

The logo features the word "WeRin" in a bold, black, sans-serif font. The letter "i" has a small orange dot above it. To the right of the text is a circular graphic composed of several overlapping, fan-shaped segments in shades of purple, pink, orange, and yellow, resembling a stylized sun or a flower.

WeRin

WeRin Journey Guideline 2024



WeRin

PART 1

Overview

WeRin Pathway

What we have achieved!



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.

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).

WeRin is a European initiative aiming to make **entrepreneurship education** and support programmes **more inclusive** for women.

Based on the research conducted by the consortium, the project started out with identifying the guiding principles and assumptions for how to **design inclusive entrepreneurship education** and support programmes which then fed into the design of an **innovative and inclusive** learning approach for women entrepreneurship, called the **WeRLearnin Approach** and the **WeRin Toolbox**. All educational resources for each WeRin Principle are stored in the **WeRin Knowledge Port**.

OUR CORE PRINCIPLES



**100%
INCLUSIVITY**



**RELATABLE
ROLE MODELS**



**REALISTIC
PICTURE OF
ENTREPRENEURSHIP**



**OPPORTUNITY
- DRIVEN
ENTREPRENEURSHIP**



**INCLUSIVE
SUPPORT
+ FINANCE**



**STRUCTURAL
CHANGE IN THE
ECOSYSTEM**



100% inclusivity

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





Relatable role models

- 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).

