



Effective Writers and Communicators

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Executive Summary

Much needed soft skills like professional writing, communication & networking in English are missing from young SME workers & entrepreneurs in Europe. In its Europe 2020 strategy, the EU has recognized this challenge for SMEs' international competitiveness & youth's future employability in globalized labour markets, but most related programmes today are unaffordable, fragmented & inaccessible to young professionals.

A network of experienced SMEs, consultants, social partners & educators in life-long learning, business consulting and professional networking, aims to develop & pilot an **innovative ICT based training course on business writing and communication** for young workers and entrepreneurs, encouraging international competitiveness & employability. It will also develop & disseminate **strategic guidelines & recommendations** for SMEs, employer organisations, HEI and VET providers and educators, who wish to incorporate the course within their formal curricula, competence development & appraisal practices. A **networking platform** will increase visibility of trainee skills & achievements in business writing & communication, as well as encourage internship offerings & idea exchanges for business collaborations.

The main project's aims were to analyse the skill requirements by European SMEs and young SME employees and entrepreneurs in business writing, analysis and communication in English, to develop a European training programme related to the above mentioned issues and to disseminate the project's outputs across Europe so as to promote international mobility of young workers and entrepreneurs.

Trainees are expected to improve key competencies in language, writing & communication; improve time efficiencies, work credibility, commercial transaction & thinking when preparing a grant application, so as to support their businesses & future career prospects. SMEs & educators across Europe are expected to benefit from incorporating the course in their competence development & appraisal practices, curricula & programmes. Moreover, European decision makers are expected to benefit from the network's success in their efforts to implement the Europe 2020 strategy & the Green Paper 'Entrepreneurship in Europe'.

The key target groups of the project are: 1. young SME employees and entrepreneurs; 2. SMEs, HEIs and VET providers and educators; and 3. European decision makers. However, postgraduate and final year graduate students were also approached through piloting process.

The project addresses the following objectives of the Lifelong Learning Programme:

1. To help promote creativity, competitiveness, employability and the growth of an entrepreneurial spirit
2. To support the development of innovative ICT- based content, services, pedagogies and practice for lifelong learning.

The partnership spans across different economic, linguistic and geographical regions of Europe, ensuring that the maximum number of target users and businesses will access the network and benefit from it, enhancing its European dimension:

- North & West Europe (Brighton Students' Union from UK; CREA from ES)
- Central Europe (SPACE from BE; Elephant from the NL; WSIIZ from PL)
- East (TUKE from SK; BDA from BU; LatConsul from LT)
- South (CMT from GR; First Elements from CY)
- CREA's and SPACE's networks span across 25 European countries and thousands of member organisations.

The Project Website is available on the following link: <http://effectivewriting.eu/>.

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1. Project Objectives

In this paragraph project's aims, objectives and anticipated change on target groups is analysed.

More specifically, the project aims were to:

1. Analyse the skill requirements by European SMEs and young SME employees and entrepreneurs in business writing, analysis and communication in English.
2. Assemble, distil and build on the in-house expertise of a network of experienced SMEs, business consultants, educators, social partners and training organisations in business writing and communication, to develop a European training programme on business writing and communication in English for young SME employees and entrepreneurs.
3. Disseminate the training course to thousands of appropriate stakeholders throughout different economic, linguistic and geographical environments of Europe, promoting the international mobility of young workers and entrepreneurs, and supporting the international competitiveness of SMEs.

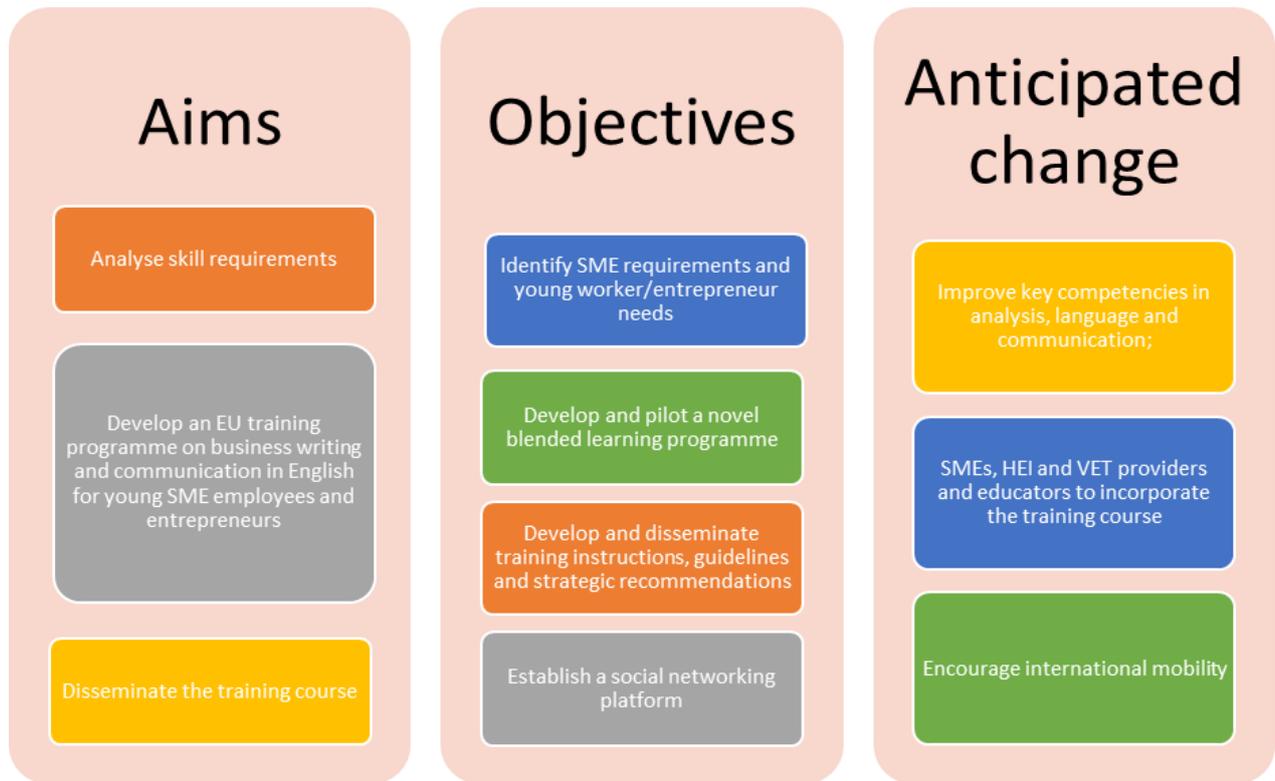
The main project's objectives were:

