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WEDSS Framework



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Contents

1. Introduction.....	3
1.1 Background Information.....	3
1.2 Purpose of the Framework.....	3
2. Educational Foundations.....	4
2.1 Adult Learning.....	5
2.2 Social Entrepreneurship.....	5
2.3 Digital Microlearning.....	5
2.4 Women's Empowerment through Entrepreneurship Education.....	6
3. EntreComp as the Pedagogical Framework.....	6
3.1 The EntreComp Competence Areas.....	7
3.2 Selecting Appropriate Competence Levels.....	8
3.3 Translating EntreComp into Microlearning.....	8
4. Pedagogical and Instructional Design Principles.....	9
4.1 Focus on One Learning Objective.....	9
4.2 Keep Learning Short, Focused and Meaningful.....	9
4.3 Start from Learners' Experience.....	10
4.4 Promote Active Participation.....	10
4.5 Use Storytelling to Create Meaning.....	10
4.6 Use Accessible and Inclusive Language.....	11
4.7 Encourage Reflection Before Action.....	11
4.8 Connect Learning to Everyday Life.....	11
4.9 Encourage Small, Achievable Actions.....	11
4.10 Design for Flexibility.....	11
4.11 Design for Visual Communication.....	12
5. Storytelling and Learner Engagement.....	12
5.1 Designing Meaningful Learning Experiences.....	12
5.2 Storytelling Through Authentic Scenarios.....	14
5.3 Promoting Active Learner Engagement.....	14
6. Recommendations for Content Developers.....	14
6.1 Planning the Learning Resource.....	15
6.2 Selecting the Digital Format.....	15
6.3 Effective Visual Communication.....	15
6.4 Accessibility.....	15
6.5 Ensuring Quality and Continuous Improvement.....	15
Conclusion.....	16
References.....	17



1. Introduction

1.1 Background Information

Entrepreneurship is increasingly recognised as a key competence for personal, social, and professional development. Beyond the creation of new businesses, entrepreneurial competence enables individuals to identify opportunities, transform ideas into action, solve problems creatively, and contribute positively to their communities. In recent years, the concept of **social entrepreneurship** has gained particular relevance as an approach that combines entrepreneurial thinking with a commitment to addressing social and environmental challenges.

Despite growing interest in entrepreneurship education, many women continue to face significant barriers to participating in entrepreneurial activities. Unemployment, limited access to training, caring responsibilities, digital exclusion, language barriers, and reduced self-confidence often prevent women - particularly those with fewer opportunities, including migrant women - from fully participating in economic and social life. These challenges highlight the need for educational approaches that are inclusive, accessible, practical, and capable of supporting women in recognising and developing their entrepreneurial potential.

The WEDSS (Women Entrepreneurs: Digital Learning for Social Start-Ups) project was developed to respond to this need. The project seeks to strengthen the capacity of adult educators to promote social entrepreneurship among women by developing innovative digital learning resources that are flexible, engaging, and easy to access. Central to this approach is the use of **microlearning**, which delivers educational content through short, focused learning experiences that can easily be integrated into adult learners' everyday lives.

To ensure consistency, educational quality, and pedagogical coherence, the development of these digital learning resources requires a common methodological framework. This document has therefore been conceived as a reference guide for educators, instructional designers, and organisations involved in designing digital microlessons on social entrepreneurship. It establishes the pedagogical principles, instructional approaches, and design criteria that should inform the creation of future learning materials within the project.

The framework proposes a flexible educational model that can be adapted to different learning environments, cultural contexts, and learner profiles while maintaining a shared pedagogical vision centred on empowerment, inclusion, participation, and lifelong learning.

1.2 Purpose of the Framework

The Digital Micro-lessons Educational Framework for Social Entrepreneurship provides the pedagogical foundation for the design and development of digital microlearning resources within the WEDSS project.

Its purpose is to establish a common educational approach that supports the creation of learning materials capable of promoting entrepreneurial competences among adult women learners, particularly those facing social, economic, or educational disadvantages.



More specifically, the framework aims to:

- establish the theoretical foundations that underpin the educational approach adopted by the project;
- explain how entrepreneurship education can support women's empowerment and social inclusion;
- introduce the European Entrepreneurship Competence Framework (EntreComp) as the principal reference for competence development;
- define pedagogical principles for designing effective digital microlearning experiences;
- propose instructional strategies that encourage reflection, participation, and practical application;
- provide recommendations for creating inclusive, accessible, and learner-centred digital content.