Realistic picture of entrepreneurship

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



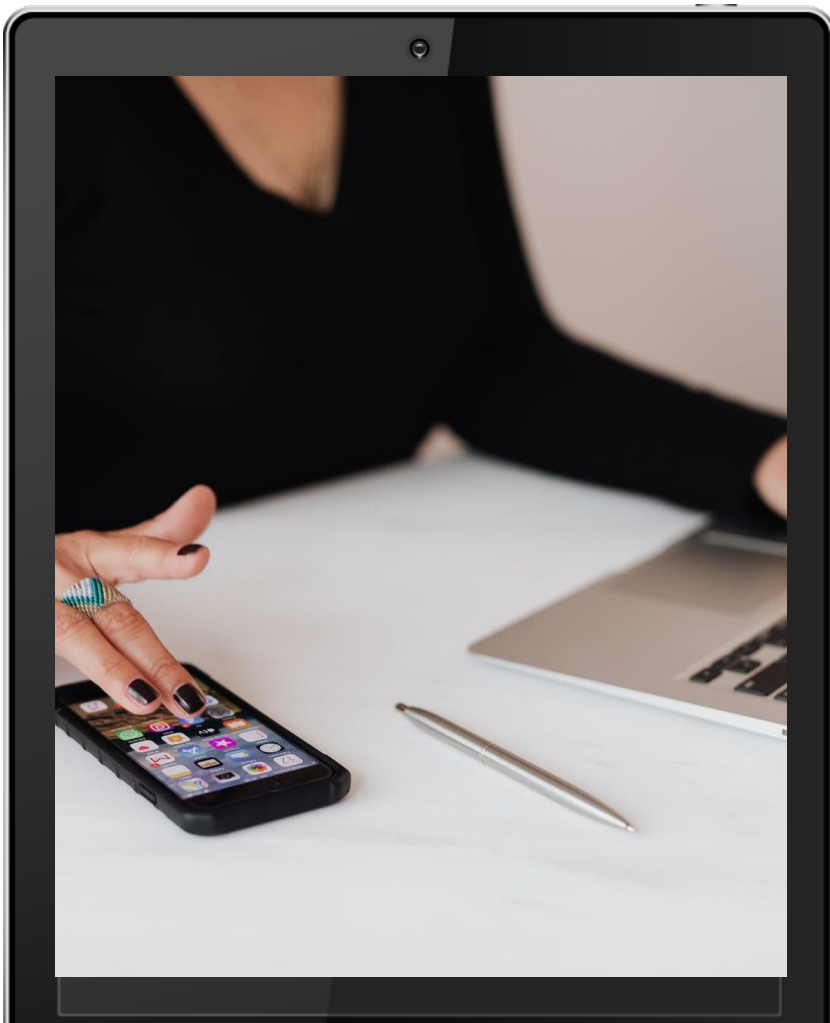


Opportunity-driven entrepreneurship

- 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

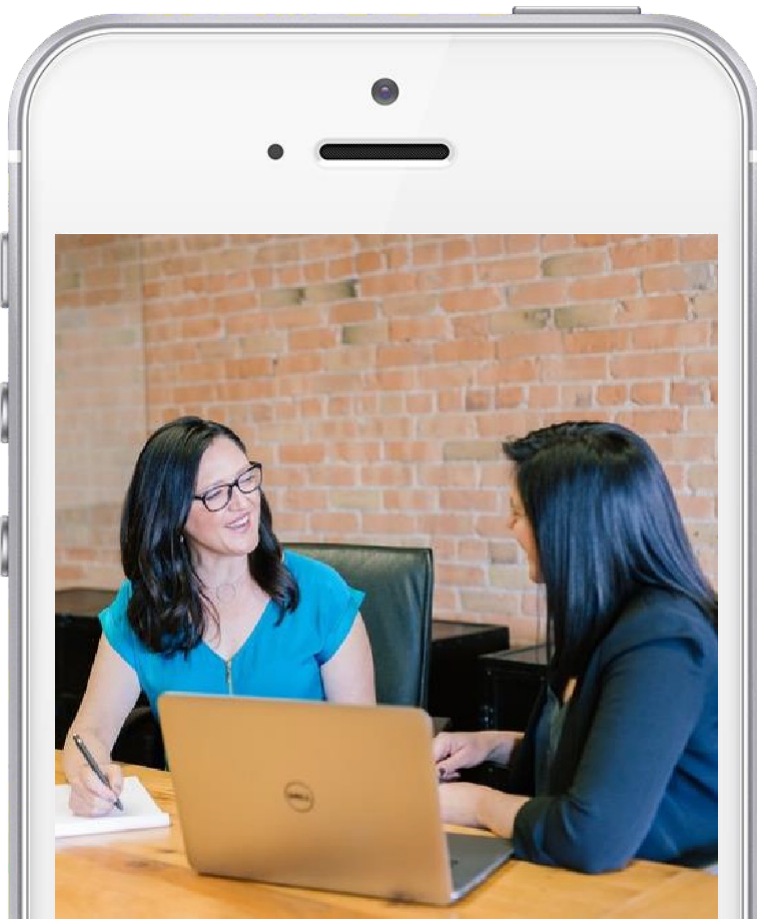
Inclusive support and finance

- 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



Structural change in the ecosystem

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





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PART 2

Overall Guideline

Guideline's Purpose

This is a guideline for higher education institutions, regional incubation centres and other relevant entrepreneurship ecosystem stakeholders interested in **learning how to utilize** the WeRLearnin Approach and the WeRin Toolbox locally.

The guideline contains **primarily recommendations**, as the local organizer always knows best what is viable and beneficial for their participants.

Checklist for when embarking on the WeRin Journey

- ❑ Set the goals for your own organization: How will you use the tools to increase the number of women entrepreneurs in your local ecosystem?
- ❑ Recruit your local 2-person core team, who are responsible for facilitation and practicalities with the participants. One person should have moderation skills.
- ❑ Recruit guest speakers, as well as mentors.
- ❑ Recruit participants: students from HEI and aspiring women entrepreneurs from HEI.



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PART 3

Proposed Workshop

Introduction

To test and validate the WeRin Toolbox and the WeRLearnin Approach, the piloting stage will follow an **accessible and engaging structure**, suggested in the presentation of the Principle 'Realistic picture of entrepreneurship' during the International CBS in May 2023, in Cork, Ireland. It presented **entrepreneurship as a hero's 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.

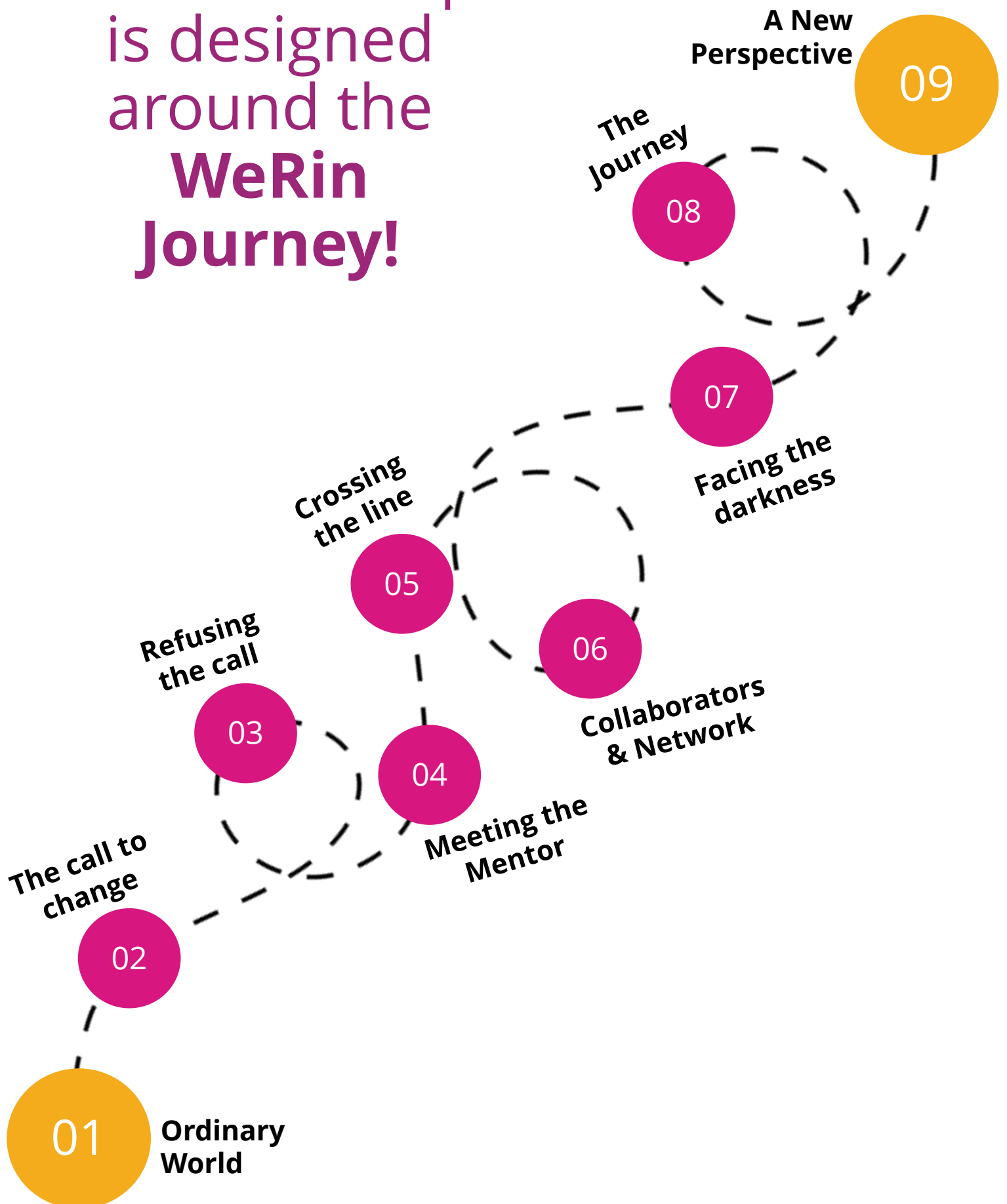
The CBS participants agreed that this journey was suitable as **a structure** to pilot the WeRin Principles and other WeRin Resources to the students because it allows to include all materials at different stages of the journey, and it **is attractive and easy to follow and engage**.