1. To identify current trends and practices, as well as SME requirements and young worker/entrepreneur needs in Europe, for training and skills development in business writing and communication in English language.
2. To develop and pilot a novel blended learning programme in business writing and communication in English, tailored for young SME workers and entrepreneurs in Europe.
3. To develop and disseminate training instructions, guidelines and strategic recommendations for SMEs, HEI and VET providers and educators, social partners and training organisations that want to incorporate the training course on business writing and communication in English within their formal curricula, competence development and appraisal practices.
4. To establish a social networking platform that increases visibility at European level of skills, in business writing and communication in English, obtained by young SME employees and entrepreneurs, encouraging international mobility of profiles and ideas for business and project proposal collaborations.

Finally, the impact achieved on target groups is summarized on the following points:

1. Participants improved their key competencies in analysis, language and communication; improve time efficiency at work; better convey ideas and concepts to clients, public audience and managers; improve credibility of their work a fact that reflects positively on company image; improve commercial transactions and grant application success rates to support their businesses and future career prospects.
2. SMEs, HEI and VET providers and educators across Europe were guided so as to incorporate the training course within their formal competences development & appraisal practices, curricula and programmes.
3. Throughout the project, interested third parties were contacted, when conducting the consultation meetings, so as to join and extend the network of professionals and trainees in business writing and communication in English skills development and consequently encourage international mobility of young workers and entrepreneurs across Europe.

The aforementioned are graphically represented in the diagram below.

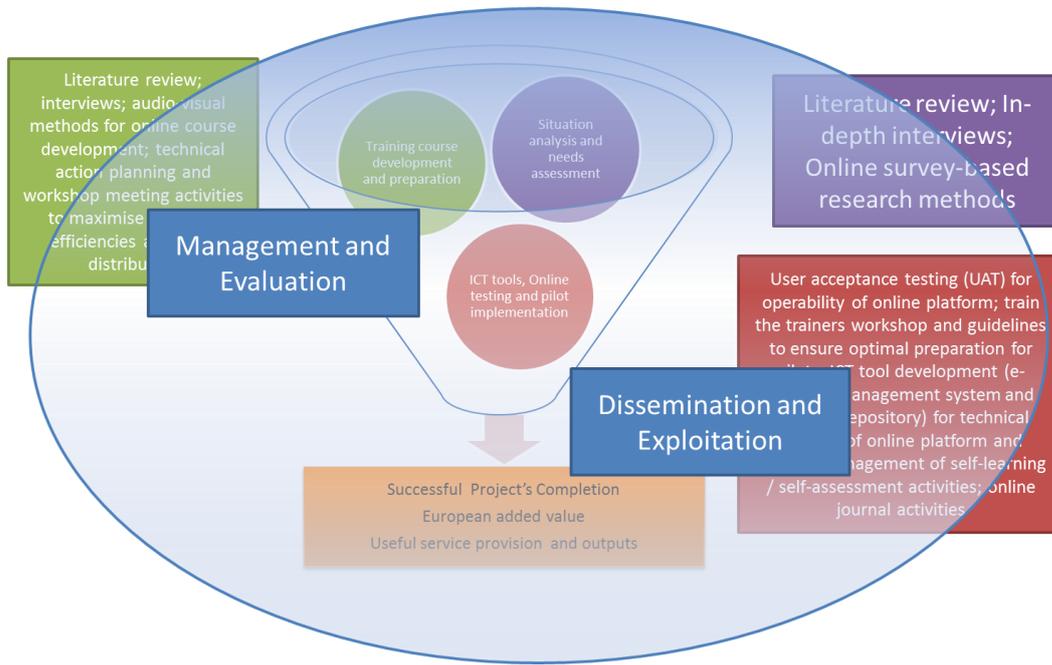


2. Project Approach

The principal methodological framework of the project included the following points and it is graphically depicted in the diagram below:

