



**e-CLIENT**

Final Report    Public Part

## Project information

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# Executive Summary

This project aimed to help employees in the Hotel and hospitality industry, who would like to improve their foreign language skills: “Simply think how often the reputation of a good hotel or restaurant can be spoilt by poor service? Your staff may, by being sympathetic or apologetic, make the cold soup taste warmer! Knowledge of a language can work wonders! Enhance your business and enable your staff to offer not only service but also good communication”.

The simulator is NOT A LANGUAGE COURSE, if it were we would have not attained the final aim nor accomplished with the project proposal as approved and granted. It is important to have this concept in mind before trying the e-CLIENT virtual simulator.

It is very probable that if we had submitted a project proposal for a common language course in hospitality our project would have never been approved as there can be found thousand of on-line courses for professionals all following a similar arrangement in contents, exercises, theory, etc. if you want to practise the language with exercises you will find thousands of tests in the internet or in other courses in fact e-CLIENT project started with a in-depth research on existing resources in the partner countries. **The Content and Technical Research** can be found at [www.e-client.org /products](http://www.e-client.org/products). In these reports you will find an analysis of resources in language learning from the two different perspectives; methodology and technology. They can be used as research manuals for planning and development of new projects or research on language learning.

The team has pursued two main aims: to facilitate language learning for tourism professionals and innovate language learning methodology for on-line courses. The e-CLIENT project was conceived as a language facilitator to help workers dealing with a client face-to-face, to communicate in other languages.

The main innovation has been trying to reproduce **TPR (Total Physical Response)**, methodology in a virtual environment. TPR is a language learning method based on the coordination of speech and action, in the simulator the actions will occur in a virtual space. TPR means **teaching oral proficiency at a beginner’s level**; the learning process is a mind-process in which, through repetition of the videos, the mind understands the sentences and the learner is able to repeat or react in the target language. This is an automatic reaction of the mind, comparable to a baby learning a language. The videos reproduce situations that the hospitality workers find in their daily work, so that they must guess what is happening in the target language according to their experience. The videos are supported by texts in native language where the user can check what would be happening in his/her country.

The e-CLIENT virtual simulator is a Multilanguage tool in 6 languages. (BG, DE, EN, ES, FR, and GR) To find out more go to [www.e-client.org](http://www.e-client.org) and register.

The simulator contains all the characteristics and materials described in the project proposal but the tool has the potential to be extended with further situations within the sector, additional languages, and as has been suggested during the testing phase, transferred into other professional sectors.

The project was led by FEHR (Spanish Federation of Hospitality) and coordinated by FASE.net in Spain. The partners are: KK (DE) a provider of vocational training running 12 restaurants in Berlin. BASER an NGO promoting growth and training, EUROTECHNIKI (EL) a Technical SME, in charge of the technical implementation of the simulator. GIP-ALSACE (FR), the French National Education public of continuous training and P7 PNM (UK) a SME providing language services and language training materials.



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# 1. Project Objectives

## GENERAL OBJECTIVES:

- To provide access to initial training to unskilled workers in the hospitality sector. "Tourism undoubtedly has a role at the bottom end of the labour market, as it provides a social insertion mechanism for unskilled workers and migrants." ETAG.
- To contribute to a better quality of service, enhance job satisfaction, promote competitiveness and also support sustainable economic growth and social cohesion.
- To help the stakeholders facilitate training for their employees; providing a user-friendly tool for their employees to practise foreign languages through the use of a simple PC or Laptop which could be easily accessible in the office of the restaurant-hotel or similar with connection to the internet.
- To strengthen the role of education and training within the Lisbon process at both European and national levels.

These objectives have been met through the development of an ICT based tool for learning and practising languages at a basic level in the field of vocational training.