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

1. 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.
2. 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.
3. Emphasis will also be made on how certain **WeRin Principles** are more relevant for certain stages of the journey. Other stages 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**.

The workshop is designed around the **WeRin Journey!**



Breaking Barriers and Unlocking Horizons: Inclusive Entrepreneurship 101 WeRin Workshop

This is a **suggested** workshop, which can be **adapted** to the **needs** of the local partner and **context**. The partners are free to **combine the materials** as pleased, as long as they follow the structure of the WeRin Journey and use the **content and activities** proposed here.

LEARNING OBJECTIVES (LO):

1. ENTREPRENEURSHIP AS VALUE CREATION

- ✓ Understand the role of entrepreneurship in creating social value in addition to economic values.
- ✓ Identify different strategies and approaches for creating value through entrepreneurship.
- ✓ Understand entrepreneurship as a process for new value creation.

2. ENTREPRENEURSHIP AS A COLLECTIVE PROCESS

- ✓ Comprehend the collaborative nature of entrepreneurship and the importance of Building effective networks and partnerships.
- ✓ Evaluate own networks and partnerships.
- ✓ Make students aware of the ecosystem where they are embedded.

3. FAILURE AND RECOVERY AS A SOURCE OF LEARNING

- ✓ Appreciate the significance of failure as a part of the entrepreneurial Journey.
- ✓ Develop a mindset that embraces failure as a learning opportunity and motivates iterative improvement and adaptation.
- ✓ Reflect on personal experiences and insights gained from entrepreneurial activities and failures, and propose improvements based on those learnings.

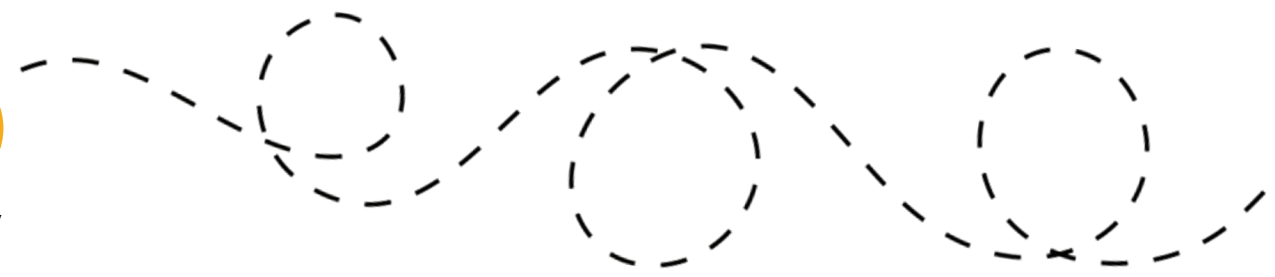
Suggested Agenda

DAY 1 – Expand your ideas

Time	Topic	Duration
09:00-09:10	Introduction – Workshop LOs & WeRin Journey	10min
09:10-09:20	<i>Icebreaker</i>	10min
09:20-09:50	01. Ordinary World – Entrepreneurial Attributes & Literature Review	30min
09:50-10:20	01. Ordinary World – Strategies to Overcome Challenges	30min
10:20-10:30	Coffee Break	10min
10:30-10:50	02. The call to change – Image Insights & Purpose Definition	20min
10:50-11:00	03. Refusing the call – Purpose Reflection	10min
11:00-11:45	04. Meeting the mentor – Fire Side Chat	45min
11:45-12:15	04. Meeting the mentor – Role Models Exercise	30min
12:15-12:30	Wrap-up Day 1 – Key takeaways from the day & Feedback	15min

DAY 2 – Expand your network

09:00-09:05	Recap Day 1	5min
09:05-09:20	05. Crossing the line – Regional Scan Presentation	15min
09:20-10:00	05. Crossing the line – Programme Manager	40min
10:00-10:15	Coffee Break	15min
10:15-10:35	06. Collaborators & Networks – Resource Generator	20min
10:35-11:00	07. Facing the darkness – Alex’s Case Study	25min
11:00-11:15	08. The journey – Reflection Exercise	15min
11:15-11:45	09. A new perspective – Action Plan	30min
11:45-12:00	Wrap-up Day 2 – Final words & Certificates	15min
12:00-13:00	Lunch & Networking	60min



The workshop begins with a warm-up; below are some suggestions for icebreakers – these are examples, the educators and facilitators are free to use any other tool they are comfortable with/prefer.

Suggested Activity

Icebreaker (10min)

LO: make the students to get to know each other and establish a comfortable and safe environment.

Potential tools:

1. **This or that:** ask a student if she prefers, for example, “do you prefer coffee or tea?” (the options are free, be creative). Then this student ask another student another question like that (e.g., “do you prefer summer or winter?”), and so it goes.
2. **What’s in the bag:** make a list of 10 things someone could have in the bag: 7 ordinary (e.g., pen, computer, black phone, business card, etc.) and 3 extravagant (e.g., decorative stone, candle, blue scarf, etc.). Then divide the group into teams of 3-4 students and mention the items so they check between themselves if someone has the item. For each ordinary item that the group has the team gets one point, for the funny items the team gets 3 points - only 1 of each item per team is counted and the team with the most points wins. The number of items can be adapted.
3. **Two truths and one lie:** ask a student to tell everyone two truths and one lie about herself, and the others need to guess which one is a lie. Do it as many times as wanted or until the group is in engaged.



01

Ordinary
World

Setting the scene for the participants using the **Principles 100% Inclusivity** and **Inclusive Support and Finance** and other WeRin materials.

Suggested Activities

Entrepreneurial Attributes (15min)

LO1: To learn about barriers and biases on women entrepreneurship in the ecosystem.