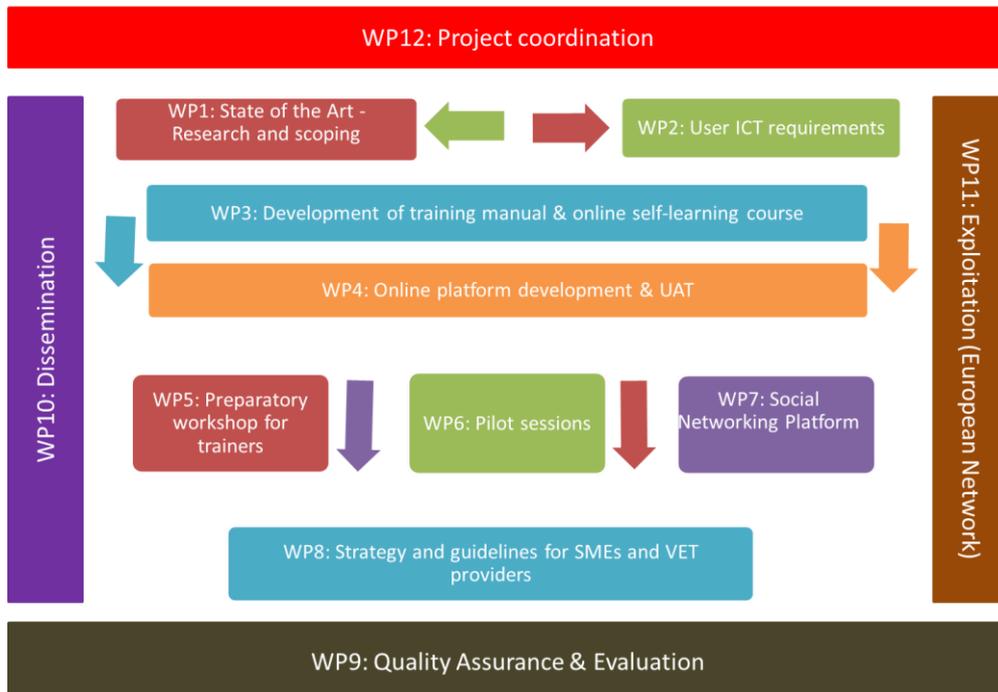
1. A Situation analysis and needs assessment, through summarizing literature review; in-depth interviews and online survey-based research methods results.
2. Training course development, based on: (a) literature review; (b) interviews to potential users; (c) audio-visual methods for online course development; and (d) technical action planning and workshop meeting activities. Training course ongoing improvement based on external evaluator's, pilot participants, trainers, experts in effective communication and writing and other stakeholders (VET providers, SMEs, educators) that participated in the consultation meetings.
3. Online learning platform implementation and pilot sessions including: (a) User acceptance testing (UAT) for operability of online platform; (b) train the trainers workshop and guidelines to ensure optimal preparation for pilots; (c) an ICT tool (e-learning management system and learning repository) for technical support of online platform and optimal management of self-learning / self-assessment activities and online journal activities.
4. Moreover, a primary part of the project included dissemination and exploitation activities which were: (a) dissemination & exploitation planning followed by a stakeholder and event mapping & analysis; (b) mining of professional and personal contact networks; (c) informal consultation meetings; (d) use of social media and online tools.
5. Finally, management and evaluation constructed a main pillar of this project. The partners included the following techniques to assure quality: (a) project handbook specifications of external and internal communication strategy, tasks and timelines, milestones, risk planning; (b) coordination meetings to ensure smooth work progress and sound financial resource management; (c) evaluation plan to specify methods and tools of project evaluation; (d) structured questionnaires and evaluation forms for external (by target groups) and internal (by partners) project evaluation; (e) formative evaluation methods throughout project duration and summative evaluation of project outcomes at the end.

Methodological framework



The exact project's approach is based on twelve work packages which include mutually exclusive and collectively exhaustive activities and deliverables that all lead to wanted outcomes and aims. The following diagram depicts the exact project's structure and working methodology adapted.

EWC Structure



Finally, for a successful implementation of the methodology described above to be achieved, detailed milestones and indicators were developed in the beginning of the project:

- Blended training course, trainer guidelines and strategic guidelines for stakeholders developed
- 30 interviews (3 per participating country) and online survey submissions (10 per participating country) for situation analysis and needs assessment on business and communication training at European level
- 50 interviews on user ICT requirements and specifications at European level
- 3 technical workshops (Slovakia- technical workshop; Latvia- train the trainers workshop; and Spain- final conference preparatory meeting), 3 progress meetings (Greece- Kick-off meeting; Latvia- Interim progress meeting, combined with the train the trainers workshop; and United Kingdom combined with the international networking workshop and the final dissemination conference) and 2 other public events both held in UK together with the final internal meeting (International Networking Workshop and Final Dissemination Conference).
- 450 participants will register on the training course, allocated on basis of population / country coverage and % usage of internet
- 50 articles submitted to online journal
- internships, traineeships or proposals for business & project development collaborations established
- informal consultation meetings with stakeholders at national and international level
- Dissemination in external events
- 1 dissemination conference and 1 international networking workshop