The framework is primarily intended for adult educators, trainers, instructional designers, and organisations involved in developing educational resources. However, its principles may also be applied in broader contexts of adult education, employability programmes, lifelong learning initiatives, and community education.

The document should be considered a flexible reference rather than a prescriptive manual. Educators are encouraged to adapt its recommendations according to the characteristics of their learners, local contexts, and educational objectives while preserving the fundamental principles presented throughout this framework.

2. Educational Foundations

Adult women interested in developing entrepreneurial competences often face barriers that make participation in traditional training programmes difficult. Professional commitments, family responsibilities, limited time, and different levels of digital confidence require learning opportunities that are flexible, practical, and directly connected to everyday life. For this reason, the WEDSS project adopts a microlearning approach that allows learners to engage with educational content in short, manageable learning experiences that can be completed at their own pace.

Within WEDSS, digital micro-lessons are designed to introduce the principles of social entrepreneurship through concise, learner-centred activities that encourage immediate application of knowledge. Rather than presenting extensive theoretical content, each micro-lesson focuses on a single topic or competence, combining clear explanations with authentic examples, guided reflection, and practical tasks that learners can relate to their own personal, professional, or community contexts.

The educational pathway supports women in recognising opportunities, strengthening their self-confidence, and developing entrepreneurial attitudes that can contribute to both personal growth and social impact. By progressing through small learning steps, participants gradually build the knowledge, skills, and confidence needed to transform ideas into meaningful actions, while



exploring how entrepreneurship can become a tool for empowerment, inclusion, and positive change within their communities.

2.1 Adult Learning

Adult learning is most effective when it acknowledges learners as autonomous individuals who bring a wealth of personal, professional, and social experiences into the educational process. Rather than viewing learners as passive recipients of information, adult education values their existing knowledge and encourages them to build new competences through active participation, reflection, and the exchange of experiences with others.

Within the WEDSS project, learning is conceived as a process of empowerment in which women are encouraged to recognise their own abilities, challenge limiting beliefs, and develop greater confidence in their capacity to generate ideas and take initiative. Educational activities therefore aim not only to transfer knowledge but also to foster self-awareness, motivation, and the confidence needed to pursue personal, professional, or community-based goals.

This learner-centred approach is particularly relevant in entrepreneurship education, where many entrepreneurial competences are already embedded in everyday experiences. Skills developed through employment, caregiving, volunteering, community involvement, or informal learning—such as communication, organisation, resilience, creativity, collaboration, and problem-solving—represent valuable foundations for further entrepreneurial development. By recognising and building upon these existing strengths, educational resources can help learners connect prior experience with new opportunities for social entrepreneurship and lifelong learning.

2.2 Social Entrepreneurship

The WEDSS project adopts a broad understanding of entrepreneurship that extends beyond the creation of commercial enterprises.

Social entrepreneurship refers to the ability to identify societal needs and develop innovative, sustainable solutions that create positive social value. While economic sustainability remains important, financial profit is viewed as a means of ensuring long-term impact rather than the primary objective.

This perspective is particularly relevant for adult women learners, who often demonstrate strong community engagement, social responsibility, and collaborative approaches to problem-solving. Entrepreneurship education can help transform these existing qualities into entrepreneurial initiatives capable of generating both individual empowerment and community benefit.

By framing entrepreneurship as a tool for creating positive change rather than simply generating income, educators can make entrepreneurial learning more accessible and meaningful for learners who may not initially identify themselves as future entrepreneurs.

2.3 Digital Microlearning

Within the WEDSS project, digital microlearning is adopted as a pedagogical strategy that enables adult women to develop entrepreneurial competences through short, purposeful learning



experiences. Each micro-lesson is designed around a single topic or competence, allowing learners to progress gradually without feeling overwhelmed by large amounts of information. This approach makes learning more manageable while encouraging regular engagement and continuous competence development.

The structure of each micro-lesson combines concise content with practical application. Short explanations are complemented by authentic examples, reflective questions, and simple activities that encourage learners to connect new knowledge with their own experiences and explore how it can be applied in everyday life. This balance between theory and practice helps transform learning into meaningful action.