LO2: To reflect on how these biases can also be inside the individual.

Introduction Content: Attributes for men and women entrepreneurs to highlight how gender biases can be engrained in us all ([slides 9-10 from the presentation of Principle 100% Inclusivity](#)).

Instructions: Ask the students to think of an entrepreneur (real or imagined) and make a list of attributes that this person may have. Then, ask the students to match the listed attributes to a woman and a man – the attributes can be different or the same for both genders. Finalize the exercise with the students sharing their thoughts and a short discussion (try to make a connection with the next step – literature review).

Literature Review (15min)

LO: introduce the entrepreneurship topic to the participants, especially the biases and what WeRin has found out.

Content: Facilitators and educators can select the preferred materials from the [WeRin Resources](#), like the Literature Review.



01

Ordinary
World

Setting the scene for the participants using the **Principles 100% Inclusivity** and **Inclusive Support and Finance**.

Suggested Activity

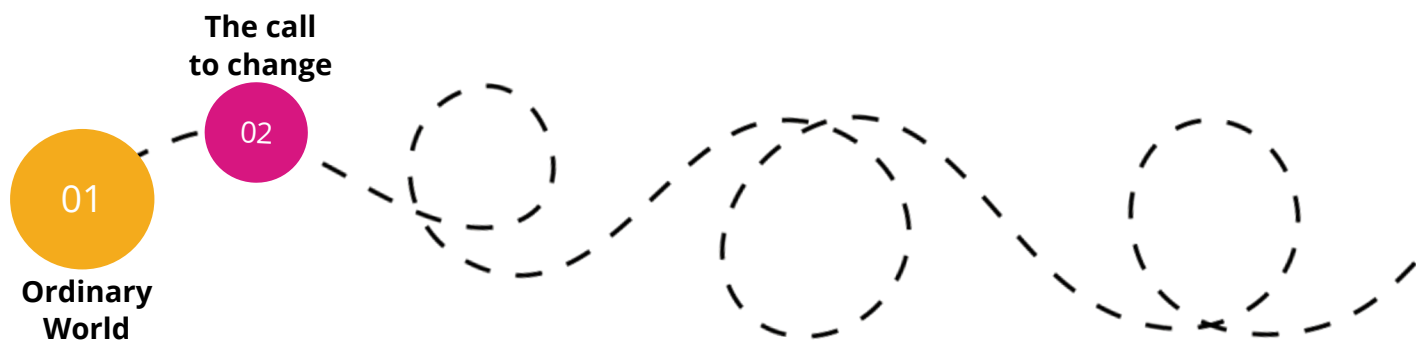
Strategies to Overcome Challenges (30min)

LO1: Understand the gendered challenges that women entrepreneurs face in accessing venture capital and explain how these challenges impact their entrepreneurial journeys.

LO2: Evaluate and critically analyze the strategies employed by successful women entrepreneurs to overcome gendered barriers in accessing venture capital.

Introduction Content: Does Investor Gender Matter for the Success of Female Entrepreneurs? ([slides 4-14 from the presentation of Principle Inclusive Support and Finance](#)).

Instructions: Divide students into groups (4 people). Each group analyzes one of [4 case studies](#) of successful women entrepreneurs. Analyze the strategies that the entrepreneurs used and identify the key factors that contributed to their success (20min). Each group shares their findings with the rest of the class (15min).



Start the participants entrepreneurial journey using the **Principles Opportunity Driven Entrepreneurship** and **Realistic View of Entrepreneurship**.

Suggested Activity

Image Insights (15min)

LO1: To learn about the difference between necessity and opportunity drivers of entrepreneurs.

LO2: To acknowledge the specific drivers for women entrepreneurs.

LO3: To learn how we can make ourselves more perceptive of the opportunities around us.

Introduction Content: What do we know about starting a business and the recognition of opportunities? ([slides 18-19, 24-25, 27 from the presentation of Principle Opportunity Driven Entrepreneurship](#)).

Instructions: Assign students to groups of 3-4 people. Based on the image that has been provided to the team, the students should conduct a brief search to identify at least 3 interesting entrepreneurial ventures that may have impacted the given scene. Each group quickly present the companies they found and the pain/problem that companies are solving.

Note: This exercise was created by Jennifer Capps (more information [here](#)). This exercise will allow the students to identify entrepreneurial opportunities in everyday situations.



Start the participants entrepreneurial journey using the **Principles Opportunity Driven Entrepreneurship** and **Realistic View of Entrepreneurship**.

Suggested Activity

Purpose Definition (5min)

LO1: Understand oneself and increase awareness about opportunities, as well as barriers.

LO2: Identify different sources of opportunities for creating value through entrepreneurship.

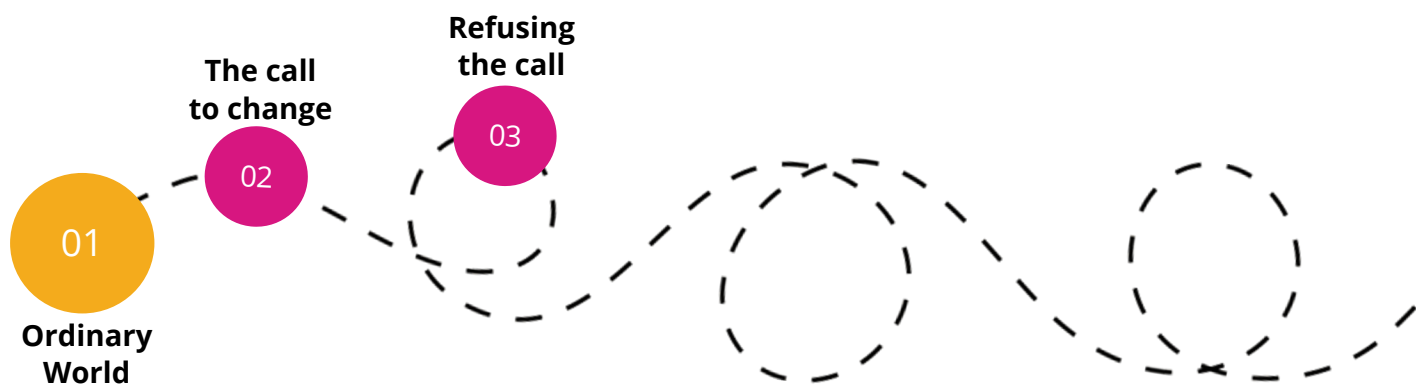
Introduction Content: Take a moment to reflect on your purpose. What is it that truly drives and inspires you? ([slides 11-15 from the presentation of Principle Realistic Picture of Entrepreneurship](#)).