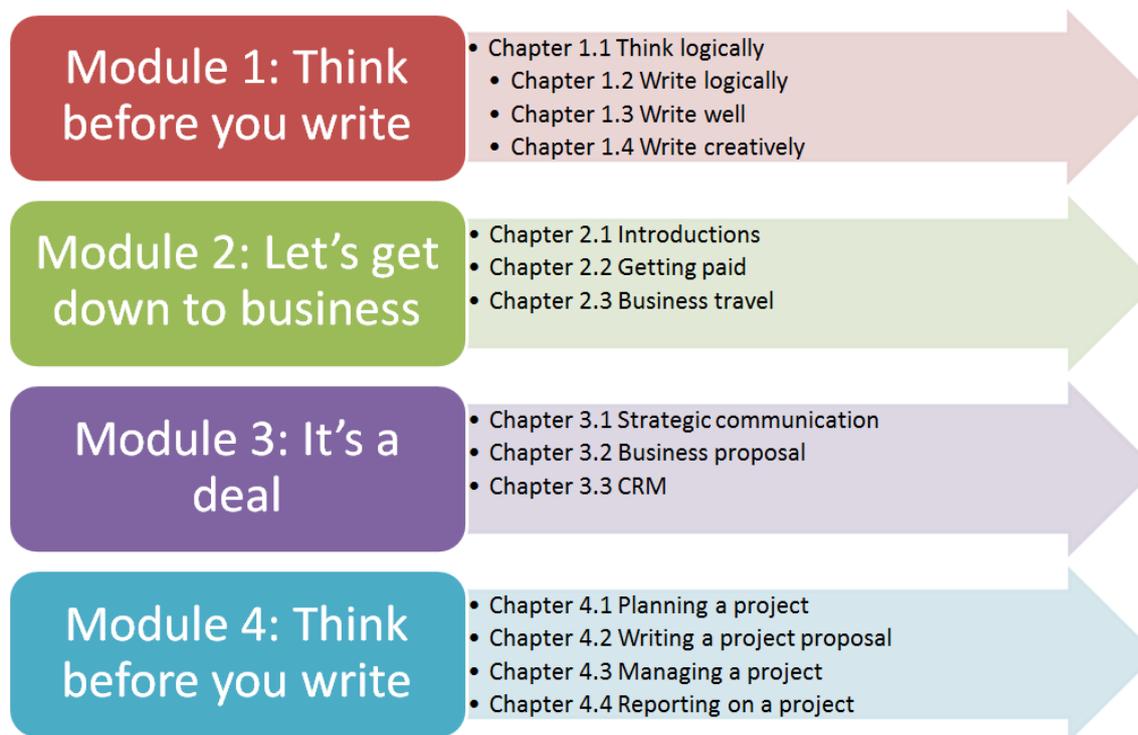
3. Project Outcomes & Results

The outcomes produced during project's lifecycle are the following:

1. **Situation analysis** on professional writing and communication training & assessment report of employer and employee training needs for writing and communication:
 - A report summarizing the literature review, interview-based and survey-based research findings on: current practices and programmes on writing and communication training for SME professionals; employer & employee training needs & preferences in professional writing and communication. The final version of situation analysis is available on the following link: <http://effectivewriting.eu/download>
2. **User ICT requirements & specifications report:**
 - A review of international practices and guidelines on user accessibility, especially for people with disabilities and special needs.
3. **Training handbook prototype:**
 - Training handbook is a self- learning tool that aims to address analytical and practical issues concerning young SME employees and entrepreneurs, related to soft skills. The training handbook prototype was used in the planned pilot sessions and it was finalized after considering users' feedback.

The structure of this tool is as follows:

Training handbook structure

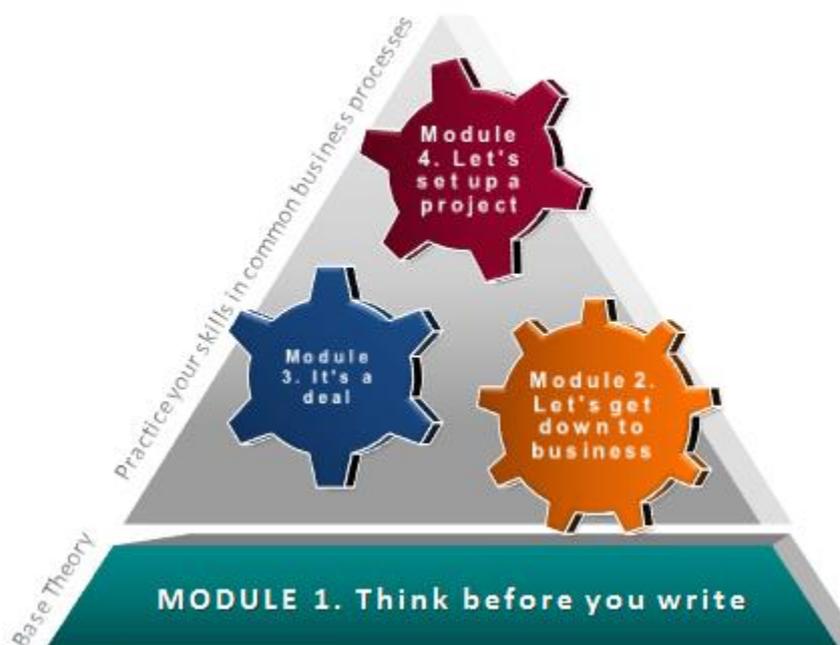


4. **E-learning course prototype:**
 - It is an integrated self- learning online course that follows the structure of the training handbook, but transforms the training content into an interactive learning

process that revolves around a series of video lectures, and which is supported by: an online syllabus; a welcome webpage; lists of suggested readings; interactive quizzes and problem solving exercises.

5. Training handbook final:

- This manual is a main component of a three-part training programme on effective writing and communication. It can be used as a self-learning tool that the learner can download from the EWC site or it can be read directly through the online training platform. It is part of a more integrated learning process that transforms most of the training content (theory and exercises) into an interactive learning process, which revolves a series of video lectures, and gives the opportunity to practice through several quizzes and problem solving exercises. The online course follows the structure of the handbook. However, the handbook offers additional self assessment exercises that can help the learner further test his/ her skills and acquires some extra theory on effective communication and writing. The final version of the training handbook is available on the following link:



<http://effectivewriting.eu/download>

6. E-learning course final:

- Both the final version of the e-learning course and the training handbook are a result of pilot testing the prototype versions. All partners collected feedback through several national and international consultation meetings, evaluation questionnaires filled in by the pilot participants and through getting feedback from both the trainers and other educators or effective communication and writing experts and extremal evaluators. After this process, the partners revised the prototype versions and developed a final version of an integrated training course that meets actual market needs. These needs do not represent just trainees' point of view, but also other potential educators, training institutions, SMEs and other types of organisations that would be willing to incorporate the training course on professional writing and communication in their curricula, VET

practices, competence development and appraisal mechanisms, and to utilize it as part of their formal skill development and learning priorities

- It is an integrated self- learning online course that follows the structure of the training handbook, but transforms the training content into an interactive learning process that revolves around a series of video lectures, and which is supported by: an online syllabus; a welcome webpage; lists of suggested readings; interactive quizzes and problem solving exercises. The final version of the e-learning course is available on the following link: <http://effectivewriting.eu/ewc-course>.