Digital technologies play a supporting role in this process by increasing the accessibility and usability of the learning resources. The emphasis is not on the technology itself, but on creating inclusive, user-friendly learning experiences that can be accessed flexibly across different devices and learning environments. In this way, digital microlearning becomes a practical and accessible tool for empowering women to develop entrepreneurial skills at their own pace and according to their individual learning needs.

2.4 Women's Empowerment through Entrepreneurship Education

Entrepreneurship education has the potential to contribute significantly to women's empowerment when it moves beyond business creation and focuses on developing confidence, agency, initiative, and self-efficacy.

Many women participating in adult education programmes may initially underestimate their own abilities or perceive entrepreneurship as inaccessible. Educational resources should therefore be designed not only to develop entrepreneurial knowledge but also to strengthen learners' confidence in their capacity to generate ideas, solve problems, collaborate with others, and create positive change.

This requires educational content that is inclusive, culturally sensitive, and closely connected to learners' everyday experiences. Realistic examples, accessible language, authentic scenarios, and practical activities can help learners recognise entrepreneurship as something that is relevant to their own lives rather than as an abstract or highly specialised concept.

Ultimately, the educational approach proposed within this framework seeks to empower women to become active participants in their communities, capable of recognising opportunities, addressing social challenges, and contributing to sustainable local development through entrepreneurial action.

3. EntreComp as the Pedagogical Framework

The educational approach proposed within the WEDSS project is based on the European Entrepreneurship Competence Framework (EntreComp), developed by the European Commission as a common reference framework for entrepreneurship education. EntreComp defines entrepreneurship as a transversal competence that can be applied across all areas of life, enabling individuals to transform ideas into action and create value for others. Entrepreneurship is therefore



understood not only as the creation of businesses but also as a competence that supports personal development, employability, active citizenship, social innovation, and lifelong learning.

This broad interpretation makes EntreComp particularly suitable for adult education. Many learners may not aspire to become entrepreneurs in the traditional sense, yet they can benefit greatly from developing entrepreneurial competences that strengthen their confidence, initiative, creativity, and capacity to identify and respond to opportunities within their communities.

For adult women facing barriers to employment or social participation, entrepreneurship education can represent an opportunity to develop new perspectives, recognise existing strengths, and explore alternative pathways towards economic independence and community engagement.

3.1 The EntreComp Competence Areas

EntreComp organises entrepreneurial competence into three interrelated competence areas, each containing five specific competences.

Ideas and Opportunities

This area focuses on the ability to identify opportunities, generate ideas, and imagine innovative solutions to existing challenges. It encourages learners to observe their surroundings, recognise unmet needs, think creatively, and evaluate the potential value of new ideas. The competences included in this area are:

- Spotting opportunities
- Creativity
- Vision
- Valuing ideas
- Ethical and sustainable thinking

These competences encourage learners to view challenges as opportunities for positive change while considering the broader social and environmental consequences of entrepreneurial action.

Resources

Entrepreneurial action depends not only on ideas but also on the effective use of available resources. This competence area focuses on recognising personal strengths, mobilising available resources, building relationships, and managing uncertainty. The competences include:

- Self-awareness and self-efficacy
- Motivation and perseverance
- Mobilising resources
- Financial and economic literacy
- Mobilising others

For many adult women learners, these competences contribute directly to increasing confidence, recognising transferable skills, and strengthening their capacity to pursue personal and professional goals.

Into Action

The third competence area concerns the practical implementation of ideas. It emphasises planning, collaboration, learning through experience, and adapting to changing circumstances. The competences include:

- Taking the initiative
- Planning and management
- Coping with uncertainty, ambiguity and risk
- Working with others
- Learning through experience

These competences support learners in moving from reflection to action while encouraging continuous learning and improvement.

3.2 Selecting Appropriate Competence Levels

EntreComp defines eight levels of proficiency, ranging from basic awareness to expert practice. Since the WEDSS project addresses adult women who may have limited previous experience in entrepreneurship, digital learning, or business creation, educational materials should primarily focus on the Foundation and Intermediate proficiency levels, as recommended during the project's pedagogical planning. At these levels, learners are encouraged to:

- recognise opportunities in everyday life;
- develop confidence in their own abilities;
- generate practical ideas;
- collaborate with others;
- make informed decisions;
- reflect on their learning;
- apply entrepreneurial thinking to realistic situations.

The proposed learning resources should prioritise the development of entrepreneurial mindsets and transferable competences that can later support further learning, employment, or entrepreneurial initiatives.