Instructions: Ask the students to write down a clear and concise statement that captures their own purpose.

Prompts:

- ✓ *"I am passionate about, and I believe that..."*
- ✓ *"I believe my idea will..."*
- ✓ *"I believe in this cause so much that..."*
- ✓ *"My company will be based on the belief that..."*

Note: You can also explain the idea of the exercise and give it as a "homework" to the students, so they have more time to think and develop their personal purpose.



Motivate the participants to continue their entrepreneurial journey using the **Principle Realistic View of Entrepreneurship**.

Suggested Activity

Purpose Reflection (10min)

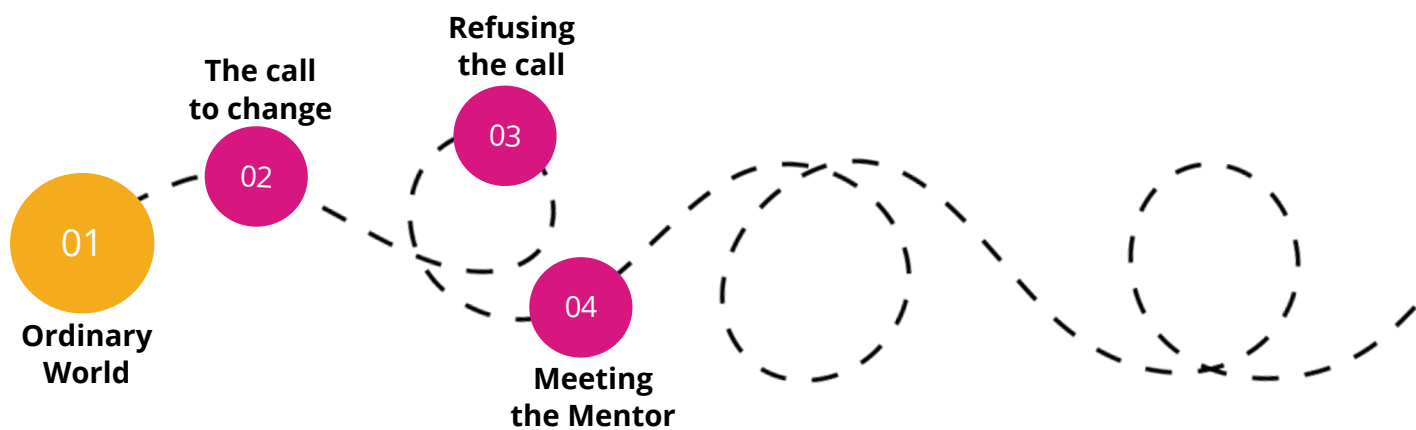
LO: Understand entrepreneurship as a process for new value creation.

Introduction Content: What stops you from realising your purpose? ([slides 20-21 from the presentation of Principle Realistic Picture of Entrepreneurship](#)).

Instructions: Ask the students to evaluate their current situation and identify any gaps or obstacles that prevent them from fully living your purpose. Remind them to consider skills, resources, commitments, and external factors that may impact their journey.

Prompts:

- ✓ *What external factors hinder you from pursuing your purpose?*
- ✓ *Are there personal fears or self-doubts that hold you back from realizing your purpose?*
- ✓ *Are there specific skills or knowledge gaps that hinder your progress towards your purpose?*
- ✓ *Are there external obligations or commitments that interfere with your ability to focus on your purpose?*



Show the participants examples of entrepreneurial journeys using the **Principle Relatable Role Models**.

Suggested Activities

Fire Side Chat (45min)

LO: Comprehend the collaborative nature of entrepreneurship and the importance of building effective networks and partnerships.

Instructions: Invite 3 female role models from your region to a panel discussion about their entrepreneurial journey and their network, highlighting the role of critical actors, from whom and what they have learned the most, and how they approached networks to acquire the necessary resources.

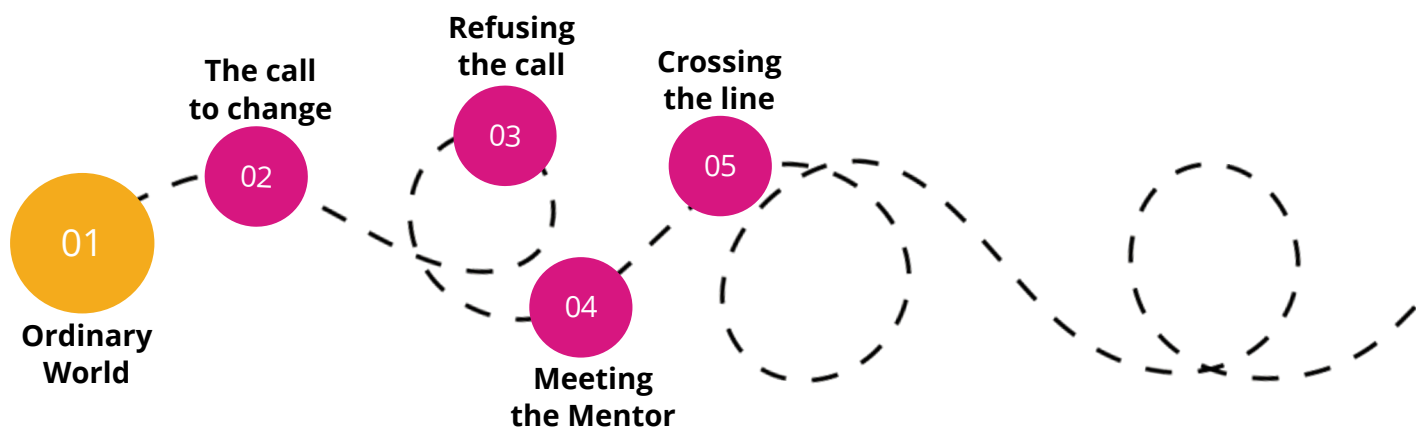
Role Models Exercise (30min)