7. Online platform prototype:

- It hosts the training manual, the e-learning course and all other relevant information to the project. It will be comprised by three IT elements: web portal; e-learning management system; learning repository. Together, these three elements will ensure that e-learning can work, that trainees can self-assess themselves, their information can be stored and processed by the partnership, and that users, in general, can download and upload data as they wish.

8. Online platform final:

- The platform (final version) is an optimized version of the online platform prototype, developed after the end of the pilots under WP6 and based on target user feedback, comments from pilot participants, experts' feedback and suggestions for improvements and external evaluation. It has been developed in a way that it can be sustained even after the end of the project, in order to ensure access to the training course by much larger numbers of target users than in the project pilots and support the exploitation potential of the EWC course and its products.

9. Trainer guidelines:

- The trainer guidelines are an important deliverable of the project. At an initial stage, they were targeted to the partners and the Pilot Steering Group that supervised the pilot sessions. However, they are also targeted at third parties who wish to join the network of this project during or after the project's lifetime. Finally, they serve as technical annexes to the guidelines for SMEs and VET providers that were developed and they will help several SMEs, VET providers, educators, Universities and other training institutions to incorporate this training course in their curricula, VET practices, competence development and appraisal mechanisms.
- In short the trainer guidelines provide the potential trainers with instructions on the benefits a student gains through participating in the EWC training course, detailed information about the content and topics covered by the training material. Moreover, they give information on the recommended background of the trainer, on trainer's main tasks. Finally, it also includes information on the preparation needed prior to the training, on certification issues and award mechanisms being used throughout the course. The final version of the trainer guidelines is available on the following link:

<http://effectivewriting.eu/download>

10. Pilot sessions:

- A large scale pilot session was conducted during a period of 9 months, targeted at young SME employees and entrepreneurs across Europe and internationally (more than 900 registered participants). The pilot session allowed for sufficient time and opportunity for trainees to learn, test their acquired skills, publish

opinions and articles, and interact with other learners and professional stakeholders through the discussion forums to be developed.

- Following pilot sessions, the Steering Group prepared a report with conclusions and recommendations for improvement of training, targeted at the partners and serves as the basis for the finalization of the manual, e-course and online platform. The report used information from the self-assessments, target user course evaluations, target user comments in discussion forums, performance of learners in the various tests, quizzes, exercises and surveys, attendance rates and pace by learners.

11. Social Networking Platform:

- A platform for target users to gain experience in writing and communicating; to engage with enterprises that are part of the partners' professional network, to exchange ideas for business collaborations and project proposals; to link target user profiles to company profiles and to encourage opportunities for internships and traineeships abroad
- This platform is another webpage linked to the online training platform with added forums, space for online article submission, presentation, adverts for internships, traineeships and business collaboration opportunities. The final version of the Social Networking Platform is available on the following link: <http://effectivewriting.eu/blog>

12. Strategic plan and guidelines for SMEs, VET providers and policy makers:

- The Guidelines for SMEs and VET providers include recommendations and suggested steps for the integration of the training course on professional writing and communication skills in official competence development and appraisal structures of SMEs as well as formal vocational training practices of VET providers and curricula of educators (e.g. business studies) at national and European level. The Guidelines provide instructions, explanations and tips on how to effectively use the training course. The final version of the guidelines is available on the following link: <http://effectivewriting.eu/download>.

13. Dissemination and valorisation plan and several dissemination activities:

Various dissemination tools and methods have been used by project partners since the beginning of EWC depending on the message and the activity partners were going to perform.

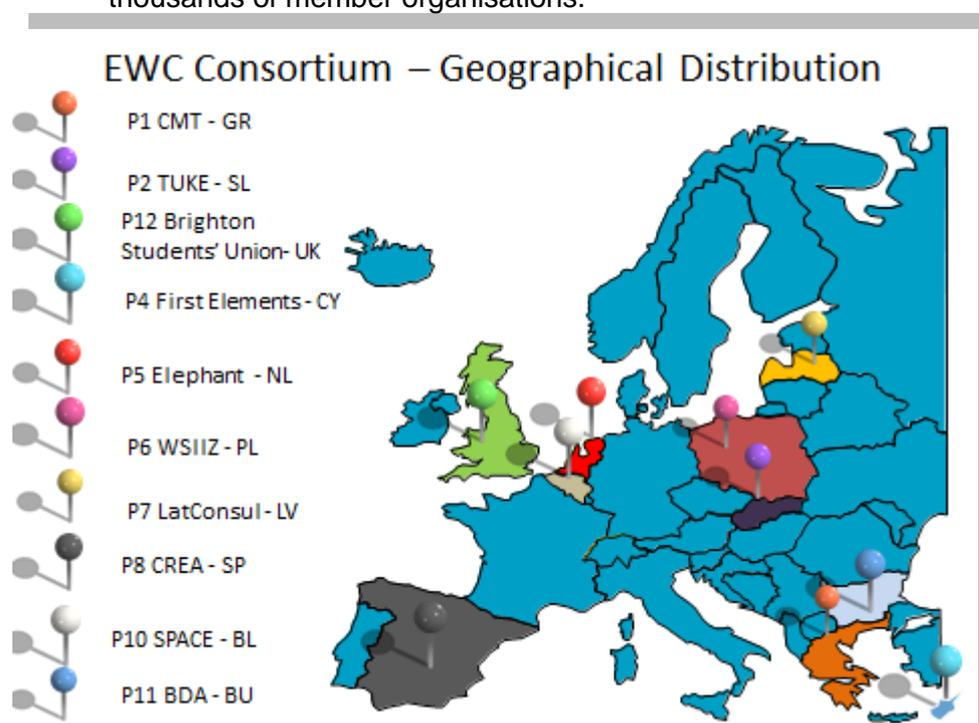
- The EWC website (<http://effectivewriting.eu/>) and EWC logo
- 3 Newsletters have been produced and distributed among partner's contacts. Their aim is informing target groups about project progress and its products, and to raise awareness about the benefits of the training course to VET providers and policy makers.
- 2 Press releases have been produced and targeted at media and journalists and EWC stakeholders. Their objective is to attract attention to project developments and achievements.
- EWC has been active in social media, in particular Twitter, Facebook and LinkedIn. Visit our LinkedIn page <https://www.linkedin.com/company/effective-writers-and-communicators?trk=tyah&trkInfo=clickedVertical%3Ashowcase%2CclickedEntityId%3A9434473%2Cid%3A2-1-2%2CtarId%3A1445874184916%2Ctas%3Aeffective+writers>
- Presentation of the project in external events and conferences
- Short presentation and link to project's website is provided in partners' websites.