3.3 Translating EntreComp into Microlearning

The EntreComp framework provides a comprehensive description of entrepreneurial competences, but its practical value depends on how these competences are translated into meaningful learning experiences. Within the WEDSS project, each digital micro-lesson should be intentionally designed to address one clearly identified EntreComp competence, ensuring that learning remains focused, relevant, and achievable.

Rather than presenting entrepreneurial concepts in a theoretical way, each learning resource should demonstrate how a specific competence can be applied to situations that adult women may encounter in their personal, professional, or community lives. Practical examples, authentic scenarios, guided reflection, and simple application activities help learners understand not only what a competence is, but also how it can be developed and used to address real challenges.



This competence-based approach enables learners to progress gradually, strengthening their entrepreneurial mindset through small, achievable learning experiences that build confidence, encourage initiative, and support the development of practical skills over time.

4. Pedagogical and Instructional Design Principles

Designing effective digital micro-lessons requires more than selecting appropriate content. The educational value of each learning resource depends on how information is organised, presented, and transformed into a meaningful learning experience that supports competence development. A well-designed micro-lesson should enable learners to understand a concept quickly, relate it to their own experiences, and translate new knowledge into practical action.

Within the WEDSS project, the design of digital learning resources is guided by a learner-centred approach that combines pedagogical quality with accessibility, inclusion, and usability. Every micro-lesson should provide a clear learning pathway, encourage active engagement, and create opportunities for reflection while remaining flexible enough to accommodate different learner profiles, educational settings, and cultural contexts.

The principles presented below provide a shared framework for the development of all WEDSS digital micro-lessons. Rather than prescribing rigid rules, they offer practical guidance to help content developers create educational resources that are coherent, engaging, and aligned with the project's objectives of promoting women's empowerment through social entrepreneurship.

4.1 Focus on One Learning Objective

Every micro-lesson should be built around a single, well-defined learning objective that reflects one specific entrepreneurial competence. Concentrating on one concept at a time helps learners engage with the content more effectively, reducing unnecessary complexity and allowing them to develop a solid understanding before moving on to related topics. A focused learning objective also provides a clear direction for both the design of learning activities and the evaluation of learners' progress, ensuring that each micro-lesson delivers a meaningful and achievable learning outcome.

4.2 Keep Learning Short, Focused and Meaningful

One of the defining characteristics of microlearning is its ability to communicate key ideas in a clear and efficient way. Rather than providing extensive explanations, each micro-lesson should concentrate on the information that is most relevant to the intended learning objective, enabling learners to complete the activity without becoming overloaded.

Content should be logically organised, easy to navigate, and directly connected to practical situations that learners may encounter in their personal, professional, or community lives. Clear language, concrete examples, and concise messages help maintain learners' attention while making complex concepts easier to understand. Whenever possible, technical jargon and unnecessary details should be replaced with straightforward and accessible communication.



4.3 Start from Learners' Experience

Learning becomes more effective when new concepts are linked to learners' existing knowledge and life experiences. Adult women bring a wide range of skills and perspectives developed through employment, family life, volunteering, community engagement, and other personal experiences, all of which can enrich the learning process.

For this reason, micro-lessons should introduce entrepreneurial concepts through familiar situations and realistic contexts rather than abstract explanations. Reflection prompts, authentic scenarios, and practical examples can encourage learners to recognise how their previous experiences relate to entrepreneurial competences, helping them build confidence and apply new knowledge in meaningful ways.

4.4 Promote Active Participation

Meaningful learning takes place when learners are actively involved in the educational process. Rather than acting as passive recipients of information, participants should be encouraged to interact with the content, reflect on their own experiences, and apply new ideas to realistic situations. Each micro-lesson should therefore incorporate at least one activity that stimulates engagement and supports the achievement of the intended learning objective.

Active participation can be fostered through a range of learner-centred activities that encourage interaction with the content rather than passive observation. These may include reflective questions that prompt learners to consider their own experiences, short practical tasks that allow them to apply newly acquired knowledge, observation and analysis activities based on real-life situations, simple decision-making scenarios, and self-assessment exercises or mini quizzes to reinforce learning. Opportunities to connect the topic with learners' personal, professional, or community experiences further enhance engagement, making the learning process more relevant and meaningful.