**MAIN AIM:** the solution/innovation is not as much in the content, but in the innovative tool specially designed to match the target group characteristics. The main aim of the project is to create a language learning tool in 6 languages facilitating language learning for the low-skilled workers in the tourist sector through a Language virtual simulator:

- Simulations: scenarios presenting daily situations that a worker in the tourist sector is likely to deal with.
- Learning support: language information, useful coined expressions, grammar tips, exercises.
- Professional information: The training materials also comprise information about good manners in service, cultural specific features of customers, ethics and fundamentals for customer satisfaction.

**LEARNING OBJECTIVES:** the simulator can be framed within the LEVELS A2 to B2 of the "Common European Framework of Reference for Languages": The methodology used is the TPR (Total Physical Response) that proposes learning language in the same way as a young child does where language is internalised through a long period of listening and developing comprehension prior to production and where language learning is associated to action.

**TECHNICAL FACTS:** It is a user-friendly tool meant for low skill workers or immigrants, the design adapted for those who have basic knowledge of ICT. The programme available, on-line and doesn't need any installation. The user can register directly in the web-site and start practising with the simulator.

## IMPACT ON THE BENEFICIARIES AND PARTICIPATION IN THE PROJECT:

The main target groups, the employees and stakeholders have had representation in the project through the Quality Board Groups each partner organised in their country. The quality board groups have provided first hand information on their requirements and preferences in the design of the e-CLIENT simulator. Each Board Group includes representatives from each target group, (employees in the hotel industry or trade union representatives), stakeholders (owners and manager within the hospitality industry) and one representative from vocational training centres, education authority or trainer.

When the first list of potential situations was drawn the Boards received a questionnaire in order to evaluate it and validate it, some changes were made according to the feed-back received.

The Quality boards evaluated the filming of the videos, attending the recordings as in order to assess the professional and cultural aspects of the service. They also evaluated the scripts adapted in all the languages. Finally, together with the end-users, the quality boards tested the e-CLIENT virtual simulator over a two month period in order to test the efficiency of the product developed.

The impact on the groups can be estimated as:

#### 1- TARGET GROUP: LOW SKILLS WORKERS IN HOSPITALITY

-The project provides the workers within the hospitality and catering sector with basic knowledge of languages in order to offer better services.

-Increases employability of low skilled workers

-Enables access to the ICT.

#### 2) TARGET GROUP STAKEHOLDERS AND MANAGERS:

-Offer better services to their customers and increase client satisfaction.

-Help them in facilitating training for their employees; they will have an easily accessible tool that employees can use for practising languages using a PC which can be made available in the office of the restaurant-hotel or similar. The managers and stakeholders can use it for offering individual vocational training without the need of organising group training activities.

-Facilitate the mobility workers in Europe and the exchange of human resources.

#### 3) CUSTOMERS:

Obtain better services and customer satisfaction for tourists..

The whole partnership has been involved in all the project products and processes. The dissemination strategy has played an important role in the project. For dissemination and valorisation purposes all the partners have provided a detailed contact list of tourism related institutions, vocational training centres or offices of employment and migration in order to distribute and valorise the final product.

The quality board groups will also provide important information for the best distribution and valorisation of the products.

Agreements will be signed with the stake-holders for introduction of the product in their work places offices. A specific budget was allocated for this purpose as well as for renting PC's for testing the product in the working environment.

## 2. Project Approach

It is important to point out that the project is focussed as a general approach on the achievement of the final usability of the product. All the methodologies, technical facts and ways to proceed to pursue the real implementation of the final product into the target group.

The first approach adopted by the project was the comparative approach; the project started with a in-depth analysis of previous resources in language learning from the two different perspectives, the methodologies and the technological. The results are two research reports where it can be found the analysis of the most important resources existing in the field of languages and the technology available. Both the reports served to create on the one hand the design of the tool from the technological perspective and on the other hand the description of the content. The added value of the comparative methodology used confers the project with the knowledge of previous tools and methods which have or have not been successful in order to prevent the e-CLIENT virtual simulator from making errors previously made in other language learning programmes.