- Leaflets and online brochures
 - Final dissemination conference, that took place in Brighton on 11/09/2015.
14. In order for target users to actually use the training course (training handbook. E-learning course/ online platform and Social Networking Platform), the partnership focused on dissemination and exploitation of key project's deliverables. Through the various dissemination techniques and tools described above combined with several exploitation activities, such as consultation meetings with potential collaborators and interested in EWC course groups, the consortium was trying to create a close relationship with the target groups, collect their feedback and opinion on EWC and work on more chances of the project results being used after the implementation of the project.
15. Finally, for an efficient and smooth running of the project to be achieved and for quality of products to be assured, the partners organized several **internal meetings**, developed **a dissemination and exploitation plan** and used several **management techniques** and **management handbook** produced to reassure success.

4. Partnership

As depicted in the image below, the network of partners engaged in the project, spans across different economic, linguistic and geographical regions of Europe, ensuring that the maximum number of target users and businesses will access the network and benefit from it, enhancing its European dimension:

- North & West Europe (Brighton Students' Union from UK; CREA from ES)
- Central Europe (SPACE from BE; Elephant from the NL; WSIIZ from PL)
- East (TUKE from SK; BDA from BU; LatConsul from LT)
- South (CMT from GR; First Elements from CY)
- CREA's and SPACE's networks span across 25 European countries and thousands of member organisations.



The network assembles different sets of demonstrable competences and capacities between partners and builds on complementary skills and expertise to ensure the delivery of quality work with great added value for Europe at different stages of the project:

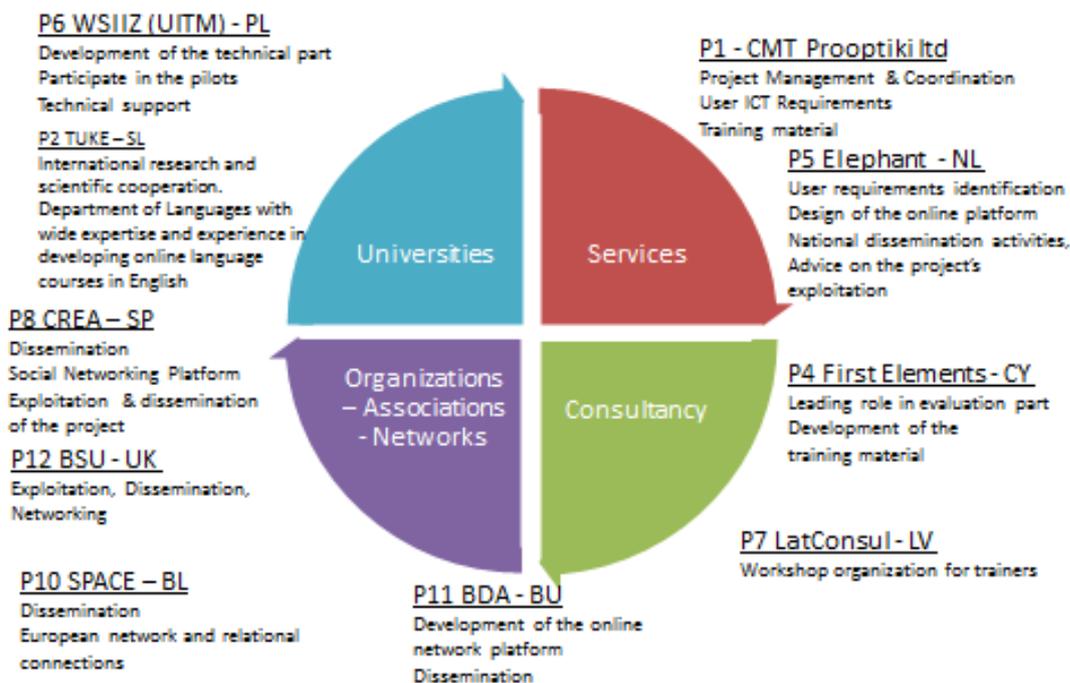
- A mix of Business Studies and Languages educators, SMEs, management consulting firms, development agencies, HEIs, VET and EU project consulting professionals take the leading role in scoping the current landscape of needs and practices in the vocational training for professional writing and communication in English; the delivery of a highly innovative manual and course; the preparation of trainer guidelines; and the supervision of pilots sessions.
- A mix of IT / web tool developers, consultants and educators will ensure the cost-effective design; development and testing of the ICT based training course and the tools necessary to support this.
- A mix of strategy consultants, employer organizations, HEI and VET providers and educators take the leading role in drafting a coherent and effective strategy and set of

guidelines for formal uptake of the training course by networks of SMEs and educators across Europe.

