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REPORT ON MULTIPLIER EVENT (E2)

Genoa 23 May 2016

The first multiplier event within the **Erasmus+ project „Key Skills for European Union Hotel Staff”** (*Project No: 2014-1-HR01-KA2014-007224*) held in Genoa was called “Presentation of the Erasmus+ project and use of Smartphone Apps and Front Desk 4 program”.

This multiplier event was planned in accordance with another important meeting of the APCI organisation of ‘chefs de cuisine’. The period of the workshop was chosen deliberately to be connected with it in order to invite as many stakeholders as possible and many teachers as well.

The aim of the workshop was to present to stakeholders and teachers from the local area both the project itself and the materials that it had been produced up to the point of the meeting. Its additional aim was to gauge reactions and to help identify any weaknesses or problems in the materials.

The computer software and the smartphone apps were presented by Daniela Poggi to an audience made up mainly of stakeholders from many industries (hotels, restaurants, bars and associations connected to tourism industry) and cookery and bar tending teachers. These teachers were personally interested in the project, while many of them teach secondary school pupils, who will be future employees in the tourism and catering sectors.

At the beginning of the meeting, Dr. Angelo Capizzi the headmaster of IPSSA Nino Bergese, greeted the participants and introduced the representatives of APCI. This was followed by a presentation of the project by Daniela Poggi in which she presented the learning material using the Moodle software. Daniela also showed the participants the computer software, the interactive maps and the smartphone apps. The stakeholders and teachers put questions to the presenters and were encouraged to try and later use the various materials. The meeting ended with an open discussion.



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The Agenda for the Multiplier Event E2

- Date:** 23 May 2016, Genoa
- Time:** 16.30-20.00
- Venue:** Villa Sauli, IPSSA Nino Bergese, via Prà, 70 Genoa, Italy
- Participants:** language, cookery, front desk and bartending teachers from IPSSA Bergese, tourism stakeholders, Italian project team

16.30 Registration of participants

17.00 Opening of the event – Prof. Angelo Capizzi headmaster of IPSSA Nino Bergese

17.30 Presentation of the project (contents and aims) Prof. Daniela Poggi

18.15 Stakeholders contribution (APCI association)

18.45 Dott. Causa's speech (Grandi Navi Veloci)

19.00 Piloting of apps and programs

19.30 Filling of questionnaire and discussion

20.00 Buffet

Participants

In all 31 stakeholders and 27 teachers attended the event. All of them filled the questionnaire and found the project really interesting and useful for the tourism industry.

Details on evaluation sheets designed for industry representatives

31 people took part in the multiplier event we had on 23rd May. All of them were Italian. 14 worked in a restaurant, 5 in a bar, 3 in a 3 star hotel, 1 in a 4 star hotel, 2 in a 5 star hotel, 1 in a pub and 5 in other related businesses. As for their business location, 11 are close to the city centre, 9 are in the historical centre, 5 are on the outskirts, 1 in a small town, 1 in other places (cruise ship) 1 person did not answer. As for the job positions of the people interviewed 15 were owners, 5 were managers, 6 were chefs, 1 was an advisor, 1 a consultant, 1 a commis, 1 a bartender, 1 a non-specified employee. The years in which these people have been working



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in the hospitality industry ranged from 3 to 35, most of them, however, had quite a long experience in the sector. In terms of languages spoken by the industry representatives 18 of them only spoke English as a foreign language. French turned out to be the second most popular foreign language. Industry representatives from hotels tended to speak more languages and the higher the hotel languages the more languages they claimed to speak (English, French, Spanish and German). In terms of target market, 16 stakeholders answered that their customers belonged to different groups (business people, tourist groups, individual travellers, families with children). Few of them had a single group as target. The question about the nationality of the clients revealed that most of the stakeholders had Italian, British, French, German and Spanish customers. Only two stakeholders claimed to have only Italian customers. The most popular languages spoken by the clients turned out to be English, Italian, and French. One stakeholder had mainly Russian speaking customers. The numbers of the employees of the companies our stakeholders work for ranged from 700 (this is the case of the stakeholder from the cruise company) to 2. The average number was 10. The staff of those companies turned out to have average language skills in English and French but very bad skills or no skills at all in the other languages mentioned. Most of the found they had had useful information on the project on the project, only one person disagreed and three people did not answer this question. 13 people would assess the project is very useful and 13 useful, 3 people would assess is 50/50. Some people did not answer this question. Everyone thought that they had had enough information on needs analysis except 4 people who didn't answer the question and one person who did not agree. The feedback on the needs analysis ranged from useful and very useful, few people assessed it as 50/50 and some people did not answer the question. 24 Stakeholders felt they had received useful information on the curriculum created and 1 person didn't agree, the rest of the people did not answer this question. The assessment of the curriculum ranged from very useful to useful, 4 people did not answer this question. 25 people found they had had useful information of the Front desk program, 6 people did not answer this question. 16 people thought that the front desk program is was very useful, 12 defined it as useful, one person answered 50/50, 2 people did not answer this question. 27 people answered that they would use the front desk program, most of them both for improving personal language skill and for learning suggestions to staff, 2 people answered they would not use the program, 2 people did not answer. 27 people got useful information on the smartphone apps, 1 did not, 3 people didn't answer the question. Their feedback ranged from useful to very useful. The people who answered would use the smartphone apps, most of them both for improving personal language skills and for learning suggestions. 25 people got useful information on the e-learning platform, 2 did not, 4 did not answer. 25 people would use the platform, most of them for both personal learning and learning suggestion, 1 person wouldn't use it, the rest did not answer. 25 people got useful information on the interactive maps, 2 did not, 4 did not answer. 17 people assessed the interactive maps and useful, 10 as very useful, 1 person as 50/50, 3 people did not answer. 24 people would use the interactive maps, 2 would not, 5 people did not answer. Most of those who answered positively would use them for both personal purposes and learning suggestions. 26 people found the a2/b1 course useful. Specifically 14 people assessed it as very useful and 11 as useful, 2 people