During the implementation of WP2, Research, important dissemination activities were carried out thanks to the implementation of the questionnaires for the target groups. The partners contacted several institutions and hospitality centres carrying information about the e-CLIENT project and requested completion of questionnaires by end-users and the stakeholders. A total of 120 questionnaires were collected.

The conclusions drawn by the research were reviewed by the Quality Board Groups comprising end-users and stakeholders in each of the participant countries. The Quality Boards also received the list of situations and contributed with their feedback.

The Virtual simulator will facilitate language learning following the constructivist school of learning. A constructivist view of knowledge implies that a person's knowledge is constructed through experience; the main benefit of a constructivist methodology is that it provides the learner with a context in which the learner can explore a topic in a way that facilitates the development of understanding of the topic. The students will construct their knowledge by participating directly in the learning process as an active agent at the same time as recipient.

The main language methodology used is TPR (Total Physical Response), a language learning method based on the coordination of speech and action, in this special case the actions will occur in a virtual space. Some of the objectives of Total Physical Response are teaching oral proficiency at a beginning level, using comprehension as a means to speaking and using action-based drills in the imperative form.

In order to meet the requirements of the specific group of end users, the simulator comprises the following characteristics:

-BASIC LEVEL: The tool is strictly focussed on providing basic level content, being realistic and taking into account the failure of previous experiences in the field. These were good for proficiency but neglected a basic level as being less interesting or rewarding. The simulator can be framed within the LEVELS A2 to B2 of the "European Common Framework of Reference for Languages

-LANGUAGES: In the present project four of the most spoken languages in the tourism sector are taught (EN, ES, FR and DE) whereas two less spoken languages are promoted (GR and BG) but the tool has the potential to be extended to other languages.

-USER- FRIENDLY: it can be used by a person with basic knowledge of ICT.

-INDIVIDUAL LEARNING: The tool is specially conceived for self-learning, given the tight timetables of the target group and the difficulties to attend group sessions. Even though the

tool could also be used for practising languages supported with classes, tutors and group sessions.

-EASY INSTALLATION: finally the programme doesn't need any installation, just requires a common updated PC, internet connection, audio and a microphone.

-HELP IN DEALING WITH DAILY SITUATIONS: As the contents is based upon the TPR (Total Physical Response), a language learning method based on the coordination of speech and action the user will learn at the same time some situations that he/she must deal with later.

The characteristics of the partnership were essential for the success of the project development, implementation and final exploitation. The dissemination strategies carried out have been focussed directly on the end-users and beneficiaries. The promoter led the project as the main representative of the end users, target group and stakeholders. All the partners had associated silent partners related to the tourism sector (National Agencies of Tourism AT, Regional Office of Tourism BG, Trade Unions in Greece, Association of Training Centres in France and a University in UK.). At the same time they created Quality Board Groups with representatives of all the groups involved direct or indirectly in the group of beneficiaries.

The project products and processes have been revised and evaluated using quality questionnaires following the main work-packages and partnership meetings. The internal quality questionnaires can be found in the project collaborative space.

In general we can say that the end-users are characterised by little or no experience in language learning, or who are reluctant language learners. One of the strategies that the project has designed in order to get the target group more involved in the project and final testing is that "awarding" them with an international travel to the partnership meetings (special budget allocations in other costs are envisaged for this purpose). The end-users were invited to the filming of the videos in Strasbourg.

The dissemination plan and budget also expected active participation of all the partners in dissemination events such as fairs conferences and exhibitions. The events were of different kinds, either related to the field of tourism and hotel industry, to the world of language learning or conferences in Vocational training and Education in general. The project partners participated in a number of different events according to their professional experience in these fields. Since the first e-CLIENT simulator was ready the dissemination of the products got more intensified.

The dissemination plan, led by the promoter, ensures the dissemination of the product across all fields of interest and through all the competences described as well as the sustainability of the project results beyond the funding period.