LO: Understanding the impact of role models and how to make role models in the entrepreneurship ecosystem more visible.

Introduction Content: How to make role models more visible?
[\(slides 8-14 from the presentation of Principle Relatable Role Models\).](#)

Instructions: First ask the students to individually ideate (5min) on possible solutions for the question posed (above). Then, put them into small groups to build up on the ideas (15min). Lastly, ask the groups to share their thoughts (10min).

Note: For both activities, you can also use the [“Meet the Changemakers”](#) materials as an alternative/complement to inspire the students.



Place the students in their local ecosystems using the **Principle Realistic Picture of Entrepreneurship**.

Suggested Activities

Regional Scan Presentation (30min)

LO: Make students aware of the current state of gender inclusivity in their local academic and non-academic entrepreneurship education and entrepreneurship support programmes.

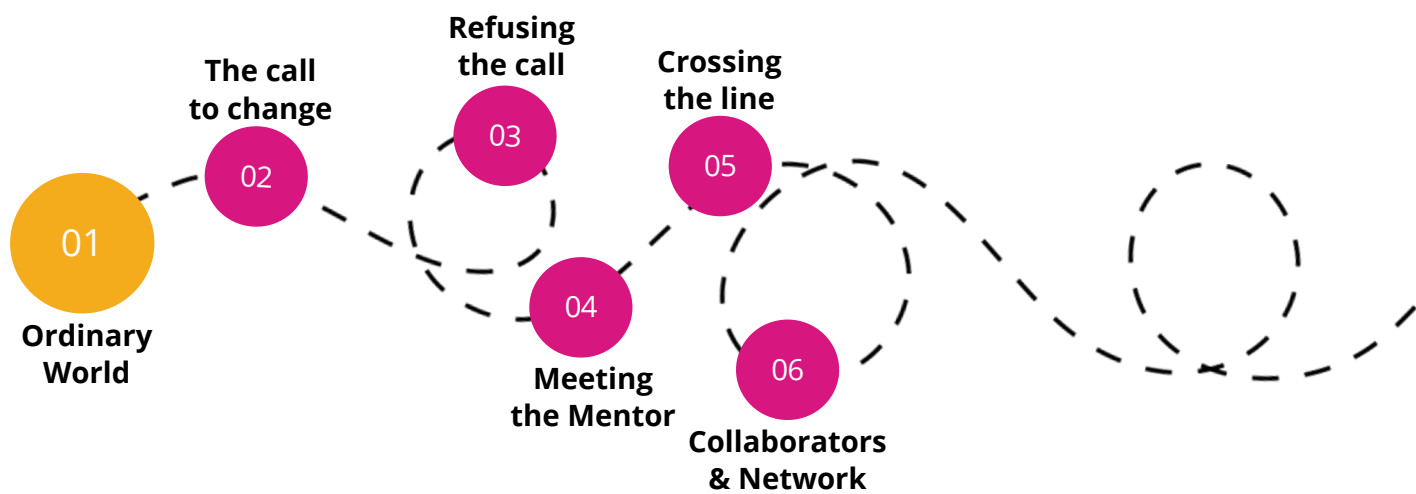
Instructions: Use the [Regional Scans](#) prepared during the project. You can also use other contents from the Principles and/or Literature Review to support you. Prepare a presentation (as you prefer) and share with the students the relevant information about the local ecosystem. If you wish, you can also present from the other regions.

Programme Manager (40min)

LO: Make students aware of the ecosystem where they are embedded.

Instructions: Invite 1 entrepreneurship programme manager from your region to talk about the programme (e.g., where they are located; which support programmes exist; the first step students need to take when they have an idea to entrepreneurs; which entrepreneurship-related events in the region they can attend; how their region is special for entrepreneurship; etc.). If possible, take the students to the programme location for a tour.

Note: if not possible to invite someone or do a tour, use the [Good Practice Webinar Collection](#), with programmes from your region.



Enlighten the students on how to map their network using the **Principle Realistic Picture of Entrepreneurship**.

Suggested Activity

Resource Generator (20min)