- Employer organisations, development agencies and international networks of consultancies, universities and chambers of commerce will take the leading role in building and maintaining an open network of trainees, professionals and businesses in Europe, in disseminating and in exploring options for exploitation of the project's deliverables.

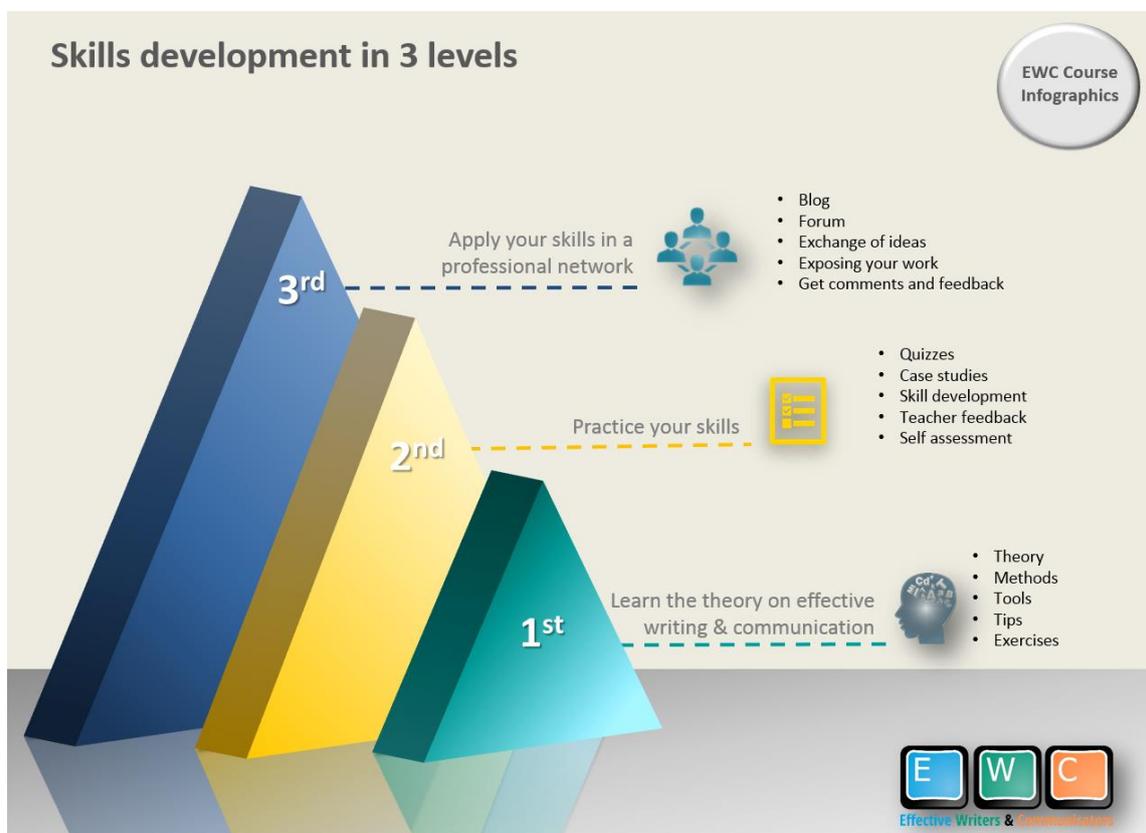
More specifically the key role of each partner in the project is illustrated in the image below.

EWC Consortium – Basic roles & responsibilities



5. Plans for the Future

All project's key results are available on EWC website <http://www.effectivewriting.eu/>, which will be available in the above mentioned link for at least 5 years after the completion of EWC project's eligibility period. This site provides a link on both the online training platform and the Social Networking Platform, that both host several aspects of the EWC training methodology. In more detail, the EWC training material is hosted in the online training platform, where the final version of the training handbook, quizzes and exercises are available and give the learner the opportunity to both learn the theory on effective writing and communication and practice his/ her skills. However, EWC training approach includes a final stage of skills development that focus on the learner applying his/ her skills in a professional network, offered through Social Networking Platform, opportunity to upload trainees' articles and availability of a forum that can work towards enhancing networking process.



All these project's products have been based on consortium's work during the last two years, however, partners' vision is to use these products in the future and further adapt them to actual people needs and continuously changing market environment. In this context, several exploitation activities, such as informal consultations with stakeholders nationally and internationally, to discuss course uptake and promotion to employees and networks of partners and professionals and one international networking workshop (during the dissemination conference) took place, so as to examine what potential trainers and trainees actually need.

Following this exploitation process and so as to reassure the sustainability of the project, an Intellectual Property Rights Agreement was signed between each partner and the coordinator. It also included issues such as commercialisation, copyrights and distribution rights. In extent, there was agreement on the following:

- Ownership of the results of the project will be vested in all partners according to EC law and project's Grant Agreement

- After project's contractual period, all partners are allowed to disseminate and distribute any project's product for their own benefit
- In case of adaptation of the material or development of products based on EWC material, all partners are obliged to mention that these products have been developed with reference to EWC project's products.
- If any of the partners has the intention to transfer his or her rights for the collective product to a third party he or she must check back and ask for permission from all copyright holders for all project's products.
- Following the end of the eligibility period, where partners have the intention of adapting and reusing parts of the collective material or translate the material in any other language than their own they do not need to obtain any permission from the rest of partners. However, in each distribution of the products, all copies should contain the following text:
 - This document has been produced in the framework of Effective Writers & Communicators project (EWC). EWC is a European project supported by the Lifelong Learning Programme of the European Union
 - Logos of the EWC project, project title, Project Number
 - Logos of LLL programme.