In order to ensure sustainability of the project the partners have also created a database/network of potential users and distributors; a contact list of tourism related institutions, vocational training centres or offices of employment and migration where to distribute the final product. A very important point from the dissemination strategy is also the project web-site. [www.e-client.org](http://www.e-client.org)

One of the main facts that may lead to the sustainability of the project beyond the funding period is that the e-CLIENT virtual simulator is to be tested for the next two years in the framework of a research with 200 learners from different language levels and different backgrounds.

The researchers have strongly supported the simulator on the basis of its innovative character regarding the tool itself and in implementing the TPR methodology in a virtual environment. The research will investigate on how the e-Client Simulator works as a language learning tool in professionals and what is the duration of the learning process. A quick search in the bibliography has shown that bibliography in the use of multilingual simulation on learning a language with TPR methodology in European languages (ERIC

database gives 0 results under the lemma “total physical response simulator” or similar lemmas) does not exist.

This quick search has also shown that in bibliography a multilingual language learning simulator in multilingual environment does not exist. (the citation index results in the lemma multilingual simulator is 0, in the lemma “language learning simulator” is 1 , T Fenton-Kerr, "GAIA: An Experimental Pedagogical Agent for Exploring Multimodal Interaction, 1999, Lecture Notes in Computer Science, Springer”, which is about speaking help for map navigators, under the lemma “multilingual language learning simulator in multilingual environment” is 0, etc).

The existed multilingual learning environments/applications do not support simulation functions (see Moodle, eClass, Blackboard etc). There are articles in automatic translation (e.g. “On Building a Simulating Translation Environment for Multilingual Conversation”, Jianshe ZHAI, Georges FAFIOTTE, Springer 2000) or simulators on speaking recognition.

The simulator’s approach and implementation is the subject of a research paper which will be published in scientific magazines with auditor crisis. (Panagopoulou G, Thomaidis T, Minos C., Improving language skills for professionals using a Multilanguage Virtual Simulator in a multilingual platform, the eClient Virtual Simulator,)

### 3. Project Outcomes & Results

In order to organise the work and the file management, the first project outcome was the arrangement of a collaborative space called **WORK-LAB**. In the work-lab the partners have a menu for LINKS providing direct access to the websites relevant for the project as well as to the internal quality questionnaires and statistics. The most important part of the work-lab is the storage library where the folders are organised into work-packages, meetings and products, so that all the project information is available to all the partners at any time.

The first part of the project was focussed on research and the results were:

**RESEARCH REPORT TECHNICAL:** Comparative study of existing simulators and language learning courses from the technical point of view. The survey compares the advantages and disadvantages of using one or another technology for the implementation of the e-CLIENT virtual simulator; it estimates the benefits of using web-based applications or static CDs or DVDs for the delivery of the materials as well as the possibilities of using more advanced technologies but finally considering the means available in the project budget. The survey may be used as core bibliography for next projects developing similar learning tools as it offers a wide perspective on the existing technologies and describes its benefits and drawbacks.

**RESEARCH REPORT METHODOLOGICAL:** Comprehensive analysis of languages courses specialised in hospitality sector as well as in virtual simulators. A common template was produced in order to evaluate previously developed training materials following a common procedure. More than hundred resources are being studied and measured according to their relevance to the e-CLIENT project. The research can be used as a compendium for those who are to elaborate new language learning materials.

Both parts of the research are published on the project website ([www.e-client.org](http://www.e-client.org)) and can be downloaded for free.

**WEBSITE;** the most important purpose of it is the promotional impact. The website can be found in 6 languages (EN, ES, FR, DE, BG, and GR) and offers information about the project, the partners and especially about the products in a promotional way. The web site includes interactive translation options in 6 languages and is the basis of the simulator.