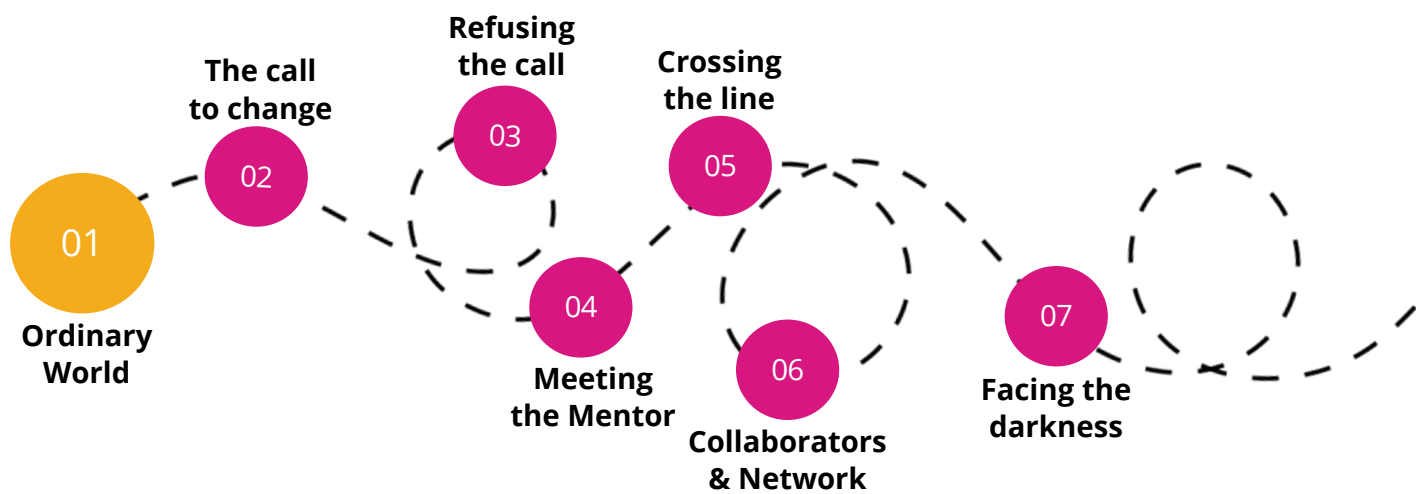
LO: Evaluate own networks and partnerships.

Introduction Content: Help the students to determine who can provide them support or guidance along their entrepreneurial way, such as mentors, peers, or experts in your field, by filling in the Resource Generator matrix ([more instructions and matrix template at slides 31-33 from the presentation of Principle Realistic Picture of Entrepreneurship](#)).

Instructions:

- ✓ Step 1 (10min): fill in the resource generator. Ask the students to think about the past six months on who can help them in their entrepreneurial journey. The idea is that they fill in the columns with the names of these people.
- ✓ Step 2 (5min): interpretate the personal networks. How big is their personal networks? Do they have more than one name per column? Do they have all columns filled?
- ✓ Step 3 (5min): strategize the network. What does the student need to do to make sure that if they do these steps again in 6 months it will be a different result?

Note: You can also explain the idea of the exercise and give it as a “homework” to the students, so they have more time to think and develop their personal network. You can also use the [Good Practice Report](#) to show them where they can develop their network.



Show the students that failure and recovery are sources of learning using the **Principle Realistic Picture of Entrepreneurship**.

Suggested Activity

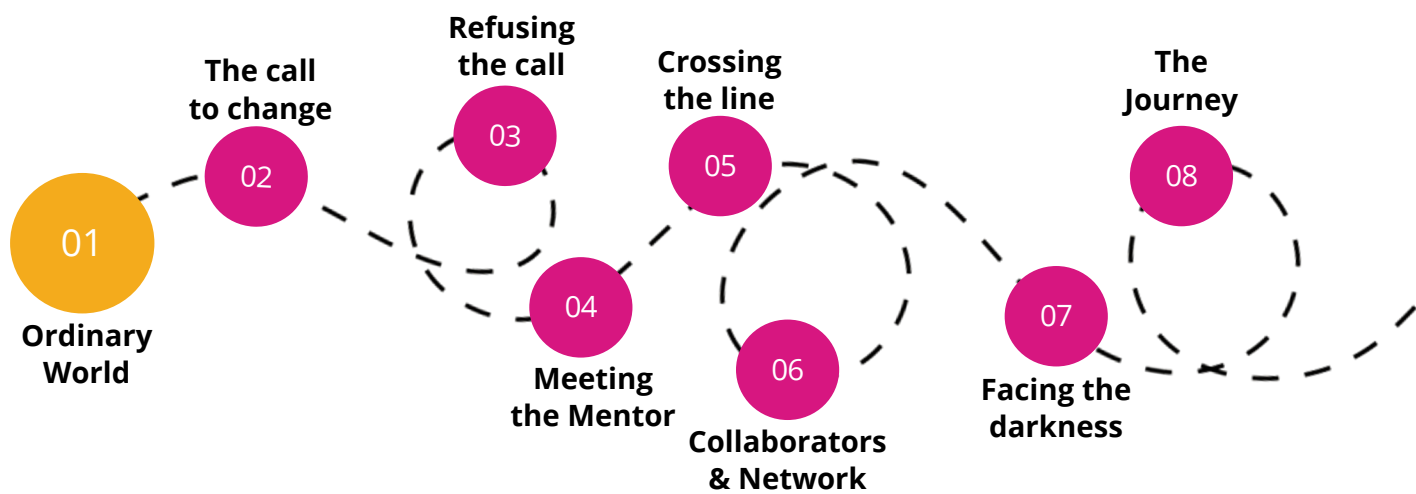
Alex's Case Study (25min)

LO: Develop a mindset that embraces failure as a learning opportunity and motivates iterative improvement and adaptation.

Introduction Content: Alex's HealthPlan Data Solutions startup – making patients' experiences better ([case study text and teaching notes on slides 35-36 from the presentation of Principle Realistic Picture of Entrepreneurship](#)).

Instructions: First, individually, let the students read the case study and think of the scenario Alex is (10min). Then, unfold the scenario with them (teaching notes), letting them share what they thought of the case and expand the discussion (15min).

Note: More materials to get insights, or even to show the students, about the topic of failure and recovery can be found on the [RestART Project \(from FH Münster\)](#) and the [Project Fenix \(from AUAS\)](#).



Invite the students to reflect on their journey using the **Principle Realistic Picture of Entrepreneurship**.