By involving learners throughout the learning experience, micro-lessons become more engaging and relevant, promoting deeper understanding, greater motivation, and more effective transfer of knowledge into practice.

4.5 Use Storytelling to Create Meaning

Storytelling is a valuable educational strategy for making entrepreneurial concepts more accessible, engaging, and memorable. By presenting ideas through authentic narratives and realistic situations, learners can more easily understand how entrepreneurial competences can be applied in everyday life. Stories provide meaningful contexts that encourage learners to reflect on challenges, consider possible solutions, and explore different ways of taking initiative.

Within the WEDSS project, storytelling should feature realistic scenarios involving women facing situations that reflect their personal, professional, or community experiences. These narratives should highlight practical actions, resilience, creativity, and collaboration, enabling learners to identify with the characters and recognise their own potential to create positive change. To maximise their educational value, stories should be authentic, culturally inclusive, and relevant to the diverse realities of adult women learners.



4.6 Use Accessible and Inclusive Language

The effectiveness of a micro-lesson depends on its ability to communicate ideas in a way that is clear and accessible to all learners. Since participants may have different educational backgrounds, levels of digital literacy, and language proficiency, content should be written using straightforward, inclusive, and respectful language. Sentences should be concise, unfamiliar terms should be explained when necessary, and technical jargon should be kept to a minimum. Learning materials should also avoid stereotypes and use examples that reflect the diversity of learners' experiences. Accessibility extends beyond written text to include visual presentation, ensuring that layouts, typography, and graphic elements support readability and comprehension.

4.7 Encourage Reflection Before Action

Developing entrepreneurial competences involves more than acquiring new knowledge; it also requires learners to consider how that knowledge relates to their own lives and future actions. For this reason, every micro-lesson should include opportunities for individual reflection before inviting learners to take practical steps. Reflective prompts, authentic scenarios, and open-ended questions can help participants analyse their experiences, identify personal strengths, and explore how entrepreneurial thinking can be applied within their own social or professional contexts. This reflective process encourages deeper understanding and strengthens learners' confidence in applying new competences.

4.8 Connect Learning to Everyday Life

Learning is more meaningful when participants can immediately recognise its relevance to their own circumstances. Entrepreneurial concepts should therefore be presented through examples and situations that reflect the daily experiences of adult women, including family life, employment, community engagement, and volunteering. Demonstrating how entrepreneurial competences are already used in familiar contexts helps learners understand that entrepreneurship is not limited to starting a business, but is also expressed through initiative, creativity, collaboration, and problem-solving in everyday life.

4.9 Encourage Small, Achievable Actions

Entrepreneurial development is a gradual process that is strengthened through continuous practice and realistic goals. Rather than expecting learners to undertake major initiatives immediately, each micro-lesson should conclude by encouraging a simple action that can be carried out in everyday life. This might involve observing a need within the local community, discussing an idea with others, recognising a personal strength, or identifying an opportunity for positive change. Small, achievable actions reinforce learning, increase self-confidence, and encourage learners to continue developing their entrepreneurial competences over time.

4.10 Design for Flexibility

Digital micro-learning resources should be adaptable to a variety of educational environments and learner needs. The same micro-lesson should be suitable for independent study as well as for use in face-to-face training, blended learning programmes, community workshops, or employability



initiatives. Content should also be flexible enough to accommodate different cultural settings, educational backgrounds, and levels of prior knowledge without compromising the educational principles of the framework. This adaptability increases the long-term value and transferability of the learning resources, allowing them to remain relevant beyond the project's duration.

4.11 Design for Visual Communication

The visual presentation of a micro-lesson plays an essential role in supporting learning and maintaining learners' attention. A clear and consistent design helps participants navigate the content more easily and identify the most important information without unnecessary effort. Visual elements should therefore be selected to reinforce the educational message rather than simply decorate the material. Effective learning resources use balanced page layouts, high-quality images, readable typography, appropriate colour contrast, and a logical organisation of text and graphics. Every design choice should contribute to improving clarity, accessibility, and learner engagement while avoiding visual distractions that could reduce the effectiveness of the learning experience.

5. Storytelling and Learner Engagement

Creating engaging learning experiences is essential to the success of digital microlearning. Adult learners are more likely to remain motivated when educational content is relevant to their lives, encourages active participation, and demonstrates the practical value of the competences being developed. Within the WEDSS framework, learner engagement is achieved by combining concise learning content with storytelling, reflection, and opportunities for immediate application.