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assessed it as 50/50. 25 people thought the b2-c1 course was useful, 2 people did not. More specifically those who gave a positive feedback assessed the course as very useful (14), useful (11) 50/50 (3). The feedback on the project in general was very positive. It was assessed as very useful (13), useful (12) 50/50 (2). The usefulness of the project in the industry was assessed as very useful (12), useful (11) 50/50 (2).

Details on teachers' evaluation sheets during multiplier event

27 teachers participated in the multiplier event held on 23rd May 2016. 24 of them taught non-linguistic subjects (mainly practical subjects related to hospitality) 1 taught English and 2 Italian. 3 of them have been teachers for less than 5 years, 2 of them for 5-9 years, 4 of them for 10-14 years, 4 of them for 15-19 years, 1 of them for 20-25 years, 6 of them for longer than 25 years. The rest did not answer. Their levels of education were: doctor (3), master (3), bachelor (4) short cycle college (11), the rest did not answer. Their language teaching training was: other (12), university degree in philology/linguistics (2), university degree in language teaching/pedagogy (1), teacher training course outside university (1), language teaching course as part of degree program (1). They are teaching to students: from 15-19 (25), older than 25 (1) younger than 15 (1). Most of them are teaching to students specialising in tourism and catering. All teachers got useful information about the project. Their evaluation of the project presentation ranged from useful to very useful. All of them got useful information on the needs analysis. They assessed the needs analysis conducted as useful (7) and very useful (20). 28 teachers got useful information on the curriculum, 3 of them did not answer. They assessed the curriculum created as useful (8) and very useful (17). All those who answered the question got useful information on the Front Desk programs (25) which was evaluated as useful (12) and very useful (14). Most of them would use the programs (26) for learning suggestions. All teachers got useful information on the smartphone apps and their evaluation ranged from useful to very useful. 25 teachers would use the smartphone apps, 1 wouldn't, 1 did not answer. Most of them would use them for improving personal language skills and for learning suggestions. Some of them would also use the apps for teaching. All those who answered the question (24) got useful information on the Moodle e-learning platform and the tasks created. They assessed the presentation of the platform and tasks as useful (9), very useful (15), 3 teachers did not answer. 24 teachers would use the platform, 1 wouldn't. Most of them would do that for giving learning suggestions and improving personal skills, some of them would use it as a teaching support. 23 teachers got useful information on the interactive maps, 1 did not, 3 did not answer. The maps were assessed as useful (16) very useful (7), 4 people did not answer. Most of the teachers would use them for learning suggestions and for personal skills. 23 teachers found the A2-B1 course useful, one did not, 3 did not answer. More specifically 14 teachers thought it was useful, 8 very useful, 2 50/50. All the teachers who answered the question found the b2-c1 course useful and they assessed it as useful (14), very useful (7), 50/50 (1). The project in general was considered as useful (11), very useful (13) and 50/50 (1). The usefulness of the project for them as teacher was regarded as useful (9), very useful (15).



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Conclusion

The participants highly evaluated the project and its outcomes and they found them very useful and applicable. The invited participants were pleased with the information gained during the event. All participants are ready to use the product outputs both for learning and professional purposes at teaching students, suggesting them learning and at motivating industry representatives to learn.

After the formal part of the seminar, during informal discussions, participants asked more specific questions about the smartphone apps and expressed some suggestions on how they should be improved to be more suitable for their needs.

Overall, the seminar gave useful information both for the local participants and for the project team to attain very good results.

Prof. Simona Pellizzari, teacher

Manager of IPSSA Nino Bergese project team



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