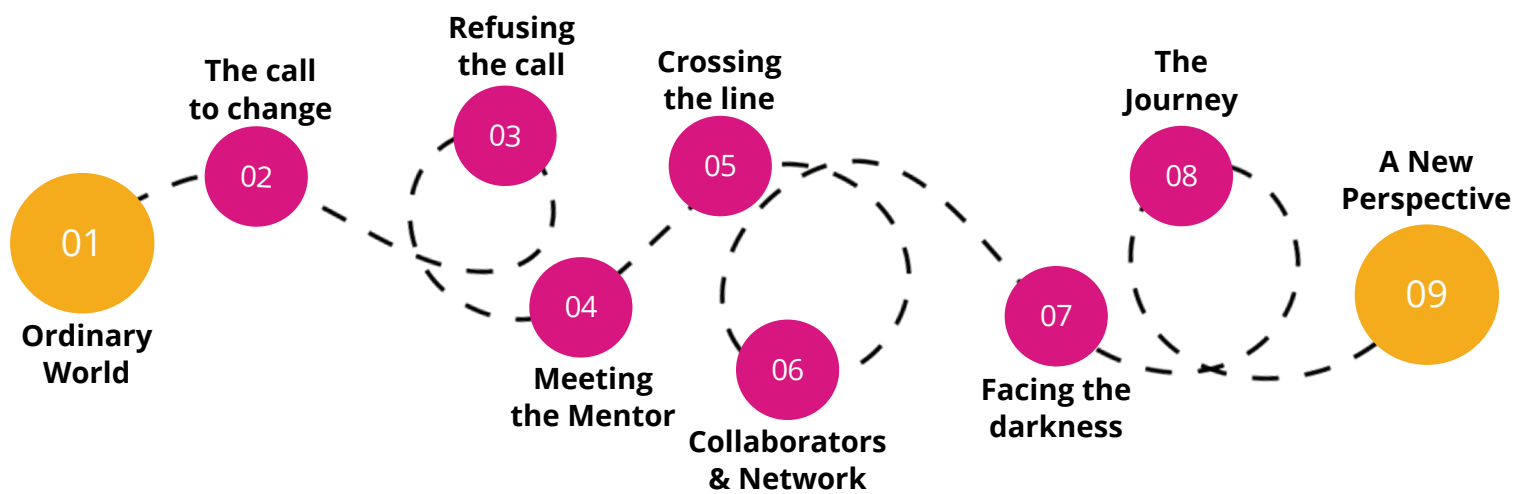
Suggested Activity

Reflection Exercise (15min)

LO: Reflect on personal experiences and insights gained from entrepreneurial activities and failures, and propose improvements based on those learnings.

Introduction Content: Recovery & Lessons learned – what would you do if you were in Alex’s shoes? ([slide 39 from the presentation of Principle Realistic Picture of Entrepreneurship](#)).

Instructions: using Alex’s Case Study (from step 07. Facing the darkness), ask the students what they would do if they were in Alex’s place. They can work in small groups and share their thoughts (10min). The focus is to reflect on purpose, network, personal growth and resilience. Finalize this step with a short round of sharing (5min).



Break the barriers and help the students to create a plan using the **Principle Realistic Picture of Entrepreneurship**.

Suggested Activity

Action Plan (30min)

LO: Appreciate the significance of failure as a part of the entrepreneurial journey.

Introduction Content: What is your action plan? ([slide 41 from the presentation of Principle Realistic Picture of Entrepreneurship](#)).

Instructions:

- ✓ Step 1: Ask the students to review their purpose from “02. The call to change”.
- ✓ Step 2: Let them brainstorm the specific steps needed to take to achieve it – students can talk to each other, if wanted; also move around to help them refine the steps and/or give insights. Make them think about the actions, behaviors, or habits they need to develop or change.
- ✓ Step 3: Break down each goal/step into smaller, manageable tasks.
- ✓ Step 4: Ask them to have a look on their Resource Generator (from “06. Collaborators & Network”) and link the people there to the tasks from Step 3.

Note: It might not be enough time, but the idea is to make the students start their plan, leave the workshop with a tangible result, and keep thinking and developing it.

Certificate

At the end of **Day 2** hand in to the **students and other participants** (e.g., role models on Day 1 and programme manager on Day 2) a certificate of attendance and participation.

We have **two templates**: one **general** and one to be **personalized** with name.
You are free to **choose** which you prefer.

Please, make sure you **add** the **DATE** and **INSTITUTION, CITY AND COUNTRY** in which your pilot session takes place in the template of your choice.

Hint: try to print the certificates in a thicker paper to look nicer.



CERTIFICATE

ATTENDANCE & PARTICIPATION

This certificate is proudly awarded in recognition of your successful attendance and participation in the **Breaking Barriers and Unlocking Horizons: Inclusive Entrepreneurship 101 WeRin Workshop** held on [DATE], at [INSTITUTION, CITY, COUNTRY].



(SIGNATURE)
(NAME OF THE FACILITATOR)
(POSITION)
(INSTITUTION)
(COUNTRY)



This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.

CERTIFICATE

ATTENDANCE & PARTICIPATION

Proudly presented to

xxx

On successfully attending and participating in the **Breaking Barriers and Unlocking Horizons: Inclusive Entrepreneurship 101 WeRin Workshop** held on [DATE], at [INSTITUTION, CITY, COUNTRY].



(SIGNATURE)
(NAME OF THE FACILITATOR)
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PART 4

Tips

Remember, the aim is:

Peer-to-peer dialogue & learning

As a facilitator, you are/need to be:

- ✓ Personable and open
- ✓ Linker and connector
- ✓ SYN: Moderator

The space should be:

- ✓ Intimate and inspirational
- ✓ Workshop-like space with room for a dialogue ring
- ✓ Tables for small group discussions

Remember, the aim is:

Peer-to-peer dialogue & learning

For better delivery of the workshop:

- ✓ Small groups work better (12-15 students)
- ✓ Two days for the workshop might not be enough time to cover all the content – try to split it into more sessions (not longer)
- ✓ Localised content is very valued by the audience
- ✓ Listen to the feedback from the students and implement it in real time (if possible)



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