Storytelling plays a central role in this process by placing entrepreneurial concepts within realistic and relatable contexts. Rather than presenting definitions or theoretical explanations in isolation, narratives illustrate how women can identify opportunities, overcome challenges, and create positive change in their personal, professional, or community lives. These authentic situations encourage learners to recognise similar experiences in their own lives, making entrepreneurial competences easier to understand and apply.

Meaningful engagement also depends on giving learners opportunities to think critically about what they are learning. Reflection activities, practical tasks, and simple decision-making exercises encourage participants to connect new knowledge with their existing experiences and to consider how entrepreneurial thinking can support their own goals and aspirations. In this way, learning becomes an active process that promotes confidence, self-efficacy, and continuous competence development.

5.1 Designing Meaningful Learning Experiences

Although digital micro-lessons may vary in format and media, they should follow a consistent instructional structure that supports learners throughout the learning process. A clear sequence helps learners understand the purpose of each activity, remain engaged, and progressively develop the intended competence.



Each micro-lesson should include the following components:

Introduction

The learning experience should begin with an engaging opening that attracts learners' attention and introduces the topic through a familiar situation, a thought-provoking question, or a real-life challenge. The aim is to demonstrate the relevance of the topic and stimulate curiosity from the outset.

Learning Objective

Each microlesson should clearly state what learners are expected to know, understand, or be able to do after completing the learning activity. Learning objectives should be concise, measurable, and directly connected to one EntreComp competence.

Core Content

The main content should explain the key concepts in a concise and accessible way, using practical examples, authentic scenarios, and visual elements where appropriate. Information should remain focused on the intended learning objective, avoiding unnecessary complexity while ensuring sufficient depth to support meaningful understanding.

Practice

Learners should be given an opportunity to actively apply the concepts introduced during the lesson. This may involve reflective questions, practical exercises, short case studies, or simple decision-making activities that encourage learners to connect the content with their own experiences and contexts.

Feedback

Each micro-lesson should include a mechanism that enables learners to check their understanding and consolidate what they have learned. Feedback may be provided through self-assessment activities, short quizzes, guided reflection, or model answers that reinforce the key learning points.

Conclusion

The lesson should close by reinforcing the central message and encouraging learners to consider how the new knowledge or competence can be applied beyond the learning activity. Whenever appropriate, additional resources or suggestions for further exploration may be included to support continued learning.

Following a common instructional structure contributes to a coherent learning pathway across all WEDSS micro-lessons while allowing sufficient flexibility to adapt individual resources to different topics, learner profiles, and educational contexts.



5.2 Storytelling Through Authentic Scenarios

Authentic scenarios are one of the most effective ways of making entrepreneurial learning relevant and meaningful. Rather than presenting idealised success stories, WEDSS micro-lessons should draw inspiration from realistic situations that reflect the experiences, aspirations, and everyday challenges of adult women.

Scenarios may illustrate how women identify opportunities within their communities, transform existing skills into entrepreneurial initiatives, respond creatively to local needs, or overcome obstacles through collaboration and determination. These narratives should encourage learners to explore different perspectives, consider alternative solutions, and recognise that entrepreneurial thinking can emerge from ordinary experiences as much as from exceptional achievements.

By reflecting real-life contexts and diverse personal journeys, authentic storytelling helps learners build emotional connections with the content, strengthens motivation, and reinforces the idea that entrepreneurship is an accessible pathway for personal and social development.

5.3 Promoting Active Learner Engagement

Learner engagement should be considered a continuous element of every micro-lesson rather than a single activity completed at the end of the learning process. To maintain attention and motivation, participants should be encouraged to interact with the content from the beginning of the lesson through questions, short challenges, practical tasks, and opportunities for personal reflection.

Engagement is further strengthened when learners are invited to analyse realistic situations, compare different solutions, make decisions, and relate the learning content to their own experiences. Interactive activities, self-assessment exercises, and guided reflection help transform learners from passive recipients of information into active participants who construct knowledge through exploration and application.

By creating frequent opportunities for interaction, WEDSS micro-lessons encourage learners to develop confidence in their own abilities, consolidate newly acquired competences, and recognise how entrepreneurial thinking can support their personal goals, professional development, and contribution to their communities.

