

PRESENTATION DESCRIPTOR	
Principle name	Opportunity driven entrepreneurship
Learning outcomes of lesson plan	<ol style="list-style-type: none"> 1. To learn about the difference between necessity and opportunity drivers of entrepreneur. 2. To acknowledge the specific drivers for women entrepreneurs (WE). 3. To learn how we can make ourselves more perceptive on the opportunities around us. 4. To become aware that entrepreneurship is not reserved for the privileged minorities.
Duration	1 hour
Expected attendees	(Entrepreneurship) Educators, Programme Managers, Third level students
Activities suggested for this lesson plan	<ol style="list-style-type: none"> 1. Intended more for the audience comprising Entrepreneurship Educators, WE or Programme Managers. Discuss and state whether obligations to family and children are a motivator or an obstacle to entering entrepreneurship. 2. "Image Insights" by Jennifer Capps. "Based on the image that has been provided to your team, conduct a brief 3-4 minute search to identify at least 3 interesting entrepreneurial ventures that have a product or service that is impacting your given scene."
<p>Link to references and list of resources</p> <p>(link to the WeRin Knowledge Port, Principle for Opportunity Driven Entrepreneurship)</p>	



Principle Opportunity-driven Entrepreneurship

Prepared by
Marijana Bubanić, Ph.D.
Dina Korent, Ph.D

Partner:
 University of Zagreb –
 Faculty of Organisation
 and Informatics



This programme has been co-funded with support from the European Commission. The author is solely responsible for this publication (communication) and the Commission accepts no responsibility for any use that may be made of the information contained therein.

Click on the image to see the presentation of this principle.

Inclusive support and finance principle (according to the WeRin project)

- Increasing the visibility, accessibility and equity of the **support programmes and financing schemes** in the entrepreneurial ecosystem.
- Improving financial and investment literacy among **nascent entrepreneurs**.

PRESENTATION DESCRIPTOR	
Principle name	Inclusive Finance and Support
Learning outcomes of lesson plan	<ol style="list-style-type: none"> 1. Understand the gendered challenges that women entrepreneurs face in accessing venture capital and explain how these challenges impact their entrepreneurial journeys. 2. Evaluate and critically analyse the strategies employed by successful women entrepreneurs to overcome gendered barriers in accessing venture capital. 3. Apply the learned strategies to develop a personalized action plan for navigating gendered challenges in venture capital funding.
Duration	1 hour
Expected attendees	(Entrepreneurship) Educators, Programme Managers, Third level students
Activities suggested for this lesson plan	Analysing Strategies: Instruction for educators: Divide the class into pairs and provide each pair with a case study of a successful women entrepreneur who has overcome challenges when it comes to accessing venture capital. Instruct the pairs to analyse the strategies that the entrepreneur used and identify the key factors that contributed to their success.
<p style="text-align: center;">1. Link to references and list of resources (link to the WeRin Knowledge Port for principle Inclusive Finance and Support)</p> <p style="text-align: center;">2. European Investment Fund, 2020</p> <p style="text-align: center;">3. https://europeanwomeninvc.idcinteractive.net/8/</p> <p style="text-align: center;">4. https://europeanwomeninvc.idcinteractive.net</p> <p style="text-align: center;">5. https://www.youtube.com/watch?v=5Y7JONyJaK0&t=2s</p> <p style="text-align: center;">6. Link to cases studies - Exercise</p>	



WeRin

Principle Finance and Support

Prepared by
Saskia Stoker (Msc.)
Dr. Ingrid Wakkee

Partner:
Amsterdam University of Applied Sciences

Structural change in the ecosystem (according to the WeRin project)

- **Increasing engagement with stakeholders** in the ecosystem to overcome structural barriers for female entrepreneurs.

PRESENTATION DESCRIPTOR	
Principle name	Structural ecosystem change
Objectives of this exercise	<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 rules 2. Financial institutions 3. Biases and stereotypes 4. Networking 5. Cultural norms 6. Social Safety
Duration	1 hour
Expected attendees	(Entrepreneurship) Educators, Programme Managers
Activities suggested for this lesson plan	<p>Word of caution: 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> <ol style="list-style-type: none"> 1. Write 3 aspects in your culture that can lead to 'biases and stereotypes' and 'social safety' against women. 2. Write 3 possible solutions to start alleviating these aspects in your culture.
<p>Link to references and list of resources (link to the WeRin Knowledge Port for Structural Ecosystem Change)</p>	

The slide features the WeRin logo at the top right, which consists of a stylized sunburst with segments in purple, orange, and yellow. The title 'Principle Structural Ecosystem Change' is prominently displayed in white text on a dark purple background. Below the title, it lists the authors: 'Prepared by Saskia Stoker (Msc.) Dr. Ingrid Wakkee' and the partner: 'Partner: Amsterdam University of Applied Sciences'. At the bottom, there is a small European Union flag logo and a disclaimer: 'Co-funded by the Erasmus+ Programme of the European Union' and 'This programme has been co-funded with support from the European Commission. The author is solely responsible for this publication (communication) and the Commission accepts no responsibility for any use that may be made of the information contained therein'.