**The e-CLIENT VIRTUAL SIMULATOR:** The e-CLIENT virtual simulator is a Multilanguage tool in 6 languages (BG, DE, EN, ES, FR, and GR) with direct registration in [www.e-client.org](http://www.e-client.org). This is not a language course, even if you can find many elements as in other courses (exercises, language tips, grammar hints, and glossary); the project e-CLIENT is conceived to help to communicate in other languages to workers directly dealing with the client, as a language facilitator. The learners are prompted by questions, difficult situations, accidents, complaints or reclamations where they have to react in the second language and solve the situation. Before gaining access to the simulation scene the students have to go through the preparation materials, resources and didactic tips that will help them in managing the simulated scene.

We simulated the child language learning acquisition process according to TPR (Total Physical Response), into the e-CLIENT simulation tool. The main innovation has been trying to reproduce **TPR (Total Physical Response)**, methodology in a virtual environment. TPR is a language learning method based on the coordination of speech and action, in the simulator the actions will occur in a virtual space. TPR means teaching oral proficiency at a beginner's level; the learning process is a mind-process in which, through repetition of the videos, the mind understands the sentences and the learner is able to repeat or react in the

target language. This is an automatic reaction of the mind, comparable to a baby learning a language.

The videos are a selection of the most common and useful situations from the point of view of the end-users in their daily work comprising current help desk situations in a didactic way; the storyboard is based in real experiences in customer's behaviour in restaurants, hotels or cafeterias while speaking in different languages than the student's. The videos are supported by texts in native language where the user can check what would be happening in his/her country.

The simulator is an innovative language learning tool. Technically is STATE OF THE ART. The quick search has shown that is not existed in bibliography a multilingual language learning simulator in multilingual environment. (the citation index results in the lemma multilingual simulator is 0, in the lemma "language learning simulator" is 1 , T Fenton-Kerr,"GAIA: An Experimental Pedagogical Agent for Exploring Multimodal Interaction,1999, Lecture Notes in Computer Science, Springer", which concerns speaking help for map navigators, under the lemma "multilingual language learning simulator in multilingual environment" is 0, etc).

**DISSEMINATION PRODUCTS:** Brochures, posters, pins, bags, T-Shirts, beer-mats and an USB with a link to the simulator have been produced with the e-CLIENT and EU logos for delivery in fairs, exhibitions, conferences and congresses.

The project has also developed other products that might be useful for research for other projects and provide explanation on some of the processes that the project had to undergo in order to attain the simulator:

- **THE SIMULATOR TECHNICAL FACTS:** Describes the technical complications during the implementation, the changes that had to be made, the long and complex process for the video edition, etc.

- **MANAGEMENT AND QUALITY REPORT:** gathers information on the arrangements of the partnership meetings and the conclusions made by the partnership during the development process of the simulator. It describes all the processes of quality that the products had to undergo during the life of the project.

- **TESTING REPORT:** Reports about the findings, opinions, suggestions etc made by the final users and boards of experts on the simulator beta version. It describes the improvements made after and during the testing.

-**DISSEMINATION REPORT:** an account of the activities and products carried out to publicise the e-CLIENT project.

## 4. Partnerships

The fact that the project is language based is one of the most outstanding features demanding international cooperation. The project requires international cooperation in order to fully attain its purposes and aims:

- The language learning materials have been developed by native language speakers
- The cultural information was provided locally.

The international character of the partnership is structured around two different axis, on the one hand the importance of tourism in the partners countries and on the other hand the value of the native languages from the commercial point of view:

- Spain Greece; experience in tourism and high demand of language training
- UK, France and Germany: language providers, although being wide experienced in tourism these have the benefit that native languages are the most taught as second language as well as official languages of the EU. They will contribute with their native languages to increase the value of the project.
- Bulgaria: Emergent tourist economy and demand of the language trained staff as well as representative of the less widely thought language together with Greek.

The partner's expertise is classified in three main points: expertise in language training and development of language learning materials, expertise in the development of virtual training tools and finally direct connection with the end users either in the training centres or with the stakeholders. According to know-how requirements the partners are divided into two main working teams:

- Technical teams: Partners P2ES, P3DE, P5EL technical developers, e-learning specialist and web application experts and pedagogic team with experience in language training
- Pedagogical team: partners P4BG, P5FR, P6UK: The pedagogic partners have demonstrated experience in creating tools for languages for special purposes.