It should be noted here that the project partners made all efforts to engage the targeted stakeholders in the project workings from its outset. During the pilot process, nearly **1000 users** accessed the platform and provided feedback on its functionality and course content. Representatives from SMEs and VET providers participated in all project stages. They gave their opinions in the interviews and the survey conducted in the initial phase of the project and they shaped its scope, content and form. In later stages, they participated in consultation meetings and gave insights on the application of the course in their organizations and helped the partnership to develop a course that fits to their needs and preferences and expectations. Hence, the EWC course was not developed in isolation but integrating the views and suggestions of a large sample of its intended target groups

6. Contribution to EU policies

One of the main aims of EWC is to support European decision makers responsible for the implementation of the Green Paper 'Entrepreneurship in Europe' issued by The European Commission, and the policy makers drafting the Europe 2020 strategy. Due to the great relevance of this project to the both EU strategies, this is a crucial target group that the partnership aims to inform on a regular basis through dissemination and exploitation activities, and efforts to set up fruitful and on-going discussions with relevant stakeholders within the implementation bodies to identify areas of future collaboration and joint action.

Moreover, the project addresses two major priorities of the European Framework on key competencies, "Communication in mother tongue" (for the English speaking partners) and "Communication in Foreign Languages". Through the use of ICT based tools and methods, it encourages young SME workers and entrepreneurs to engage in a very fulfilling and very rewarding training and professional networking activity, which can give them access to international labour markets and make them more active citizens in Europe. We are convinced that project's products and established network of professionals will not only improve oral and written competencies of young people in English, thus making them more internationally mobile, but it will also provide a high quality material for European networks of teachers and trainers.

International competitiveness for SMEs and international mobility for young employees and entrepreneurs – both prerequisites for success in today's global market, both shared concerns across European Member States, and both integral parts of the European policy agenda on SMEs and youth - require effective business writing and communication skills, particularly in English, which is becoming the world's lingua franca. According to recent European studies (DG Employment, Social Affairs and Equal Opportunities, 2009, [Guide for Training in SMEs](#); Junior Achievement Young Enterprise, 2011, [Closing the Gap between Business and Education survey report](#)), the acquisition of verbal and non-verbal communication skills is crucial for SME employees, since poor communication is the source of many commercial transaction failures and lost opportunities for securing business deals or grants from stringent funding agencies. Such failures can impede on both the competitiveness of SMEs and young entrepreneurs, and in the career progress of their employees. There is, therefore, a great need for SMEs to put such 'soft skills' at the centre of their competences development approach for young employees. A deeper European cooperation and exchange of knowhow between professional stakeholders in the project will ensure that the tools developed to address these needs will be better applicable to different economic, linguistic and geographical settings of Europe and will better promote a common platform for professional networking and encouragement of skills and business idea development across Europe.

In short, the EWC project experience can provide relevant input to policy formulation in the vocational education and training field. The research conducted in the course of the project re-affirmed the manifold barriers that SMEs face when it comes to training provision, primarily the cost attached to it. It was shown that e-learning, flexible solutions are very welcomed by employers and employees of SMEs. The EWC project conducted interviews and ran an online survey in 10 countries in Europe and the results showed common positions among countries. The research revealed that written and oral communication skills are the most important skill in the workplace. Also, employers indicated that available training provision is not targeted to SMEs mostly addressed to large firms whereas SMEs would prefer more flexible solutions.

Furthermore, the course' piloting process attracted high participation which reveals that flexible, tailor-made, market-informed training provision suits the needs of the young adults and there is high demand. The EWC course offers a pedagogical approach that could be replicated and adapted in other fields through further collaborations with relevant stakeholders to advance the teaching of key transversal skills with e-learning which would allow the development of relevant curricula and also the widening of participation.

7. How To Be A Part Of EWC's Aim

Are you a student, a young SME employee or a young entrepreneur?

EWC project is open to tertiary education institutions' students, young SME employees and entrepreneurs willing to improve their communication skills in English and, therefore, their employability and their access to the international market.

The EWC course fits the profile of young adults that have demanding schedules and obligations. It helps them overcome obstacles such as time, cost or geography and easily participate in a course that equips them with skills that can be directly applied to their work in any sector or field. The EWC course is a flexible learning tool, combining e-learning with offline learning that allows end users to have a choice of the suitable training method for them or combine elements of the two training methods. The social networking platform serves as a virtual professional environment and meeting space where they can communicate with other students and trainers but also to get in contact with potential employers, explore opportunities.

Are you a VET provider, a SME, a higher education institution or an educator?

EWC course and SMEs: Writing and communication skills are the most needed skills in the workplace according to the views of employers themselves, as noted in previous sections in this guide. The project partners, some of them SMEs themselves, conducted a thorough situation and needs analysis prior to the design of the course, in order to identify the most suitable form of training for SMEs. The EWC course addresses the training barriers for SMEs as it provides a cost-effective and flexible course for the development of skills that are essential in the labour market. SMEs can adopt the course in its entirety and train their staff or they can pick the modules and aspects of the course that they deem most interesting and relevant to their work. The project has developed guides including this one to assist SMEs to take full advantage of what the course has to offer without having to spend a big part of their limited resources.

EWC course and VET providers: The EWC course contributes to the development of curricula for soft skills training by VET providers. As our research revealed writing and communication skills in English are mainly taught in Language schools as part of the English language curriculum and there are not many courses that are tailored to the needs of young adults. The EWC course is a comprehensive 4- module course that can be taught in a VET institution either as e-learning course or classroom based. VET providers can incorporate part of the course, or adapt the approach of the course in order to build other courses. Also, based on the piloting process that attracted nearly 1000 end-users, it is clear that the course is proven to be very popular among its target group which denotes the high demand for such courses.