6. Recommendations for Content Developers

The quality of digital micro-learning resources depends not only on the educational content they provide but also on the way they are designed, organised, and adapted to learners' needs. This framework offers practical recommendations to support educators and content developers throughout the creation of WEDSS micro-lessons, ensuring that all learning resources remain pedagogically coherent, inclusive, and aligned with the project's objectives while allowing sufficient flexibility for creativity and innovation.



6.1 Planning the Learning Resource

The development of a micro-lesson should begin with careful planning. Before producing any content, educators should define the educational purpose of the resource by identifying the EntreComp competence to be addressed, the expected learning outcome, the characteristics of the target learners, the central message to be communicated, and a practical action that learners will be encouraged to undertake after completing the lesson. Establishing these elements from the outset provides a clear direction for the entire design process and helps ensure that every component contributes to the intended learning outcome.

6.2 Selecting the Digital Format

Different learning objectives may require different ways of presenting information. Depending on the topic and the expected learning outcome, WEDSS micro-lessons may be developed as infographics, digital posters, short presentations, videos, podcasts, interactive quizzes, worksheets, or other interactive digital resources. The choice of format should always be guided by its educational value and suitability for the target audience rather than by the technology itself. Resources should remain intuitive, accessible, and easy to use across a variety of learning environments.

6.3 Effective Visual Communication

Visual communication should enhance learning by making information easier to understand and navigate. Images, icons, typography, colours, and page layouts should be selected with a clear educational purpose, helping learners identify key messages and supporting comprehension without creating unnecessary distractions. A consistent visual identity, appropriate use of white space, readable fonts, balanced text-to-image ratios, and high-quality illustrations contribute to a more engaging and accessible learning experience while reinforcing the overall coherence of the WEDSS learning pathway.

6.4 Accessibility

Accessibility should be considered from the earliest stages of development so that learning resources can be used by the widest possible audience. Micro-lessons should function effectively across different devices, present information in a clear and readable format, and use inclusive language that is understandable for learners with diverse educational and cultural backgrounds. Whenever possible, content should minimise unnecessary complexity and enable learners to complete each activity independently and at their own pace.

6.5 Ensuring Quality and Continuous Improvement

The creation of digital learning resources should be viewed as an ongoing process of refinement. Before publication, each micro-lesson should be reviewed to confirm that it clearly addresses the intended learning objective, aligns with the selected EntreComp competence, follows the instructional model proposed by the framework, uses accessible language and effective visual communication, and provides meaningful opportunities for learner participation, reflection, and practical application.



Pilot testing with representatives of the target groups should form an integral part of the development process. Feedback gathered from both learners and educators can provide valuable insights into the clarity, relevance, usability, and educational effectiveness of the materials, supporting continuous improvement before their wider dissemination.

By applying these recommendations, educators and instructional designers can develop high-quality digital resources that foster entrepreneurial competences, strengthen women's confidence and self-efficacy, and promote meaningful participation in social entrepreneurship initiatives.

Conclusion

The WEDSS Digital Micro-Lessons Educational Framework establishes a shared pedagogical foundation for the development of digital learning resources that support women's entrepreneurship education through accessible, learner-centred, and competence-based approaches. By integrating the principles of adult learning, social entrepreneurship, microlearning, and the EntreComp framework, it provides educators with practical guidance for designing educational experiences that are both engaging and relevant to the realities of adult women learners.

Rather than presenting entrepreneurship solely as a pathway to business creation, the framework promotes it as a set of transferable competences that empower individuals to recognise opportunities, address social challenges, collaborate with others, and generate positive change within their communities. This broader perspective reinforces the role of entrepreneurship education as a tool for empowerment, inclusion, active citizenship, and lifelong learning.

The recommendations presented throughout the framework are intended to support the creation of consistent and high-quality micro-lessons while allowing sufficient flexibility to respond to different educational contexts, learner profiles, and cultural settings. Through authentic storytelling, active participation, practical application, and inclusive design, WEDSS learning resources seek to make entrepreneurial learning accessible, motivating, and meaningful for women with diverse backgrounds and experiences.

As new educational practices, digital tools, and learners' needs continue to evolve, this framework should also evolve. It is intended to serve as a dynamic reference that can be reviewed and enriched through implementation, evaluation, and collaboration among educators and project partners. In doing so, it will continue to support the development of innovative educational resources that strengthen women's entrepreneurial competences and contribute to more inclusive and socially sustainable communities.



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