The characteristics of the partnership are essential for the success of the project development, implementation and final exploitation. The promoter heads the project as the main representative of the end users, target group and stakeholders. All the partners have associated silent partners related to the tourism sector (National Agencies of Tourism AT, Regional Office of Tourism BG, Trade Unions in Greece, Association of Training Centres in France and University in UK.). At the same time as they were requested to create a Quality Board Group with representatives of all the groups involved direct or indirectly in the group of beneficiaries.

The project is led by the Federation of Hospitality of Spain, FEHR, which is an entrepreneurial organisation gathering partners from 67 associations from all areas related to the hospitality, and catering industry. The project kick off and final meetings coincided with the fair of tourism and hospitality in Madrid and the ceremony of the awards on hospitality delivered by FEHR this fact made the project start and finish with wide international repercussion. The partner's expertise lies in three main points: expertise in language training and development of language learning materials, expertise in the development of virtual training tools and direct connection with the end users. The partners belong to different type of institutions a fact that enriches the project with different perspectives; the coordinator FASE.net (ES) is training and consulting SME providing hospitality courses and widely experienced in European projects, P3 KK (DE) is a big institution provider of vocational training running 12 restaurants in Berlin. P4 BASER is an NGO promoting growth and training in different areas. P5 EUROTECHNIKI (EL) is a Technical SME, the partner in charge of the technical implementation of the simulator. P6 GIP-ALSACE (FR) is the French National Education public of continuous training and P7 PNM (UK) is a SME providing language services and of language training materials. According to know-how requirements the partners are divided into two main working teams: the technical and the pedagogical.

## 5. Plans for the Future

One of the main facts that may lead to the sustainability of the project beyond the funding period is that the e-CLIENT virtual simulator is to be tested for the next two years in the framework of a research with 200 learners from different language levels and different backgrounds.

Whether the experiment will bring final positive results it is impossible to know to date. Notwithstanding that, in the mind of the partners, there is the strong desire to make the most of the e-CLIENT simulator.

The researchers have strongly supported the simulator on the basis of its innovative character regarding the tool itself and in implementing the TPR methodology in a virtual environment. The research will investigate on how the eClient Simulator works as a language learning tool in professionals and what is the duration of the learning process.

The simulator's approach and implementation is the subject of a research paper which will be published in scientific magazines with auditor crisis. (Panagopoulou G, Thomaidis T, Minos C.) Improving language skills for professionals using a Multilanguage Virtual Simulator in a multilingual platform, the eClient Virtual Simulator.

During the second phase of the project, the dissemination strategy accelerated .One of the key factors promoting the valorisation of the project has been the piloting and testing of the simulator directly by the end-users, beneficiaries and experts in language training. The testing was introduced in all the partners' countries by public information conferences where final users, stakeholders and trainers gathered to attend the presentation of the simulator. It was very gratifying to see how the testers had the same perception of the tool as the partnership expectations with regards to its potential. Some of the testers expressed the desire to extend the simulator into other languages and professional sectors.

Thanks to the dissemination activities carried out by all the partners during the database collection, the pilot testing and the quality processes, there is a wide public waiting for further development of the tool. Managers in training centres, managers in hotels and restaurants and stakeholders have expressed a keen interest in using the e-CLIENT language simulator in order to better train their employees in foreign languages so as to deliver a better service in their business.

In the last partnership meeting the partners discussed their commercialisation plans and views of exploitation. The partnership agrees that the simulator is to be used freely by each partner for their own training purposes. The project materials belong to the partnership as a whole and can be used independently of whom was the developer by all the partners.