Click on the image to see the presentation of this principle.



07

Moving forward
from CBS to
piloting stage

Moving forward from CBS to piloting stage

07

Regarding the structure to present these principles to students in the piloting stage in a manner that is accessible and engaging, the partners agreed to follow the structure suggested in the presentation of the **Principle Realistic Picture of Entrepreneurship**. It presented entrepreneurship as a hero's journey (Campbell, 1949), as Figure 5 introduces.



Figure 5: The WeRin Journey

Based on a general model for the narratives of myths based on research done by the mythologist Joseph Campbell (1949), the Hero's Journey contains an archetypal sequence of events widely used in storytelling, where the hero begins at home and reluctantly travels out into unknown territory with new rules, enemies, allies and opportunities. The Hero's Journey is suitable for a course on process understanding, innovation management, and entrepreneurship dynamics. A key aspect of it is the understanding that an outer journey of discovery also reflects an inner development of the student, for instance.

The CBS participants agreed that this journey was suitable as a structure to then pilot the principles to the students at the next stage of the project because it allowed to include all the WeRin Principles at different stages of the journey.

For example, in the stage "03. Refusing the call", elements from the Principle 100% inclusivity could be included to showcase the biases and barriers that affect women entrepreneurs differently and disproportionately. The journey also has an attractive structure that will be easy for students to follow and to get engaged with.



Therefore, the WeRin Journey will structure the piloting stage, but relevant amends must be made:

01

Words such as 'hero' or 'hero's journey' are included here with the intention that students question themselves and analyse how limiting the (masculine) word can be, unlike what WeRin stands for: inclusivity and different realistic positionings. The intention behind using the Hero's Journey from Campbell (1949) is to challenge the common sense that a hero is a man (and not a woman – heroine), and to go further from all the glory that a hero can accomplish: it is not about the status in the media (being famous) or the financial results (profit) that a successful entrepreneurs can get, but it is about the individual person that goes through a journey to find oneself and the purpose that guides one to grow personally and professionally.

02

Emphasis will be made on the different stages of the journey and particularly on those that affect women entrepreneurs differently and disproportionately leading to subordinating positions regarding their psyche and the perception of their businesses as well as an emphasis on critical solutions.

03

Emphasis will also be made on how certain WeRin Principles are more relevant for certain stages of the journey. For instance, in the stage "04. Meeting the mentors", elements from the Principle Relatable role models could be included to highlight the lack of female role models in entrepreneurship and the effect that can have on women entrepreneurs' psyche. Other stages, such as "05. Crossing the line" or "08. The journey", will be presented more lightly as they do not make direct reference to the WeRin Principles and the differences between genders are not as pronounced.

Starting from a look at the ordinary world and call to change something and add value, the journey philosophy narrates all the different stages that the (woman) entrepreneur needs to travel through to reach a new perspective – the called WeRin Journey.



08

References

- Campbell, J. (1949). The hero with a thousand faces. New York, Pantheon Books.
- Dobson, H.E., Bland Tomkinson, C.. (2012). Creating sustainable development change agents through problem-based learning: Designing appropriate student PBL projects. Int. J. Sustain. High. Educ. 13, 263–278. <https://doi.org/10.1108/14676371211242571>
- Dublin City University. (2011). Reflective Learning - Characteristics of reflective learning: how to engage | Student Support & Development [WWW Document]. Dublin City Univ. <https://www.dcu.ie/students/reflective-learning-characteristics-of-reflective-learning-how-to-engage> (accessed 30.05.2023).
- De Graaf, E., Kolmos, A. (2003). Characteristics of problem-based learning. Int. J. Eng. Educ. 19, 657–662.
- Tullis, J.G., Goldstone, R.L. (2020). Why does peer instruction benefit student learning? Cogn. Res. Princ. Implic. 5, 15. <https://doi.org/10.1186/s41235-020-00218-5>
- Western Governors University. (2022). Peer Learning: Overview, Benefits, and Models [WWW Document]. West. Gov. Univ. <https://www.wgu.edu/blog/peer-learning2208.html> (accessed 27.05.2023).





WeRin



Follow Us



www.werinproject.eu