For the leading partner FEHR, has already 8000 copies of the USB with the link to the simulator in order to delivered them to their learners in hospitality, for the German and French partners, the plans are also using the simulator in all their training centres; in Greece is under development the "eClient users network". The members of this network will be tourist enterprises and individuals used the Simulator and exchange ideas and skills. The network has already 10 enterprises and 8 individuals. In the UK and Bulgaria both the tourist offices have been informed during the project development and at present are in negotiations for using the tool into their professionals.

## 6. Contribution to EU policies

Tourism can play a major role in creating growth and jobs and promote regional development. Together with its related activities, it is one of the biggest and fast expanding European economic sectors. This dynamism of tourism goes along with a lot of challenges.

Although the European Union has no direct competence in tourism in 2005 the Tourism Sustainability Group was set up, composed of representatives of all actors and aiming to make proposals to the Commission for the preparation, by 2007, of an Agenda 21 for the European Tourism. The main aim of this policy will be to improve the competitiveness of the European Tourism industry and create more jobs through the sustainable growth of tourism in Europe and globally.

The review of the Lisbon Strategy achievements and perspectives showed the need to focus to two main priorities: Growth and Employment: make Europe a more attractive place to invest and work; raise our capacity to grow through knowledge and innovation and create more and better jobs.

Lisbon Education & Training Progress Indicators

### **LIS-G24 Foreign Language Learning -Distribution of lower / upper secondary pupils learning foreign languages**

The simulator will be focussed to low-skilled workers as well as for students belonging to lower training sectors. The methodology and the use of the tool will be very user-friendly so that the learner might not be disappointed at the difficulty of the contents and the language learning requirements. The WP2 is focussed on the research to find the best practices in the field facilitating learning to the low-skilled.

### **LIS-G25 Foreign Language Learning -Average number of foreign languages learned per pupil in upper secondary education**

Language learning for workers of the tourist and hotel industry at the same time as promoting less widely used languages BG and GR

### **Lisbon Key Competences**

#### **KC2 Communication in the foreign languages**

#### **LLP Horizontal policies**

A-promoting an awareness of the importance of cultural and linguistic diversity within Europe, as well as of the need to combat racism, prejudice and xenophobia

The simulator will show the need of knowing language in order to have more job opportunities. At present many workers in the tourist sector come from other countries and ethnics. The project will facilitate job insertion and integration of this group through language learning

#### **A.1.Cultural and Linguistic Diversity**

The simulator will include information about cultural facts, customs and behaviours of the participant countries as well as promote the use of second language.

Racial or ethnic origin

At present many workers in the tourist sector come from other countries and ethnics. The project will facilitate job insertion and integration of this group through language learning.

#### **Complementarity with other policies**

1.6Employment: Improve the competitiveness of the European Tourism industry and create more jobs through the sustainable growth of tourism in Europe and globally. Improve the unemployed skills.

2.2 KA2 LANGUAGES Language learning for workers of the tourist and hotel industry at the same time as promoting less widely used languages BG and GR

3Lisbon partnership for growth and jobs: Promoting tourism as a source of growth and less developed areas. Promote regional and rural tourism in the participant countries regions.

## 7. Project main Activities.

First meeting in the Fair of Tourism and Hospitality; pictures taken during the Award Ceremony



**Amazing cottage in the outskirts of Madrid.**



**The table was just exquisite**



**The partners were delighted by the menu.**



**The quality of the food was extraordinary.**

**Second meeting in Volos, Greece.**



**Discussions were hot and difficult, important decisions were taken in the meeting.**



**When the working day was done it was time to meet the professionals and enjoy their fare.**

**3<sup>rd</sup> Partnership meeting in Strasbourg and visit to the Hospitality College.**



**The partners had to wear special clothing for visiting the kitchens.**



**The College premises are the same as a large hospitality complex, with real kitchens, cocktail bar, hotel rooms, wine tasting facilities, etc.**



**We had a delicious lunch at the catering school while nervous students were having an exam.**

Two shots from the video recording in Strasbourg.



5<sup>th</sup> Partnership meeting in Berlin, Germany



The hospitality Awards in 2009



